



ICT700 Introduction to Business Information Systems T125

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
Master of Information Systems (MIS) Graduate Diploma of Information Systems (GDIS)	1 trimester	Level 1	Dr. Sajad GHATREHSAMANI sajad.ghatrehsamani@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

Core subject

1.3 Subject Weighting

The weighting of this subject and the total course points are indicated below.

Subject Credit Points	Total Course Credit Points
4 Credit Points	MIS (64 Credit Points); GDIS (32 Credit Points);

1.4 Student Workload

The expected student workload per week for this subject is indicated below.

No. Timetabled Hours/Week*	No. Personal Study Hours/Week**	Total Workload Hours/Week***
3 hours/week (2 hour Lecture + 1 hour Tutorial)	7 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 and completing assignments.

*** That is, * + ** = workload hours.

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 Nil



1.7 General Study and Resource Requirements

- Dedicated computer laboratories are available for student use. Normally, tutorial classes are conducted in the computer laboratories.
- 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 Office.
- 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.
- 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.

Software resource requirements specific to this subject: Office 365, Microsoft Imagine.

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:

- Consultation times: A list of consultation hours is provided on the homepage of Moodle where appointments can be booked.
- 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.
- 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.
- 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.
- 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









Business Information Systems (BIS) apply computer and information technology to make business processes more efficient and effective. This subject provides an overview of BIS. It introduces various categories of information systems and their roles in assisting organisations to gain competitive advantages and enhance their decision-making capabilities.

This subject covers the tools, techniques, and frameworks used to develop, deploy, and manage information systems and services, and the associated risks. Ethical and social issues surrounding the use of information systems in business organisations are also discussed.

2.2 Graduate Attributes for Postgraduate Courses

Graduates of Postgraduate 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 an advanced 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 Postgraduate Degree Graduate Attributes	Detailed Description
	Knowledge	Current, comprehensive and coherent 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 transferring 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 sources
	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:

- **Level 1 Foundation** – Students learn the basic skills, theories and techniques of the subject and apply them in basic, standalone contexts
- **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 the applications with other subjects.
- **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 1 subject.

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

Subject Learning Outcomes	Contribution to Graduate Attributes
a) Evaluate the role of information systems in business and their use in business process automation, compliance, and decision-making for competitive advantage.	  



b) Analyse the business requirements for developing an information system.	   
c) Critically discuss the integration for supporting operations across the business.	   
d) Compare the various types of information systems and how they can be used to improve business performance.	  
e) Analyse ethical and security issues of information systems for business	 

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 03 Mar	Business driven MIS, people, technology, processes and structure in IS	Ch. 1 - Baltzan (2019) Ch.1 – Stair & Reynolds (2020)	Discussion and tutorial tasks on basic knowledge Data, information, business intelligence and technology Formative not graded
2 10 Mar	Secure information systems, use of IS in organisational learning and strategy to achieve a competitive business	Ch.1 - Stair & Reynolds (2020) Extra reading will be provided on Moodle	Discussion and tutorial tasks on processes and methodologies involved with keeping information confidential, information availability and assurance of its integrity. Formative not graded
3 17 Mar	Infrastructure and services in IS: technology infrastructure and networks	Ch. 4 and 7 – Stair & Reynolds (2020)	Discussion and tutorial tasks on hardware and software, used of knowledge gained on technology for interconnected world. Formative not graded
4 24 Mar	E-business: Electronic business value, e-commerce	Ch. 3 - Baltzan (2019) Ch.9 – Stair & Reynolds (2020)	Quiz Discussion and tutorial tasks on understanding of E-commerce and E-business.
5 31 Mar	Use of social media in business, cloud computing and IOT	Ch. 8 – Stair & Reynolds (2020) Extra reading will be	Discussion and tutorial tasks on understanding of cloud computing and



