



**DEPARTMENT OF ACCOUNTING AND FINANCE**  
**ACCG301 Organisational Planning and Control**  
**Unit Outline**

**Semester and Year: First Semester, 2010**

**Unit Convenor: Rahat Munir**

**Prerequisite: ACCG200**

Students enrolled in ACCG301 should carefully read this unit outline at the start of semester. It contains very important information about the unit. If anything in it is unclear, please consult the Unit Convenor of the unit.

**ABOUT THIS UNIT**

- The unit focuses on strategies, organisational structures, performance measurement systems, motivation and sustainability from a management accounting perspective. We explore how organisations establish strategies to create and sustain stakeholder value. Once established, a strategy requires that an organisation's structure is aligned with it, that internal business processes deliver attributes that are valued by customers, and that employees continue to be motivated for its successful implementation. We demonstrate that management accounting plays a very significant role in supporting and directing these requirements for successful implementation of organisational strategies.

By the end of this unit students should be able to propose coherent strategies, design suitable organisational structures and employ various approaches to measuring and managing performance. In addition, students should be able to apply appropriate management accounting technologies to effectively and efficiently manage suppliers, customers, costs and quality to support organisational strategies. These outcomes contribute to the development of critical, analytical and integrative thinking and the ability to be aware of environmental and social impacts of organisational decision making.

- This unit has 3 credit points, which means that the workload is about 9 hours per week. The workload include the 3 hour lecture and tutorial, and is applied across the

15 weeks during the semester, that is, the 13 teaching weeks plus the 2 mid-semester recess weeks.

- This unit constitutes part of the core curriculum of studies required by CPA Australia and the Institute of Chartered Accountants in Australia. It is one of three undergraduate units in cost and management accounting. It is a prerequisite to the elective unit, ACCG330 Strategic Management Accounting.

#### **OBJECTIVES AND LEARNING OUTCOMES AND CAPABILITIES**

The Objectives of this unit are:

1. To introduce theories of organisational strategy;
2. To facilitate an understanding of the interdependencies between organisational design and strategy;
3. To discuss various theories of motivation;
4. To demonstrate how management accounting technologies constructively drive and support the attainment of an organisation's strategy;
5. To demonstrate how performance measurement systems are used to evaluate performance of a range of business units/responsibility centres and of managers taking into account allocated costs and common costs; and,
6. To explain how management (and financial) accounting technologies enable or constrain the ability of an organisation to account for its environmental and social impacts.

**The Learning Outcomes of this unit focus on students enhancing their capabilities to:**

1. identify, recognise and illustrate management and management accounting concepts and techniques;
2. produce management and management accounting information either graphically, quantitatively and/or qualitatively to facilitate operational decisions relating to stakeholders, products, and processes;
3. analyse, evaluate, reason logically and recommend solutions to problems that apply to a range of organisations operating in the world around you;
4. communicate in oral and written form, and in creative ways;
5. learn with peers – to co-operate with others, to assume leadership and to manage differences and conflicts; and,
6. learn independently and assume responsibility for the learning process and with academic integrity.

**As a result of satisfactorily completing this unit, students will be able to:**

- a. identify, recognise and define the key terms used in organisational planning and control;
- b. describe the internal and external environmental challenges of organisations;
- c. describe the strategic management process and formulate organisational strategies;
- d. effectively design organisational structures to facilitate the attainment of organisational strategies;
- e. prepare and evaluate financial performance reports for responsibility centres and determine appropriate transfer prices under a variety of scenarios;
- f. recognise and employ traditional and contemporary approaches to measuring and managing performance essential to organisational planning and control processes;
- g. identify and understand theories and dynamics of motivation to explain employee work behaviour;
- h. apply appropriate management accounting technologies to effectively and efficiently manage suppliers, customers, costs and quality to support organisational strategies; and,
- i. extend the application of management accounting technologies to account for an organisation's environmental and social impacts.

**REQUIRED TEXTS**

- Davidson *et al.* **Management: Core Concepts and Applications** (2<sup>nd</sup> Edition), John Wiley & Sons, 2009.
- Summers, J. and Smith, B. **Communication Skills Handbook for Accounting** (3<sup>rd</sup> Edition) John Wiley & Sons, Australia, 2010. (*Please note that this book is shrink-wrapped with the Davidson et al. text and therefore should not be purchased separately.*)
- Langfield-Smith, K., Thorne, H. & Hilton, R. W. **Management Accounting: Information for Managing and Creating Value** (5<sup>th</sup> Edition) McGraw-Hill, 2008.

