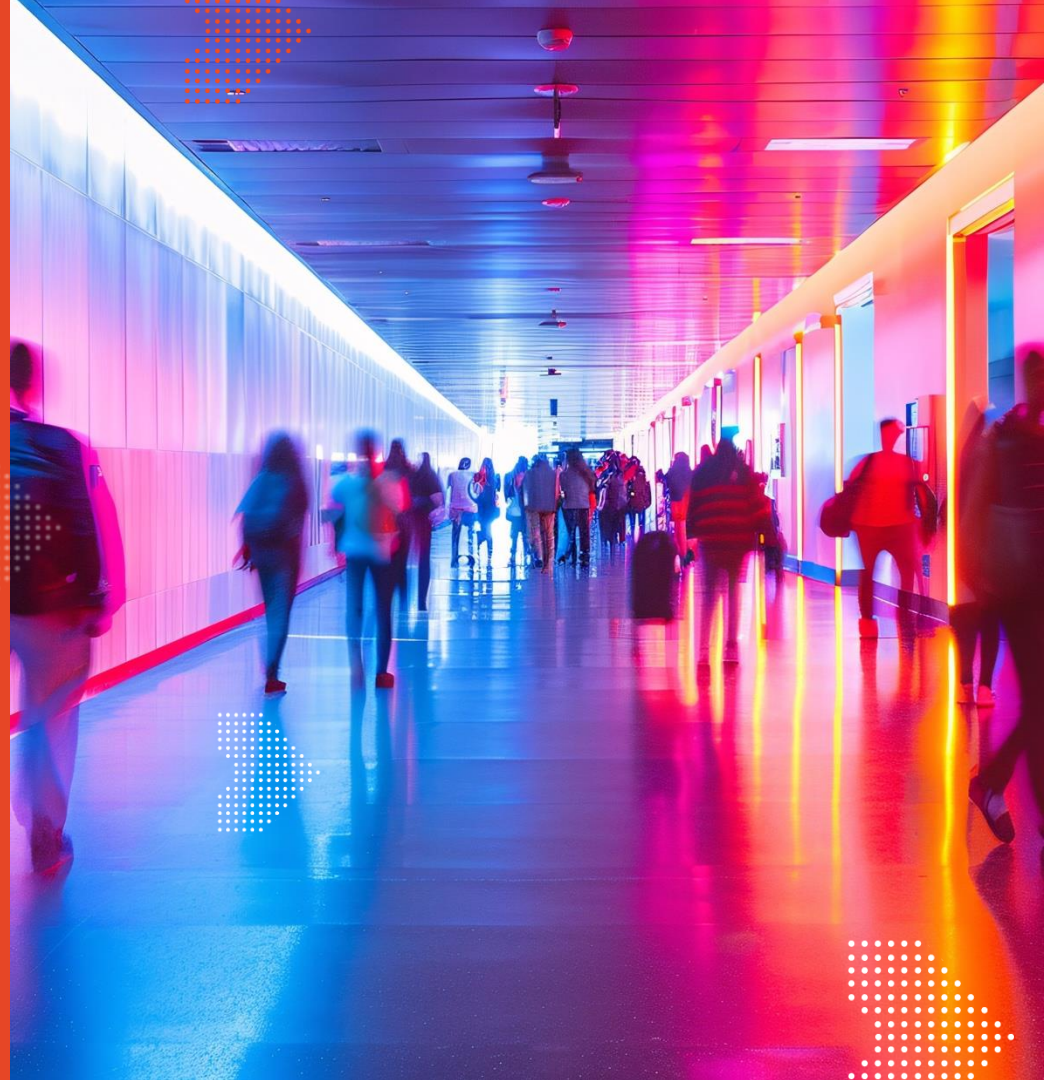


L&T:25

Showcase – Session 1D

Wednesday 12th November



Showcase – Session 1D

Mixed Theme

Chair: Max Baker



L&T:25

Showcase 1



Innovative Assessment Strategies: Evaluating the Effectiveness of Secure Long-Form Writing in Project Management



Dr Mark Freeman



L&T:25



Innovative Assessment Strategies: Evaluating the Effectiveness of Secure Long-Form Writing in Project Management

Dr Mark Freeman



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We recognise and pay respect to the Elders and communities – past, present, and emerging – of the lands that the University of Sydney's campuses stand on. For thousands of years they have shared and exchanged knowledges across innumerable generations for the benefit of all.



Long-form Secure Assessments













WHAT'S
NEXT?