Week (beginning)	Topic covered in each week's lecture	Reading(s)	Expected work as listed in Moodle
		provided on Moodle	IoT Formative not graded
6 7 Apr	Business intelligence and IS for decision making: big data and analytics, challenges	Ch. 6 - Stair & Reynolds (2020) Ch. 6 - P. Baltzan (2019)	Discussion and tutorial tasks on understanding of business intelligence, analytics and challenges Formative not graded Assessment 2 due
7 14 Apr	Enterprise applications: business communications, use of enterprise information systems to upgrade the business processes	Ch. 8 - Baltzan (2019) Extra reading will be provided on Moodle	Discussion and tutorial tasks on understanding of basic networks & enterprise application Business. Formative not graded
8 22 Apr (Tue)	BIS – ecommerce, enhancing business using CRM and SCM	Ch. 9 – Stair & Reynolds (2020) Extra reading will be provided on Moodle	Discussion and tutorial tasks on E-commerce: types, history, and examples Formative not graded Assessment 3 due
9 28 April	Business process management, software development,	Reading will be provided on Moodle	Discussion and tutorial tasks on understanding of business processes in the cloud and management Formative not graded
10 5 May	Use of database systems and data management to develop and acquire Information systems	Ch. 5 – Stair & Reynolds (2020)	Discussion and tutorial tasks on use of database systems and data management Formative not graded
11 12 May	Ethical, legal, and social issues in corporate and individual accountability, process and strategies to secure information systems	Ch.3 - Stair & Reynolds (2020) Ch. 4 - Baltzan (2019)	Discussion and tutorial tasks on understanding of ethics in IS: Ethical, legal, and social issues Formative not graded Assessment 4a due
12 19 May	Revision: all subject materials	All chapters	Assessment 4b due



Week (beginning)	Topic covered in each week's lecture	Reading(s)	Expected work as listed in Moodle
13 26 May	Study review week and Final Exam Week		
14 02 Jun	Examinations Continuing students - enrolments for T225 open	Please see exam timetable for exam date, time and location	
15 09 Jun	Student Vacation begins New students - enrolments for T225 open		
16 16 Jun	Results Released Review of Grade Day for T125 – 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.		
T225 30 June 2025			
1 30 Jun	Week 1 of classes for T225		

2.5 Public Holiday Amendments

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

T125 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 T125.

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 T125 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 18 April 2025 Saturday 19 April 2025 Monday 21 April 2025 Friday 25 April 2025	Monday 26 May 2025 Tuesday 27 May 2025 Wednesday 28 May 2025

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 T125. **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 clicking the following link [Assignment Extension / Exam Deferment Form](#) 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:

- are offered a supplementary assessment, but fail it;
- are offered a supplementary exam, but do not attend; or
- 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:

- *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.
- *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.
- *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
- *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:



- HD High distinction (85-100%) an outstanding level of achievement in relation to the assessment process.
- DI Distinction (75-84%) a high level of achievement in relation to the assessment process.
- CR Credit (65-74%) a better than satisfactory level of achievement in relation to the assessment process.
- P Pass (50-64%) a satisfactory level of achievement in relation to the assessment process.
- F Fail (0-49%) an unsatisfactory level of achievement in relation to the assessment process.
- FW This grade will be assigned when a student did not submit any of the compulsory assessment items.

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: Quiz	Week 4	10%	a, b, c
Assessment 2: Individual Assessment	Week 6	20%	b, c, d
Assessment 3: Individual Case Study Assessment	Week 8	35%	c, d, e
Assessment 4: Group Report Writing and Group Presentation	Week 11 Week 11/12	Report: 25% (group & individual contribution) Presentation: 10% (group & individual contribution) Total 35%	a, b, c, d, e

Requirements to Pass the Subject:

2.9 Prescribed and Recommended Readings

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

Prescribed Textbooks:

Blitzan, P., Phillips, A., (2022). *Business driven information systems*, 8th ed. New York, N.Y.: McGrawHill Education B

Stair, R.M. and Reynolds, G.W. (2020). *Principles of information systems*. 14th ed. Boston, Mass.: Cengage Learning

Recommended Readings:



Bose, S., Dey, S.K. and Bhattacharjee, S., (2023). Big data, data analytics and artificial intelligence in accounting: An overview. *Handbook of Big Data Research Methods: 0*, p.32.

