

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

FBE 200

**Professional and Community
Engagement (PACE)**

Semester 2, 2010

Department of Business

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

Unit Convenor/

Lecturer: Ms Leanne Carter

Prerequisites: 24 Credit Points and permission of Unit Convenor achieved by obtaining and submitting form available through BESS

Corequisites: None

Credit points: 3

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

This unit provides an opportunity for students to engage with the community through experience in a variety of workplaces including government agencies, companies, industry partners and not-for-profit organisations.

This PACE Unit includes individual reflection, development of graduate capabilities (Appendix 1), and community development. Students will ideally integrate their own personal experiences together with their academic skills, intellectual interests and future career aspirations through the PACE Unit framework. Students will prepare and deliver an in-class presentation based on their experience in the workplace and associated academic research. The unit encourages reflection upon the social issues and real-world experiences the student encountered during their workplace experience and the presentation provides an opportunity for students to learn from their peers, employers and teachers.

UNIT REQUIREMENTS

All students are required to attend the orientation seminar and debriefing seminar. Students must also submit the other required pieces of work.

Students need to consult the Blackboard site for this PACE Unit in order to access the seminar materials, recommended readings, reflection journal template, available internship/voluntary service opportunities and any additional instructions and resources for independent research (where applicable).

If students are looking for additional readings and having any difficulties, please contact the Convenor, your PACE tutor, or the online support materials, as there are some additional links provided to readings, websites, audio-visual materials, and other useful resources.

PRACTICAL REQUIREMENTS

In addition to academic prerequisites and enrolment in an FBE degree, the following requirements apply:

- (i) The student must obtain a letter of offer from the employer or community organisation specifying the period of employment and outlining the tasks that will be carried out during that period
- (ii) The unit convenor must approve the activity proposed for PACE
- (iii) The professional or community experience should be related to their current studies and such that it will help them to apply theoretical knowledge acquired at university
- (iv) Since the student will be eligible for insurance cover throughout the period of employment, an indemnity letter must be obtained from BESS

TEACHING STAFF

Convenor Ms Leanne Carter

Building E4A Room 631

Email: lcarter@efs.mq.edu.au

Consultation Times: Mondays 12.30 to 1.30pm

And other times by appointment.

CLASSES

See <http://www.timetables.mq.edu.au/>

The class is run in external mode.

Seminar Dates and Times: To be agreed between student and unit convenor.

You must contact the Unit Convenor to arrange the attendance at the following face to face requirements:

- Two 3-hour seminars.
- A minimum of 3 weeks full time work (105 hours) or equivalent. Workplace Experience can be in either a for-profit business, government or not-for-profit organization, or any other relevant organization.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Textbook

There is no prescribed text given the individual nature of student interests and the tasks for this unit.

Recommended Reading List

Biennu, S. (2000). The presentation skills workshop: helping people create and deliver great presentations. New York: American Management Association.

Boylan, B. (2001). What's your point? the three step method for making effective presentations. Holbrook, Mass: Adams.

Kalliath, T., Brough, P., O'Driscoll, M., Manimala, M. J., & Siu, O. (2010). Organisational behaviour: A psychological perspective for the Asia-Pacific. Sydney: McGraw-Hill. Chapter 9 "Training, Performance Appraisal and Career Development".

Nelson, D. L., & Quick, J. C. (2011). ORGB2. Mason, OH: South-Western Cengage Learning. Chapter 17 "Career Management".

Peters, T. (1999) Reinventing work: The brand you 50. New York: Knopf.

Summers, J. & Smith, B. (2006). Communications skills handbook. 2nd ed. Milton, Qld: John Wiley & Sons.

Verderber, R. F. & Verderber, K. S. (2003). The challenge of effective speaking. 12th ed. Belmont, CA: Thompson/Wadsworth

Other Recommended Reading

In addition you should familiarise yourself with the relevant periodical section of the library. Journals recommended for your study in your discipline area (e.g. marketing, accounting, finance, economics, human resources, demography, business, international business etc.)

