



**MARCUS
OLDHAM**

We mean business.

**Graduate Certificate of Agribusiness
Master of Agribusiness**

**Postgraduate Course
HANDBOOK
2022**

This version of the **Postgraduate Student Information Booklet (STU-001PG)** was last updated 1 February 2022.
The most recent version of this document is available on the Postgraduate Landing page in D2L.

While care has been taken with the preparation of this document, Marcus Oldham College reserves the right to alter, amend or delete information contained in this guide. Students will be notified of any significant changes via email to your College email address.

Feedback on this Guide or suggestions for future editions is welcome, and may be emailed to postgrad@marcusoldham.vic.edu.au

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Introduction

The Marcus Oldham College postgraduate program has been designed for people wanting to enhance their career prospects in agribusiness. With an emphasis on management and critical thinking, the program is designed to:

- build on professional experience,
- develop high-level analytical skills
- broaden understanding of the agribusiness sector.

We have built the program for those who want to lead in agriculture-related industries in either government or corporate roles. This might include managers of food and fibre production, logistics, commodity trading, banking and finance, property, government regulation, food processing, rural research and development and so forth.

The Master of Agribusiness is less about developing production skills and instead emphasises business development and management, entrepreneurship and leadership. Our student cohort includes professionals who are managers in superannuation, global accounting, banking, commodities trading, pastoral companies, real estate, rural valuation, among other sectors.

When you enrol at Marcus Oldham College you enter a community which upholds academic integrity principles expected of higher education providers in Australia. We value scholarship grounded in respect, integrity, excellence and impact. A Marcus Oldham College higher education qualification is very well regarded in the wider community because of the content and delivery of its courses and our commitment to the principles of academic integrity. The College promotes academic integrity and expects students to behave honestly in the pursuit of their studies and to take personal responsibility for the integrity of their work. **Please read the Academic Integrity Statement (Appendix 2).**

Postgraduate Educational Objectives

The College mission is to advance agriculture through innovative educational programs in Farm, Agribusiness and Equine Business Management and to prepare motivated progressive professionals who will excel in the national and global environment.

The following objectives guide the development and deployment of all Marcus Oldham College educational programs to achieve this mission:

- to develop industry leaders who embrace change, demonstrate ethical standards and business best practice;
- to provide an innovative and quality teaching and learning environment that values individual difference and critical enquiry, underpinned by community and industry standards;
- to enhance our position as a premier provider of applied business education in rural and equine studies, informed by scholarly activity and industry relations and driven by continual improvement;
- to cultivate a spirit of empathy and engagement with the community that will enhance each student's personal development;
- to provide a safe and caring collegiate community and an approachable and responsive learning environment that accommodates individual differences;
- to foster an open mind along with progressive thinking and to encourage lifelong learning as a pathway to personal growth.

Career Progression

Australian agriculture employs approximately 270,000 people which produce enough food to feed about 61 million people. Australian farmers export about 60% of what they produce which is valued at more than \$48 billion per annum. The agribusiness sector has a rapidly increasing requirement for professionals who are not only capable of generating success within their industries but are also equipped with the creativity, expertise and thought leadership to drive agribusiness growth into the rest of this century.

Graduates of the postgraduate program are highly sought after in a range of agricultural settings:

- Commodity trading
- Corporate agriculture
- Food processing and logistics
- International market development
- Finance industry
- Advisory services to agriculture
- Equity markets
- Business development units of multi-national companies
- Export and trade organisations
- Agri-policy/politics

Postgraduate Course Post-Nominals

Postgraduate	Postnominals	Years
Graduate Certificate of Agribusiness	GCertAgri	2010-
Graduate Diploma of Agribusiness	GDipAgri	2010-
Master of Agribusiness	MAgri	2014-

Observed Public Holidays 2022

Australia Day	Wednesday 26 January
Labour Day	Monday 14 March
Good Friday	Friday 15 April
Easter Sunday	Sunday 17 April
Easter Monday	Monday 18 April
Anzac Day	Monday 25 April
Queen's Birthday	Monday 13 June
AFL Grand Final Parade	Friday 30 September
Melbourne Cup Day	Tuesday 1 November

Policies governing Postgraduate Studies at Marcus Oldham College

Please refer to the Postgraduate Student Information Booklet 2022 for a full list of the academic policies relevant to your studies at Marcus Oldham College. The following policy documents are also included as appendices to this handbook:

- Academic Integrity Statement (Appendix 2)
- Assessment Policy (Appendix 3)

Key Dates for Postgraduate Studies in 2022

	Deadline for Course Application	Deadline for Course Enrolment	Deadline for Subject Selections/Changes	Census Date and Fees Due
Trimester 1 31 Jan – 29 Apr	Friday 7 December 2021	Friday 17 Dec 2021	Friday 7 Jan 2022	Friday 25 Feb 2022
Intra-Trimester Break: Monday 14-18 March				
Trimester 2 23 May – 19 August	Friday 25 Mar 2022	Thurs 14 April 2022	Friday 22 April 2022	Friday 17 June 2022
Intra-Trimester Break: Monday 4 July to Friday 8 July				
Trimester 3 29 Aug – 25 Nov	Friday 8 July 2022	Friday 29 July 2022	Friday 5 August 2022	Friday 9 23 September 2022
Intra-Trimester Break: Monday 10-14 October				
Compulsory Residential for Rural Leadership Program and LDP905	Sunday 15 May – Friday 20 May 2022			
Graduation	Friday, 2 December 2022			

Entry Requirements

To gain entry to the postgraduate program at Marcus Oldham College you need to:

- have completed a four-year degree or honours degree -OR- completed a three-year undergraduate degree and have at least two years relevant work experience in agribusiness (or equivalent) -OR- have an equivalent portfolio of professional development courses and significant experience in agriculture or agribusiness or a related industry.

To be eligible for entry with advanced standing for up to four of the AQF8 level compulsory foundation subjects, due to cognate area knowledge of agribusiness at Bachelor degree level, you need to:

- have completed a four-year degree or honours degree in agribusiness (or similar) -OR- completed a Bachelor of Business (Agribusiness) degree at Marcus Oldham College (or equivalent) and have at least two years relevant work experience in agribusiness (or similar).

Candidates with appropriate qualifications and experience may be eligible for recognition of prior learning (RPL) or advanced standing (AS) for units in the Program (aside from the cognate area AS arrangements outlined above).

Applicants will be asked to provide documentation to support entry, AS and RPL requests. The documentation will be used to assess your eligibility for any AS and RPL.

Acceptance into the program

Students are required to indicate the qualification (Graduate Certificate or Masters) they are seeking to first enrol into at the time of their application. Students will be accepted into a postgraduate course if their portfolio is sufficient to indicate they have a reasonable chance of completing the course they have applied for. In some instances, a student might be granted entry into a course lower than the level they have applied for on a probationary basis. On satisfactory completion of their entry level program they are then eligible to apply for progression to the higher order qualifications. That is, a student granted admission into the Graduate Certificate is eligible upon completion of the Certificate to progress to the Master of Agribusiness.

Advanced Standing (AS)

Candidates with appropriate credentialed qualifications may be eligible for advanced standing (AS) towards units in the Program. Advanced standing will be awarded based on equivalent credentialed learning. That is, for formal study at an equivalent level. It will be awarded as:

- Specified credit will be awarded for a unit in the Marcus Oldham Postgraduate Program if there is an exact match between previous credentialed study and a unit in the College's program
- Unspecified credit will be awarded for credentialed study relevant to the Marcus program but does not match the content on any specific Marcus Postgraduate unit.

To obtain advanced standing a student will be required to submit unit descriptions of the units from other institutions he or she is requesting recognition for and their grades in those units.

Recognition of Prior Learning (RPL)

Those with significant relevant industry experience and associated learning outcomes may be eligible for Recognition of Prior Learning (RPL). To obtain Recognition of Prior learning a student will be required to submit a portfolio of evidence that demonstrates achievement of a level of competence and knowledge that would warrant exemption from one or possibly more units in the Marcus program. This evidence could include appropriate work experience, short course attendance, credentialed learning and other forms of evidence that may be appropriate. It is unlikely that RPL will be granted for a specific unit, but a student may receive RPL that would allow them to receive exemption from one or more unspecified units of study. For example, a student enrolled in the Graduate Certificate may be granted RPL for the equivalent of one unit and hence be required to complete three rather than four units to be awarded the Graduate Certificate. He or she will have to complete the two core units and one other.

Elective Unit Substitutions from Other Institutions (Cross-Institutional Unit)

This is only possible in the Master of Agribusiness program (because all GC of Agribusiness units are compulsory).

To receive credit for a cross-institutional unit of study while enrolled in a course at Marcus Oldham College, the student must obtain written approval from the Course Director prior to enrolling in the unit offered by the other institution. The Course Director will liaise with the Course Director at the other institution to ensure that the level and volume of learning are equivalent to one AQF9 elective unit. The Course Director will inform the Examiners' Committee of any variation to a student's course of study.

Fees

Tuition Fees

All fees and charges are levied by and payable to Marcus Oldham College. The 2022 fees are set at \$3100¹ (GST exempt) per unit for all units except *Leadership* (LDP905). LDP905 has a fully catered on-campus workshop and series of guest speakers, and the fee for LDP905 in 2022 is \$4100.

Fee-HELP

The tuition fees can be added to Fee-HELP if so desired. Further information on this form of funding is available from the Finance Officer, Cathy Bent, bent@marcusoldham.vic.edu.au (03 5247 2905) or at the www.studyassist.gov.au website. Students who wish to place the tuition fees onto Fee-HELP should indicate this when applying for units.

- Fee-HELP needs to be applied for at the start of each Trimester.
- Fee-HELP forms must be obtained from the Finance Officer (Cathy Bent) completed and returned by the date nominated on the form.

Postgraduate Program Structures

The postgraduate program is offered online with study guides, textbooks, tutorial support, library access, administrative assistance and student discussion/chat groups. Students can design a tailored study plan which can include a combination of part-time and full-time study and the flexibility to choose the order in which units are studied. Units are delivered over twelve-week trimesters with approximately 10 hours per week study time expected for each unit.

Full-time study is equivalent to 4 units at 40 hours study time per week. Part time is anything less 4 units, and for the purpose of Table 2 below it is shown as two units per trimester or half time. There are three trimesters each year. Length of part-time study will vary, depending upon how many units are taken per trimester.

