

# Engaging students in Graduate Qualities through assessment

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*The University of South Australia (UniSA) Code of Good Practice states that it is important for educators to “select content and teaching and assessment methods which aim to develop students as both independent and collaborative learners; promote critical and creative thinking; and meet the requirements of the professions”. In addition teachers are encouraged to implement student-centred learning approaches that will develop analytical and critical thinking skills, communication skills, self-reflective skills and critical understandings of the student’s own work, as well as the work of others. This policy reflects the University’s commitment to the embedding and assessment of Graduate Qualities in teaching and learning programs. The statements of Graduate Qualities for a UniSA student were accepted by the Academic Board in May 1996 and have been gradually embedded into on- and off-campus courses over the past ten years. The Graduate Qualities were introduced in response to requests from prospective employers for universities to produce “more employable graduates”. The assessment of Graduate (generic) qualities of students has been a subject for discussion since their introduction and increasingly, academic staff are being required to articulate how and where these qualities are being developed in the course materials. This paper uses categories developed by Boud and Falchikov (2006), to evaluate the extent to which a current assessment item engages students in the development of certain Graduate Qualities for the students in an undergraduate business degree.*

**Keywords:** Graduate Qualities, authentic assessment, problem solving

## Introduction

The concept of Graduate Qualities (GQs), also known as graduate/generic attributes/skills, was introduced into Australian universities in the mid-1990’s. The University of South Australia adopted a set of seven GQs and associate indicators which are outlined in Appendix 1. Research into employability of graduates has identified key skill development lacking for graduates in the areas of communication, creativity, problem solving, interpersonal skills and an understanding of business practice (AC Nielsen, 2000), thus confirming the need to include these qualities in the teaching process. Treleaven and Voola (2008) outline, through guidelines from their university, that there is an understanding from academics and employers that knowledge changes over time for varying reasons and therefore, it is as important for graduates to have developed certain generic attributes that will give them the ability to work with others, communicate, act ethically, become lifelong learners and so on. These attributes should be aligned through the curriculum in the learning activities, assessment items and assessment criteria to allow students to develop abilities in these areas.

The introduction of GQs into the curriculum has been considered a critical construct in higher education, as it is now being reflected in federal government requirements and quality assurance activities (Harvey & Kamvounias, 2008). The embedding of GQs into the course has been outlined as having two distinct advantages. Firstly, it allows the improvement of the teaching and learning process by concentrating on a more student-centred approach and secondly, this makes it possible to develop different learning outcomes (UniSA, 2006).

However, there is still major concern that the embedding of these qualities has not given the outcomes that were expected when introduced over ten years ago.

Assessment, both formative and summative, is used to determine the extent to which learning outcomes are achieved. Erwin (1991, cited in Swan, Shen & Hiltz, 2006) defines assessment as ‘... the process of defining, selecting, designing, collecting, analysing, interpreting, and using information to increase students learning and development’ (p. 46). Anecdotally, the author is aware of student statements relating to the importance of assessment from the students perspective. These statements continually reinforce that the opinion of students is that in order to understand what is important in any course of instruction, one only need look at the assessments required. Swan, Shen and Hiltz (2006, p.45) reinforce this opinion by identifying that ‘[i]nstructors signal what knowledge skills and behaviours they believe are most important by assessing them. Students quickly respond by focusing their learning accordingly’.

Boud and Falchikov (2006) outline that assessment has changed in recent times with focus being placed on learning outcomes, GQs, promotion of key skills and capabilities. The skills and attributes that are important to graduates and employers are now being more closely considered, for example, the realisation that ‘Graduates in the workforce will not in general be taking examinations or writing academic essays’ (Boud & Falchikov, 2006, p. 403). Since the start of this century, academics have been discussing the need for students to take a proactive approach to learning and that this approach should equip them with the skills to continue to learn throughout their lifetime (e.g.; Ramsden, 2003; Boud, 2000).

Harvey and Kamvounias (2008) cite a report from the Australian Universities Quality Agency (AUQA) for an Australian university, stating that GQs ‘had not yet significantly influenced teaching practice’ (p. 35). They also cite numerous authors who have identified that the embedding of GQs into the curriculum has been a challenging activity, since numerous academics do not show an understanding of graduate attributes or how they can be included in the curriculum. Since the inception of GQs, many academics have seen their inclusion in course materials as merely an exercise in compliance (e.g. Harvey & Kamvounias, 2008), whilst others have embraced the opportunity to embed them into their courses (e.g. Medlin, Graves & McGowan, 2003).

