KING'S OWN INSTITUTE*
Success in Higher Education

ICT275 INNOVATION AND TECHNOLOGY MANAGEMENT T124

All information in the Subject Outline is correct at the time of approval. KOI reserves the right to make changes to the Subject Outline if they become necessary. Any changes require the approval of the KOI Academic Board and will be formally advised to those students who may be affected by email and via Moodle.
Information contained within this Subject Outline applies to students enrolled in the trimester as indicated

1. General Information

1.1 Administrative Details

Associated HE Award(s)	Duration	Level	Subject Coordinator
Bachelor of Information Technology (BIT)	1 trimester	Level 2	Dr Shafiqur Rahman shafiqur.rahman@koi.edu.au P: +61 (2) 9283 3583 L: Level 1-2, 17 O'Connell St. Consultation: via Moodle or by appointment.

1.2 Core / Elective

Elective subject for BIT

1.3 Subject Weighting

Indicated below is the weighting of this subject and the total course points.

Subject Credit Points	Total Course Credit Points
4	BIT (96 Credit Points)

1.4 Student Workload

Indicated below is the expected student workload per week for this subject

No. Timetabled Hours/Week*	No. Personal Study Hours/Week**	Total Workload Hours/Week***
4 hours/week (2 hour Lecture + 2 hour Tutorial)	6 hours/week	10 hours/week

*   Total time spent per week at lectures and tutorials
**   Total time students are expected to spend per week in studying, completing assignments, etc.
***   Combination of timetable hours and personal study.

1.5 Mode of Delivery   Classes will be face-to-face or hybrid. Certain classes will be online (e.g., special arrangements).

1.6 Pre-requisites   6 subjects completed

1.7 General Study and Resource Requirements

o Dedicated computer laboratories are available for student use. Normally, tutorial classes are conducted in the computer laboratories.
o Students are expected to attend classes with the requisite textbook and must read specific chapters prior to each tutorial. This will allow them to actively take part in discussions. Students should have elementary skills in both word processing and electronic spreadsheet software, such as Office 365 or MS Word and MS Excel.

o Computers and WIFI facilities are extensively available for student use throughout KOI. Students are encouraged to make use of the campus Library for reference materials.
o Students will require access to the internet and email. Where students use their own computers, they should have internet access. KOI will provide access to required software.

Resource requirements specific to this subject: MS Imagine, Office 365.

1.8 Academic Advising

Academic advising is available to students throughout teaching periods including the exam weeks. As well as requesting help during scheduled class times, students have the following options:

o Consultation times: A list of consultation hours is provided on the homepage of Moodle where appointments can be booked.
o Subject coordinator: Subject coordinators are available for contact via email. The email address of the subject coordinator is provided at the top of this subject outline.
o Academic staff: Lecturers and Tutors provide their contact details in Moodle for the specific subject. In most cases, this will be via email. Some subjects may also provide a discussion forum where questions can be raised.
o Head of Program: The Head of Program is available to all students in the program if they need advice about their studies and KOI procedures.
o Vice President (Academic): The Vice President (Academic) will assist students to resolve complex issues (but may refer students to the relevant lecturers for detailed academic advice).

2 Academic Details

### 2.1 Overview of the Subject

Globalisation, radical technological innovation and an increasingly transient consumer base have increased the pressure for organisations to become innovative. This subject takes a view of information technology and impact of social, ethical and environmental implications of technological innovation that extends beyond the province of business applications built and used by a single organisation. You will see the importance of innovation, learn how organisations can commercialise their technological innovations and examine how the associated risks and benefits might be managed. Through the open innovation paradigm, you will see how internal and external ideas can be brought together and how innovations can be transferred inward and outward through licensing, joint ventures and spin-offs.

2.2 Graduate Attributes for Undergraduate Courses

Graduates of Bachelor courses from King's Own Institute (KOI) will achieve the graduate attributes expected under the Australian Qualifications Framework (2nd edition, January 2013). Graduates at this level will be able to apply a broad and coherent body of knowledge from their major area of study in a range of contexts for professional practice or scholarship and as a pathway for further learning.

King's Own Institute's generic graduate attributes for a bachelor's level degree are summarised below:

	KOI Bachelor Degree Graduate Attributes	Detailed Description
	Knowledge	Current, comprehensive, and coherent and connected knowledge
	Critical Thinking	Critical thinking and creative skills to analyse and synthesise information and evaluate new problems
	Communication	Communication skills for effective reading, writing, listening and presenting in varied modes and contexts and for the transferring of knowledge and skills to a variety of audiences
	Information Literacy	Information and technological skills for accessing, evaluating, managing and using information professionally

|	Problem Solving Skills	Skills to apply logical and creative thinking to solve problems and evaluate solutions
	Ethical and Cultural Sensitivity	Appreciation of ethical principles, cultural sensitivity and social responsibility, both personally and professionally
	Teamwork	Leadership and teamwork skills to collaborate, inspire colleagues and manage responsibly with positive results
	Professional Skills	Professional skills to exercise judgement in planning, problem solving and decision making

Across the course, these skills are developed progressively at three levels:

o **Level 1 Foundation –** Students learn the basic skills, theories and techniques of the subject and apply them in basic, standalone contexts
o **Level 2 Intermediate –** Students further develop the skills, theories and techniques of the subject and apply them in more complex contexts, and begin to integrate this application with other subjects.
o **Level 3 Advanced –** Students demonstrate an ability to plan, research and apply the skills, theories and techniques of the subject in complex situations, integrating the subject content with a range of other subject disciplines within the context of the course.

