

Business in the Digital Age

Advanced Apprenticeship

2024 Course Structure and Content



Introduction

The Future of Work Advanced Apprenticeship Program is a place-based program combining higher education training with employment to support skills development and upskilling that is tailored to the needs of regional businesses. Advanced apprentices will be enrolled in a higher education qualification with the majority of the learning taking place on-the-job through workplace tasks and assessments that credit towards the qualification.

CQUniversity has developed a Diploma of Business in the Digital Age to be delivered across two terms as an advanced apprenticeship in the Mackay and Bowen Basin regions in Queensland, Upper Hunter region in New South Wales and Pilbara and Goldfields regions in Western Australia. The course has been co-designed with regional industry partners to respond to local skill needs and shortages.

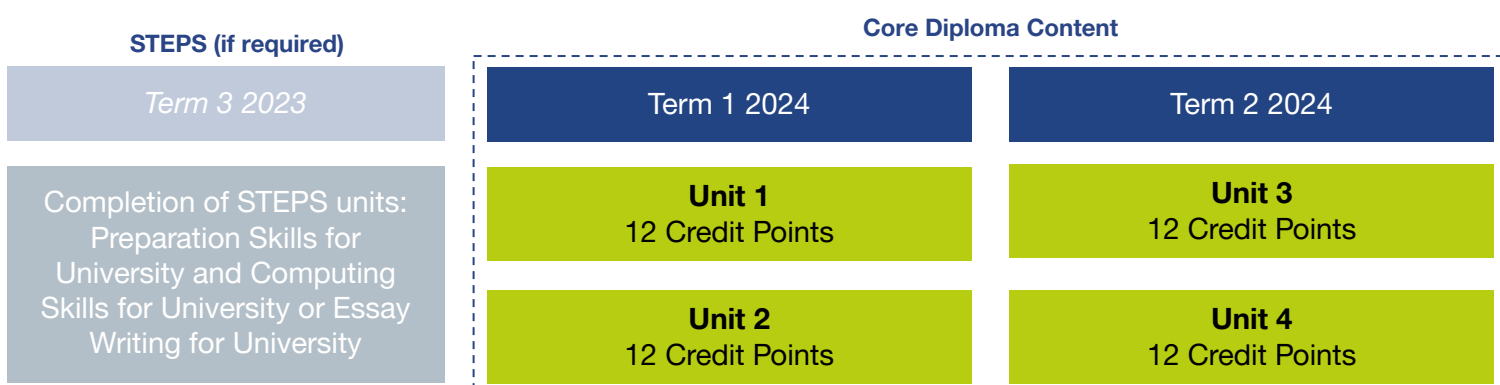
This document outlines the course structure and content for the program and also illustrates a pathway into further higher education upon completion of the advanced apprenticeship.

Overall Course Structure and Design

Delivery Components:

- Course delivery will follow a cooperative problem based learning model, enabling advanced apprentices to focus on two units per term and reinforcing concepts they learn theoretically in the practical environment. Block delivery through online workshops will support this approach.
- Advanced Apprentices will spend approximately 80% of their time on-the-job working and doing structured workplace activities. Approximately 20% of the Advanced Apprentices time will be spent off-the-job doing institutional learning with CQU.
- Content for the Diploma will be delivered across two Terms. Advanced apprentices who feel they would benefit from a refresh on the skills that will help them be successful in their studies can complete two STEPS units in Term 3 2023.

Broad Course Structure



Unit Structure

Units 1, 2, 3 & 4											
Ongoing development of knowledge											
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12
Declarative knowledge and weekly intensives						Applying theory into practice and assessments					

