Ozford Institute of Higher Education
CRICOS Provider No: 03429B

ASSESSMENT AND GRADES POLICY

Approving authority	Academic Board
Approval date	5 December 2013 Revised 5 March 2015
Purpose	This policy outlines the different types of assessment, how a student's work is graded and circumstances where a review of grade is permitted.
Responsibility for implementation	Head of School (HE)
Next scheduled review	December 2017
Document Location	R:\OIHE\policies\assessment&gradespolicy
Associated documents	Moderation of Assessment Policy Special Consideration Policy Academic Integrity Policy Student Grievances & Appeals Policy Student Services & Support Policy

1   Principles

Ozford Institute of Higher Education's (hereafter referred to as "the Institute") approach to assessing the progress and achievement of students against course and unit learning outcomes must be of a high quality, effective, and acceptable to stakeholders including professional bodies and students.

The Institute places the highest possible value on academic integrity and undertakes its assessment in this context. This policy and these principles should be read in conjunction with those set out in the Academic Integrity Policy and the procedures in that policy are crucial to the integrity of assessment.

All coursework at the Institute will be assessed in accordance with standards and requirements set by the Academic Board and consistent with the standards set out in the Education Services for Overseas Students (ESOS) Act 2000, the Higher Education Support Act 2003, National Office of Overseas Skills Recognition (NOOSR), the Australian Qualifications Framework (AQF), and Tertiary Education Quality and Standards Agency (TEQSA) Threshold Standards.

2.   Policy

Ozford Institute of Higher Education Pty Ltd ACN 165 694 351 trading as
Ozford Institute of Higher Education. CRICOS Provider No: 03429B
Assessment and Grades Policy Ver2
Version Date:
5/10/2016

Approved: Academic Board
Page 1 of 15

It is Institute policy that:

2.1 Assessment will:

   2.1.1 Guide and encourage effective student learning.

   2.1.2 Align to unit and course learning outcomes and graduate attributes.

   2.1.3 Fairly, validly and reliably measure student performance of course and unit learning outcomes.

   2.1.4 Maintain academic standards.

2.2 Each unit will have:

   2.2.1 Unit learning outcomes that support the relevant course learning outcomes, and have been mapped to the Institute's graduate attributes.

   2.2.2 Assessment tasks that have been developed to measure student achievement of unit learning outcomes.

   2.2.3 Standards developed by applying professional judgements about expected levels of student performance on assessment criteria which have been informed by benchmarking against acceptable levels of performance within the Institute, discipline area, similar HEP's, universities and/or profession.

   2.2.4 Clear criteria and standards of performance developed for each assessment task, based on criteria established in this policy and published in the Unit Profile. These criteria and standards will be described so that students are informed about the level of performance required for each assessment task.

2.3 Students are permitted to request a review of their assessed grade under circumstances set out in this policy.

Definitions

3.1 Assessment task

An assessment task is a specified and required task that must be attempted by students completing a unit of study. The requirements of the assessment task are normally included in Unit Profile.

3.2 Grade

A grade is the descriptor given as a result of an evaluation of assessment tasks and is based on a percentage score.

3.3 Unit Profile

This is a document that contains all relevant information about a unit of study. This information normally includes the number of credit points, pre-requisites and co-requisites, learning outcomes, trimester topic schedule, assessment tasks, prescribed textbook and recommended reading, and alignment of graduate attributes to learning outcomes and assessment tasks.

3.4 Criterion-referenced assessment

Criterion-referenced assessment is the process of judging and grading the learning of students against a set of pre-specified criteria that are mapped to the unit learning outcomes. (Criteria-referenced assessment is used by Ozford).

Ozford Institute of Higher Education Pty Ltd ACN 165 694 351 trading as
Ozford Institute of Higher Education. CRICOS Provider No: 03429B
Assessment and Grades Policy Ver2
Version Date:
5/10/2016

Approved: Academic Board
Page 2 of 15

3.5 Unit Convenor

The Unit Convenor is a suitably qualified academic who has been appointed to carry out co-ordinator duties including inter alia, writing the exam paper and marking exam scripts.

