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The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

1. General Course Information

1.1 Course Details

COURSE CODE	2511ICT
COURSE TITLE	Business Analysis
ACADEMIC ORGANISATION	ICT School of Information and Communication Technology
TRIMESTER	Trimester 2 2019
MODE	In Person
LEVEL	Undergraduate
LOCATION	Nathan, On Campus
CREDIT POINT VALUE	10

Restrictions:

Pre-requisite: 1410ICT or 1803ICT. Co-requisite: 1802ICT

Course Description:

This course provides intermediate coverage of the processes, methods, techniques and tools used by business analysts with an emphasis on people skills supporting negotiation and communication for the elicitation and specification of requirements for an information systems solution. Students interested in pursuing a career in business analysis (BA) can use this course as a stepping stone towards entering the BA profession. The course facilitates acquiring knowledge useful in preparing for certification by industry recognised bodies such as the International Institute of Business Analysis (IIBA). Pre-requisite: 1803ICT Information Systems Foundations or 1410ICT Introduction to Information Systems. Co-requisite: 1802ICT Foundations of Software Development NOTE: Starting T3 2019 1802ICT Foundations of Systems Development will be a pre-requisite for this course.

Assumed Background:

Students are expected to know what information systems are, be familiar with the use of systems concepts for understanding and framing problems; be familiar with the information systems development (ISD) process, the various approaches to ISD, the various forms of sequencing (liner or iterative); and have basic knowledge of modelling methods, in particular object-oriented and using the unified modelling language (UML).

NOTE: Co-requisite 1802ICT Foundations of Systems Development will become a PREREQUISITE from Trimester 3 2019.

1.2 Course Introduction

This course provides intermediate coverage of the processes, methods, techniques and tools used by business analysts with an emphasis on people skills supporting negotiation and communication for the elicitation and specification of requirements for an information systems solution. Students interested in pursuing a career in business analysis (BA) can use this course as a stepping stone towards entering the BA profession. The course facilitates acquiring knowledge useful in preparing for certification by industry recognised bodies such as the International Institute of Business Analysis (IIBA). The prescribed readings are A Guide to the Business Analysis Body of Knowledge® (BABOK) v3 and the Agile Extension to BABOK. These guides are globally recognised standards for the practice of business analysis.

Previous Student Feedback

Provision of International Institute of Business Analysis (IIBA) certification; use of the Business Analysis Body of Knowledge (BABOK); providing a broad knowledge base for the future Business Analyst. Learning with 'hands-on' real world examples; providing practical learning of systems analysis concepts. Experienced teachers.

1.3 Course Staff

Primary Convenor **Dr Ovidiu Noran**

PHONE	(07) 373 55017
EMAIL	s.dey@griffith.edu.au
CAMPUS	Nathan Campus
BUILDING	Technology (N44)
ROOM	1.28
CONSULTATION	Please email for appointment.

1.4 Timetable

Timetables are available on [the Programs and Courses website](#).

NB: Details contained in this section of the course profile and section 4.1 Learning Activities are to be read in conjunction with the official class timetable. The published class timetable which is the authoritative source for timetabling information for all campuses can be located by clicking on the link above.

Additional Timetable Information

Contact Summary

The course comprises live and recorded lectures, lectures and workshops. Students are recommended to attend scheduled live classes, to complete all readings and required activities and to access and get familiar with the required BABOK® manual and its Agile Extension. The major assessment items (30% or over) **must be completed** in order to pass the course. Some assessment items (e.g. end trimester examination) will require physical presence in order to be completed.

This course is taught on two campuses this trimester (Gold Coast and Nathan). You are required to enrol and participate at one campus ONLY. All concerns will be dealt with on a local campus basis. Throughout this Course Profile, there may be campus specific information – please make sure that you refer to the information that is relevant to the campus you are enrolled in.

1.5 Lecture Capture

It is standard practice at Griffith University that lectures timetabled in lecture capture-enabled venues are recorded and made available to students on the relevant course site, in accordance with the University's [Lecture Capture Policy](#).

The lecture series delivered as part of this course will be recorded and accessible via the Learning@Griffith course site.