Recommended Research Databases

You should also access these key research databases available for access through the library. Some databases are recommended below:

- Ebscohost:
 - Academic Search Elite
 - Business Source Premier
- Wiley Interscience
- Global Market Information Database
- Google Scholar (only when logged in via the Macquarie University website)
- Ulrich International Periodicals (for peer-reviewed journal checking)

UNIT WEB PAGE

This unit is supported by a web Page on BLACKBOARD. You can log into this using the following address: <https://learn.mq.edu.au/>

LEARNING OUTCOMES

By the end of this unit, students should be able to do the following:

- 1) Have a greater understanding of the relationship of their University education to the wider world, social problems, and other challenges.
- 2) Be prepared for an experience of a way of life and social issue that might not be part of their first-hand experience prior to Participation.
- 3) Successfully reintegrate newly gained insights from Participation into an intellectual project.
- 4) Demonstrate improved independent research skills through assignments.
- 5) Develop skills appropriate to their Participation placement, including personal, organizational, communication, and pre-professional capacities.
- 6) Improve their presentation skills by preparing their final presentation for a broad public consideration.
- 7) Better appreciate social, political, environmental, and justice issues relevant to their Placements and academic majors. These issues include but are not limited to business, economics, world trade, Aboriginal rights, human rights, health, diversity, poverty, environmental justice, education, regional and international development etc.
- 8) Have a greater respect for cultural variation and greater intercultural skills.
- 9) Be better prepared for their future in which they will be called upon to evaluate public debates about social issues, global relations, poverty, health, environmental concerns, and related topics.
- 10) Develop and demonstrate the capacity to plan, prepare and execute a long-term project based upon their own first-hand experience and interests.

This PACE Unit will help students contextualise their graduate capabilities. The graduate capabilities are attached at the end of this outline in Appendix 1.

RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

Knowledge and understanding of PACE are assessed by a mixture of assignments and presentations. Marks in this unit will be allocated on the following basis:

1) Individual Assignment: Dossier	30 marks
2) Supervisor's Report	20 marks
3) Final Report and Presentation	<u>50 marks</u>
Total:	100 marks

Assessment Summary

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

Assessment Task	Due Date	Weight	Learning Objectives
Individual Assignment: Dossier	Week 7 Due in hardcopy Friday, 17 th September by 4.00pm. (in BESS)	30%	1, 3, 4, 7, 9.
Supervisor's Report	Week 13	20%	2, 5, 7, 8.
Presentation and Report	Report and Presentation is due at the scheduled time as agreed with Unit Convenor (during Week 13)	50%	1, 3, 4, 5, 6, 8, 9, 10

Grading for this course is as follows:

1) Individual Assignment: Dossier of Articles- 30 marks

Due Date: Week 7, Friday, 17th September, 2010 in BESS by 4.00pm.

Length: 2,000 Words

Students need to consider their work-placement and the issue they are working on with their industry partner. This in effect forms a literature review of the project of the work- place tasks and goals.

You will contribute 4 articles and synthesis of each in 2 000 words, the key theme/idea from their articles which will inform the project in your workplace. These articles could relate to either a theoretical or an applied concept. At least one of the articles must be drawn from a scholarly refereed source and the others can come from a popular media (e.g. industry publications) where application is discussed. Although the assessment requires you to summarise and critique four articles you are encouraged to read broadly and include other relevant literature sources as an appendix to their 4 articles.

The dossier provides a critical tool behind understanding the theory of engagement and participation, and also applies to your own philosophical foundations about learning and developing yourself and others through community participation and engagement. The articles you source and report upon, will inform your practice of the engagement activities and help you make sense of the deeper moral and philosophical aspects of community engagement.

This combined synthesis should highlight the major themes derived and why they are essential to the understanding of engagement in the context of your own project in your specific work-place. The hard copies of the articles must be contained as Appendices along with any other additional reading you undertake beyond the 4 documented articles.