Phillips, P. (2021), 7th ed. ISE Business Driven Information Systems.

Journal Articles

Alshurideh, M., Al Kurdi, B.H., Alzoubi, H.M. and Salloum, S. eds., (2023). *The Effect of Information Technology on Business and Marketing Intelligence Systems* (Vol. 1056). Springer Nature.

Collins, C., Dennehy, D., Conboy, K., & Mikalef, P. (2021). Artificial intelligence in information systems research: A systematic literature review and research agenda. *International Journal of Information Management*, 60, 102383.

Guo, C. and Chen, J., (2023). Big data analytics in healthcare. In *Knowledge Technology and Systems: Toward Establishing Knowledge Systems Science* (pp. 27-70). Singapore: Springer Nature Singapore.

Hassan, N. R., Lowry, P. B., & Mathiassen, L. (2022). Useful products in information systems theorizing: A discursive formation perspective. *Journal of the Association for Information Systems (JAIS)*, 23(2), 418-446.

Jaradat, Z., Al-Dmour, A., Alshurafat, H., Al-Hazaima, H., & Al Shbail, M. O. (2022). Factors influencing business intelligence adoption: evidence from Jordan. *Journal of Decision Systems*, 1-21.

Lacity, M., Willcocks, L., & Gozman, D. (2021). Influencing information systems practice: The action principles approach applied to robotic process and cognitive automation. *Journal of Information Technology*, 36(3), 216-240.

Maroufkhani, P., Iranmanesh, M. and Ghobakhloo, M., (2023). Determinants of big data analytics adoption in small and medium-sized enterprises (SMEs). *Industrial Management & Data Systems*, 123(1), pp.278-301.

Additional Resources: Case studies will be provided on Moodle

References available from EBSCOhost research databases:

- ACM Transactions on Information Systems
- International Journal of Information Technology & Management
- Information Systems & e-Business Management
- Journal of Strategic Information Systems
- Management Information Systems Quarterly
- Case studies from Consultation companies
- BLOCKCHAIN: The future of Business Information System

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 work in both assignments and exams, or the work of their group in the case of group assignments. Material in assignments which comes from the work of others must be appropriately acknowledged.

Assessment 1

Assessment type: Closed Book Multiple Choice Quiz

Purpose: An online quiz from week 1 to week 3.



This assessment contributes to learning outcomes a, b, c.

Value: 10% **Due Date:** Week 4

Submission: In class quiz via Moodle

Assessment topic: Week 1 to 3

Task Details: Complete the online quiz to confirm your understanding from week 1 to 3 topic.

Marking rubric:

Criteria	Fail (0 – 49%)	Pass (50 – 64%)	Credit (65 – 74%)	Distinction (75 – 84%)	High Distinction (85 – 100%)
Correct Answer 10 marks.	Less than 5 marks	5 or 6 marks	7 or 8 marks	9 marks	10 marks

Assessment 2

Assessment type: Individual Assessment

Purpose: This individual assessment requires students to analyse an information system used in an organization, evaluating its impact on business strategy, infrastructure, e-commerce, emerging technologies, and data-driven decision-making. This assessment contributes to learning outcomes b, c, and d.

Value: 20% **Due Date:** Week 6

Submission: Submit a PDF file via the submission link on Moodle, ensuring a maximum of 1500 words (including references). Exceeding this limit will incur a penalty.

