



# COIT13231 *Enterprise Analysis and Modelling*

## Term 1 - 2017

Profile information current as at 14/12/2025 12:37 pm

All details in this unit profile for COIT13231 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 introduces the student to the fundamental gathering of stakeholder requirements elicitation for analysing and proposing the requirements specification for an enterprise system. During the term students will be required to use tools and techniques that model the stakeholder requirements and analysis stages. The unit will cover key issues that surround the implementation of an enterprise system such as the proposal of the new system, changing business processes and organisational change. This unit provides students with the necessary skills to enable them to develop a report that defines and models the requirements of a business enterprise system.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Prerequisite: COIS12073 and COIT12203

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 - 2017

- Brisbane
- Distance
- Melbourne
- Sydney

### 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 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 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. **Written Assessment**

Weighting: 30%

#### 2. **Online Quiz(zes)**

Weighting: 20%

#### 3. **Written Assessment**

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 Course evaluation

##### **Feedback**

Weekly assessment

##### **Recommendation**

In order to reduce the work load and to direct them better in completing the major case study assignment, bi-weekly portfolios will be aligned to case study assignment requirements.

##### **Action**

Bi-weekly portfolios are linked to the major assignment. This approach allowed students to utilise the gained knowledge in the final assignment.

#### Feedback from Course evaluation

##### **Feedback**

Major assignment

##### **Recommendation**

Students are given the choice to work either in groups or individually. In future, students will be reminded of the commitments and responsibilities involved with group work.

##### **Action**

Students are given the option to submit final assignment in groups.

## Unit Learning Outcomes

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

1. Describe the role of the business analyst as a member of a team.
2. Compare and contrast general and organisation-specific issues in enterprise systems and organisational change.
3. Identify and analyse the business needs of an organisation and develop appropriate strategies to meet these needs.
4. Use appropriate modelling tools to interpret and understand the business context for enterprise systems.
5. Compare alternative requirement elicitation strategies and the conditions under which they would be appropriate.
6. Evaluate alternative approaches to implementation of enterprise systems within an organisation.
7. Effectively communicate and report enterprise analysis specifications.

Australian Computer Society (ACS) recognises the Skills Framework for the Information Age (SFIA). SFIA is in use in over 100 countries and provides a widely used and consistent definition of ICT skills. SFIA is increasingly being used when developing job descriptions and role profiles.

ACS members can use the tool MySFIA to build a skills profile at

<https://www.acs.org.au/professionalrecognition/mysfia-b2c.html>

This unit contributes to the following workplace skills as defined by SFIA. The SFIA code is included:

- Information Analysis (INAN)
- Research (RSCH)
- Emerging Technologies (EMRG)
- Business Analysis (BUAN)
- Data analysis (DTAN)
- Systems Design (DESN)
- Requirements Definition and Management (REQM),
- Business Modelling (BSMO)
- Stakeholder and Relationship Management (RLMT)
- Change Management (CHMG)

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Written Assessment - 30%	•	•			•	•	•
2 - Online Quiz(zes) - 20%			•		•	•	
3 - Written Assessment - 50%		•	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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							

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	•		•	•		•	•	•		
2 - Online Quiz(zes) - 20%	•			•		•				

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
<b>3 - Written Assessment - 50%</b>	•	•	•	•	•	•	•	•		

## Textbooks and Resources

### Textbooks

COIT13231

#### Prescribed

**The Enterprise Business Analyst: Developing Creative Solutions to Complex Business Problems**  
(2011)

Authors: Hass, Kathleen B.

Management Concepts, Inc

Vienna , VA , United States

ISBN: 978-1-56726-349-7

Binding: Paperback

#### Additional Textbook Information

##### Students note:

1. The text book can also be purchased as a downloadable e-book from the Kindle Store.
2. However, if you prefer a paper text, you can purchase one from the CQUni Bookshop here;  
<http://bookshop.cqu.edu.au>
3. The software can be downloaded free from <http://cmap.ihmc.us>

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Software: ADONIS Community Edition (Business Processing Modelling software)  
<http://www.adonis-community.com/>
- Software: IHMC Cmap Tools <http://cmap.ihmc.us>

## Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Srimannarayana Grandhi** Unit Coordinator

[s.grandhi@cqu.edu.au](mailto:s.grandhi@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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The Enterprise Business Analyst	1	
<b>Week 2 - 13 Mar 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Enterprise Analysis and Strategic Planning	2	Week 2 Quiz: due Week 3 Thursday 1pm
<b>Week 3 - 20 Mar 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The Adaptive Business Analyst	3	Week 3 Portfolio: due Week 4 Thursday 1pm
<b>Week 4 - 27 Mar 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Perspectives of the Business Analyst	4	Week 4 Portfolio: due Week 5 Thursday 1pm
<b>Week 5 - 03 Apr 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Team Work & Complex Situations	5 & 6	Week 5 Quiz: due Week 6 Thursday 1pm
<b>Vacation Week - 10 Apr 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Week 6 - 17 Apr 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Stakeholder Analysis & Management	Additional Readings - please refer to Moodle unit site	Week 6 Portfolio: due Week 7 Thursday 1pm
<b>Week 7 - 24 Apr 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
The Problem and the Scope	Additional Readings - please refer to Moodle unit site	Week 7 Quiz: due Week 8 Thursday 1pm
<b>Week 8 - 01 May 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Facilitation & Elicitation	7 & 8	Week 8 Portfolio: due Week 9 Thursday 1pm
<b>Week 9 - 08 May 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Analysis & Evaluating Options	Additional Readings - please refer to Moodle unit site	Week 9 Portfolio: due Week 10 Thursday 1pm
<b>Week 10 - 15 May 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Documenting and Managing Requirements	Additional Readings - please refer to Moodle unit site	Week 10 Quiz: due Week 11 Thursday 1pm
<b>Week 11 - 22 May 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Communication & Political Strategies	11	<b>Case Study Report</b> Due: Week 11 Thursday (25 May 2017) 1:00 pm AEST
<b>Week 12 - 29 May 2017</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

Developing and Fostering Innovative Products and Portfolios 9, 10 & 14

Complete the Unit evaluation. Click the "Have your say" button on the Moodle website.

#### Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

Unit coordinator's contact details:

Sriman Grandhi

Email: [s.grandhi@cqu.edu.au](mailto:s.grandhi@cqu.edu.au)

Telephone: 03 96160602

## Assessment Tasks

### 1 ePortfolio

#### Assessment Type

Written Assessment

#### Task Description

This unit uses ePortfolio as a reflection process on your learning. We use Mahara which is accessible via the Moodle unit site.

You are required to maintain an online reflective portfolio for topics 3, 4, 6, 8 and 9. You need to read the relevant textbook chapter or reading as listed in the weekly schedule, and complete your portfolio entry following the format below. Your portfolio is due on the Thursday of the week following the topic presentation, as per the schedule.

Each portfolio is worth 6 marks.

You can complete your portfolios before the due dates but feedback will not be released until 2 weeks after the due date of each portfolio. Marks and feedback on your work will be returned to you via Moodle. No comment on your work will be posted on your portfolio for viewing by the general public.

Please use the following titles for your portfolios.

#### ePortfolio Titles

Week 3 portfolio title: Adaptive Business Analyst

Week 4 portfolio title: Business Analyst Perspectives

Week 6 portfolio title: Stakeholders

Week 8 portfolio title: Facilitation and Elicitation

Week 9 portfolio title: Analysis and Evaluation

#### Portfolio Format and Word Limit

Word limit: 300 - 350 words per portfolio.

Each portfolio entry should comprise three sections as follows:

- Synopsis - this is a summary of the content of the textbook chapter or Additional reading(s) and should be written with an objective viewpoint;
- Critique - how well you think the author or authors addressed the chapter topic and should be written with an objective viewpoint;
- Your reflection - how you think the chapter has assisted you in understanding the weekly unit topic. This section can be subjective as you are discussing your own learning.

#### Assessment Due Date

As per weekly schedule

#### Return Date to Students

Within two weeks of submission

**Weighting**

30%

**Minimum mark or grade**

25% of overall mark available for this assessment.