2.3 Subject Learning Outcomes

This is a Level 2 subject.

On successful completion of this subject, students should be able to:

Subject Learning Outcomes	Contribution to Graduate Attributes
a) Investigate and discuss critical factors that impact on innovation and technology in business.	
b) Research, analyse and present a business case for a technology innovation.	
c) Discuss the impact of social, ethical and environmental uses on technological innovation.	
d) Analyse strategies for funding, promoting and managing innovation.	

2.4 Subject Content and Structure

Below are details of the subject content and how it is structured, including specific topics covered in lectures and tutorials. Reading refers to the text unless otherwise indicated.

Weekly Planner:

Week (beginning)	Topic covered in each week's lecture	Reading(s)	Expected work as listed in Moodle
1 04 Mar	Importance of technological innovation disruptive technologies	Ch.1	Discuss examples of technical innovation. Formative

Week (beginning)	Topic covered in each week's lecture	Reading(s)	Expected work as listed in Moodle
2 11 Mar	Sources of innovation.	Ch.2	Class discussion on translating creativity into innovation, innovation in collaborative networks Weekly tutorial Grade (1%).
3 18 Mar	Types and patterns of innovation	Ch.3	Complete exercises and Class discussion on 'The Nano Project'. Radical versus Incremental Innovation. Weekly tutorial Grade (1%).
4 25 Mar	Standards battles, service and design dominance	Ch.4	Complete end of chapter discussion questions 1, 2 and 5. Weekly tutorial Grade (1%).
5 02 Apr (Tue)	Timing of entry	Ch.5	Complete exercises and class discussion on failure of first social networking sites. Weekly tutorial Grade (1%). **Assessment 2 due**
6 8 Apr	Defining the organisation's strategic direction	Ch.6	Complete end of chapter discussion question 3 and 4 in group (not more than 3) and present your findings. Weekly tutorial Grade (1%).
7 15 Apr	Choosing innovation projects	Ch.7	Complete end of chapter exercises based on Strategies, Innovation. Weekly tutorial Grade (1%).
8 22 Apr	Collaboration Strategies and Protecting Innovation	Ch.8, 9	Complete end of chapter 8 discussion questions 1, 2 and 3. Weekly tutorial Grade (1%). **Assessment 3 due**
9 29 Apr	Organising for innovation	Ch.10	Complete end of chapter discussion questions 1,2, 3 and 4. Informal quiz. Weekly tutorial Grade (1%).
10 6 May	Managing the New Product Development Process and Team	Chs.11,12	Complete exercises. Weekly tutorial Grade (1%).
11 13 May	Crafting a deployment strategy	Ch.13	Weekly tutorial on deployment strategy Grade (1%) **Assessment 4 due**
12 20 May	Revision	All Chapters	Revision
13	Study Review Week and Final Exam Week		

Week (beginning)	Topic covered in each week's lecture	Reading(s)	Expected work as listed in Moodle
27 May			
14 03 Jun	Examinations Continuing students - enrolments for T224 open		Please see exam timetable for exam date, time and location
15 11 Jun (Tue)	Student Vacation begins New students - enrolments for T224 open		
16 17 Jun	Results Released Review of Grade Day for T124 – see Sections 2.6 and 3.2 below for relevant information. Certification of Grades NOTE: More information about the dates will be provided at a later date through Moodle/KOI email.		
T224 01 July 2024			
1 01 Jul	Week 1 of classes for T224		

2.5 Public Holiday Amendments

Please note: KOI is closed on all scheduled NSW Public Holidays.

T124 has four (4) public holidays that occur during this trimester. Classes scheduled for these public holidays (Calendar Class Dates) will be rescheduled as per the table below.

This applies to ALL subjects taught in T124.

Please see the table below and adjust your class timing as required. Please make sure you have arrangements in place to attend the rescheduled classes if applicable to your T124 enrolment.

Classes will be conducted at the same time and in the same location as your normally scheduled class except these classes will be held on the date shown below.

Calendar Class Date	Rescheduled Class Date
Friday 29 Mar 2024 Saturday 30 Mar 2024 Monday 01 April 2024 Thursday 25 April 2024	Monday 27 May 2024 Tuesday 28 May 2024 Wednesday 29 May 2024

2.6 Review of Grade, Deferred Exams & Supplementary Exams/Assessments

Review of Grade:

There may be instances when you believe that your final grade in a subject does not accurately reflect your performance against the marking criteria. Section 8 of the *Assessment and Assessment Appeals Policy* (www.koi.edu.au) describes the grounds on which you may apply for a Review of Grade.

If you have a concern about your marks and you are unable to resolve it with the Academic staff concerned, then you can apply for a formal Review of Grade as explained in section 3.2(e) Appeals Process below. Please note the time limits for requesting a review. Please ensure you read the Review of Grade information before submitting an application.

Review of Grade Day:

Final exam scripts will not normally be returned to students. Students can obtain feedback on their exam performance and their results for the whole subject at the Review of Grade Day. KOI will hold the Review of Grade Day for all subjects studied in T124. **The ROG day will be in Week 16, the date will be announced at a later date and the students will be notified through Moodle/KOI email.**

Only final exams and whole subject results will be discussed as all other assessments should have been reviewed during the trimester. Further information about Review of Grade Day will be available through Moodle.

If you fail one or more subjects and you wish to consider applying for a Review of Grade you are *STRONGLY ADVISED to* attend the Review of Grade Day. You will have the chance to discuss your final exam and subject result with your lecturer, and will be advised if you have valid reasons for applying for a Review of Grade (see Section 3.2 below and the *Assessment and Assessment Appeals Policy*).

