

# PROGRAMME HANDBOOK

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## POSTGRADUATE DIPLOMA IN BUSINESS INFORMATICS

Level 8

2025

*Outstanding Education!*

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# ICL GRADUATE BUSINESS SCHOOL PROGRAMMES

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

LEVEL 9	<div>Master of Management</div> <div>Master of Management by Thesis</div> <div>Master of Management (Healthcare)</div> <div>Master of Business Informatics</div> <div>Master of Business Informatics by Thesis</div>
LEVEL 8	<div>Postgraduate Diploma in Business</div> <div>Postgraduate Diploma in Business Informatics</div>
LEVEL 7	<div>Graduate Diploma in Teaching (Early Childhood Education)</div> <div>Graduate Diploma in Business (International Business Innovation)</div> <div>Graduate Diploma in Business (International Hospitality Management)</div> <div>Graduate Diploma in Business (International Tourism Management)</div> <div>Bachelor of Business Information Systems</div>
LEVEL 6	<div>New Zealand Diploma in Business</div>
LEVEL 5	<div>New Zealand Diploma in Business</div>

## MANAGEMENT TEAM

Chairman and Principal	Ewen Mackenzie-Bowie
Academic Director	Dr Paula Ray

# POSTGRADUATE DIPLOMA IN BUSINESS INFORMATICS (PGDBI) LEVEL 8

## PROGRAMME FOCUS

The Postgraduate Diploma of Business Informatics aims to take an interdisciplinary approach to 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, 120-credit, full-time programme of study designed for graduates with a Bachelor's 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:

1. Bridge the gap between a first degree and a career in business informatics that requires further qualifications and skills.
2. Build a firm foundation for further advanced level study towards a Master's qualification in a similar discipline.

## OUTCOMES

Graduates will be suitable for roles that 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 into a university Master's/doctoral programme.

**Graduates of the programme will have acquired the following specialist skills and knowledge:**

- Critically analyse concepts of leadership, teamwork, marketing, finance, and accounting in relation to contemporary organisations.
- Evaluate and apply entrepreneurial activities, quantitative analytical techniques, market research methods and project management processes within a global setting.
- Generate a critical understanding of global economic and political activities.
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**Graduates of the programme will have acquired the following general skills:**

- **Intellectual rigour:** a commitment to excellence in all scholarly and intellectual activities, including critical judgement.

- **Creativity:** an ability to develop creative and effective responses to intellectual, professional and social challenges.
- **Ethical practice:** a commitment to sustainability and high ethical standards in social and professional practices.
- **Knowledge of a discipline:** command of a discipline to enable a smooth transition and contribution to professional and community settings.
- **Lifelong learning:** the ability to be responsive to change, to be inquiring and reflective in practice, through information literacy and autonomous, self-managed learning.
- **Communication and social skills:** the ability to communicate and collaborate with individuals, and within teams, in professional and community settings.
- **Cultural competencies:** an ability to engage with diverse cultural and bi-cultural perspectives in both global and local settings and in the context of the Treaty of Waitangi.

## ADMISSION REQUIREMENTS

Applicants for the Postgraduate Diploma in Business Informatics must provide the following:

1. A completed application form.
2. Original transcripts showing a Bachelor's 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 areas. Scanned PDF documents 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 (Recognition of Prior Learning) 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.

## RECOGNITION OF PRIOR LEARNING

Where students have acquired skills and knowledge in learning and work settings but have not been formally assessed and credited, they may apply for RPL/RCC where the claimed skills and knowledge match the learning outcomes of the Postgraduate Diploma papers.

Applications for recognition of prior learning (RPL) are welcomed and will be given early consideration. Decisions on RPL are based on one or more of the following: a portfolio; attestation by an experienced subject or industry expert; and references from previous employers or educational organisations.

## CROSS CREDITS

Credit transfers from other qualifications will be individually considered when supported by detailed documentation from the other organisation. To obtain credit transfer the student needs to present a case to ICL for the ICL Senior Lecturer to assess. The onus is on the student to demonstrate a match, normally of 80% of content, from a course, paper or module studied to the unit standard for which credit transfer is claimed.