**Assessment Criteria**

The marking criteria are based on:

- Knowledge & understanding of the topic as depicted by collection in the view
- Communication skills and information literacy as demonstrated by the discussion
- Technical literacy as demonstrated by the selection of items
- Discussion of appropriateness for inclusion in view
- References/citations included

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Submission Instructions**

via Mahara and Moodle

**Learning Outcomes Assessed**

- Describe the role of the business analyst as a member of a team.
- Compare and contrast general and organisation-specific issues in enterprise systems and organisational change.
- Compare alternative requirement elicitation strategies and the conditions under which they would be appropriate.
- Evaluate alternative approaches to implementation of enterprise systems within an organisation.
- Effectively communicate and report enterprise analysis specifications.

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Online Multiple Choice Quiz(zes)

**Assessment Type**

Online Quiz(zes)

**Task Description**

There will be four quizzes spread throughout the term. Each online quiz covers a particular week of the schedule and is due by 1pm on the Thursday of the following week.

**All times shown are Australian Eastern Standard Time - you will need to adjust for your own time zones if living outside Queensland.**

**Number of Quizzes**

4

**Frequency of Quizzes**

Other

**Assessment Due Date**

As per weekly schedule

**Return Date to Students**

At close of quiz

**Weighting**

20%



**Minimum mark or grade**

25% of overall available mark for the quizzes

**Assessment Criteria**

Each quiz is worth 5 marks and consists of 10 randomly selected questions and each question is worth 0.5%.

It is your responsibility to complete the online quiz by the time and date shown on the unit website.

Extensions to the submission dates are not possible. You are urged to do the quiz well ahead of the closing date to compensate for any IT difficulties you may encounter.

**Referencing Style**

- [Harvard \(author-date\)](#)

**Submission**

Online

**Submission Instructions**

via Moodle

**Learning Outcomes Assessed**

- Identify and analyse the business needs of an organisation and develop appropriate strategies to meet these needs.
- Compare alternative requirement elicitation strategies and the conditions under which they would be appropriate.
- Evaluate alternative approaches to implementation of enterprise systems within an organisation.

**Graduate Attributes**

- Communication
- Information Literacy
- Information Technology Competence

### 3 Case Study Report

**Assessment Type**

Written Assessment

**Task Description**

You are required (as a group with up to four members) to write a report based on a given case study. In this report, you need to evaluate current business systems and processes and propose means for gathering information for system improvement. You are required to demonstrate your analytical and modelling skills to communicate your findings from the case study.

The case study report will be presented in report format as per the details on the unit Moodle site. In addition, your report should also contain a title page, headers and footers, executive summary, introduction and summary of your evaluation.

Use headings and sub-headings as appropriate. Your report must include in-text citations and a correctly cited list of references ordered alphabetically by surname of first author, in accordance with the Harvard style of referencing as referred to in the Guide for Students. Refer to the unit website for the link to the guide.

Feel free to discuss your ideas with your student colleagues on the unit discussion forum, before drawing your conclusions. Try to use pictures, diagrams, and charts in presenting your ideas.

Please refer to the Moodle unit website for more details relating to the case study.

**Note:** Please contact the unit coordinator if you have a genuine problem and are unable to participate in a group.

**Assessment Due Date**

Week 11 Thursday (25 May 2017) 1:00 pm AEST

**Return Date to Students**

At certification date.

**Weighting**

50%

**Assessment Criteria**

The marking criteria are based on:

- Knowledge & understanding of the topic
- Communication skills, content and argument
- Discussion of appropriateness for inclusion in view
- Selection of articles and books

· Referencing and formatting

Please refer to the unit website for more specific marking criteria for this assessment.

### **Referencing Style**

- [Harvard \(author-date\)](#)

### **Submission**

Online Group

### **Submission Instructions**

via Moodle

### **Learning Outcomes Assessed**

- Compare and contrast general and organisation-specific issues in enterprise systems and organisational change.
- Identify and analyse the business needs of an organisation and develop appropriate strategies to meet these needs.
- Use appropriate modelling tools to interpret and understand the business context for enterprise systems.
- Compare alternative requirement elicitation strategies and the conditions under which they would be appropriate.
- Evaluate alternative approaches to implementation of enterprise systems within an organisation.
- Effectively communicate and report enterprise analysis specifications.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 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