



FACULTY OF
BUSINESS AND ECONOMICS

Unit Code: BUS 301
Business Policy

Semester 1, 2010

Department of Business

**MACQUARIE UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
UNIT OUTLINE**

Year and Semester:	Semester 1, 2010
Unit convenor:	Dr Keson Loke
Prerequisites:	BUS 201 and BUS 202

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

ABOUT THIS UNIT

- Unit description and credit points

Business policy is the study of the functions and responsibilities of senior management, the crucial problems that affect the success of the total enterprise and the decisions that determine the direction of the organisation and shape its future. The purpose of this course is to introduce students to the critical business policy issues facing businesses today and to understand the practices and policies used by managers to cope with these issues.

This unit is worth 3 credit points.

- Unit rationale

By examining cases of real firms and taking part in a strategy simulation exercise, students will learn a range of tools and frameworks for analysing strategic issues, as well as learning how to integrate knowledge covered in other courses in the program.

TEACHING STAFF

- Convenor: Dr Keson Loke

Contact email: kloke@efs.mq.edu.au

Consultation times: 12 pm to 1 pm on Mondays. Students are to email Dr Loke to firm up the exact time and venue of meeting prior to any consultation appointment.

- Other staff to be advised.

CLASSES

- Number and length of classes: 1 x 1 hour lecture, 1 x 1 hour group activity and 1 x 1 hour tutorial.
- The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au/>
- **Please note that owing to the integral nature of the group work and the limited capacity of the classrooms it is not possible to switch between classes and students must attend the class for which they have registered.**
- **Please also note that while there is no mark for attendance, students are expected to attend all sessions, in particular group work sessions, unless excused. Marks may be deducted for failure to participate fully in group work.**

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

- Required text: *'Strategic Management: Competitiveness and Globalisation' (Pacific Rim Third Edition)* by Hanson, Dowling, Hitt, Ireland and Hoskisson, published by Thomson Publishing, 2008. This contains all the required chapter readings and case studies in addition to material posted on Blackboard. Two copies of the textbook are available in the Library; one in the Main Collection section and the other in the Reserve section (for 3-hour loan).
- Required unit materials: Access to BUSINESS STRATEGY GAME. All students will individually need to purchase access to the simulation (at a cost of US\$37.50) from the publishers on their website at www.bsg-online.com in order to take part in the simulation.

UNIT WEB PAGE

Students enrolled in the course will be able to access additional information and materials on Blackboard: <http://learn.mq.edu.au>

LEARNING OBJECTIVES AND OUTCOMES

- The learning objectives of this unit are to introduce students to the critical business policy issues facing businesses today, the tools and techniques used to analyse such issues in businesses and the strategies and policies adopted by managers to deal with such issues.
- **Student Learning Outcomes.** By the end of this Course, students should be able to:
 - A. explain key concepts and theories in strategic management;
 - B. identify key strategic issues facing a business;
 - C. apply relevant strategy concepts, tools and techniques to solve actual business problems;
 - D. critically analyse the strategic issues/problems;
 - E. draw appropriate conclusions from strategic analysis;
 - F. make effective recommendations for resolving strategic issues/problems;
 - G. develop generic skills in critical analysis, problem-solving and creative thinking;
 - H. develop generic skills in spoken and written communication; and
 - I. develop generic skills in working effectively as part of a management team.

TEACHING AND LEARNING STRATEGY

- Teaching methods will comprise a mix of lectures, case study discussions and a group strategy simulation exercise.
- Please note that this course emphasises application of strategic management theories to practical business situations and in order to pass it will not be sufficient to merely attend class and memorise the lecture notes. Lectures in this course are only one component of the course and are meant to supplement and clarify the assigned readings in the textbook and other activities. They are not a substitute

for reading of the textbook and participating in the case study discussions and the simulation.

- Students are expected to do all assigned readings and prepare the case studies in advance of the class and to participate fully in the simulation exercise. A detailed weekly schedule of the Course is given in Appendix 1 of this Outline.

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

ASSESSMENTS

Assessment Summary

In order to pass this Course, students must:

- Attempt ALL assessment tasks as given below; and
- Attain an overall composite pass mark of 50%.