The University of Sydney Business School

Dr Mark Freeman

mark.freeman1@sydney.edu.au



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Showcase 2



Programmatic Assessment in a World of AI: Its Use
in a Capstone Accounting Unit



Dr Martin Turner
Dr Maria Tyler



L&T:25



Programmatic Assessment: Example of its Use in a Capstone Accounting Unit

Martin Turner
Maria Tyler

2025

Agenda

TEQSA: background

Programmatic assessment - what it is

Challenges: programmatic
assessment

Building strong connections between
peers and developing students' self-
regulation in their learning

TEQSA



Australian Government
Tertiary Education Quality and Standards Agency

Proliferation of artificial intelligence (AI) tools means Australian higher education providers should move to programmatic approaches to assessment

Assessment reform for the age of artificial intelligence

September 2023

Several universities are now actively supporting this type of assessment, and many others are considering its greater use.

TEQSA



Australian Government

Tertiary Education Quality and Standards Agency

July 2024: Australian universities submitted
institutional action plans to TEQSA

... for the
age of artificial intelligence

September 2023

TEQSA



Australian Government

Tertiary Education Quality and Standards Agency

Guidance: implementing assessment reform strategies

Enacting assessment reform in a time of artificial intelligence

September 2025

Map: different institutional paths

TEQSA



Australian Government
Tertiary Education Quality and Standards Agency

Generative artificial intelligence (gen AI) continues to transform teaching, learning and assessment across Australian higher education.

Enacting assessment reform in

Since ChatGPT's release in November 2022, institutions have progressed from initial responses to structured approaches that address **academic integrity concerns** and longer-term implications for **learning, teaching and assessment design**.

TEQSA



Australian Government

Tertiary Education Quality and Standards Agency

Rather than investing primarily in detection mechanisms, institutions need to emphasise the redesign of assessment to capture authentic demonstrations of student capability and comprehension.

Assessment reform in
a time of artificial intelligence

September 2025

TEQSA



Australian Government

Tertiary Education Quality and Standards Agency

Dual purpose of assessment: to **support meaningful learning** and to **provide assurance** that learning outcomes have been achieved, in a gen AI-enabled world

...t reform in
a time of artificial intelligence

September 2025

Programmatic assessment - what it is

series of low-stakes
assessments with
regular feedback that
aggregate to a student's
total assessment

Programmatic assessment - what it is

series of low-stakes
assessments with regular
feedback that aggregate to a
student's total assessment

focus on assessment *for* learning, rather
than solely on assessment *of* learning

Programmatic assessment - what it is

series of low-stakes
assessments with regular
feedback that aggregate to a
student's total assessment

focus on assessment
for learning, rather
than solely on
assessment *of* learning

assessments are **learning tasks** that help
students develop & demonstrate their
competencies

Capstone Accounting Unit

Financial Statement Analysis

Learning Tasks

In this capstone accounting unit, Maria and Martin have used a series of low-stakes assessments with regular feedback that build steadily to the student's total assessment. These assessments are learning tasks and there is support for students on key aspects of how they learn.

Demonstrate Competencies

Martin and Maria have used programmatic assessment to support students to demonstrate competencies such as critical thinking, communications skills, digital skills, and teamwork skills.

Challenges

Students need support on how to self-regulate their learning

Challenges

Students need support on how to self-regulate their learning

Students' capacity to monitor aspects of their learning, such as motivation, cognition & behaviour when studying

Challenges

Students need support on how to self-regulate their learning

Students' capacity to monitor aspects of their learning, such as motivation, cognition & behaviour when studying

Educational psychology literature can support use of programmatic assessment to support students to develop an awareness of 'how' they experience aspects of their learning

Challenges

Students need to engage actively in regular forms of feedback, to support their self-regulated learning

Challenges

Students need to engage actively in regular forms of feedback, to support their self-regulated learning

Students can find it difficult to seek and implement feedback in programmatic assessment settings

Challenges

Students need to engage actively in regular forms of feedback, to support their self-regulated learning

Students can find it difficult to seek and implement feedback in programmatic assessment settings

Challenge for teachers to provide and support regular feedback to and between students

Evidence

Support students to

Baartman et al., 2022; Khanna et al., 2023; Roberts et al., 2022; Samuel et al., 2023; Turner & Tyler, 2023

Evidence

Support students to

Develop competencies

Baartman et al., 2022; Khanna et al., 2023; Roberts et al., 2022; Samuel et al., 2023; Turner & Tyler, 2023

Evidence

Support students to

Develop competencies

Better respond to and use feedback effectively

Baartman et al., 2022; Khanna et al., 2023; Roberts et al., 2022; Samuel et al., 2023; Turner & Tyler, 2023

Evidence

Support students to

Develop competencies

Better respond to and use feedback effectively

Be better measures of student capabilities

Baartman et al., 2022; Khanna et al., 2023; Roberts et al., 2022; Samuel et al., 2023; Turner & Tyler, 2023

Evidence

Support students to

Develop competencies

Better respond to and use feedback effectively

Be better measures of student capabilities

Reduce assessment overload by assessing directly
the learning tasks of students

Baartman et al., 2022; Khanna et al., 2023; Roberts et al., 2022; Samuel et al.,
2023; Turner & Tyler, 2023

References

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Roberts, C., Khanna, P., Bleasel, J., Lane, S., Burgess, A., Charles, K., & Rutzou, T. (2022). Student perspectives on programmatic assessment in a large medical programme: A critical realist analysis. *Medical Education*, 56(9), 901-914. <https://doi.org/10.1111/medu.14807>

Samuel, A., King, B., Cervero, R.M., Durning, S.J. and Melton, J., 2023. Evaluating a competency-based blended health professions education program: a programmatic approach. *Military Medicine*, 188 (Supplement_2), 69-74.