3.6 Group Work

Group work is where two or more students collaborate on assessment tasks and submit a joint piece of work for assessment.

4. Procedures

4.1 Types of Assessment Tasks

The following table provides a list of the assessment tasks normally used for units of study:

Assessment Task	Application
Class test	• A class test is normally a written text administered during normal, timetabled class time (such as in a tutorial). • The purpose of a class test is to provide early feedback to students on their progress and also to identify students who may be at risk of failing, so that appropriate intervention strategies can be implemented. • A class test is normally administered in the early part of a trimester (typically in week 5). • A class test will normally comprise multiple choice, short answers and in some cases, practical questions. • A class test should not normally exceed 20% of the total marks allocated for a unit.
On-line test or quiz	• An on-line test or quiz refers to an assessment task that is administered on-line. • An on-line test normally refers to a lecturer/tutor administered test using Moodle or other electronic means. • An on-line quiz normally refers to a quiz which is administered or accessed by a publisher's website.
Written assignment	• A written assignment is an assessment task for students to complete outside of normal timetabled class times. • It may be in the form of a case study, research task, practical questions or other specified questions. • A written assignment must conform to the maximum word limits prescribed in this policy. • A written assignment will normally be specified for group or individual submission. A group will normally comprise three students. • To ensure the demonstration of individual student learning in group assignments students will be required to complete either an individual component of the assignment or a reflective piece. Within each option students will be required to actively participate in group activities with this to be demonstrated by the maintenance of a meeting log including a record of the allocation of tasks and the timeframe for completion of set tasks. This assessment method will be supported by a set of instructions outlining the process for the successful completion of the assignment such as assignment topic, instructions and questions, and an appropriate marking rubric. This will be supplied to students and

Ozford Institute of Higher Education Pty Ltd ACN 165 694 351 trading as
Ozford Institute of Higher Education. CRICOS Provider No: 03429B
Assessment and Grades Policy Ver2
Version Date:
5/10/2016

Approved: Academic Board
Page 3 of 15

	staff though staff will also be responsible for the creation of an assignment solution A sample assignment is included to the Assessment Policy as an Appendix One
Oral class presentation	• An oral class presentation refers to a student presentation made during normal timetabled class time as an assessment task. • Oral presentations may be group or individual. If a group presentation, the group should share the presentation. • Oral presentations normally (but not always) are part of a written assessment task.

Group Assessment Task (or Assignment)	• An assessment task which is submitted by two or more students as a collaborative piece of assessment.
	• Group assessment tasks are used to address the Graduate Attribute of *teamwork*.
	• Group assessment tasks should not be overused, but when used offer several advantages including:
	  ❧ Peer learning can improve the overall quality of student learning.
	  ❧ Group work can help develop specific generic skills sought by employers (such as teamwork).

Examination	• An examination normally refers to an end of trimester assessment task. • Examinations are formally administered during the nominated exam period at the end of the trimester (normally during week 13, but may be week 14).

4.2   Word limits

Assessment tasks (not including end of trimester examinations) which require written responses (whether individual or group submission) should normally not be greater than listed in the table below. The Unit Profile for each unit specifies the word limit for assessment tasks where this is relevant. These are set to ensure that students are fairly assessed but also to ensure that assessment is not an unnecessary burden on students.

Course Level	Word limit
Undergraduate Course	
Introductory level unit	2500
Intermediate level unit	3000
Advanced level unit	3500

4.3   Group Work Protocols

Group Work is a useful assessment methodology if used appropriately to assess student's attainment of learning outcomes. Group Work can benefit students' learning such as developing teamwork, leadership and personal organization. Group Work also links to OIHE Graduate Attributes of *communication* and *teamwork*.