2. Aims, Outcomes & Graduate Attributes

2.1 Course Aims

This course aims to develop the knowledge and skills necessary for undertaking effective business analysis. In particular the course aims to:

1. Introduce the discipline and practice of business analysis;
2. Introduce the core competencies of business analysts as prescribed by the IIBA BABOK;
3. Introduce the application of business analysis skills and knowledge within the framework of traditional and Agile development paradigms;
4. Develop skills in the core competencies of business analysis – analytical thinking, problem solving, communication and interaction skills, personal organisation (e.g. time management), and business knowledge.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

- 1 Recall the role and importance of business analysis in the development of successful information systems.
- 2 Recall and explain how to liaise between the various stakeholders in information systems development projects.
- 3 Demonstrate how to and proceed to elicit information systems requirements, whether tacit or explicit, expressed in the concerns of various stakeholders in a specific project.
- 4 Demonstrate how to manage the various life cycle phases of elicited requirements.
- 5 Describe the business analysis work that must be performed in order to identify a need of strategic or tactical importance and align the resulting strategy with higher and lower-level strategies.
- 6 Explain how to and proceed to analyse and synthesise, verify and validate information provided by diverse stakeholders into an appropriate specification of user requirements.

- 7 Explain how to and proceed to define design options, analyse potential value and recommend a solution.
- 8 Assess information systems solutions to business problems (e.g. investigate solution performance and limitations).
- 9 Apply communication and negotiation techniques to communicate with stakeholders and manage conflicting user requirements.
- 10 Recall and identify how business analysis may be applied within the framework of agile software development.
- 11 Analyse a business case involving a variety of information needs and systems in context.

2.3. Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

For further details on the Griffith Graduate Attributes please refer to [The Griffith Graduate policy](#).

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•		
Effective in culturally diverse and international environments	•		

Additional Course Information on Graduate Attributes

Course Program Learning Outcomes

1. Ability to create efficient and effective algorithms to solve computing problems
2. An understanding of different algorithmic strategies and their effectiveness for problem solving

Australian Computer Society (ACS) Accreditation Course Status

1. ACS Core Body of Knowledge Mappings : Bloom's Levels

Abstraction (Application); Design (Application); Systems Development (Application)

2. SFIA6 Skill : Business Analysis, Level 3

The methodical investigation, analysis, review and documentation of all or part of a business in terms of business functions and processes, the information used and the data on which the information is based. The definition of requirements for improving processes and systems, reducing their costs, enhancing their sustainability, and the quantification of potential business benefits. The collaborative creation and iteration of viable specifications and acceptance criteria in preparation for the deployment of information and communication systems.

3. ACS Complex Computing Characteristics

Involves wide-ranging or conflicting technical, computing, and other issues.

Has no obvious solution, and requires conceptual thinking and innovative analysis to formulate suitable abstract models.

A solution requires the use of in-depth computing or domain knowledge and an analytical approach that is based on well-founded principles.

Involves infrequently-encountered issues.

Has significant consequences in a range of contexts.

Is a high-level problem possibly including many component parts or sub-problems

3. Learning Resources

3.1 Required Resources

Details of your Required Learning Resources are available from the [Reading List](#).

3.2 Recommended Resources

Details of your Recommended Learning Resources are available from the [Reading List](#).

3.3 University Learning Resources

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

[Readings](#) - New online service enabling students to access Required and Recommended Learning resources. It connects to the library catalogue to assist with quickly locating material held in Griffith libraries and enables students to manage and prioritise their readings, add personal study notes and export citations.

[Learning@Griffith](#) - there is a dedicated website for this course via the Learning@Griffith at myGriffith.

[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 academic misconduct, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

[Student Services](#) provides a range of services to support students throughout their studies including personal support such as Counselling and Health Services; Academic support; and Financial and Welfare support.

[Careers and Employment Service](#) can assist all enrolled students and recent graduates with career direction, course uncertainty, interview preparation, job search tips, LinkedIn reviews and much more. Our [Unitemps Recruitment Service](#) can assist you with finding paid casual work while you study.

[Library and Learning Services](#): Library and Learning Services provides a wide range of quality client-focused services and programs to students, researchers and staff of the University. Library and Learning Services works in collaboration with the academic community to achieve academic and research outcomes.

[Support for learning](#) - the University provides access to common use computing facilities for educational purposes.

[Code of Practice](#) - Griffith Information Technology Resources.