Turner, M. & Tyler, M. (2023). Demonstrating critical thinking in accounting: applying a competency framework, *Accounting Education*, 32:6, 713-734. <https://doi.org/10.1080/09639284.2022.2105653>

Capstone Accounting Unit

ASSIGNMENT 1 (ASS#1): UNDERSTANDING THE PAST

DUE: 11.00am Monday Week 7
Step 1: to be completed by 11.00am Thursday (Week 1)
Step 2: to be completed by 11.00am Friday (Week 2)
Step 6: to be completed by 11.00am Monday (Week 4)

Please submit your Step 1 in Moodle in the ASS#1 Step 1 section.

Please submit your Step 2 in Moodle in the ASS#1 Step 2 section.

Please submit your Step 6 in Moodle in the ASS#1 Step 6 section.

Please submit your Steps 3-5 & 7-8 in Moodle in the ASS#1 Steps 3-5 & 7-8 section.

Estimated (max.) time required: about 32 – 37 hrs

Capstone Accounting Unit

Grades will be allocated to Assignment 1 as follows:

	Mark
Step 1	
KCQs	3
Step 2	
KCQs	3
Step 3	
Background information on company	3
Comments/KCQs	3
Comments on other's blogs	1
Step 4	
Input company's financial statements	5
Step 5	
Restated Income statement	6
Restated Balance sheet	4
Commentary & discussion with others	3
Step 6	
KCQs	3
Step 7	
Calculation of ratios	8
Step 8	
Individual feedback with other students	3
TOTAL	45

Showcase 3



Making Graduate Qualities Visible to Students:
Strategies and Insights for Educators



Dr Dewa Wardak
Dr Jennifer Sun



L&T:25



Making Graduate Qualities Visible to Students: Strategies and Insights for Educators

Dr Dewa Wardak (*Senior Lecturer in Business Educational Development*)

Dr Jennifer Sun (*Lecturer in Finance*)

The University of Sydney Business School

dewa.wardak@sydney.edu.au

jennifer.sun@sydney.edu.au



Interviewer: Why should we hire you?

Me: because you're hiring



Me after finishing my degree
and realising I gotta start
looking for jobs



Agenda

- What are graduate qualities and why should students care?
- Study background and preliminary results
- Strategies



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THE UNIVERSITY OF SYDNEY GRADUATE QUALITIES



Depth of disciplinary
expertise



Critical thinking
and problem solving



Oral and written
communication



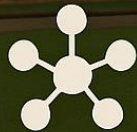
Information and
digital literacy



Inventiveness



Cultural competence



Interdisciplinary
effectiveness



Integrated professional,
ethical, and personal identity



Influence

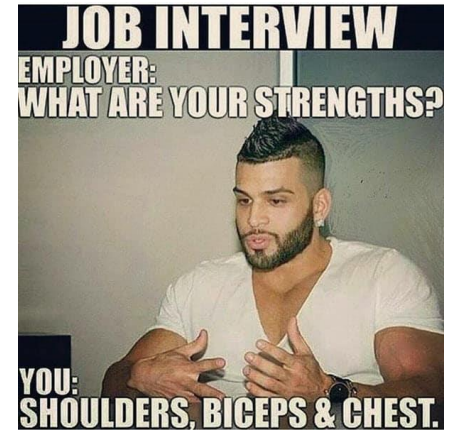
...the qualities, skills and understanding a university community agrees its students should develop during their time with the institution. These attributes include but go beyond the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents of social good in an unknown future.

(Bowden et al., 2000)



Why should students be aware of GQs?

- Limited awareness of GQ-career links can hinder students' self-marketing and job preparation (Swingler et al., 2016; Swingler & Hendry, 2021).
- This disconnect impacts engagement, skill development, and career readiness, as students are less likely to track their progress or connect their education to real-world goals (Morris et al., 2013).
- Better awareness can help students become more intentional and reflective learners (Swingler & Hendry, 2021; Swingler et al., 2016).
- GQs also prepare students for civic participation, lifelong learning, and social responsibility (Bitzer & Withering, 2020; Jones & Pate, 2019).



So what are you doing after graduation?



Background

Ongoing anonymous online survey of international students (UG & PG) at the University of Sydney.

Students were asked:

“Are you familiar with the University of Sydney’s graduate qualities?”

