



ICL

GRADUATE **BUSINESS** SCHOOL

Master of Business Informatics

Level 9



2018

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Message from the Chairman

Welcome to ICL Education Group!

We believe in success. Whether you are studying Business, Computing, Early Childhood Education or English, we are committed to your success. Our students pass; our students get jobs; our students progress to higher education; and very important, our students enjoy their time at ICL schools!

Education changes as fast as the world does, and when you select your study destination it is important to find innovation as well as a tradition of quality. In New Zealand you will find both: an excellent, British-based academic heritage, with universities over 100 years old, and a dynamic, modern education system constantly adapting to the change and growth in our multi-cultural society. And at ICL, within this traditional yet dynamic environment, we offer the perfect combination of private sector service standards, and the academic guarantee of qualifications owned or approved by the New Zealand government.

Our mission is to help you “develop learner autonomy”; at ICL you take ownership of your education. Your teachers guide you, with enthusiasm and professional skill, in the direction of your learning objectives, but you must do the work, both in class and through self-study. Think of your teacher as the conductor and your class as the orchestra. The conductor directs you, but you and your classmates make the music!

I look forward to meeting you at ICL and helping you succeed.



Ewen Mackenzie-Bowie

ewen@icl.ac.nz

Message from the Academic Director

I'm excited that ICL is now offering this unique programme, so - congratulations on choosing to join us! I'm looking forward to getting to know you and your career aspirations during your time with us.

The Master of Business Informatics is blazing a new trail among the wide variety of Business and IT qualifications people can choose from today. It brings together relevant knowledge and perspectives from traditional management curricula, with the problem-solving innovation of Information Systems and Information Technology. We – as classroom teachers and researchers – are keenly interested in how technologies affect business, how they are transforming the way work and business is done, and creating entirely new models, sometimes “out of the blue”. New business models are making old ways almost irrelevant. Managers and leaders need to be thoroughly prepared to deal with this environment of fluid change, ready to rise to the challenges as well as take advantage of opportunities. This also involves keen self-awareness and a willingness to continually grow.

Therefore the process of completing this degree, which will take around 16 months of study, will take you on a journey of discovery about how Business and IS/IT (“Business Informatics”) are partners in problem-solving for now and the future, but also a journey of self-discovery. We intend that your learning and experiences will help you clarify both what you can do – your strengths and professional attributes, as well as your areas for development – and what you aspire to do, so that you develop your ideas of how you will go on to make your mark in a management or leadership role.

I'm excited to see you develop, to be part of the academic team that will oversee your final Applied Projects at the end of the process, and see you go on to professional success! All the very best with your studies.



Dr Jocelyn Williams

Academic Director

ICL Graduate Business School

ICL's Mission and Values

ICL Education Group consists of ICL Graduate Business School (formerly ACG Business School), Auckland English Academy, Bridge International College and New Horizon College, Napier. ICL was incorporated in 2002 and offers a range of tertiary Business, Computing, TESOL and Early Childhood Education programmes. The diplomas and certificates range from level 4 to 7 on the NZ Qualifications Framework, and several of the awards are made by the NZ government.

ICL Graduate Business School incorporates International College of Linguistics. The School has mostly international students, from some 25 different countries and is recognized by the Chinese government. In 2010 ICL acquired Auckland English Academy, established in 1988 and one of the leading English language schools in New Zealand. In December 2012 ICL acquired New Horizon College, also established in 1988. Bridge International College was acquired in 2014. In 2015 the group aggregated over 1000 EFTS (equivalent full-time students).

Mission Statement

ICL's mission is "to help learners achieve their educational goals and develop learner autonomy by providing high quality educational programmes within a motivating, guided and healthy learning environment."

Value Statement

ICL will

- deliver **quality** programmes through a commitment to academic excellence;
- with **integrity** of moral principle and professional standards;
- acting with **collegiality**, respecting staff, students and other stakeholders;
- reacting with **versatility** and accommodation to stakeholders' service requests; and
- with a view to maintaining **sustainability** on behalf of its shareholders.

Quality

ICL will commit itself to academic excellence in all its programmes. The College will aim to deliver quality education, focused on the pursuit of learner autonomy, through the selection of highly-trained, motivating professionals and first-class learning resources.