Table 1 Course duration

Postgraduate course	Units	Part-time	Full time
Graduate Certificate of Agribusiness	4	2-3 trimesters	1 trimester @ 4 units per trimester
Master of Agribusiness	12	6-12 trimesters	3 trimesters @ 4 units per trimester

All four compulsory units in the Graduate Certificate of Agribusiness are also nested within the Master of Agribusiness. This means that you can take these four compulsory units as a stand-alone Graduate Certificate of Agribusiness, or within the 12-unit Master of Agribusiness. After completing the four compulsory foundation units, a further three units are compulsory at Masters level, leaving 5 electives to choose from to complete the Master of Agribusiness.

The Graduate Diploma of Agribusiness qualification is being taught out. It is now regarded only as an early exit qualification, by arrangement, from the Master of Agribusiness after the completion of eight units.

The list of core, elective and prerequisite units for students beginning their studies in 2022 are shown in Table 3 (and the course structure for enrolments into courses prior to 2019 can be found at Appendix 1).

¹ To be confirmed in December 2021

Table 2 Course structure from 2020

Unit code	Unit Title	Prerequisites and course sequence	2022 Timing
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THERE ARE FOUR COMPULSORY CORE UNITS IN THE GRADUATE CERTIFICATE OF AGRIBUSINESS (These units are also compulsory, and taken first when nested within the Master of Agribusiness)

Students are to take these FOUR compulsory subjects

ABM803	Agribusiness Marketing	Students are expected to complete these four units first.	Offered in Trimesters 1 and 2
AFA801	Agribusiness Financial Analysis		Offered in Trimesters 2 and 3
ASA801	Agribusiness Systems Analysis		Offered in Trimesters 1 and 3
SMA802	Strategic Management for Agribusiness		Offered in Trimesters 2 and 3

CORE UNIT FOR MASTERS ONLY (TO BE TAKEN AS EARLY AS POSSIBLE IN THE PROGRAM AFTER THE FOUR COMPULSORY FOUNDATION UNITS)

CMI902	Contemporary Managerial Issues in Agribusiness	This is a compulsory subject for the Master of Agribusiness and is to be taken as early as possible in the program.	Offered in Trimesters 1 and 2
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CORE UNITS FOR MASTERS ONLY: STUDENTS MUST COMPLETE TLR904 AND TLR905 IN THE LAST TRIMESTERS OF STUDY

TLR904	Thought Leadership through Inquiry – Proposal Development	Prerequisite for Thought Leadership through Inquiry – proposal Investigation (TLR505/TLR905)	Offered in Trimesters 1 and 2
TLR905	Thought Leadership through Inquiry – Investigation	Thought Leadership through Inquiry – Proposal Development (TLR504/TLR904) is a prerequisite for this unit	Offered in Trimesters 1, 2 and 3

FIVE ELECTIVE UNITS FOR MASTERS OF AGRIBUSINESS IN ADDITION TO SEVEN COMPULSORY SUBJECTS

Unit code	Unit Title	Prerequisites and course sequence	2022 Timing
ACM901	Applied Agricultural Commodity Markets	AFA601/AFA801 Agribusiness Financial Analysis is a prerequisite for this unit	Offered in Trimester 3
ACE901	Agribusiness Career Enhancement		Offered in Trimester 1
DNV902	Developing the New Venture	REC701/REC901 The Rural Entrepreneur in Context is a prerequisite for this unit	Offered in Trimesters 2 and 3
IAB903	International Agribusiness		Offered in Trimesters 1 and 3
IRS901	Independent Reading Study	By negotiation, please contact Course Director to discuss.	Offered in Trimesters 1, 2 and 3
LDP905	Leadership. Note places are limited please discuss asap with Course Director.	This unit has a compulsory on campus residential (15-20 May, 2022) in addition to the online learning component (refer to unit statement)	Offered in Trimester 2
REC901	The Rural Entrepreneur in Context	Prerequisite unit to Developing a New venture (DNV702/DNV902)	Offered in Trimesters 1 and 2
RPV901	Rural Property Valuation		Offered in Trimesters 2 and 3
SGA904	Case Studies in Global Agribusiness		Offered in Trimesters 2 and 3
SML904	Strategic Human Resource Management		Not offered in 2022
TLR906	Thought Leadership through Inquiry – Research Project (double weighted unit)	This is an invitation only option after the successful completion of TLR904 and TLR905 at Distinction or higher level.	This unit spans two trimesters and will be offered as needed.

Unit Selection

Units rarely run across all three trimesters per year, and electives may not run if enrolments are below 3 students. To help you and the College plan for a seamless study experience in 2022, annual study plans² are requested that cover expected units across the whole year. If changes are required later, please complete another online study plan to update your plan.

You will be asked to complete a subject selection/enrolment form each trimester and the deadlines for return of these are noted in the key dates section.

Return the completed subject selection form, which also contains your Fee Payment Advice form and payment option to:

Student Services – Postgraduate Studies
Marcus Oldham College
Private Bag 116
Geelong Mail Centre Vic 3221
Or - Scan and email to: courses@marcusoldham.vic.edu.au

Sequencing of units

Units are not generally offered across all three trimesters, so please choose your units and the timing carefully.

Prerequisite units must be completed before enrolling in any unit that has a prerequisite. For example, *Thought Leadership through Inquiry – Proposal Development* (TLR504/TLR904) is a prerequisite for *Thought Leadership through Inquiry – proposal Investigation* (TLR905) and consequently must be completed before taking TLR905.

Leadership (LDP605/LDP905) is only offered in blended mode with compulsory attendance at the five-day Marcus Rural Leadership Program 15-20 May (Enrol into Trimester 2 for this unit).

Specialisations

In concert with elective choices the College has designed the program so students may select units across or within the themes shown in Table 3.

Table 3 Specialisations/Themes

Theme or Specialisation	Unit code	Unit Title
Industry and Markets	ACE901	Agribusiness Career Enhancement
	ACM901	Applied Agricultural Commodity Markets
	ABM803	Agribusiness Marketing
	ASA801	Agribusiness Systems Analysis
	CMI902	Contemporary Managerial Issues in Agribusiness
	IAB903	International Agribusiness
	SGA904	Case Studies in Global Agribusiness

² Study Plan link is <https://marcusoldham.vic.edu.au/2022-postgraduate-study-plan>

Business Management	AFA801	Agribusiness Financial Analysis
	SMA802	Strategic Management for Agribusiness
	SML904	Strategic Human Resource Management
	RPV901	Rural Property Valuation
	LDP905	Leadership
Development and Entrepreneurship	REC901	The Rural Entrepreneur in Context
	DNV902	Developing the New Venture
Compulsory Capstone Experience Units	TLR904	Thought Leadership through Inquiry – Proposal Development
	TLR905	Thought Leadership through Inquiry – Project Investigation
Optional Preparation for Research by Higher Degree Studies	TLR906	Research Paper (by invitation only)

Withdrawing from a unit

It is very important that withdrawals occur prior to the unit census date, to avoid financial penalties. If a student has chosen the Fee-HELP option and has commenced the unit and then subsequently decides to withdraw prior to the Federal Government's census date he or she must also notify the Postgraduate Director and Student Services in writing of this decision. This is to avoid a Fee-HELP debt and the withdrawal application must be processed prior to the census date. Table 4 shows the penalties and unit grades associated with the time of withdrawal from units.

Note: The study guide and textbook/s must also be returned to Student Services prior to the census date or else students will be liable for the cost of the textbook.

Table 4 Unit Withdrawal and Fee and Grade penalties

WITHDRAWAL TIMING	FEE	GRADE	
Withdrawal prior to Census Date for that trimester	100% refund of unit fees less any liability for textbooks	WE	Withdrawn early
Withdrawal after Census for that trimester	NIL refund	WL	Withdrawn late
Failure to meet pass standard at the end of the unit	NIL refund	F	Fail

Unit descriptions (in alphabetical order)

ABM803 Agribusiness Marketing (AQF8)

<p>Content:</p>	<p>This compulsory unit focuses on the application of contemporary marketing theory and practice to agribusiness products and services. It can be applied to all stages of the agribusiness value chain including; input suppliers of finance, fertilisers, seeds and farm machinery; primary producers of food and fibre; food processors and food retailers.</p> <p>The unit uses the market planning process as an integrating feature of learning and the major assignment is the production of a detailed marketing plan for an agribusiness product or service.</p> <p>The course has five main sections:</p> <p>Marketing concepts</p> <p>The marketing management process</p> <p>Analysis for marketing decisions</p> <p>Strategy and planning for marketing decisions</p> <p>Implementing marketing strategy</p>
<p>Learning outcomes:</p>	<p>Upon the completion of this unit graduates will be able to:</p> <p>Develop competence to apply advanced knowledge and application of analytical concepts and techniques relevant for marketing decision making, with an emphasis on creating, capturing and sustaining customer value.</p> <p>Acquire specialised technical and cognitive skills to demonstrate advanced knowledge of the important concepts, processes and managerial frameworks of marketing as a discipline.</p> <p>Demonstrate insight and apply independent judgement into the importance of the marketing concept in the strategic direction of modern organisations.</p> <p>Compare and contrast various marketing theories and practices and develop recommendations for strategic action.</p>
<p>Assessment:</p>	<p>Marketing Foundations assessments – 2500 words (50%)</p> <p>Marketing Strategy assignment - 2500 words (50%)</p>
<p>Prescribed Text</p>	<p>Latest edition of Kotler, P and Keller, K. A Framework for Marketing Management. Pearson (currently 15th edition published in 2016).</p>
<p>Offered in 2022</p>	<p>Trimester 1: 31 January – 29 April 2022</p> <p>Trimester 2: 23 May – 19 August 2022</p>

ACE901 Agribusiness Career Enhancement (AQF9)

Note this is a new unit in 2022 and it replaces ARM903 Agribusiness Risk Management