Ozford Institute of Higher Education Pty Ltd ACN 165 694 351 trading as
Ozford Institute of Higher Education. CRICOS Provider No: 03429B
Assessment and Grades Policy Ver2
Version Date:
5/10/2016

Approved: Academic Board
Page 4 of 15

The following protocols will be adhered to in operation of Group Work for assessment tasks:

Group size and selection:

Groups will normally comprise three or four students, but should not exceed six. Groups may be two depending upon the number of students enrolled in a unit and the nature of the assessment task.

There are three main ways groups can be selected:

1. *Random selection:*

   Students are grouped according to a random determination by the lecturer/tutor.

   This method offers the advantage of being an unbiased selection and relatively easy for the lecturer/tutor to execute, but may result in a bad group experience due to an in balance in skills, abilities and diversity of the group.

2. *Self-selection:*

   Students select their own group.

   This method has the advantage of initial higher group cohesiveness, but may result in the tendency toward groups with similar cultural background and linguistic abilities resulting in an inadequate skill set across the group.

3. *Lecturer selection:*

   Lecturers/tutors select the groups based on their knowledge of the abilities and skills of the students or by some other pre-determined criteria. Such an engineered or structured group selection can provide clarity of role for group members and promote inclusiveness, but may take longer for culturally and linguistically diverse groups to gel compared to homogenous groups.

Log of group activities

Group members must maintain a log of group meetings which details the date and time of the meeting, the allocation of tasks and progress reports of assessment tasks.

Assessment methods

1. When designing the assessment task, the assessment methodology needs to be defined. Assessment methods that may be used solely or jointly include:

   • *Peer assessment* – the assessment task is assessed on the basis of evaluations submitted by each student. This method is particularly useful when the learning outcomes are related to the experience of working in a team, to evaluate individual contributions as a means of moderating grades and to encourage critical, reflective learning.

   • *Formative assessment* – assessment by the teacher/tutor based on observation of the groups at different stages of the task.

   • *Summative assessment* – assessment on the basis of a seminar presentation and/or written report. This may be more appropriate for higher level units.

2. For both formative and summative assessment approaches, specific tasks should be allocated to individual group members. The allocation of individual tasks should be initiated by the

Ozford Institute of Higher Education Pty Ltd ACN 165 694 351 trading as
Ozford Institute of Higher Education. CRICOS Provider No: 03429B
Assessment and Grades Policy Ver2
Version Date:
5/10/2016

Approved: Academic Board
Page 5 of 15

group, but moderated by the teacher/tutor to eliminate unequal distribution of individual student's effort. This allocation should be documented in the log of group meetings.

3. Assess individual as well as group learning and performance. Assess process as well as product. Assessment criteria and grading scheme or rubric should be clear and transparent to students.

Student dissatisfaction and dysfunctional groups

Student dissatisfaction with group work is common and is generally related to inadequate planning and a lack of oversight and/or management by the lecturer/tutor. To avoid student dissatisfaction the following practices should be followed:

1. It is important that group assessment tasks are carefully planned and managed, and that students are given clear information about all aspects of the assessment task.

2. The learning outcomes are clearly stated, which should include how they link to course graduate attributes.

3. Students should know how the groups will be formed and why a particular method was chosen.

4. Information is captured about each group member's contribution (normally in a log maintained by the group) so that individual performance can be fairly evaluated.

5. Dysfunctional groups are identified at an early stage so that timely intervention can occur to ensure the assessment task is completed on time.

6. Individual group members may discuss any issues of group cohesiveness with the teacher/tutor which may include the lack of contribution by individual group members, difficulties in accommodating different work schedules for group meetings, time management and communication issues, lack of intervention or arbitration by the teacher/tutor.

7. The lecturer/tutor should have a back-up strategy in case a problem within the group cannot be readily resolved. This may involve splitting the group or specifying additional individual assessment tasks. However, if the purpose of the group work is to develop collaborative and teamwork skills, a student who is unable to perform well in the group is therefore not displaying these skills an assigning a fail for the group assessment task is a valid option.