“What are your thoughts on the university's graduate qualities?”

"What are your plans after graduation?"

Me:



Preliminary results

"Are you familiar with the University of Sydney's graduate qualities?"

Responses (n = 58):

Yes – 26% (15 students)

No – 47% (27 students)

Unsure – 28% (16 students)



“What are your thoughts on the university's graduate qualities?”

Theme 1:

No Awareness

no thoughts i am not sure

i don't know

i don't care i have no clue

no idea

i am not familiar with it



“What are your thoughts on the university's graduate qualities?”

Theme 2:

Emerging Awareness

teamwork

finishing all the units

thorough

very good

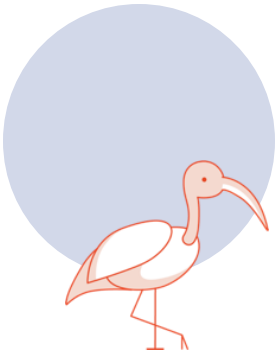
its good

n/a

ok

world top class

really good standards



“What are your thoughts on the university's graduate qualities?”

Theme 3: *Misunderstanding*

- “Most of them are friendly and professional”
- “Some of them are very stand out, some of them lack ability and didn't show usyd's graduate qualities”



“What are your thoughts on the university's graduate qualities?”

Theme 4:

Theoretical Understanding

- “Really interesting in theory, but I’m not sure how the university ensures that students actually develop them throughout their time at Usyd”

When you want to choose career options based on your skills and experience



Interesting finding from Jen's class

We asked: Are you familiar with the University of Sydney's graduate qualities – and what do you think about them.

- Yes (2 responses) - both misunderstanding.
- Maybe (2 responses) one AI generated and one no comment provided.
- No - (1 response) and they got it right!

When they ask you any extra talent at job interview

Me:



HindiDate.Com



What strategies can educators use to
help students become more aware of
GQs?

Strategies – Signposting

Oliver & Jorre De St Jorre (2018) found that:

- Student were unaware of the skill they had developed
- They often misjudge their level of skill development
- They are not keeping record/reflection of their learning

Jorre De St Jorre et al. (2021) found that:

- Students didn't understand the definition of graduate attributes

Therefore, we will be *signposting*, and make these skills and attributes *explicit* to them by linking it to assessments

The nine qualities

Graduate quality	Definition
Depth of disciplinary expertise	Deep disciplinary expertise is the ability to integrate and rigorously apply knowledge, understanding and skills of a recognised discipline defined by scholarly activity, as well as familiarity with evolving practice of the discipline.
Critical thinking and problem solving	Critical thinking and problem solving are the questioning of ideas, evidence and assumptions in order to propose and evaluate hypotheses or alternative arguments before formulating a conclusion or a solution to an identified problem.
Oral and written communication	Effective communication, in both oral and written form, is the clear exchange of meaning in a manner that is appropriate to audience and context.
Information and digital literacy	Information and digital literacy is the ability to locate, interpret, evaluate, manage, adapt, integrate, create and convey information using appropriate resources, tools and strategies.
Inventiveness	Generating novel ideas and solutions.
Cultural competence	Cultural Competence is the ability to actively, ethically, respectfully, and successfully engage across and between cultures. In the Australian context, this includes and celebrates Aboriginal and Torres Strait Islander cultures, knowledge systems, and a mature understanding of contemporary issues.
Interdisciplinary effectiveness	Interdisciplinary effectiveness is the integration and synthesis of multiple viewpoints and practices, working effectively across disciplinary boundaries.
Integrated professional, ethical, and personal identity	An integrated professional, ethical and personal identity is understanding the interaction between one's personal and professional selves in an ethical context.
Influence	Engaging others in a process, idea or vision.

USyd graduate qualities



Embed with Assessment and Feedback

Signposting in the assessment as part of the “Purpose of the Task”

Purpose of this Task:

Engaging in this reflection will help you understand how historical financial data can be used as a starting point for forecasting and valuation. By linking WiseTech's past performance to future growth assumptions and applying the Dividend Discount Model (DDM), you will practice exercising judgment when moving from descriptive information to forward-looking analysis. You are expected to support your insights with research and to consider both quantitative and qualitative perspectives. **Through this process, you will be building key graduate qualities** (<https://www.sydney.edu.au/students/graduate-qualities.html>) that connect directly to your **employability, including applying disciplinary expertise in finance (GQ1), thinking critically and solving problems (GQ2), communicating effectively in writing (GQ3), using information and digital tools responsibly (GQ4), integrating professional knowledge with broader contexts (GQ7), and reflecting on your professional and ethical identity (GQ8).**

Define GQs



Signposting as part of the feedback - help student to engage in passive reflection (screening through SRES)

Graduate Qualities Highlights

I know many of you care about how your work in this unit can support your future goals, so I've included this optional blurb that you're welcome to quote when speaking about this task in applications or interviews.

