

## UNIT REVIEW

### EXTERNAL REFERENCING TEMPLATE

#### **PART A:** Details provided by Macquarie University

#### **1- Details of Course, Course Component and Units**

##### **1.a Course/s or Course Component/s where the unit is core.**

Course/s and/or Course Component/s Name & Code: (Use details from <a href="#">Handbook</a> )	Bachelor of Commerce Course Code: C000130
AQF Level of course: <a href="#">The Australian Qualifications Framework (AQF) Levels</a>	AQF Level 7
Discipline / Field of Education:	089999 Management and Commerce
Accreditation Body (if relevant):	
<p>Course Information:</p> <ul style="list-style-type: none"> <li>• Overview/description</li> <li>• Course Learning Outcomes (CLOs)</li> <li>• Course Structure</li> </ul>	<p><b>Overview and Aims of the course:</b></p> <p>The Bachelor of Commerce is a transformative course for students to realize the potential by utilising the knowledge and skills of commerce. Students will be engaged, equipped, and empowered with disciplinary knowledge and professional skills that prepare them for workplaces, contribute to solve societal issues, and expand their global view to a sustainable future. The Bachelor of Commerce is applied, engaged, and diverse, partnering with the community, industry, and the government, to deliver work integrated learning and develop students' employability skills. We offer 10 different major streams to address the dynamic organizational environment and inter-disciplinarity, giving students the opportunity to follow their passion in commerce and pursue career aspirations.</p> <p><b>Course Learning Outcomes:</b></p> <p><b>CLO1</b> - Demonstrate knowledge of key concepts in the area of commerce; and apply this knowledge in a range of commercial contexts.</p> <p><b>CLO2</b> - Identify, apply, and evaluate a range of techniques to draw on data to make commercial decisions.</p> <p><b>CLO3</b> - Critically analyse arguments, assumptions, concepts, and data; evaluate established and contemporary knowledge to make appropriate judgements; and develop evidence based solutions in the area of commerce.</p>

	<p><b>CLO4</b> - Communicate knowledge and ideas effectively using multiple forms of communication across different channels in a professional environment.</p> <p><b>CLO5</b> - Interact and collaborate with others from diverse disciplines, backgrounds, and cultures to achieve common and inclusive objectives.</p> <p><b>CLO6</b> - Demonstrate personal agency and professional agility for life beyond university.</p> <p><b>CLO7</b> - Evaluate issues relating to business ethics, sustainability and social responsibility in addressing commercial challenges.</p> <p><b>Course Structure:</b></p> <p>The Bachelor of Commerce course structure can be found in the link below:</p> <p><a href="https://www.mq.edu.au/study/find-a-course/courses/2024/bachelor-of-commerce#course-structure">https://www.mq.edu.au/study/find-a-course/courses/2024/bachelor-of-commerce#course-structure</a></p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### 1.b. Unit (Use details from the Handbook)

Unit Name:	<a href="#"><u>Agility and Excellence in Business</u></a>
Unit Code:	MQBS3010
Unit Level:	3000 level unit - Undergraduate
Unit Description:	<p>This course-wide Capstone unit is designed to be taken by students in their final session of study within the Bachelor of Commerce. Students work collaboratively with peers and advisors to integrate the discipline-specific knowledge acquired within the course and to address practical business challenges requiring cross-disciplinary and cross-functional insights, knowledge and skills. Assessment is designed to assure student proficiency in course learning outcomes. Students work in self-managing cross-functional teams to complete a session-long project, preparing individual and group reports that are assessed by academic staff. The unit aims to prepare students for ethical and sustainable leadership in their future workplaces as team players. Learning activities may include a combination of case study/ies, business simulation and seminars/workshops.</p>
Unit Learning Outcomes (ULOs):	<p>Unit Learning Outcomes:</p> <p>ULO1 - Integrate discipline specific knowledge and skills and apply subject knowledge critically, analytically with appreciation of cross disciplinary requirements.</p> <p>ULO2 - Identify and analyse issues from a variety of ethical and sustainability positions as applied to the business context.</p>