Integrity

ICL will ensure that all College staff operate with integrity of moral principle and the highest standards of professional ethics with respect to programme delivery, assessment and appeal.

Collegiality

ICL will ensure that students, staff and other stakeholders are treated with respect, honour and equality, within the principles of natural justice and within the context of the Treaty of Waitangi.

Versatility

ICL will ensure that requests and enquiries from stakeholders are dealt with promptly, pleasantly and flexibly, according to best practice service standards, in order to render a high level of customer satisfaction.

Sustainability

ICL will operate within a stable financial environment by increasing the shareholders' return on investment, so that continued reinvestment is enabled and the College's position in the marketplace is secured.

Management and Academic Staff

Chairman	
Ewen Mackenzie-Bowie	MA, Surrey; BA (Hons), Stirling; RSA Dip TEFL, Edinburgh; ITTI Cert TEFL, Hastings; FRGS, London, MInst D
Principal	
Wayne Dyer	M Applied Linguistics, Macquarie; BA, Massey; Dip TEFL, Cambridge; RSA Cert TEFL
Academic Director	
Dr. Jocelyn Williams	PhD, Massey University; MMgt, Massey University; PGDipBusAdmin, Massey University; BA, Massey University; DipTchg, Auckland College of Education
Pathways Director	
Brent Hawkins	MMgt, Massey; PGDipBusAdmin, Massey; BCom, Auckland; TTC, Waikato University – Hamilton Teachers' College
Director of Research	
Dr. Siham El-Kafafi	PhD, University of Waikato; MAdLitNumEd, AUT; MPA, American University of Cairo; BA (Hons), Ain Shams University
Academic Advisor	
Mark Ebery	MA, La Trobe University; GD, University of New South Wales; BA (Hons), University of Reading; CELTA

Further information on staff can be found on ICL's website:
<http://www.icl.ac.nz/index.php/about-us/>

Programme Information: Master of Business Informatics (MBI) Level 9

Aims

The aims of the Master of Business Informatics are:

To take an interdisciplinary approach in informatics and business innovation within a single qualification, including the core disciplines of project management, organizational behaviour, global business, innovation, enterprise management and information management, and to develop research skills through an applied project. This programme brings together business and IT services in both a New Zealand and global context.

This is a 16-month, full-time programme of study designed for graduates of a first degree in a business-related and/or IT/computing subject. It is suited for those seeking to:

- a) bridge the gap between a first degree and a career in business informatics that requires further qualifications and skills.
- b) build a firm foundation for further advanced level study towards a doctoral qualification in a similar discipline.

Outcomes

A graduate of the MBI is able to:

- Show evidence of advanced knowledge of business informatics.
- Demonstrate mastery of the theory of business informatics.
- Evaluate critically the findings and discussions in the literature on business informatics.
- Research, analyse and argue from evidence.
- Work independently and apply knowledge to new situations in a business informatics context.
- Engage in rigorous intellectual analysis, criticism and problem-solving.

Graduates will be suitable in roles, which have prospects of a management career pathway (as identified by ANZSCO as Level 1 skilled employment roles). Graduates can launch their careers in a variety of fields including business analysts, IT managers, process and service managers, consultants, and IT security specialists.

This programme may provide pathways for further academic study at an advanced level leading to a doctoral degree (which can include a PhD, DBA or other similar doctoral qualification). Graduates from this programme may be required to pursue additional study and/or research for provisional or direct entry onto a university doctoral programme.

Entry Requirements

1. A completed application form.
2. Original transcripts showing a Bachelor degree or a Graduate Diploma in a business-related or IT/computing subject from a recognized institution, including full transcripts;
OR
Evidence of acquiring the relevant skills and knowledge through appropriate work or professional experience in business studies or IT/computing related area.
scanned PDF will be sufficient to progress the application, but original documents will be required on arrival at ICL Graduate Business School. Failure to provide original documents will result in the cancellation of the enrolment.