To make an assessment the student needs to provide:

- Level of course taken.
- Duration of course taken: number of weeks and hours per week, both contact teaching and self-study.
- Content summary of course taken.
- How an 80% match is achieved between the course taken and the unit standard for which credit is requested.

Credit transfers of up to four papers and RPL will be negotiated on a case-by-case basis. All course components are compulsory.

## ADMISSION APPEALS

If a student wishes to appeal an admission process decision the following applies:

1. An Admission Appeal should be directed in writing to the Academic Director outlining the reasons for the appeal.
2. The Academic Director may request further information and evidence to support the appeal.
3. The Academic Director will consult with the relevant academic team(s) and the senior management team, where appropriate, to discuss and resolve the appeal.
4. The Academic Director will report ICL Education Group's decision to the student concerned.

## 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.

Background	Level 7 Undergraduate Degree in a business-related or IT/Computing field
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TRIMESTER (16 WEEKS)	PGDBI LEVEL 8 PROGRAMME STRUCTURE*			
	PAPERS		LEVEL	CREDITS
1	8260	Digital Transformation	8	15
	8273	Enterprise Innovation	8	15
	8102	Enterprise Systems and Business Analysis	8	15
2	8173	Innovation and Design Thinking	8	15
	8281	Business Professionalism	8	15
	8203	Project Management	8	15
3	8151	Information Security Management	8	15
	8150	IT Service Management and Strategy	8	15

\*Subject to change without notice.



Further Studies	Level 9 Master’s degree
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## 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 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, blockchain, 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 strategies by designing the innovation process, measuring innovation, creating 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 can be implemented in an existing organisation.

### **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 organisation implements and utilises business-wide Enterprise Systems to manage their operations more efficiently and effectively. Learners also critically analyse business models and understand a wide range of issues, problems and conflicts to 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 engaging users and partners in the process. Learners investigate new service and product innovation life cycles and coordinate their effective implementation throughout the organisation. 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 teamwork 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 the security of information is managed in an organisation concerning laws, ethics and standards. To examine frameworks, processes, and measures of security as well as 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 to critically evaluate, appraise and summarise the use of the frameworks in IT operations. Class discussions will enrich the learning experience by comparing theories to real-life examples.

## ASSESSMENT GRADES

GRADE	% MARK RANGE	DEFINITION
A+	90-100	Pass with Distinction
A	85-89	
A-	80-84	
B+	75-79	
B	70-74	
B-	65-69	
C+	60-64	
C	55-59	
C-	50-54	Pass
D	40-49	Fail
E	0-39	Clear Fail
DNS		Did Not Submit an Assessment
W		Withdrawn from Course/Programme
NC		Did not Complete the Course
CC		Cross-Credit
CT		Credit Transfer
RPL		Recognition of Prior Learning

Students are required to achieve 50% overall for each paper. Where group work is included in an assessment, individual contributions will be peer-evaluated and confirmed by the Lecturer.

## 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 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 [www.whatiscopyright.org](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)

## PLAGIARISM

### ACADEMIC DISHONESTY AND PLAGIARISM POLICY PRINCIPLE

The principle to be applied is that no student shall obtain, or attempt to obtain, an advantage in assessment through unfair or improper means. Any such attempts shall be deemed to be in contravention of the regulations governing ICL's academic qualifications and subject to disciplinary action.

## LIBRARY AND PROQUEST

You 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>

Auckland Council Library, with 55 outlets across the city, offers free membership to everyone. ICL encourages all students to avail of the membership and make use of the enviable lending services on offer.

## 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, Waikato University and Massey University may take into consideration ICL student applications for some of their Master's programmes. Successful applications and enrolments are at the individual university's discretion.

## FURTHER INFORMATION

For further information concerning studying at the ICL Education Group, please refer to the following information: **Academic Handbook** and **Student Services Support Handbook** or to our website [icl.ac.nz](http://icl.ac.nz)