



BUSN11019 Business Systems and Technology

Term 1 - 2024

Profile information current as at 08/05/2024 01:03 am

All details in this unit profile for BUSN11019 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will introduce you to business systems and their benefits to companies. Business systems incorporate a series of interdependent tasks or documented procedures that outline exactly how to do something in an organisation to achieve strategic objectives. Good business systems streamline workload, improve productivity and generate results. Business Technology is a concept that describes all technology that helps an organisation run its business, processes and systems. In this unit, you will evaluate and apply Business Technology with knowledge of best practices and concepts and tools that are designed to guide any part of an organisation or business in utilising information technology to its fullest. In addition, you will learn the types of cyber-attacks that may be encountered in business contexts and identify tools and techniques to prevent, detect and respond to those attacks. You will be equipped to build sustainable and resilient businesses that can weather economic, social, and environmental challenges over the long term.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: *12*

Student Contribution Band: *8*

Fraction of Full-Time Student Load: *0.25*

Pre-requisites or Co-requisites

Co-requisite - BUSN11018 Business Improvement Principles

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2024

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 12-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 25 hours of study per week, making a total of 300 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Portfolio**

Weighting: Pass/Fail

2. **Case Study**

Weighting: 50%

3. **Reflective Practice Assignment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback

Feedback

clarity of content

Recommendation

Provide an outline of what is necessary to complete and what would be good to review, time permitting. This will be done in the workshops and via email to students.

Feedback from student feedback

Feedback

Real world problems

Recommendation

There will be greater incorporation of small case studies to support student learning of the concepts. The case studies will be used in the workshops.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Use systems analysis to recommend technological solutions, including those rooted in social innovation, that address business problems and achieve objectives.
2. Analyse systems requirements to propose strategies for managing all stages of the system development life cycle
3. Select information and communication strategies to inform the business systems and technology adoption and implementation of decisions of work colleagues and employers
4. Recommend cyber security tools for detecting vulnerabilities, monitoring network traffic and responding to attacks
5. Summarise key components of business systems and technology that contribute to the evaluation and analysis of data and the identification of trends, patterns and relationships.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Portfolio - 0%	•	•	•		•
2 - Case Study - 50%			•	•	
3 - Reflective Practice Assignment - 50%		•		•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication		•	•	•	
2 - Problem Solving		•	•	•	
3 - Critical Thinking					
4 - Information Literacy	•			•	
5 - Team Work					
6 - Information Technology Competence	•	•			•
7 - Cross Cultural Competence			•		
8 - Ethical practice					•
9 - Social Innovation	•				
10 - Aboriginal and Torres Strait Islander Cultures					

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Microphone and Headset

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Desley Pidgeon Unit Coordinator

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Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
The role of BPM in the Systems Development Life Cycle	Workbook One - Week One on Moodle	Block One - off the job learning

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
EIS technology and systems requirements	Workbook Two - Week Two on Moodle	Block One - off the job learning

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Strategy and people management systems and technology	Workbook Three - Week Three on Moodle	Block One - off the job learning

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Working on Workplace Problem and Personal Goals with mentor.	BUSN11019 Workplace Mentor on Moodle Handbook Mentoring Goal Form on Moodle	Block Two - on the job training.

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Working on Workplace Problem and Personal Goals with mentor.	BUSN11019 Workplace Mentor on Moodle Handbook Mentoring Goal Form on Moodle	Block Two - on the job training.