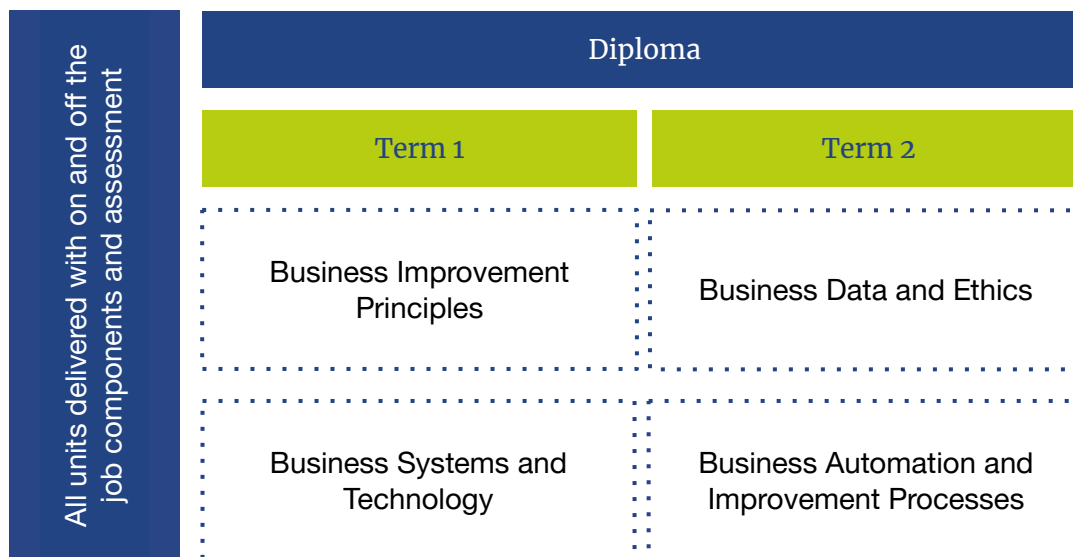
Learning Outcomes

Upon completion of the Diploma of Business in the Digital Age, advanced apprentices will be able to:

Apply effective written and verbal communication skills in a workplace and technology-mediated context	Select and apply customer-centric and business improvement principles to practical business problems	Explain and appraise key business technology platforms, including cyber security awareness in a workplace and technology context
Describe the effective management and implementation of business and ICT systems in a workplace context	Interpret industry data collection and usage regulations to enact ethical data management processes	Identify automation and automation core learning applications in a business process improvement context

Core Content

The diagram below outlines the expected study plan for the two-term Diploma qualification. Core Diploma content will be delivered across two Terms - Term 1 and 2 2024. More information on the units and examples of projects completed by the 2023 advanced apprenticeship cohort can be found in the Appendix (pages 6 - 10).



As noted on page 2, advanced apprentices who feel they would benefit from a refresh on the skills that will help them be successful in their studies can complete two STEPS units in Term 3 2023. More detail on these STEPS units can be found in the Appendix (page 11).