Barrie (2005, p. 3) identified that the embedding of GQs will be sporadic without a systemic integration of assessment criteria and standards that will make GQs a reality to students and academics alike. The differing attitudes to the implementation of GQs can be seen in the work completed by Simon Barrie (2007, 2006) on academic perspectives relating to the establishment and purpose of GQs in university education. This research identified four distinct categories with clear differences between the ways in which academics believe that GQs relate to university education. From these categories there are two main areas of belief, that GQs are discrete from the standard university outcomes or that they are applicable to the disciplinary knowledge and the real world into which the graduates will emerge.

As an extension to this study, academic staff were asked about the manner in which GQs are developed through their courses. From this study a series of six distinct, again increasingly complex, categories were found (Barrie, 2007). Again, the categories could be clearly split into two areas; those which are supplementary to the university experience and are not integrated into the program of study or those which are integrated into the discipline courses through content, teaching method or the entire university experience. The extent to which a

student attains a certain graduate quality and the means through which the quality is best attained remains a question being studied by many authors (Palmer & Hall, 2006). In most cases the students just wish to compare their results to those of their peers and as such, merely require a single mark, whilst employers may be more inclined to study 'the level of attainment' of the GQs (Cummings, cited in Palmer & Hall, 2006, p. 625). Related to this is the concern that students may progress through their studies with a 'pass level' of study, but not achieve attainment of any or all of the GQs (Ferguson, cited in Palmer & Hall, 2006) and it is therefore necessary to ensure that appropriate assessment items are developed to 'certify actual student attainment of graduate attributes' (Palmer & Hall, 2006, p. 626).

Boud and Falchikov (2006) identified a series of example categories which would encourage the embedding of assessment and learning activities into a more realistic employment focused situation. These categories (listed below) allow academics an opportunity to consider how their assessment items directly relate to the GQs included in a particular course:

- Engaging with standards and criteria and problem analysis
- Emphasising the importance of context
- Involving the working in association with others
- Involving authentic representations and productions
- Promoting transparency of knowledge
- Fostering reflexivity
- Building learner agency and constructing active learners
- Considering risk and confidence of judgement
- Promoting the active seeking of feedback
- Requiring portrayal of outcomes for different purposes

An additional study conducted by Treleaven and Voola (2008) found that the development of GQs needs to be conducted through a series of learning activities which promote deep learning for the students. This approach to learning will 'support, develop and assess the breadth of skills, abilities and qualities of business graduates' (p. 169). They identified six key recommendations to ensure that this deep learning and subsequent development of attributes would take place:

1. Constructively align graduate attributes with assessment criteria
2. Embed the development of graduate attributes into course content in ways that students will encounter in [their] jobs
3. Explicitly develop student awareness of the value of graduate attributes, at both the macro level of their employability and at the micro level of their relation to their learning activities
4. Ensure that students have substantial opportunities to engage in critical thinking processes and critical reflection in class and online
5. Provide feedback to students that is both formal and informal in relation to their development of graduate attributes throughout the course
6. Adopt a program level approach to integrating the development of graduate attributes (p.169)

Anecdotally, one of the key problems that the author has with the embedding and analysis of GQs is the inherent issue related to attainment of a particular quality. How does the lecturer or coordinator know the level of the student prior to commencement of the program or course? Has the student developed these qualities throughout the course/program or did they come to university with the skills already well developed? To say that a graduate of a particular

program or university HAS these attributes is a troubling one. In most cases students have been exposed to the ideas of GQs, but to say that they have attained these skills as a result of their university studies is not clear. Although this is true for discipline knowledge, as well as GQs, it is the belief of the author that statements such as this should be altered to cite that the graduate has had the opportunity to develop these attributes, thus allowing the employers to determine the extent to which these skills are important for their particular workplace or industry.

This paper evaluates the embedding of nominated GQs into the assessment items of an undergraduate management course. This is achieved by applying the categories identified by Boud and Falchikov (2006) together with assessing the applicability of the recommendations of Treleaven and Voola (2008).

