

# Unit Outline

## 7 Weeks Non Award Unit Study

<b>TACC606</b>	<b>Accounting Theory and Applications</b>
<b>Year</b>	2022
<b>Term</b>	3
<b>Unit Coordinator</b>	Dr Lingqin Liu

## Introduction

Welcome to Australian National Institute of Management and Commerce (IMC) and **TACC 606 Accounting Theory and Applications**. This document provides you with information relevant to the successful completion of this unit including learning outcomes, schedule of lecture topics, prescribed texts and recommended readings, assessment tasks and policies, examinations and learning support facilities.

## Academic Administration Office

The Non Award Academic Administration Office is located at Suite 1, Biomedical Building, 1 Central Avenue. The administration office is your point of contact for advice, enrolment and access to student support facilities. IMC's staff is available to assist you personally during office hours.

## Unit Description

This unit introduces students to various theories of financial accounting, their construction and application to accounting regulation and accounting practice. It examines the conceptual framework, financial elements, accounting measurement systems and ethics in accounting and provides students with the opportunity to integrate their knowledge of accounting within regulatory and reporting environments in Australia. This unit will also assist students in understanding capital market research and behavioural research, sustainability reporting, international harmonisation and emerging issues in accounting. The objective of the unit is to develop students' professional judgement and application skills, as well as advance analytical and critical thinking, technical research and communication skills.

## Assumed Knowledge

TACC601 Principles of Accounting

## Learning Outcomes

The learning outcomes (i.e. goals and objectives) of this unit are related to the learning outcomes of the overall course (or program) of study. In turn, both unit and course learning outcomes are designed to enhance each student's acquisition of desirable graduate attributes. The table below shows the alignment of unit learning outcomes with course learning outcomes and their contribution to achieving graduate attributes.

<b>Unit Learning Outcomes</b>	<b>Course Learning Outcomes achieved</b>	<b>Graduate Attributes achieved</b>
<b>After successfully completing this unit, you will be able to:</b>	<i>Course Learning Outcomes 1-14</i>	<i>Graduate Attributes 1-12</i>
<i>1. Demonstrate mastery of theoretical knowledge that includes understanding of recent developments in accounting</i>	<i>1&amp;2. Acquire knowledge of contemporary accounting theory and practice 3&amp;4. Acquire discipline related knowledge and knowledge of research principles and methods 14. Maintain knowledge and skills through life-long learning.</i>	<i>2) Personal and professional development  3) Disciplinary knowledge and skills  9) Curiosity and learning</i>
<i>2. Critically analyse and evaluate the nature and applications of accounting theory</i>	<i>5. Solve non-routine and complex accounting and business problems</i>	<i>4) Thinking and reasoning</i>

<b>Unit Learning Outcomes</b>	<b>Course Learning Outcomes achieved</b>	<b>Graduate Attributes achieved</b>
	<i>10 &amp; 11 Apply knowledge and skills ethically, strategically and creatively</i>	<i>5) Problem-solving and decision-making</i>
<i>3. Demonstrate an ability to plan and execute a substantial research-based task in accounting</i>	<i>6. Apply theory to commercial practice 7. Research and find solutions to accounting problems 12. Apply technical research knowledge and skills</i>	<i>5) Problem-solving and decision-making 8) Digital technologies 10) Research and enquiry</i>
<i>4. Demonstrate awareness of social, ethical and sustainability issues in accounting</i>	<i>9. Professional, ethical, leadership and strategic skills</i>	<i>1) Ethics and professionalism  11) Global perspective and cultural understanding</i>
<i>5. Demonstrate advanced oral and written communication skills and an ability to lead and present arguments on issues in accounting</i>	<i>8. Communicate effectively in professional settings</i>	<i>7) Communication</i>
<i>6. Develop the capability to interact and collaborate with others effectively in teams in completing accounting theory related tasks</i>	<i>13. Apply knowledge and skills with accountability</i>	<i>6) Teamwork 7) Communication  12) Leadership and engagement</i>

### **Teaching Staff**

Lecturer: Dr Lingqin LIU      email: [lingqin.liu@imc.edu.au](mailto:lingqin.liu@imc.edu.au)

### **Class Times**

Lectures and Seminars:      Friday 9:30am - 3:00pm

Consultation: By appointment

It is expected that students will attend online classes on time.

