



# ICL

GRADUATE **BUSINESS** SCHOOL

## Postgraduate Diploma in Business Informatics

### Level 8



**2018**

## Important Information



1. This programme handbook contains the most up-to-date information available as of Aug, 2018.
2. Course details are continually being revised and updated and key texts replaced. Your lecturer/ tutor will provide you with the most up-to-date information on each paper you are taking.
3. On the Postgraduate Diploma programme each paper requires 150 hours of study in order to gain the 15 credits allocated to it on the New Zealand Register of Qualifications.
4. Given that contact teaching time totals between 60 and 70 hours, you are expected to work for at least two hours independently for every contact hour taught.
5. NZ and Australian universities regularly revise their credit transfer policies. The policies in this handbook record the latest information ICL Business School has to hand, but the School takes no responsibility for changes universities make from time to time.

## ICL Graduate Business School Programmes

ICL Graduate Business School offers a wide range of Business, Computing, Early Childhood Education and English programmes, up to level 9 on the New Zealand Qualifications Framework. The following programmes are available at ICL Graduate Business School:

<b>Level 9</b>	Master of Business Informatics
<b>Level 8</b>	Postgraduate Diploma in Business
	Postgraduate Diploma in Business Informatics
<b>Level 7</b>	Graduate Diploma in Business (International Business Innovation)
	Graduate Diploma in Business (International Hospitality Management)
	Graduate Diploma in Business (International Tourism Management)
	Diploma in Computing
	Diploma in Business Computing
<b>Level 6</b>	New Zealand Diploma in Business
	ICL Diploma in Business
	New Zealand Diploma in Early Childhood Education
<b>Level 5</b>	Diploma in Business
	New Zealand Diploma in Early Childhood Education
<b>Level 4</b>	New Zealand Certificate in English Language

## Management

Chairman	
Ewen Mackenzie-Bowie	BA (Hons), Stirling; MA, Surrey; RSA Dip TEFL, Edinburgh; ITTI Cert TEFL, Hastings; FRGS, London, MInst D
Principal	
Wayne Dyer	BA, Massey; M Applied Linguistics, Macquarie; Dip TEFL, Cambridge; RSA Cert TEFL
Academic Director	
Dr Jocelyn Williams	BA, Massey; PGDipBusAdmin, Massey; MMgt (Distinction), Massey; PhD, Massey; DipTchg, Auckland College of Education (now University of Auckland)
Pathways Director	
Brent Hawkins	BCom, Auckland; PGDipBusAdmin, Massey; MMgt, Massey; TTC, Waikato University – Hamilton Teachers' College
Research Professor	
Dr Michèle Akoorie	BA, Auckland; MBA (Distinction), Cass Business School, London; PhD, Waikato
Programme Coordinator	
Craig Rhodes	BHSci (Comp Med), Charles Sturt University, Australia; MMgt (Distinction), Massey

# The Postgraduate Diploma in Business Informatics- PGDipBus Level 8

## Aims

The aim of the Postgraduate Diploma of Business Informatics is to take an interdisciplinary approach in informatics and business innovation within a single qualification, including the core disciplines of enterprise innovation, IT service management, information security management, digital transformation, project management and business professionalism. This programme brings together business and IT services in both a New Zealand and global context.

This is a 12-month, full-time programme of study designed for graduates with a Bachelor degree, postgraduate or graduate diploma or equivalent in a business-related or IT/computing subject from a recognised institution. 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 Master's qualification in a similar discipline

## Outcomes

A graduate of the Postgraduate Diploma in Business Informatics is able to:

- Show evidence of advanced knowledge of business informatics
- Engage in rigorous intellectual analysis, criticism and problem-solving in the context of business informatics.

Graduates will be suitable for 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 Master's degree. Graduates from this programme may be required to pursue additional study and/or research for provisional or direct entry onto a university Master's/doctoral programme.