Assessment topic: The Role of Information Systems in Modern Business Operations

Task details: Students must select one of the following industries for their case study: **Healthcare, Retail and E-Commerce, Financial Services, Manufacturing, or Education.**

The report should begin with an Introduction that provides background information on the selected industry and introduces the role of information systems within it. This section will set the stage for a deeper exploration of how IS is integrated into industry operations and its overall significance.

Next, students are required to analyse how organizations in the chosen industry use information systems to enhance their Business Strategy. This task should focus on how information systems provide competitive advantages and contribute to strategic decision-making processes within the industry.

The report should then address the Technology Infrastructure and Networks that support the information systems. This section will examine the essential hardware, software, and network infrastructure that enable information systems to function effectively within the industry. Students should explain how these technologies facilitate day-to-day operations and help meet business goals.

The next task involves evaluating the role of E-Business and Digital Transformation within the selected industry. Students should focus on how organizations leverage e-commerce and digital platforms to expand their reach, improve customer engagement and drive business growth. The report should also explore how digital



transformation has changed business models in the industry.

Another critical task is to analyse the impact of Emerging Technologies such as cloud computing, IoT, or artificial intelligence in the industry. Students should explain how these technologies are being integrated into information systems to drive efficiency, innovation, and competitiveness in the industry.

In next section, Business Intelligence and Data-Driven Decision-Making will be evaluated. Students should discuss how organizations in the industry use big data and analytics to support informed decision-making. Students should also address the challenges and opportunities associated with data management and its effective utilisation within the industry.

Finally, students should provide a Conclusion that summarises the key findings of the analysis. The conclusion should include Recommendations for optimising the implementation and utilisation of information systems in the selected industry. These recommendations should be based on the research conducted and demonstrate an understanding of the evolving role of IS in modern business.

Report Structure:

The report must include the following sections: a **cover page**, an **executive summary**, and a **table of contents**. Following these, the report will present the **introduction**, the main **discussion** (organised by assessment task details), and a **conclusion** with **recommendations**. At the end, students should include a **references** section formatted in Harvard referencing style, citing between 8 and 12 peer-reviewed research articles.



Marking Rubric for Assessment: 2

Criteria	Fail (0 – 49%)	Pass (50 – 64%)	Credit (65 – 74%)	Distinction (75 – 84%)	High Distinction (85 – 100%)
Format and structure. 2 marks	Very difficult to read, unclear structure, and most of the required sections are missing	Some difficulty in reading, not very clear, but important sections are included	Clear and readable, and all required sections are included	Well written and very clear, and all required sections with completed discussion are included	Well written and very clear, all required sections with completed discussion are included, and additional sections have been added for clarity
Introduction 2 marks	No introduction given or most of the introduction is irrelevant	Introduction is provided with some details and limited cohesion	Introduction is provided with most of the required details in cohesive manner	Introduction is provided with all of the required details in comprehensive and cohesive manner	Introduction is provided with all details presented systematically in a comprehensive and cohesive manner
Discussion 10 marks	No evidence/support for the argument in the main body	Provides some evidence/support for the argument in the main body	Provides sound level of evidence/support for the logical argument	Provides very convincing level of evidence/support for the strong logical argument	Provides exceptional level of support for the compelling argument
Conclusion, Recommendation and references 4 marks	No conclusion presented or not based on argument, recommendation unconvincing	Conclusion based on argument but lacks supporting evidence recommendation lacks some detail	Conclusion based on sound argument and evidence, recommendation convincing	Conclusion based on an extensive argument and evidence, recommendation strongly convincing	Conclusion based on an extensive and compelling argument, recommendation persuasive and convincing
References 2 marks	Wrong or no references	Inconsistent and incomplete references	Inconsistent but complete references	consistent but incomplete references	Correct and complete references
Penalty 2 marks	Exceeded 1500 words	Exceeded 1500 words	Exceeded 1500 words	Exceeded 1500 words	Exceeded 1500 words
Total Mark: / (20 marks)	COMMENTS:				

Value: 20%



Assessment 3

Assessment type: Individual Case Study Assessment

Assessment Purpose: This case study aims to assess your understanding of the role of enterprise information systems in improving business communications and operational efficiency. It evaluates how CRM and SCM systems enhance customer satisfaction and the integration of these applications to streamline processes and support decision-making in a business environment. This assessment contributes to learning outcomes c, d, and e.