A formal request for a review of grade may not be considered unless you first contact the subject coordinator to discuss the result.

Deferred Exams:

If you wish to apply for a deferred exam because you are unable to attend the scheduled exam, you should submit the Assignment Extension / Exam Deferment Form available by contacting academic@koi.edu.au as soon as possible*, but no later than three (3) working days of the assessment due date.*

If you miss your mid-trimester or final exam there is no guarantee you will be offered a deferred exam.

You must apply within the stated timeframe and satisfy the conditions for approval to be offered a deferred exam (see Section 8.1 of the *Assessment and Assessment Appeals Policy and the Application for Assignment Extension or Deferred Exam Forms*). In assessing your request for a deferred exam, KOI will take into account the information you provide, the severity of the event or circumstance, your performance on other items of assessment in the subject, class attendance and your history of previous applications for special consideration.

Deferred mid-trimester exams will be held before the end of week 9. Deferred final exams will be held on two days during week 1 or 2 in the next trimester. You will not normally be granted a deferred exam on the grounds that you mistook the time, date or place of an examination, or that you have made arrangements to be elsewhere at that time; for example, have booked plane tickets.

If you are offered a deferred exam, but do not attend *you will be awarded 0 marks for the exam*. This may mean it becomes difficult for you to pass the subject. If you apply for a deferred exam within the required time frame and satisfy the conditions you will be advised by email (to your KOI student email address) of the time and date for the deferred exam. Please ensure that you are available to take the exam at this time.

Marks awarded for the deferred exam will be the marks awarded for that item of assessment towards your final mark in the subject.

Supplementary Assessments (Exams and Assessments):

A supplementary assessment may be offered to students to provide a final opportunity to demonstrate successful achievement of the learning outcomes of a subject. *Supplementary assessments are only offered at the discretion of the Board of Examiners.* In considering whether or not to offer a supplementary assessment, KOI will take into account your performance on all the major assessment items in the subject, your attendance, participation and your history of any previous special considerations.

If you are offered a supplementary assessment, you will be advised by email to your *KOI student email address* of the time and due date for the supplementary assessment – supplementary exams will normally be held at the same time as deferred final exams during week 1 or week 2 of the next trimester.

You must pass the supplementary assessment to pass the subject. The maximum grade you can achieve in a subject based on a supplementary assessment is a PASS grade.

If you:

o   are offered a supplementary assessment, but fail it;

o   are offered a supplementary exam, but do not attend; or

o   are offered a supplementary assessment but do not submit by the due date;

you will receive a FAIL grade for the subject.

Students are also eligible for a supplementary assessment for their final subject in a course where they fail the subject but have successfully completed all other subjects in the course. You must have completed all major assessment tasks for the subject and obtained a passing mark on at least one of the major assessment tasks to be eligible for a supplementary assessment.

If you believe you meet the criteria for a supplementary assessment for the final subject in your course, but have not received an offer, complete the *Complaint, Grievance, Appeal Form* and send your form to reception@koi.edu.au. The deadline for applying for supplementary assessment is the Friday of the first week of classes in the next trimester.

2.7 Teaching Methods/Strategies

Briefly described below are the teaching methods/strategies used in this subject:

o   *Lectures* (2 hours/week) are conducted in seminar style and address the subject content, provide motivation and context and draw on the students' experience and preparatory reading.

o   *Tutorials* (2 hours/week) include class discussion of case studies and research papers, practice sets and problem-solving and syndicate work on group projects. Tutorials often include group exercises and so contribute to the development of teamwork skills and cultural understanding. Tutorial participation is an essential component of the subject and contributes to the development of many of the graduate attributes (see section 2.2 above). Tutorial participation contributes towards the assessment in many subjects (see details in Section 3.1 for this subject). Supplementary tutorial material such as case studies, recommended readings, review questions etc. will be made available each week in Moodle.

o   *Online* teaching resources include class materials, readings, model answers to assignments and exercises and discussion boards. All online materials for this subject as provided by KOI will be found in the Moodle page for this subject. Students should access Moodle regularly as material may be updated at any time during the trimester

o   *Other contact* - academic staff may also contact students either via Moodle messaging, or via email to the email address provided to KOI on enrolment.

2.8 Student Assessment

Assessment is designed to encourage effective student learning and enable students to develop and demonstrate the skills and knowledge identified in the subject learning outcomes. Assessment tasks during the first half of the study period are usually intended to maximise the developmental function of assessment (formative assessment). These assessment tasks include weekly tutorial exercises (as indicated in the weekly planner) and low stakes graded assessment (as shown in the graded assessment table). The major assessment tasks where students demonstrate their knowledge and skills (summative assessment) generally occur later in the study period. These are the major graded assessment items shown in the graded assessment table.

Final grades are awarded by the Board of Examiners in accordance with KOI's Assessment and Assessment Appeals Policy. The definitions and guidelines for the awarding of final grades within the BIT degree are:

o   HD High distinction (85-100%) an outstanding level of achievement in relation to the assessment process.

o   DI Distinction (75-84%) a high level of achievement in relation to the assessment process.

o   CR Credit (65-74%) a better than satisfactory level of achievement in relation to the assessment process.

o   P Pass (50-64%) a satisfactory level of achievement in relation to the assessment process.

o   F Fail (0-49%) an unsatisfactory level of achievement in relation to the assessment process.

Provided below is a schedule of formal assessment tasks and major examinations for the subject.

