

# Unit Outline (Higher Education)

**Institute / School:** Institute of Innovation, Science & Sustainability

**Unit Title:** Business Process Analytics and Change

**Unit ID:** ITECH5404

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 020399

**Description of the Unit:**

This unit is concerned with strategic and organisational issues of processes management and the use of enterprise systems to realise efficient and effective business processes. We will cover fundamental concepts related to process-based management principles and methods in IT-enacted change. Students will develop advance comprehension of the rationale and importance of Business Processes Management (BPM) for companies in globalised and competitive markets. It will illustrate the major strategic approaches used to comprehend, investigate, and implement proficient and compelling business processes. Process modelling techniques, process analysis approaches and process redesign methods will be demonstrated and practiced. Moreover, it will also enhance student's awareness about the interrelationship between the IT (ES) functionalities and business process requirements. The unit shall provide the details understanding of the main steps of the business process lifecycles, methods, notations, grammars and tool processes of modelling. This unit will develop logical thinking, an appreciation for conceptual models, and the capability to comprehend and counter processes issues related to complex systems like Enterprise Systems.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

**Work Experience:**

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a

task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

### Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

#### Knowledge:

- K1.** Discuss recent developments in information systems driven business process re-engineering and vice versa.
- K2.** Analyse the current business processes (As Is) and advising on the direction for the improvements in the lights of ES standard business processes (To Be) or in general in order to get both operational and strategic benefits.
- K3.** Investigate inefficiencies and recommending optimal business practices, and system functionality and behavior.
- K4.** Analyse the usefulness of automated workflows for monitoring and controlling business processes with reference to contemporary literature and professional practice.

#### Skills:

- S1.** Evaluate the keys to successful process design and implementation.
- S2.** Analyse and evaluate the effectiveness of requirement analysis for business process change and re-engineering.
- S3.** Investigate and critique various business process improvements methods, techniques and templates.
- S4.** Research emerging trends and future issues facing business process change in a global context.
- S5.** Distinguish the process governance needs and process roles and responsibilities.
- S6.** Utilise professional tools to model, analyses, comprehend and design business processes.

#### Application of knowledge and skills:

- A1.** Present a coordinated, coherent and independent exposition of knowledge and ideas in dealing with business process re-engineering for IS in general and ES in particular.
- A2.** Analyse and audit an information system implementation that incorporates a business process analysis and change.

### Unit Content:

Topics may include:

- Business Process Re-engineering;
- Business Process Management Lifecycle;
- Process Modelling;
- Quantative and Qualitative Process Analysis;
- Six Sigma Process Management;
- Process and Enterprise Systems, the Rationales and Challenges;
- Value Chain and Critical Path Analysis;

- Principles of Process Design;
- Process Box and Design "To Be" Process in teams;
- Process Documentation, Testing and Roll-out;
- Process Automation;
- Process Intelligence.

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations.</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning.</li> </ul>	K1-4, S1-6, A1, A2	AT1, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>Collating, managing complex data, accessing and using digital data securely</li> <li>Receiving and responding professionally to messages in a range of professional digital media</li> <li>Contributing competently and professionally to digital teams and working groups</li> <li>Participating at a high level in digital learning opportunities.</li> </ul>	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>Professionally committing to the promulgation of social responsibility</li> <li>Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>Generating, leading and implementing required actions to foster sustainability in their professional and personal life</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1-4, S1-6, A1 and A2	Students will analyse how a given organisation conducts its business, create business process models using professional tools, analyse the modelled business process, apply process redesign techniques to optimise the business process, and present the results to related stakeholders.	Assignment(s)	40%-60%
A1	Students will present their business process work to related stakeholders in a simulated workplace context. Students will self reflect their learning journey, achievements, lessons learnt, etc.	Presentation and Reflection	10%-30%
K1-4, S1, S2, S3, S5 and A2	Review and practice of skills and knowledge.	Examination and test	30-50%

### Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)