

**Business Process Management**

Code: 104609  
ECTS Credits: 6

Degree	Type	Year	Semester
2501232 Business and Information Technology	OB	2	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## Contact

Name: Laura Pellicer Guardia  
Email: Laura.Pellicer@uab.cat

## Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

## Teachers

Daniel Blabia Girau  
Laura Pellicer Guardia

## Prerequisites

The development of the subject does not include any prerequisite of previous knowledge to be able to study it.

## Objectives and Contextualisation

The main objective of the subject is to know a new way of organizing companies, different from the classical functional organization, where the customer's vision is above the Organization's activities. The main objective of the Business Process Management is to increase the results of the Organization by achieving higher levels of satisfaction for its users. At the same time, we will use to better understand the processes of the Organizations, allowing to give way to key aspects such as technological deployment, knowledge management and innovation management.

## Competences

- Carrying out different oral presentations for different audiences.
- Communicating orally and in written form and at a technical level in Catalan, Spanish and another language, preferably English.
- Demonstrating a concern for quality in the objectives and development of the work.
- Proving they know the dynamic nature of technology and innovation and their effect in the change of organisations.
- Students must be capable of adapting to new situations and new knowledge that may lead to new analysis and different stances.
- Students must be capable of analysing, summarising, organising, planning and solving problems and making decisions.
- Students must be capable of searching and analysing information of different sources.

- Students must prove they know where and why organizations use technology, emphasizing the integrative role of technology in organisations.

## Learning Outcomes

1. Carrying out different oral presentations for different audiences.
2. Communicating orally and in written form and at a technical level in Catalan, Spanish and another language, preferably English.
3. Demonstrating a concern for quality in the objectives and development of the work.
4. Students must be capable of adapting to new situations and new knowledge that may lead to new analysis and different stances.
5. Students must be capable of analysing, summarising, organising, planning and solving problems and making decisions.
6. Students must be capable of searching and analysing information of different sources.
7. Students must prove they know where and why organizations use technology, emphasizing the integrative role of technology in organisations.
8. Valuing the multidimensional nature of the relationships between technology and functional processes and areas of a company.

## Content

### 1. Introduction to Business Process

Process definition

Basic elements of a process

Current situation of the company

Process identification

Actual use of technology

Organization chart relation - process: allocation of responsibilities

Examples of processes, external, internal, management

Key processes and value chain of Michael Porter

### 2. Process Approach

Functional organizations

Hierarchized

Based on processes

How to focus an organization to processes?

Stages of the methodology

Tools

Flowcharts, concepts

Measurement of processes

Continuous improve

Reengineering

### 3. Fundamentals of BPM (Business Process Management)

Theoretical framework of BPM management

Current challenges of management

Why BPM?

What is BPM?

Functional areas of the BPM

Continuous improve

Classifications of processes

Process Life Cycle

BPM organization

### 4. Introduction to Enterprise Architecture

Bases of Enterprise Architecture

Main frameworks of Enterprise Architecture

### 5. Market of BPM Solutions

Main players in the BPM market. Examples.

### 6. BPM Implementation Methodology

Use Cases

TrackingIndicators

Practical application in quality environments

## Methodology

### Lecturer - Students Relationship

The general and relevant information about the subject that details the contents of the teaching guide, such as the conditions for work assignments, will be published on the Virtual Campus and may be subject to changes in the programming for reasons of adaptation to possible incidents. The Virtual Campus will always be informed about these changes as it is understood that the Virtual Campus is the usual mechanism for exchanging information between teacher and student.

### Languages

The classes will be done mostly in Catalan or Spanish, although the appearance of terms in English is very common. The written material or support for the subject (notes, bibliography, references or even statements of practices, exercises or cases) can be provided either in Catalan or Spanish or in English and in this case the use of the English language It can be not exceptional but usual.

Theoretical classes, cases, seminars, and sessions for solving exercises

In the face-to-face sessions is where the basic contents that students need to enter in the subjects that make up the program are presented. At the same time, the possible ways to complete or deepen the information received in these sessions are indicated.

During the sessions, the case method can also be used as a teaching tool. These sessions can be complemented with seminars, workshops and conferences conducted or supervised by the teaching team of the subject.

## Laboratory Practices

These sessions will work on teams and the use of BPM tools will be encouraged, recommending Bizagi.

During the course, teamwork and the collaborative exchange of information and tools for solving problems will be encouraged. However, the final learning process must be individual, highlighted by the autonomous activity of each student, who will have to complement and enrich the work initiated in the course's directed sessions. The supervised activity, around regular tutorials and sporadic consultations carried out during the course, is also an indispensable tool in acquiring the knowledge that the subject provides.