Assessment Type	When assessed	Weighting	Learning Outcomes Assessed
Assessment 1: Weekly Tutorial	Weeks 2 – 11	10%	a, b, c and d
Assessment 2: Multiple choice Moodle quiz	Week 5 Tutorial	5%	a
Assessment 3: Individual written report, 1,500 words	Week 8	15%	c
Assessment 4: Case study group written report, 2,500 words	Week 11	20%	b, c, d
Assessment 5: Final examination On-campus: 2 hours + 10 mins reading time Online: 2 hours + 30 mins technology allowance	Final exam period	50%	a, c, d

Requirements to Pass the Subject:

To gain a pass or better in this subject, students must gain a *minimum of 50%* of the total available subject marks.

2.9 Prescribed and Recommended Readings

Provided below, in formal reference format, is a list of the prescribed and recommended readings.

Prescribed Text:

Schilling, M., 2023 *Strategic Management of Technological Innovation*. 7th ed. McGraw-Hill: New York

Recommended readings:

Harrington, H.J. and Voehl, F. eds., 2020. Total Innovative Management Excellence (TIME): The Future of Innovation. CRC Press.

Rothaermel, Frank T 2019, Strategic management, 4th edition, McGraw-Hill Education, New York, NY

Journals:

Scopus indexed open access journals

- Journal of Innovation and Knowledge
- Journal of Innovation and Entrepreneurship
- Journal of Technology Management and Innovation
- Journal of Information Technology Management

Conference/ Journal Articles:

Students are encouraged to read peer reviewed journal articles and conference papers. Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: articles, theses, books, abstracts and court opinions, from academic publishers, professional societies, online repositories, universities and other web sites.

Websites:

o Department of Industry, Innovation and Science, Australian Government
  https://industry.gov.au/Pages/default.aspxx
o Australian Bureau of Statistics http://www.abs.gov.au/Technology-and-Innovation
o Innovation Excellence Portal http://innovationexcellence.com

3. Assessment Details

3.1 Details of Each Assessment Item

The assessments for this subject are described below. The description includes the type of assessment, its purpose, weighting, due date and submission requirements, the topic of the assessment, details of the task and detailed marking criteria, including a marking rubric for essays, reports and presentations. Supplementary assessment information and assistance can be found in Moodle.

KOI expects students to submit their own original work in both assignments and exams, or the original work of their group in the case of group assignments.

Marking guides for assessments follow the assessment descriptions. Students should compare final drafts of their assessment against the marking guide before submission.

Assessment 1

Assessment type: Weekly tutorial participation assessed during Tutorial time weeks 3 - 12

Purpose: Weekly tutorial participation is designed to encourage engagement, and to develop and reinforce the knowledge and skills presented in the lectures. This assessment contributes to learning outcomes a, b,c and d.

Value:10% (1% per week)   Due Date: Weeks 2 – 11

Assessment 1 Marking Rubric: MC Quiz on Moodle

Criteria	Fail	Pass	Credit	Distinction	High Distinction	% Weighting
	(0 - 49%)	(50 - 64%)	(65 - 74%)	(75 - 84%)	(85 - 100%)	
Number of correct MC answers	Less than 5	6	7	8	9	100

Assessment 2

Assessment type: Multiple Choice Quiz on Moodle – Individual assessment

Purpose: Allows students to re-enforce their basic understanding and analyse critical factors that impact innovation and technology management in business. Students will need to demonstrate their ability to apply the knowledge of basic concepts of innovation and technology and how they link to business success. This assessment contributes to learning outcome a.

Value: 5%   Due Date: Week 5 in usual tutorial timeslots using Moodle.

Task Details: Ten (10) multiple choice questions covering the topics and readings from weeks 1- 4. Each correct MC answer is worth ½ mark.

Assessment 2 Marking Rubric: MC Quiz on Moodle

Criteria	Fail (0 - 49%)	Pass (50 - 64%)	Credit (65 - 74%)	Distinction (75 - 84%)	High Distinction (85 - 100%)	% Weighting
Number of correct MC answers	Less than 5	6	7	8	9	100

Assessment 3

Assessment type: Individual Written Report, 1500 words (Summative)

Purpose: This assignment aims to demonstrate your understanding of various types of technological innovation.

Assessment topic: Types of Innovation

Value: 15%   Due Date: Week 8

Task Details:

1. Explain your understanding of *Technological Innovation* with examples.
2. Discuss the concepts of *Product Innovation* versus *Process Innovation* with examples.
3. Discuss the concepts of *Radical Innovation* versus *Incremental Innovation* with examples.
4. Discuss the concepts of *Architectural Innovation* versus *Component Innovation* with examples.
5. Discuss the concept of *Competence-Enhancing Innovation* versus *Competence-Destroying Innovation* with examples.
6. Discuss the impact of *Technological Innovation* on society.

Note: Study chapter three of your textbook, "Strategic Management of Technological Innovation", before starting this assignment.

Submission requirements details: Make sure your assessment is written according to the guidelines of Assessment 3 in the Course Guideline.