Value: 35%

Due date: Week 8

Submission: Submit a PDF file via the submission link on Moodle, ensuring a maximum of 2000 words (including references). Exceeding this limit will incur a penalty.

Assessment topic: Transforming Business Operations at GreenTech Innovations

Task details: Case Study

GreenTech Innovations, based in Melbourne, Australia, specialises in eco-friendly and sustainable technology products. The company has been successful in securing contracts with multinational corporations but faces significant challenges in managing internal business processes. These include issues with communication between departments, underutilised Customer Relationship Management systems, and inefficient manual inventory management. Given these challenges, the company is seeking to implement an enterprise information system to streamline its business processes and improve overall efficiency.

The report should begin with an Introduction that provides background information on GreenTech Innovations, highlighting the company's growth, challenges in communication, inventory management, and customer relationships and the need for an Enterprise Information System (EIS). This section will set the context for the report explaining the significance of information systems in improving business processes.

Next, students should analyse how EIS can improve Business Communications and Collaboration. This task should focus on GreenTech's current communication challenges, the limitations of its existing tools and how the implementation of an Enterprise Resource Planning (ERP) system could enhance collaboration between different departments. The section should explain how a centralised ERP system can facilitate real-time data sharing, improve decision-making and reduce delays in communication.

In addition, the report should explore the role of Supply Chain Management (SCM) Systems in addressing GreenTech's challenges. Students must discuss how implementing an SCM system can optimise inventory management, enhance relationships with suppliers and streamline logistics. This task should include examples of how SCM tools can track inventory, automate reordering processes and improve demand forecasting.

The next task involves a detailed analysis of Customer Relationship Management (CRM) Systems. Students should explain how CRM systems can support GreenTech's sales and marketing efforts, help the company manage customer interactions, track sales and personalise marketing strategies.

Students are also required to examine the Integration of CRM and SCM Systems. This task should highlight the benefits of integrating both systems to create a unified flow of information across the company. Students should explain how this integration can enhance decision-making, improve forecasting and allow sales and supply chain teams to work together more efficiently.

In the Conclusion, students should summarise the benefits of implementing enterprise information systems, including CRM and SCM for GreenTech Innovations. This section should also include actionable recommendations for the CEO on how the company can implement these systems to optimise operations, improve communication, and drive business growth.

Report Structure:



The report must include the following sections: a **cover page**, an **executive summary**, and a **table of contents**. Following these, the report will present the **introduction**, the main **discussion** (organised by assessment task details), and a **conclusion** with **recommendations**. At the end, students should include a **references** section formatted in Harvard referencing style, citing between 8 and 12 peer-reviewed research articles.