## Entry Requirements

Students applying to study the PGDipBus must provide the following:

- A completed application form.
- Original transcripts showing a Bachelor degree or a Graduate Diploma in a business-related or IT/computing subject from a recognised institution, including full transcripts;

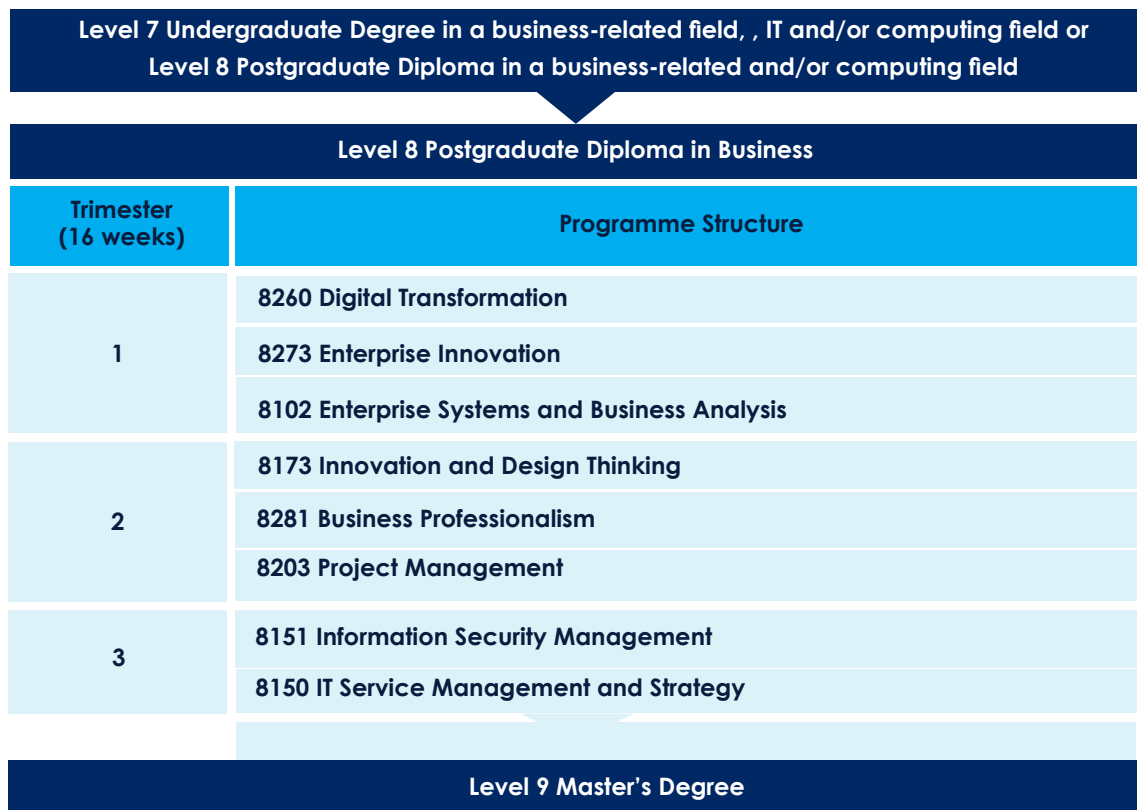
OR

- Evidence of acquiring the relevant skills and knowledge through appropriate work or professional experience in business studies or IT/computing related area.
- A 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.
- 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.
- Credit transfer or RPL of up to four papers will be negotiated on a case-by-case basis.
- 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 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. 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 Postgraduate Diploma of Business Informatics within 12 months of full-time study.



## 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.

### **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.

## **Independent Learning**

It is the policy of the School to deliver courses of study that enhance and foster the role of independent student learning. With reference to our aims and objectives, it is imperative that students are fully prepared to enter the second year of degree courses supplied by La Trobe University, AUT University, Massey or Victoria University and other similar educational establishments. In this respect, the courses are designed to place the onus of learning fully with the student and to remove as far as is required, a dependency on the academic staff.

Students will have the full support of the Business School and its staff. However, students will be expected to think independently and to resolve problems and issues first hand by themselves.

## **Behaviour in Lectures and Attendance**

In your behaviour you need to respect yourself and others.

This means that you should be on time for class (punctual), that you should co-operate with your teachers and do everything you can to help your own and other's learning. If your behaviour is disruptive or creates problems for other students, the teacher will remind you about the correct way to behave. If you persist in disturbing others you will be asked to leave the class (at least for a few minutes). If the problem happens again you will be reported to a senior academic staff member and there will be an enquiry into what happened. This could result in you being withdrawn from the class.