These sites may be helpful to the writing of your DOSSIER:

General Writing Skills

<http://www.monash.edu.au/lls/llonline/writing/general/index.xml>

Essay Writing Skills

<http://www.monash.edu.au/lls/llonline/writing/general/essay/index.xml>

Literature Review Writing Skills

<http://www.monash.edu.au/lls/llonline/writing/general/lit-reviews/index.xml>

Plagiarism – what is it and how to avoid it

<http://www.monash.edu.au/lls/llonline/writing/general/plagiarism/index.xml>

Referencing General Guide

<http://www.monash.edu.au/lls/llonline/writing/general/reference/index.xml>

Referencing Critical Examples in the Harvard Author-Date Style

http://www.library.uq.edu.au/training/citation/harvard_6.pdf

Specifically, you will need to define the key terms related to the WORK-PLACE and outline the key issues, conduct a review of published information/literature on the topic and summarise the key themes and arguments in this literature. As you will be reviewing many published works it is important that you correctly reference and acknowledge all sources, both in-text and in your reference list using the Harvard Author-Date referencing convention.

Please see APPENDIX 3 for the Marking Guide for this assignment.

**2) Supervisor’s Report 20 marks
Due Week 13 at a time agreed with Unit Convenor.**

This is a report to be compiled by the employer providing information on the student’s performance at the workplace.

Please see APPENDIX 2 for the format of this report.

**3) Final Report and Presentation 50 marks
Due Week 13 at a time agreed with Unit Convenor.**

This face-to-face seminar will be conducted towards the end of the workplace experience.

The goals of this seminar are:

- ✓ To discuss critical incidents, issues and experiences in placement and workplace experience
- ✓ To make the final presentation – demonstrating the student's academic ability, research skills and the student's participation-based work to a larger audience comprising of students' peers, unit convener, tutor, partner organizations and other invited guests.
- ✓ To highlight academic opportunities following Participation.

In this final report and presentation, students are required to discuss their experiences in light of their academic majors or degree, demonstrating the relevance of their academic and technical skills in solving real-world problems.

For this final presentation, students will discuss how they utilized secondary research, creative work, design, media production, business planning, and/or other processes, to respond to situations and problems that they observed in their Participation placements. This is an opportunity to communicate to a broader audience about the student's *Participation* experience and follow-up research. Many things that the student will encounter may inspire further exploration, to understand social problems, economic obstacles, and other issues confronted while engaged in Participation. The open-ended nature of the Final Presentation supports students to create personally designed projects that reflect their personal interests, academic specialties, new skills, and career ambitions.

The Report provides the student with an opportunity to discuss their workplace activities and tasks and how their workplace experience shaped/enhanced/developed the graduate capabilities and/or gave them insight into how those capabilities could be applied in their future career.

Please see APPENDIX 4 for the Marking Guide for this assignment.

TEACHING AND LEARNING STRATEGY

WEEK /DATE	READINGS	TOPIC/ACTIVITIES
Week 1 2 ND AUG	1999 Peters 2011 Career Management 2010 Training Appraisals Career	Orientation Seminar: This face-to-face seminar will be conducted preceding the workplace experience. The goals of this seminar are: <ul style="list-style-type: none"> ✓ To provide students with strong orientation to their sites, University expectations, and academic requirements. ✓ To address pragmatic concerns (communication, workplace etiquette, etc), risk management, and other logistical requirements ✓ To prepare students for inter-cultural communication-related issues & sensitize them to site expectations. ✓ To provide necessary skills training. Assessment will be Pass/Fail, based on attendance at orientation sessions. Anyone failing to complete the Orientation seminar will not be able to go on the Participation activity
Week 2 9 TH AUG		
Week 3 16 TH AUG		
Week 4 23 RD AUG		
Week 5 30 TH AUG		
Week 6 6 TH SEPT		
Week 7 13 TH SEPT		Individual Assignment Due: Friday 17 th September in BESS by 4.00 pm.
Week 8 4 TH OCT		
Week 9 11 TH OCT		
Week 10 18 TH OCT		
Week 11 25 TH OCT		
Week 12 1 ST NOV		
Week 13 8 TH NOV		Debriefing Seminar - Reflection and Plans for the Future Report and Presentation Due Supervisor's Report Due.