Marking Rubric for Assessment: 3

Value: 35%

Criteria	Fail (0 – 49%)	Pass (50 – 64%)	Credit (65 – 74%)	Distinction (75 – 84%)	High Distinction (85 – 100%)
Format and structure. 3 marks	Very difficult to read, unclear structure, and most of the required sections are missing	Some difficulty in reading, not very clear, but important sections are included	Clear and readable, and all required sections are included	Well written and very clear, and all required sections with completed discussion are included	Well written and very clear, all required sections with completed discussion are included, and additional sections have been added for clarity
Introduction 2 marks	No introduction given or most of the introduction is irrelevant	Introduction is provided with some details and limited cohesion	Introduction is provided with most of the required details in cohesive manner	Introduction is provided with all of the required details in comprehensive and cohesive manner	Introduction is provided with all details presented systematically in a comprehensive and cohesive manner
Discussion 20 marks	No evidence/support for the argument in the main body	Provides some evidence/support for the argument in the main body	Provides sound level of evidence/support for the logical argument	Provides very convincing level of evidence/support for the strong logical argument	Provides exceptional level of support for the compelling argument
Conclusion, Recommendation 5 marks	No conclusion presented or not based on argument, recommendation unconvincing	Conclusion based on argument but lacks supporting evidence recommendation lacks some detail	Conclusion based on sound argument and evidence, recommendation convincing	Conclusion based on an extensive argument and evidence, recommendation strongly convincing	Conclusion based on an extensive and compelling argument, recommendation persuasive and convincing
References 5 marks	Wrong or no references	Inconsistent and incomplete references	Inconsistent but complete references	consistent but incomplete references	Correct and complete references
Penalty 2 marks	Exceeded 2000 words	Exceeded 2000 words	Exceeded 2000 words	Exceeded 2000 words	Exceeded 2000 words
Total Mark: / (35 marks)	COMMENTS:				



Assessment 4

Assessment type: Group Assessment

Assessment Purpose: This assessment is designed to allow students to explore the implementation and integration of information systems to solve business challenges. The task involves working in a group to analyse, design, and propose improvements for a given business process. This assessment contributes to learning outcomes a, b, c, d, e.

Value: 35% (Report 25% + Presentation/Demonstration 10%)

Due Date: One member of the group should submit the report in Week 11, and one group presentation file should be uploaded in Week 11/12.

Report Length: The report should be no longer than 2500 words. Additionally, each student must submit a 500-word individual abstract which is not included in the word count for the report.

Task details: This task is to be completed by a group of 4 to 5 students. Each group will select one of the provided topics and investigate how the selected system can be improved using information systems and integration. The report should address key aspects of business processes, cloud technology, data management and ethical considerations related to information systems. Each team must select one topic and no duplicate topic is allowed:

Topics:

1. **Smart Manufacturing System Integration:** Explore how information systems can integrate various parts of a smart manufacturing process, focusing on data management, automation and cloud-based solutions.
2. **Online Learning Management System (LMS) Integration for Educational Institutions:** Evaluate how LMS systems in educational institutions can integrate business processes, enhance student engagement and improve administrative efficiency using cloud technology.
3. **E-Commerce Order and Supply Chain Management Integration:** Investigate how an e-commerce platform can integrate order processing and supply chain management to improve operational efficiency and customer experience.
4. **Cloud-Based Human Resource Management System (HRMS):** Analyse the use of cloud technology to improve HR operations such as payroll, recruitment and employee performance management, focusing on integration and data management.
5. **Automated Legal Case Management System:** Explore how law firms can use information systems to streamline case management, track legal processes and integrate with other departments such as finance and HR.
6. **Smart Inventory Management System for Retailers:** Investigate how a retail business can use information systems to optimise inventory management, including automated reordering, data analytics, and real-time stock tracking.
7. **Healthcare Patient Management and Records System:** Analyse how healthcare organizations can integrate patient management, appointment scheduling and medical records to improve patient care and operational efficiency.
8. **Customer Service Chatbot and CRM Integration:** Evaluate how integrating a chatbot with a CRM system can enhance customer service, reduce response times, and improve customer satisfaction in a service-oriented company.



9. **Financial Transaction and Fraud Detection System:** Explore how financial institutions can use information systems to detect fraudulent activities in transactions, secure data, and improve reporting accuracy.
10. **Automated Hotel Reservation System and Customer Experience:** Analyse how hotels can integrate automated reservation systems with customer relationship management tools to improve guest services and streamline operational tasks.