### **The course and the assessment**

The course for discussion in this paper is a second-year undergraduate course, which is core to both the Bachelor of Management (Administrative Management) and Bachelor of Management (Logistics and Supply Chain Management). The course is offered in internal and external modes as well as in Hong Kong and Singapore. The assessment strategies employed in this course are as outlined in Table 1.

**Table 1: Course Assessments**

<b>Assessment Type</b>	<b>Description</b>	<b>Course Weighting</b>
Critical Analysis	A 750 word analysis of three journal articles related to an introductory topic of choice	15%
Resource Business Report	This is a 2000 word business report related to the student's current place of work (or case study if full-time student)	35%
Examination	The 2 ½ hour examination assesses the student's ability to apply theory into practice by asking them to relate answers to a particular situation or case organisation	50%

The first assignment is a critical analysis in which students select one topic from a list of three and locate three journal articles which further describe the topic. They are then required to write a 750 word critical analysis of these articles and relate the literature to an example from their work or personal experience. The learning outcomes for this assignment are:

- Investigate the complexity of resource and supply chain management
- Analyse identified research and
- Demonstrate the relationship between theory and practical knowledge.

The students are given the ability to develop their GQs in terms of body of knowledge and communication skills, through the development of a critical analysis report.

The second assignment requires students to develop a 2000 word business report. Students identify a resource that is required by their business (or through a case study if not currently working) and outline the method currently used for locating suppliers for the resource. Students then take a problem solving approach to identifying possible options for improving the sourcing method for the resource. Finally, recommendations are made for the business as to the best options, related from literature, for the sourcing of the chosen resource. The learning objectives for this assignment are as follows:

- Adopt a problem solving approach to a common resource management problem
- Investigate a known issue related to sourcing and resourcing in a business context
- Establish appropriate systems and processes relating to sourcing and procurement
- Investigate outsourcing, tendering, contracting, leasing and service level agreements and relationships

The GQ opportunities made available in this assignment are body of knowledge, problem solving (through development of real life business problems), communication skills (related to correct formatting and development of a well researched business report) and international perspective (through investigating options of and issues related to global sourcing).

The examination is split into two sections. Part A requires students to select three essays from a choice of six questions. All essay questions ask students to apply theory to a particular situation or offer examples from personal experience that show understanding of the theory being questioned. Part B is based around a known case study which is developed throughout the semester with the students. Students are required to answer four questions related specifically to issues being experienced by the case organisation.

The learning outcomes of the examination are to:

- Explain strategic importance of managing assets
- Implement appropriate process improvement and compliance systems
- Apply appropriate sourcing strategies for particular scenarios

The GQs are developed in terms of body of knowledge (including application of existing knowledge), problem solving and communication of knowledge and experience.

## Method

This research was undertaken as a reflective study of teaching approaches during the study of a Graduate Certificate in Education (University Teaching). The author undertook a personal reflection of current assessment in the course discussed above, with particular emphasis on the embedding of GQs in these assessment items.

Through the process of reflection: the course statement, curriculum, assessment details and feedback forms sent to students were examined. The feedback forms can be seen in Appendix 2. The standard university Course Experience Instrument (CEI) was used to obtain student feedback from the most recent offerings of the course. The questionnaire is conducted online and although students are encouraged to complete it in their own time, response rates are often quite low. This may cause a skewing of the results; however this was the only data available at the time of writing this paper. The questionnaire contains two questions directly related to GQs:

- Q3. The course enabled me to develop and/or strengthen a number of the qualities of a University of South Australia graduate
- Q8. The assessment tasks were related to the qualities of a University of South Australia graduate

Due to the restricted time frame available for the development of this project, no formal survey was able to be conducted. This is a considerable limitation of this paper and one which has prompted further research on this topic for the coming academic year.

## Findings and Discussion

Through the alignment of the assessment strategies with the Boud and Falchikov (2006) categories, it can be seen that these can be applied quite well to the manner in which the course has attempted to incorporate a structured embedding of GQs into the assessment

activities. Each assessment item was assessed against the Boud and Falchikov (2006) categories with the following outcomes:

- **Engaging with standards and criteria and problem analysis**

Both Assignment 1 and 2 require the use of a standard template which alerts the students to the need to comply to a set of standards, which may be imposed by management or external stakeholders.

Assignment 2 requires the students to identify and analyse a resourcing problem currently existing in their workplace, whilst the examination asks student to identify and resolve a problem from a known case study.