"This short reflective task was completed as part of FINC2011: Corporate Finance I at the University of Sydney. The task required students to link WiseTech's historical performance with forward-looking growth assumptions and apply the Dividend Discount Model (DDM) to valuation, drawing on both quantitative and qualitative perspectives. This submission was assessed at a High Distinction level."

The student demonstrated strong competence in applying corporate finance expertise to valuation problems (Graduate Quality 1), exercising critical thinking in forming growth assumptions and addressing uncertainties (GQ2), and communicating forward-looking analysis clearly in writing (GQ3). The work also reflected responsible use of financial data sources such as Morningstar (GQ4). Importantly, the student showed an ability to integrate professional financial knowledge with broader industry and governance contexts (GQ7), as well as early awareness of ethical and professional responsibility when making judgments (GQ8).

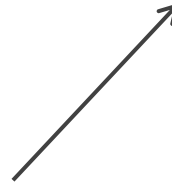
While still introductory in scope, this task highlights the student's ability to move beyond descriptive analysis, apply judgment in forecasting, and connect finance theory with practice in a real-world equity valuation context."

I hope this is a good acknowledgement of the work you've performed, and shows you how you could harvest the work you've done to speak to your employer. It's something that would be handy for you to use.

Raise awareness and link to employability



Confirming their achievement (to motivate them)



Explicitly link the GQ to the task they've done to enforce the relevancy



The moment when you realize
you're no longer a student but
unemployed



Thank you!

Questions? Ideas?



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Showcase 4



Grading the group together - team teaching as a feedback amplifier



Jo Nash
Simon Loria
Phil Degeneffe
Shenoli Perera



L&T:25



Grading the group together; team teaching as a feedback amplifier

2025 L&T Forum

Joanne Nash, Simon Loria, Shenoli Perera, Phil Degeneffe



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QBUS3350 S2, 2024 cohort (2024/HE001051)

We acknowledge the Traditional Custodians of the land on which we gather to teach and learn today — the Gadigal people of the Eora nation. We pay our respects to their Elders past and present, and recognize their enduring connection to Country, knowledge, and community.

As a teaching team, we honor the collaborative spirit of Indigenous knowledge-sharing and commit to fostering a learning environment grounded in respect, reciprocity, and collective wisdom



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TEAM TEACHING

Models for
Higher Education



Nash, Menner & Loria, 2024

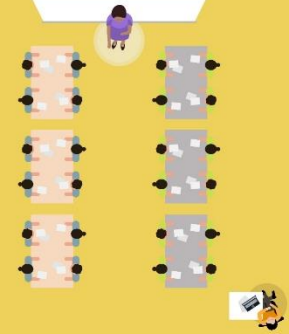
CENTRAL TEACH (SAME CONTENT)



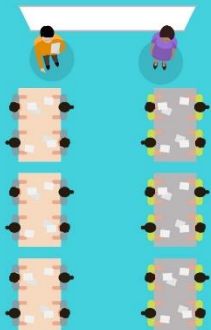
ONE TEACH, OTHERS ASSIST (CAN ROTATE LEAD)



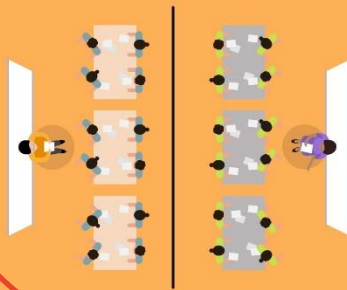
ONE TEACH, OTHERS OBSERVE



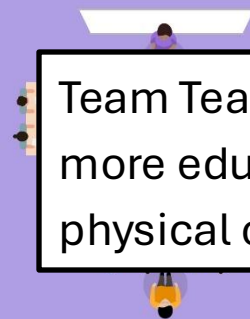
SHARED LEAD (LINKED CONTENT)



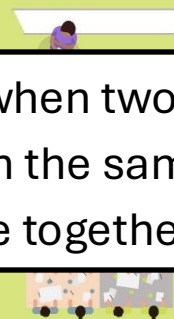
PARALLEL TEACH (SAME CONTENT)



ALTERNATE TEACH (DIFFERENT CONTENT/ LEVEL)