3.5 Other Learning Resources & Information

1. [Business Analysis](#) - Paul, Cadle, Yeates
2. [Business Analysis Techniques](#) - Paul, Cadle, Turner
3. www.theiiba.org (*International Institute of Business Analysis (IIBA)*)
4. [Business Analysis for Dummies](#)
5. [IBM's Agile for Dummies](#)

4. Teaching & Learning Activities

4.1 Learning Activities

Week Commencing	Activity	Learning Outcomes
8 Jul 19	Lecture (Lecture): Introduction and BABOK structure ; Competencies.	1, 2
15 Jul 19	Workshop (Workshop): Introduction, BABOK Structure; Competencies	1, 2
15 Jul 19	Lecture (Lecture): Business Analysis Planning	1, 2, 4
22 Jul 19	Lecture (Lecture): Business Analysis Planning - cont.	1, 2, 4
22 Jul 19	Workshop (Workshop): Business Analysis Planning	1, 2, 4, 11
29 Jul 19	Workshop (Workshop): Business Analysis Planning - cont.	1, 2, 4, 11
29 Jul 19	Lecture (Lecture): Elicitation And Collaboration	1, 2, 3, 9
5 Aug 19	Lecture (Lecture): Strategy Analysis	1, 2, 4, 5
5 Aug 19	Workshop (Workshop): Elicitation and Collaboration	1, 2, 3, 9, 11
19 Aug 19	Workshop (Workshop): Strategy Analysis	1, 2, 4, 5, 11
19 Aug 19	Lecture (Lecture): Requirements Analysis	1, 2, 6
26 Aug 19	Workshop (Workshop): Requirements Analysis	1, 2, 6
26 Aug 19	Lecture (Lecture): Requirements Analysis - cont.	1, 2, 6
2 Sep 19	Workshop (Workshop): Requirements Analysis - cont.	1, 2, 6, 11
2 Sep 19	Lecture (Lecture): Requirements Lifecycle Management	1, 2, 4
9 Sep 19	Lecture (Lecture): Solution Evaluation	1, 2, 7, 8
9 Sep 19	Workshop (Workshop): Requirements Lifecycle Management	1, 2, 4, 11
16 Sep 19	Lecture (Lecture): BABOK Perspectives; The Agile Extension to BABOK	1, 2, 9, 10
16 Sep 19	Workshop (Workshop): Solution Evaluation	1, 2, 7, 8, 11
23 Sep 19	Lecture (Lecture): BABOK Perspectives; The Agile Extension to BABOK - cont.	1, 2, 9, 10
23 Sep 19	Workshop (Workshop): BABOK Perspectives; The Agile Extension to BABOK	1, 2, 9, 10, 11
30 Sep 19	Lecture (Lecture): Review	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

4.2 Other Teaching and Learning Activities Information

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

ASSESSMENT TASK	DUE DATE	WEIGHTING	MARKED OUT OF	LEARNING OUTCOMES	MAXIMUM EXTENSION PERIOD
<i>Test or quiz</i> Test	8 Jul 19 - 4 Oct 19 in class	20%	100 marks	1, 2, 3, 4, 5, 6, 7, 8, 10	
<i>Test or quiz</i> Practice Tests Online	8 Jul 19 - 4 Oct 19	0%	100 marks	1, 2, 3, 4, 5, 6, 7, 8, 10	
<i>Exam - constructed response</i> Mid-Trimester exam	26 Aug 19 - 30 Aug 19	30%	100 marks	2, 3, 4, 5, 6, 7, 8, 9, 10, 11	
<i>Exam - constructed response</i> Final Exam - MUST OBTAIN MIN 40% TO PASS COURSE	Examination Period	50%	100 marks	1, 2, 3, 4, 5, 6, 7, 8	

5.2 Assessment Detail

Title: Test

Type: Test or quiz

Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6, 7, 8, 10

Due Date:

8 Jul 19 - 4 Oct 19 in class

Weight: 20%

Marked out of: 100

Task Description:

2 tests x 10% each.

The quiz will be collected at the end of class.

Criteria & Marking:

Points will be allocated for selecting the correct answers.

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision

Title: Practice Tests Online

Type: Test or quiz

Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6, 7, 8, 10

Due Date:

8 Jul 19 - 4 Oct 19

Weight: 0%

Marked out of: 100

Task Description:

Practice tests for the purpose of learning and self-assessment.

Criteria & Marking:

Points will be allocated for the right answers.

This assessment item:

- is a school based activity
- is an individual activity
- includes a self assessment activity
- does not have a re-attempt provision

Title: Mid-Trimester exam

Type: Exam - constructed response

Learning Outcomes Assessed: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Due Date:

26 Aug 19 - 30 Aug 19

Weight: 30%

Marked out of: 100

Perusal: 10 minutes

Duration: 120 minutes

Format: Closed Book with Notes

Task Description:

Examination of practical skills of students. You will have to apply the studied techniques to a provided scenario.