Content:	<p>This unit focuses on leveraging your qualifications and experience in agribusiness, concentrating on three core areas:</p> <ul style="list-style-type: none"> • Agri-politics: – representation and lobbying. • Corporate governance – directorships; and • Consulting.
Learning outcomes:	<p>At the completion of this unit graduates will have demonstrated expert, specialised cognitive and technical skills to independently:</p> <ul style="list-style-type: none"> • Understand where their experience and expertise in agribusiness can be utilised for career enhancement. • Leverage skills to open new opportunities in consulting, Agri-politics, and corporate governance. • Understand and manage risk, legal liability, and professional indemnity requirements. • Understand and work to relevant professional standards, values and ethics expected of an agribusiness professional. • Interpret, analyse, and transmit knowledge, skills and ideas to audiences using real case studies • Demonstrate how to build skills and networks to enhance career development (including use of mentors, LinkedIn, and online media).
Assessment:	<ol style="list-style-type: none"> 1. Agri-politics - Identify a current issue in agriculture and identify and analyse the industry, and the political and commercial forces at work, the lobbyists, and their positions and what might be required for resolution (1500 words, 30% of final mark) 2. Corporate Governance – analyse the corporate governance arrangements of either one ASX listed agribusiness company or a not-for-profit involved in agriculture, or regional communities (1500 words,30% of final mark) 3. Consulting - Develop a business plan for a consulting practice in an area of your choosing outlining the area of expertise, the business model, and the income projections (2000 words, 40% of final mark).
Prescribed texts:	<p>ACNC. n.d., <i>Governance for Good: The ACNC's Guide for Charity Board Members</i>. Melbourne: Australian Charities and Not-for-Profits Commission.</p> <p>Althaus, C, Bridgman, P & Davis, G, 2017, <i>The Australian Policy Handbook - A practical guide to the policy making process</i>, 6th Ed, Australia, A&U Academic.</p> <p>ASX Corporate Governance Council 2019, <i>Corporate Governance Principles and Recommendations</i>. Sydney: ASX.</p> <p>Chan, G. 2021, <i>Why You Should Give a F*ck About Farming: Because You Eat</i>, Australia, Random House.</p> <p>McMakin, T & Fletcher, D 2018. <i>How Clients Buy: A Practical Guide to Business Development for Consulting and Professional Services</i>, Hoboken, New Jersey, Wiley.</p>
Offered 2022	Trimester 1: 30 January – 20 April

ACM901 Applied Agricultural Commodity Markets (AQF9)

Prerequisite: AFA801 Agribusiness Financial Analysis

<p>Content:</p>	<p>This elective unit is designed to provide a fundamental understanding of the relationship between cash and futures markets, how those markets are useful to agribusinesses for hedging purposes, and the application of options to hedging programs. Students will not only obtain a working knowledge of agricultural commodity markets, but also receive limited exposure to interest rate, stock index, and foreign exchange futures and option contracts.</p> <p>Following an introduction, the unit will consist of four modules focusing on the commodities of grains, oilseeds, fibre, and meats. Each module will have an associated webinar to discuss concepts and problem solving.</p> <p>Introduction: history of commodity and futures markets</p> <p>Commodity Markets: cash (spot) and forward (futures) markets; mechanics of futures markets</p> <p>Futures and Basis: fundamental and technical analysis basis; futures spreads; cost of carry</p> <p>Options: basic option concepts; pricing of options</p> <p>Foreign Exchange: currency forward and futures contracts; currency forward and futures options</p>
<p>Learning outcomes:</p>	<p>Upon the completion of this subject students will be able to:</p> <ul style="list-style-type: none"> • Understand the relationship between cash and futures markets. • Obtain a working knowledge of component pricing and the trading of basis. • Grasp the utilization and advantages of options in producer and end-user hedging. • Analyse alternative hedging strategies for agribusiness. • Apply these concepts and methodologies to agribusiness risk-management decision-making.
<p>Assessment:</p>	<p>Associated Exercises for each module (20% equivalent to 1000 words)</p> <p>Hedging with Futures – Case Study (40% 2000 words)</p> <p>Hedging with Options – Case Study (40% 2000 words)</p>
<p>Prescribed texts / Materials</p>	<p>Carter, CA 2008. Futures and Options Markets: An Introduction, Rebel Text</p> <p>Access to the internet and various on-line commodity futures and option quotation providers such as www.barchart.com/futures/major-commodities.</p>
<p>Offered in 2022</p>	<p>Trimester 3: 29 August – 25 November 2022</p>

AFA801 Agribusiness Financial Analysis (AQF8)

Proficiency using MS Excel is necessary before enrolling in this unit^{note}. It is also recommended that ASA801 be taken before this unit for those with little knowledge of accounting/financial business principles.

This unit is a prerequisite for ACM901.

<p>Content:</p>	<p>This compulsory unit is an introduction to managerial financial analysis applied in the agribusiness context.</p> <p>Managerial finance is the firm's funds within the firm, from a single farm through to an integrated agribusiness. It encompasses the functions of budgeting, financial forecasting, credit administration, investment analysis and funds procurement.</p> <p>Major topics include ratio analysis, time value of money, risk and the required rate of return, cost of capital, capital budgeting techniques, leverage and capital structure and portfolio theory.</p>						
<p>Learning outcomes:</p>	<p>Upon completion of this subject graduates will be able to:</p> <ol style="list-style-type: none"> 1. Develop a critical approach to the analysis of the financial performance of the business 2. Understand and use the key financial performance indicators as a measure of business health. 3. Apply specialised technical knowledge and skills about analytic tools in order to confidently recommend strategic investments that will likely increase customer's wealth. 4. Understand and differentiate various theoretical and practical issues in business finance and the range of funding alternatives which may suit business development. 5. Review, analyse, synthesise and apply knowledge of optimal capital structures of debt and equity finance, and operating and financial leverage. 6. Understand and consolidate knowledge of applications in areas of specialised business financing such as leasing and capital budgeting. 7. Think critically to apply knowledge of portfolio theory and the relationship between required returns and the decisions regarding capital structure, capital budgeting and capital management. 						
<p>Assessment:</p>	<table border="0"> <tr> <td>1. Minor –Participation in weekly online discussion</td> <td>10% (500 words) 10% each (500 words each, 1500 words)</td> </tr> <tr> <td>2. Three online tests</td> <td>60% (3000 words)</td> </tr> <tr> <td>3. Major Analytic Report</td> <td></td> </tr> </table>	1. Minor –Participation in weekly online discussion	10% (500 words) 10% each (500 words each, 1500 words)	2. Three online tests	60% (3000 words)	3. Major Analytic Report	
1. Minor –Participation in weekly online discussion	10% (500 words) 10% each (500 words each, 1500 words)						
2. Three online tests	60% (3000 words)						
3. Major Analytic Report							
<p>Prescribed Texts</p>	<p>Zutter CJ & Smart, SB (2021) <i>Principles of Managerial Finance</i>, 16th ed, Pearson, Boston, USA.</p>						
<p>Offered in 2022</p>	<p>Trimester 2: 23 May – 19 August 2022 Trimester 3: 29 August – 25 November 2022</p>						

^{Note} You can check the required Excel Proficiency for this unit by completing these GCFGlobal tutorials: [Excel Tips](#) and [Excel Formulas](#) (free).

ASA801 Agribusiness Systems Analysis (AQF8)

It is recommended that this unit be taken prior to AFA801 for students with little prior knowledge of accounting/financial business principles.

<p>Content:</p>	<p>This compulsory unit is generally the first to be taken in the postgraduate program. It is designed to provide a broad overview of agricultural systems, and then detailed attention to the systems, and parts thereof, concerned specifically with agribusiness.</p> <p>The unit will first introduce students to the systems thinking mindset and provide an overview of purposeful agricultural systems that are foundational, both of which are central to framing agribusiness systems analysis.</p> <p>Frames of references will then be explored to allow interrogation of the internal and external systems that agribusiness managers need to understand in order to analyse, measure and improve performance. These frames include:</p> <ul style="list-style-type: none"> • the Business Model Canvas, which offers a systems thinking lens for business planning • fundamental financial literacy, which is also foundational for AFA801 Agribusiness Financial Analysis • economic principles for agribusiness • environmental scanning principles and practices used to understand external trends and drivers that may impact agribusinesses.
<p>Learning outcomes:</p>	<p>Upon the completion of this subject graduates will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a thorough understanding of the systems thinking mindset, as well as the systems, and parts thereof, associated with agriculture and agribusiness • Demonstrate advanced knowledge and skills in the acquisition and analysis of information for decision-making purposes in agribusiness • Identify the key internal and external drivers for a business to determine, measure and improve performance • Demonstrate specialised knowledge and understanding of the external environment in which the business operates and the impact which this may have on business performance.
<p>Assessment:</p>	<ol style="list-style-type: none"> 1. Online Discussion Post Contributions – at least 1000 words (20%) 2. Environmental Scan of Australian Grain Industry - 1500 words (30%) 3. Analysis of performance of a global grains agribusiness - 2500 words (50%)
<p>Prescribed e-text</p>	<p>Osterwalder, A. & Pigneur, Y. (2010). <i>Business Model Generation</i>. Hoboken, NJ: Wiley.</p>
<p>Offered in 2022</p>	<p>Trimester 1: 31 January – 29 April 2022 Trimester 3: 29 August – 25 November 2022</p>

CMI902 Contemporary Managerial Issues in Agribusiness (AQF9)

Content:	<p>This compulsory unit for the Master of Agribusiness, is positioned to provide you with an overview of the key issues facing contemporary agribusiness. It is recommended that this unit be taken as early as possible in the program so students can gain a deeper understanding of the national and global socio-political environments in which agribusiness managers make decisions, and government policy makers set policy objectives and formulate programs. This unit has a decision-making theme and four enduring contemporary managerial issues themes.</p> <p>The following topics will be explored in this unit:</p> <p>Introduction: Framing decision-making for contemporary managerial issues in agribusiness</p> <p>Theme 1: Australian Agriculture in Perspective</p> <p>Topic 1: Food and fibre production in Australia and the world</p> <p>Topic 2: Corporatisation and Investment in Australian Agriculture</p> <p>Theme 2: Technological Advances in Agriculture and Agribusiness</p> <p>Topic 3: Doing commerce differently outside the farm gate</p> <p>Topic 4: Connecting differently for production inside the farm gate</p> <p>Theme 3: Social license – the right to farm right</p> <p>Topic 5: Animal Welfare</p> <p>Topic 6: Biotechnology and GMO in agriculture</p> <p>Theme 4: Sustainability</p> <p>Topic 7: Farmer health and wellbeing</p> <p>Topic 8: Environmental factors affecting food and fibre production</p>
Learning outcomes:	<p>At the completion of this unit graduates will have:</p> <ul style="list-style-type: none">• Identified and critically analysed a range of issues which may impact on agribusiness at regional, national and global levels• Demonstrated an advanced and integrated understanding of contemporary issues affecting agribusiness in Australia, and identified decision-making strategies to mitigate the impact of change which these issues may impose on the business• Improved their research skills• Evaluated business opportunities, determined risks and developed strategies to manage the impact of change.