A summary of the assessment tasks for this Unit is provided in the table below.

Assessment Task	Due Date	Weight	Graduate Capability #	Learning Outcomes @
Tutorial attendance and participation *	Weeks 1-6, 9 & 11-15	3%	1, 2, 3, 4, 5, 6, 8 & 9	A, B, C, D, E, F, G & H
Case Studies *	Weeks 4-6, 9 & 11-14	24%	1, 2, 3, 4, 5, 6, 8 & 9	A, B, C, D, E, F, G & H
Strategy Simulation	Weeks 4-6, 9 & 11-14	33%	1, 2, 3, 4, 5, 6, 7, 8 & 9	A, B, C, D, E, F, G, H & I
Final Examination *	See University Examination Timetable.	40%	1, 2, 3, 4, 5, 6, 8 & 9	A, B, C, D, E, F, G & H
TOTAL		100%		

the numbers correspond to those shown in the document on 'Graduate Capabilities', a copy of which is given in Attachment 1.

@ The alphabets correspond to the 'Student Learning Outcomes' given on page 4 of this Outline.

* Please note: these are individual assessment tasks so students must complete them on their own, not in groups.

Please see details of each assessment task as follows:

Details of Assessment

Tutorial Attendance and Participation (3% of total course mark) – Individual Assessment Task

You are expected to attend and participate actively in all of your tutorials throughout the semester. This includes:

- Attendance at tutorials;
- Reading the weekly assigned case study; and
- Actively participating in the case study discussions each week.

This will facilitate your learning and prepare you for the final exam. An attendance mark of 3% will be allocated if ten out of twelve tutorials are attended. Students will be randomly selected by the tutor to participate in the discussion during tutorials.

The following chart shows the allocation of marks for attendance and participation performance during the semester:

Attendance at a minimum of 10 out of 12 tutorials	3%
0% = 3 or more missed tutorials without Doctors certificate	
0.5% = missed 2 tutorials and didn't participate actively	
1% = missed 1 tutorial and didn't participate actively	
1.5% = missed 0 tutorial and didn't participate actively	
2% = missed 2 tutorials, good participation	
2.5% = missed 1 tutorial, good participation	
3% = missed 0 tutorial, good participation	
NB. 3 or more missed tutorials without medical certification results in a 0% grade	

Case studies (24% of total course mark) – Individual Assessment Task

Commencing in week 4, students will individually be required to submit an analysis of a case study each week. There are a total of eight case studies to be submitted for the whole semester. For each week's submission, students are required to answer the questions on the specific case (as posted on Blackboard). The maximum word limit for each assignment is 500 words. A penalty of 1% of the total available assignment marks will be deducted for every percent that the assignment exceeds the word limit e.g. 10% if the assignment exceeds the limit by 50 words. Assignments that greatly exceed the word limit will not be marked. Bullet points can be used to reduce the number of words if so desired. Due dates for each case study are shown in the course schedule at the end of this outline. Students are required to check assignments for plagiarism and submit all assignments using Turnitin. The deadline for each weekly case study assignment is 23:59 hours on the day before your class for that specific week, i.e. Sunday since all of you are in the Monday class respectively. A link to Turnitin and instructions on how to submit an assignment to Turnitin are provided on Blackboard. A hardcopy of the weekly assignment, together with the plagiarism report provided by Turnitin, should also be handed in to the Tutor at the beginning of the tutorial session for that specific case study respectively.

Please note that your weekly hardcopy case study submissions must include the following:

- Cover sheet (see Attachment 2) with student name, student ID number, tutorial/class enrolment number, tutorial day and time;
- Turnitin receipt email. This email provides time and date proof of assignment submission to the Turnitin system; and
- Printed copy of the Originality report from Turnitin.

Any hardcopy case study submission not containing a student cover sheet, a print out of the Turnitin Receipt email stating time/date of submission, as well as the Turnitin Originality report will not be marked.