The required texts can be purchased from the Macquarie University Co-op Bookshop.

**TEACHING STAFF**

	<b>Room</b>	<b>Telephone</b>	<b>Email</b>
<b><i>Unit Convenor</i></b>			
▪ Mr. Rahat Munir	E4A340	9850 4765	rmunir@efs.mq.edu.au
<b><i>Unit Administrator</i></b>			
▪ TBA			
<b><i>Other Lecturers and Staff</i></b>			
▪ Ms. Eva Heidhues	E4A232	9850 4870	eva.heidhues@efs.mq.edu.au
▪ Sessional staff			Details on unit website

## CONSULTATION

Students will be notified of staff consultation hours during the first tutorial in week 2. The consultation timetable will also be made available in the unit's website. **Full-time members of staff will be available for two hours per week to conduct consultations on a drop-in basis.** Sessional staff members may also be available for consultation.

You are encouraged to seek help at a time that is convenient to you from a staff member teaching on this unit during their regular consultation hours. In special circumstances, an appointment may be made outside regular consultation hours. Staff will not conduct any consultations by e-mail. Please note however that staff will only answer emails sent from official Macquarie University email accounts. You may, however, phone staff during their consultation hours.

In order to gain access to staff located at levels 1, 2 and 3 of building E4A during their consultation hours please ring the staff member from the phones available in the lobby (phone numbers of relevant staff members will be provided on Blackboard and are available next to the phones).

Students experiencing significant difficulties with any topic in the unit are strongly encouraged to seek assistance immediately.

## CLASSES

Classes in ACCG301 are composed of lectures and tutorials. Unit materials are learnt by attending lectures and tutorials and through independent learning. The lectures provide a general overview of the topics highlighting a number of concepts and techniques and tutorials complement lectures by providing opportunities to further explore all relevant concepts and techniques.

### LECTURES

Students should attend one two-hour lecture every week. Lecture slides will be available prior to the lectures, the Monday of the week before the lecture, at the unit's Web site. The lecture will also be available via ilecture after the lecture on Tuesday. The URL is: <http://learn.mq.edu.au>

### TUTORIALS

Each student must register for a tutorial. There will be a one-hour tutorial each week from weeks 2 to 13. Students must finalise their tutorial enrolment by end of Week 2.

The timetable for classes for ACCG301 is on the University web site at: <http://www.timetables.mq.edu.au/>. Tutorial changes can **ONLY** be made through e-student. Students wishing to change tutorial times should log onto e-student and enrol in a class where there is a vacancy. All questions of an administrative nature in respect of tutorial allocation should be addressed to the Unit Convenor or Unit Administrator. Other staff members will not deal with tutorial changes.

It is also an assessment requirement that students attend at least 10 of the 12 tutorials in this unit. Tutorials provide an opportunity for students to earn marks toward tutorial assignments, tutorial participation and in-tutorial quizzes.

### ***Absences in tutorials***

1) Students who are absent from University for at least three (3) consecutive days duration within a study period and as a consequence, cannot complete unit requirements, *viz.*, tutorial-related work, in-tutorial quizzes and the formal examination must apply for Special Consideration. A copy of the form should also be shown to your tutor, if appropriate, upon return to the tutorial for noting in the attendance records.

The full policy is located at:

[http://www.mq.edu.au/policy/docs/special\\_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

The form is available at:

<http://www.reg.mq.edu.au/Forms/APSCon.pdf>

2) Students who are absent in tutorials for two (2) consecutive days or less duration within a study period and as a consequence cannot attend tutorials and complete tutorial-related work and in-tutorial quizzes must apply for Consideration. Students must lodge an ‘**Advice of Absence**’ form (available at the unit website) and attach supporting documentation (e.g. medical certificate) and lodge it at Level 1 of E4A. Students must complete this form upon return to the tutorial. A copy of the form should also be shown to your tutor for noting in the attendance records. If the student is absent in the tutorial in Week 13, the student must lodge the form at Level 1 of E4A or electronically to the Unit Convenor by Monday of Week 14.