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.mq.edu.au/policy/docs/academic_honesty/policy.html

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.

ACADEMIC HONESTY

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty. Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- all academic work claimed as original is the work of the author making the claim
- all academic collaborations are acknowledged
- academic work is not falsified in any way
- when the ideas of others are used, these ideas are acknowledged appropriately.

Further information on the academic honesty can be found in the Macquarie University Academic Honesty Policy at:

http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

GRADES

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 standardised 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 performances of their students should achieve similar results.

It is important that you realize that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit. The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see

<http://senate.mq.edu.au/rules/Guidelines2003.doc> or

<http://senate.mq.edu.au/rules/detailedguidelines.doc>

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 in 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

SPECIAL CONSIDERATION

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. A special consideration policy exists to support students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. The policy is available at: http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

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>

IT CONDITIONS OF USE

Access to all student computing facilities within the Faculty of Business and Economics is restricted to authorized coursework for approved units. Student ID cards must be displayed in the locations provided at all times.

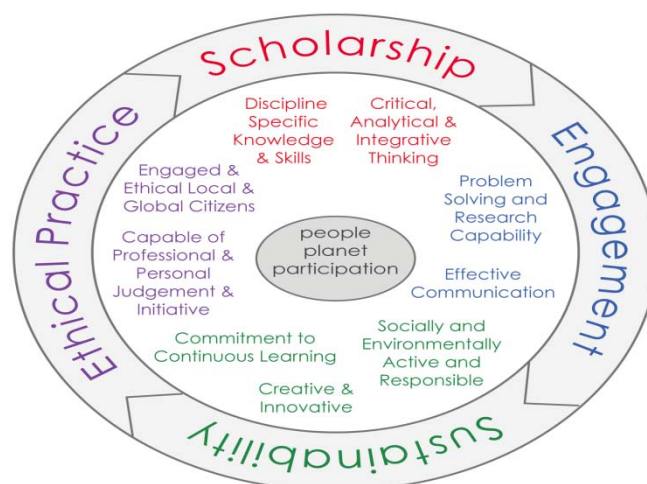
Students are expected to act responsibly when utilizing University IT facilities. The following regulations apply to the use of computing facilities and online services:

- Accessing inappropriate web sites or downloading inappropriate material is not permitted. Material that is not related to coursework for approved unit is deemed inappropriate.
- Downloading copyright material without permission from the copyright owner is illegal, and strictly prohibited. Students detected undertaking such activities will face disciplinary action, which may result in criminal proceedings.

Non-compliance with these conditions may result in disciplinary action without further notice.

Students must use their Macquarie University email addresses to communicate with staff as it is University policy that the University issued email account is used for official University communication.

APPENDIX1 - GRADUATE CAPABILITIES



The capabilities 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 synthesize 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.

3 Problem Solving and Research Capability

Our graduates should be capable of researching; of analyzing, 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 judgment. 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.



**FBE200 PROFESSIONAL AND COMMUNITY ENGAGEMENT (PACE)
SUPERVISOR'S EVALUATION OF STUDENT**

Student's Name: _____

Organisation: _____

Supervisor's Name: _____

Supervisor's Job Title: _____

Supervisor's Phone: _____ Supervisor's Email: _____

Dates of Placement From: _____ To: _____

Total Hours: _____

Please provide a brief description of the professional or community experience gained by the student.