<p>Assessment:</p>	<ol style="list-style-type: none"> 1. Four vignettes submitted to the discussion board which identify different issues that may impact agribusinesses at regional, national and/or global levels. (4x500 words Total 40%) 2. Two position papers from different topics on the list provided in the Study Guide (1500 words (30%) each, Total 60%): <ul style="list-style-type: none"> • Position Paper 1: Evaluate risks and opportunities which may arise from these issues and evaluate and quantify the impact of these issues on a business of your choice; • Position Paper 2: Take a position regarding business opportunities and threats which may arise from these issues and recommend a strategic position to take in a future strategic management plan.
<p>Prescribed texts</p>	<p>Malcolm, B, Makeham, J & Wright, V 2005, "Analysing Innovation in the Whole Farm Business" in, <i>The Farming Game: Agricultural Management and Marketing</i>, 2 ed, Cambridge, Cambridge University Press, pp. 67-122 (e-text).</p> <p>Osterwalder, A. & Pigneur, Y. (2010). <i>Business Model Generation</i>. Hoboken, NJ: Wiley.</p>
<p>Offered in 2022</p>	<p>Trimester 1: 31 January – 29 April 2022</p> <p>Trimester 2: 23 May – 19 August 2022</p>

DNV902 Developing the New Venture (AQF9)

REC901 is a prerequisite for this unit.

Content:	<p>This elective unit focuses upon how an entrepreneur or entrepreneurial team goes about creating a new business venture. It begins by looking at the process of assessing a business idea. This involves determining whether or not it is a true opportunity and provides value to customers. Once an opportunity has been identified, the student learns how to develop a commercial business model that can take that opportunity to market. With an understanding of business modelling, the student then develops a business plan.</p> <p>Most courses about the “<i>nuts and bolts</i>” of entrepreneurial start-up begin and end with the business plan. However, Steve Blank of Stanford University argues that business plans are more appropriate for established companies than for start-ups. Business plans represent a rational, linear approach to problem solving that relies on past experience to predict the future. Only existing companies have the requisite past experience.</p> <p>Start-ups must follow a much more organic and evolving path to get to where the founders want them to go. This is better captured by an “<i>iterative innovation</i>” approach. For this reason, this Unit introduces students to the “<i>business model canvas</i>” approach. It uses this process to help the start-up entrepreneur to first create a business model before trying to write a business plan. It encourages experimentation, which is essential to successful business start-up.</p>
Learning outcomes:	<p>At the completion of this unit graduates will have demonstrated expert, specialised cognitive and technical skills to independently:</p> <ul style="list-style-type: none">• analyse critically, reflect upon and synthesise complex information, problems, concepts and theories related to developing new agribusiness ventures.• research and apply established business theories to the practice of developing new agribusiness ventures.• interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences about your knowledge and ideas.
Assessment:	<ol style="list-style-type: none">1. Market focussed business idea position paper, 1250 words = 25%.2. Designing a profitable business model, 2500 words = 50%.3. A business case for investment, 1250 words = 25%.
Prescribed texts	<p>Osterwalder, A. & Pigneur, Y. 2010, <i>Business Model Generation</i>. Wiley, Hoboken, New Jersey.</p> <p>Schaper M., Voery T., Weber P., Gibson B. 2014, <i>Entrepreneurship and Small Business</i>, John Wiley & Son, Milton, Qld. Currently 4th Asia-Pacific Edition.</p> <p>Swanson L, 2017, <i>Entrepreneurship and Innovation Toolkit</i>, 3rd Edition, Saskatoon, Saskatchewan.</p>
Offered 2022	<p>Trimester 2: 23 May – 19 August 2022</p> <p>Trimester 3: 29 August – 25 November 2022</p>

IAB903 International Agribusiness (AQF9)

It is recommended to take this unit after ABM803 Agribusiness Marketing

Content:	<p>This is an elective unit. The twenty first century is set for a new and dynamic period in global agricultural production and trade as the world’s population grows and incomes increase dramatically.</p> <p>While a long-term trend in food production and trade is self-evident it is less clear how this will occur and what forces will interact to determine the outcomes. Australian agriculture is well placed to take advantage of this expansion, but it will not be a simple matter of relying on demand to provide benefits to Australia’s food and fibre industries. Part of this is the ever increasing need to make decisions with full regard of the varying priorities and demands of the many stakeholder groups that now impact on global agribusiness.</p> <p>Agribusiness operators and managers (including farmers, value chain managers, financiers and bankers, accountants, lawyers, etc.) need to have a clear understanding of the dynamics of the global business environment if they are to reap the full benefits of these opportunities. Industry organisations and government departments will also need a comprehensive understanding of the international agribusiness environment if they are to formulate appropriate policies and strategies to assist their members and constituents.</p> <p>This unit examines the factors affecting global food demand and supply. It investigates the efforts being made by importing countries to meet their food demand requirements and of exporters to compete effectively in global food and fibre markets. Overlaying this is to develop a robust understanding of the roles, objectives and outcomes of key global institutions and forums etc.</p> <p>The role of culture, politics, financial and monetary systems, climate and policy on global food and fibre production and trade are all examined. A range of prediction tools and models are also assessed for their value in assisting agribusiness operators determine the appropriate strategies for their businesses.</p> <p>There is a focus on what issues (e.g. market, cultural, political and environmental) a business might need to be aware of when operating globally - especially compared to only operating in its home market. This extends to what strategies a business might need to implement when operating in a global agribusiness context – being an effective and responsible global agribusiness citizen.</p>
Learning outcomes:	<p>At the completion of this unit graduates will have:</p> <ul style="list-style-type: none">• Identified, understood and critically analysed current and future pattern and trends in global supply and demand in key agribusiness sectors; future market conditions (e.g. supply and demand patterns); and, market research to identify global market opportunities;• Demonstrated an advanced and integrated understanding of key policy directions in global agribusiness – including trade access, foreign exchange, foreign policy/relations, economic and industry support policy and measures;• Demonstrated high order awareness of the role and impact of key global institutions and agencies on global agribusiness - especially those relating to trade and global financial arrangements;• Demonstrated an ability to appreciate and sensitively manage key differences, such as culture, regulation, ethics, compliance/governance and stakeholders, across

	<p>agribusiness settings/regions and use associated strategies and skills in managing in diverse global environments;</p> <ul style="list-style-type: none"> • Researched and applied established theories regarding current and future developments in technology and how these impacts global agribusiness; • Demonstrated high level awareness regarding the role of key stakeholder groups associated - directly and indirectly – with global agribusiness. 																
Assessment:	<p style="text-align: center;">IAB903 - Assessment Summary</p> <table border="1"> <thead> <tr> <th></th> <th>Focus</th> <th>Due</th> <th>Weighting (%)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Contemporary issues report</td> <td>Week 4</td> <td>20 (1000 words)</td> </tr> <tr> <td>2</td> <td>Trade policy report</td> <td>Week 8</td> <td>40 (2000 words)</td> </tr> <tr> <td>3</td> <td>Key challenges in operating internationally report</td> <td>Week 12</td> <td>40 (2000 words)</td> </tr> </tbody> </table>		Focus	Due	Weighting (%)	1	Contemporary issues report	Week 4	20 (1000 words)	2	Trade policy report	Week 8	40 (2000 words)	3	Key challenges in operating internationally report	Week 12	40 (2000 words)
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1	Contemporary issues report	Week 4	20 (1000 words)														
2	Trade policy report	Week 8	40 (2000 words)														
3	Key challenges in operating internationally report	Week 12	40 (2000 words)														
Prescribed Texts	Cavusgil, Knight and Riesenberger(2020), International Business – The New Realities (5e), Pearson.																
Offered in 2022	<p>Trimester 1: 31 January – 29 April 2022</p> <p>Trimester 3: 29 August – 25 November 2022</p>																

IRS901 Independent Reading Study (AQF9)

Content:	<p>This is an elective in the Master of Agribusiness.</p> <p>An Independent Reading Study is an opportunity to conduct a guided independent study to critically review literature on a negotiated topic under the guidance of a subject expert supervisor.</p> <p>This unit is designed to provide students with flexibility in constructing their Master's program, enabling them to focus on an area of agribusiness directly related to their own interests. It may involve engaging a reading study topic focusing on issues arising from course work and professional interests, or it may (if taken in the latter stages of the program) relate closely to their intended thought leadership project.</p> <p>Before approval to undertake this unit, a plan of study, readings and assessment are to be negotiated with the Director of Postgraduate Studies. Once approved a nominated supervisor with expertise in the field will be appointed by the Director of Postgraduate Studies.</p> <p>This unit will advance literature review and critical reflective practice skills.</p>
Learning outcomes:	<p>Graduates at this level will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner and/or learner to demonstrate an ability to independently:</p> <ol style="list-style-type: none">1. analyse critically, reflect on and synthesise complex information, problems, concepts and theories;2. research and apply established theories to a body of knowledge or practice;3. interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences.
Assessment:	<ol style="list-style-type: none">1. Meta-Reflection (1500 words, 30%)2. Findings Report (3500 words, 70%)
Prescribed Text	To be determined on a case by case basis.
Offered in 2022	Trimester 1: 31 January – 29 April 2022 Trimester 2: 23 May – 19 August 2022 Trimester 3: 29 August – 25 November 2022

LDP905 Leadership (AQF9)

This unit will be offered only in blended mode with a 5-day compulsory intensive workshop on campus, Sunday 15 May – Friday 20 May, 2022.

There are limited places for Masters students set aside for the residential, they are allocated on a first-in basis, please return your re-enrolment form asap if you wish to take this unit.

Content:	<p>This is an elective unit in Master of Agribusiness and is the only unit in the program to be offered in blended mode (a one-week residential at the College followed by online tuition).</p> <p>This unit examines leadership in all its forms and sets out a series of skills, attitudes, attributes and personal qualities which are required for effective leadership. The unit combines the theory behind aspects of leadership with the development of an understanding of self and others. It also includes practical tools for effective communication and negotiation.</p> <p>In addition to the online learning component, there is a compulsory 5-day residential program for a broader leadership development, called the Marcus Oldham Rural Leadership Program. Over the course of MORLP you will develop your leadership, communication and planning skills. Through personal involvement and group participation you will gain an increased understanding of your own strengths and development needs as well as having the opportunity to network with keynote speakers from a range of rural and community organisations from across Australia. The residential program is designed to connect you with prominent community and industry leaders to maximise your learning experience. Training sessions undertaken at MORLP include:</p> <ul style="list-style-type: none">• Goal Setting• Developing action plans• Leadership and team building• Community leadership• Learning and communication including public speaking and working with the media• Understanding self and others
Learning outcomes:	<p>At the completion of this subject it is expected that students will be able to apply their knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as an agribusiness practitioner to:</p> <ul style="list-style-type: none">• Compare the models of leadership and discuss the roles of effective leaders and managers.• Identify and explain the learning styles and decision-making tools that are required to understand how people and organisations function.• Analyse your leadership experiences using different approaches.• Apply leadership skills in an organisational setting and reflect on your experiences and/or decisions.