### **LECTURES AND TUTORIALS ETIQUETTE**

Students are expected to arrive at lectures and tutorials on time, certainly not later than five minutes past the first hour, and not to depart until the session ends. If you have a recurring problem that makes you late, or forces you to leave early, have the courtesy to discuss this with your lecturer or tutor.

**Mobiles should be turned off during lectures and tutorials, not simply set to “silent”.**

### **UNIT WEB PAGE**

Blackboard CE6 is a program available at <http://learn.mq.edu.au/> through which students will be able to access resources to assist them throughout the semester. The following information will be available on Blackboard:

• Unit Outline	• Announcements
• Lecture slides	• iLecture
• Information on Assessments	• Staff consultation hours and contact details
• Selected tutorial solutions	• Other relevant material

You are strongly encouraged to regularly visit the website and use it as a resource centre to assist with your learning.

If you are unable to access the website because you are not aware of or have forgotten your username and password, please contact the IT helpdesk located on Level 1 of the Library on 9850 6500. The IT helpdesk will also be able to assist you with using Blackboard. Please note that there is also a help feature in Blackboard and you may refer to this instead for assistance in using Blackboard. If you have contacted the helpdesk in regard to your username and password and you are still unable to login to Blackboard you should then contact the [Unit Administrator](#).

Please remember to log out when you have finished using Blackboard. Failure to do so could result in unauthorised access to your Blackboard account.

### **TEACHING AND LEARNING STRATEGY**

The teaching strategy in ACCG301 recognises that students learn independently and assume responsibility for the learning process and with academic integrity. The teaching philosophy is articulated as follows:

#### **Lectures – large group learning (2 hour each teaching week)**

Lectures are intended to provide an overview of conceptual frameworks and management accounting practices that are critical to the core themes of the unit. Students are expected to read the readings corresponding to the weekly topics prior to attending lectures. Students should also access the corresponding lecture slides and bring them to the lectures.

#### **Independent learning – learning by doing (about 6 hours each teaching week and 9 hours each week during the 2-week mid-semester recess)**

ACCG301 relies heavily on independent learning where students read the relevant chapter, revise the lecture notes, prepare answers to the pre-set tutorial questions and for their oral presentations, and extend themselves by doing additional reading, questions, exercises and problems.

#### **Tutorials –small group learning (1 hour each teaching week beginning in Week 2)**

Tutorials constitute a critical learning experience of this unit and students must attend them. The tutor will facilitate a highly student-centred discussion of answers to pre-set tutorial questions. Tutorial questions are made available to students in advance; please refer to pages 11 and 12. In addition there will be in-class individual and/or group exercises. A tutorial is also an active forum to present to the tutor difficulties you encountered when preparing for the pre-set tutorial questions. Ask your tutor questions and further guidance on how to approach questions.

#### **After the tutorials – the learning continues**

At the end of each week, solutions to quantitative questions will be posted on the unit website. Review your tutorial notes, compare your answers to the model solutions,

consult with staff during consultation hours, and attend Peer-Assisted Learning (PAL) sessions.

## ASSESSMENT

The total marks for **ACCG301** will be calculated as follows:

Assessment	Weighting	Type	Learning Outcomes
<i>Tutorial related work</i>			
<b>Tutorial assignments</b>	<i>15%</i>	<i>Individual</i>	<i>1, 2, 3, 4, 6</i>
<b>Tutorial participation</b>	<i>10%</i>	<i>Individual, with a peer and/or in groups</i>	<i>1, 2, 3, 4, 5</i>
<i>Total</i>	<b>25%</b>		
<b>Term Project</b>	<b>10%</b>	<i>Group</i>	<i>1, 2, 3, 4, 5</i>
<b>In-tutorial Quizzes</b>	<b>15%</b>	<i>Individual</i>	<i>1, 2, 3, 4, 6</i>
<b>Final Examination</b>	<b>50%</b>	<i>Individual</i>	<i>1, 2, 3, 4, 6</i>
<b>TOTAL</b>	<b>100%</b>		

Assessments in this unit assist students in developing capabilities outlined on page 2 as Learning Outcomes. There is emphasis on continuous assessment to encourage students to learn constantly and consistently throughout the semester.

If you are absent from a tutorial and miss an assessment, you must comply with requirements as stated on p.5. Compliance could result in: 1) an adjustment as to how your tutorial participation marks are calculated, and/or, 2) an increase in the weighting of your final examination mark.

