



<b>Course Code:</b>	<b>FND113</b>
<b>Course Name:</b>	<b>Introduction to Systems Analysis</b>
<b>Trimester:</b>	<b>Trimester 3, 2017</b>
<b>Program:</b>	Foundation Program
<b>Credit Points:</b>	10 Credit Points, 1 trimester, Elective Course
<b>Course Coordinator:</b>	Alastair McWhir
<b>Document modified:</b>	8 <sup>th</sup> October 2017

#### Teaching Team

**Alastair McWhir: Lecturer / Tutor**

Your teacher can be contacted via the email system on the portal.

Alastair McWhir: [alastair.mcwhir@staff.griffithcollege.edu.au](mailto:alastair.mcwhir@staff.griffithcollege.edu.au)

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#### Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher will be available for consultation will be given in the first week of classes. A list of times and rooms will be published on the Griffith College Portal under the "myTimetable" link.

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#### Prerequisites

There are no prerequisites for this course.

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## Brief Course Description

Systems analysis is "the process of studying a procedure or business in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way."

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## Rationale

The course provides an introduction to analysing, designing and implementing information systems. System analysts assess the suitability of information systems in terms of their intended outcomes and liaise with end users, software vendors and programmers in order to achieve these outcomes. A systems analyst is a person who uses analysis and design techniques to solve business problems using information technology.

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## Aim

This course is intended to give you an understanding of the underlying theory of project management as well as an opportunity to practically plan, design and implement an information system that achieves a business goal. The unit provides both a theoretical and practical approach covering the phases involved in Project Management. Upon completion of this unit you will be able to describe the characteristics and phases of a project and its life cycle, and explain the processes involved in selecting and initiating a project. You will be able to analyse situations, identify the purpose and need of projects, prepare various documentations particular to each phase and process, propose and complete successful projects.

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## Learning Outcomes

**Upon successful completion of this course, you will be able to:**

1. Demonstrate an understanding of Project Management phases, life cycles and methodologies and explain the role played by the project manager.
  2. Identify and model the key business processes of a business that may be improved by the design and implementation of new business information systems.
  3. Develop and explain solutions for an identified need for a project which address all of the information processes required by a system.
  4. Justify the selection and use of appropriate resources and tools to effectively develop and manage IT projects.
  5. Develop the ability to work as part of a team and apply conflict resolution and communication skills while working on an IT project.
  6. Use Project Management tools and techniques to assist, schedule and monitor project work.
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## Texts and Supporting Materials

Prescribed textbook: "Project Management" by Adrienne Watt (2014) BCcampus Open Textbook project.

This textbook is available free from <https://opentextbc.ca/projectmanagement/>

"Project Management" is licensed under the [Creative Commons Attribution 4.0 Unported License](https://creativecommons.org/licenses/by/4.0/).

Tutorial <https://www.youtube.com/watch?v=5rHCSa5ad34&feature=youtu.be>

Recommended readings available on Griffith College Portal

PMBOK® Guide and Standards <http://www.pmi.org/PMBOK-Guide-and-Standards.aspx>

Information Technology Project Management (Revised 7e) by Kathy Schwalbe, (2013)

Fundamentals of Business by Stephen J. Skripak et al (2017)

Management Information Systems: (First Australian Edition) by Rainer et al, (2015)

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## Organisation and Teaching Strategies

You will participate in a weekly four (4) hour class which is interactive in nature. New material will be delivered that is based upon the relevant chapter in the prescribed text. During class time you will have the opportunity to practise the accounting principles learned to provide you with a solid preparation for all of the course assessment items. An additional one hour component will consist of online activities.

### Contact hours

The expected contact hours per week for this course comprises of:

Formal classes	Formal Homework	Online Learning	Supervised Consultation	Total
4 hours	4 hours	1 hour	1 hour	10 hours

### Class Contact Summary

#### Attendance:

Your attendance in class will be marked twice during a four hour class. To receive full attendance, you must be present in the classroom on both occasions. Therefore, you are encouraged to actively participate in all class sessions.

#### Participation in Class:

It is extremely important that you seek to actively participate in all classes throughout the trimester. Opportunities to self-correct your work will be available which will aid your learning over the course of the trimester.

#### Consultation Time:

Consultation time is offered on a weekly basis in order to support student learning. Please refer to the student portal or your teacher for details.

#### Independent Learning:

Throughout this course you will be encouraged to take personal responsibility for managing your own learning and your own time. In addition to the 4 hours spent in class time for this course you are expected to undertake independent study outside of class time. This independent learning will involve reading and preparing for classes and completing assignments and other assessment tasks. There will be the opportunity to use online resources via the Griffith College portal in order to enhance your learning.

#### Program Progression:

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at

equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

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## Content Schedule

### *Weekly Teaching Schedule*

Week	Topic	Activity
1	Introduction to Project Management and the Information Technology context	Introduction to Project Activities
2	The Project Lifecycle & Systems Development	Introduction to group research forum activities. Student project topic selection.
3	Project Manager Roles and Responsibilities	Project report writing and referencing activity.
4	Systems Analysis & Design	Systems analysis techniques group activity.
5	Project Requirements Analysis: Project Scope Management	Rich pictures project stakeholder's activity.
6	Project Requirements Analysis: Project Scope Management	Project Scope activity
7	Project Time Management	Gantt Project software activities.
8	Project Time Management	Gantt Project software activities.
9	Project Resource Management	Gantt Project software activities.
10	Project Risk Management	Gantt Project software activities.
11	Project Communications Management	Individual project review
12	Course Review	Individual project review

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## Assessment

This section sets out the assessment requirements for this course.

### **Summary of Assessment**

Item	Assessment Task	Weighting	Relevant Learning Outcomes	Due Date
1	Quiz 1	10%	1 - 3	Week 6
2	Workbook including Project Management Computer Skills Exercises	30%	1 - 6	Weeks 2 - 11
3	Project Management Research. Group Forum activities.	15%	1 – 3, 5	Weeks 2 - 7
4	Quiz 2	10%	1 - 4	Week 12
5	Individual Project Report	35%	1 - 6	End of Week 12

### **Assessment Details**

You will demonstrate understanding of the concepts taught in the course through a variety of assessment instruments.

#### **Class Tests**

**Due: Week 6 and 12**

**Weighting: 2 X 10 = 20%**

This class test will contain short answer & multiple-choice questions, based on material covered in weeks 1- 5 and 6-11

This Assessment Task relates to the following Learning Outcomes:

- Describe Project Management phases, life cycles and methodologies and explain the role played by the project manager
- Identify and model the key business processes of a business that may be improved by the design and implementation of new business information systems
- Develop and explain solutions for an identified need for a project which address all of the information processes required by a system
- Justify the selection and use of appropriate resources and tools to effectively develop and manage IT projects.

#### **Workbook**

**Due: Throughout the trimester from Weeks 2 to 11**

**Weighting: 30%**

Throughout the trimester you will be required to complete homework each week. Some of this work will be done in class. You are required to complete all tasks and show your ability to make notes and link the ideas learned in

class to experiences and ideas you already have. Marks will be given for the completion of in class / homework and the quality of your answers.

The workbook includes records of the computer skills exercises. This practical assessment will test knowledge on the use of Project Management Software practical activities done during the session. Marks will be awarded for successful completion of in class computer activities.

This Assessment Task relates to the following Learning Outcomes:

- Develop and explain solutions for an identified need for a project which address all of the information processes required by a system
- Use Project Management tools and techniques to assist, schedule and monitor project work.

### **Project Management Research Group Forum**

**Due: Week 8**

**Weighting: 15%**

The project management research activities will allow you to research project case studies and terminology. You will, as part of a group, create an annotated bibliography of research that will be hosted using a forum.

- Develop and explain solutions for an identified need for a project which address all of the information processes required by a system
- Justify the selection and use of appropriate resources and tools to effectively develop and manage IT projects.
- Develop the ability to work as part of a team and apply conflict resolution and communication skills while working on an IT project.