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 15 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Working on Workplace Problem and Personal Goals with mentor.	BUSN11019 Workplace Mentor on Moodle Handbook Mentoring Goal Form on Moodle	Block Two - on the job training. Assessment 1 - Portfolio DUE 17:00 Friday 19 April Portfolio assignment Due: Week 4 Friday (19April 2023) 17:00 am AEST Portfolio assignment Due: Week 6 Friday (19 Apr 2024) 5:00 pm AEST
Week 7 - 22 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Organisational design and operations: systems and technology	Workbook Four - on Moodle	Block Three- off the job learning
Week 8 - 29 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Cyber security in Accounting systems and technology	Workbook Five - on Moodle	Block Three- off the job learning
Week 9 - 06 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Data integrity in Marketing systems and technology	Workbook Six - on Moodle	Block Three- off the job learning Case Study Due: Week 9 Friday (10 May 2024) 5:00 pm AEST
Week 10 - 13 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Working on Workplace Problem and Personal Goals with mentor.	BUSN11019 Workplace Mentor on Moodle Handbook Mentoring Goal Form on Moodle	Block Four - on the job training. Assessment 2 - Case Study DUE 17:00 Friday 17 May Reflective Practice Due: Week 9 Friday (70 May) 17:00 am AEST
Week 11 - 20 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Working on Workplace Problem and Personal Goals with mentor.	BUSN11019 Workplace Mentor on Moodle Handbook Mentoring Goal Form on Moodle	Block Four - on the job training. Assessment 3- Reflective Practice DUE 17:00 Friday 3 May Reflective Practice Due: Week 9 Friday (3 May) 17:00 am AEST Reflective practice Due: Week 11 Friday (24 May 2024) 5:00 pm AEST
Week 12 - 27 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Working on Workplace Problem and Personal Goals with mentor.	BUSN11019 Workplace Mentor on Moodle Handbook Mentoring Goal Form on Moodle	Block Four - on the job training.
Review/Exam Week - 03 Jun 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 10 Jun 2024		
Module/Topic	Chapter	Events and Submissions/Topic

Term Specific Information

This unit is divided into four blocks. Block One – ‘off the job’ learning is completed in Weeks One to three. The university will support you to study the Workbooks and complete related activities. You should complete one Workbook each week and attend organised university workshops online. You will learn about specific business topics and related systems and technology during the three weeks. You will also identify a workplace problem you will work towards solving over the year of the CM55 Diploma of Business in the Digital Age course.

Block Two ‘on the job’ training is completed in Weeks four to six. In each week of Block Two, your workplace mentor will support you in furthering your understanding of each of the three business and technological systems topics discussed in Block One and your workplace problem. This understanding will be developed through a combination of knowledge development and practical experience. There are no Workbooks for Block Two.

Block Three- in weeks 7 to 9, you will complete the workbooks and related activities. During these three weeks, you will build on your knowledge of business topics and related systems and technology. You will be confirming the workplace problem you will work towards solving over this term and the following term.

Block Four, ‘on the job’ training, is completed in Weeks four to six. In each week of Block four your workplace mentor will support you in furthering your understanding of the six business topics discussed in Block One and Block Three and your workplace problem. This understanding will be developed through a combination of knowledge development and practical experience. There are no Workbooks for Block Four

Assessment Tasks

1 Portfolio assignment

Assessment Type

Portfolio

Task Description

Throughout this unit, the Workbooks studied in weeks one to six prompted you to add personal information and ‘artefacts’ related to your workplace problem to your electronic Portfolio on Moodle. This assessment item requires you to describe and synthesise this information to demonstrate your achievement of the learning outcomes of this assessment task.

electronic Portfolio

Attach artefacts to your electronic Portfolio that demonstrate knowledge and understanding of each of the learning outcomes of this assessment task as they relate to your workplace problem and organisation. For example, to demonstrate the achievement of LO1. - "Use systems analysis to recommend technological solutions that address business problems to achieve objectives", you might upload an artefact related to six essential planning activities within the planning phase of the System Development Life Cycle.

Construct your portfolio in a logical way that demonstrates your ability to synthesise the artefacts you have gathered. You may decide to add ‘folders’ to your portfolio that contain artefacts that relate to each of the learning outcomes for this assessment item or according to the content of Workbooks One to Six, or that reflect different aspects of your workplace problem, or in some other grouping that seems logical to you.

Written component

Write no more than two pages of writing that address all four learning outcomes of this assessment item. For example, write one paragraph in relation to each learning outcome. You should apply the artefacts you have gathered to your discussion to illustrate a link between the System Development Life Cycle, systems requirements, technology, etc. (demonstrated in the artefacts) and the goals of an organisation (defined in the learning outcomes). For example, you may have four written paragraphs followed by four tables that identify each artefact that you used to support your discussion. The tables may show the name of the artefact and its location in your electronic Portfolio. The tables, whilst necessary, are not counted in the written component and can extend to page three or four of this part of the assignment. This document will be uploaded separately on Moodle.