Assessment 3 Marking Rubric: Individual Report – 15 Marks

Criteria	Fail (0 - 49%)	Pass (50 - 64%)	Credit (65 - 74%)	Distinction (75 - 84%)	High Distinction (85 - 100%)	15% Weighting
Evidence and depth of research	Less than 6 appropriate and relevant titles read.	At least 6-8 appropriate and relevant titles read.	At least 8-12 appropriate and relevant titles read.	Extensive reading of more than 12 appropriate and relevant titles.	15 or more relevant titles read.	3
Relevance of content	Incomplete description of business strategy and the use of open innovation through IT/IS.	An adequate description of business strategy and the use of open innovation through IT/IS.	Accurate description and analysis of the link between business strategy and use of open innovation through IT/IS.	Very accurate description and analysis of the link between business strategy and the use of open innovation and IT/IS.	Exacting description and analysis of the link between business strategy and use of open innovation and IT/IS.	3
Application of concepts and principles	Descriptions and analysis are not adequately supported with theory and use of appropriate	Descriptions and analysis are adequately supported with theory and use of appropriate	Descriptions and analysis are well supported with theory and use of appropriate models and case	Descriptions and analysis are very well supported with theory and use of appropriate	Descriptions and analysis are extremely well supported with theory and use of	3

Criteria	Fail	Pass	Credit	Distinction	High Distinction	15%
	(0 - 49%)	(50 - 64%)	(65 - 74%)	(75 - 84%)	(85 - 100%)	Weighting
	models and case studies Some assumptions are made but are not noted.	models and case studies. Some assumptions are made but not all are noted.	studies Some assumptions are made but not all are clearly noted.	models and case studies. All assumptions made are clearly noted.	appropriate models. All assumptions made are clearly noted.	
Clarity of Structure	The structure of the report is unclear and is not logical. It does not address the main issues. Use of headings and charts unsatisfactory.	The structure of the report is clear and logical in parts. It addresses most main issues. Use of headings and charts could have been improved.	The structure of the report is clear, easy to read and logical, directly addressing most main issues. Suitable headings used and some use of graphics/charts.	The structure of the report is clear, easy to read and logical, directly addressing all main issues. Suitable headings used throughout. Good use of graphics/charts.	The structure of the report is clear, easy to read and logical, directly addressing all main issues and providing other relevant insights. Suitable headers used throughout. Powerful use of graphics/charts	2
Writing to the audience	Too much use of technical jargon. Large number of spelling, punctuation, grammatical errors.	Some over-use of technical jargon. Several spelling, punctuation, grammatical errors.	Appropriate use of technical jargon. Some spelling, punctuation, grammatical errors.	Appropriate use of technical jargon. No spelling, punctuation, grammatical errors.	Use of technical jargon minimised and defined when necessary. No spelling, punctuation, grammatical errors.	2
Correct referencing	Referencing not done to Harvard Anglia standard. Over-use of direct quotes. Range of sources used is not appropriate and/or not documented.	Harvard Anglia referencing applied to a range (6-8) of relevant resources. No more than 4 errors. Some over-use of direct quotes. Sources all documented.	Harvard Anglia referencing applied to a range (8-12) of relevant resources. No more than 2 referencing errors. Direct quotes used sparingly. Sources all documented.	Harvard Anglia referencing applied to a range (12+) of relevant resources. No referencing errors. Direct quotes used sparingly. Sources all documented.	Harvard Anglia referencing applied to a range (15+) of relevant resources. No referencing errors. Direct quotes used sparingly. Sources all documented.	2

Some notes on report writing can be found below. Report format (required for Assessment 3):

Readers of reports expect certain information to be in certain places. They do not expect to search for what they want and the harder you make it for them the more likely they are to toss your report to one side and ignore it. So, what should you do?

- Follow the generally accepted format for a report: Title/Table of Contents, Executive Summary, Introduction, Main Body, Conclusions, Recommendations and Reference List.
- Organise your information within each section in a logical fashion with the reader in mind, usually putting things in order of priority - most important first.

Report Title/Table of Contents. This is simply the front cover page identifying the report and a Table of Contents page showing each key section of the report and the page number where it can be found in the report.

Executive Summary: Give a clear and very concise account of the main points, main conclusions, recommendations. Keep it very short, a few percent of the total length. Some people, especially senior managers, may not read anything else so write as if it were a stand-alone document. Keep it brief and free from jargon so that anyone can understand it and get the main points. Write it last, but do not copy and paste from the report itself; that rarely works well.

Introduction: This is the first part of the report proper. Use it to paint the background and objective of the report and to show the reader why the report is important. Then explain how the details that follow are arranged. Write it in plain English.

Main Body: This is the heart of your report, the facts. It will probably have several sections or subsections each with its own subtitle. It is unique to your report and will describe what you discovered about what is being reported on. These sections are most likely to be read by experts so you can use some appropriate jargon but explain it as you introduce it. Arrange the information logically, normally putting things in order of priority – most important first. In fact, follow that advice in every section of your report.

Conclusions: Present the logical conclusions of your investigation and analysis. Bring it all together and maybe offer options for the way forward. Many people will read this section. Write it in plain English.

Recommendations: What do you suggest should be done? Don't be shy; you did the work so state your recommendations in order of priority, and in plain English.

References: As your report must be academically sound as well as making good business sense, it is essential that your report is supported by accurate in-text referencing and the inclusion of a reference list. Although some reports in the workplace do not require full referencing (and some students may be used to this), it is a requirement in the academic environment and in Assessment 1 (please refer to the marking guide). This is equitable for all students.

Assessment 4

Assessment type: Group Written Report (2000 words)

Purpose: This assessment will allow students to demonstrate their knowledge about collaboration strategies leading towards technological innovation. This assessment contributes to the learning outcomes b, c and d.

Value: 20%   Due Date: Week 11 Assessment topic: Group Written Report

Assessment topic: Discuss the following concepts about collaboration strategies / arrangements leading towards technological innovation involving IT/IS businesses.