The case studies aim to forge the link between theories and concepts discussed in the textbook and lectures and application to real life cases. Some advice on preparing the case study assignments and discussions is given in Appendix 2 of this Outline. Feedback will be provided in the form of written comments on the assignment in the following week. A copy of the 'Case Study Assessment & Feedback Form' is given in Appendix 3. Any queries regarding comments should be made to the Tutor in charge of the case study session. **Each case study submission will be worth 3% of the total course mark.**

Strategy Simulation (33% of total course mark) – Group Assessment Task

Commencing in week 2, the class will be divided into groups consisting of 4-5 members for the strategy simulation. Assessment will be based on the success of the decisions made in the simulation, as well as justification of the strategy adopted. Marks for the simulation will be split as follows:

- Overall company performance in simulation (21%)

Each group will be required to take part in eight decision rounds between weeks 3 and week 13 (one practice round in week 3 and seven scored rounds thereafter). Deadlines for all decisions in the simulation will be 23:59 hours on the day of the respective weekly class unless otherwise stated. Performance will be scored automatically by the simulation software according to five measures as outlined in the Participant's Guide: EPS, ROE, credit rating, image rating and stock price. Outcomes of the decisions will be provided by the simulation within 15-20 minutes following the deadline each week. Participants will be notified by email when results are ready.

- Performance vis-à-vis 3-year Strategic Plan (4%)

Groups are required to prepare and submit a 3-year strategic plan (due at 23:59 hours on the day of the class in week 9). Performance against the strategic plan

over the next three years will be automatically scored and reported by the simulation following processing of the results.

- Company Presentation in class (4%)

At the end of the simulation exercise (in week 14), each group will make a 5-10 minute presentation outlining the strategy they pursued, results achieved and lessons learned.

- Peer evaluation (4%)

Finally to encourage full participation in the exercise, each student will be rated by his/her peers in the group at the end of the course. Evaluation criteria are listed in Appendix 4 of this Outline.

Final Examination (40% of total course mark) – Individual Assessment Task

Date:	Examination Period
Value:	40% of total course mark
Duration:	3 hours

The final examination will consist of a short case study analysis to test the ability to apply theories and concepts covered in the course and two essay questions to test knowledge and understanding of strategic management theories and concepts. The examination will be a closed book examination.

The final examination will cover all chapters from the textbook outlined in the Course Schedule as well as all material discussed during lectures and tutorials. It is the students' responsibility to read the relevant textbook chapters and attend all lectures and tutorial case study discussions as part of the overall course requirements.

Assessment policies

- General criteria for marking assessments are shown in Appendix 5 of this Outline.
- While there is no mark for attendance, students are expected to attend all sessions, in particular group work sessions, unless excused.
- It is expected that all group members will contribute equally to group assignments and presentations. Marks may be deducted for failure to participate fully in group work.
- Where outside sources of information have been used, full references should be provided in the assignment, including date, volume, page numbers of any journal articles, books or book chapters and URLs of any websites e.g.
 - Book:
 - Chen, S. (2004), *Strategic Management of E-Business 2e*, John Wiley & Sons: Chichester, UK.
 - Journal article:
 - Chen, S., Geluykens, R. and Choi, C.J. (2006), 'The importance of language in global teams: a linguistic perspective', *Management International Review*, 46 (6), 1-17.
 - Book chapter:
 - Chen, S. (2007), 'Testing the Internationalization-Performance Relationship in Asian Service Firms', In *Research on Global Strategic Management: Regional Aspects of Multinationality and Performance*, Rugman, A. (ed.), Amsterdam: Elsevier, pp. 337-358.
 - Conference proceedings:
 - Chen, S. (2007), 'The Benefits (or Not) of Clusters: Evidence from the United Kingdom', *Frontiers of Entrepreneurship Research 2007*, Babson College.
 - Online articles:
 - Chen, S. and Bouvain, P. (2008). 'Is Corporate Responsibility Converging? A Comparison of Corporate Responsibility Reporting in the USA, UK, Australia, and Germany', downloaded from *Journal of Business Ethics* website at <http://www.springerlink.com>

