



COIT20251 *Knowledge Audits for Business Analysis*

Term 1 - 2018

Profile information current as at 03/05/2024 06:01 am

All details in this unit profile for COIT20251 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

In this unit, you will explore elicitation tools and techniques to identify, develop, model and report the requirements specification required to implement an enterprise system. You will see how knowledge audits lead to the identification of knowledge gatekeepers who are internal and external to an organisation. This unit is a key element in the development of business analysis skills in students. Note: If you have completed COIT20238 or COIS20077 then you cannot take this unit.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisites: COIT20250 e-Business Systems and COIT20249 Professional Skills in ICT

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 - 2018

- 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 Postgraduate 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. **Portfolio**

Weighting: 30%

3. **Practical and Written Assessment**

Weighting: 40%

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 Students emails, phone calls and evaluation feedback. Staff feedback.

Feedback

Students could not understand why Mahara helps them and how they would benefit from its use. They saw it causing them more work to prepare when Mahara tends to have technical issues, as compared to their other units not using Mahara. They wish to submit each assignment in Word file format for marking in future.

Recommendation

Suggest to drop the use of Mahara in the two e-journal and e-portfolio assignments in this unit.

Unit Learning Outcomes

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

1. Devise an appropriate and comprehensive knowledge audit plan to support business analysis requirements
2. Apply the techniques of knowledge capture, knowledge codification and knowledge sharing (using appropriate technologies)
3. Use appropriate modelling tools to interpret and analyse the business context for enterprise systems
4. Critically review approaches to the implementation of enterprise systems within an organisation and any issues that may arise
5. Appraise the ethical and professional issues relevant to a business analyst
6. Effectively write and communicate enterprise systems 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 codes is included:

- Information Management (IRMG)
- Research (RSCH)
- Business Process Improvement (BPPE)
- Business Analysis (BUAN)
- Requirements Definition and Management (REQM)
- Business Modelling (BSMO)
- Change Implementation and Management (CIPM)
- Stakeholder Relationship Management (RLMT)
- Problem Management (PBMG)

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | | |
|------------------|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |

| Assessment Tasks | Learning Outcomes | | | | | |
|--|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 - Written Assessment - 30% | • | | • | • | • | |
| 2 - Portfolio - 30% | • | • | • | • | • | • |
| 3 - Practical and Written Assessment - 40% | • | • | • | | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | | |
|--|-------------------|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 1 - Knowledge | ○ | ○ | ○ | ○ | ○ | ○ |
| 2 - Communication | ○ | ○ | ○ | ○ | | ○ |
| 3 - Cognitive, technical and creative skills | ○ | ○ | ○ | ○ | ○ | ○ |
| 4 - Research | ○ | ○ | ○ | | ○ | ○ |
| 5 - Self-management | ○ | ○ | | ○ | ○ | ○ |
| 6 - Ethical and Professional Responsibility | ○ | | | ○ | ○ | ○ |
| 7 - Leadership | | | | | ○ | ○ |
| 8 - 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 |
| 1 - Written Assessment - 30% | ○ | ○ | ○ | ○ | | ○ | | |
| 2 - Portfolio - 30% | ○ | ○ | ○ | | ○ | ○ | | |
| 3 - Practical and Written Assessment - 40% | ○ | ○ | ○ | ○ | ○ | ○ | ○ | |

Textbooks and Resources

Textbooks

COIT20251

Prescribed

Business Analysis

Edition: 3rd (2014)

Authors: Paul, D., Cadle, J., and Yeates, D.

BCS, The Chartered Institute for IT

London, UK

ISBN: 9781780172774

Binding: Other

COIT20251

Supplementary

Business Analysis Techniques: 99 essential tools for success

Edition: 2nd (2014)

Authors: Cadle, J., Paul, D., and Turner, P.

BCS, The Chartered Institute for IT

London, UK

ISBN: 9781780172736

Binding: Other

Additional Textbook Information

The text books can also be purchased as a downloadable e-books from the Kindle Store

[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 <http://www.adonis-community.com/>
- Software: IHMC Cmap Tools <http://cmap.ihmc.us>
- Software: Microsoft Visio

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Lisa Soon Unit Coordinator

l.soon@cqu.edu.au

Schedule

Week 1 - The Role of the Business Analyst - 05 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------------------|--|------------------------------|
| The Role of the Business Analyst | Chapters 1 & 2 Business Analysis Paul et al (2014, 3rd ed) | |

Week 2 - Strategic Management - 12 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|----------------------|---|------------------------------|
| Strategic Management | Chapter 3 Business Analysis Paul et al (2014, 3rd ed) | |

Week 3 - Creative Leadership and Knowledge - 19 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-----------------------------------|---|------------------------------|
| Creative Leadership and Knowledge | Chapters 4 and 5 The Enterprise Business Analyst: Developing creative solutions to complex business problems Hass, K.(2011) | |