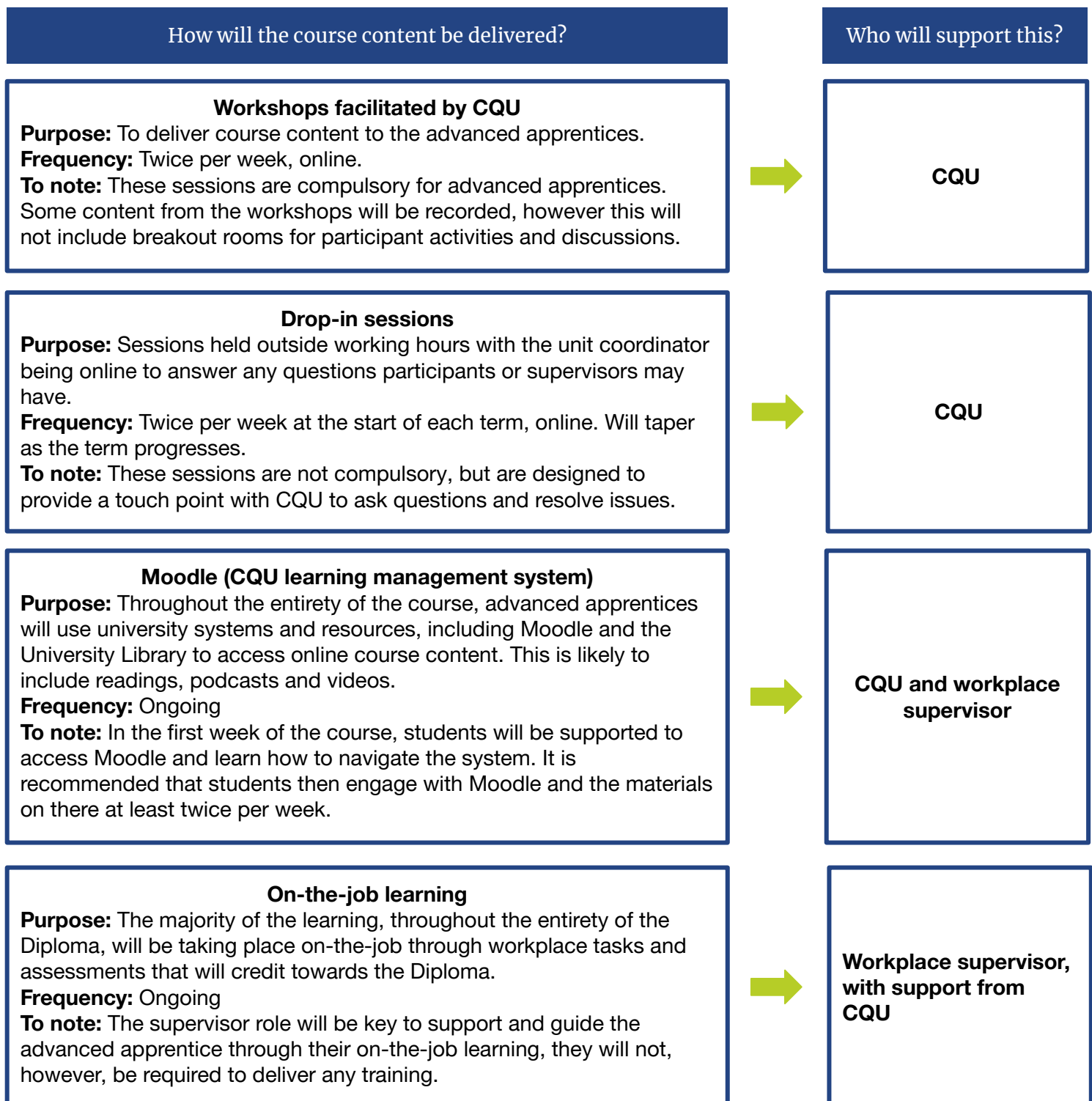
On-the-job assessment

On-the-job assessment for the Diploma may include:

- Introduction to problem-based learning competencies and development of an e-Portfolio with a focus on: search strategies, databases and reliable sources, oral and written communications, group work
- Summative and formative assessments based on key aspects of unit learning outcomes. Assessment may include the introduction of research methodology, using sources of information for research, aspects of evaluating websites, and utilising digital libraries.
- Assessment of knowledge and practical application of key unit content
- A project to be developed with the employer and CQUniversity staff member.

Delivery arrangements

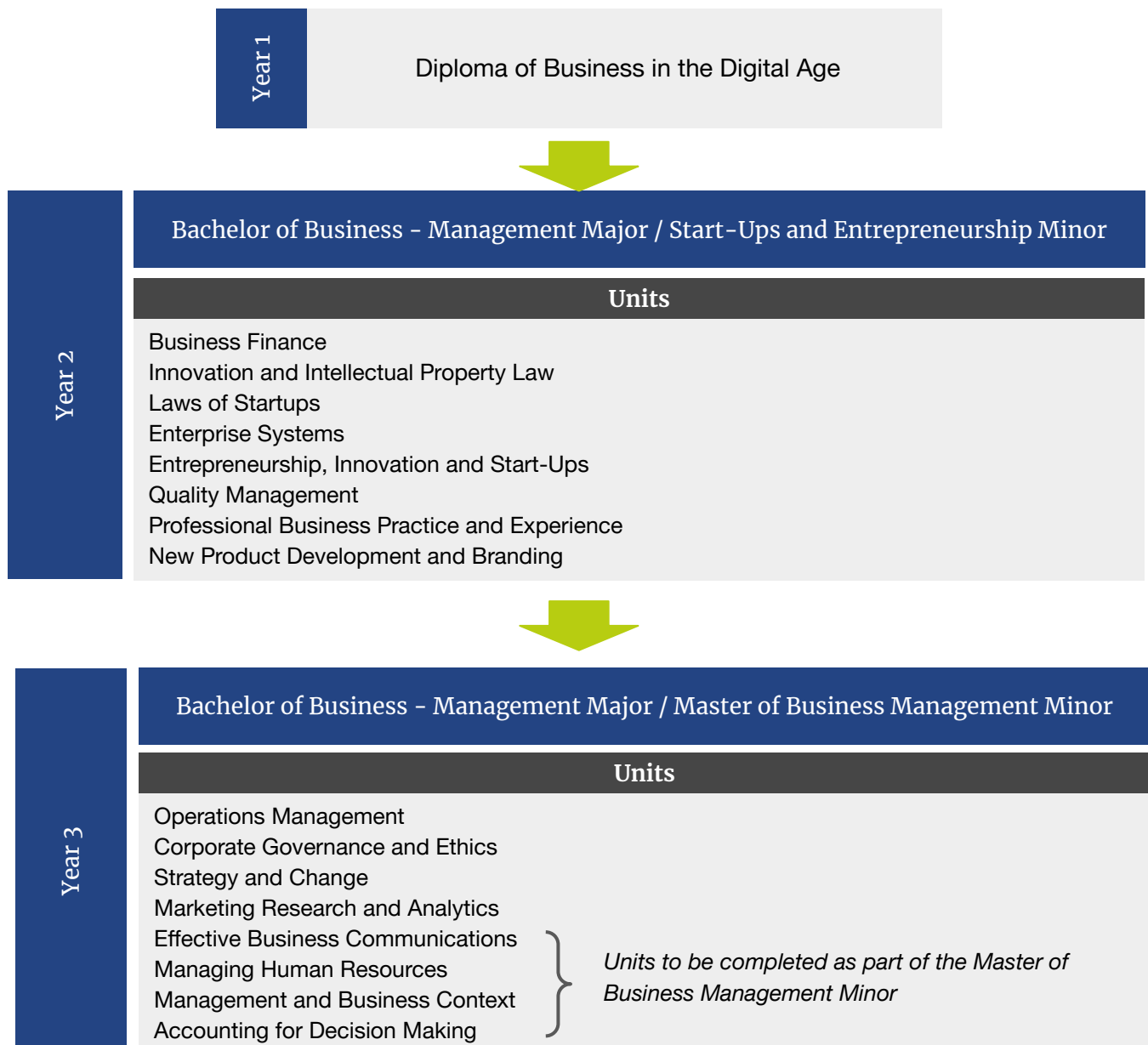
There are a number of platforms and learning formats that will be used to support the delivery of the course content. Learning will be done both on and off-the-job, with advanced apprentices spending 80% of their time on the job and 20% of their time (approximately 1 day per week) off-the-job undertaking institutional learning, such as online training and workshops.