<p>Assessment:</p>	<p>Assessment 1: Successful completion of MORLP and all required activities, presentations and other required demonstrations of learning. (hurdle)</p> <p>Assessment 2: Completion of FLIGBY Leadership online simulation and assessment of 29 leadership skills (equivalent to 3500 words, 70%)</p> <p>Assessment 3: Leadership Meta-Reflection Report (1500 words, 30%)</p>
<p>Textbooks:</p>	<p>Csikszentmihalyi, M. (2003). <i>Building flow in organizations</i>, in, <i>Good Business: Leadership, Flow, and the Making of Meaning</i>. New York: Penguin Books, pp. 107-139 (e-reading).</p> <p>Kouzes, J. M., & Posner, B. Z. (2017). <i>The leadership challenge: how to make extraordinary things happen in organizations</i> (6th ed). Wiley: New Jersey.</p> <p>Vecsey, Z. (2016). <i>Official Game Guide: FLIGBY (Flow is Good Business for You)</i>. Budapest: ALEAS (e-reading).</p>
<p>Offered in 2022 in blended mode</p>	<p>Trimester 2: 23 May – 19 August 2022</p> <p>(This units includes a 5-day residential at the College 15-20 May). Note limited places are available in this unit, please contact Course Co-Ordinator (postgrad@marcusoldham.vic.edu.au) before selecting this unit.</p>

During MORLP numerous formal dinners provide an opportunity to hear and debate the views of keynote speakers on a range of issues, which have relevance for rural and regional Australia. The dinners offer the opportunity to access these speakers and their views - an opportunity which may not be available in a regional or rural community. The unit cost includes an extra postgraduate residential fee workshop cost that covers accommodation and all meals at the residential.

REC901 The Rural Entrepreneur in Context (AQF9)

This unit is a prerequisite for DNV902

Content:	<p>This is an elective unit. Entrepreneurship is becoming an increasingly important set of activities to the success and continuous renewal of local, regional and national economies. As innovators, by definition, entrepreneurs bring fresh ideas, new products and services, and welcome/edifying disruption to our economies. In doing so, they build personal, family and community wealth that can transform lives.</p> <p>At one time, scholars of entrepreneurship believed that successful entrepreneurs possessed traits with which they were born. Subsequent research has disproved that theory. This is good news for us who aspire to be entrepreneurs. It means that the skills of entrepreneurship can be learned. However, learning how to be an entrepreneur is not only about the individual and the skills he/she must master, it is about understanding and connecting to the context within which the entrepreneur operates.</p> <p>This elective unit examines the development of the entrepreneur within a rural context. It explores the self-awareness that is essential to successful entrepreneurship. It looks at the needs of entrepreneurs and the skill set they must master to consistently meet those needs. It also examines the process that entrepreneurs use to make decisions. These are all topics that pertain to the individual entrepreneur. The unit also sets the context for rural entrepreneurship by defining and mapping rural ecosystems and examining the art of building entrepreneurial networks that support rural entrepreneurship.</p> <p>Finally, the unit uses an extensive range of case studies that enable learning from the philosophy and practice successful Australian rural entrepreneurs.</p>
Learning outcomes:	<p>At the completion of this subject it is expected that students will be able to apply their knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as an agribusiness practitioner to:</p> <ul style="list-style-type: none">• Understanding of the role of entrepreneurship in rural communities;• Self-awareness relative to the student's own entrepreneurial propensity;• Understanding of the unique traits, behaviours, cognitive processes and skills of entrepreneurs;• Understanding the support ecosystem for entrepreneurship that exists in every community and how to navigate it;• Appreciating the value of planning (strategic and business) to successful entrepreneurship;• Comprehending the role of technology in entrepreneurship;• Knowing how to diagnose one's own needs as an entrepreneur and use this knowledge to pursue resources;• Knowing how to build a network of entrepreneurs and use it effectively;• Understanding how to define and distinguish between creativity and innovation and their place in the innovation process.

<p>Assessment:</p>	<p>1. On-line Discussions – Participation in 10 conversations in response to set Topics related to each of the weekly themes. A minimum contribution expectation of 200 words per conversation – 40% of overall mark. Completion date- by end of Week 11.</p> <p>2. Assignment 1 – Select a rural entrepreneur or entrepreneurial business (historic or contemporary), and provide a case study that captures the highlights, motivations and achievements of their entrepreneurial journey, but also demonstrates your understanding of entrepreneurial theory and theorists as summarised in the Theme A of the course; namely ‘Theories of Entrepreneurship’. Assignment length of 1500 words – 30% of overall mark. Due date – end of Week 4</p> <p>3. Assignment 2 – Undertake an asset mapping and evaluative exercise of the entrepreneurial support ecosystem that exists within a defined region of Australia; outlining and evaluating networks, collaborations and forms of support systems that encourage, nurture and develop local entrepreneurship. Include reference to the full range of support initiatives that assist entrepreneurial development including provision of specific education and training, incubator and co-workspaces, technical assistance, competitions, mentoring, entrepreneur networks and funding support. Assignment length of 1500 words – 30% of overall mark. Due date – end of Week 12.</p>
<p>Textbooks:</p>	<p>Clark, T, 2012, <i>Business Model You</i>, John Wiley & Sons, Hoboken, New Jersey, USA.</p> <p>Schaper, M, Voery, T, Weber P, & Gibson B , 2014, <i>Entrepreneurship and Small Business</i>, 4th Asia-Pacific Edition, John Wiley & Sons, Milton, Qld.</p> <p>Swanson, L A 2017, <i>Entrepreneurship and the Innovation Toolkit</i>, 3rd Edition, University of Saskatchewan, Canada.</p>
<p>Offered in 2022</p>	<p>Trimester 1: 31 January – 29 April 2022</p> <p>Trimester 2: 23 May – 19 August 2022</p>

RPV901 Principles of Rural Property Valuation (AQF9)

<p>Content:</p>	<p>The elective unit is designed to assist agribusiness professionals form reliable opinions of value about property in the geographical areas with which they are familiar. It will also give students sufficient insight to critique valuation reports and assess opinions expressed to them by rural real estate agents and others in the agricultural property sphere.</p> <p>Upon completion, students will be able to confidently enter into negotiations for the sale, purchase and/or rental of rural property and/or confidently instruct rural real estate agents to do so on your behalf.</p> <p>This is an elective in the Master of Agribusiness, designed to give postgraduate students a sound managerial grasp of:</p> <ul style="list-style-type: none"> • Key facets of real property in general and rural property in particular. • The types of land tenure. • The types of value which relate to land. • The five approaches to valuation. • An understanding of the scale and proportion of real estate assets in an agricultural investment.
<p>Learning outcomes:</p>	<p>Upon the completion of this unit students will be able to:</p> <ul style="list-style-type: none"> • Understand the purpose and relevant circumstances used to determine the assumptions and facts that underpin the valuation of rural land; • Competently identify and analyse information and factors to be considered in the process of the valuation of rural land; • Understand and apply the theory and techniques necessary to accurately complete valuations of the predominant types of rural holdings; • Identify and interpret the factors that may influence land productivity and its subsequent value; • Demonstrate a level of competency in the valuation of rural property which will satisfy the course requirements.
<p>Assessment:</p>	<ol style="list-style-type: none"> 1. Online Open Book Exam (Real Estate) 20% (1000 words) due in Week 5. 2. Online Open Book Exam (Valuation Principles) 20% (1000 words) due in Week 11. 3. Farm Valuation Report 60% (3000 words) due at the end of Week 12.
<p>Prescribed texts / Materials</p>	<p>There are no set texts for this unit</p> <p>Access to the internet is required. A student account to Pricefinder.com database may be provided for this unit.</p>
<p>Offered in 2022</p>	<p>Trimester 2: 23 May – 19 August 2022</p> <p>Trimester 3: 29 August – 25 November 2022</p>

SGA904 Case Studies in Global Agribusiness (AQF9)

Content:	<p>The purpose of this elective unit is to reflect upon key learnings from the units completed so far in the course and to apply them to an agricultural business, Marcham Seeds (a case developed for this unit).</p> <p>Students will be required to independently interpret and analyse the information provided to build up their case study analysis of this business.</p> <p>Students will be encouraged to apply 'blue sky' thinking to the problem/opportunity and then develop the required road map to implementing their solutions. This road map must draw on at least 3 key learnings from other postgraduate units and cover off on the required financial, human resource, marketing, risk, and triple bottom line consideration where applicable.</p>
Learning outcomes:	<p>At the completion of this subject it is expected that students will be able to apply their knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as an agribusiness practitioner to:</p> <ul style="list-style-type: none">• Analyse and critique issues in global agriculture against an Australian context.• Understand and critically appraise how new technologies, political issues, emerging markets, regulations and business strategies are influencing global agribusiness decisions.• Develop skills to critically analyse complex case studies
Assessment:	<ol style="list-style-type: none">1. Case study report of current business context - 2000 words (40%)2. Case Study report for selected next steps - 3000 words (60%)
Prescribed Texts	Ellet, W. 2018. <i>The Case Study Handbook: A Student's Guide</i> , ISBN-978 1 633696150
Offered in 2022	Trimester 2: 23 May – 19 August 2022 Trimester 3: 29 August – 25 November 2022

SMA802 Strategic Management for Agribusiness (AQF8)