### **Teaching Strategy**

The learning outcomes in this unit will be achieved through a combination of face-to-face classes, supported by online learning resources through Moodle, Library resources and the availability of staff consultation. Achievement of learning outcomes requires you to prepare for each class, complete all assessment tasks and undertake adequate private study.

As a guide, you should expect to allocate 15 hours each week to study this unit adequately:

- 5.5 hours classroom contact: 4 hours lectures and 1.5 hours seminar
- 9.5 hours preparation and private study

Lecture notes, discussion questions and additional readings information will be placed in Moodle to assist students' study.

**Prescribed and Recommended Readings:****Prescribed Textbook:**

Rankin M., Ferlauto K., McGowan S., Stanton P. (2018), *Contemporary Issues in Accounting*, John Wiley & Sons Australia.

**Recommended Reference Books:**

- Godfrey, J, Hodgson, A, Tarca, A, Hamilton, J and Holmes, S, (2010), *Accounting Theory* 7th edn, John Wiley and Sons.
- Chartered Accountants ANZ, *Financial Reporting Handbook 2020 Australia*, Wiley
- Deegan C. (2013), *Financial Accounting Theory*, 4th ed., McGraw-Hill.
- Henderson, S. & Peirson, G. et al., (2017), *Issues in Financial Accounting*, 16th edn, Pearson Australia.
- Loftus, J., Leo, K. et al., (2019) *Financial Reporting*, 3<sup>rd</sup> edn, Wiley

**Additional Resources:**

- IASB and FASB websites
- XBRL website
- Accounting Review
- Accounting, Organizations and Society
- Journal of Accounting and Economics
- Journal of Accounting Research
- ABACUS
- Accounting and Business Research
- Accounting Horizons
- Accounting, Auditing and Accountability Journal

**Assessment Tasks: Summary**

Assessment tasks are an integral part of the learning framework. Assessment tasks are designed to measure student progress in achieving competency in unit learning outcomes. Unless otherwise stated, the pass mark in each assessment task is 50%.

<b>Assessment type</b>	<b>Week assessment is due</b>	<b>Proportion of total marks</b>	<b>Unit Learning Outcomes assessed</b>
<b>Online Quiz 1</b>	Week 3	10%	TACC606 1,4
<b>Online Quiz 2</b>	Week 5	10%	TACC606 1,4
<b>Assignment</b>	Week 6	30%	TACC606 1-6
<b>Final Examination</b>	To be arranged	50%	TACC606 1,2,4&5

**Assessment Tasks: Details**

<b>Assessment title</b>	<b>Online Quiz 1 (10%)</b>
<b>Purpose, description and topics covered</b>	<p><b>Purpose:</b> Online quiz 1 provides students with an opportunity to demonstrate their understanding of the topics covered in the first two weeks of the term.</p> <p><b>Description:</b> The online quiz is designed to ensure that students study regularly and are familiar with accounting concepts/principles/theories discussed in lectures and tutorials.</p> <p><b>Topics to be covered:</b> Knowledge and skills from topics 1 to 4 inclusive.</p>
<b>Assessment length</b>	<p>Structure of the online quiz: 20 multiple choice questions (MCQs).</p> <p>Duration: 40 minutes. <b><i>The quiz must be completed online in week 3 between 9 am Friday and 9 pm Saturday.</i></b> Details will be posted online.</p>
<b>Criteria to grade quality</b>	Marks will be awarded based on the quality of given answers to the questions in the quiz. There are 10 marks in total and 0.5 marks will be awarded for each correct answer.
<b>Submission method</b>	Online via Moodle
<b>Return method</b>	All the results will appear on Moodle
<b>Feedback provided</b>	During lecture sessions.

<b>Assessment title</b>	<b>Online Quiz 2 (10%)</b>
<b>Purpose, description and topics covered</b>	<p><b>Purpose:</b> Online quiz 2 provides students with an opportunity to demonstrate their understanding of the topics 5 to 9 inclusive.</p> <p><b>Description:</b> The online quiz is designed to ensure that students study regularly and are familiar with accounting concepts/principles/theories discussed in lectures and tutorials.</p> <p><b>Topics to be covered:</b> Knowledge and skills from topics 5 to 9 inclusive.</p>
<b>Assessment length</b>	<p>Structure of the online quiz: 20 multiple choice questions (MCQs).</p> <p>Duration: 40 minutes. <b><i>The quiz must be completed online in week 5 between 9 am Friday and 9 pm Saturday.</i></b> Details will be posted online.</p>
<b>Criteria to grade quality</b>	Marks will be awarded based on the quality of given answers to the questions in the quiz. There are 10 marks in total and 0.5 marks will be awarded for each correct answer.
<b>Submission method</b>	Online via Moodle
<b>Return method</b>	All the results will appear on Moodle
<b>Feedback provided</b>	During lecture sessions.

<b>Assessment title</b>	<b>Assignment (30%)</b>
<b>Purpose, description and topics covered</b>	<p><b>Purpose:</b> The purpose of this assessment is to simulate real word problems, provide students with opportunities to investigate, analyse and synthesise complex accounting issues and apply accounting principles/theories to critically evaluate or resolve such issues.</p> <p><b>Description:</b> Detailed assignment information will be available on Moodle in week 3.</p> <p><b>Topics to be covered:</b> Knowledge and skills from topics 1 to 8, with emphasis on application / interpretation / evaluation / argument of accounting theory.</p>
<b>Assessment length</b>	<i>3000 words</i>
<b>Criteria to grade quality</b>	<p>The following criteria will be used to assess the assignment:</p> <ol style="list-style-type: none"> <li>1. Demonstrated mastery of theoretical knowledge.</li> <li>2. Critically analyse and evaluate the nature and applications of accounting theory</li> <li>3. Demonstrated an ability to plan and execute a substantial research-based task.</li> <li>4. Demonstrated advanced written communication skills.</li> </ol>
<b>Submission method</b>	A soft copy of the assignment must be submitted online through Moodle.
<b>Return method</b>	The assignment will be marked online by week 7.
<b>Feedback provided</b>	In the assignment.

<b>Assessment title</b>	<b>Final Examination (50%)</b>
<b>Purpose, description and topics covered</b>	<p><b>Purpose:</b> Final examination provides students with an opportunity to demonstrate their understanding of the unit-related material covered during the semester.</p> <p><b>Description:</b> To be provided.</p> <p><b>Topics to be covered: 1-10</b></p>
<b>Assessment length</b>	To be provided
<b>Criteria to grade quality</b>	<p>The following criteria will be used to assess the exam papers:</p> <ol style="list-style-type: none"> <li>1. Demonstrated discipline knowledge - understanding of theories, concepts and frameworks.</li> <li>2. Use a coherent body of knowledge to complete routine and non-routine tasks to make informed decisions in Financial Accounting Theory.</li> <li>3. Identify, evaluate and solve problems in applied finance and accounting consistent with disciplinary conceptual foundations; and effectively communicate outcomes to interested parties (stakeholders) at all levels.</li> </ol>
<b>Submission method</b>	N/A
<b>Return method</b>	N/A
<b>Feedback provided</b>	There will be no formal feedback.

### **Assessment Tasks: General Information**

- (a) Late submission of assignments: It is IMC policy that assignments cannot be submitted late without prior approval of the unit coordinator and only in extenuating circumstances supported by evidence. Assignments submitted late without prior approval will not be graded.
- (b) A sample final examination with answers can be obtained on the Moodle in week 6.

### **Schedule of Topics**

	<b>Topics</b>	<b>Readings</b>	<b>Special Instructions</b>
<b>Week 1</b>	<p>Topic 1 Introduction to Accounting theory</p> <ul style="list-style-type: none"> <li>• Overview of accounting theory</li> <li>• Normative and positive theories</li> <li>• Scientific approach applied to accounting</li> </ul>	Godfrey Chapter 1&2	Walker S. P. 2016, "Revisiting the roles of accounting in society", <i>Accounting, Organizations and Society</i> , vol. 49, pp.41-50.
	<p>Topic 2 Theories in Accounting</p> <ul style="list-style-type: none"> <li>• Theories of regulation relevant to accounting</li> <li>• Positive accounting theory</li> <li>• Institutional theory</li> <li>• Legitimacy theory</li> <li>• Stakeholder theory</li> <li>• Contingency theory</li> </ul>	Godfrey Chapter 3 & Rankin et al Chapter 5	Deegan, C 2002, "The legitimising effect of social and environmental disclosures—a theoretical foundation", <i>Accounting, Auditing and Accountability Journal</i> , vol.15, no. 3, pp.282-311.
<b>Week 2</b>	<p>Topic 3 The Conceptual Framework and Accounting Standard Setting</p> <ul style="list-style-type: none"> <li>• The role, history and evolution of the Conceptual Framework</li> <li>• The structure and components of the Conceptual Framework</li> <li>• Qualitative characteristics of financial information</li> <li>• The elements of financial statements</li> <li>• The benefits and criticisms of the Conceptual Framework</li> <li>• Rules-based and principles-based accounting standards</li> <li>• The political nature of setting accounting standards</li> </ul>	Rankin et al Chapter 2 & 3	IFRS. 2018. Conceptual Framework for Financial Reporting. [online] Available at: < <a href="http://eifrs.ifrs.org/eifrs/bnstandards/en/framework.pdf">http://eifrs.ifrs.org/eifrs/bnstandards/en/framework.pdf</a> > [Accessed 30 July 2020].
	<p>Topic 4 Accounting Measurement Systems</p> <ul style="list-style-type: none"> <li>• Measurement in accounting</li> </ul>	Rankin et al Chapter 4	Liang L & Riedl E. 2014 "The Effect of Fair Value versus Historical Cost Reporting Model on Analyst Forecast

	<ul style="list-style-type: none"> <li>• Measurement approaches and the accounting standards</li> <li>• Measurement and the quality of accounting information</li> <li>• Historical cost</li> <li>• Fair value</li> <li>• Current cost</li> <li>• Present value</li> <li>• Current measurement challenges</li> </ul>		Accuracy”, <i>The Accounting Review</i> , vol. 89, no. 3, pp.1151-1177
<b>Week 3</b>	<p>Topic 5 Fair Value Accounting</p> <ul style="list-style-type: none"> <li>• The role of fair value in accounting</li> <li>• The traditional definition</li> <li>• AASB13/IFRS 13 Fair Value Measurement</li> <li>• Fair value techniques</li> <li>• Three-level fair value hierarchy and disclosure requirements</li> <li>• Fair value accounting during the GFC</li> </ul>	Rankin et al Chapter 10	<p><b>Online Quiz 1 Due: <i>between 9 am Friday and 9 pm Saturday in week 3</i></b></p> <p>AASB 13 Fair Value Measurement</p>
	<p>Topic 6 International Accounting Convergence</p> <ul style="list-style-type: none"> <li>• Definition of international accounting</li> <li>• Diversity of international accounting practice</li> <li>• Environmental influence on accounting</li> <li>• International adoption of IFRS FASB and IASB convergence</li> </ul>	Rankin et al Chapter 12	Ball, R. (2006), “international financial reporting standards (IFRS); pros and cons for investors”, <i>Accounting and Business Research</i> , International Accounting Policy Forum, pp. 5-27.
<b>Week 4</b>	<p>Topic 7 Earnings Management</p> <ul style="list-style-type: none"> <li>• Methods of earnings management</li> <li>• The use of provisions in earnings management</li> <li>• Rationale behind the issue of AASB 137 and stamping out big bath</li> <li>• Corporate governance and earnings management</li> <li>• Performance reporting requirements and problems</li> <li>• Performance reporting updates</li> </ul>	Rankin et al Chapter 9	<p>AASB101 Presentation of Financial Statements</p> <p>ED/2019/7 General Presentation and Disclosures</p> <p>AASB 137 Provisions, Contingent Liabilities and Contingent Assets</p>
	Topic 8 Assets and Related Special Reporting Issues: Intangibles and Leases	Rankin et al (2012) Chapter 14	IFRS 16 Leases

	<ul style="list-style-type: none"> <li>• Background to recognition of assets</li> <li>• What expenditures should be capitalized?</li> <li>• Intangibles</li> <li>• Goodwill</li> <li>• Leases: finance versus operating leases</li> <li>• New lease standard IFRS 16</li> </ul>		AASB 138 Intangible assets
<b>Week 5</b>	<p>Topic 9 Positive Theory of accounting policy and disclosure</p> <ul style="list-style-type: none"> <li>• Background</li> <li>• Contracting theory</li> <li>• Agency theory</li> <li>• Shareholder-manager agency problems</li> <li>• Shareholder-debtholder agency problems</li> <li>• Ex post opportunism versus ex ante efficient contracting</li> <li>• Signaling theory</li> <li>• Political process</li> <li>• Evaluating the theory</li> </ul>	Godfrey Chapter 11	<p><b>Online Quiz 2 Due: <i>between 9 am Friday and 9 pm Saturday in week 5</i></b></p> <p>Beatty, A, &amp; Weber, J 2003, "The effects of debt contracting on voluntary accounting method changes", <i>The Accounting Review</i>, vol. 78, no. 1, pp. 119-42.</p>
	Revision topics 1-5		
<b>Week 6</b>	<p>Topic 10 Digital Business Reporting and Sustainability Reporting</p> <ul style="list-style-type: none"> <li>• XBRL and iXBRL</li> <li>• Could blockchain or AI replace XBRL?</li> <li>• Use of XBRL around the world</li> <li>• Sustainability reporting</li> <li>• Guidelines for sustainability reporting</li> <li>• Stakeholder influences</li> <li>• Environmental management systems</li> <li>• Climate change and accounting</li> </ul>	Rankin et al Chapter 11	<p><b>Assignment Due in Week 6</b></p> <p>Global Sustainability Standards Board (GSSB). 2016. GRI Standards Download Centre. Retrieved Feb 20, 2017, from <a href="https://www.globalreporting.org/standards/gri-standards-download-center/">https://www.globalreporting.org/standards/gri-standards-download-center/</a></p>
	Revision topics 6-9		
<b>Week 7</b>	<b>FINAL EXAMINATION</b>		

### Tutorial or Weekly Assignments

*Weekly discussion questions will be provided on the Moodle.*

### Requirements to Pass the Unit

To achieve a passing grade in this unit a student must:

- Attempt all within-term assessment tasks to the satisfaction of the lecturer-in-charge;

- (b) Attend the final examination and submit a completed examination script; and
- (c) Achieve an overall mark of at least 50% in the unit.

### **Grades**

A final grade and mark will be awarded in the unit as follows:

<u>Grade</u>	<u>%Mark</u>
High Distinction (HD)	85 - 100
Distinction (D)	75 - 84
Credit (CR)	65 - 74
Pass (P)	50 - 64
Fail (F)*	00 - 49

\*The alternate grades of Fail Absent, Fail Incomplete and Fail Withdrawn may be awarded in appropriate circumstances.

The definition and interpretation of the above grades can be found in *Assessment Policy and Procedure (Coursework)* on IMC's website at <http://www.top.edu.au/current-students/top-policies-and-procedures>

### **Academic Integrity Module (AIM)**

All IMC students are required to complete the Academic Integrity Module (AIM) before submitting their first assignment in their first unit of study (which may be this unit or another unit). AIM is an online module available through Moodle that introduces the principles of ethical academic practice and IMC's values and expectations of correct academic conduct. There are no credit points awarded for completing AIM, but your successful completion of the module will be recorded on your Academic Record for future reference. If you have not completed AIM by week 6, your results for the assignment will be withheld. Students are asked to attach the email confirmation of successful completion to their first assignment.

### **Recent Changes to this Unit**

The following recent changes have been made to improve and/or update this unit: adding some new contents in the lectures and new readings.

### **Online Learning Support**

A great deal of online learning support is provided. A list of subject-specific and general information guides containing the best databases and resources available are accessible via the Library website: [library.top.edu.au](http://library.top.edu.au). The online Library Course available on Moodle is useful for learning about available services and how to successfully conduct research. Many useful support materials can also be located within the Academic Skills Development Module on Moodle.

For more information or further support, please contact our English Language and Academic Skills Coordinator at [learning@top.edu.au](mailto:learning@top.edu.au)

### **Academic English Support Program**

An extensive Academic English program is provided. This program is aimed at developing skills and understanding of the rules and conventions that form the basis of academic work. The program includes:

- The Academic Skills Development Module (available on Moodle)
- Academic English and Study Skills workshops held throughout the term
- Individual consultations available by appointment
- Academic English Support Guide (available via the online Library)

If you have any queries or would like to book a consultation, please contact our English Language and Academic Skills Coordinator at [learning@top.edu.au](mailto:learning@top.edu.au)

### **Early Intervention for Students at Risk**

Your performance within each teaching period will be monitored to assist you towards successful completion of the units in which you are enrolled. Students whose performance is such that they are deemed to be at risk of not successfully completing the unit will be identified through IMC's early intervention strategy. Indicators of students at risk of not successfully completing the unit include:

- Not attending lectures and/or tutorials
- Not performing adequately in assessment tasks
- Lack of engagement in the learning process
- Poor language skills

Where you are identified as being at risk of failure, you will be advised by IMC of an appropriate remedial strategy and provided access to support services appropriate to your needs.

### **Policy on Special Consideration for Examinations**

Students may apply for a Special Consideration when they are unable to sit an examination or if their performance in the examination is severely affected by extraordinary circumstances beyond their control. Students are not allowed to decide whether they will sit an examination or not, they may only apply for special consideration when they have evidence that they could not sit for the exam (see below). Please note:

- Misreading the examination timetable is not sufficient reason for the award of Special Consideration.
- Sitting consecutive exams (e.g. two exams on one day) is not a sufficient reason for the awarding of Special Consideration.

Acceptable evidence of a student's inability to sit an exam, or a severe adverse effect on their performance in an examination, include a stamped medical certificate with the date of consultation, the state or extent of the medical condition, and the period covered by the doctor's certificate. IMC administration staff will contact the medical professional's office to verify the authenticity of the certificate. Only medical certificates that involved a personal (not online) consultation with a medical professional will be accepted.

An application form for Special Consideration is available from Moodle. Applications for Special Consideration must be received by the IMC Academic Administration Office no later than five (5) working days after the last day of the examination period.

If Special Consideration is deemed to apply in a final examination, in normal circumstances a student will be permitted to sit a Supplementary Examination. For mid-term exams, the unit coordinator has the discretion to determine how Special Consideration, if granted, will be applied.

A student can take only one supplementary examination in this unit each term.

### **Re-sit Assessment Task**

If a student has achieved an overall mark between 40% and 49%, or a Fail Incomplete grade with an aggregate mark of at least 40%, a re-sit assessment task may be prescribed by the lecturer-in-charge to determine whether acceptable competency in expected learning outcomes has been achieved. The assessment will typically be in the form of a re-sit final examination but might be another form of re-sit assessment if the student has performed satisfactorily in the first attempt at the final examination.

### **Student Satisfaction Survey**

At the end of each term, students will be asked to complete a Student Satisfaction Survey. Student responses will assist IMC and its teaching staff in making improvements to teaching and learning content and processes. The survey will include questions about unit content, the assessment system, teaching quality and other items. Students will also have an opportunity to make open-ended comments. Student evaluations are important to IMC and are taken seriously. All student evaluations are anonymous to ensure privacy.

### **Academic Misconduct**

#### (a) Plagiarism

Plagiarism is the use of another person's ideas or work without appropriate acknowledgement or credit. Plagiarism may be intentional or unintentional.

Intentional plagiarism is deliberately using text, ideas or concepts attributable to another person obtained from any source (including internet sources) without referencing the author and the publication. Intentional plagiarism is a serious matter, amounting to academic fraud. Student work established and proven as containing intentional plagiarism will result in a zero grade and be reported to the Dean of School. The student's enrolment in the unit will be reviewed.

Unintentional plagiarism may occur if you do not understand appropriate ways of acknowledging sourced reference materials. If you are unsure, you should consult the lecturer, IMC's academic skills coordinator and available publications to learn how to reference appropriately.

All written assignments must be submitted online through the Turnitin anti-plagiarism software (unless otherwise advised by the lecturer). The link for Turnitin can be found on IMC's Moodle site.

#### (b) Cheating

Cheating is an attempt to gain an unfair advantage over other students. Cheating includes copying, plagiarism and third-party assistance in preparing assignments. All work submitted must be a student's own work. In an exam, cheating includes communicating with anyone other than supervisors during the exam period and the use of dictionaries, electronic devices, books or notes in the exam room where these are not authorised. Cheating in any form will not be tolerated at IMC. Any student caught cheating on an examination will be given a FAIL grade in that unit, and the incident will be reported to the Dean of School for further action.

#### (c) Third party assistance

Academic misconduct includes the submission of work that has been prepared or assisted by a third party (e.g. through the purchase of assignment submissions). Where a lecturer has evidence that a submitted assignment is not the student's own work, the lecturer may interview the student to ascertain whether third-party assistance has been obtained and, if so, report the incident to Dean of School for further action to be determined.

Students are required to read and understand IMC's Academic Integrity Policy and ensure that all the work complies with the policy before submitting assessments. The policy is available at <http://www.top.edu.au/current-students/top-policies-and-procedures>

## GRADUATE ATTRIBUTES

Graduate attributes are those human qualities the Institution endeavours to instil in its students as they progress through their program of study. These attributes are the framework for course and curriculum development through the influence they have on the construction of learning outcomes at the course and unit levels. The institution values four core attributes being integrity, capability, curiosity and responsibility. The meaning of these four attributes within the context of higher education is shown in the following table.

<b>Graduate Attributes</b>	<b>Interpretations</b> <i>Attributes in the context of higher education</i>	<b>Descriptors</b> <i>Map with CLOs and ULOs</i>
<b>Integrity</b>	1. Act honestly, ethically and morally in professional and personal contexts.	1. Ethics and professionalism
	2. Manage personal and professional development to maintain contemporary discipline knowledge and skills	2. Personal and professional development
<b>Capability</b>	3. Apply discipline knowledge, principles, concepts and skills	3. Discipline knowledge and skills
	4. Think critically, analytically, creatively and reflectively	4. Thinking and reasoning
	5. Solve problems and make sound decisions based on theoretical foundations and discipline-specific knowledge	5. Problem-solving and decision-making
	6. Apply interpersonal skills to work constructively as a team member	6. Teamwork
	7. Communicate effectively in personal and professional contexts	7. Communication
	8. Engage with transformative digital technologies <sup>1</sup>	8. Digital technologies
<b>Curiosity</b>	9. Commit to continuous learning and intellectual curiosity	9. Curiosity and learning
	10. Derive knowledge through systematic and scientific methods of enquiry	10. Research and enquiry
<b>Responsibility</b>	11. Apply knowledge and skills in a manner that demonstrates national, international and intercultural awareness and understanding	11. Global perspective and cultural understanding
	12. Take leadership roles in the workplace and community, and engage constructively on local, national and global issues	12. Leadership and engagement