Further higher education study - Bachelor Degree programmes

Following successful completion of the Diploma of Business in the Digital Age, graduates who wish to continue their higher education journey will have the option to articulate into the recommended Bachelor degree: a Bachelor of Business (Management major with Start-Ups and Entrepreneurship minor / Master of Business Management minor). These pathways are outlined in the diagram below.

As outlined below, the Year 2 pathway introduces students to the Management Major while the Year 3 pathway offers capstone units to consolidate the theory delivered during the previous two years of studies. There is also the option for students in their third year of study to undertake 4 AQF level 8 units from the Master of Business Management (MBM). This option to complete a Master of Business Management Minor is a unique opportunity for students to gain a Masters level qualification. To be eligible for this particular minor students must have a GPA of 5.5 or more. Completion of this pathway would give students direct entry into the MBM with the choice of completing this in 1.5 years or 1 year if the students studies over Term 3.



Business Improvement Principles

Unit description

This unit is designed to introduce you to the facilitating role of entrepreneurship and innovation in successful business transitions and improvement processes. You will build an understanding of the flow-on effects of these practices on business strategy, structures, employees, organisational design, and business operations. Business plays a significant role in society that is dependent on the acquisition and application of management skills that ensure the business is fit for the future. In this unit, you will reflect on your role in this process as an agent of positive change.

Learning outcomes

1. Define the critical role of workplace behaviour in achieving organisational outcomes
2. Discuss the dynamic interplay of factors that influence the direction and success of contemporary business
3. Explain the importance of best practice in Business Process Management
4. Discuss the usefulness of accounting information to management
5. Describe marketing principles that drive business profitability and their application to customer acquisition and retention
6. Identify a variety of computational techniques and/or methods to evaluate and analyse business processes
7. Assess the consequential impacts of Entrepreneurship, Innovation and Sustainability (EIS) on business strategy and the structure, people, and organisational design of business operations

Assessment

Assessments	Workplace	University
Portfolio , including: <ul style="list-style-type: none"> • Position description/concept map detailing work role and responsibilities within an organisational framework • Identification of problem/issue/possible innovation to improve current work practices 	✓	✓
Reflective statement , including a self-audit/evaluation of skills and processes required to address the issue/problem or enact the innovation	✓	✓
Online test addressing key learning concepts related to best practice in business management and operations		✓

Business Systems and Technology

Unit description

This unit will introduce you to business systems and their benefits to companies. Business systems incorporate a series of interdependent tasks or documented procedures that outline exactly how to do something in an organisation to achieve strategic objectives. Good business systems streamline workload, improve productivity and generate results. Business Technology is a concept that describes all technology that helps an organisation run its business, processes and systems. In this unit, you will evaluate and apply Business Technology with knowledge of best practices and concepts and tools that are designed to guide any part of an organisation or business in utilising information technology to its fullest. In addition, you will learn the types of cyber-attacks that may be encountered in business contexts and identify tools and techniques to prevent, detect and respond to those attacks.