Further Reading:

Macquarie University, "Evaluation: assessing student achievement of learning outcomes"; http://staff.mq.edu.au/teaching/evaluation/resources_evaluation/developing_unit/assess_achievement/, accessed 10 August 2015

Monash University, Business & Economics, Group Assessment Guidelines http://www.buseco.monash.edu.au/esg/agu/policies/group-assess-guidelines-revised-mar2013.pdf, access 10 August 2015.

Johnston. L. and Miles. L (2004). Assessing contributions to group assignments, Assessment and Evaluation in Higher Education, 29 (6).

Burdett, J., (2003). Making Groups Work: University Student's Perceptions, International Education Journal, Vol. 4. No. 3.

Ozford Institute of Higher Education Pty Ltd ACN 165 694 351 trading as
Ozford Institute of Higher Education. CRICOS Provider No: 03429B
Assessment and Grades Policy Ver2
Version Date:
5/10/2016

Approved: Academic Board
Page 6 of 15

University of Wollongong, (2002) <u>Code of Practice - Teaching & Assessment</u>. http://www.uow.edu.au/about/policy/alphalisting/UOW121755.html Accessed February 27, 2015.

Winchester-Seeto, T. (April, 2002). <u>Assessment of collaborative work - collaboration versus assessment</u>. Invited paper presented at the Annual Uniserve Science Symposium, The University of Sydney.

4.4   Marking Schemes

With criterion-referenced assessment, assessment tasks should clearly state what a student is expected to do to complete the task satisfactorily. This requires a clear statement of performance standards. Criteria are listed and performance standards are stated. This may be in the form of a matrix. Exemplars are shown below:

Ozford Institute of Higher Education Pty Ltd ACN 165 694 351 trading as

Ozford Institute of Higher Education. CRICOS Provider No: 03429B

Assessment and Grades Policy Ver2

Version Date:

5/10/2016

Approved: Academic Board

Page 7 of 15

Exemplar:

This approach uses broad criteria which are given equal weighting with details of the performance standards to discriminate student performance at High Distinction, Distinction, Credit, Pass and Fail levels.

		Performance Standard				
Assessment Task Criteria	**Weight**	**HD 80-100%**	**D 70-79%**	**C 60-69%**	**P 50-59%**	**F 0-49%**
Knowledge & understanding	25%	• In depth, expert knowledge. • Superior proficiency in application of knowledge to problem.	• Expert knowledge • Proficient application of knowledge and understanding.	• Competent level of knowledge • Accurate application of knowledge and understanding.	• Superficial knowledge. • Some inaccuracies in knowledge and understanding.	• Lack of knowledge • Significant inaccuracies in knowledge and understanding.
Logic of argument(s)	25%	• Central argument(s) expertly developed • Topic covered in depth in a scholarly manner.	• Central argument(s) clearly developed and supported by evidence • Topic covered in depth and is concise and fluent.	• Central argument(s)developed and supported by evidence • Topic covered in depth but with some gaps,	• Central argument(s) has been developed but not fully supported by evidence • Progression of argument and ideas not strong.	• Lack of central argument(s) and evidence base • Argument incoherent and difficult to follow.
Analysis	25%	• Expert scholarly demonstration of critical analysis • Conclusion draws argument in influential and scholarly manner.	• Considerable demonstration of critical analysis • Comprehensive and competently developed conclusion	• Good demonstration of critical analysis • Conclusion is logical outcome of argument(s).	• Critical analysis partially evident but not fully developed • Conclusion is evident but not strong.	• Critical analysis lacking or absent. • Conclusions poor or absent.
Research/referencing	25%	• Expert scholarly use of wide range of relevant sources • Expert paraphrasing and referencing.	• Scholarly use of wide range of relevant sources • Good application of paraphrasing and referencing.	• Wide use of mostly relevant reference sources • Reasonable application of referencing.	• Limited use of relevant references sources • Some inaccuracies in references and in-text citations.	• Limited research or poorly researched • Considerable inaccuracies in references and in-text citations.