LATE SUBMISSION POLICIES

- Owing to the requirements of the simulation, decisions cannot be entered after the deadline. If no decision is entered the simulation will default to decisions made in the previous round.
- Late case study assignments will only be marked where an extension has been granted. A penalty of 20% of the assignment mark (i.e. 2 marks if the assignment is marked out of 10) will be deducted for each day that the assignment is late, unless there are extraordinary circumstances such as documented illness or other unavoidable disruptions. In such event an 'Advice of Absence or Other Circumstances' form should be completed and submitted as soon as is practicable and in any case by the last day of class at the latest. The form may be obtained from the BESS office or downloaded from the Admin Central website: http://www.businessandconomics.mq.edu.au/current/undergraduate/admin_central/absences. *(Please note that work or family commitments will not normally be acceptable excuses. The circumstances must be extraordinary and something that could not have been reasonably predicted or avoided. Conditions are explained on the Admin Central website.)*
- Work that is submitted late without prior written permission and without a completed advice of absence form will not be marked. Students are advised to keep a copy of all permissions given in event of dispute.
- The date and time recorded by Turnitin shall be used for the purposes of determining late submission penalties. As there are sometimes delays with the system, you are advised to submit early to avoid penalties.

FINAL EXAMINATION

- A 3 hour final examination for this unit will be held during the University Examination period. The University Examination period in First Half Year 2010 is from 7 June to 28 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. <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>

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.

UNIVERSITY POLICY ON GRADE DISTRIBUTION

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardized numerical grade (SNG). On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performance of their students should achieve similar results. The process of scaling does not change the order of marks among students.

GRADE APPEALS

- Appeals against marks awarded for assignments or examinations during the course must be made in writing within 2 weeks of the receipt of the mark to the course coordinator, stating grounds for the appeal.
- The procedure that should be followed for appeals against final grades and deadlines for appeals are explained in the Handbook of Undergraduate Studies and on the Faculty website at:

http://businessandconomics.mq.edu.au/information_for/new_and_current_students/undergraduate/admin_central/grade_appeals

- Legitimate grounds for appeal that will be considered are outlined on the Faculty Website at:
http://www.businessandconomics.mq.edu.au/for/new_and_current_students/undergraduate/admin_central/grade_appeals

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 *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.

STUDENT SUPPORT SERVICES

- Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>
- Advice on academic and administrative procedures is available to students of the Faculty of Business and Economics from BESS (Business and Economics Student Services) in room E4B 106.
- For administrative issues about the course or the degree program such as enrolments, transfers and access to Blackboard or other IT services, please contact one of the administrative staff in the Department of Business in person in Building E4A Level 6, by telephone on 9850-8583 or by email at business@efs.mq.edu.au.

- For matters regarding the course work or the assignments, please arrange a meeting with the course co-ordinator.

APPENDIX 1 COURSE SCHEDULE

Week	Week Beginning	Lecture: Topic and Reading	Tutorial: Case Study	Practical: Strategy Simulation
1	22/2/2010	What is Strategy? <i>Chapter 1</i>	Discussion on Case analysis	Introduction to BSG simulation. Purchase access to BSG.
2	1/3/2010	External Environment <i>Chapter 2</i>	Financial analysis of Case 11: Whole Foods Market	Form Groups for BSG. Take QUIZ individually.
3	8/3/2010	Internal Environment <i>Chapter 3</i>	Case 11: Whole Foods Market	Practice round.
4	15/3/2010	Business Level Strategy <i>Chapter 4</i>	Case 5: Sydney Indie Music (assessed)	Round 1 decision
5	22/3/2010	Competitive Dynamics <i>Chapter 5</i>	Case 6: Nucor (assessed)	Round 2 decision
6	29/3/2010	Corporate Level Strategy <i>Chapter 6</i>	Ebay.com (posted on Blackboard) (assessed)	Round 3 decision
7	5/4/2010	BREAK		
8	12/4/2010	BREAK		
9	19/4/2010	Merger and Acquisition Strategies <i>Chapter 7</i>	Case 3: Daimler Chrysler (assessed)	Round 4 decision. Submit 3-year Strategic Plan.
10	26/4/2010	PUBLIC HOLIDAY		
11	3/5/2010	Organisation Structures <i>Chapter 11</i>	Sony Corporation (posted on Blackboard) (assessed)	Round 5 decision
12	10/5/2010	Corporate governance <i>Chapter 10</i>	Case 8: Shanghai VW (assessed)	Round 6 decision
13	17/5/2010	Alliance Strategies <i>Chapter 9</i>	Case 7: News Corp (assessed)	Round 7 decision
14	24/5/2010	International Strategies <i>Chapter 8</i>	Case 12: Walmart (assessed)	Company Presentations & Debrief. Peer Evaluation
15	31/5/2010	<i>REVISION</i>	<i>PRACTICE CASE STUDY EXAM</i>	<i>PRACTICE ESSAY EXAM</i>