Treat other people the way you would like them to treat you and there will be very little chance of difficulties and problems.

## The Role of the Lecturer

- The lecturers provide the information, knowledge and inspiration to enable you to learn effectively in the subject area in which they are working with you. Their job is to help you achieve a pass in their subject area by quality lectures and tutorials.
- They work to the learning outcomes prescribed for their subjects.
- They want you to understand the subject matter, not learn the various passages from textbook.
- They are there to help you learn the specialized English words that are important in their subject.
- They want you to learn how to think for yourselves.
- They also work with you on a personal basis if required and if time is available.
- They can NOT do your learning for you!

## 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 assessments 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.

## Learning Adviser

The Learning Adviser is available to students who are seeking further help and guidance with their studies here at ICL. The Learning Adviser can provide support with improving your English language as well as academic skills. Please go to Reception and request to book an appointment with the Learning Adviser.

## Required Textbooks

Students will be provided with the e-Textbooks for each of the subjects that they will be studying. The paper outline will state which textbooks are required for each paper.

## Copyright

**Illegal photocopying of texts is strictly prohibited and any such material will be confiscated and forwarded to the relevant publisher** who owns the intellectual property. If students persist in such illegal replication, then the School will inform the publisher.

In New Zealand you cannot copy from a textbook unless the book is out of print or less than 10% of the content is being copied. This is only allowed once. It is totally illegal to copy a complete book. Such a copy must be destroyed. If you copy a book, you are liable to prosecution under New Zealand law. For a full explanation refer to <http://www.whatiscopyright.org>

Copyright laws grant the creator the exclusive right to reproduce, prepare derivative works, distribute, perform and display the work publicly. Most countries are members of the Bern Convention and the Universal Copyright Convention (UCC) which allow you to protect your works in countries of which you are not a citizen or national. For more details refer to [www.whatiscopyright.org](http://www.whatiscopyright.org)

Breaking copyright law is serious. For example in November, 2003 three Australian students received criminal convictions for copyright infringement, receiving a mix of suspended sentences, a fine, and community service.

## Library and ProQuest

Student Support Staff member will explain how our lending library system works. All ICL Business students have access to the joint ICL library. Ask for support and assistance with finding information and completing assignments.

You also have access to ProQuest, an electronic database with many resources at your disposal. ProQuest can be accessed for free whilst using the computers or Wi-Fi network whilst on campus. You can access ProQuest on campus using this link:  
<http://search.proquest.com/business/index?accountid=164702>

Other libraries in Auckland can also be used, e.g. the Auckland Public Library. Outside libraries have lending restrictions for international students, but it is sometimes possible to join a library by paying a refundable deposit.

## Study Skills

- There are different ideas about the best way to learn things. For some people it is most important to learn things off by heart. Other people want to know and also understand. Then there are people who want to know and understand, and they also want to be able to apply that knowledge in new situations. Finally, there are people who want to apply knowledge in completely new ways. They want to create new knowledge.
- Most Western tertiary institutions aim to get their undergraduate students to show that they can do the first three described above.  
In the PGDipBus, we do this by using the NZQA Model of Assessment. We include the following four aspects in our assessments: RCAP (This stands for: Recall, Comprehension, Application and Problem Solving).
- We know that we learn more about things every day and that in a world of fast moving technology we are always able to do things better, faster or more effectively. Because of this we ask students to learn to understand the principles and theories on which each subject is based, not take the subject matter as being held within the covers of a textbook. This requires students to ask questions of their lecturer and of their textbook.
- Therefore we do not want students to use and learn the contents of a particular textbook as if it was the last word on the subject. Instead we provide each student with a Paper Outline. This document tells you what the subject matter will be. For that subject matter we tell you what the Learning Outcomes are i.e. what we expect you to know or be able to do at the end of the trimester. These Learning Outcomes form the basis for all assignments and examinations for each subject. The textbook becomes the reference point for a student to use to find out the principles and theories behind the subject-behind the learning outcomes.

## Opportunities for Further Study

ICL has an understanding with several institutions regarding the opportunity for further studies for its students. Programmes at Auckland University of Technology and Massey University will take into consideration ICL student applications for some of their Master programmes. In some instances, cross credit may be permitted. Successful applications and enrolments at the University are at the University's discretion.