Task details:

1. Discuss the concept of **Strategic Alliance** leading towards innovation. Give examples of historical and/or contemporary examples. Brief, relevant businesses and industries as well.
2. Discuss the concept of **Joint Venture** leading towards innovation. Give examples of historical and/or contemporary examples. Brief, relevant businesses and industries as well.
3. Discuss the concept of **Licencing** the leading towards innovation. Give examples of historical and/or contemporary examples. Brief, relevant businesses and industries as well.
4. Discuss the concept of **Outsourcing** leading towards innovation. Give examples of historical and/or contemporary examples. Brief, relevant businesses and industries as well.

Note: Study chapter Eight of your textbook, "Strategic Management of Technological Innovation", before starting this assignment.

1. Word limit: It should have a MINIMUM OF 2000 words (more/less 10%). Exclude the Cover Page and Reference Table when counting.

2. Referencing: Ensure you utilize referencing in your report. Referencing is a must to include in your report. Check the Useful Resources Links for further information.

3. Plagiarism: Once you submit your report, you will receive a similarity score. 20% is the acceptable level. Very high similarity may increase the risk of passing the subject.

4. Extension: It must be requested at least three working days before the assignment is due. Download the necessary form, fill it out and send it to academic@koi.edu.au

Useful Resources

KOI Referencing
Introduction to Harvard referencing
https://moodle.koi.edu.au/moodle/pluginfile.php/20556/block_html/content/ARU

Quick Guide
https://library.aru.ac.uk/referencing/files/QuickHarvardGuide2019.pdf

Harvard Referencing Video Tutorials
https://www.youtube.com/watch?v=NDgqqPvMn0U
https://www.youtube.com/watch?v=vcx4rfCHqSY

Submission requirements details: **Make sure your assessment is written according to the guidelines of Assessment 4 in the course guideline.**

Assessment 4 Marking Rubric: Group Written Report

Criteria	Fail	Pass	Credit	Distinction	High Distinction	%
	(0 - 49%)	(50 - 64%)	(65 - 74%)	(75 - 84%)	(85 - 100%)	Weighting
Evidence of research	Less than 6 appropriate and relevant titles read.	At least 6-8 appropriate and relevant titles read.	At least 8-12 appropriate and relevant titles read.	More than 12 appropriate and relevant titles read.	15 or more relevant titles read.	15
Relevance of content	Incomplete analysis of case study and no clear identification of relevant innovation through IT/IS, Recommendations incomplete or not relevant.	Satisfactory analysis of case study and identification of some relevant innovation through IT/IS. Some recommendations made. Benefits and issues not explored.	Accurate analysis of case study and identification of relevant innovations through IT/IS. Individual recommendations made. Benefits and issues not sufficiently explored.	Accurate analysis of the case study and identification of relevant innovation through IT/IS Comprehensive recommendations including benefits and issues.	Comprehensive analysis of the case study and identification of relevant innovation through IT/IS Excellent recommendations including benefits and issues.	20
Application of concepts and principles	Analysis and recommendations are not supported with relevant case study examples and practical statistics. Assumptions made are not noted.	Analysis and recommendations are supported with minimal relevant case study examples and statistics. Not all assumptions made are noted.	Analysis and recommendations are supported with some relevant case study examples and practical statistics. All assumptions made are noted.	Analysis and recommendations are extremely well supported with relevant case study examples and practical statistics. All assumptions made are noted.	Analysis and recommendations extensively supported with relevant and powerful case study examples and practical statistics. All assumptions made are explained.	20
Clarity of Structure	The structure of the business case is unclear and is not logical. It does not address the assignment brief. Use of headings and charts is unsatisfactory.	The structure of the business case is clear and logical in parts. It addresses most of the assignment brief. Use of headings and charts could have been improved.	The structure of the business case is clear, easy to read and logical, directly addressing assignment briefs. Suitable headings used and some use of graphics/charts.	Business case structure is clear, easy to read and logical, directly addressing assignment briefs. Suitable headings used throughout. Good use of graphics and charts.	Business case structure is clear, compelling and logical, directly addressing assignment briefs. Suitable headings used throughout. Excellent use of graphics and charts.	10

Criteria	Fail	Pass	Credit	Distinction	High Distinction	%
	(0 - 49%)	(50 - 64%)	(65 - 74%)	(75 - 84%)	(85 - 100%)	Weighting
Writing to the audience	Too much use of technical jargon. Terminology used is not appropriate to a management team. A large number of spelling, punctuation or grammatical errors.	Some use of technical jargon. Terminology used is not generally appropriate to a management team. Several spelling, punctuation or grammatical errors.	Minimal use of technical jargon. Terminology used is generally appropriate to a management team. Some spelling, punctuation or grammatical errors.	Minimal use of technical jargon. Terminology used is appropriate to a management team. No spelling, punctuation or grammatical errors.	Minimal use of technical jargon. Terminology used is clarified to the management team. No spelling, punctuation or grammatical errors.	10
Correct referencing	Referencing not done to Harvard Anglia standard. Over-use of direct quotes. Range of sources used is not appropriate and/or not documented.	Harvard Anglia referencing applied to a range (6-8) of relevant resources. No more than 4 errors. Direct quotes over- used. Sources documented.	Harvard Anglia referencing applied to a range (8-12) of relevant resources. No more than 2 referencing errors. Direct quotes used sparingly. Sources documented.	Harvard Anglia referencing applied to a range (12+) of relevant resources. No referencing errors. Direct quotes used sparingly. Sources documented.	Harvard Anglia referencing applied to a range (15+) of relevant resources. No referencing errors. Direct quotes used sparingly. Sources documented.	10
Individual Teamwork (based on Group Activity Report)	Makes minimal contribution to team tasks, some to leadership and motivation of team.	Makes adequate contribution to team tasks, leadership and motivation.	Makes an above-average contribution to team tasks, leadership and motivation.	Makes a significant contribution to team tasks, leadership and motivation.	Makes a major contribution to team tasks, leadership and motivation.	15