<sup>1</sup> "Transformative digital technologies" in the context of the Capability graduate attribute means new digital technologies that are changing, or have the potential to change, modes of business, the way people interact, global economies and societies. Transformative technologies include artificial intelligence, machine learning, robotic process automation, virtual and augmented reality, quantum and cloud computing, data generation and analytics, blockchain and the internet of things. Transformative digital technologies are taking societies into the fourth industrial revolution (Industry 4.0) and graduates are expected to leave the Institute with a capability to understand, engage with and contribute to ethical and responsible social transformations being driven by technological change.

**IMC – COURSE LEARNING OUTCOMES**  
**MASTER OF PROFESSIONAL ACCOUNTING and**  
**MASTER OF PROFESSIONAL ACCOUNTING SERVICES**

	<b>Learning Outcomes for the Course</b>	<b>Short form descriptor of course learning outcome (for use in unit outlines)</b>
<b>KNOWLEDGE</b>  Graduates of the MPA/MPAS will have:	1. An understanding of contemporary theory underpinning accounting as a professional discipline.	Acquire knowledge of contemporary accounting theory
	2. Knowledge of contemporary accounting practices as used in the accounting profession both nationally and internationally.	Acquire knowledge of contemporary accounting practice
	3. Knowledge of related disciplines as they apply to accounting, especially the disciplines of law, finance, economics and statistics.	Acquire discipline-related knowledge
	4. Knowledge of research principles and methods relevant to analysing, resolving and reporting on complex accounting and related problems.	Acquire knowledge of research principles and methods
<b>SKILLS</b>  Graduates of the MPA/MPAS will have:	5. Cognitive skills to identify appropriate bodies of knowledge applicable to solving non-routine and complex problems in accounting and related fields.	Solve non-routine and complex accounting and business problems
	6. Cognitive, technical and creative skills in accounting to synthesise complex information and apply relevant theory to develop appropriate strategic, legal and ethical responses to commercial issues.	Apply theory to commercial practice
	7. Advanced technical research skills to investigate complex accounting problems and arrive at practical solutions in a professional and commercial context consistent with legal requirements and ethical standards.	Research and find solutions to accounting problems in complex professional settings
	8. Communication skills to inform, discuss and manage stakeholder interests in professional and commercial settings.	Communicate effectively in professional settings
	9. Advanced professional capabilities, ethical frameworks, leadership skills and strategic thinking skills suitable for professional and commercial practice.	Professional, ethical, leadership and strategic skills

<b>APPLICATION OF KNOWLEDGE AND SKILLS</b>	10. In accounting and related fields with strong ethical, leadership and strategic purpose.	Apply knowledge and skills ethically and strategically
Graduates of the MPA/MPAS will demonstrate the application of knowledge and skills:	11. With creativity and initiative to new situations in accounting practice.	Apply knowledge and skills creatively
	12. To plan and complete tasks requiring technical research ability.	Apply technical research knowledge and skills
	13. In both team and individual work settings with a high level of personal autonomy and accountability.	Apply knowledge and skills with accountability
	14. In a life-long learning context to maintain comprehension and currency of the body of accounting knowledge.	Maintain knowledge and skills through life-long learning.