Criteria & Marking:

Students will be assessed on their understanding of business analysis and its application to the provided scenario.

Location of Examination: In class

This assessment item:

- is a school based activity
- is an individual activity
- does not include a self assessment activity
- does not have a re-attempt provision
- is a proctored examination

Title: Final Exam - MUST OBTAIN MIN 40% TO PASS COURSE

Type: Exam - constructed response

Learning Outcomes Assessed: 1, 2, 3, 4, 5, 6, 7, 8

Due Date:

Examination Period

Weight: 50%

Marked out of: 100

Perusal: 10 minutes

Duration: 120 minutes

Format: Closed Book with Notes

Task Description:

Students will be assessed on their understanding of business analysis and its application to both the traditional and agile software development framework. **Students must attend the exam and achieve at least 40% in the final exam and an overall grade of 4 in order to pass the course.**

Criteria & Marking:

Students will be assessed on their understanding of business analysis and its application to both the traditional and Agile software development framework. **Students must attend the exam and achieve at least 40% in the final exam and an overall grade of 4 in order to pass the course.**

This assessment item:

- is a centrally organised activity
- is an individual activity
- does not include a self assessment activity

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the total weighted mark for the assessment item, for each working day that the item is late. A working day will be defined as Monday to Friday. Assessment items submitted more than five working days after the due date will be awarded zero marks. To understand how the mark is reduced please refer to [Assessment Submission and Return Procedures](#)

5.4 Other Assessment Information

Griffith University Disclosure Statement

The University shall provide reasonable adjustments to assessment for students with disabilities consistent with the Disabilities Standards for Education 2005, while maintaining the academic integrity of its programs. Adjustments shall be made on an individual basis. Please refer to this policy as it sets out the principles and processes that guide the University [Reasonable Adjustments for Assessment - Students with Disabilities](#)

Supplementary Assessment is available in this course in accordance with Section 8 of the University Assessment Policy. To achieve a Pass grade for the course a pass mark for the supplementary assessment item must be achieved.

Final Grades

A student's final grade for this course will be based on the aggregation and weighting of marks across assessment, any mandatory pass components and grade cut-offs. Grade cut-offs can vary, so you will need to wait for the official release of grades to be sure of your grade for this course.

- This course is a graded course (i.e 7, 6, 5, 4, 3, 2, 1).

All major (30% or over) assessment items must be attempted in order to pass the course.

Return of Assessment Details

Results will be returned as soon as possible in view of the resources available and student numbers so as to enable prompt feedback.

Notification of Marks and Grades

Marks for all assessment items including the final exam will be recorded in the Marks Centre and made available to students through **My Marks on Learning@Griffith**.

The Deferred Mid-Trimester exam will be held within 2 weeks, venue to be advised on L@G.

6. Policies & Guidelines

This section contains the details of and links to the most relevant policies and course guidelines. For further details on University Policies please visit the [Policy Library](#)

6.1 Assessment Related Policies and Guidelines

University Policies & Guidelines

The University's assessment-related policies can be found in the [Griffith Policy Library](#).

The Assessment policy covers topics including: assessment requirements; award of grades; supplementary assessment; special consideration; extensions and deferred assessment; conduct of students in examinations; cheating; plagiarism; notification of results; appeals against the award of grades.

Academic Integrity

Student academic misconduct encompasses all behaviour:

- involving the misrepresentation of academic achievement; or
- undermining the core values (honesty, trust, fairness, respect and responsibility) of academic integrity; or
- breaching academic integrity;

whether intentional or unintentional. Student academic misconduct includes doing as well as attempting to do any of the acts, omissions or things that constitute academic misconduct.

Student academic misconduct is defined in the [Institutional Framework for Promoting Academic Integrity among Students](#).

Please also refer to the [Student Academic Misconduct Policy](#).

Reasonable Adjustments for Assessment - Students with Disabilities Policy

The [Reasonable Adjustments for Assessment - Students with Disabilities](#) Policy sets out the principles and processes that guide the University in making reasonable adjustments to assessment for students with disabilities while maintaining the academic integrity of its programs.