- **Emphasising the importance of context**

Both Assignment 2 and the examination place the student into a particular context. Assignment 2 is set in a known context, that of their current workplace, whilst 40% of the examination is set around a known case study which has been worked through in lectures over the semester. This allows all students to apply the theory to a known environment, making the theory more relevant to the students.

- **Involving the working in association with others**

Although there is no “group work” in this course, students have the ability to interact with personnel from their own work environment to identify the issues experienced by that organisation. This is combined with formative tutorial work which encourages the exchange of experience and understanding in both whole of tutorial and small group discussions.

- **Involving authentic representations and productions**

Assignment 2 actively embeds authenticity into the assessment piece by examining actual resourcing issues being experienced in the student’s workplace.

- **Promoting transparency of knowledge**

The first assignment of the course invites students to analyse the task in class to understand the requirements and expectations. As part of this discussion, attention is drawn to the importance of critical analysis in everyday tasks, as well as theoretical academic tasks.

- **Fostering reflexivity**

Students are given the opportunity to reflect on knowledge gained in previous courses and show links between this knowledge and the new knowledge. These areas are discussed through tutorial sessions and then assessed in the examination. An example of this, is taking knowledge of information technology (IT) and information systems (IS) from a first year course and applying this to the particular IT and IS applications required in resource and supply chain management.

Through assignment 2, students need to gather relevant information and reflect on this information to produce a series of recommendations to the real world problem being analysed.

- **Building learner agency and constructing active learners**

This course does not yet allow students to be involved in the construction of the assessment items; however students are able to negotiate the manner in which they undertake assignment 2. If there are two students who work in the same company, same industry or are experiencing a similar problem, they are permitted to work together and the assessment requirements are negotiated to ensure equity with those students working on their own.

- **Considering risk and confidence of judgement**

The students are required to make significant judgements in both assignment 1 and 2. In assignment 1 there is a reflection on a personal experience and then judgements are made on this experience to show how it relates directly to the theory, whilst in assignment 2, students must make final recommendations based on their analysis of the problem and the theory supporting to alternative options available.

- **Promoting the active seeking of feedback**

The lecturer and tutors encourage students to discuss issues they are experiencing in terms of problem solving with their peers and their tutors. Feedback obtained through these discussions led students to not only develop their own work, but to work more collaboratively in this and other courses, mostly with the development of study groups leading to examinations.

The course coordinator encourages all students to actively seek feedback directly related to their examination preparation. Evidence is currently being gathered which anecdotally shows that those students who actively sought feedback performed much higher in the exam, than those students who did not request feedback on revision activities.

- **Requiring portrayal of outcomes for different purposes**

The critical analysis requirement for assignment 1 is implemented to allow students an introduction for a final semester, final year course which concentrates on taking a critical approach to management issues.

Assignment 2 introduces students to the requirements for writing business reports with the inclusion of executive summary and recommendations sections, rather than using traditional essays which graduates will not use in a business context.

Across both assignments, students are required to reflect on the need for the use of reliable sources for research and are therefore introduced to the use of refereed journals as an up-to-date and reliable source of research.

These categories can be related back to those GQs that have been identified as being developed through this course. The GQs have been directly linked to the employability of graduates by many researchers, including AC Nielsen (2000) and more recently, Treleaven and Voola (2008). Therefore, it appears essential for the graduates of our universities that these GQs are brought to the fore through all courses and that all students are given ample opportunity to develop the qualities through teaching and assessment strategies. The relationship between the GQs identified in the course under consideration and the Boud and Falchikov categories can be seen in Table 2 below.

**Table 2: Relationship of Boud and Falchikov embedding categories to GQs**

<b>Graduate Quality</b>	<b>Relationship to Boud and Falchikov categories of embedding experience into assessment and learning activities</b>
Body of Knowledge	<ul style="list-style-type: none"> <li>• Emphasising the importance of context</li> <li>• Involving authentic representations and productions</li> <li>• Promoting transparency of knowledge</li> </ul>
Lifelong Learning	<ul style="list-style-type: none"> <li>• Promoting the active seeking of feedback</li> <li>• Requiring portrayal of outcomes for different purposes</li> <li>• Considering risk and confidence of judgement</li> </ul>
Problem Solving	<ul style="list-style-type: none"> <li>• Engaging with standards and criteria and problem analysis</li> <li>• Emphasising the importance of context</li> <li>• Considering risk and confidence of judgement</li> </ul>
Work autonomously and collaboratively	<ul style="list-style-type: none"> <li>• Involving the working in association with others</li> </ul>
Effective communication	<ul style="list-style-type: none"> <li>• Fostering reflexivity</li> <li>• Considering risk and confidence of judgement</li> <li>• Promoting the active seeking of feedback</li> <li>• Requiring portrayal of outcomes for different purposes</li> </ul>