Assessment 4 Group Work Activity Report – 3 marks (of 20 for whole assessment)

Each group will provide a group work report on how the group has worked together to produce the PMBOK reports. It should not contain the main deliverables of the PMBOK project reports. Each group will document how members discuss and agree, the division of responsibilities and describe how individual efforts capitalised on the strengths of each group member. It will be used as evidence of individual contributions in the group. It is therefore in each member's interest to ensure that their contribution to the final report is complete. Each group is expected to have at least three group meetings for the group assignment. The minutes of group meetings should be documented and attached as an appendix of this group work report, clearly indicating who was present, issues and actions, agreed timelines, and the like. The group work report must indicate that a fair and reasonable distribution of work amongst group members was achieved. Periodic information such as emails or diary entries must be inserted into the correct section in chronological order. If the submitted group work report suggests that not all contributions were of equivalent standard and effort, differential marks will be awarded to individuals within the same group. It must also document what individual group members understood as their allocated tasks, that individual group members submitted allocated work of acceptable standard and quality by the date that was agreed upon.

Group Work Activity Report Rubric - 3 marks

Criteria	Fail	Pass	Credit	Distinction	High Distinction	% Weight
	(0 - 49%)	(50 - 64%)	(65 - 74%)	(75 - 84%)	(85 - 100%)	
Documentation	Group Work Activity Report No meeting minutes	Group Work Activity Report Less than 2 meeting minutes	Group Work Activity Report; Less than 3 meeting minutes	Group Work Activity Report; 3 meeting minutes;	Group Work Activity Report; 3 meeting minutes; Other source documents	20
Group Participation	Only one person actively participate	More than one person actively participate	At least half the students confer or present ideas	At least 3/4 of students actively participate	All students enthusiastically participate	20

Criteria	Fail	Pass	Credit	Distinction	High Distinction	% Weight
	(0 - 49%)	(50 - 64%)	(65 - 74%)	(75 - 84%)	(85 - 100%)	
Shared Responsibility	Exclusive reliance on only one person	Exclusive reliance on more than one person	Responsibility is shared by half the group members	Responsibility is shared by most groupmembers	Responsibility for task is shared evenly	20
Quality of Interaction	No interaction; No evidence of discussion or alternatives	Little interaction; little evidence of discussion or alternatives	Some ability to interact; some evidence of discussion or alternatives	Students show adeptness in interacting; lively discussion centres onthe task	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	20
Roles WithinGroup	No effort made to assign roles to group members	Little effort made to assign roles to group members	Students assigned roles but roles werenot consistently adhered to	Each student assigned a role but roles not clearly defined or consistently adhered to	Each student assigned a clearly defined role; group members perform roles effectively	20

Assessment 5

Assessment type: Final Exam Individual assessment – Invigilated Exam

Duration: On-campus: 2 hours + 10 mins reading time. Online: 2 hours + 30 mins technology allowance.

Purpose: The purpose of the exam is to evaluate the success of your overall learning in this subject. The final exam may cover all material discussed in the subject, the lecture notes, the textbooks, and, especially, the assignments. You will be asked to both discuss and apply the concepts explained in those sources. Your ability to clearly and coherently frame your answers will be part of the evaluation. This assessment contributes specifically to learning outcomes a, c and d.

Value: 50%   Due Date: The final exam will be held in the official KOI exam period of the trimester. The specific date and time will be posted towards the end of the trimester.

Topic: The examination may cover content from any part of the subject.

Task Detail: Students will be expected to answer four essay type questions (worth 10 marks each) and two short-answer questions (worth 5 marks each). The final exam will focus on all aspects of the subject.

Sample Exam Questions: Sample exam questions and suggested answers will be made available in the tutorial of Week 11 and posted on Moodle.

3.2 General information about assessment

a) Late Penalties and Extensions

An important part of business life and key to achieving KOI's graduate outcome of Professional Skills is the ability to manage workloads and meet deadlines. Completing assessment tasks on time is a good way to master these habits.

Students who miss mid-trimester tests and final exams without a valid and accepted reason may not be granted a deferred exam and will be awarded 0 marks for the assessment item. Assessment items which are missed or submitted after the due date/time will attract a penalty unless there is a compelling reason (see below). These penalties are designed to encourage students to develop good time management practices, and to create equity for all students.

Any penalties applied will only be up to the maximum marks available for the specific piece of assessment attracting the penalty.

Late penalties, granting of extensions and deferred exams are based on the following:

In Class Tests and Quizzes (excluding Mid-Trimester Tests)

o   Generally, extensions are not permitted. A make-up test may only be permitted under very special circumstances where acceptable supporting evidence of illness, hardship or unavoidable problems preventing completion of the assessment is provided (see section (b) below). The procedures and timing to apply for a make-up test (only if available) are as shown in the section *Applying for an Extension* (see below).
o   Missing a class test will result in 0 marks for that assessment item unless the above applies.

Written Assessments and Video Assessments

o   There is a late penalty of *5% of the total available marks* per calendar day unless an extension is approved (see *Applying for an Extension section* below).

Presentations

o   Generally, extensions are not permitted. Missing a presentation will result in 0 marks for that assessment item. The rules for make-up presentations are the same as for missing in-class tests (described above).
For group presentations, if serious circumstances prevent some members of the group from participating, the members of the group who are present should make their contributions as agreed. If a make-up presentation is approved, the other members of the group will be able to make their individual presentation later and will be marked according to the marking rubric. A video presentation may be used to facilitate the process.