Assessment Due Date

Week 6 Friday (19 Apr 2024) 5:00 pm AEST

Return Date to Students

Weighting

Pass/Fail

Assessment Criteria

The portfolio will be assessed on:

Recommendation of technological solutions that address business problems and achieve objectives.
Understanding of strategies for managing all stages of the System Development Life Cycle.
Ability to communicate appropriate information to inform organisational decisions.
Use of systems and technology to evaluate and analyse data for trends, patterns and relationships.
The criteria are non-graded; that is you will be judged to have passed or failed each criterion and therefore the assessment item overall.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Use systems analysis to recommend technological solutions, including those rooted in social innovation, that address business problems and achieve objectives.
- Analyse systems requirements to propose strategies for managing all stages of the system development life cycle
- Select information and communication strategies to inform the business systems and technology adoption and implementation of decisions of work colleagues and employers
- Summarise key components of business systems and technology that contribute to the evaluation and analysis of data and the identification of trends, patterns and relationships.

2 Case Study

Assessment Type

Case Study

Task Description

You will be provided with a case study related to data integrity in organisations. The case study may cover but is not limited to tools for detecting vulnerabilities, monitoring network traffic, third party access and responding to attacks. Several questions will be posed in relation to the case study. These questions will require you to select information and communicate strategies to inform the business systems and technology adoption and implementation decisions of work colleagues and employers.

The word limit is 2000 words (+/- 10%).

This is an individual assessment item.

The assignment should be written in the form of a report. Think about the structure of the report.

Use headings to present a well-organised representation of your thoughts.

Use an overall introduction to the assignment and a conclusion highlighting your main recommendations.

Write formally, using third person language (you may not use the pronouns 'I' and 'my'), avoiding contractions 'do not' instead of 'don't', defining concepts and so on.

Comprehensive information about this assessment task is available on Moodle.

Assessment Due Date

Week 9 Friday (10 May 2024) 5:00 pm AEST

Return Date to Students

Weighting

50%

Assessment Criteria

Your Case Study will be assessed on the following criteria:

Identification of appropriate cyber security tools.
Evidence of critical thinking.
Understanding of key concepts.
Demonstration of Problem Based Learning processes.
Ability to write persuasively.
Demonstration of professional levels of personal literacy.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Select information and communication strategies to inform the business systems and technology adoption and implementation of decisions of work colleagues and employers
- Recommend cyber security tools for detecting vulnerabilities, monitoring network traffic and responding to attacks

3 Reflective practice

Assessment Type

Reflective Practice Assignment

Task Description

You are required to critically reflect on your learning experiences, work practices, and independent research throughout the unit. You should reflect on at least three situations that you experienced. Ideally these will be related to a different aspect of your learning such as learning skills through experience and practice, expanding knowledge through interactions and research, or developing attitudes through observation and modelling. These are only suggestions.

The word length is 2000 words (+/- 10%).

This is an individual assessment item.

For each of these experiences the following cycle of reflective practice should be utilised.

A description of the experience.

Your feelings about and reactions to the experience. Have personal values and possible biases impacted your experiences?

An evaluation of the experience – what went well and what could be improved?

An analysis of the experience, how did you make sense of the situation? Did you take the perspectives and opinions of others into consideration before you formed a conclusion?

A conclusion – what have you learnt from the experience?

An action plan – what are you going to do differently next time? How will this knowledge you have gained during reflection impact your behaviour in your future work?

You will submit your Reflective Practice assignment in a single document. Think about the structure of the document.

Use headings to present a well-organised record of your learning.

Use an overall introduction to the assignment and a conclusion highlighting your main learnings.

Write formally, using third person language (you may not use the pronouns 'I' and 'my'), avoiding contractions 'do not' instead of 'don't', defining concepts and so on.

Documents to support your Reflective Practice writing are available on Moodle. Comprehensive information about this assessment task is available on Moodle.

Assessment Due Date

Week 11 Friday (24 May 2024) 5:00 pm AEST

Return Date to Students

Weighting

50%

Assessment Criteria

Your Reflective Practice will be assessed on the following criteria:

Ability to analyse all stages of the System Development Life Cycle.

Understanding of cyber security detection, monitoring and management tools.

Demonstration of Problem Based Learning processes.

Demonstration of reflective communication.

Demonstration of professional levels of personal literacy.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Analyse systems requirements to propose strategies for managing all stages of the system development life cycle
- Recommend cyber security tools for detecting vulnerabilities, monitoring network traffic and responding to attacks

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem