1. General Course Information

1.1 Course Details

Course Code:	**2128IBA**
Course Name:	**Business Processes**
Trimester:	**Trimester 1, 2021**
Program:	Associate Degree
Credit Points:	10 CP
Course Coordinator:	Martin Soden
Document modified:	17 January, 2021

Course Description

The course serves as an introductory platform to business processes. It offers both conceptual and practical guidance for achieving competitive advantage by managing business processes. Business process management involves the deliberate and collaborative design, management and goal definition of end-to-end sets of activities that create value for customers. Extensive use of supplementary material from Management, Marketing, Logistics and Human Resources literature is made. Key aspects of business processes at the management, operational and support level are investigated and supporting theories explored looking at the work of Taylor, Harmon, Davenport, Hammer and Porter to name some. By taking a holistic view of the organisation, that transcends vertical, horizontal, external and geographical boundaries, this unit provides a road map for guiding organizations to analyse, re-design and improve business processes. Finally, the effects of the application of Information Systems on business processes are investigated in terms of how the processes themselves are captured and become an integral part of the technology

Assumed Knowledge

Not applicable

1.2 Teaching Team

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

Name	Email
Martin Soden	maso@portal.griffithcollege.edu.au

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your tutor will be available on MyStudy.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

The goal of this course is to promote an in-depth understanding of the underpinning concepts of business processes and their management as well as to present and share a set of conceptual tools focussing on the definition of process goals as well as on design and management of cross-functional processes. On completion of the course, students should be able to analyse and develop business processes in 'cross-industry' situations involving services, manufacturing and supply chain activities.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Explain what business processes are and develop the ability to map business processes.

2. Critically evaluate business performance and the need for sound business process management.

3. Analyse the value chain and demonstrate how it can be leveraged to identify sources of differentiation.

4. Apply knowledge of strategic alignment, technology and ethical management practice to real world scenarios.

2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment			✓	

3. Learning Resources

3.1 Required Learning Resources

There is no required text for the course. A suite of digital Prescribed readings will be provided through the Griffith College website. Students are expected to fully engage with the Prescribed readings, and it will be supplemented by a selection of other materials (eg. websites, journal articles, case studies, and other texts). Information on these materials will be provided during the semester on the Griffith College portal website.

3.2 Recommended Learning Resources

A selection of resources will be available on the course website.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

Digital Library – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

[Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week; they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions
Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

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].

Teacher and Course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content	Learning experiences	Learning activities	Evidence of learning	Learning outcome
Module 1 Relationship maps, Cross functional maps and Flowcharts					
1	Course Introduction Processes Company functions Reading 1	Breakout rooms in pairs	Process steps Types of companies	Worksheet	1
2	Process Mapping 1 Reading 2	Whole Class discussion	Flow Charts Mapping Exercise Commence reflection task		1
3	Process Mapping 2 Reading 3	Peer reviewing of maps	Cross Functional mapping	Quiz	1
Module 2 Process analysis and change					
4	Process Evaluation Reading 4	Process measures	Measures activity - Bakery		2
5	Process Analysis Reading 5	Service evaluation. Benchmarking	Performance analysis	Quiz (15%)	2
6	Business Process Change Reading 6	O.D., TQM & BPR	Stacking Chairs activity	Team presentations (25%)	2
Module 3 The Value Chain					
7	The Value Chain Reading 7	Primary and secondary Activities	Apple V.C. Case activity worksheet	Research task (25%)	3

8	Value Chain analysis Reading 8	Competitive Advantage	Differentiation concept	Worksheet	3
	Module 4 Strategic alignment, technology and ethical practice				
9	Strategic Alignment Reading 9	Goal alignment	Research task	Task summary	4
10	Process as a Sustainable Competitive Advantage. **ERP** systems and technology Reading 10	How do ERP systems interact with the VC	Case activity worksheet - Competitive Advantage	Worksheet	4
11	Ethics and Process Management Reading 11	Moral, Amoral & Immoral management	Ethical Dilemmas activity	Quiz	4
12	Course review	Whole class discussion	Concept review	Portfolio-reflective summary (35%)	1, 2, 3, 4

5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Quiz	15%	1	Week 5
2	Team presentations	25%	2	Week 6 - 10
3	Research Task	25%	1, 2, 3	Week 7
4	Portfolio – Reflective Journal	35%	1, 2, 3, 4	Week 12

5.2 Evidence of Learning Task Detail

Quiz (15%) This Online quiz is a 30-question multiple-choice test based on the learning from weeks 1 - 3. The questions will be drawn from the learning content, readings and learning activities. Each question is worth 0.5 of a mark.

Team Presentations (25%) Students will be divided into small teams and allocated a specific topic from key material relevant to Module 2. Topics will be provided 3 weeks prior to the group's allocated presentation time commencing in Week 6. Teams will use Zoom to present their topics to the class.

Research Task (25%) You will be given a research task to submit by the end of Week 7. The task involves the selection of a well-known business (requires tutor approval) and directs students to analyse the value chain of that business. There will be a series of specific questions to answer which will cover a range of concepts already covered in this course. You will be required to support your answers with peer-reviewed journal articles. The word count for this task is approx. 1200. Further detail will be provided and discussed in the first session in week 1.

Portfolio - Reflective Learning Summary (35%) This task involves reflecting on your learning experiences in this course from weeks 1 to 11. You will read the required readings, engage with the learning content and record a weekly reflection in your reflective journal. More details will be discussed in week 1 of the course.

5.3 Late Submission

An evidence of learning (assessment) item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Evidence of learning items submitted more than five working days after the due date are awarded zero marks.

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

5.4 Other Information about Evidence of Learning

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.

Requests for extension

To apply for an extension of time for an evidence of learning item, you must submit an Application for Extension of Assignment form to your teacher at least 24 hours before the date the assignment 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. Griffith College Student Medical Certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final evidence of learning item in this course (marks for this item will be provided with the final course result).

2. Students will be advised of their final grade through the Student Portal. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.

3. Marks for **all** evidence of learning items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

   The sum of your marks of evidence of learning *items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sittings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

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.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

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 Griffith College website - Policy Library > [Academic Integrity Policy](#)

Reasonable Adjustments for Assessment – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

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

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