1 Business Systems Analysis

1.1 Headline information about the module

Module title	Business Systems Analysis
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	17
Parent programme(s) the plural arises if there are embedded programmes to be validated.	Bachelor of Arts (Hons) in Business Bachelor of Arts (Honours) in Business (HRM) Bachelor of Arts (Honours) in Business (Marketing)
Stage of parent programme	Stage 2
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Full Time, Part Time, Blended
Entry requirements (statement of knowledge, skill and competence)	Learners must have completed the previous stage or equivalent.
Pre-requisite module titles	N/A
Co-requisite module titles	None
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Lecturing staff are required to hold at least a master's degree in computing science and / or an equivalent professional qualification. Industry experience is beneficial but is not a requirement.
Maximum number of learners per centre (or instance of the module)	100
Duration of the module	12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	4 hours
Module-specific physical resources and support required per centre (or instance of the module)	• One lecture hall with capacity to hold at least 100 learners • Computer labs to accommodate 25 learners • Online broadcasting and recording capability to stream and store lectures

Analysis of required learning effort		
***Effort while in contact with staff**	**Minimum ratio teacher / learner**	**Hours**
Classroom and demonstrations	1/100	36
Monitoring and small-group teaching	1/25	10
Other (specify)	-	-
Independent Learning		
Directed e-learning (hours)		19
Independent Learning (hours)		60
Other hours (specify)		-
Work-based learning hours of learning effort		-
Total Effort (hours)		125

Allocation of marks (within the module)					
	Continuous assessment	**Supervised project**	**Proctored practical examination**	**Proctored written examination**	**Total**
Percentage contribution	**30%**	-	-	**70%**	**100%**

1.2 Module aims and objectives

This module is designed so that learners develop an understanding of the relationship between business and the information systems used in business. Learners are introduced to the system types, how systems are acquired, security issues and current business information system trends. The module also seeks to engender an appreciation of the importance of business information systems in the day to day workplace.

1.3 Minimum intended module learning outcomes

On successful completion of this module, learners are able to:

(i) Express the critical importance of best practice in relation to business information systems development projects
(ii) Assess the strategic significance of business information systems, and define best practice in business information systems service management
(iii) Classify the various options available to a business when acquiring a new business information system
(iv) Discuss current trends in information management and how collaboration and enterprise systems play a huge role in global communications
(v) Explain the role of ethical, social responsibility and security issues in information systems.

1.4 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

Learners must be aware that, although they are business learners, it is impossible to avoid the need to use, and therefore understand, information systems. There are many business roles and employment opportunities that arise from being a business graduate but having a knowledge of information systems is imperative for roles such as business analysts, project managers, systems analysts and roles managing data. Business people also need to work with information systems people and understanding their role helps with this.

Modules at stage 1 and 2 do not have an NFQ level and so do not map directly to the Business Awards Standards. However, these modules give the learners the fundamental business knowledge they need to achieve the MIPLOs at award stage which is at level 8 on the NFQ. In that context this module supports the achievement of MIPLOs 1, 2, 4, 6, 8, and 10.

1.5 Information provided to learners about the module

Learners enrolled on this module initially receive a copy of the module descriptor, assessment briefs and assessment strategy. These materials are given directly by the lecturer but also by the year head as part of the Semester Schedule Handbook for stage 2 modules of the programme. All content is provided on Moodle as well as access to additional content through the library and online resources.

1.6 Module content, organisation and structure

BIS Introduction

- Data versus information
- Definition of BIS
- Role of BIS in the organisation
- Types of systems and hierarchy of management in BIS
- Enterprise systems/applications (CRMS/ERPS/SCMS/KMS)
- Business value of enterprise systems

Global eBusiness and Collaboration

- Changing nature of work and technology
- Requirements for collaboration
- Challenges to collaboration
- Collaboration systems
- Social business systems

BIS Foundations of Business Intelligence

- Data and data warehouses
- Role of databases and information management
- Data analytics
- Big data

BIS Infrastructure and emerging technologies

- Cloud computing
- Networks
- Green computing
- Open source

BIS Development/Acquisition

- Packaged software versus bespoke software
- Business process management
- Software options
- Systems development
- Traditional systems development
- Alternative systems building methods
- New approaches to system development

BIS Service Management

- Procurement
- Outsourcing
- Business continuity plans and risk analysis

BIS Security

- Why are BIS vulnerable?
- Security threats
- Security controls
- Security solutions
- Risk assessment and management

BIS Ethics

- Ethical issues and moral dimensions
- Information rights and freedom of information
- Key technology trends raising ethical issues
- Challenges to privacy
- Data protection and GDPR

1.7 Module teaching and learning (including formative assessment) strategy

This module is delivered primarily through lectures and is supplemented by computer-based demonstrations / hands-on practice in labs to enable learners' acquisition of the necessary knowledge and understanding of course material.

Directed exercises and assignments are allocated on a regular basis for completion in class and also outside of class. Learners are fully supported via lecturer formative feedback in completing all tasks. Group work facilitates peer learning and learners are expected to present their ideas to their fellow learners as a means of gaining valuable formative feedback.

1.8 Work-based learning and practice-placement

There is no work-based learning or practical placement in the module.

1.9 E-learning

Moodle is used extensively to provide class notes, exercises, activities and real life case studies. Learners are encouraged to participate in other online exercises and quizzes which the learner can continue outside the course class time. Learners are encouraged to view and contribute to blogs, wikis and forums and they are also guided to related websites. Online classes and seminars are provided for learners undertaking the 'Blended Learning' courses.

1.10 Module physical resource requirements

The module requires one lecture hall with capacity to hold at least 100 learners, computer labs to accommodate 25 learners, and online broadcasting and recording capability to stream and store lectures.

1.11 Reading lists and other information resources

Due to nature of the module, most materials are either made available on, or referenced from Moodle.

Primary Reading

Beynon-Davies, P. (2019). *Business Information Systems.* 14th Edition. Harlow: Pearson Education.
Bocij, P. Greasely, A. and Hickie, S. (2019) *Business Information systems, Technology, development and Management for the modern business*, 6th ed. Harlow: Pearson Education.
Lauden, J.K. (2020) *Management Information Systems: Managing the Digital Firm*. Harlow: Pearson Education.

Secondary Reading

Rainer, K.R., Prince, B. & Watson, H.J. (2019). *Management Information Systems*. New York: Wiley.
Stair, R. and Reynolds, G. (2017). *Fundamentals of Information Systems,* 9th Edition. Boston, MA: Course Technology Inc.
Watson, R.T. (ed.) (2007) *Information Systems.* Global Text Project. Available at: https://www.oercommons.org/courses/information-systems-3/view

1.12 Specifications for module staffing requirements

For each instance of the module, one lecturer must be qualified to at least master's level in computing science and/or hold an equivalent professional qualification. Industry experience is beneficial but is not a requirement.

1.13 Module summative assessment strategy

The assessment for this module is composed of a 30% assignment and a 70% examination. The assignment focuses on group report and presentation based on a current topic within the module which tasks the learners to demonstrate their understanding of the topic. The exam comprises a 70% written paper which focuses on key aspects of the module so that learners are presented with the opportunity to demonstrate their understanding of the various topics in the module.

The assessed work breakdown is indicated in the table below.

No.	Description	MIMLOs	Weighting
1	Assignment	(i) to (v)	30%
2	Exam	(i) to (v)	70%

1.14 Sample assessment materials

The sample assessment materials are included in a separate document.