### **Tutorial assignments – 15%**

The tutor will award a mark toward tutorial assignments based on the quality and completeness of written answers to pre-set tutorial questions (see page 13 for detailed criteria).

The tutor will collect written answers to pre-set tutorial questions/assignments during the semester. Each assignment will earn for the student a mark of 1.5% and best 10 weekly assignments out of 12 will count toward the 15% assessment mark.

### **Tutorial participation – 10%**

Student participation is an essential feature of a successful tutorial. The tutor will calculate a student's participation mark over the required 10 tutorial week attendance. A student who attends more than the required 10 tutorials and actively participates in each of those tutorials has a better opportunity to earn higher participation marks (see page 14 for detailed criteria).

This assessment is based on students attending the (full) tutorial, demonstrating satisfactory preparation of the assigned tutorial work by participating actively and

constructively in tutorial discussions and activities. Students will be randomly selected in the tutorials to answer pre-set tutorial questions and will be provided opportunities to fully engage in tutorial individual and/or group work.

**Students are encouraged to actively participate beyond these minimal requirements. The quality and frequency of voluntary participation in class discussions and in *ad hoc* presentations and activities will be taken into account in awarding the final tutorial participation mark.**

### ***Term Project - 10%***

Students must undertake a term project on one of the topic listed below. The objective of the project is to provide students an opportunity to further develop their written communication skills in creative ways, express information in a coherent and integrated manner, and to analyse and interpret data about a ‘real’ organisation. This assessment provides students with an opportunity to gain in-depth knowledge of the concepts underpinning this unit through the quality of their work completed for this term project.

Students will work in small groups. At the tutor’s discretion students will be assigned to a group of at the most 3 students. Tutors will randomly assign students with other students and schedule report submission dates in the tutorial in Week 4, allowing a maximum of three submissions each week. The report must be of professional quality, typed, double-spaced, Ariel 12-point font with 1” margin. It is expected that the report will be presented as a logical argument based on sound analysis of the facts and not on opinion or speculation. Point-form analysis is not acceptable. The report must be short, that is, fewer than **FOUR** double-spaced typed pages, concise and to the point. Excessive length, excessive verbosity, lack of precision or otherwise poor writing skill will affect the grade.

Students will be required to submit a research report once during the semester on a particular concept or technique covered in the unit. Submissions will occur in the tutorials in Weeks 5, 8, 9, 11, 12, 13. Term project cover sheet together with detailed criteria for assessing your report are on page 15. Late submission will not be accepted for marking, *i.e.*, a mark of **ZERO** will be assigned accordingly.

The topics for the corresponding weeks are as follows:

<b>Week</b>	<b>Topic</b>
<b>5</b>	Describing an organisation’s internal and external environment – what are the threats and opportunities?
<b>8</b>	Showcasing an organisation’s mission, objectives, corporate and business strategies - their understandability
<b>9</b>	Financial performance indicators in an organisation’s annual report – their relevance and understandability
<b>11</b>	Information on employees in an organisation’s annual report – its relevance and understandability
<b>12</b>	Information on suppliers and partners in an organisation’s annual report – its relevance and understandability
<b>13</b>	Information on customers in an organisation’s annual report – its relevance and understandability

### ***Quizzes – 15%***

As a way of consolidating the desired learning outcomes for some of the topics covered in the unit, there will be three (3) in-class quizzes during the semester with each quiz worth 5% for a total of 15%. The discursive question(s) in quizzes will be in a format and difficulty similar to final examination questions. Feedback on the quizzes will be provided in the tutorial two teaching weeks from the date the quiz was undertaken. For example, feedback on Quiz 2 held in Week 6 will be provided in Week 8. The schedule and topic coverage of the quizzes are as follows:

<b>Week No.</b>	<b>Possible topics covered</b>	<b>Time (minutes)</b>	<b>Type of Questions</b>
3 starting 8 <sup>th</sup> March	Concepts and techniques learnt in ACCG200 that are relevant to ACCG301 and Davidson <i>et al.</i> – Topic 1 & 2 (Chapter 1 and 3)	15	Multiple choice and/or discursive
6 starting 19 <sup>th</sup> April	Davidson <i>et al.</i> – Topics 3, 4 and 5 (Chapters 5, 7 and 9)	15	Multiple choice and/or discursive
10 starting 10 <sup>th</sup> May	Langfield-Smith <i>et al.</i> - Chapter 12; Chapter 13, pp. 650-666; Chapter 14	15	Calculative and/or Discursive

### ***Final Examination – 50%***

There will be one paper, of 3 hours duration, to be sat during the end of semester examination period. The paper will contain both calculative and discursive questions, based on key themes of the unit. More details will be announced in due course in the final lecture in Week 13.