N.B. Chapter and case study numbers refer to numbers in the textbook.

APPENDIX 2 ADVICE FOR CASE ANALYSIS AND DISCUSSION

In your case analyses, you should refrain from simply summarising the case or repackaging the information already provided in the case. Instead you should try and propose alternative managerial views and action plans, and discuss the relevance and appropriateness of the frameworks proposed in the readings and lectures, making use of the information provided in the case. Marks will be awarded for evidence of thinking about the case, not merely repeating what is stated in the case study.

"Dos" for Case Discussions

- Keep an open mind
- Relate outside experience
- Be provocative and constructive
- Do listen to other people
- Do be brief
- **Please turn off your mobile phones while you are in class and unless it is absolutely essential, please refrain from leaving the class in the middle of a discussion.**

"Don'ts" for Case Discussions

- Do not make sudden topic changes; recognise the flow of discussion
- Do not repeat yourself and others
- Do not "cut" others to "score points"
- Do not hog the discussion

Further advice on case analysis is contained in the Introduction to Case Studies in the textbook.

APPENDIX 3 CASE STUDY ASSESSMENT & FEEDBACK FORM

<p>BUS301: Business Policy Case Study Assessment & Feedback Form</p>

Student Name: _____

Student ID Number: _____

Case Study – Week Number: _____

RATING	HD 85-100%	DN 75-84%	CR 65-74%	PS 50-64%	PC 45-49%	FL <45%
<i>Analysis/Content</i>						
Identification of key issues/relevance						
Application of concepts, tools & techniques in analysis						
Depth of analysis - use of evidence/support						
Comprehensiveness						
<i>Presentation</i>						
Writing style, clarity of expression and proper use of grammar						
Structure and organisation						
Referencing						

Comments:

Mark _____ / 3

Signed _____

APPENDIX 4 PEER EVALUATION OF PERFORMANCE IN SIMULATION

Co-Manager Meetings

1. Attendance at co-managers' meetings (6 points)

- Habitually absent
- Missed close to 50% of our meetings
- Missed about 20-30% of our meetings
- Missed about 10-20% of our meetings
- Very dependable; missed only one or two meetings
- Always present

2. Promptness (6 points)

- Habitually late
- Late to about 50% of our meetings
- Late to about 20-30% of our meeting
- Late to about 10-20% of our meeting
- Late to only one or two meetings
- Never kept co-managers waiting

3. Calibre of preparation for meetings (was familiar with where things stood and latest results) (6 points)

- Always behind rest of the team
- Marginal; usually had to catch up during meeting
- Adequate; about as well prepared as others
- Good; somewhat better prepared than others
- Excellent; usually well prepared
- Exceptional; generally best prepared of all co-managers

Effectiveness in Helping Run the Company

4. Understanding of company operations; skills in interpreting and analysing the numbers on the screens and in the company reports (12 points)

- Quite weak
- Marginal; sub-par
- Adequate
- Good

- Excellent; very impressive
- Exceptional; strongest of all co-managers

5. Skills in diagnosing our company's problems, competitiveness, and standing vis-à-vis rivals (12 points)

- Quite weak
- Marginal; sub-par
- Adequate
- Good
- Excellent; very impressive
- Exceptional; strongest of all co-managers

6. Skills in proposing "what to do" and strategic approaches to take (12 points)

- Quite weak
- Marginal; sub-par
- Adequate
- Good
- Excellent; very impressive
- Exceptional; strongest of all co-managers