The following pages list Macquarie University's nine "Graduate Capabilities", providing a description of each capability and requesting that you rate the student on each capability and provide further comments where possible. The form can be completed in hard copy or electronically, but does need a physical (not electronic) signature. Ideally this form should be completed first by the supervisor, and then discussed and signed-off by both the supervisor and student, with the student bringing the signed form back to Macquarie University. Please contact the course convenor, Ms Leanne Carter on Leanne.carter@mq.edu.au if you wish to arrange an alternative process.

1 Capability: Discipline specific knowledge and skills

Description: "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."

Rating scale for this capability:

1	2	3	4	5	N/A
Performance below expectations	Adequate but would benefit from more development	Competent (given the student's stage in his/her career)	Performance ahead of expectations (given the student's stage in his/her career)	Performance equal to or above that of a competent professional	Not Applicable/ Don't Know

General comments for this capability:

2 Capability: Critical, analytical and integrative thinking

Description: "We want our graduates to be capable of reasoning, questioning and analyzing, and to integrate and synthesize 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."

Rating scale for this capability:

1	2	3	4	5	N/A
Performance below expectations	Adequate but would benefit from more development	Competent (given the student's stage in his/her career)	Performance ahead of expectations (given the student's stage in his/her career)	Performance equal to or above that of a competent professional	Not Applicable/ Don't Know

General comments for this capability:

3 Capability: Problem solving and research capability

Description: "Our graduates should be capable of researching; of analyzing, 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."

Rating scale for this capability:

1	2	3	4	5	N/A
Performance below expectations	Adequate but would benefit from more development	Competent (given the student's stage in his/her career)	Performance ahead of expectations (given the student's stage in his/her career)	Performance equal to or above that of a competent professional	Not Applicable/ Don't Know

General comments for this capability:

4 Capability: Creative and innovative

Description: "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."

Rating scale for this capability:

1	2	3	4	5	N/A
Performance below expectations	Adequate but would benefit from more development	Competent (given the student's stage in his/her career)	Performance ahead of expectations (given the student's stage in his/her career)	Performance equal to or above that of a competent professional	Not Applicable/ Don't Know

General comments for this capability:

5 Capability: Effective communication

Description: "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."

Rating scale for this capability:

1	2	3	4	5	N/A
Performance below expectations	Adequate but would benefit from more development	Competent (given the student's stage in his/her career)	Performance ahead of expectations (given the student's stage in his/her career)	Performance equal to or above that of a competent professional	Not Applicable/ Don't Know

General comments for this capability:

6 Capability: Engaged and ethical local and global citizens

Description: "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."

Rating scale for this capability:

1	2	3	4	5	N/A
Performance below expectations	Adequate but would benefit from more development	Competent (given the student's stage in his/her career)	Performance ahead of expectations (given the student's stage in his/her career)	Performance equal to or above that of a competent professional	Not Applicable/ Don't Know

General comments for this capability:

7 Capability: Socially and environmentally active and responsible

Description: "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."

Rating scale for this capability:

1	2	3	4	5	N/A
Performance below expectations	Adequate but would benefit from more development	Competent (given the student's stage in his/her career)	Performance ahead of expectations (given the student's stage in his/her career)	Performance equal to or above that of a competent professional	Not Applicable/ Don't Know

General comments for this capability:

8 Capability: Professional and personal judgement and initiative

Description: "We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgment. 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."

Rating scale for this capability:

1	2	3	4	5	N/A
Performance below expectations	Adequate but would benefit from more development	Competent (given the student's stage in his/her career)	Performance ahead of expectations (given the student's stage in his/her career)	Performance equal to or above that of a competent professional	Not Applicable/ Don't Know

General comments for this capability:

9 Capability: Commitment to continuous learning

Description: "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."

