DESCRIPTION OF A STUDY COURSE

Course unit title	**Digital Transformation III - Information management systems and processes including MIS & AI**			
Programme	**Business process management**			
Year of study	**3**			
Academic year	**2022./2023.**			
Level of course unit	**Bachelor**			
Course unit code	**BP012**			
Name of lecturer(s)	**Mārtiņš Eberšteins**			
Credit points	**2**			
Number of ECTS credits allocated	**3**			
Language of instruction	**Latvian or English**			
Type of course unit (compulsory, optional)	**Optional**			
Semester when the course unit is delivered	**5**			
Mode of delivery	**full-time education**			
Aim of Course	**Introduce to students business management systems, their usual strucutre and functionalities, give examples of usage, teach most popular stock accounting, material requirement planning, production planning, supply chain planning and sales processes with practial excericises, explain the connection to bookkeeping processes. Explain how the data of business management system can be used for data analytics and business intelligence.**			
Preliminary knowledge	**Business English**	**Digital Transformation II - Basic Programming+Data Analysis/Big Data**	**Business and Organization Management I - Enterpneurship**	**Finance Management**

Course contents	No	Tittle	
	1	**Introduction to IMS - hystory, purpose, evolution**	
	2	**Most popular IMS, advantages, differences**	
	3	**Business process and IMS healthcheck**	
	4	**HansaWorld IMS system**	
	5	**Sales processes in IMS**	
	6	**Stock accounting processes in IMS**	
	7	**Supply chain management in IMS**	
	8	**Production and production planning ir IMS**	
	9	**Bookkeeping, accounting and finances in IMS**	
	10	**Reporting, data analytics and Business Intelligence**	
	11	**Cloud technology and benefits**	
	12	**Practical excericises in HansaWorld IMS system**	
	13	**Final exam**	
The study course calendar	No	Topic	Type of assessment
	1	**Course intro, IMS history, purposes**	**Active particiption in the class**
	2	**IMS evolution, differences, advantages**	**Active particiption in the class**
	3	**Most popular IMS, infrastructure differences**	**Active particiption in the class**
	4	**Business processes and IMS healthcheck**	**Active particiption in the class**
	5	**HansaWorld ERP system structure and functionalities**	**Active particiption in the class**
	6	**IMS implementation process**	**Active particiption in the class**
	7	**Sales processes in IMS**	**Active particiption in the class**
	8	**Sales processes in IMS**	**Individual work; Individual work and the presentation**
	9	**Stock accounting processes in IMS**	**Active particiption in the class**
	10	**Stock accounting processes in IMS**	**Individual work; Individual work and the presentation**
	11	**Supply chain management in IMS**	**Active particiption in the class**
	12	**Supply chain management in IMS**	**Individual work; Individual work and the presentation**
	13	**Production and production planning ir IMS**	**Active particiption in the class**
	14	**Production and production planning ir IMS**	**Individual work; Individual work and the presentation**
	15	**Final exam**	**Written exam**

Planned learning activities and teaching methods	Assessment of learning outcomes	Distribution (%)
	Active participtionin the class	**10%**
	Literature discussion	**10%**
	Individual work; Individual work and the presentation	**30%**
	Written exam	**50%**
	Total (%):	100%
	Teaching methods	Student workload (h)
	Classes in the auditorium	**32**
	Lecturer-led Individual assignments	**16**
	Lecturer-led group assignments	**16**
	Literature review/analysis	**8**
	Modelling	**8**
	Total (h):	80

Planned learning outcomes	No	Learning outcomes	No of progr. study results applicable
	1	**Can evaluate and understand business processes, evaluate how well fit is current IMS in a company**	**1**
	2	**Undertands purpose of IMS, can pick the most suitable for certain business requirements and explain the choice**	**1,2,9**
	3	**Understands sales processes and can automate these processes**	**1,3,4**
	4	**Understands purchase processes and can automate these processes**	**1,3,4**
	5	**Understands stock processes and can automate these processes**	**1,3,4**
	6	**Understands production processes and can automate these processes**	**1,3,4**
	7	**Understands bookkeeping processes and can automate these processes**	**1,3,4**
	8	**Can participate and manage IMS implementation process in a company**	**1,5,7**

Assessment methods and criteria	Learning outcomes / Assessment methods	1	2	3,4,5,6,7	8
	Active participtionin the class	●	●	●	●
	Literature discussion	●	●	●	●
	Individual work; Individual work and the presentation			●	
	Written exam	●	●	●	●

	MANDATORY LITERATURE: 1. Cloud based ERP system for SME industry - Amir Mughal, Sania Bhatti, Hira Noman, Daniyal Ahmed 2. Adoption and Implementation of Enterprise Resource Planning (ERP): An Empirical Study - Mohammad Sarwar Alam, Md. Aftab Uddin 3. Evaluating Critical Success Factors of ERP Implementation in SMEs - Talluri Sai Kiran, A Vasu

Mandatory and supplementary literature	Deva Reddy 4. The Dynamics of Electronic Supply Chains and Enterprise Resource Planning Systems: The New Business Challenge - Jean C. Essila Supplementary literature and webinars: http://www.hansamanuals.com https://youtu.be/rUJP3OR5GeA https://youtu.be/yX5shBr5GhA https://youtu.be/BTdXd2zrB-I https://youtu.be/_VOU0hb6i9Y

Evaluation criteria of learning outcomes.

Grade	Explanation
10 (outstanding)	Knowledge, exceeding curriculum requirements, attests independent research and deep understanding of a problem
9 (excellent)	Complete acquaintance with curriculum requirements, ability to apply gained knowledge independently
8 (very good)	Complete acquaintance with curriculum requirements, though at times lacks deeper understanding and ability to affiliate gained knowledge with more complicated issues.
7 (good)	Curriculum requirements mastered, although less important knowledge gaps can be detected
6 (above average)	Acquaintance with curriculum requirements, though lack of problem understanding in detail can sometimes be detected
5 (average)	General knowledge of curriculum requirements although lacks understanding of several problems in general
4 (below average)	General knowledge of curriculum requirements, competence corresponds to minimum of curriculum requirements, problematic application of gained knowledge in practice
3 (weak)	General knowledge of a curriculum gained, though a complete lack of orientation in other relevant issues is detected. Additional studies required to get an assessment.
2 (very week)	General knowledge on certain relevant issues in a curriculum gained, curricula requirements are not completed on average
1 (extremely week)	A complete lack of basic curricula requirements is detected, almost no knowledge on a basic curriculum

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