**Credit and Recognition of Prior Learning Policy**

**Policy and Procedure**

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# SECTION 1 – INTRODUCTION

## PURPOSE

AIM Business School values opportunities for students to build upon their prior learning, whether this learning was acquired through accredited postgraduate courses or gained through appropriate professional work experience, ensuring students do not have to repeat learning that has been successfully completed elsewhere.

This policy is designed to maximise the credit that students can gain; to enhance student progression into and between qualifications.

## SCOPE

This policy applies to applicants seeking admission with advanced standing due to prior formal, informal and non-formal learning, and to current students seeking credit during their course enrolment.

# SECTION 2 – POLICY AND PROCEDURE

## PRINCIPLES

AIM Business School acknowledges the value of providing students with opportunities to build upon prior learning, whether this learning was acquired through accredited postgraduate courses or gained through appropriate professional work experience.

Credit decisions will aim to ensure that students do not have to repeat learning that has been successfully completed elsewhere, whilst not disadvantaging a student in achieving the course-level learning outcomes.

In accordance with the principles of the *AQF Qualifications Pathways Policy* for making decisions about awarding credit, decisions at AIM Business School will:

* maximise the credit that students can gain (up to 50% of a qualification);
* enhance student progression into and between qualifications;
* be evidence based, equitable and transparent;
* be applied consistently and fairly with decisions subject to appropriate appeal and review;
* recognise learning regardless of how, when and where it was acquired provided that the learning is relevant and current and has a relationship to the learning outcomes of the qualification;
* be academically defensible and take into account the students ability to successfully meet the learning outcomes of the qualification;
* be decided in a timely way so that student’s study progress is not unnecessarily inhibited; and
* be formally documented (including reasons for not given credit where applicable).

## TYPES OF CREDIT

#### 1. Specified Credit

Specified credit may be granted on the basis of prior formal learning that is deemed to be equivalent when considering the learning outcomes, volume of learning, program of study (including content) as well as learning and assessment approaches.

*Note: in higher education equivalence must be 80% or more, from an accredited higher education institution, and be gained within the last ten years.*

When approved, specified credit will be transferred to specified subjects or units within a course, and recorded as credit transfer (CT). It recognises that the student has achieved equivalent subject(s) learning outcomes, and can be used to meet pre-requisite requirements.

#### 2. Unspecified Credit

Unspecified credit may only be granted in higher education course with elective subjects. It will be granted on the basis of prior formal learning that is deemed to be at the right AQF level, with appropriate volume of learning and learning and assessment approaches, but with content that is deemed permissible as equivalent to an elective option, broadening the student’s education but still meeting the overall course learning outcomes.

When approved, unspecified credit will be transferred against an elective (or electives) within the course, and recorded as elective exemption. It does not recognise that the student has achieved equivalent subject(s) learning outcomes, and cannot be used to meet pre-requisite requirements.

#### 3. Block Credit

Block credit is granted when a student has completed a formal qualification set out as part of an approved pathway or formal articulation agreement. The amount of block credit granted is determined as part of the approved pathway or articulation agreement and will be automatically applied at the point of entry.

Block credit exempts a student from completing multiple subjects – usually specified stages or components of a course – and is recorded as an exemption against each of those subjects. It does not recognise that the student has achieved equivalent subject(s) learning outcomes, and cannot be used to meet pre-requisite requirements.

#### 4. Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a form of credit that results from an assessment of an individual’s relevant prior informal and/or non-formal learning against a subject or course learning outcomes. Additional formal learning may also be taken into account when establishing RPL.

When approved, RPL will be transferred against specified subjects (including electives) within the course, and recorded as RPL. It recognises that the student has achieved equivalent subject(s) learning outcomes, and can be used to meet pre-requisite requirements.

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| **Credit Type**  | **Specified Credit**  | **Unspecified Credit**  | **Block Credit**  | **RPL**  |
| Formal learning – qualification  |   |   |   |   |
| Formal learning - subjects  |   |   |   |   |
| Informal learning and/or non-formal learning  |   |   |   |   |

##

## CREDIT APPROVAL

Decisions to approve credit transfer will take into consideration the equivalence of the following:

* learning outcomes;
* volume of learning;
* program of study (including content);
* learning and assessment approaches;
* institution from which prior qualifications has been gained; and
* if formal – then within the last ten years.

Credit will only be transferred to full subjects. AIM Business School will not grant partial credit against subjects.