<p>Content:</p>	<p>This compulsory unit is an introduction to strategic development and management for agribusiness and provides a broad and foundational overview of strategy, structure and culture; mission, goals and objectives; analytical frameworks in strategic planning and management; external environment and industry level analysis, as well as contemporary strategic issues in agribusiness, including business ethics and social responsibility.</p>
<p>Learning outcomes:</p>	<p>At the completion of this unit graduates will have demonstrated expert, specialised cognitive and technical skills to independently:</p> <ul style="list-style-type: none"> • Recognise and interpret the impact of the environment on an organisation. • Critically evaluate management and human resource management strategy and direction • Identify the strategic options available to an organisation. • Compare and contrast the strategic direction of an organisation with its competitors. • Use analytical techniques to examine the strategic positioning of an organisation. • Evaluate the likely success of specific strategic options. • Determine appropriate strategies given prevailing internal and external conditions. • Identify organisational cultural aspects and their impact. • Determine appropriate organisational direction and goals. • Determine appropriate strategies, given the outcomes of strategic analysis. • Communicate the outcomes from a strategic analysis in the form of a business case.
<p>Assessment:</p>	<ol style="list-style-type: none"> 1. Strategy Development and Formulation: Discussion Post Vignettes, 2 x 500 words (20%) 2. Critical Review of Agribusiness Strategic Plans, 2000 words (40%) 3. Strategic Thinking: Business Case, 2000 words (40%)
<p>Prescribed e-texts</p>	<p>Conway, M 2019 <i>Strategic Thinking Guide: What is it and how to do it...</i> Melbourne: Thinking Futures, 15 p. Peacock, C 2020 <i>The Business Case Guide: 5 Steps to Develop a Solid Business Plan.</i> Melbourne: Chase Consulting Group, 26 p. Wilson, SG & Davis, H 2020. <i>Developing strategy for agribusiness.</i> Geelong: Marcus Oldham College.</p>
<p>Offered in 2022</p>	<p>Trimester 2: 23 May – 19 August 2022 Trimester 3: 29 August – 25 November 2022</p>

SML904 Strategic Human Resource Management (AQF9)

Note this unit is not offered in 2021

Content:	<p>This is an elective unit. In a technology driven and expanding global economy business and farming environments are become increasingly dynamic and sophisticated. Traditional forms of labour management, where labour is seen simply as a cost to be minimised, are fast becoming redundant. The new thinking is that labour is a unique resource which cannot be easily replicated by competitors in the same way as other resources; and that if managed progressively in a way that aims to train and retain it, can be a key contributor to business success.</p> <p>This unit details the labour management practices that make up this new thinking. In so doing it sets out a model human resource management programme, noting the problems and prospects of applying the programme within the context of Australia's system of legal governance of the terms and conditions of employment.</p>
Learning outcomes:	<p>At the completion of this unit graduates will have demonstrated expert and specialised understandings of:</p> <ul style="list-style-type: none">• the concepts of labour management and the organisation of work in agribusiness• practices and processes of human resource management• Australian industrial relations' institutions and processes
Assessment:	<ol style="list-style-type: none">1. Minor assignment, Comparative labour management practices - 2000 words (40%)2. Major assignment, Legal obligations for labour report- 3000 words (60%)
Prescribed texts:	<p>The latest edition of Stone, Raymond <i>Human Resource Management</i>. 9th ed. Wiley, Milton (currently using 9th edition published in 2017).</p>
Not Offered in 2022	<p>Note this unit is not offered in 2021</p>

TLR904 Thought Leadership through Inquiry – Proposal Development (AQF9)

This unit is a prerequisite for TLR905 and TLR906

Content:	<p>This compulsory unit in the Master of Agribusiness, the aims of this unit are to:</p> <ol style="list-style-type: none"> 1. Assist the student to identify an area of work where they would like to become a thought leader. 2. Provide the student with the necessary tools and understanding that will set them up to successfully research and analyse evidence gathered from secondary data in the next unit TLR905. Specifically, in TLR904 students will determine: <ul style="list-style-type: none"> • How to search for literature to support their knowledge claims • How to design a research project that will demonstrate congruence between research question(s), methodology, methods, analysis and findings. <p>Thought leadership is achieved through the systematic development of ideas, expertise and knowledge, and the effective communication of those ideas and knowledge to others. Embedded in this Unit's curriculum is the view that these achievements are most importantly the result of investigation/research in its various forms.</p> <p>The unit should be taken at the end of the Master's program because it will draw on content previously learned from other units in the course as well as reflections about work and life experiences of each student.</p>
Learning outcomes:	<p>At the completion of this subject it is expected that students will be able to apply their knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as an agribusiness practitioner to:</p> <ol style="list-style-type: none"> 1. Demonstrate the application of critical reflective practice for professional and personal leadership development. 2. Determine and develop an area of thought leadership to pursue. 3. Identify, source, evaluate and synthesise literature relevant to a chosen area of thought leadership. 4. Plan, create and formulate an appropriate research design for the chosen area of thought leadership.
Assessment:	<ol style="list-style-type: none"> 1. Reflective Journal Entries, 2 x 500-word (1000 words in total) (20%) 2. Literature Review, 1700 words (34%) 3. Research Proposal, 2300 words (46%)
Prescribed e-texts:	<p>Largan, C., & Morris, T. (2019). <i>Qualitative Secondary Research: A Step-By-Step Guide</i>. SAGE Publications, London; Thousand Oaks, Calif.</p> <p>O'Leary, Z. and Hunt, J.S., 2016. <i>Workplace Research: Conducting small-scale research in organizations</i>. SAGE Publications, London; Thousand Oaks, Calif.</p>
Offered in 2022	<p>Trimester 1: 31 January – 29 April 2022</p> <p>Trimester 2: 23 May – 19 August 2022</p>

TLR905 Thought Leadership through Inquiry – Project Investigation (AQF9)

TLR504/TLR904 is a prerequisite for this unit. This unit is a prerequisite for TLR906

<p>Content:</p>	<p>This compulsory unit follows on from TLR905 and is delivered over 12 weeks to allow the student sufficient time to work on their research project. The aims of this unit are to:</p> <ol style="list-style-type: none"> 1. Prepare you to carry out research using secondary data sources in your chosen area of thought leadership. 2. Provide you with the necessary tools and understanding that will enable you to carry out the research and analyse the evidence that will come, and use the findings to underpin your claims to thought leadership in your area of interest. <p>The unit focuses on an investigation using the research design and literature review developed in TLR504/TLR904.</p> <p>It is the processes and the outcomes of this investigation that will strategically develop your thought leadership skills. You will also develop skills of dissemination of research outcomes to enable you to leverage your knowledge as a thought leader.</p>
<p>Learning outcomes:</p>	<p>At the completion of this unit, graduates will have gained specialised knowledge of:</p> <ul style="list-style-type: none"> • the legislative environment in which research is performed in Australia • designing and undertaking research and secondary data analysis • how to write a thorough report on research findings, including analysis of how the work fits within the wider body of knowledge in their chosen area of thought leadership. • How to demonstrably communicate research findings in both written and verbal channels to a variety of audiences. • How to write and deliver a written report that meets post graduate scholarly standards
<p>Assessment:</p>	<ol style="list-style-type: none"> 1. Research presentation (30%) 2. Final Report - 5000 words (70%)
<p>Prescribed texts:</p>	<p>Largan, C., & Morris, T 2019 <i>Qualitative Secondary Research: A Step-By-Step Guide</i>. SAGE Publications, London; Thousand Oaks, Calif.; New Delhi; Singapore.</p> <p>O'Leary, Z & Hunt, JS 2016 <i>Workplace Research: Conducting small-scale research in organizations</i>. SAGE Publications, London; Thousand Oaks, Calif.; New Delhi; Singapore.</p>
<p>Offered in 2022</p>	<p>Trimester 1: 31 January – 29 April 2022</p> <p>Trimester 2: 23 May – 19 August 2022</p> <p>Trimester 3: 29 August – 25 November 2022</p>

TLR906 Research Project (AQF9)

This is a double weighted unit available by invitation only.

TLR904 and TLR905 at Distinction Levels or above are pre-requisites for this unit

<p>Content:</p>	<p>This is an additional* unit for students wishing to complete their coursework studies with a Research by Higher Degree (RHD) studies pathway. This double weighted unit is by invitation only for students who have successfully completed at Distinction standard or higher, the two prerequisite units TLR904 and TLR05. It is delivered over two trimesters of study.</p> <p>The double weighted unit focuses on an investigation using the research design and literature review first developed and tested in TLR904, with aims to:</p> <ol style="list-style-type: none"> 1. Leverage the pilot study from TLR905 to carry out a deeper level of study using primary data sources. 2. Gain a specialized understanding of the standards expected to research in an ethical manner 3. Provide you with the necessary tools and understanding that will enable you to carry out a piece of primary research, analyse the data and evidence, and use the findings to underpin your claims to thought leadership in your particular area of interest. <p>It is the processes and the outcomes of this investigation that will strategically develop your thought leadership skills. You will also develop skills of dissemination of research outcomes to enable you to leverage your knowledge as a thought leader.</p> <p>*this can be completed within the current Master of Agribusiness as an extra double weighted unit after the completion of the usual 12 units of study (it is allowable to over-enrol by two units and still be eligible for Fee-HELP); or as a standalone single subject within 3 years after completion of the Master of Agribusiness (as long as the original research question(s) and research design completed in TLR504/TLR904 and TLR505/TLR905 are used as the pilot for this research).</p>
<p>Learning outcomes:</p>	<p>At the completion of this unit, graduates will have gained specialised knowledge of:</p> <ul style="list-style-type: none"> • the legislative environment in which research is performed in Australia • designing and undertaking research and secondary data analysis • how to write a thorough report on research findings, including analysis of how the work fits within the wider body of knowledge in their chosen area of thought leadership. • How to demonstrably communicate research findings in both written and verbal channels to a variety of audiences. • How to write and deliver a written report that meets post graduate scholarly standards
<p>Assessment:</p>	<ol style="list-style-type: none"> 1. Ethics Application, that uses rationale and findings from prerequisite subjects to develop this application using what you have learned in design (TLR904) and exploration of the topic, to argue your case for primary data collection for this project (20%) 2. Final Report – 10,000 words (80%)

Prescribed texts:	TBA
Offered in 2022	<p>This double weighted unit is taught over two trimesters of study:</p> <ol style="list-style-type: none">1. Trimester 1: 31 January – 29 April 2022 AND Trimester 2: 23 May – 19 August 20222. Trimester 2: 23 May – 19 August AND Trimester 3: 29 August – 25 November

Appendix 1: Course structure for enrolments into courses prior to 2019

Table 5 Course structure prior to 2019

2019 and prior

Unit code	Unit Title	Prerequisites and course sequence	2022 Timing
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CORE UNITS FOR ALL COURSES

CMI902	Contemporary Managerial Issues in Agribusiness	Students are expected to complete these two units as soon as possible in their program	Offered in Trimesters 1 and 2
ASA801	Agribusiness Systems Analysis		Offered in Trimesters 1 and 2