3. For international students, Academic IELTS with a minimum score of 6.5 overall (with no band score lower than 6.0 and gained within the past two years in one examination), or any other equivalent approved by NZQA.
4. Credit transfer or RPL of up to four papers will be negotiated on a case-by-case basis.
5. ICL Graduate Business School also strongly recommends that a Personal Statement, written by the applicant, is attached to the application explaining why they believe they should study on the programme, their motivations and further aspirations.

Programme Structure and Duration

This full-time programme will be delivered through face-to-face classroom learning at ICL Graduate Business School, Auckland. Students will take up to three papers per trimester. Each paper (except 9536 Applied Project) will be taught through one four-hour class per week, delivered by an ICL staff member across a 16-week trimester, on either a day or evening timetable.

In total, students will receive four contact hours per paper per week. Students will take up to three 15-credit papers per trimester and in the final trimester will only study the 9536 Applied Project paper (equivalent to three 15-credit papers) with meetings with an allocated supervisor scheduled regularly throughout the trimester. Students are also expected to study independently for more than five hours per paper per week. This totals 28 hours of learning per week for each student.

Programmes are offered at ICL continuously, with a one-week study break between trimesters and a two-week break over the Christmas period. Therefore, students will complete the Master of Business Informatics within 16 months of full-time study.

Level 7 Undergraduate Degree/Graduate Diploma in a business-related, IT and/or computing field or Level 8 Postgraduate Diploma in a business-related and/or computing field

Level 9 Master of Business Informatics	
Trimester (16 weeks)	Programme Structure
1	8260 Digital Transformation (Level 8)
	8273 Enterprise Innovation (Level 8)
	8102 Enterprise Systems and Business Analysis (Level 8)
2	8173 Innovation and Design Thinking (Level 8)
	8281 Business Professionalism (Level 8)
	8203 Project Management (Level 8)
3	8151 Information Security Management (Level 8)
	8150 IT Service Management and Strategy (Level 8)
	8542 Research Methods (Level 8)
4	9536 Applied Project (Level 9)

Level 10 Doctoral Degree

Paper Outlines

Students will be provided with a paper outline for each paper they take at the start of the trimester. Important information is included within these paper outlines and it is the student's responsibility to ensure they have read and fully understood these documents. If a student seeks further clarity, they should discuss this with their lecturer.

Most of the papers have no pre-requisites, with only the student required to meet the programme entry requirements. However, for the 9536 Applied Project paper, a student must complete all papers on the MBI programme, including passing at least six of the MBI programme papers, before they can study the paper.

8260 Digital Transformation (Level 8) 15 credits

This paper equips learners with knowledge of the economic, social and ethical context of accelerating technological change for business and society, and the skills to both manage ubiquitous change and recognise its challenges and opportunities. The course evaluates and applies the concept of disruption, first coined as "disruptive innovation" (Christensen, 1997), in turn referencing "creative destruction" (Schumpeter, 1942). Developments in and examples of businesses harnessing disruption through, for example, the Internet of Things (IoT), machine learning, artificial intelligence (AI), data mining, bitcoin, block chain, robotics and automation are evaluated. Transformation models such as continuous development, agile strategy, and "road maps", measurement frameworks such as Return on Investment, Total Economic Impact analysis and paradigm shift made possible by digital ("the experience economy" and "the sharing economy") are analysed.

8273 Enterprise Innovation (Level 8) 15 credits

In this paper learners will apply innovation concepts and innovation strategies through designing the process of innovation, measuring innovation, designing incentives to support innovation, designing an innovation culture and applying initiatives to real business situations. Learners will conduct their own research, think critically and collaborate with others to develop an innovation strategy that could be implemented in an existing organization.

8102 Enterprise Systems and Business Analysis (Level 8) 15 credits

This course provides learners with the theoretical principles of enterprise systems along with how an organization implements and utilizes business-wide Enterprise Systems to manage their operations more efficiently and effectively. Learners also critically analyze business models and understand a wide range of issues, problems and conflicts and put forward recommendations as to how companies can add value to their business.

8173 Innovation and Design Thinking (Level 8) 15 credits

This paper explores the rationale and objectives of new service and product innovation, approaches to encouraging and developing innovation and practical design thinking methodologies to implement innovation through systematic evaluation of user needs and testing of possible solutions to complex problems. This includes ensuring the innovation effort is coordinated, connected and waste-free, and engages users and partners in the process. Learners investigate new service and product innovation life cycles and coordinate its effective

implementation throughout the organization. Learners also evaluate modelling for new service design and specifying service-oriented business systems within a variety of architectural styles, such as enterprise architecture, application architecture, service architecture, and cloud computing.