The assignment feedback forms were redeveloped at the commencement of 2008, due to problems experienced in previous years. A rubric approach was adopted; however the qualification of each category is still under consideration at this time. Although the GQs associated with the assignment are listed on the form, there is no direct relationship between the assignment criteria and GQs and this needs careful reconsideration for future student cohorts.

On analysing the student responses to the standard CEI conducted online at the conclusion of the 2008 study period, the following results were found:

**Table 3: Results of 2008 CEI responses to GQ questions**

<b>Question</b>	<b>Rating</b>	<b>Internal</b>	<b>External</b>
<b>The course enabled me to develop and/or strengthen a number of the qualities of a University of South Australia graduate.</b>	Strongly agree/ agree	69%	57%
	Neutral	23%	43%
	Strongly disagree/ disagree	8%	0%
<b>The assessment tasks were related to the qualities of a University of South Australia graduate.</b>	Strongly agree/ agree	77%	71%
	Neutral	23%	29%
	Strongly disagree/ disagree	0%	0%
<b>Response Rate</b>		13/58 (22%)	7/19 (37%)

Overwhelmingly, the students who responded to the CEI identified that both the course as a whole and the assessment tasks allowed development of their GQs. However, given the extremely low response rate to the online evaluation instrument, this result should be viewed with caution. A more comprehensive study of student understandings of this topic is scheduled for the coming year to qualify these results.



## Conclusion

The discussion above shows that GQs have been deeply embedded into the assessment activities of this course. By adopting the framework developed by Boud and Falchikov and through the use of the key recommendations of Treleaven and Voola directly related to course development, this course is successfully embedding GQs into the assessment and learning activities which the students are experiencing.

The ability to assess these GQs in either the assignments or the examination is still a point of discussion. To understand how each student has “developed” each of these qualities, there is a need to know the starting point for each student and currently this is not achieved. Students can obtain feedback on how they have shown the qualities to a required level in the assignment feedback form and they will receive a grade for the overall course but will receive no feedback on their understanding of GQs from the examination.

Future research into the embedding of GQs into other courses is ongoing, particularly with the introduction of more experiential learning activities, such as role play being brought into university courses.

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**Appendix 1: Statement of Graduate Qualities for University of South Australia (UniSA, 2007)**

Graduate Quality	Description	Indicators
1. Body of Knowledge	A graduate of the University of South Australia operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice	<p>A graduate will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate an understanding in broad outline of a whole discipline or professional area (concepts, theories, proponents) including a knowledge of the boundaries</li> <li>▪ Apply knowledge (demonstrate application of theory to practice in real situations, appreciate limitations of theory, use materials, devices, safety codes and practices, specific equipment and techniques appropriately)</li> <li>▪ Identify the methodological and substantive limitations of the field and apply the discipline or professional areas mode of inquiry</li> <li>▪ Recognise the social and historical context of knowledge</li> <li>▪ Demonstrate appropriate understanding of current research areas in the discipline or professional area</li> </ul>
2. Lifelong Learning	A graduate...is prepared for lifelong learning in pursuit of personal development and excellence in professional practice	<p>A graduate will:</p> <ul style="list-style-type: none"> <li>▪ Locate, evaluate, manage and use information in a range of contexts – i.e. be information literate</li> <li>▪ Understand the limitations of, and have the capacity to evaluate, their current knowledge</li> <li>▪ Understand and accept personal weaknesses, strengths and preferred learning styles, have knowledge of a range of learning strategies, and take responsibility for their learning and development</li> <li>▪ Respond confidently to change in a flexible and adaptable manner</li> <li>▪ Maintain a positive concept of self as capable and autonomous</li> <li>▪ Sustain intellectual interest and critical thinking as a mature professional</li> </ul>
3. Problem Solving	A graduate...is an effective problem solver, capable of applying logical, critical and creative thinking to a range of problems	<p>A graduate will:</p> <ul style="list-style-type: none"> <li>▪ Gather, evaluate and deploy relevant information to assist problem solving – i.e. analysis and synthesis</li> <li>▪ Define researchable questions in the discipline or professional area</li> <li>▪ Initiate creative responses to problems and frame such responses as opportunities</li> <li>▪ Apply strategies to conceptualise problems and formulate a range of solutions</li> </ul>