	ULO3 - Reflect on outcomes of working in multi-functional teams to apply teamwork knowledge and skills for effective collaboration to achieve business solutions in a range of contexts.
CLOs mapped to the Unit:	ULO1 – mapped to CLO 1,2,3,4,5 ULO2 – mapped to CLO 2,5,7 ULO3 – mapped to CLO 5,6,8
Unit Guide <i>(attach link to the guide provided to students)</i>	MQBS3010 – Session 1 2023 <a href="https://unitguides.mq.edu.au/unit_offerings/158488/unit_guide">https://unitguides.mq.edu.au/unit_offerings/158488/unit_guide</a> MQBS3010 – Session 2 2023 <a href="https://unitguides.mq.edu.au/unit_offerings/158491/unit_guide">https://unitguides.mq.edu.au/unit_offerings/158491/unit_guide</a>

## 2- Details of Assessment Tasks

(Please copy and paste this table as many times as required, i.e. you will need a table for each of the assessments within the unit)

Assessment Task Description:	Reflective Essay
Weighting / Format / Length:	20% / 2000-word reflective essay
Assessment Criteria:	In marking rubric
ULOs assessed in this task:	ULO1
CLOs mapped to this task:	CLO 1,2,3,4,5
Other information	

Assessment Task Description:	Agility Exercise
Weighting / Format / Length:	20% / Case Study analysis through teamwork / 900-word essay for individual component
Assessment Criteria:	In marking rubric
ULOs assessed in this task:	ULO 2,3
CLOs mapped to this task:	CLO 2,5,6,7,8
Other information	

Assessment Task Description:	Capstone Project Report
Weighting / Format / Length:	40% / 1500-words report
Assessment Criteria:	In marking rubric
ULOs assessed in this task:	ULO 1,2,3
CLOs mapped to this task:	All CLOs
Other information	

Assessment Task Description:	Capstone Project Presentation
Weighting / Format / Length:	20% / 2.5 to 3.5 mins presentation per team member
Assessment Criteria:	In marking rubric
ULOs assessed in this task:	ULO 1,2,3

CLOs mapped to this task:	All CLOs
Other information	

## 2.a- Please indicate for which of these assessments would you be providing samples for benchmarking?

Please note: The number of samples provided is up to the Course Director/Unit Convenor's discretion, including grades selected for referencing.

## 2.b- Other supporting documentation

- [MQ Assessment Policy](#)
- [MQ Assessment Procedure](#)
- Any other information provided to students setting out the assessment task.
- Samples of de-identified student work, if possible.
- Other *(to the Unit Convenor's discretion)*

## 3 - Macquarie Staff details

Unit Convenor Name:	Prashan Karunaratne
Email:	prashan.karunaratne@mq.edu.au
Phone/other:	(02) 9850 8409
Course Director Name:	Prashan Karunaratne
Email:	prashan.karunaratne@mq.edu.au
Phone/other:	(02) 9850 8409

## **PART B: Questionnaire:** To be completed by the academic staff engaged for external referencing.

### **Section 1: Course & Unit Learning Outcomes**

### **Section 2: Assessment & Performance Standards**

*Further guidance for academic staff engaged in external referencing, please go to the: [External Peer Review of Assessment: A Guide to Supporting the External Referencing of Academic Standards](#)*

*This resource explains the context of the questions, to guide your feedback, and offers resources to support further reading and reflection.*

### **Section 3: Other matters you wish to raise.**

## **Section 1: Course and Unit Learning Outcomes**

Questions 1 and 2 ask the reviewer to focus broadly on the fit between the Unit Learning Outcomes (ULOs), Course Learning Outcomes (CLOs) and the AQF level of the unit being reviewed.

### **Q.1 Are the specified ULOs aligned with the relevant CLOs?**

- Yes
- Partially
- No

#### **Comments/Suggestions**

The mapping of CLOs to ULOs is well-structured and effectively integrates the CLOs into the specific skills and knowledge outlined in the ULOs.

ULO1 - Mapped to CLO 1, 2, 3, 4, 5:

ULO1 aligns with a comprehensive integration of discipline-specific knowledge and skills, as indicated by its mapping to CLOs 1, 2, 3, 4, and 5. Students are expected to draw on their understanding of key concepts (CLO 1), apply data-driven techniques (CLO 2), critically analyse and evaluate concepts (CLO 3), communicate effectively (CLO 4), and interact collaboratively (CLO 5) to demonstrate their multidisciplinary proficiency.