When considering prior formal learning, the amount of specified and/or unspecified credit applied cannot exceed the volume (in EFTSL) or that of prior learning. For example, a 1 EFTSL Diploma course cannot result in any more than 1 EFTSL credit (of any type) in a course.

Credit will only be granted where the prior learning is relevant and current. This will usually mean that the prior learning was completed within a period of no longer than the last ten years.

#### Authority to Approve Credit

* the Dean/Deputy Dean or delegate will determine applications for specified and unspecified credit for individual applicants or students. Once a credit decision has been determined, it may be re-applied by admissions to identical scenarios;
* the Dean will approve formal articulation pathways and block credit arrangements; and determine outcomes for RPL applications.

## CREDIT LIMITS

AIM Business School will not recognise part or all of a student’s prior learning where it is not deemed equivalent, or where credit transfer is prohibited by course rules.

In higher education courses, students must undertake a minimum volume of learning within a course at AIM Business School in order to qualify that course with an AIM Business School award – i.e. no more than 50% of a qualification.

#### Exit Awards

If a student exits with a lower qualification than the one in which they initially enrolled, then the student may be able to exit with their grades automatically transferred to the subjects they have completed, not credit transfers, and therefore credit limits will not apply.

#### Transferring Credit Between Courses

If a student has credit approved whilst enrolled in one course and then transfers to a different course, the credit will not be automatically transferred. The student will need to apply to have the credit recognised.

#### Exceeding Credit Limits

The Dean may approve credit beyond these limits providing there is academic rationale consistent with the principles of this policy. This includes instances where a provider closes a course and AIM Business School agrees to teach those students to completion.

## APPLYING FOR CREDIT

A student must submit an application for credit within two weeks of commencing that study period. Any applications for credit after the two weeks will not be reviewed.

Students will be advised of the outcome of their credit application within 10 working days. If a credit application is rejected, the student will be notified in writing with the reasons for not awarding the credit.

#### Specified or Unspecified Credit

Students are responsible for providing evidence of their prior formal learning with the application and this must be sufficient to assess the equivalence to learning outcomes, volume of learning, program of study and learning and assessment approaches.

The evidence must be valid, sufficient, authentic and current. AIM Business School requires references to assist in determining authentic claims.

#### Block Credit

Block credit is granted based on verification that all the requirements of the qualification listed in the approved pathway or articulation agreement has been completed and no further evidence is needed.

*Recognition of Prior Learning*

Students are responsible for providing detailed evidence of their previous informal and non-formal learning and their capability in the relevant outcomes. An evaluation against the subject and or course learning outcomes will be undertaken to determine this.

*Evidence of Formal Learning*

Students applying for credit based on formal learning must provide:

* certified AQF qualification testamur issued by an accredited provider;
* certified formal academic transcript issued by an accredited provider;
* certified statement of attainment issued by an accredited provider;
* certified overseas qualification issued by a provider listed on the AEI NOOSR Country Education Profiles and a syllabus copy detailing the learning outcomes and assessments undertaken

All supporting documentation must be in English and be certified.

#### Evidence of Informal or Non-Formal Learning

Students applying for credit based on informal or non-formal learning must provide evidence of their capability/experience to match the learning outcomes of units, such as:

* curriculum vitae;
* employment references or letters including name, contact details and relationship (this must be on a business letterhead);
* client references or testimonials including name and contact details (these cannot be friends or family members);
* position descriptions or other documents detailing roles, tasks and achievements;
* outcomes of performance reviews;
* portfolios containing samples of work;
* certificates from professional development, short course and non-award courses; and/or
* other documentation or evidence requested by the assessor.

All supporting documentation must be in English and certified.

## COMPLAINTS AND APPEALS

Students can request a review of a decision made under this policy by following the Grievance Policy.