Mid-Trimester Tests and Final Exams

If students are unable to attend mid-trimester tests or final exams due to illness, hardship or some other unavoidable problem (acceptable to KOI), they must:
o   Complete the Assignment Extension / Exam Deferment Form available by contacting academic@koi.edu.au as soon as possible*, but no later than three (3) working days after the exam date.*
o   Provide acceptable documentary evidence (see section (b) below).
o   Agree to attend the deferred exam as set by KOI if a deferred exam is approved.
Deferred exam

o   There will only be <u>one</u> deferred exam offered.
o   Marks obtained for the deferred exam will be the marks awarded for that assessment item.
o   If you miss the deferred exam you will be awarded <u>0 marks</u> for the assessment item. This may mean you are unable to pass the subject.

b)   Applying for an Extension

If students are unable to submit or attend an assessment when due, they must
o   Complete the Assignment Extension / Exam Deferment Form available by contacting academic@koi.edu.au as soon as possible*, but no later than three (3) working days of the assessment due date.*
o   Provide acceptable documentary evidence in the form of a medical certificate, police report or some other appropriate evidence of illness or hardship, or a technician's report on problems with computer or communications technology, or a signed and witnessed statutory declaration explaining the circumstances.

o Students and lecturers / tutors will be advised of the outcome of the extension request as soon as practicable.

Please remember there is no guarantee of an extension being granted, and poor organisation is not a satisfactory reason to be granted an extension.

c) Referencing and Plagiarism

Please remember that all sources used in assessment tasks must be suitably referenced.
Failure to acknowledge sources is plagiarism, and as such is a very serious academic issue. Students plagiarising run the risk of severe penalties ranging from a reduction in marks through to 0 marks for a first offence for a single assessment task, to exclusion from KOI in the most serious repeat cases. Exclusion has serious visa implications. The easiest way to avoid plagiarising is to reference all sources.

Harvard referencing is the required method – in-text referencing using Author's Surname (family name) and year of publication. A Referencing Guide, "Harvard Referencing", and a Referencing Tutorial can be found on the right-hand menu strip in Moodle on all subject pages.

An effective way to reference correctly is to use *Microsoft Word's* referencing function (please note that other versions and programs are likely to be different). To use the referencing function, click on the References Tab in the menu ribbon – students should choose *Harvard.*

Authorship is also an issue under plagiarism – KOI expects students to submit their own original work in both assessment and exams, or the original work of their group in the case of a group project. All students agree to a statement of authorship when submitting assessments online via Moodle, stating that the work submitted is their own original work.

The following are examples of academic misconduct and can attract severe penalties:

o Handing in work created by someone else (without acknowledgement), whether copied from another student, written by someone else, or from any published or electronic source, is fraud, and falls under the general Plagiarism guidelines.
o Copying / cheating in tests and exams is academic misconduct. Such incidents will be treated just as seriously as other forms of plagiarism.
o Students who willingly allow another student to copy their work in any assessment may be considered to assisting in copying/cheating, and similar penalties may be applied.

Where a subject coordinator considers that a student might have engaged in academic misconduct, KOI may require the student to undertake an additional oral exam as a part of the assessment for the subject, as a way of testing the student's understanding of their work.

Further information can be found on the KOI website.

d) Reasonable Adjustment

The Commonwealth Disability Discrimination Act (1992) makes it unlawful to treat people with a disability less fairly than people without a disability. In the context of this subject, the principle of Reasonable Adjustment is applied to ensure that participants with a disability have equitable access to all aspects of the learning for the subject. For assessment, this means that barriers to their demonstrating competence are removed wherever it is reasonably practical to do so.

Examples of reasonable adjustment in assessment may include:
o provision of an oral assessment, rather than a written assessment
o provision of extra time
o use of adaptive technology.

The focus of the adjusted assessment should be on enabling the student to demonstrate achievement of the learning outcomes for the subject, rather than on the method of assessment.

e) Appeals Process

Full details of the KOI *Assessment and Assessment Appeals Policy* may be obtained in hard copy from the Library, and on the KOI website www.koi.edu.au under *Policies and Forms*.

Assessments and Mid-Trimester Exams:

Where students are not satisfied with the results of an assessment, including mid-trimester exams, they have the right to appeal. The process is as follows:

o Discuss the assessment with their tutor or lecturer – students should identify where they feel more marks should have been awarded – students should provide valid reasons based on the marking guide provided for the assessment. Reasons such as *"I worked really hard"* are not considered valid.
o If still not satisfied, students should complete an Application for Review of Assessment Marks form, clearly explaining the reasons for seeking a review. This form is available from the KOI website under *Policies and Forms* and is also available at KOI Reception (Kent St, Market St and O'Connell St). The completed Application for Review of Assessment Marks form should be submitted as explained on the form with supporting evidence attached to academic@koi.edu.au .
o The form must be submitted within *ten (10) working days* of the return of the marked assessment, or within *five (5) working days* after the return of the assessment if the assessment is returned after the end of the trimester.

Review of Grade – whole of subject and final exams:

Where students are not satisfied with the results of the whole subject or with their final exam results, they have the right to request a Review of Grade – see the *Assessment and Assessment Appeals Policy* for more information.

An *Application for Review of Grade/Assessment Form* (available from the KOI Website under *Policies and Forms* and from KOI Reception at Kent St, Market St and O'Connell St) should be completed clearly explaining the grounds for the application. The completed application should be submitted as explained on the form, with supporting evidence attached to academic@koi.edu.au .