To pass the course a student's overall performance must be satisfactory, and additionally he/she **must pass** the final examination.

The University Examination period in the Second Half Year 2010 is from the 9<sup>th</sup> of June to 25<sup>th</sup> June, 2010.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations. The relevant website is <http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at <http://www.reg.mq.edu.au/Forms/APSCon.pdf> (see page 5 also).

If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is, the final day of the official examination period.

### **PLAGIARISM**

The University defines plagiarism in its rules: “Plagiarism involves using the work of another person and presenting it as one’s own.” Plagiarism is a serious breach of the University’s rules and carries significant penalties. You must read the University’s practices and procedures on plagiarism. These can be found in the 2010 *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

### **DETERMINATION OF OVERALL GRADE**

Please refer to page 521 of the 2010 Handbook of Undergraduate Studies.

### **GRADING APPEALS AND FINAL EXAMINATION SCRIPT VIEWING**

If, at the conclusion of the unit, you have performed below expectations, and are considering lodging an appeal of grade and/or viewing your final exam script please refer to the following website which provides information about these processes and the cut off dates at the first instance. Please read the instructions provided concerning what constitutes a valid grounds for appeal before appealing your grade.

[http://www.businessandconomics.mq.edu.au/for/new\\_and\\_current\\_students/undergraduate/admin\\_central/grade\\_appeals](http://www.businessandconomics.mq.edu.au/for/new_and_current_students/undergraduate/admin_central/grade_appeals).

### **STUDENT SUPPORT SERVICES**

#### **Peer Assisted Learning (PAL) Support**

PAL is a FREE program that is offered to all students in this unit for this semester. PAL is a weekly 1 hour class led by a student leader who has previously performed well in this unit. PAL leaders help to facilitate your learning. To sign up for PAL please go to BESS (E4B 106).

Macquarie University also provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

## LECTURE AND TUTORIAL SCHEDULE

Week	Commencing	Topic	Readings and Lecturer	Pre-set Tutorial Questions*
1	2 <sup>nd</sup> February	Managing and the manager's job	Davidson <i>et al.</i> Chapter 1 – <b>Rahat Munir (RM)</b>	
2	1 <sup>st</sup> March	The internal environment: culture and diversity	Davidson <i>et al.</i> Chapter 3 – <b>RM</b>	Davidson <i>et al.</i> Chapter 1 Question (Q) 6, Q8, Q10 Case Study – Port of Tauranga CEO: the model of a modern manager ( <b>attached</b> )
3	8 <sup>th</sup> March	The external environment of management	Davidson <i>et al.</i> Chapter 5 – <b>RM</b>	<b>In-tutorial Quiz</b> Davidson <i>et al.</i> Chapter 3 Q8, Q12, Q22 Case Study – Society of equals ( <b>attached</b> )
4	15 <sup>th</sup> March	Managing strategy and strategic planning	Davidson <i>et al.</i> Chapter 7 – <b>Eva Heidhues (EH)</b>	Davidson <i>et al.</i> Chapter 5 Q1, Q4, Q7 Case Study – Managing a resurrection – Gulf Air ( <b>attached</b> )
5	22 <sup>nd</sup> March	Organising	Davidson <i>et al.</i> Chapter 9 – <b>EH</b>	Davidson <i>et al.</i> Chapter 7 Q2, Q4, Q10 Case Study – Ford Australia's entry into the 4WD market ( <b>attached</b> )
6	29 <sup>th</sup> March	Financial performance reports and transfer pricing	Langfield-Smith <i>et al.</i> , Management Accounting Chapter (Ch.) 12 – <b>EH</b>	Davidson <i>et al.</i> Chapter 9 Q4, Q7, Q15, Case Study – Dealing with an acquisition at Insurance Australia Group Limited (IAG) ( <b>attached</b> )
<b>5 April to 16 April Mid - Semester Recess</b>				
7	19 <sup>th</sup> April	Financial performance measures	Langfield –Smith <i>et al.</i> , Ch.	<b>In-tutorial Quiz.</b>