8281 Business Professionalism (Level 8) 15 credits

This paper develops the perspective and personal skills needed by business professionals in a complex and uncertain global environment to be effective in their roles in a wide range of organisations, and equips them not only to manage change but to be able to anticipate impending shifts, map strategic direction and lead. Learners' professional practice capabilities and preparedness for dynamic organisational environments are developed to an advanced level through studying concepts and case studies of organisations so that they are equipped to respond appropriately to the challenges of conducting sustainable business amid perpetual change.

8203 Project Management (Level 8) 15 credits

This paper equips learners with a thorough knowledge of core project management concepts, theories and practices. Learners engage in team work to apply the principles of project management to real-world business projects.

8151 Information Security Management (Level 8) 15 credits

To give learners a holistic view of how security of information is managed in an organization in relation to laws, ethics and standards. To examine frameworks, processes, and measures of security as well as of the practical problems involved in building secure operational environments for businesses and individual users. To design secure information technology environments.

8150 IT Service Management and Strategy (Level 8) 15 credits

This paper covers strategic IT Service Management from the strategic business management perspective. It examines the application and effectiveness of IT Management reference models and frameworks (such as Cobit, IT4IT and ITIL) for the management of IT operations, linking these with strategic business management. The paper examines case studies and research findings for learners to critically evaluate, appraise and summarize the use of the frameworks in IT operations. Class discussions will enrich learning experience to compare theories to real-life examples.

8542 Research Methods (Level 8) 15 credits

Introduces students to both qualitative and quantitative primary research and data analysis techniques, as part of the research process. This paper helps students to prepare for the dissertation and will enable students to undertake research in the future.

9536 Applied Project (Level 9) 45 credits.

The dissertation helps students in the development and application of research skills to design and complete a supervised research project that focuses on a contemporary topic in global business, business informatics or enterprise innovation. Students will develop research and application skills on the chosen topic and will be able to analyze and synthesize findings to complete the paper and level of study.

Student Progress Feedback

Student progress is measured with both formative and summative assessments. Formative assessments (assessments that do not count towards your overall paper mark) will take place at least twice within the delivery of each paper and your classes are designed to allow your lecturers to identify your progress and provide you with further support where needed.

Further feedback is provided to you in the form of summative assessments (assessments that do count towards your overall paper mark) where marks and grades are awarded to students. It is important for you to also actively seek feedback from your lecturer who is available to discuss your learning progress and your assessments. Your lecturer will inform you of how you can contact them for this feedback in your class.

In some instances, a lecturer will identify a student that requires further support to successfully pass a paper. In this instance, the lecturer will inform the Learning Adviser who will approach the student to discuss extra help.

Teaching Staff Absences

Sometimes because of training, illness or a family problem your lecturer may not be able to take a class. If this happens the School will get a relief teacher, reschedule the class to another time, or in some way ensure that the course content is covered.

Email

All students must have an email address and students are provided with one during enrolment. Email is the medium for correspondence at ICL and the principal means for your lecturer to contact you. In the case of warning letters on attendance or other disciplinary issues, not opening the emails is not a defence against disciplinary procedures.

Further Information: Academic Handbook and Students Services Support Handbook

The Academic Handbook and Student Services Support Handbook provides more information on programme policies and services and support offered at ICL. It is your responsibility to read these documents.

Information on:

- Learning at ICL (including academic support)
- Academic integrity
- Assessment information (marking, grades, procedures etc)
- Appeals

can be found in the Academic Handbook.

Information on:

- Student support staff and services
- Orientation
- Attendance
- School rules
- Administration matters
- Student evaluation surveys
- Student complaints
- Enrolment, fees, withdrawals, refunds, visas, insurance
- Health and safety
- Accommodation, welfare
- Living in New Zealand

can be found in the Student Support Services Handbook.

Both of these handbooks are available on ICL's website: <http://www.icl.ac.nz/index.php/courses/>