Griffith University Disclosure Statement

The [Griffith University Disclosure Statement](#) has been developed to identify and negotiate whether necessary and reasonable accommodations and adjustments can be made, wherever possible, to enable students with disabilities and/or health conditions to undertake required learning activities. Course Convenors are encouraged to reference the Griffith University Disclosure Statement in the Learning Activities and Assessment Plan sections of their course profiles.

Assessment, how to submit an assignment and exams, viewing your grades

All you need to know about [assessment, exams and grades](#)

Text Matching Software

The University uses text matching software. Students should be aware that your Course Convenor may use software to check submitted assessment tasks. If this is the case, your Course Convenor will provide more detailed information about how the software will be used for individual assessment items.

Related links:

- [Academic Integrity website](#)
- [Academic Standing, Progression and Exclusion Policy](#)
- [Assessment Policy](#)
- [Assessment Submission and Return Procedures](#)
- [End of Trimester Centrally Administered Examinations Policy and Procedures](#)
- [Governance of Assessment and Academic Achievement Standards](#)
- [Standards for First Year Assessment](#)
- [Institutional Framework for Promoting Academic Integrity among Students](#)
- [Student Academic Misconduct Policy](#)

6.2 Other Policies and Guidelines

University Policies and Guidelines

Students are responsible for ensuring that they have read all sections of the Course Profile for the course/s in which they are enrolled in any enrolment period. The published online version of the Course Profile is the authoritative version and by the publication of the Course Profile online, the University deems the student has been notified of and read the course requirements. Variations to the Course Profile during the trimester of offer are not permitted except in exceptional circumstances and will be advised in writing to all enrolled students and via the Learning@Griffith website. Additional information regarding the content of this course may be published on the [Learning@Griffith](#) website.

Copyright matters

Copyright applies to all teaching materials and materials generated by students which substantially relate to Griffith University courses. *Students are warned against selling Griffith University teaching materials and their student notes online through commercial websites during and after their studies.* You will almost certainly be in breach of copyright law and Griffith's IT Code of Practice if you post these materials on the internet and commercial websites. Please refer to the [Copyright Guide for Students](#) for further information.

Health and Safety

Griffith University is committed to providing a safe work and study environment. However, all students, staff and visitors have an obligation to ensure the safety of themselves and those whose safety may be affected by their actions. Staff in control of learning activities will ensure as far as reasonably practical, that those activities are safe and that all safety obligations are being met. Students are required to comply with all safety instructions and are requested to report safety concerns to the University.

General health and safety information is available on the [Health, Safety and Wellbeing](#) website.

Other Key Student-Related Policies

All University policy documents are accessible to students via the [Griffith Policy Library](#) and links to key policy documents, in addition to those listed in 6.1 above, are included below for easy reference:

- [Student Communications Policy](#)
- [Health and Safety Policy](#)
- [Student Administration Policy](#)
- [Student Charter](#)

- [Student Review and Appeals Policy](#)
- [Student Review and Appeals Procedures](#)
- [Student Complaints Policy](#)

Other Course Guidelines

Minimum Requirements to Pass

To be eligible to pass the course, students are required to complete ALL forms of assessment and must demonstrate a reasonable degree of competence in the required course objectives as examined in each form of assessment.

Student's attention is drawn to the statement on academic misconduct at the end of this course outline.

Assignment Submissions

Students who have had an extension granted prior to the due date must attach a copy of the signed extension notice to their assignment together with supporting evidence (doctors certificate, etc) otherwise late penalties will apply.

With respect to cheating and plagiarism, refer to the University's Academic Misconduct Policy. If cheating and plagiarism is discovered the case will be reported to the Dean of the faculty for action.

Ensure that all materials presented in your assignment are referenced correctly. Harvard method of referencing is expected.

Students should refer to the Learning@Griffith website for further information about this course.

Students 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.

Assessment items **MUST** be submitted by the due date and time. Extensions may be granted in exceptional circumstances by "Application for Extension" and **MUST** be made **BEFORE** the due date. Extension Application Forms are available from the Administration Office of the faculty. Before an extension will be granted, a review of the work completed to date **MUST** be undertaken with the course convenor.

Assessment items submitted after the due date/time, without an authorised extension, will be penalised as follows:

One day (or part thereof) late: 10% of marks are deducted

Two days late: 20% of marks are deducted

Three days late: 30% of marks are deducted

Four days late: is considered a 'non-submission'

Assignments submitted without clear student name, course, convenor identification will not be assessed.

Assignments received by fax or email will NOT be accepted.