Week 4 - Business Analysis Techniques - 26 Mar 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------|---|------------------------------|
| Business Analysis Techniques | Chapters 4 & 5 Business Analysis Paul et al (2014, 3rd ed): | |

Week 5 - Stakeholder Analysis and Management - 02 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------------|---|--|
| Stakeholder Analysis and Management | Chapter 6 Business Analysis Paul et al (2014, 3rd ed) | e - Journal (Submissions Must Follow Strict Guidelines) Due: Week 5 Friday (6 Apr 2018) 11:44 pm AEST |

Vacation Week - 09 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 6 - What's the Real Problem? - 16 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------|---|------------------------------|
| What's the Real Problem? | Chapters 8, 9 & 10 Business Analysis: Best Practices for Success Blais, Steven (2012) | |

Week 7 - Approaches to Business Analysis - 23 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------------|--|------------------------------|
| Approaches to Business Analysis | Chapters 7 & 8 Business Analysis Paul et al (2014, 3rd ed) | |

Week 8 - Talk! Talk! Talk! - 30 Apr 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------|--|---|
| Talk! Talk! Talk! | Chapters 5 & 15 Business Analysis: Best Practices for Success Blais, Steven (2012) | e - Portfolio (Submission Must Follow Strict Guidelines) Due: Week 8 Friday (4 May 2018) 11:44 pm AEST |

Week 9 - Requirements Elicitation - 07 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------------------|--|------------------------------|
| Requirements Elicitation | Chapter 10 Business Analysis Paul et al (2014, 3rd ed) | |

Week 10 - Documenting and Modelling Requirements to support Strategy - 14 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|------------------------------------|--|------------------------------|
| Innovative Products and Portfolios | Chapters 11 & 12 Business Analysis Paul et al (2014, 3rd ed) | |

Week 11 - Delivering the Requirements and Business Solution - 21 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Making the Business Case &
Implementing Change

Chapters 13 & 14 Business Analysis
Paul et al (2014, 3rd ed)

Group Case study Report Due:
Week 11 Friday (25 May 2018) 11:45
pm AEST

Week 12 - Implementing Knowledge Management and Change - 28 May 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|------------------------------|------------------------------|
| Implementing Knowledge Management and Change | Chapter 10, Jashapara (2011) | |

Review/Exam Week - 04 Jun 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Exam Week - 11 Jun 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Term Specific Information

Unit Coordinator: Dr Lisa Soon

Office Location: 6, Finsbury Place Townsville QLD 4810

Phone: +61 07 4726 5317 Ext 55317

Email: l.soon@cqu.edu.au

Note: For all types of inquiries, please send me an email. For urgent matter, phone my office number whenever needed. If I am unavailable in office, please leave a voice message or an email.

Assessment Tasks

1 e - Journal (Submissions Must Follow Strict Guidelines)

Assessment Type

Written Assessment

Task Description

The Task

In this assessment, you will demonstrate an understanding of the core competences and skills required for a Business Analyst. You will also demonstrate your knowledge in use of tools and techniques for requirements elicitation and reporting. The required topics are covered during Weeks 1- 4.

The submission of this assessment item must strictly follow the guidelines below:

- For this assessment item, you will initially prepare an e-journal with all needed journal entries (i.e. your answer to each task item is a journal entry) using the software tool Mahara.
- All contents of your e-journal must be produced on a single Mahara web page, i.e. surely without any use of tabs, embedded URL links and words/images with hyperlinks in all the entries. Any variations means your marker will only mark whatever he/she can see at the time of marking. All students are warned to avoid losing marks by not strictly following this guideline.
- To prepare work for submission, you hit the Printer (print) button located at the bottom on your Mahara web page, which will generate a PDF file for your submission.
- You need to upload this PDF file generated from your Mahara for your online submission.
- This assignment must be submitted by strictly following all guidelines above. Otherwise, you will receive a ZERO mark.

A submission not as an expected PDF file having followed the guidelines above will be awarded a ZERO mark outright. For full details of Assessment 1 including the marking criteria, see them at the unit Moodle website.

Assessment Due Date

Week 5 Friday (6 Apr 2018) 11:44 pm AEST

It is a requirement that you upload the generated PDF file from your Mahara for your online submission.

Return Date to Students

Returned to student 2 weeks after submissions

Weighting

30%

Assessment Criteria

Each e-Journal entry will be assessed upon:

- Synopsis: quality of a summary of the journal entry;
- Reflection: demonstration of understanding of each of the topics given in the Assessment Specification; and
- Critique: development and support of critical arguments of the practical application of knowledge and understanding

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Devise an appropriate and comprehensive knowledge audit plan to support business analysis requirements
- Use appropriate modelling tools to interpret and analyse the business context for enterprise systems
- Critically review approaches to the implementation of enterprise systems within an organisation and any issues that may arise
- Appraise the ethical and professional issues relevant to a business analyst

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

2 e - Portfolio (Submission Must Follow Strict Guidelines)

Assessment Type

Portfolio

Task Description

In this assessment item, you will demonstrate your understanding and skills developed by learning the topics from Weeks 4 - 7, and more specifically techniques of knowledge capture, knowledge codification, and use of appropriate modelling tools.