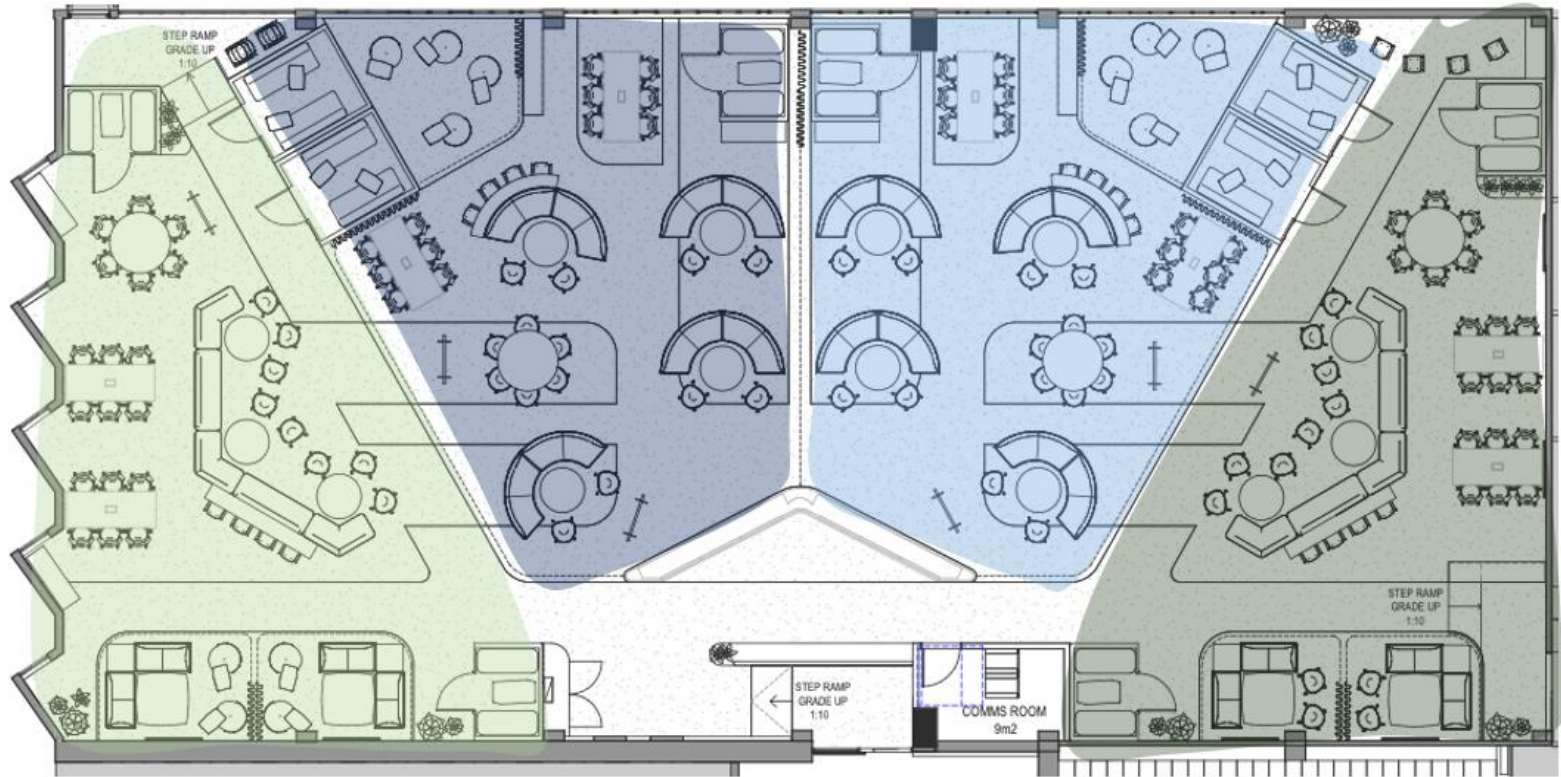


STATION TEACH (ROTATE THRU DIFFERENT TASKS)