4.5   Examinations

4.5.1   Clear statement of assessment criteria

Students are to be provided with a clear statement of what is expected for an examination. This information will normally be provided in the published Unit Profile and will include the weighting of the exam in relation to the overall assessment, the duration of the exam, and the nature of questions such as multiple choice, short answer, calculation/practical and essay questions.

4.5.2   Conduct of examinations

The following rules apply to the conduct of examinations:

4.5.2.1   Student's identity cards must be produced upon request at all examinations.

4.5.2.2   Students will be admitted to the examination room 15 minutes before the starting time of all examinations. During this period they may study the examination paper, but no writing will be allowed.

4.5.2.3   Unless with the special permission of the Exam Invigilator, no student shall enter the examination room later than half an hour after the examination has commenced nor shall any student be allowed to leave the examination room before the expiration of half an hour from the start of the examination.

4.5.2.4   No student, having once left the examination room, shall be permitted to return unless during such absence he/she has been under supervision.

4.5.2.5   No student shall be permitted to leave the examination during the last half an hour.

4.5.2.6   Invigilators shall have and may exercise all such powers as are reasonably necessary to ensure the proper and efficient conduct of the examination.

4.5.2.7   Invigilators should document any unusual circumstances or behaviour that may be construed as providing students with an unfair advantage or disadvantage during the exam.

4.5.2.8   Only some resources and/or materials are permitted for student use during an examination. Restrictions apply to specific items which include calculators and other electronic devices, mobile phones, books, notes and other materials. Resources and/or materials that are authorised for use in examinations are specified in the Unit profile.

4.6   Viewing an exam script

Students will be permitted to view their exam script under the following conditions:

4.6.1   Students may view an exam script only after results have been finalised for the Unit to which that exam script relates.

4.6.2   When viewing an exam script the student is not permitted to be accompanied by another person (such as a friend, agent or parent).

4.6.3   An exam script will be viewed in the presence of a staff member assigned to such duty.

4.6.4   No discussion will be allowed about the marking of the exam script.

4.6.5   The student is permitted to take notes, but not to make notes on, or otherwise deface, the exam script.

4.7   Examiner's report

A Unit Convenor is required to prepare a report on how students performed on the examination. This report is required after exam scripts have been marked and before the finalisation of results for the trimester. This report should be available for the certification of results. The report should provide both quantitative and qualitative analysis of how students performed on each exam question.

4.8   Grades

The following table shows the grades to be awarded on the assessment of a student's work:

Grade	Acronym	Percentage Range
High Distinction	HD	80-100
Distinction	D	70-79
Credit	C	60-69
Pass	P	50-59
Fail	F	0-49

4.8   Interim Results

The following table shows interim assessments that may be awarded on the assessment of a student's work:

Interim Result	Acronym	Conditions
Deferred Assessment	DA	• Where a student has been unable to submit an assessment task due to illness or other exceptional circumstances, or has been disadvantaged in some way during the assessment task, a deferred assessment may be granted. • Normally, a student will request a deferred assessment by lodging an Application for Special Consideration, including appropriate evidence of illness, with the Head of School (HE).
Supplementary Assessment	SA	• Where a student has received a percentage score between 45 - 49% overall and has completed all assessment tasks, supplementary assessment may be granted to the student by the Head of School (HE). • The supplementary assessment may take the form of written assignment, oral presentation and/or examination. • A student cannot request such supplementary assessment. Supplementary assessment is awarded by the Head of School (HE). • Normally a student will not be granted more than 2 supplementary assessments during a course of study. • The Head of School (HE) requires approval from the Academic Board to grant more than 2 supplementary assessments during a course of study.

Assessment and Grades Policy Ver 1.2
Version Date:
5/10/2016

Author: Ken Bruce/Helen Milovanovic
Approved: Academic Board
Page 10 of 15

Assessment and Grades Policy Ver 1.2
Version Date:
5/10/2016

Author: Ken Bruce/Helen Milovanovic
Approved: Academic Board
Page 11 of 15

4.9 Special Consideration

Students may apply for special consideration in accordance with the Special Consideration Policy.