Each team must complete the report based on the following structure:

1. **Cover Page:** Include the KOI group assignment coversheet available on Moodle.
2. **Executive Summary:** Provide a concise summary of the report's key points, including the main challenges identified, proposed solutions, and key conclusions. This should be about 200-300 words.
3. **Table of Contents:** List all headings and subheadings in the report, including page numbers for easy navigation.
4. **Introduction:**
 - Provide background information on the selected system and explain its importance in business operations.
 - Describe the organization, its business activities, and current systems in place. Provide relevant details about the business model, target audience, and operations.
 - Identify and explain two key challenges the company faces in relation to the use of their existing systems, such as inefficiencies, user errors, or security vulnerabilities.
 - Outline the scope of the analysis and the purpose of the report.
5. **Current System vs. Proposed System:** Create two swim lane diagrams using Lucidchart to illustrate:
 - **Current System (As Is):** Depict the existing workflow and processes.
 - **Proposed System (To Be):** Show how the system will be improved after integrating new technologies and processes. The diagrams should clearly highlight how the proposed system addresses the identified challenges.
6. **Mock-Up Screenshots:** Provide three mock-up screenshots of key interfaces from the proposed system. Use a tool like Figma, Adobe XD, or another design tool to create the mock-ups.
 - **Safe and Secure Data Entry Screen:** Discuss how the design ensures safe data entry, including user authentication, data validation and encryption.
 - **Automated Recurring Service Update Screen:** Explain how the system will handle automated updates for recurring services such as subscriptions or bookings.
 - **Customer Billing Screen:** Describe how your design facilitates the billing process ensuring accuracy and security in generating customer invoices.
7. **Business Process Management, Software Development and Database Systems:**

Discuss how business processes can be managed and optimised through the implementation of software systems, emphasising the development lifecycle and the role of database management in acquiring and developing information systems. Use your chosen topic as a case study to illustrate these concepts. Refer to the readings provided on Moodle for detailed information.
8. **Ethical, Legal, and Social Issues:**

Examine the ethical, legal, and social implications of implementing the proposed information system. Discuss how these issues influence system design, data management, and security strategies.
9. **Conclusion:**



The conclusion should summarise the key findings of the report, highlighting the main challenges identified and the proposed improvements to the business process. It should provide recommendations for the effective implementation and integration of the new information system ensuring it aligns with business needs and enhances operational efficiency.

10. Individual Abstract:

Each student must write a 500-word abstract reflecting on their personal learning experience throughout the project. This section should focus on what was learned about information systems development, the challenges faced, and the role of integration in improving business operations. The individual abstract is not included in the report word count.

11. References:

Students should include a References section formatted in Harvard Referencing Style, citing between 8 and 12 peer-reviewed research articles.

Marking Rubric for Assessment: 4a

Value: 25%

Criteria	Fail (0 – 49%)	Pass (50 – 64%)	Credit (65 – 74%)	Distinction (75 – 84%)	High Distinction (85 – 100%)
Format and structure 2 marks	Very difficult to read, unclear structure, and most of the required sections are missing	Some difficulty in reading, not very clear, but important sections are included	Clear and readable, and all required sections are included	Well written and very clear, and all required sections with completed discussion are included	Well written and very clear, all required sections with completed discussion are included, and additional sections have been added for clarity
Introduction 3 marks	No introduction given or most of the introduction is irrelevant	Introduction is provided with some details and limited cohesion	Introduction is provided with most of the required details in cohesive manner	Introduction is provided with all of the required details in comprehensive and cohesive manner	Introduction is provided with all details presented systematically in a comprehensive and cohesive manner
Discussion 15 marks	No evidence/support for the argument in the main body	Provides some evidence/support for the argument in the main body	Provides sound level of evidence/support for the logical argument	Provides very convincing level of evidence/support for the strong logical argument	Provides exceptional level of support for the compelling argument
Conclusion, Individual abstract 2 marks	No conclusion presented or not based on argument, recommendation unconvincing	Conclusion based on argument but lacks supporting evidence recommendation lacks some detail	Conclusion based on sound argument and evidence, recommendation convincing	Conclusion based on an extensive argument and evidence, recommendation strongly convincing	Conclusion based on an extensive and compelling argument, recommendation persuasive and convincing



References 3 marks	Wrong or no references	Inconsistent and incomplete references	Inconsistent but complete references	Consistent but incomplete references	Correct and complete references
Penalty 2 marks	Exceeded 2500 words	Exceeded 2500 words	Exceeded 2500 words	Exceeded 2500 words	Exceeded 2500 words
Total Mark: / (25 marks)	COMMENTS:				

Oral Presentation: You (as a group) are required to prepare a PowerPoint and present your report findings in 15 minutes.