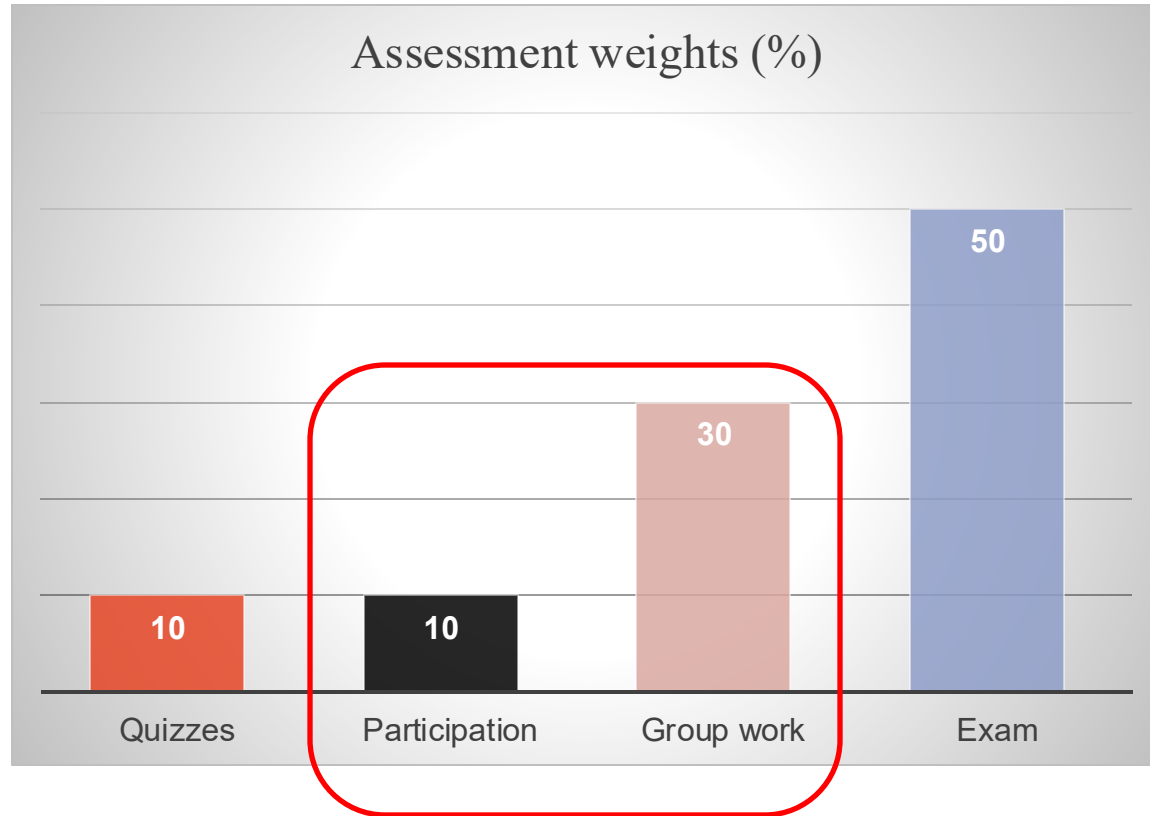


Team Teaching occurs when two or more educators teach in the same physical or virtual space together.

PNR Learning Studio

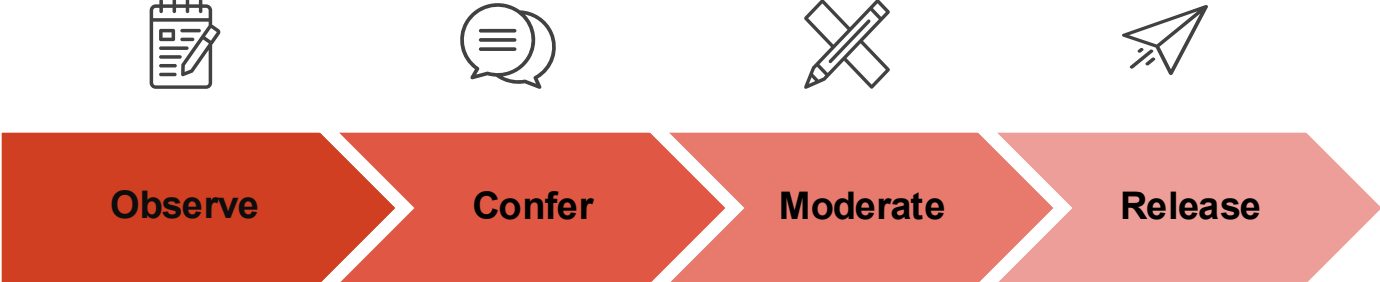


QBUS3350 Assessment structure



Feedback enhancement candidates

Team Teaching Feedback Amplification Process



Assessment	Observe	Confer	Moderate	Feedback
Weekly Participation	'Roam the zone'	In class / debrief meeting	Activity design / error correction	Robust &
Group Presentation	In pairs	Immediately after presentation	Confirm understanding / outlier detection	Aligned

Student Perspective.

Student Focus Groups 2024 S2, 2025 S2

- Lectorials structure helps; *“workshop content is integrated with lecture”* 2025 S2
- Appreciate having greater access to teaching team with a closer connection created *“Its better with more tutors, our tutor advocates for us”, “tutor can really build relationship with students”* 2025 S2,
- More “comfortable” to ask questions *“If you have any questions, I feel more comfortable ..because I have the time before to work with them (teachers), ...compared to the traditional ...tutorial, I never speak in class, for like the whole semester.”* 2024 S2