4.10 Review of Grade

Students can seek an informal consultation with the lecturer/tutor within 2 days of receiving the results of individual assessment tasks. If, after the informal consultation has taken place, the student has continuing concerns about the process by which the grade was determined, the student may lodge an application for a review of grade.

4.10.1 Students may apply for a review of their grade under one of the following grounds:

4.10.1.1 Demonstrating that the marking and/or assessment is inconsistent with the assessment requirements or with the assessment criteria.

4.10.1.2 Demonstrating that there was unclear feedback from an informal consultation process.

4.10.1.3 Documenting difficulties in the operation of the unit resulting in inequitable treatment or misinformed advice to students regarding the completion of assessment, the assessment requirements, or the assessment criteria.

4.10.2 A Review of Grade will only apply to those assessment tasks where the informal consultation with the lecturer/tutor (specified under item 4.10 above) has taken place.

4.10.4 A student may have no more than one Review of Grade for each unit.

4.10.5 A student must make written application using the Review of Grade Application Form.

4.10.6 The student must state, in the Review of Grade Application Form, details of the informal consultation process, and details of viewing of the exam script where this has taken place.

4.10.7 A Review of Grade is considered by the Head of School (HE) or delegate and the outcome is communicated to the student.

4.10.8 A Review of Grade may result in:

4.10.3.1 No change to the grade.

4.10.3.2 Change to a higher grade.

4.10.3.3 Change to a lower grade.

4.10.9 The Institute will advise the student in writing of the final outcome of their application for a Review of Grade within 15 working days of receipt of the written application.

4.10.10 In cases where the grounds for review relate to a cohort of students who have suffered the same circumstance giving rise to a Review of Grade in an individual case, and it is determined that the cohort has been similarly disadvantaged, then all students; grades will be reviewed.

4.11 Appeals

Assessment and Grades Policy Ver 1.2
Version Date:
5/10/2016

Author: Ken Bruce/Helen Milovanovic
Approved: Academic Board
Page 12 of 15

Students may appeal against a Review of Grade decision in accordance with the Academic Appeals Policy.

4.11.1   A student can appeal the final outcome of the review of grade decision by lodging an appeal to be heard by the Student Discipline and Academic Appeals Committee, according to Academic Appeals Policy. All appeals lodged will be processed in accordance with the Academic Appeals Policy. This application should be submitted within 20 working days of notification of the outcome of the review of grade.

4.11.2   Submissions to the Student Discipline and Academic Appeals Committee must demonstrate that the review of grade decision breaches the unit learning outcomes, assessment requirements, or the assessment criteria, or if the student believes the Institute did not follow due process as set down in relevant Institute policies.

4.11.3   The determination of the Student Discipline and Academic Appeals Committee of any appeal regarding a review of grade will be final within the Institute. If the student still wishes to contest the fairness of the decision, they should consult relevant external authorities as outlined in the Academic Appeals Policy.

5.0   Delegation of Assessment Decisions

5.1   The Head of School has delegated responsibility from Academic Board to collate and, on the advice of the School Assessment Committee, confirm assessment results and authorise the timely publication to students. At the conclusion of each assessment period a report of results is to be submitted to the Academic Board for information.

6.0   School Assessment Committee

6.1   The Head of School is required to convene a *School Assessment Committee* every trimester to provide oversight on the quality of assessment processes, collation of results and recommendations on the award of grades.

6.2   The *School Assessment Committee* shall normally comprise as a minimum the following personnel:

- Head of School as Chairperson.
- Full-time teaching staff member.
- Unit Convenor.

6.3   The role of the *School Assessment Committee* is to:

- Assure the quality of unit assessment items and the moderation processes undertaken within units.
- Monitor the quality of assessment in units and courses by reviewing survey and feedback data collected from students and peers.
- Identify units in which the assessment outcomes are unsatisfactory and providing advice to the Unit Convenor on actions to improve outcomes.
- Monitor school processes to assure effective and efficient security of assessment submission, exam questions, exam papers and the safe return of assessment items.
- Aggregate marks and recommend the award of grades.