4. Work autonomously and collaboratively	A graduate...can work both autonomously and collaboratively as a professional	<p>A graduate will:</p> <ul style="list-style-type: none"> <li>▪ Work in a self directed way</li> <li>▪ Use logical and rational argument to persuade others, to negotiate with others</li> <li>▪ Work collaboratively with different groups, identify the needs of others and build positive relationships</li> <li>▪ Provide leadership within a team context by understanding responsibilities for organisation, planning, influencing and negotiating</li> <li>▪ Work in a team (cooperate with all team members, share ideas, forgo personal recognition, negotiate solutions when opinions differ, resolve conflict, recognise strengths of other team members, share responsibility, convey a shared vision for the team, display a commitment to make the team function effectively).</li> </ul>
5. Ethical Action and Social Responsibility	A graduate...is committed to ethical action and social responsibility as a professional and citizen	<p>A graduate will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate a commitment to personal ethical actions within professional contexts</li> <li>▪ Define social aspects of a particular technology (political, economic, legislative, sociological, environmental etc.)</li> <li>▪ Appreciate the impact of social change, the political decision-making process and economic imperatives of business and industry</li> <li>▪ Recognise social justice issues relevant to the discipline and professional area</li> <li>▪ Recognise the potential social and economic impact of enterprise activities upon particular social groups</li> <li>▪ Appreciate the importance of sustainable development</li> <li>▪ Demonstrate responsibility to the community – be aware of safety, efficiency, innovation, cost-effectiveness</li> </ul>
6. Communicates Effectively	A graduate...communicates effectively in professional practice and as a member of the community	<p>A graduate will:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate oral, written, mathematical and visual literacy as appropriate to the discipline or professional area</li> <li>▪ Display sensitivity to their audience in organising and presenting ideas</li> <li>▪ Communicate appropriately with professional colleagues and the public</li> </ul>

<p>7. International Perspective</p>	<p>A graduate...demonstrates international perspectives as a professional and as a citizen</p>	<p>A graduate will:</p> <ul style="list-style-type: none"> <li>▪ Display an ability to think globally and consider issues from a variety of perspectives</li> <li>▪ Demonstrate an awareness of their own culture and its perspectives and other cultures and their perspectives</li> <li>▪ Appreciate the relation between their field of study locally and professional traditions elsewhere</li> <li>▪ Recognise intercultural issues relevant to their professional practice</li> <li>▪ Appreciate the importance of multicultural diversity to professional practice and citizenship</li> <li>▪ Appreciate the complex and interacting factors that contribute to notions of culture and cultural relationships</li> <li>▪ Value diversity of language and culture</li> <li>▪ Appreciate and demonstrate the capacity to apply international standards and practices within the discipline or professional area</li> <li>▪ Demonstrate awareness of the implications of local decisions and actions for international communities and of international decisions and actions for local communities</li> </ul>
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## Appendix 2: Assignment Feedback Forms