7. Calibre of contribution to decisions and to the company's overall performance (12 points)

- Quite weak; had almost no impact (or took actions which hurt performance)
- Had little positive impact (or even a negative impact) in shaping company performance
- Adequate; played a supporting role in shaping company performance
- Good; played an important positive role in shaping company performance
- Excellent; played a major and positive role in shaping company performance
- Exceptional; highest positive impact of all co-managers

Effectiveness as a Member of the Company's Management Team

8. Enthusiasm and commitment (6 points)

- Almost none
- Inadequate
- Adequate; acceptable
- Good enthusiasm and commitment

- Very enthusiastic and committed
- Exceptional; strongest of all co-managers

9. Teamwork and cooperativeness - worked well with co-managers (6 points)

- Quite weak; gave team many problems
- Marginal; prone to make decisions without telling anyone
- Adequate
- Good
- Excellent; very impressive
- Exceptional; strongest of all co-managers

10. Exercise of leadership within the group (6 points)

- Had little to say and little to offer
- Ineffective; had a hard time winning support for ideas
- Adequate ability to present views and make a case for proposed actions
- Good ability to present views and make a case for proposed actions
- Effective and persuasive in convincing others to go along with proposed actions
- Exceptional; the clear leader on our management team

11. Carried a fair share of the overall workload (6 points)

- Far less than a fair share
- Slightly below a fair share
- Roughly a fair share
- Slightly above a fair share
- Well above a fair share
- Far beyond what any other co-manager did

12. Overall Evaluation (10 points)

- Below 50 I would like to have fired this person as a co-manager
- 50-59 Very weak (I would definitely not want to be teamed with this person again)
- 60-64 Marginal; sub-par
- 65-69 Slightly below-average
- 70-74 Average
- 75-79 Slightly above-average
- 80-84 Good

- ☐ 85-89 Very good
- ☐ 90-95 Excellent; very impressive
- ☐ 96-100 Exceptional; strongest of all co-managers

APPENDIX 5 ASSIGNMENT EVALUATION CRITERIA

These criteria are a general guide as to the standard expected at the various levels. It will not necessarily be the case that all these criteria will be met at a particular standard, as there may be a superior performance on one of the criteria and not so satisfactory performance on another.

High Distinction Standard (85-100%)

- The answer is very well written and clearly expressed.
- There is a demonstrated appreciation and understanding of the issues involved.
- The answer is well structured and logically organised.
- There is evidence of a comprehensive analysis of the issues.
- Conclusions are backed by well-reasoned arguments demonstrating a detailed insight and analysis of issues.
- Comprehensive coverage of all relevant issues.
- References are made to the appropriate theories and frameworks for particular issues.
- Issues are analysed and interpreted correctly.
- Theories and frameworks are applied to the particular fact situation in a competent manner.
- There may be consideration of issues not raised in the course

Distinction Standard (75-84%)

- The answer is very well written and expressed.
- The answer is structured and logical.
- The issues have been reasonably well identified and appreciated.
- There is correct use of referencing.
- Issues have been analysed.

- Reference is made to all appropriate theories and frameworks, although the analysis and interpretation is not as detailed and reasoned as for the high distinction standard.
- There is a comprehensive coverage of the issues.
- Occasional errors of reasoning may still be present.

Credit Standard (65-74%)

- The answer is generally well written and expressed.
- The answer is structured and sequential.
- Issues are identified and addressed.
- There has been an attempt to analyse some of the issues.
- The coverage of issues is reasonably comprehensive often with a good treatment and analysis of particular points.
- Errors of theoretical application and incorrect reasoning may sometimes be present.
- Depth of treatment is often lacking in some of the issues.

Pass Standard (50-64%)

- The answer is able to be followed and understood.
- The answer could perhaps be better organised and structured.
- Issues may need to be identified and addressed in more depth.
- Analysis when present may be incorrect.
- Some familiarity with relevant theories and its application is demonstrated.
- Sometimes the conclusions reached are simple.
- There may be several errors of theoretical application or data interpretation
- There may be significant quantities of material of marginal relevance included in the answer.