 SECTION 3 – REFERENCE AND SUPPORTING INFORMATION

## DEFINITIONS

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| **Word/Term**  | **Definition**  |
| Credit  | The value assigned to equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit granted provides students with advanced standing in their course (i.e. reduces the amount of learning required to achieve a qualification).  |
| Credit Transfer  | The process by which the value assigned to the equivalence in content and learning outcomes is recorded on the student’s record.  |
| Formal Learning  | Learning that takes place through a structured postgraduate program that leads to the full or partial achievement of an accredited qualification.  |
| Informal Learning  | Learning gained through professional work, social, family, hobby or leisure activities and experiences, without being organised or structured in to objectives or time constraints.  |
| Non-Formal Learning  | Learning that takes place through a structured program of learning that does not lead to an officially accredited qualification, for example short courses.  |
| Pathways:  | Allow students to move through qualification levels with full or partial recognition for the learning outcomes from the qualification they have already achieved.  |
| Recognition of Prior Learning (RPL)  | A form of credit that results from an assessment of an individual’s relevant prior informal and/or non-formal learning against subject or course learning outcomes. Additional formal learning may also be taken into account when establishing RPL.  |
| Specified Credit:  | Credit granted on the basis of formal learning to a specific component of a qualification.  |
| Unspecified Credit:  | Credit granted on the basis of formal learning to an elective requirement of a qualification, exempting the student from completing that elective.  |

## SUPPORTING DOCUMENTATION

|  |  |  |
| --- | --- | --- |
| **Document name**  | **Document type**  | **Location**  |
| Application for RPL and Credit  | Form  | *G:\Compliance\Policies &* *Procedures*  |

# SECTION 4 – DOCUMENT DETAILS

## POLICY OWNERSHIP

|  |  |
| --- | --- |
| Name:  | Credit and Recognition of Prior Learning Policy |
| Endorsed by:  | The Dean of AIM Business School  |
| Approved by:  | Board of Directors |
| Date Approved:  |  08.10.18 |
| Implementation Owner  | Director of Education Operations |
| Maintenance Owner  | Quality Assurance Manager |
| Review Date  | 08.10.19 |

## CHANGE HISTORY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Version**  | **Approval date**  | **Approved by**  | **Approved by**  | **Change**  |
| V1.0  | 08.06.2017  | Compliance  | Head of Compliance, Partners  | Initial Document – first draft  |
| V2.0  | 16.06.2017  | Compliance  | Head of Compliance, Partners  | Updated with procedure and definitions table. Customised to higher education and updated to new policy template  |
| V3.0  | 29.06.2017  | Compliance  | Head of Compliance, Partners  | Updated to reflect Dean, ABS feedback  |
| V4.0 | 08.10.2018 | Compliance | Head of Quality Assurance | Updated to reflect Dean, ABS feedback |

# Section 5: Application for Credit or RPL

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| **Name:** |  |
| **Address:** |   |
| **Business Phone No:** |  |
| **Email:** |  |
| **Qualification enrolling in:** |  |
|  ✓ **Tick the unit(s) you are applying for RPL** (see Attachment 1 for subject details) |
|  | GSB002 Leading, Managing and Developing People |
|  | GSB003 Managing Financial Resources  |
|  | GSB004 Managing, Developing and Implementing Strategy |
|  | GSB005 Managing Operational Improvement  |
|  | GSB007 Marketing for Managers |
|  | GSB008 Human Resource Management |
|  | GSB009 Managing a Project Based Organisation |
|  | GSB010 Contract Law for Managers |
|  | GSB011 International Business |
|  | GSB012 Business Research Methods |
|  | GSB013 Economics for Managers |
|  | GSB014 Business Decision Making and Analysis |
|  | GSB015 Corporate Strategy & Responsibility (LGM) |
|  | GSB016 Managing Consultancy Practice |
|  | GSB017 Business Project (10,000 words) |
|  | GSB018 Strategic Business Project (20,000 – 30,000 words) |
|  | GSB019 Strategic Organisational Change |
|  | GSB020 Leading For Innovation and Sustainability |
|  | GSB024 Entrepreneurship |
|  | GSB029 Mindfulness & Transformational Leadership |
|  | GSB000 Unspecified Elective |

**Student to complete:**

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| I, , declare that the attached documents are true and correctSignature: Date: |
| **Education or Training Details:** Indicate all formal training you have completed (or partially completed). Details of any Short Courses or Professional Development activities should be included with the name of the Training Provider.*If you require more space, please attach a sheet* |
| **Dates** | **Full Title & Length of Course**(e.g. Certificate / Diploma / Degree – 3 days) | **Details of Subjects / Areas of Study**(e.g. Business – was it Accounting, Economics, Management, HR; for short courses – OH&S, Ergonomics Training by Australian Safety Council) | **Results** (e.g. Pass, not completed, still studying) |
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Please attach the following:

 Certified copies of testamurs and transcripts reflecting the above, and,

 Copies of course outlines and/or assessment activities

Failure to attach these documents will impede the process to review your application for RPL