Learning outcomes

1. Use systems analysis to recommend technological solutions that address business problems and achieve objectives

2. Analyse systems requirements to propose strategies for managing all stages of the system development life cycle

3. Select information and communication strategies to inform the business systems and technology adoption and implementation decisions of work colleagues and employers

4. Recommend cyber security tools for detecting vulnerabilities, monitoring network traffic and responding to attacks

5. Summarise key components of business systems and technology that contribute to the evaluation and analysis of data and the identification of trends, patterns and relationships

Assessment

Assessments	Workplace	University
Portfolio , including: <ul style="list-style-type: none"> SWOT analysis of at least two technological solutions that address the problem/issue/innovation Identification of information and communication strategies for promoting consideration and adoption of proposed solution to work colleagues and employers 	✓	✓
Reflective statement , including a recommendation for adoption of preferred technological solution and its impact on the business system development life cycle	✓	✓
Case study analysis investigating a business problem, examining alternative solutions, and proposing the most effective solution using supporting evidence		✓

Business Data and Ethics

Unit description

With today’s digitisation and technology development, many organisations can collect and consolidate tremendous amounts of data and store them in databases and data warehouses with ease. In this unit, you will use a variety of computational techniques and/or methods to evaluate and analyse “big” data in real time for trends, patterns, classification, relationship, and other useful information. You will learn how to examine data sets for statistical inference, and conduct quantitative analysis, predictive modelling, regression, data mining, and optimisation. In addition, this unit is designed to develop the critical thinking, problem solving and communication skills fundamental to business law. You will demonstrate your ability to analyse legal issues in a business context and apply your legal knowledge to make informed business decisions.

Learning outcomes

1. Analyse and reflect on key concepts of business analytics

2. Apply quantitative tools and techniques to analytically identify, examine, investigate and propose solutions to business problems

3. Synthesise data from a variety of sources and develop models to address practical problems in industry

4. Describe the fundamentals of business law that support the analysis of legal issues in a business context

5. Communicate business advice/solutions and business risk management in legal issues commonly encountered within business situations

6. Identify and explain different business structures and liability to business owners and other stakeholders

7. Associate a variety of business systems and technology that are able to evaluate and analyse huge sources of data in real time for trends, patterns, classification, relationship, and other useful information

Assessment

Assessments	Workplace	University
Portfolio , including: <ul style="list-style-type: none"> Model of the proposed solution supported by research and data collected from a range of sources Risk assessment of the proposed technological solution to the problem 	✓	✓
Reflective statement , including analysis of legal issues related to the identified problem and processes for valid and reliable collection, security and interpretation of relevant data	✓	✓
Quizzes and scenario based activities involving the application of quantitative tools and techniques to data analysis		✓

Business Automation and Improvement Processes

Unit description

This unit is designed for you to develop knowledge and skills in the automation of industry and businesses. This unit incorporates theory, research and the practical application of project management, process improvement and innovation frameworks, expert systems, document and process automation, data analytics, machine learning and blockchain. You will examine software systems that empower consumers including internet-based systems that vend interactive documents and intelligent customer service and business management assistance. You will identify and explore the challenges, threats, opportunities and ethical considerations associated with these developments to present a practical solution to a business challenge that improves or enhances business operations.