Please note that the proposed teaching methodology may undergo some modifications according to the restrictions imposed by the health authorities on on-campus courses.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom practices and seminars	8	0.32	2, 4, 3, 7
Laboratory practices	10	0.4	8, 4, 3, 5, 6
Theoretical classes and case studies	29	1.16	4, 3, 7, 5, 6
Type: Supervised			
Tutorial	15	0.6	2, 3, 7
Type: Autonomous			
Preparation of practices and exercises	45.5	1.82	2, 4, 3, 7, 5, 6
Study	40	1.6	2, 3, 7

## Assessment

The evaluation of the subject will be carried out continuously throughout the semester, and is organized based on the following learning evidences:

1. Laboratory practices programmed during the semester: to work in depth and in team some specific cases. The results must be submitted in writing through the Virtual Campus of the subject, and an oral additional presentation may also be requested.
2. Seminars organized during the course, which complement the teaching activity and allow the intervention of other actors in the learning process,
3. Class participation and other exercises: It is a question of favoring not only the attendance, but especially the participation of the students in the sessions of class, through exercises, discussion of cases, etc. with individual and / or group work. By their nature, only students present can be taken into account, and they can not be retrieved or delivered later.

4. Final Exam: in order to consolidate individually the set of concepts, techniques and processes worked throughout the course

The final mark of the subject will be obtained from the weighted sum of the notes of the various evidences, taking into account that each one of the mentioned components has a different specific weight. The following calculation will be used:

$$N = 45\% \text{ (Labor Practices)} + 9\% \text{ (Seminars)} + 6\% \text{ (Participation)} + 40\% \text{ (Final Exam)}$$

It will be a necessary condition to carry out this calculation that the student has rigged (and therefore has a different zero score) activities in each of the four components, and that the qualification obtained in the Final Exam is equal to or greater than 3.5.

The RETAKE process described below will be eligible for students who have not passed the subject applying the aforementioned criteria and who are in one of the following situations:

1. They meet the conditions to carry out the previous calculation, but the total grade obtained is equal to or greater than 3,5 and less than 5 ( $3,5 \leq N < 5$ )
2. They obtained a qualification of less than 3.5 in the set of individual written tests, but if the weightings described above were applied, the final grade of the subject would be 5 or higher

It is considered that a student who realizes at least some of the components of the continuous evaluation can no longer be considered as NOT AVALUABLE

#### Calendar of evaluation activities

The dates of the evaluation activities (exercises, assignments ...) will be announced well in advance during the semester.

The date of the final exam is scheduled in the assessment calendar of the Faculty.

*"The dates of evaluation activities cannot be modified, unless there is an exceptional and duly justified reason why an evaluation activity cannot be carried out. In this case, the degree coordinator will contact both the teaching staff and the affected student, and a new date will be scheduled within the same academic period to make up for the missed evaluation activity."* **Section 1 of Article 115. Calendar of evaluation activities (Academic Regulations UAB).** Students of the Faculty of Economics and Business, who in accordance with the previous paragraph need to change an evaluation activity date must process the request by filling out an Application for exams' reschedule at [https://eformularis.uab.cat/group/deganat\\_feie/application-for-exams-reschedule](https://eformularis.uab.cat/group/deganat_feie/application-for-exams-reschedule)

#### Grade revision process

After all grading activities have ended students will be informed of the date and way in which the course grades will be published. Students will be also be informed of the procedure, place, date and time of grade revision following University regulations.

#### Retake Process

*"To be eligible to participate in the retake process, it is required for students to have been previously been evaluated for at least two thirds of the total evaluation activities of the subject."* Section 3 of Article 112 ter. The recovery (UAB Academic Regulations). Additionally, it is required that the student to have achieved an average grade of the subject between 3.5 and 4.9.

The date of the retake exam is posted in the calendar of evaluation activities of the Faculty. Students taking this exam and passing will get a grade of 5 for the subject. For the students that do not pass the retake, the grade will remain unchanged, and hence, will fail the course.

#### Irregularities in evaluation activities

Despite other disciplinary measures deemed appropriate, and in accordance with current academic regulations, *"whenever a student makes any irregularity that could lead to a significant variation in the grade of an evaluation activity, it will be graded with a 0, regardless of the disciplinary process that can be instructed. In case of occurrence of various irregularities in the evaluation of the same subject, the final grade of this subject will be 0".* **Section 10 of Article 116. Results of the evaluation. (UAB Academic Regulations).**

Final note: *The proposed evaluation activities may undergo some changes according to the restrictions imposed by the health authorities on on-campus courses.*

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous Assessment	60%	0	0	8, 2, 4, 3, 7, 1, 5, 6
Exam	40%	2.5	0.1	8, 2, 4, 3, 7, 5

## Bibliography

It will be published on the Virtual Campus