# Section 6: Checklist for RPL

**(For applicants using evidence from Non-formal or Informal prior learning,
please attach a Self-Assessment Report (up to 2000 words addressing the Unit Learning Outcomes for each Unit claim)**

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| **UNIT** | **UNIT LEARNING OUTCOMES** | **EVIDENCE PROVIDED FOR RPL** |
| **GSB000 Unspecified Elective** |  | (e.g. Risk Management unit completed with Governance Institute, relates to Business/Management – unit outline and certified documentation attached) |
| **GSB002 Leading, Managing and****Developing People** | 1. Critically analyse individual performance for the purpose of identifying personal training and development needs;
2. Examine leadership models in a range of organisational settings and differentiate between leadership and management behaviour;
3. Explain the principles of the communication process and how it is influenced by individual behaviour, groups and organisational culture;
4. Describe the theories of motivation and discuss contemporary approaches to reward management;
5. Evaluate methods of improving performance and methods of productivity improvement and consider contemporary views on the alignment of people and organisations via Balanced Scorecard approaches.
6. Understand the adult learning process and identify appropriate development strategies.
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB003 Managing Financial** **Resources** | 1. Enhance the company's value through managing resources;
2. Plan and manage budgets to maximise financial resources;
3. Monitor costs, and control activities against budgets;
4. Plan to maximize return from financial resources
5. Develop and manage a financial strategy;
6. Develop and manage performance indicators.
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| **GSB004 Managing, Developing and****Implementing Strategy** | 1. Identify and discuss the important business challenges which will face managers in the future;
2. Interpret these challenges in terms of explicit business objectives;
3. Critically analyse how well their organisation is currently placed to deal with these challenges and what performance gaps exist;
4. Identify what skills and resources will be needed to fill performance gaps; and
5. Evaluate monitoring and control processes to measure the progress of the strategy as it is implemented.
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB005 Managing Operational****Improvement** | 1. Analyse organisations in terms of systems, processes, and activities;
2. Evaluate and apply a holistic management framework for sustainable