ULO2 - Mapped to CLO 2, 5, 7:

ULO2 focuses on ethical, sustainability, and social responsibility considerations within a business context. The alignment with CLO 2 highlights the importance of utilising data-driven techniques to make decisions that incorporate these dimensions. The connection to CLO 5 indicates the integration of these considerations within a collaborative context. The alignment with CLO 7 emphasises the evaluation of ethical, sustainability, and social responsibility aspects in addressing business challenges.

ULO3 - Mapped to CLO 5, 6, 8:

ULO3 emphasises teamwork, collaboration, and the application related knowledge and skills. The mapping to CLO 5 reinforces the collaborative aspect, while the alignment with CLO 6 (personal agency and professional agility) suggests that students are expected to demonstrate their ability to adapt and contribute effectively within multidisciplinary teams. Additionally, the connection to CLO 8 (reflection

on teamwork) underscores the importance of reflecting on the teamwork experience to enhance professional development.

**Q.2 Are the ULOs appropriate for the level of the subject at this AQF qualification level?**

XYes

- Partially
- No

**Comments/Suggestions**

The ULOs are aligned with the skills and competencies expected of students at AQF level 7.

ULO1 demonstrates a higher level of thinking by emphasizing critical and analytical application of discipline-specific knowledge. It also highlights an awareness of cross-disciplinary requirements, which aligns with AQF Level 7 expectations. Students at this level are expected to demonstrate the ability to synthesise information from different sources and apply it in complex contexts.

Ethical and sustainability considerations in ULO2, along with the ability to analyse issues from different perspectives, are indicative of AQF Level 7. Students are expected to engage in ethical reasoning and critical evaluation, which aligns with the cognitive complexity expected at this level.

The emphasis on teamwork, reflection, and the application of knowledge and skills in varied contexts in ULO3 is in line with AQF Level 7 expectations. Students are required to demonstrate practical application of skills, as well as the ability to adapt and collaborate effectively, which are indicative of this level.

Overall, the ULOs provided align well with the cognitive complexity, application of knowledge, and level of skill expected at AQF Level 7. They reflect the development of higher-order thinking skills, integration of knowledge, and practical application in a business context.

## Section 2: Assessment & Performance Standards

Questions 3 to 6 ask the reviewer to look closely at the assessments' alignment, performance standards, assessment methods, and grades awarded.

### Q.3 Do the suite of assessment tasks enable students to demonstrate attainment of the ULOs and relevant CLOs?

Yes

Partially

No

#### Comments/Suggestions

The assessment tasks in the capstone course align well with the ULOs and CLOs. Each assessment task appears to be intentionally designed to enable students to demonstrate their attainment of specific ULOs and CLOs.

Reflective Essay: This essay requires students to reflect on their ability to integrate discipline-specific knowledge and skills critically and analytically. This aligns with ULO1: "Integrate discipline specific knowledge and skills and apply subject knowledge critically, analytically with appreciation of cross disciplinary requirements."

Agility Exercise: The agility exercise involves a case study/analysis that requires collaborative analysis of the impact of a commercial shock on the ongoing capstone project. This aligns with ULO2: "Identify and analyse issues from a variety of ethical and sustainability positions as applied to the business context," and ULO3: "Reflect on outcomes of working in multi-functional teams to apply teamwork knowledge and skills for effective collaboration to achieve business solutions in a range of contexts."

Capstone Project Report: The capstone project report involves collaboratively preparing a report for a bespoke program/product/process aimed at achieving United Nations Sustainable Development Goals (UN SDGs). This assessment aligns with ULO1, ULO2, and ULO3, as students are expected to integrate discipline-specific knowledge, address ethical and sustainability issues, and demonstrate effective teamwork skills.

Capstone Project Presentation: The capstone project presentation requires collaborative presentation of the same project aimed at achieving UN SDGs. This aligns with ULO1, ULO2, and ULO3, as students are expected to showcase their discipline-specific knowledge, address ethical and sustainability issues, and demonstrate effective teamwork and presentation skills.

Overall, each assessment task is designed to target specific ULOs and CLOs, providing students with opportunities to demonstrate their mastery of the learning outcomes. The tasks are well-structured and span various dimensions of knowledge integration, ethical analysis, sustainability considerations, teamwork, and critical thinking.