Rating scale for this capability:

1	2	3	4	5	N/A
Performance below expectations	Adequate but would benefit from more development	Competent (given the student's stage in his/her career)	Performance ahead of expectations (given the student's stage in his/her career)	Performance equal to or above that of a competent professional	Not Applicable/ Don't Know

General comments for this capability:

10 Any further comments to help this student continue to develop his/her professional and community capabilities?

SIGNATURES

Supervisor: _____

Date: _____

Student: _____

Date: _____

APPENDIX 3 MARKING GUIDE: INDIVIDUAL ASSIGNMENT DOSSIER



FACULTY OF
BUSINESS AND ECONOMICS

Grade

FBE200 PROFESSIONAL AND COMMUNITY ENGAGEMENT (PACE) MARKING GUIDE: INDIVIDUAL ASSIGNMENT: Dossier

STUDENT NAME: _____

General Standards As Applied To This Assignment

<p><u>High Distinction</u></p> <p>85-100%</p>	<p>The student demonstrates the competencies in Distinction standard and in addition demonstrates;</p> <ul style="list-style-type: none"> Insightful and comprehensive identification and discussion of key scholarly literature concerning the specialist topic. Advanced understanding of the relevant theory leading to defensible generalizations. Demonstrates capacity to use new insights to critically appraise literature, ideas and arguments, draws well-supported conclusions, and applies relevant theory. Uses creative examples, possible extensions, and applications of theory. The work has been written, referenced and presented to an exemplary, publishable, academic standard, and presents a compelling and effective argument/discussion.
<p><u>Distinction</u></p> <p>75-84%</p>	<p>The student demonstrates the competencies in Credit standard and in addition;</p> <ul style="list-style-type: none"> Demonstrates selectivity and uses judgment in determining the importance of readings and ideas. Develops a progressive, convincing, and clear argument throughout the work. Shows evidence of wide reading and synthesis of ideas. Demonstrates a comprehensive understanding of the relevant theory. Demonstrates capacity to evaluate and critically appraise literature, ideas and arguments, draw appropriate conclusions and apply relevant theory. The work has been written and presented to a high academic standard, and presents a coherent argument.
<p><u>Credit</u></p> <p>65-74%</p>	<p>The student demonstrates the competencies in Pass standard, and in addition;</p> <ul style="list-style-type: none"> Demonstrates the understanding of key concepts, theories, and issues. Key literature identified and discussed. Demonstrates a sound understanding of relevant theory. Demonstrates a sound capacity to appraise literature, ideas and arguments, to draw limited conclusions and apply relevant theory. May sometimes lapse into description rather than providing analysis and evaluation. Provides a satisfactorily structured, sourced, and referenced work which is clearly written and grammatically accurate in terms of spelling. Some significant improvements needed to meet a standard suitable for publication. Argument/discussion is credible.
<p><u>Pass</u></p> <p>50-64%</p> <p><u>Conceded Pass</u></p> <p>45-49%</p>	<p>The student demonstrates the following;</p> <ul style="list-style-type: none"> Most of the key concepts, theories, and issues in the specialist topic are identified and discussed. Conveys a basic understanding of the relevant theory. The work demonstrates a limited capacity to appraise literature, ideas and arguments, draw appropriate conclusions and apply relevant theory. The work provides little or no evidence of critical analysis and may simply restate or describe. The work is not synthesized or integrated and lacks depth of analysis. Relies extensively on limited readings providing little evidence of research. May demonstrate a narrow focus. The work is presented with sufficient coherence and clarity for the reader to understand the ideas and arguments being proposed. Improvements to writing such as structure, grammar and referencing are required to meet academic writing standards. Argument/discussion has some flaws.
<p><u>Fail</u></p> <p>0-44%</p>	<p>The student may demonstrate some or all of the following;</p> <ul style="list-style-type: none"> Has not identified key scholarly literature concerning the specialist topic. Conveys little evidence of understanding of relevant theory. The work conveys little evidence of the capacity to appraise literature, ideas and arguments, to draw appropriate conclusions and apply relevant theory. Demonstrates a failure to identify the issues. Demonstrates a failure to answer the question or misinterprets the question. Does not provide evidence of the minimum scholarly reading requirements (6). The work demonstrates little understanding or appreciation of standards required for academic writing. Improvements in terms of clarity, grammar, spelling, quotations, referencing or presentation are required to achieve an acceptable standard. Argument/discussion is fundamentally flawed. Assessment is not handed in on time.