organisational excellence;1. Use a framework to continually improve the ‘quality of management’ as well as the ‘management of quality’;
2. Evaluate methodologies to implement empowerment of people and a customer focus; and
3. Evaluate and apply best practice techniques to develop learning organisations
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB007 Marketing for Managers** | 1. Analyse the marketing function within organisations and discuss the impact it has on achieving organisational goals and objectives;
2. Examine the sustainability of products and services with a changing business environment and the impact of market forces on consumer buying behaviour.
3. Evaluate product strategies incorporating considerations of brand, price, promotion and distribution;
4. Critically analyse the new product development process including market research, concept testing, commercialisation and distribution channels.
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB008 Human Resource****Management** | 1. Discuss the strategic significance and purposes of Human Resource Management in organisations, its links with strategic business planning processes and the influence of the environmental context;
2. Discuss current issues and emerging trends relevant to human resource management and management issues, such as internationalisation and the growth of knowledge work;
3. Identify the strengths and weaknesses of HRM models and frameworks and be able to use them appropriately;
4. Identify and begin to use frameworks and tools that demonstrate “added value”from HRM;
5. Understand the ways in which the HRM function can impact on bottom-line performance;
6. Analyse an organisation’s workforce profile and staffing strategies;
7. Analyse models for outsourcing and downsizing and the supporting change management strategies and processes;
8. Evaluate methods for the measurement of ROI of the HRM function;
9. Evaluate the HRM capability/effectiveness of an organisation by conducting an audit of the HRM function.
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB009 Managing a Project Based****Organisation** | 1. Discuss the principles, skills and techniques required for the management of projects and the integration of a project management model within an organisational environment;
2. Discuss quality principles and how they relate to the management of projects;
3. Analyse the risk associated with projects and the development of contingency plans;
4. Evaluate the importance of teamwork, leadership and the practical application of skills in managing human resources within a project environment;
5. Develop detailed project plans including scoping and using computer based project management software;
6. Evaluate methods of monitoring and controlling projects in relation to costs, time and achieving required outcomes;
7. Discuss the issues relating to project closure and evaluation
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB010 Contract Law for Managers** | 1. Identify and explain the essential elements of a valid and enforceable contract; Discuss the structure of commercial contracts and explain key terms in contracts; Evaluate alternative contractor selection processes;
2. Critically analyse a range of strategies for negotiating business contracts;
3. Identify legal risks that might arise during the negotiation of commercial contracts;
4. Discuss strategies for managing commercial contracts and managing the performance of contractual obligations;
5. Analyse a range of contractual disputes and the outcomes and
6. Evaluate dispute resolution mechanisms.
7. Mastery of business and management disciplines.
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB011 International Business** | 1. Demonstrate advanced knowledge of managing global operations.
2. Demonstrate an understanding of the differences between operating in the local, domestic market and global markets
3. Show advanced knowledge of and capacity to select appropriate policies and strategies for coping with the international business environment
4. Describe issues in governing international trading and investing
5. Apply principles that affect relationships with international trading partners, particularly those of a political and cultural perspective
6. Develop strategic choices for global operations
7. Determine entry mode choice
8. Demonstrate a high order of skill in analysis, critical evaluation and professional application
9. Demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB012 Business** **Research Methods** | 1. Demonstrate an understanding of the major approaches and strategies of business research and the methodological choices that are available within approaches;
2. Understand the various aspects of a research design and be able to design a business research proposal; Apply various quantitative and qualitative methods of data gathering and analysis utilised in business research
3. Access electronic database resources using various retrieval techniques;
4. Critically evaluate research - focused business literature;
5. Identify and manage ethical and political aspects of business research
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| **GSB013 Economics for Managers** | 1. Describe and relate to their business environments the economic concepts of supply and demand, opportunity costs, marginal costs, trade offs, externalities, transaction costs, comparative advantage, price elasticity and inflation
2. Explain market-exchange processes and discuss the impacts of monopoly and competition on market performance,
3. Demonstrate advanced understanding of monetary and fiscal policy in Australia and show how national and global interest and currency rates affect business decisions,
4. Show that he/she can use economic concepts and policies to improve their skills in thinking and business decision making
5. Demonstrate a high order of skill in analysis, critical evaluation and professional application
6. Demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB014 Business Decision Making and Analysis** | 1. Describe the essential and critical phases of the decision making process,
2. Identify appropriate rational, quantitative, qualitative and intuitive approaches to creatively making decisions in a range of organisational circumstances,
3. Act independently or as a member of a decision making group in the tasks of making a management decision,
4. Apply a systems or holistic perspective to the creation and implementation of decisions within an organisation
5. Demonstrate a high order of skill in analysis, critical evaluation and professional application
6. Demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.
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| **GSB015 Corporate Strategy and Responsibility (formerly Leadership and General Management)** | 1. Describe the constructs of corporate governance
2. Explore the firm’s relationship with stakeholders
3. Develop, implement and monitor strategy at the corporate level
4. Develop competence to strategically manage the firm’s business portfolio
5. Apply strategic risk management techniques, issues and remedies
6. Develop competence to lead a successful, socially and environmentally sustainable organisation
7. Demonstrate a high order of skill in analysis, critical evaluation and professional application
8. Demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB016 Managing Consultancy****Practice** | 1. Understand the roles of internal and external consultants
2. Create an action plan to set up a consultancy practice either as an internal organisational consultant or as an independent external consultant in their area of specialist/professional expertise
3. Describe the key factors for consultancy project success;
4. Perform major tasks in the consultancy project life cycle
5. Demonstrate the application of appropriate methodologies, techniques and tools to a variety of consultancy project scenarios
6. Demonstrate a high order of skill in analysis, critical evaluation and professional application
7. Demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB017 Business Project****(10,000 words)** | 1. Appreciate the utility of a systemic approach to handle complex unstructured management problems
2. Formulate and negotiate appropriate terms of reference to undertake a business research project
3. Formulate an appropriate research approach to the problem
4. Facilitate client involvement where appropriate
5. Apply modeling and analytical skills learned in previous courses
6. Conduct a Literature review
7. Demonstrate generalised business research skills including problem definition, choice of analytical techniques, report writing and presentation
8. Critically reflect upon and analyse the learning experience for all stakeholders to the research assignment
9. Demonstrate a high order of skill in analysis, critical evaluation and professional application
10. Demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB018 Strategic Business Project** **(20,000-30,000 words)** | 1. Appreciate the utility of a systemic approach to handle complex unstructured management problems
2. Formulate and negotiate appropriate terms of reference to undertake a business research project
3. Formulate an appropriate research approach to the problem
4. Facilitate client involvement where appropriate
5. Apply modeling and analytical skills learned in previous courses
6. Conduct a Literature review
7. Demonstrate generalised business research skills including problem definition, choice of analytical techniques, report writing and presentation
8. Critically reflect upon and analyse the learning experience for all stakeholders to the research assignment
9. Demonstrate a high order of skill in analysis, critical evaluation and professional application
10. Demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB019 Strategic Organisational****Change** | 1. Identify the role of the senior management team in initiating and implementing strategic organizational change
2. Describe the criteria for defining and managing effective and sustainable organizational performance
3. Identify environmental and industry triggers that precipitate the need for change
4. Explain the principles and processes of the change process and how it is influenced by individual and group behavior and organizational culture
5. Utilise the principles and techniques of the Balanced Scorecard as a tool for designing and managing organizational change
6. Evaluate methods of improving performance and methods of productivity improvement and consider contemporary views on the alignment of people and organizational direction via Balanced Scorecard approaches
7. Influence and activate a systemic approach to enterprise performance management within a learning organization context
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB020 Leading For Innovation and****Sustainability** | 1. Identify the four frames of a business or social organization and understand their contribution to the development of a culture of creativity and innovation
2. Recognise innovation as a core business process that significantly contributes to corporate competitive advantage
3. Develop skills in generating and exploiting relevant ideas that potentially contribute to sustainable organization
4. Identify the key contribution of people as individuals and as a collective community of common practice to the generation of innovative and sustainable futures
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB024 Entrepreneurship** | 1. Critically analyse the entrepreneurial personality, and the forces that motivate enterprising behavior
2. Critically discuss the innovative processes, together with the issues involved in new business creation, formation, growth, and conclusion
3. Express entrepreneurial skills through the construction and presentation of a business plan for a new business of the students choice
4. Demonstrate an understanding of theory related to the process, context and outcomes associated with entrepreneurship and innovation in a logical and coherent manner.
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| **GSB029Mindfulness and Transformational Leadership** | 1. Understand the academic and research foundations of Mindfulness and think in a global context.
2. Apply Mindfulness by seeing the strategic picture and have the ability to utilise their own mindful insight.
3. Develop a comprehensive suite of Mindfulness tools to deal with organisational culture, leadership and strategy and other organisational challenges.
4. Implement a unique Mindfulness model or framework that create productive workplaces.
5. Utilise Mindfulness Practices to think innovatively and demonstrate creativity and flexibility, supported by research, when dealing with everyday challenges in the workplace.
6. Be able to develop self-awareness and demonstrate creative thinking skills.
7. Demonstrate a high order of skill through Mindfulness to communicate clearly and solve problems and develop continuous learning capabilities.
8. Demonstrate creativity and flexibility in the application of ethics, knowledge and skills to new situations, to resolve problems and to think rigorously and independently.
9. Reflect on their own learnings, demonstrate expert judgement, act on their gaps of knowledge and be able to empower others to be environmentally conscious and act ethically.
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| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB000 Unspecified elective** |  |  |