Pass Conceded (45-49%)

- The answer fails in several of the criteria required for a clear Pass but shows some aspects that merit a mark higher than a Fail grade such as
 - Limited discussion of relevant issues
 - Some attempt to make use of available data
 - Some attempt to apply theories and concepts from the course

Fail Standard (< 45%)

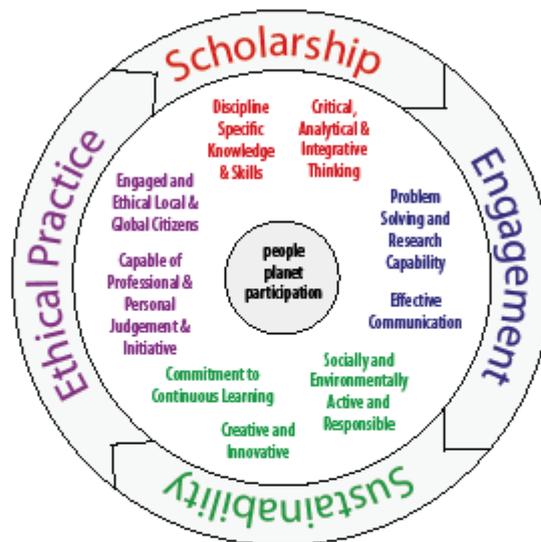
- The answer may be significantly short of the required length.
- The written expression is poor and difficult to understand.
- The answer is poorly organised.
- There has been a failure to identify and address the issues in the question.
- There is a lack of familiarity with relevant theories and their appropriate application.
- The reasoning and application demonstrated is poor.
- Frequently there is much irrelevant material.

ATTACHMENT 1: GRADUATE CAPABILITIES



GRADUATE CAPABILITIES

Graduate Capabilities from the Curriculum Renewal (*White Paper*)



Recommended Capabilities

The capabilities themselves may be seen as a mix of cognitive capabilities, personal dispositions, and interpersonal or social dispositions. While it is clear that the capabilities cross these categories, they have been structured below into the category in which they are most seen to contribute. Acting with integrity underpins all these capabilities.

Cognitive Capabilities

1. Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

2. Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analyzing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

LTC09/14/021

3. Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

4. Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

Interpersonal or Social Capabilities

5. Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

6. Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

7. Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

Personal Capabilities

8. Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

9. Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

ATTACHMENT 2: ASSESSMENT COVER SHEET

(can download a copy from the Faculty website)

Faculty of Business and Economics		FAMILY NAME			
		GIVEN NAME(S)			
ASSESSMENT COVER SHEET		STUDENT ID			
		TUTOR'S NAME			
		TUTORIAL DAY/TIME			
UNIT CODE				DUE DATE	
ASSESSMENT TYPE <i>Please tick one box</i>		Assignment		Tutorial	
ASSESSMENT # <i>If applicable</i>		TURN IT IN # <i>If applicable</i>		Other	
DECLARATION					
<p>I certify that:</p> <ul style="list-style-type: none"> • This assessment is my own work, based on my personal study and/or research; • I have acknowledged all material and sources used in the preparation of this assessment, including any material generated in the course of my employment; • If this assessment was based on collaborative preparatory work, as approved by the teachers of the unit, I have not submitted substantially the same final version of any material as another student; • Neither the assessment, nor substantial parts of it, have been previously submitted for assessment in this or any other institution; • I have not copied in part, or in whole, or otherwise plagiarised the work of other students; • I have read and I understand the criteria used for assessment; • The assessment is within the word and page limits specified in the unit outline; • The use of any material in this assessment does not infringe the intellectual property / copyright of a third party; • I understand that this assessment may undergo electronic detection for plagiarism, and a copy of the assessment may be retained in a database and used to make comparisons with other assessments in future. <i>Work retained in a database is anonymous and will not be able to be matched to an individual student;</i> • I take full responsibility for the correct submission of this assessment in the appropriate place with the correct cover sheet attached and I have retained a duplicate copy of this assessment 					
SIGNATURE				DATE	

This declaration is a summary of the University policy on plagiarism. For the policy in full, please refer to Student Information in the Handbook of Undergraduate Studies or www.student.mq.edu.au/plagiarism/

This coversheet is for use with all assessments submitted in ERIC: <http://www.efs.mq.edu.au/services/eric.htm>