Value: 10%

Submission requirements details: Upload a PDF PowerPoint on the submission link via Moodle in Week 11/12.

Marking Guide: The assessment will be marked by using the following rubric:

Marking Rubric for Assessment: 4b **Value: 10%**

Criteria	Fail (0 – 49%)	Pass (50 – 64%)	Credit (65 – 74%)	Distinction (75 – 84%)	High Distinction (85 – 100%)
Attendance and Presentation Time 2 marks	No presentation	Some members must be present. Presentation not on time	Some members must be present. Presentation on time	All members must be present. Presentation not on time	All members must be present. Presentation must be on time
Delivery 2 marks	Wrongly presented. Less organised. Difficult to follow and no engaged with the audience	Less clearly presented. Organised and difficult easy to follow and less Engaged with the audience	Clearly presented. Organised. But not easy to follow and less engaged with the audience	Clearly presented. Organised and easy to follow Less engaged with the audience	Clearly presented. Organised and easy to follow Engaged with the audience
Visual aids 2 marks	Wrong slides. Incorrect visually appealing slides. Unsuitable use of figures/data/diagrams	Unclear and unreadable slides. Less visually appealing slides. The lack of suitability use of figures/data/diagrams	Clear and readable slides. Less visually appealing slides. The lack of suitability use of figures/data/diagrams	Clear and readable slides. Visually appealing slides. Lack of suitability use of figures/data/diagrams	Clear and readable slides. Visually appealing slides. Suitable use of figures/data/diagrams



Content 2 marks	Wrong content.	Difficult to comprehend. Not well-researched use of material.	Less comprehensive not well researched of material.	Comprehensive Reasonable researched use of material.	Comprehensive Well-researched use of material
Answers to questions 2 marks	Unthoughtful unresponsive. Drew no knowledge of topic beyond presentation	Less thoughtful Responsive. Drew little knowledge of topic beyond presentation	Thoughtful Responsive. Drew little knowledge of topic beyond presentation	Thoughtful Responsive. Drew partial knowledge of topic beyond presentation	Thoughtful Responsive. Drew on knowledge of topic beyond presentation
Total Mark: (10 marks)	COMMENTS:				

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)

- 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).
- Missing a class test will result in 0 marks for that assessment item unless the above applies.

Written Assessments and Video Assessments

- 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

- 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:

- Complete the Assignment Extension / Exam Deferment Form available by clicking the following link [Assignment Extension / Exam Deferment Form](#) as soon as possible, *but no later than three (3) working days after the exam date*.
- Provide acceptable documentary evidence (see section (b) below).
- Agree to attend the deferred exam as set by KOI if a deferred exam is approved.

Deferred exam

- There will only be one deferred exam offered.
- Marks obtained for the deferred exam will be the marks awarded for that assessment item.
- If you miss the deferred exam you will be awarded 0 marks 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

- Complete the Assignment Extension / Exam Deferment Form available by clicking the following link [Assignment Extension / Exam Deferment Form](#) as soon as possible, *but no later than three (3) working days of the assessment due date*.
- 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.
- 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:

- 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.
- Copying / cheating in tests and exams is academic misconduct. Such incidents will be treated just as seriously as other forms of plagiarism.
- 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:

- provision of an oral assessment, rather than a written assessment
- provision of extra time
- 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:

- 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.
- 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.
- 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.