### Q.4 Are the descriptions of the performance standards for the assessment tasks (e.g., the marking guide/marketing criteria/assessment rubric/annotated work samples) appropriate for the specified ULOs and CLOs?

Yes

Partially

No



## Comments/Suggestions

The performance standards contained in the marking rubrics appear to be appropriately aligned with the relevant ULOs and CLOs. Furthermore, the progression from lower to higher levels of performance reflects the increasing complexity and depth of skills and competencies expected.

**Q.5 Are the methods of assessment capable of confirming that all relevant ULOs are achieved?**

- Yes
- Partially
- No

## Comments/Suggestions

Yes, based on the provided assessment tasks, the methods of assessment seem capable of confirming that all relevant ULOs are achieved. Each assessment task is designed to target specific ULOs, and the marking rubric associated with each task provides clear performance standards for evaluating students' achievement of those ULOs.

**Q.6 Do the grades awarded reflect the level of student attainment?**

*The number of samples provided is up to the Course Director/Unit Convenor's discretion, including grades selected for referencing.*

Assessment benchmarked: *(refer to Part A – 2.a)*

Sample A – HD	Across the assessment tasks provided, students demonstrated a satisfactory level of competence on the relevant unit learning outcomes. Students demonstrated an adequate understanding of unit content and context and completed the assessment tasks with acceptable quality and accuracy. While the students met the minimum requirements of the relevant assessment tasks, there were clear gaps in knowledge, skills, and application.
<input type="checkbox"/> Too high	
<input checked="" type="checkbox"/> Appropriate	
<input type="checkbox"/> To low	
Sample B - Pass	Across the assessment tasks provided, students demonstrated an outstanding level of competence on the relevant unit learning outcomes. The students demonstrated a comprehensive and in-depth understanding of the key unit concepts and completed the assessment tasks in a manner that exceeded expectations of the unit
<input type="checkbox"/> Too high	
<input checked="" type="checkbox"/> Appropriate	
<input type="checkbox"/> To low	

---

**Section 3: Other matters**

Are there any matters not covered in Sections 1 and 2 that you wish to note?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Comments/Suggestions	


## PART C: Reflections and Recommendations

To be completed by the reviewer

<b>General comments and reflections</b>	
<p>This capstone unit in the Bachelor of Commerce reflects the culmination of a student's academic journey and provides students with an applied, authentic and active learning experience. The unit's focus on reflective practice, integrating cross-disciplinary knowledge, addressing sustainable development goals, and enhancing employability skills reflects its commitment to creating an engaging learning environment and preparing students for professional and personal growth after university. The engagement of industry experts through guest lectures adds additional practical and meaningful insights, enriching the overall educational experience.</p> <p>The unit's emphasis on further enhancing and surfacing transferable skills and competencies aligns well with the demands of modern workplaces, ensuring that the benefits of the learning experiences extend well beyond the classroom.</p>	
<b>Commendations (if applicable)</b>	
<p>I would like to commend all those involved in the design, development and delivery of the capstone U=unit for the following aspects:</p> <p><b>Diversity of Assessment:</b> The diverse range of engaging assessment tasks allow for both comprehensive assessment of learning and assessment for learning.</p> <p><b>Interdisciplinary Integration:</b> The unit successfully integrates various disciplines within a business context, preparing students to tackle complex problems..</p> <p><b>Authentic Assessment and Social Impact:</b> The unit's focus on creating solutions for United Nations Sustainable Development Goals underscores its commitment to addressing pressing global issues through the design of viable solutions.</p> <p><b>Employability Focus:</b> The incorporation of presentations and reports that showcase students' breadth of transferable employability skills and competencies is commendable. By allowing students to demonstrate their abilities through tangible artifacts, the unit enhances their readiness for the job market.</p>	
<b>Recommendations (if applicable)</b>	
1	Consideration could be given to a rewrite of ULO1.
2	Consideration could be given to the inclusion of an additional ULO focusing on the demonstration of the development of business knowledge, skills and capabilities across the student's educational journey, This would align with the reflective essay, and surface the lifelong learning dimensions of the unit.
3	
4	

---

**Submission**

Name of the Reviewer	Associate Professor Jonathan Boymal
Institution	College of Business and Law, RMIT University
Email address	Jonathan.boymal@rmit.edu.au
Review completed on	04/09/2023
Reviewer's signature	
Date	04/09/2023