CORE UNITS FOR MASTERS ONLY: STUDENTS MUST COMPLETE TLR904 AND TLR905 IN THE LAST TRIMESTERS OF STUDY

TLR904	Thought Leadership through Inquiry – Proposal Development	Prerequisite for Thought Leadership through Inquiry – proposal Investigation (TLR505/TLR905)	Offered in Trimesters 1 and 2
TLR905	Thought Leadership through Inquiry – Project Investigation	Thought Leadership through Inquiry – Proposal Development (TLR504/TLR904) is a prerequisite for this unit	Offered in Trimesters 1, 2 and 3

ELECTIVE UNITS FOR ALL COURSES

(EIGHT ELECTIVE UNITS FOR MASTERS OF AGRIBUSINESS IN ADDITION TO THE FOUR COMPULSORY SUBJECTS MENTIONED ABOVE; OR FOUR ELECTIVE UNITS FOR GD OF AGRIBUSINESS IN ADDITION TO FOUR COMPULSORY SUBJECTS MENTIONED ABOVE)

Unit code	Unit Title	Prerequisites and course sequence	2022 Timing
ACM901	Applied Agricultural Commodity Markets	AFA601/AFA801 Agribusiness Financial Analysis is a prerequisite for this unit	Offered in Trimester 3
ACE901	Agribusiness Career Enhancement		Offered in Trimester 1
DNV902	Developing the New Venture	REC701/REC901 The Rural Entrepreneur in Context is a prerequisite for this unit	Offered in Trimesters 2 and 3
IAB903	International Agribusiness		Offered in Trimesters 1 and 3

IRS901	Independent Reading Study	By negotiation, please contact Course Director to discuss.	Offered in Trimesters 1, 2 and 3
LDP905	Leadership. Note places are limited please discuss asap with Course Director.	This unit has a compulsory on campus residential (15-20 May, 2022) in addition to the online learning component (refer to unit statement)	Offered in Trimester 2
REC901	The Rural Entrepreneur in Context	Prerequisite unit to Developing a New venture (DNV702/DNV902)	Offered in Trimesters 1 and 2
RPV901	Rural Property Valuation		Offered in Trimesters 2 and 3
SGA904	Case Studies in Global Agribusiness		Offered in Trimesters 2 and 3
SML904	Strategic Human Resource Management		Not offered in 2022
TLR906	Thought Leadership through Inquiry – Research Project (double weighted unit)	This is an invitation only option after the successful completion of TLR904 and TLR905 at Distinction or higher level.	This unit spans two trimesters and will be offered as needed.

Appendix 2: Academic Integrity Statement (STU-026)

Updated 11 November 2021

When you enrol at Marcus Oldham College you enter a community which upholds academic integrity principles expected of higher education providers in Australia. We value scholarship grounded in respect, integrity, excellence and impact.

All Marcus Oldham College higher education qualifications are very well regarded in the wider community because of the content of the courses and our commitment to the principles of academic integrity. The College promotes academic integrity and expects students to behave honestly in the pursuit of their studies and to take personal responsibility for the integrity of their work.

The principle underpinning academic integrity is that all work submitted for assessment is your own work, and if it has been found that your learning has been outsourced by means of plagiarism, cheating, collusion or contract cheating, then you are breaching academic integrity policy and you will be referred to the Academic Progress Committee.

This is how the College defines terms associated with academic integrity.

Plagiarism

Plagiarism means to take and use another person's ideas or expressions and to pass them off as your own by failing to give appropriate respect and acknowledgement. This includes material that you fail to acknowledge sourced from the internet, staff, other students, and from published and unpublished sources. We do expect you to use other sources to support your own claims and ideas, and plagiarism occurs ONLY IF you fail to acknowledge that these ideas from others are being used. Examples are:

- paraphrasing and presenting work or ideas without acknowledgement or referencing
- copying work either in whole or in part without acknowledgement or referencing
- using phrases and passages verbatim without quotation marks or referencing the author or web page
- reproducing lecture notes without proper acknowledgement
- recycling all or part of your own previously submitted work and submitting it for assessment, without acknowledgement (this is called self-plagiarism).

Students should refer to the Marcus Oldham College **Guidelines for Writing Assignments and Referencing Guide**, which includes referencing guidelines and instructions on how to paraphrase, summarise and acknowledge the use of others' ideas and information. These guides will be provided to all students at the start of the academic year.

Generally, the first response to identified plagiarism by a student at the College is an educative one, especially if this occurs in the first trimester of study and where it can be reasonably assumed that a student has transgressed due to a lack of understanding and know-how to acknowledge and use correct referencing in their assessment. Subsequent plagiarism will likely be regarded as a breach of academic integrity and referred to the Academic Progress Committee.

Cheating: INCLUDING Collusion and Contract Cheating

Cheating in all forms is considered a serious breach of academic integrity and ALL suspected cases of cheating will be referred directly to the Academic Misconduct Committee. Examples of cheating include collusion, cheating in tests or examinations, and contract cheating.

Collusion

Collusion is an agreement between two or more people to act with the intention to deceive an assessor as to who was actually responsible for producing the material submitted for an assessment.

The College's intention is not to stop you from discussing difficult or interesting problems amongst yourselves - in fact we encourage that sort of discussion with staff and other students. However, it is important to recognise the line between collaboration and collusion, where ultimately any assignment you hand in must be the result of your own work. In the case of joint projects where your lecturer has given a clear indication that collaborative work is acceptable for the assessment, then individual contributions should be clearly outlined.

Further examples of collusion are:

- Encouraging or assisting another student to commit plagiarism (for example by allowing someone else access to your work for any reason)
- Where there is collaborative preparatory work, submitting the same final version of any material as another student.

Generally there are two or more parties involved in collusion, and ALL are in breach of academic integrity, and will be referred to the Academic Progress Committee.

Cheating in tests or examinations

This form of cheating includes, but is not limited to:

- Dishonest conduct such as speaking or attempting to speak or communicate with other students during the course of the exam or test.
- Bringing into the examination room any text, notes, written material, mechanical or electronic device not authorised by the examiner.
- Pre writing any part of the exam or consulting any person or material outside the confines of the examination room without permission to do so.
- Leaving exam papers exposed to view or persistent attempts to read other students' examination papers.

Contract Cheating

Contract cheating occurs when you submit work that has been completed for you by someone else. The relationship between you and the third party does not matter, nor does it matter whether you pay the other person to do the work. Examples of Contract cheating include:

- Obtaining an assignment from a current or past student with the intention of submitting it as your own work
- Engaging a writing service³ to write an assignment on your behalf
- Paying someone to rewrite sections of your assignment
- Sitting an exam for someone else or allowing someone else to sit an exam for you
- Getting another student, family member or friend to help you complete an online quiz or any other assessment item.

Cheating in all forms is regarded as a breach of academic integrity and will be referred to the Academic Progress Committee.

³ Writing services that encourage contract cheating have become very brazen, and even though they are committing a crime in Australia by providing contract cheating services, they will approach students via social media and other ways. Once they have your details, identity theft and blackmail by these sites is a real risk too.

Other Academic Misconduct

Examples of other academic misconduct include:

- Adding made up or incorrect citations to expand citations and reference lists in assessments
- Tampering or attempting to tamper with examination script, class work, grades or grade records
- Tampering or attempting to tamper with another student's work
- Possession or distribution of examination material or information without the permission of the lecturer
- Impersonation of another student in an examination or class assignment
- Unauthorised recording of lectures.

Academic Progress Committee-Procedures for Dealing with Academic Misconduct

Allegations of plagiarism, cheating, collusion, and contract cheating or other academic misconduct shall be treated as follows: The lecturer suspecting academic misconduct, or that your learning has been outsourced, will refer the matter in writing to the Chair of Examiners Committee. The Chair of Examiners Committee will set up an ad-hoc Academic Integrity Committee to consider the matter.

Meeting 1 The Academic Integrity Committee will convene and review the alleged misconduct and may decide:

- No further action is required, or
- The student/students involved in the allegation will be required to attend a meeting of the Committee

The student/s will be informed in writing that the matter was referred to the Committee and of its decision at this stage.

Meeting 2 (if required) -The Academic Integrity Committee will convene and review the alleged misconduct and give the student/s an opportunity to explain. Student/s may, if they wish, be accompanied by a Student Advocate of their choice. The lecturer may also be required to attend the meeting to give evidence but will be excluded from the final decision of the Committee.

The following actions (singly or in combination) may be recommended by the Academic Integrity Committee in relation to issues of academic misconduct:

- Decide to take no action
- Request the student/s to resubmit the work to a pass standard. Original mark to stand.
- Mark on merit that portion of work considered to be the student's own
- Mark to a pass standard only (maximum 50%) that portion of work considered to be the student's own
- Award a mark of zero for the entire assessment
- Recommend a period under an academic contract during which the student/s may proceed with their course of study on the understanding that any further academic offence may result in suspension or expulsion. Suspension or expulsion may be applied by the Principal on the recommendation of the APC.

The Chair of the Academic Integrity Committee will advise the Chair of the Examiners' Committee of their recommendation. The Examiners' Committee Chair will then notify the student/s in writing of the decision. In all cases of academic misconduct, a record of date, student name, breach and resulting action will be recorded on the database maintained by the Student Services Officer.

Assessments are designed as a:

- Means of developing Graduate Attributes in students and specified as College Attributes, Course Graduate Outcomes and/or Unit Level Learning Outcomes.
- Mode of learning.
- Mechanism for development of higher order thinking.
- Means for the student to make judgements about their own learning.
- Inclusive and trustworthy representation of student achievement.

To provide the volume of learning sufficient for the AQF level of each unit, each course unit must have assessment tasks designed to ensure the workload is comparable to other similar units of study offered across all Australian higher education institutions.

All assessment tasks should relate to the learning outcomes stated for each unit as outlined in the Unit and Course Outlines. Each Unit will be assessed out of 100%. The number of assessments tasks per Unit should be between 2 and 5 (with 5 usually only being used in Units where it is better to break assessment tasks down into smaller tasks to align with the learning outcomes of that Unit).

Each assessment task should be expressed as a percentage weight (and word length, or word length equivalent) where:

- word length for total undergraduate assessments in each unit is 4,000 words (+/- 10%).
 - In some cases, practical and case study undergraduate units may exceed the guidelines due to their nature.
- word length for total postgraduate assessments in each unit is 5,000 words (+/- 10%).