**Unit(s) Granted Credit or RPL**

|  |  |  |
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| **SUBJECT** | **ASSESSMENT DECISION****C**credit **R** rpl **FE** further evidence required **NG** not granted | **ASSESSOR’S SIGNATURE** |
| GSB002 Leading, Managing and Developing People |  |  |
| GSB003 Managing Financial Resources |  |  |
| GSB004 Managing, Developing and Implementing Strategy |  |  |
| GSB005 Managing Operational Improvement |  |  |
| GSB007 Marketing for Managers |  |  |
| GSB008 Human Resource Management |  |  |
| GSB009 Managing a Project Based Organisation |  |  |
| GSB010 Contract Law for Managers |  |  |
| GSB011 International Business |  |  |
| GSB012 Business Research Methods |  |  |
| GSB013 Economics for Managers |  |  |
| GSB014 Business Decision Making and Analysis |  |  |
| GSB015 Corporate Strategy & Responsibility  |  |  |
| GSB016 Managing Consultancy Practice |  |  |
| GSB017 Business Project |  |  |
| GSB018 Strategic Business Project |  |  |
| GSB019 Strategic Organisational Change |  |  |
| GSB020 Leading for Innovation & Sustainability |  |  |
| GSB024 Entrepreneurship |  |  |
| GSB029 Mindfulness & Transformational Leadership |  |  |
| GSB000 Unspecified Elective |  |  |

**Please Note**: Once completed, please return to ABS Student Support, AIM Business School to update the RPL Register.