 <b>University of South Australia</b>		<h1>Assessment feedback</h1> <p><i>School of Management</i></p>						
<b>Resource Management and the Supply Chain – BUSS 2053</b> <b>Assignment 1: Critical Analysis – 15% of final grade. Word limit – 750</b> <b>Individual Submission</b>								
<b>The Graduate qualities being assessed by this assignment are:</b> Demonstration and application of a body of knowledge (GQ1) that shows problem solving ability (GQ3) and is clearly and effectively communicated in written format (GQ6). <b>Note:</b> Good grammar, spelling and overall adherence to the formatting guidelines is expected. Marks will be deducted for poor presentation.								
<b>Key components of this assignment</b>	<b>HD</b>	<b>D</b>	<b>C</b>	<b>P1</b>	<b>P2</b>	<b>F1</b>	<b>F2</b>	<b>Comment by marker</b>
<b>Accurate Referencing and Quality Articles</b> <b>(max mark 15)</b> <ul style="list-style-type: none"> <li>Referenced correctly using Harvard referencing system (as per Learning Connection website)</li> <li>Articles refereed – evidence from Ulrich's</li> <li>Articles from quality, up to date journals and give quality information relating to particular theory</li> </ul>								
<b>Theoretical and Practical Critique</b> <b>(max mark 85)</b> <ul style="list-style-type: none"> <li>All written in own words</li> <li>Critique shows an understanding of the particular theory being analysed</li> <li>Clear relationship of example to theory</li> <li>Critique shows clear analysis of how example compares to the theory presented</li> </ul>								
<b>Following instructions</b> <ul style="list-style-type: none"> <li>Use of required template</li> <li>Word limit of 750 words +/- 10%</li> <li>Submitted using AssignIT with no coversheet</li> </ul>							<b>No marks awarded but penalties for not following instructions will apply</b>	
<b>Summary comment</b>								
<b>Grade</b>	<b>Notation</b>	<b>Notational %</b>	<b>Grade description</b>				<b>Assignment grade</b>	
High distinction	HD	85–100	An exceptional piece of work in every regard					
Distinction	D	75–84	A good attempt exhibiting high quality work in most areas					
Credit	C	65–74	A sound attempt exhibiting high quality work in some areas					
Pass level 1	P1	55–64	A sound attempt					
Pass level 2	P2	50–54	Just passable					
Fail level 1	F1	40–49	Not passable - some areas requiring significant improvement					
Fail level 2	F2	below 40	Not passable - most areas requiring significant improvement					



University of South Australia

# Assessment feedback

School of Management

## Resource Management and the Supply Chain – BUSS 2053

### Assignment 2: Resource Report – 35% of final grade. Word limit – 2000

#### Individual Submission

#### The Graduate qualities being assessed by this assignment are:

Demonstration and application of a body of knowledge (GQ1) that is clearly and effectively communicated in written format (GQ6) in a manner that shows an ability to solve problems (GQ 3) and takes into consideration international perspective where appropriate (GQ 7).

**Note:** Good grammar, spelling and overall adherence to the formatting guidelines is expected. Marks will be deducted for poor presentation.

for poor presentation.			HD	D	C	P1	P2	F1	F2	Comment
<b>Quality and Relevance of Research (max mark 15)</b> <ul style="list-style-type: none"><li>At least 8 references</li></ul>										
<ul style="list-style-type: none"><li>At least 4 refereed articles refereed</li></ul>										
<ul style="list-style-type: none"><li>References recently published (&gt;2002)</li></ul>										
<ul style="list-style-type: none"><li>Appropriate References</li></ul>										
<ul style="list-style-type: none"><li>Referenced correctly using Harvard referencing system (as per Learning Connection website)</li></ul>										
<b>Quality of Background Information (max mark 10)</b> <ul style="list-style-type: none"><li>Informative and Appropriate Executive Summary</li></ul>										
<ul style="list-style-type: none"><li>Appropriate Company Background</li></ul>										
<ul style="list-style-type: none"><li>Evaluation of organisation's current practices</li></ul>										
<b>Quality of Analysis and Interpretation (max mark 75)</b> <ul style="list-style-type: none"><li>Analysis of relevant literature regarding all sourcing options</li></ul>										
<ul style="list-style-type: none"><li>Evaluation of organisation's ability to implement literature options</li></ul>										
<ul style="list-style-type: none"><li>List of recommendations and rationale for choice</li></ul>										
<b>Following instructions</b> <ul style="list-style-type: none"><li>Use of required template</li></ul>										<b>No marks awarded but penalties for not following instructions will apply</b>
<ul style="list-style-type: none"><li>Word limit of 2000 words +/- 10%</li></ul>										
<ul style="list-style-type: none"><li>Submitted using AssignIT with no coversheet</li></ul>										
<b>Summary comment</b>										
<b>Grade</b>	<b>Notation</b>	<b>Notational %</b>	<b>Grade description</b>							<b>Overall Grade</b>
High Distinction	HD	85–100	An exceptional piece of work in every regard							
Distinction	D	75–84	A good attempt exhibiting high quality work in most areas							
Credit	C	65–74	A sound attempt exhibiting high quality work in some areas							
Pass level 1	P1	55–64	A sound attempt							
Pass level 2	P2	50–54	Just passable							
Fail level 1	F1	40–49	Not passable - some areas requiring significant improvement							
Fail level 2	F2	Below 40	Not passable - most areas requiring significant improvement							