### **Individual Project Report**

**Due: Week 12**

**Weighting: 35%**

The individual project requires you to design a project using principles learned throughout the course. The task requires you to create a project management plan using principles learned. You will develop skills in conducting research on a given topic that relates to the content of the course and use project management software. The project finding/outcomes will be submitted in the form of a report and associated computer files.

This Assessment Task relates to the following Learning Outcomes:

- Describe Project Management phases, life cycles and methodologies and explain the role played by the project manager
- Identify and model the key business processes of a business that may be improved by the design and implementation of new business information systems.
- Develop and explain solutions for an identified need for a project which address all of the information processes required by a system
- Justify the selection and use of appropriate resources and tools to effectively develop and manage IT projects.
- Use Project Management tools and techniques to assist, schedule and monitor project work.

### **Submission and Return of Assessment Items**

Assessments that are to be submitted **as hard copy submissions** need to be handed to the relevant teaching staff at the designated lesson, in the week that the assessment is due. Assessments should not be handed to reception. Each hardcopy assessment to be submitted must have attached an Assignment Cover Sheet

Only late submissions can be handed in to reception.

### **Satisfactory completion of the course**

To satisfactorily complete the course, you must achieve a minimum overall mark of 50%.

PLEASE NOTE: Assignments are required to be submitted to Turnitin. Failure to obtain and attach a satisfactory Originality Report will mean that the assignment will not be marked and a score of zero will be recorded for the assignment. Detailed instructions and a Marking Guide will be provided during the trimester. Late submissions will attract a penalty as described in the Assessment policy.

### **Internal moderation and benchmarking processes**

All assessment will be set by teaching staff with a collaborative approach that includes peer review and approval by the appropriate Program Convenor. Significant pieces of assessment in the course are internally moderated in a collaborative manner by relevant teaching staff to ensure that the criteria and standards are correctly and consistently applied. Before Final Exams are marked, teachers conduct sample marking to ensure that the criteria and standards are correctly and consistently applied. In addition, benchmarking of the final exam in each course is undertaken by an external person (usually a lecturer in a similar Diploma level course). The benchmarking report provided by the external lecturer informs continuous improvement practices for the subsequent trimester.

### **Specialist Facilities**

Facilities and Resources	Specific Resources required
Indicate any specific facilities and resources required for delivery of this subject.	None
Indicate any specific learning resources required for this subject	Learning resources include: recommended textbook, Portal materials, Workbook
Indicate any specific IT or electronic learning resources required for this subject	Computer (Access to computers running MS Office and MS Project 2010 software), projector.

### **Retention of Originals**

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

### **Extensions**

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

## Penalties for late submission without an approved extension

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

## Assessment Feedback

Marks awarded for assessment items will be available on the on-line grades system on the Student Website within fourteen [14] days of the due date.

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## Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills	Taught	Practised	Assessed
Written Communication		Yes	Yes
Oral Communication		Yes	Yes
Information Literacy		Yes	Yes
Secondary Research		Yes	Yes
Critical and Innovative Thinking		Yes	Yes



Academic Integrity	Yes	Yes	Yes
Self-Directed Learning		Yes	
Team Work		Yes	Yes
Cultural Intelligence			
English Language Proficiency			

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## Additional Course Information

### Learning Support

In addition to formal contact hours, you are provided with extra support through individual consultation with teaching staff, English language support, and self-access computer laboratories.

Griffith College is committed to providing additional academic assistance to students to maximise their opportunity to successfully complete courses of study. Learning Advisors conduct regular workshops in skill areas essential to studies. These include: time management, goal setting, essay preparation, examination techniques, academic writing skills and maths. Further information on programs available can be accessed on the Griffith College 'Support' tab on the Portal (<http://studentsupport.griffithcollege.qld.edu.au/>) or by asking the Griffith College staff on reception.

### Teacher and Course Evaluations

Student feedback is respected and valued by teachers and the College. Students are encouraged to provide their thoughts on the course and teaching, both positive and critical, directly to their teacher or by completing course and teacher evaluations.

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## Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an

overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

***Risk Assessment Statement***

There are no out of the ordinary risks associated with this course.

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