		for investment centres	13, pp. 650-666 – <b>RM</b>	Langfield-Smith <i>et al.</i> Ch. 12 - 12.13, 12.19, 12.28, 12.35, 12.37,12.38,12.44
8	26 <sup>th</sup> April	Contemporary measures to measuring and managing performance	Langfield-Smith <i>et al.</i> , Ch. 14 - <b>RM</b>	Langfield-Smith <i>et al.</i> Ch. 13 -13.11, 13.20, 13.30, 13.31, 13.34, 13.35, 13.39
9	3 <sup>rd</sup> May	Managing and motivating individual behaviour	Davidson <i>et al.</i> Chapter 12- <b>EH</b>	Langfield-Smith <i>et al.</i> Ch. 14 – 14.7, 14.10, 14.20, 14.28, 14.32, 14.33, 14.34
10	10 <sup>th</sup> May	Managing suppliers, inventory and quality	Langfield-Smith <i>et al.</i> , Ch. 15 pp. 735-754 and Ch. 16, pp.813-821 - <b>EH</b>	<b><i>In-tutorial Quiz</i></b> Davidson <i>et al.</i> Chapter 12 Q8, Q14, Q21 Case Study – McKinsey & Company – consulting ( <b>attached</b> )
11	17 <sup>th</sup> May	Managing customers and costs	Langfield-Smith <i>et al.</i> , Ch. 15 pp. 754-765 and Ch. 16 pp. 794-810 - <b>EH</b>	Langfield-Smith <i>et al.</i> Chs. 15 & 16 – 15.9, 15.17, 15.33, 15.34.15.35,15.46, 16.41, 16.55
12	24 <sup>th</sup> May	Sustainability and management accounting	Langfield-Smith <i>et al.</i> , Ch. 17 – <b>RM</b>	Langfield-Smith <i>et al.</i> Chs. 15 & 16 – 15.23, 15.27, 15.38, 15.39, 16.4, 16.31, 16.45
13	31 <sup>st</sup> May	Review	<b>RM</b>	Langfield-Smith <i>et al.</i> Ch. 17 – 17.5, 17.10, 17.13, 17.29, 17.34, 17.46

**\* Answers to pre-set calculative questions in the textbook by Langfield-Smith *et al.* will be posted on the website the week after they are discussed in the tutorials.**

**ACCG301 ORGANISATIONAL PLANNING AND CONTROL**  
**Tutorial Assignments (1.5% each): Marking Criteria and Feedback Sheet**

**STUDENT NAME:** \_\_\_\_\_ **SID:** \_\_\_\_\_

**TUTORIAL NO:** \_\_\_\_\_ **TUTOR NAME:** \_\_\_\_\_

<b>I have awarded your tutorial assignment a mark out of one (1):</b>						
This is because your presentation achieved the listed criteria at a (√):						
<b>- High Distinction (HD)</b> Excellent level of quality (1.35 –1.5)						
<b>- Distinction (D)</b> Very Good level of quality (1.2)						
<b>- Credit (Cr)</b> Good level of quality (1.05)						
<b>- Pass (P)</b> Fair level of quality (0.75-0.9)						
<b>- Fail (F)</b> Poor level of quality (less than 0.75)						
	<b>HD</b>	<b>D</b>	<b>CR</b>	<b>P</b>	<b>F</b>	
Attempted all questions.						Attempted less than half of the questions.
Answers to questions are fairly correct.						Answers to questions are not correct.
Supporting arguments and/or calculations are provided.						Supporting arguments and/or calculations are not provided.
Student used his/her own words to answer questions and/or made proper citations.						Student used sentences in the textbook or from lecture notes without proper citation.
Answers are clearly written.						Answers to questions are difficult to read.