Any failure to submit an assessment work will only be excused by a comprehensive medical certificate covering the majority of the period over which the work was due. Otherwise an extension may be granted only at the convenor or Head of School's discretion. **NOTE:** No extensions will be granted for work commitments, family commitments or computer failure.

Additional Study

Students are expected to spend 7 hours per week outside supervised workshop and lecture periods developing skills and knowledge in a 10CP course.

Learning Summary

Below is a table showing the relationship between the learning outcomes for this course, the learning activities used to develop each outcome and the assessment task used to assess each outcome.

Learning Outcomes

After successfully completing this course you should be able to:

- 1 Recall the role and importance of business analysis in the development of successful information systems.
- 2 Recall and explain how to liaise between the various stakeholders in information systems development projects.
- 3 Demonstrate how to and proceed to elicit information systems requirements, whether tacit or explicit, expressed in the concerns of various stakeholders in a specific project.
- 4 Demonstrate how to manage the various life cycle phases of elicited requirements.
- 5 Describe the business analysis work that must be performed in order to identify a need of strategic or tactical importance and align the resulting strategy with higher and lower-level strategies.
- 6 Explain how to and proceed to analyse and synthesise, verify and validate information provided by diverse stakeholders into an appropriate specification of user requirements.
- 7 Explain how to and proceed to define design options, analyse potential value and recommend a solution.
- 8 Assess information systems solutions to business problems (e.g. investigate solution performance and limitations).
- 9 Apply communication and negotiation techniques to communicate with stakeholders and manage conflicting user requirements.
- 10 Recall and identify how business analysis may be applied within the framework of agile software development.
- 11 Analyse a business case involving a variety of information needs and systems in context.

Assessment & Learning Activities

LEARNING ACTIVITIES	LEARNING OUTCOMES										
	1	2	3	4	5	6	7	8	9	10	11
Lecture (Lecture)	•	•									

LEARNING ACTIVITIES	LEARNING OUTCOMES										
	1	2	3	4	5	6	7	8	9	10	11
Workshop (Workshop)	•	•									
Lecture (Lecture)	•	•		•							
Lecture (Lecture)	•	•		•							
Workshop (Workshop)	•	•		•							•
Workshop (Workshop)	•	•		•							•
Lecture (Lecture)	•	•	•						•		
Lecture (Lecture)	•	•		•	•						
Workshop (Workshop)	•	•	•						•		•
Workshop (Workshop)	•	•		•	•						•
Lecture (Lecture)	•	•				•					
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Workshop (Workshop)	•	•				•					•
Lecture (Lecture)	•	•		•							
Lecture (Lecture)	•	•					•	•			
Workshop (Workshop)	•	•		•							•
Lecture (Lecture)	•	•							•	•	
Workshop (Workshop)	•	•					•	•			•
Lecture (Lecture)	•	•							•	•	
Workshop (Workshop)	•	•							•	•	•
Lecture (Lecture)	•	•	•	•	•	•	•	•	•	•	
ASSESSMENT TASKS											
Test	•	•	•	•	•	•	•	•	•		•

LEARNING ACTIVITIES	LEARNING OUTCOMES											
	1	2	3	4	5	6	7	8	9	10	11	
Practice Tests Online	•	•	•	•	•	•	•	•			•	
Mid-Trimester exam		•	•	•	•	•	•	•	•	•	•	•
Final Exam - MUST OBTAIN MIN 40% TO PASS COURSE	•	•	•	•	•	•	•	•				

Graduate Attributes

For further details on the Griffith Graduate please [click here](#)

Griffith University prepares influential graduates to be:

- [Knowledgeable and skilled, with critical judgement](#)
- [Effective communicators and collaborators](#)
- [Innovative, creative and entrepreneurial](#)
- [Socially responsible and engaged in their communities](#)
- [Culturally capable when working with First Australians](#)
- [Effective in culturally diverse and international environments](#)

This table demonstrates where each of the Griffith Graduate Attributes is taught, practised and assessed in this course.

University wide attributes

GRADUATE ATTRIBUTE	TAUGHT	PRACTISED	ASSESSED
Knowledgeable and skilled, with critical judgement	•	•	•
Effective communicators and collaborators	•	•	•
Innovative, creative and entrepreneurial	•	•	•
Socially responsible and engaged in their communities	•		
Culturally capable when working with First Australians			
Effective in culturally diverse and international environments	•		