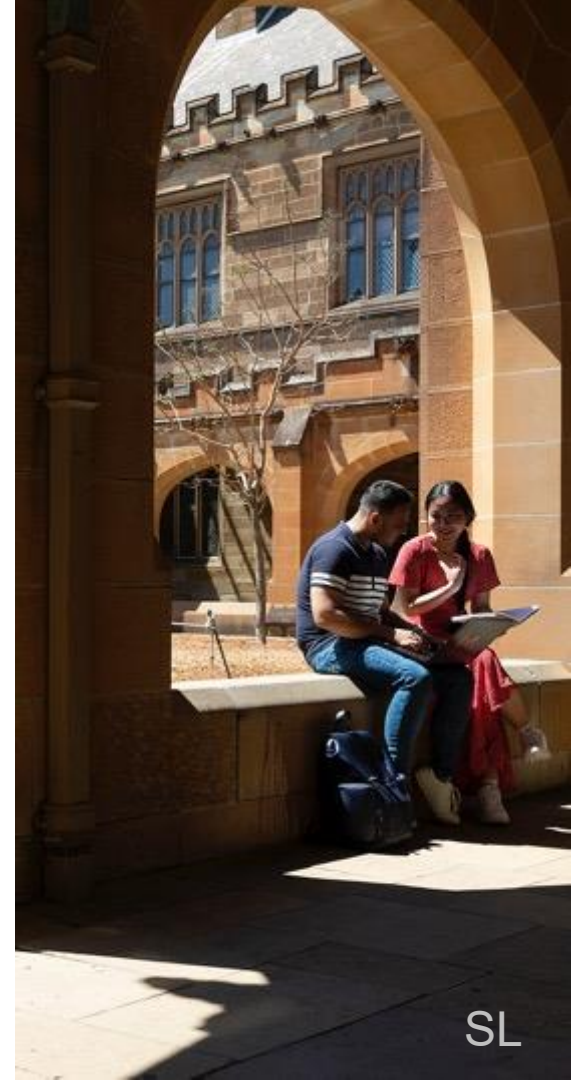
Tutor Perspective

Interviews 2024 S2

- Easier mark moderation and enhanced consistency
"...In that way we were across their projects throughout the semester and that consistency really helped." 2024 S2
- Learnt from other tutors comments during weekly grading
- Reduction of cognitive load, with tech. and grading issues
"..There was always back up" 2024 S2
- Allows issues to be resolved immediately
- Helps early identification at risk/ struggling students;
"it's great that I can....see how everybody is doing...Get a better idea if they're struggling and then be able to pre-emptively .." act. 2024 S2

UC perspective on grading the group together

- Enhanced alignment between lecture teaching and what happens in workshop
- Tutors are sufficiently knowledgeable if something goes wrong
- Tutors indicate to UC if students don't understand content
- Enables UC to give better feedback in Ed, as you **see** what is happening in workshops
- Competitive element; tutorial groups can compete against each other, enhances tutorial identity and learning from all of cohort feedback. Motivated students encourage less engaged students to participate



TRANSFERABILITY

TEAM TEACHING

Models to Help In-class
Assessment



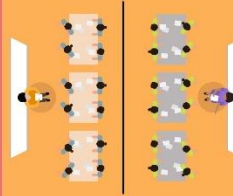
North, Mowlem & Lingo, 2024



**SHARED LEAD
(LINKED CONTENT)**
n/a



CENTRAL TEACH
n/a



**PARALLEL TEACH
(SAME CONTENT)**
n/a



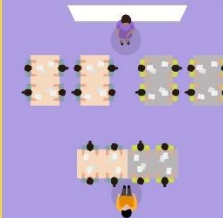
**ONE TEACH, OTHERS ASSIST
(CAN ROTATE LEAD)**
Support educator assesses a group or individual student. Or second marker to the main assessor. Useful as moderation tool.



**STATION TEACHING
(ROTATE THRU DIFFERENT TASKS)**
Stations are set up with different tests/tasks to assess group or individual skills. Students or teachers rotate thru stations.



ONE TEACH, OTHERS OBSERVE
Observer assesses student engagement and participation.

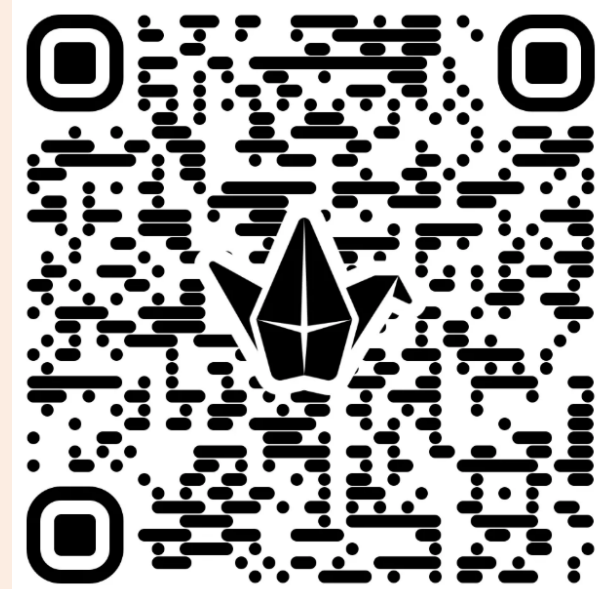


**ALTERNATE TEACH
(DIFFERENT CONTENT/LEVEL)**
One educator assesses individual or groups; presentations, written or oral tests in an area of room.



Now give some peer feedback while
the tutors co-mark the presentation

Questions



L&T:25

Thank you!

**Vote - People's choice
award**



Showcase Session 1



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