**Comments**

<b>Well done – keep up the good work!</b>	
<b>Keep on trying!</b>	
<b>Please see an ACCG301 Staff during consultation hours</b>	
<b>Please attend a PAL session</b>	
<b>Please learn about proper citation</b> <a href="http://www.accg.mq.edu.au/Accg_docs/pdf/postgraduate_coursework/Harvard_Referencing_System.pdf">http://www.accg.mq.edu.au/Accg_docs/pdf/postgraduate_coursework/Harvard_Referencing_System.pdf</a>	

**ACCG301 ORGANISATIONAL PLANNING AND CONTROL**  
**Tutorial Participation (10%)**  
**Marking Criteria**

<b>Mark</b>	<b>Criteria</b>
<b>10 - 8.5 (HD)</b>	Very frequently and consistently made insightful comments and questions.
	Very frequently and consistently provided high quality answers to pre-set tutorial questions.
	Very frequently and consistently participated in tutorial discussions and activities.
	Was not disruptive in class.
	Very actively participated in group work/discussions. Attended at least 10 tutorials.
<b>7.5 - 8.4 (D)</b>	Very frequently and consistently provided high quality answers to pre-set tutorial questions.
	Very frequently and consistently participated in tutorial discussions and activities.
	Was not disruptive in class.
	Very actively participated in group work/discussions. Attended at least 10 tutorials.
<b>6.5- 7.4 (Cr)</b>	Frequently provided good quality answers to pre-set tutorial questions.
	Frequently participated in tutorial discussions and activities.
	Was not disruptive in class.
	Attended at least 10 tutorials.
<b>5-6.4 (P)</b>	Occasionally provided good quality answers to pre-set tutorial questions.
	Frequently participated in tutorial discussions and activities.
	Was not disruptive in class.
	Attended at least 10 tutorials.
<b>4.5- 4.9 (PC)</b>	Very rarely provided good quality answers to pre-set tutorial questions
	Participated in tutorial discussions and activities
	Was not disruptive in class
	Attended at least 10 tutorials.
<b>3.5- 4.4 (F)</b>	Participated in tutorial discussions and activities.
	Was not disruptive in class
	Attended 9 tutorials.
<b>2-3.4 (F)</b>	Participated in tutorial discussions and activities.
	Was not disruptive in class
	Attended 8 tutorials.
<b>1.9-1 (F)</b>	Participated in tutorial discussions and activities.
	Was not disruptive in class.
	Attended 7 tutorials.
<b>0 (F)</b>	Attended less than 7 tutorials.

**ACCG301 ORGANISATIONAL PLANNING AND CONTROL**  
**Term Project Cover Sheet (10%): Marking Criteria and Feedback**

**STUDENT NAME:** \_\_\_\_\_ **SID:** \_\_\_\_\_  
**STUDENT NAME:** \_\_\_\_\_ **SID:** \_\_\_\_\_  
**STUDENT NAME:** \_\_\_\_\_ **SID:** \_\_\_\_\_

**TUTORIAL NO:** \_\_\_\_\_ **TUTOR NAME:** \_\_\_\_\_

<b>I have awarded your report a mark out of ten:</b>						
This is because your presentation achieved the listed criteria at a (√):						
<b>- High Distinction (HD)</b> Excellent level of quality (9 – 10)						
<b>- Distinction (D)</b> Very Good level of quality (8)						
<b>- Credit (Cr)</b> Good level of quality (6 - 7)						
<b>- Pass (P)</b> Fair level of quality (5)						
<b>- Fail (F)</b> Poor level of quality (less than 5)						
	<b>HD</b>	<b>D</b>	<b>CR</b>	<b>P</b>	<b>F</b>	
Introduction: Clear objectives and structure of report.						No clear objectives and structure of report.
Demonstrated an in-depth understanding of the topic.						Knowledge of the topic not demonstrated.
Effective analysis and interpretation of data about the 'real' organisation.						Superficial analysis and inadequate interpretation of data about 'real' organisation.
Clear and logical development of argument.						Argument very difficult to follow.
Inclusion of reliable evidence.						Evidence is inaccurate or extremely questionable
Conclusion: Clear summary of the main points or findings of the research conducted.						No clear summary of the main points or findings of the research conducted.
Used proper citation and Harvard Referencing.						Did not use proper citation and Harvard Referencing.
Word constraint respected.						Report exceeded 4 pages.
Effective use of pictures, figures and tables, graphs (if applicable) in the report.						Pictures, figures and tables, graphs added no value to the report.
Presented information, in written form, in an excellent professional, coherent and integrated manner.						Presented information in an unprofessional manner, lacking coherency and integration.

**Additional Tutor Comments:**