Students will be assessed via a range of assessment tasks appropriate to the learning outcomes stated. When designing assessment tasks and weightings across units, the following criteria are considered:

- Lecturing time allocated to the topic
- Time required by the students for reflection and critical thinking
- Australian Qualifications Framework (AQF) Level of study
- Complexity of the assessment task

As mentioned, assessments may include written work or other forms of assessment. For calculation purposes, the most widely used forms of assessment used at the College, and the equivalent word lengths for non-written assessments are agreed as:

Type of assessment	Equivalent word length
<ul style="list-style-type: none"> • Tests and Exams: should be designed to aid learning outcomes whereby students can recall and describe theories and concepts. 	For calculation purposes a 2-hour exam is equivalent to 40% of undergraduate unit total
<ul style="list-style-type: none"> • Assignments (including reports and essays): Assignments should be designed to aid learning outcomes whereby students can analyse, synthesize and evaluate theories, concepts and knowledge. 	25% per 1,000 words for undergraduate assessments. 20% per 1,000 words for postgraduate assessments
<ul style="list-style-type: none"> • Case studies: Case Studies should be designed to aid learning outcomes whereby students can apply the theories, concepts and knowledge they have learned into a real or simulated business situation (see note) 	For the Agriculture and Agribusiness programs, Case Study are a large part of the Integrated Management Studies unit therefore it would be expected that there would be a higher weight to these tasks.
<ul style="list-style-type: none"> • Presentation (including oral exams): Presentations should be designed to aid learning outcomes whereby students can analyse, synthesize and evaluate theories, concepts and knowledge and present verbally in a clear and concise manner to an audience. 	5-minute presentation or oral exam equivalent to 400 words (10% of undergraduate unit total).
<ul style="list-style-type: none"> • Group work: Assessments that are done as a collaborative approach and should be designed to aid learning outcomes whereby students can learn to work as a team and to apply the theories, concepts and knowledge. 	Group Assignments with 3-5 members of 6000 words equates to 1600 words for each member (40% of undergraduate unit total). Group Presentations with 3- 5 members, 30 minutes equates to 400 for each member (10% of undergraduate unit total).
<ul style="list-style-type: none"> • Online assessment: Online assessments can be used but need to ensure that Learning Outcomes are achieved. 	Same as tests and exams above
<ul style="list-style-type: none"> • Practical Assessments: Practical evaluations are designed to simulate relevant industry standards. Students can utilize the culmination of prior knowledge, theory and practical experience to safely and efficiently carry out a range of learning outcomes. 	Same as tests and exams above.

Note: Case study assessments are considered a hallmark of College undergraduate study and are designed as an opportunity to integrate learning from many sources and apply these to real world settings. As such the word length may exceed the above guidelines because students are demonstrating their learning from other units. However, when designing case studies it is expected that **original insights and analyses** for the particular case will not exceed the equivalent word lengths for the percentage of assessment allocated in the unit for this activity.

For example if a case study is worth 50% of an undergraduate unit then it is reasonable to expect 2000 words of ‘new’ insights and analysis of the case’, plus extra words to demonstrate learnings from other units (these extras should be kept to a minimum and only be used in the body of the report to support and/or add weight to arguments on decisions taken in the case analysis--and more detailed information put in appendices).

Other examples of assessments for one unit of study

<p>An undergraduate unit could be formally assessed and weighted as follows:</p> <ul style="list-style-type: none"> • 2,000-word assignment worth 50% • 15 min presentation worth 10% (equivalent to 400 words) • 2-hour exam worth 40% (equivalent to 1600 words) • = is 4000 words (100%) 	<p>A postgraduate unit could be formally assessed and weighted as follows:</p> <ul style="list-style-type: none"> • Discussion Posts and Responses, 1000 words worth 20% • Business Report, 2000 words worth 40% • Business Case Report, 2000 words worth 40%
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Process for Marking Assessments

<p>Undergraduate units</p>	<p>Individual assessments are be marked out of 100 and results must be given to the Student Services Officer by the Lecturer. The mark will be weighted as outlined in the Assessment Schedule given to students at the beginning of the unit. Students will receive a grade as per the Academic Guidelines Appendix 1 (STU-026) for all individual assessment tasks other than exams, where they will receive a mark. It is the lecturer’s responsibility to add their marks into D2L for their agreed portion of each unit, and also to supply these marks directly to the Student Services Officer in a timely manner.</p>
<p>Postgraduate units</p>	<p>All assessments are generally marked by the one lecturer assigned to the unit (or at most 2 lecturers are assigned to a unit).</p> <p>It is the lecturer’s responsibility to add marks for each assessment into D2L (or provide these directly to the Director of Postgraduate Studies) in a timely manner.</p>

Note:

- **Double Units** have up to 2 times the assessment load of a single unit to reflect the doubled volume of learning.
- **Students with disabilities or special needs** may have assessments modified after consultation with Learning Support Officer and authorisation through Examiners’ committee.

Moderation for Undergraduate Units

All undergraduate assessment tasks should be appraised via peer review. Periodically assessments and grades should be both internally and externally moderated to ensure significance and intellectual rigour. At least once each teaching semester, and prior to marks being released to students, the MOC Examiners Committee shall check all results to ensure that they are acceptable and truly reflect the intended learning outcomes for the cohort.

Please refer to the Undergraduate Academic Guidelines document published each year for the guidelines for moderation in the case of undergraduate assessment re-submissions.

Moderation for Postgraduate Units

There are two main reasons for moderation for postgraduate units; i) for capstone unit assessments, and ii) for any assessments that fail to meet a pass standard.

- i. **Capstone Unit Assessments.** Generally, the marker of the final assessment for TLR905 and TLR906, is a different person to the lecturer who supervised the student in these units. At the discretion of the Director of Postgraduate Studies, double marking of these assessments by the supervisor and one other lecturer may be arranged and then moderation of the final mark is undertaken by the Director of Postgraduate Studies and the two markers.
- ii. **Failure to meet pass standard in an assessment within a postgraduate unit.** If a postgraduate lecturer finds that an assessment has failed to meet a pass standard, as indicated in the marking rubric for that assessment, the following procedure is followed:
 - a. The lecturer notifies the Director of Postgraduate Studies to arrange for the assessment to be marked by another lecturer
 - i. If the work is deemed to have met a pass standard by the second marker, then a moderation meeting chaired by the Director of Postgraduate Studies will take place to determine the final mark for the assessment. If the moderated mark meets a pass standard then the moderated mark and feedback are provided to the student.
 - ii. If both lecturers deem the work to not meet a pass standard, then the lecturer of the unit will invite the student to resubmit, and provide a deadline for the re-submission as well as feedback to allow the student to work on the areas not yet at a pass standard. The maximum mark for a re-submission is 50/100.

Appendix 4: Navigating your way around the online learning environment

The College uses a Learning Management System (LMS) developed by D2L (Desire2Learn), it is called Brightspace. This learning environment may be referred to variously as the online portal, the LMS, D2L or Brightspace.

From the learner's perspective our online learning environment contains all the curriculum and resources information you will need to complete your units of study. From a teaching perspective, it also manages the progress of students, provides learning analytics and records grades.

For online study it will be central to your studies, please take some time to get acquainted with all it can offer you.

As soon as you are enrolled you will have continual access to the Postgraduate Homepage, think of it as your landing page for your studies. As you are enrolled into your units you will also have access to these. As well as the screen grabs shown below to help you navigate this online environment, D2L provide 'just-in-time' short videos for different parts of the learning environment. **The learner's guide to navigating D2L Brightspace video series can be found at:**

<https://www.youtube.com/watch?v=ysM2cc2zIPM&list=PLxHabmZzFY6mtggGZAitZ61kmpS-pMlaM>

Postgraduate Landing Page

The screenshot shows the 'Postgraduate Homepage' on the D2L Brightspace LMS. At the top, there is a navigation bar with links for 'Classlist', 'Email', 'Blog', 'Studioity', and 'Digital Sultcase'. Below this is a large banner image with the text 'Postgraduate Homepage'. The main content area is divided into several sections: 'News' with a dropdown menu, 'Preparing for or returning to online postgraduate study' with a link to a 'How to Ace Your Online Course' (a free self-paced 8-week course), and 'Postgraduate Resources' which includes links to 'Subject Selection Forms 2020', 'GCERT | GD/Masters', 'Postgraduate Handbook 2020', 'Postgraduate Information & Policy Guide 2020', 'Glossary of Agricultural Terms', 'Free access to MS Office 365', and 'Postgraduate FAQs & General Chat'. There is also a 'Library Links' section with links to 'MOC Library homepage', 'Copyright Free Resource Student e-Reader Information (new)', 'Library Guide 2020', 'Writing for assessments guide', 'MOC referencing guide 2020', 'Endnote style (new) file', and 'Referencing Quiz'.

The screenshot shows the 'Postgraduate Courses' section on the D2L Brightspace LMS. The page features a grid of course cards under the heading 'Postgraduate Courses'. The cards include: 'Postgrad Teaching Staff' (Online), 'SMAB02-T3-2019 Strategic Management for Agribusiness' (2020 Semester 3), 'ABM803-T3-2019 Agribusiness Marketing' (2020 Semester 3), 'TLR904-T1-2020 Thought Leadership', 'SML904-T1-2020 Strategic Human', and 'ABM803-T1-2020 Agribusiness'. To the right of the course grid, there is a 'Postgraduate Webinars' section with a list of webinars and their dates, and a 'Calendar' section showing the date 'Friday, January 31, 2020' and 'Upcoming events' for 'FEB 4 12:30 PM' with the event 'Welcome to Postgraduate Studies in 2020 - Zoom Postgraduate Homepage'.

Figure 1 The Postgraduate Landing Page on D2L

Finding your way around an online unit

ABM803 Agribusiness Marketing

The screenshot shows the course page for ABM803-T3-2020 Agribusiness Marketing. At the top right, a user profile icon is labeled '1'. Below the navigation bar, a dropdown menu is labeled '2'. On the left, a vertical table of contents is labeled '3'. The main content area displays the 'Study Guide' with a 'Download' button and a progress indicator showing '0% of 5 topics complete'.

1 Click here to update your profile and notification settings. Add your photo in profile too!

2 This is the unit menu bar. You will land on 'course home', but all the course materials are in the 'Content' tab. The menu also includes direct links to Discussion Boards, Dropbox (for uploading assignments), Grades (to see your marks), and a link to Zoom (with the code to access zoom webinars, as well as access the recordings afterwards).

3 This vertical menu in 'Content' is the table of contents, with main headings and sub-headings. The menu item you have highlighted brings up the materials in the main part of the page. I.e. see 'Study Guide' is highlighted in the menu, and the heading on the page is the same...

<https://d21.marcusoldham.vic.edu.au/d21/home/8283>

Figure 2 Three important navigation and personalisation areas within the unit