Communication and Referencing

		Good	Need to improve	Comments	
Spelling		<input type="checkbox"/>	<input type="checkbox"/>		
Sentence Structure		<input type="checkbox"/>	<input type="checkbox"/>		
Punctuation		<input type="checkbox"/>	<input type="checkbox"/>		
Vocabulary		<input type="checkbox"/>	<input type="checkbox"/>		
Structure		<input type="checkbox"/>	<input type="checkbox"/>		
Referencing		<input type="checkbox"/>	<input type="checkbox"/>		
Word count	Yes <input type="checkbox"/>	Pagination		Yes <input type="checkbox"/>	
	No <input type="checkbox"/>			No <input type="checkbox"/>	

APPENDIX 4 MARKING GUIDE: FINAL PRESENTATION AND REPORT

MACQUARIE
UNIVERSITY



FACULTY OF
BUSINESS AND ECONOMICS

**FBE200 PROFESSIONAL AND COMMUNITY ENGAGEMENT (PACE)
MARKING GUIDE: Final Presentation and Report**

Presentation (25%): Marking Criteria and Feedback Sheet

I have awarded your presentation a mark out of 25							
This is because your presentation achieved the listed criteria at a (√):							
- High Distinction (HD) Excellent level of quality (21.25-25)							
- Distinction (D) Very Good level of quality (18.75 – 21)							
- Credit (Cr) Good level of quality (16.25 - 18.50)							
- Pass (P) Fair level of quality (12.5 -16)							
- Fail (F) Poor level of quality (less than12.5)							
	HD	D	CR	P	F		
Introduction: Clear objectives and structure of presentation.						No clear objectives and structure of presentation.	
Working knowledge of topic demonstrated.						Knowledge of topic not demonstrated.	
Effective analysis and interpretation of data about the 'real' organization or person.						Superficial analysis and inadequate interpretation of data about 'real' organization or person.	
Clear and logical development of argument.						Argument very difficult to follow	
Inclusion of reliable evidence.						Evidence is inaccurate or extremely questionable	
Constant eye contact with audience.						Little or no eye contact with audience	
Clear diction (speech) with variation in voice; easy to understand.						Inaudible diction (speech), no variation in voice; difficult to understand	
Time constraint respected						Too long – had to be stopped	
Well prepared, no or minimal reference to notes required.						Unprepared, excessive reading from notes.	
Effective use of pictures, figures and tables, graphs (if applicable) in the presentation.						Pictures, figures and tables, graphs added no value to the presentation.	
Well planned, interesting, informative and engaging.						Poorly planned, uninspiring, boring and disengaging.	

Comments

Report (25%): Marking Criteria and Feedback Sheet

Introduction

0 1 2

Clear statement of topic area and purpose of TOPIC
 Defined the major issues (who, what when, where, why)

Body of Research

0 3 6 9 12

Demonstrates understanding of the theory/ies
 Demonstrates further research of topic area
 e.g. library research, databases, literature reviews,
 statistical data (IF APPROPRIATE), beyond material provided
 Demonstrates use of and interpretation of any data found
 Analysis showing comparisons between findings and
 theories, similarities and differences, etc.

Conclusion

0 1 2 3

Weighing up findings
 Make recommendations of your own
 E.g. "On the basis of these findings,....."

References and Bibliography

0 3

no plagiarism

all ideas of others correctly cited and referenced

General

0 1 2 3 4 5

Grammar, spelling and writing mechanics
 Organization, Logic and Clarity of expression
 Tables, charts and graphs with sources.
 Professional Presentation- Neatness, page numbers, proper margins, etc.

Total Mark: _____ /25