Learning outcomes

1. Evaluate knowledge and skills for the automation of operations in a business process improvement context

2. Apply knowledge of business, automation and social innovation to propose a plan for the conversion of a traditional business to an automated business

3. Apply process improvement and innovation frameworks to the success of contemporary business

4. Prepare a stakeholder management plan to communicate potential impacts and benefits of proposed socially innovative solutions

5. Showcase skills in business improvement processes and management, via a professional level presentation and a written report

Assessment

Assessments	Workplace	University
Portfolio , including: <ul style="list-style-type: none"> Stakeholder management plan outlining the benefits and potential impacts of the chosen solution Presentation that summarises the identification of the problem/issue or potential innovation and the ways in which automation contributes to a solution and business improvement processes 	✓	✓
Written report , aligned with the presentation of the project including overview of the approach taken, data-informed decision making and results or potential results achieved		✓

2023 Advanced Apprenticeship Testimonial: Dean Ezzy, Mackay Sugar

Dean is the Human Resources Superintendent at Mackay Sugar and currently undertaking the Diploma of Business in the Digital Age Advanced Apprenticeship in Queensland.

“The course content is interesting, and the balance between what the course offers in relation to theory and real world practical solutions and application is the right mix. The inclusion of real life practical solutions in business rather than simply an academic view is refreshing. It has also been interesting with the mix of participants and the businesses they come from – from small business owners to IT professionals and mining support companies.

The program has enhanced my understanding of the technology that is currently available. Without the course I would not have been exposed to this information, particularly with the work in the AI space and general knowledge in respect to how far technology has come.

I would advise others to jump at it if they have the chance. It is a commitment, however it can be managed and the course is flexible enough to manage those unexpected things that happen to us in life from time to time.”



Project examples from 2023 cohort

As part of the Diploma of Business in the Digital Age, Advanced Apprentices will identify a business problem and work towards a solution that uses core Business and IT skills. This project will form a key part of the assessment for the Advanced Apprenticeship program. The 2023 cohort worked on a variety of projects, including:

Using **process mapping** to collaborate with the IT department to develop an app to use in the workshop to record maintenance protocols.

Recommending and developing a pilot to **digitise business records** that are accessible to those who need them. The project will provide a process map and one place of truth about the information in the business.

STEPS is a university enabling course designed to provide students with a pathway to gain entry to and succeed in higher education.

Advanced apprentices who apply for the Business in the Digital Age Advanced Apprenticeship and feel they would benefit from a refresh on the skills that will help them be successful in their studies will be able to undertake two units from STEPS in the term prior to commencing the Advanced Apprenticeship. When advanced apprentices enrol in STEPS, an Access Coordinator establishes a personalised study plan designed specifically to develop the student's knowledge, skills and confidence to achieve their learning goals.

STEPS is designed for those who do not already hold an undergraduate qualification and the units can be completed online or on-campus. To be eligible for STEPS and the advanced apprenticeship, advanced apprentices must be 18 years of age or older and be an Australian citizen or permanent resident. STEPS is also free of tuition fees.

More information on the units to be completed as part of the STEPS program is outlined below.

Unit 1: Preparation Skills for University

This unit is designed to help students become self-directed, active and confident learners. It introduces them to a range of theories and concepts to facilitate the development of practical skills and positive attitudes necessary for success in university. There will be opportunities for critical self-reflection on key aspects of student life, including: individual learning preferences and study habits; time management and goal-setting; individual study and career paths; note-taking and assessment strategies. Students will practise critical thinking and apply information literacy skills to their research. They will learn to negotiate the procedures and systems used at CQUniversity, and practise communication skills in a range of contexts.

Unit 2 (Option A): Computing Skills for University

On completion of this unit, students should be able to use a word processor to format the layout of an academic essay and a report. The students should be able to use a spreadsheet to complete a workbook, create simple formula, apply simple functions as well as create and format charts. The students should be able to use the Internet, negotiate a Learning Management System and communicate using email at an academic level. Students should also be able to create a basic PowerPoint presentation appropriate for university units.

Unit 2 (Option B): Essay Writing for University

On completion of this unit students should be able to apply the reading, thinking and writing skills necessary for academic purposes utilising appropriate grammar and writing patterns. Students are familiarised with the stages of the writing process and assisted to apply a range of associated learning strategies. In addition, students develop strategies to plan and write paragraphs, using academic language and conventions. They are introduced to research, note-taking and referencing skills for this purpose. They are also encouraged to examine their own worldviews, and those of others, and to develop critical thinking skills. Students have the opportunity to participate in online discussion forums to support their learning. The unit culminates with students planning and writing an academic essay, using independent research skills acquired throughout the unit. Reflective practice is integral to the unit and this enables students to consider the connection between their personal learning journey and the unit outcomes.

Term 3, 2023

Preparation Skills for
University

Computing Skills for University
or
Essay Writing for University

Future of Work Program