The submission of this assessment item must strictly follow the guidelines below:

- For this assessment item, you will initially prepare an e-portfolio with all needed entries (i.e. your answer to each task item is an e-portfolio entry) using the software tool Mahara.
- All contents of your e-portfolio must be produced on a single Mahara web page, i.e. surely without any use of tabs, embedded URL links and words/images with hyperlinks in all the entries. Any variations means your marker will only mark whatever he/she can see at the time of marking. All students are warned to avoid losing marks by not strictly following this guideline.
- To prepare work for submission, you hit the Printer Image (or print) button located at the bottom on your Mahara web page, which will generate a PDF file for your submission.
- You need to upload the generated PDF file from your Mahara for your online submission.
- This assignment must be submitted by strictly following all guidelines above. Otherwise, you will receive a ZERO mark.

A submission not as an expected PDF file having followed the guidelines above will be awarded a ZERO mark outright. For full details of Assessment 2 including the marking criteria, see them at the unit Moodle website.

Assessment Due Date

Week 8 Friday (4 May 2018) 11:44 pm AEST

It is a requirement that you upload the generated PDF file from your Mahara for your online submission.

Return Date to Students

Returned to student 2 weeks after submissions

Weighting

30%

Assessment Criteria

Each e-Portfolio will be assessed upon:

- Quality of description of business from the perspective a Business Analyst (BA), based on the given scenario;
- Development and support of arguments in relation to analysis and documentation of the business context;
- Demonstration of comprehensive and detailed documentation of the main business processes and justification of the modeling tools used; and
- Quality of presented conclusion supported by your findings

Referencing Style

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

Submission

Online

Submission Instructions

Submission via Mahara then Moodle assignment submission of Secret URL and supporting text copy in MS Word document format.

Learning Outcomes Assessed

- Devise an appropriate and comprehensive knowledge audit plan to support business analysis requirements
- Apply the techniques of knowledge capture, knowledge codification and knowledge sharing (using appropriate technologies)
- Use appropriate modelling tools to interpret and analyse the business context for enterprise systems
- Critically review approaches to the implementation of enterprise systems within an organisation and any issues that may arise
- Appraise the ethical and professional issues relevant to a business analyst
- Effectively write and communicate enterprise systems specifications.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

3 Group Case study Report

Assessment Type

Practical and 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 improvements for the given case study. You are required to demonstrate your analytical and modelling skills to communicate your findings from the case study.

The group case study report will be presented in report format as per the details in the Assessment 3 Specification 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. You are strongly encouraged to use meaningful and helpful pictures, diagrams, and charts in presenting your ideas to enhance your explanations and professionally improve the quality of your group case study report.

All members are expected to equally share the workloads and take responsibilities of the report contents. Submission of the case study report will require all members to submit a copy for marking.

Every student member of a group is also required to conduct a self and peer assessment of the completed report and submit your assessment outcome by a given date in the email sent out to you.

Assessment Due Date

Week 11 Friday (25 May 2018) 11:45 pm AEST

Case Study Report Due: Friday 25th May 2018 11:44 PM AEST

Return Date to Students

Note: Results will be released and made available on the day of Certification of Grades.

Weighting

40%

Assessment Criteria

The group case study report will be assessed upon:

- Professionalism in report presentation e.g. an effective title page, headers and footers, use of headings and sub-headings as appropriate;
- Quality of Executive summary;
- Quality of introduction;
- Demonstration of an articulate statement about current business processes and problems;
- Critical analysis in the requirements of a new System;
- Quality in the assessment of the feasibility of the new Business case and
- Quality of a presented conclusion, supported by the related findings.

The case study report is further assessed through the inclusions of in-text citations together with a list of correctly cited references, ordered alphabetically by surname of first author, in accordance with the Harvard style of referencing. Note: Refer to the unit website for the link to the guide.

Participation, contribution and collaboration in group work are assessed through the completion of an Self and Peer Assessment Online Survey by all group members.

Referencing Style

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

Submission

Online

Submission Instructions

Only one student from each group to submit. Only approved group member details to be included on the cover page.

Learning Outcomes Assessed

- Devise an appropriate and comprehensive knowledge audit plan to support business analysis requirements
- Apply the techniques of knowledge capture, knowledge codification and knowledge sharing (using appropriate technologies)
- Use appropriate modelling tools to interpret and analyse the business context for enterprise systems
- Appraise the ethical and professional issues relevant to a business analyst
- Effectively write and communicate enterprise systems specifications.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

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