Assessment and Grades Policy Ver 1.2
Version Date:
5/10/2016
Author: Ken Bruce/Helen Milovanovic
Approved: Academic Board
Page 13 of 15

- Recommend the award of supplementary assessment.
- Determine students' eligibility to graduate.

Appendix One:

SAMPLE ASSIGNMENT INFORMATION

Your assignment must be submitted in week 10. Penalties may apply for late submission.

The following matters should be given particular attention:

1. Writing assignments must not exceed the word counts indicated. Double space your pages, use a 12-pt Arial font, use 2 cm margins on all four sides of your page.
2. Your assignment must include an abstract/synopsis, introduction, assignment body that clearly addresses the problem areas, a conclusion and a properly referenced bibliography. (refer to the assignment marking rubric for further guidance)
3. Evidence of extensive research beyond the prescribed text is required. Ensure that references are appropriately acknowledged in your bibliography. Refer to the statement regarding plagiarism.
4. Extensions will be granted only if they are supported by appropriate documentation prior to the due date.
5. This assignment must be handed in for successful completion of the course and will count 20 marks towards the final mark.
6. The word count for the research essay is 3000 words. Please refer to the Research Essay Marking Rubric for the specific allocation of word count for each specific section of your research essay (refer point 2 above).
7. Points (fractional marks) have also been allocated to each specific section of your research essay.
8. The research essay is to be conducted in groups of 2-3.
9. Groups must select a company from the Australian Securities Exchange Top 100 (ASX100) website and download the 2015 annual report. Groups cannot do the same company and preferably from different ASX sectors and should discuss their selection prior to commencing their research essay. No banks allowed.

RESEARCH ESSAY TOPIC

"The stable-measuring-unit assumption is one of the five assumptions described by the Project Advisory Committee of the American Institute of Certified Public Accountants as

Assessment and Grades Policy Ver 1.2
Version Date:
5/10/2016

Author: Ken Bruce/Helen Milovanovic
Approved: Academic Board
Page 14 of 15

'imperatives', it is by no means generally accepted by accountants. Indeed it relates to the most controversial aspect of accounting theory and practice yet encountered" Fitzgerald, A., 1963, Analysis and Interpretation of Financial Statements, 3rd. Ed., Butterworths, p. 14.

The AASB / IASB continues to struggle with the use of multiple measures in accounting standards. In relation to Fitzgerald's comment over 50 years ago undertake the following:

Select a company from the Australian Securities Exchange website and download the 2015 annual report.

1. With reference to the above statement describe what you understand the measurement problem to be and provide examples from your selected annual report.

2. Discuss the problems of measurement in the context of the present AASB / IASB standards and framework using your selected annual report to provide examples.
3. Evaluate the measurement problem in your selected annual report in the context of AASB / IASB standards and framework.
4. Comment on the relationship between the measurement employed in your selected annual report and the provision of decision useful information; provide examples.

TUTOR ENGAGEMENT

1. Week 1 – Tutor to advise students that the research essay is available and over the coming weeks they should think about forming groups of 2.
2. Weeks 1-3 – EMPHASISE TO STUDENTS TO BEGIN THE WORK EARLY. All students to form groups of two and advise tutor. A discussion of the ASX sectors and ASX100 to take place. Students should discuss the selection of a sector and company that interests them. Tutor to record the groups. No groups are to have the same company. Banks are not allowed as they have particular problems. Over the weeks 1-3 groups should select a company from the ASX100.
3. Week 3 – Groups are to advise the tutor of the company selected. Tutor to record the company selected by each group ensuring no group has the same company.
4. Weeks 6-8 – Tutor should stress the importance to groups of beginning the work early and following the marking rubric.
5. Tutor to discuss problems arising and the differences between sectors and companies.
6. Dedicate some time each week for discussion of the research essay.

Assessment and Grades Policy Ver 1.2
Version Date:
5/10/2016

Author: Ken Bruce / Helen Milovanovic
Approved: Academic Board
Page 15 of 15