Business School

Recognition of Prior Learning: Policy, Instructions and Application

Contents

1 PART 1 - POLICY

1.1 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. This ensures that students do not have to repeat learning they have already successfully completed elsewhere.

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

1.2 SCOPE

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

1.3 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 aim to ensure that students do not have to repeat learning that has already been successfully completed elsewhere, while not disadvantaging a student in achieving the course-level learning outcomes.

In accordance with the principles of the AQF Qualifications Pathways Policy, decisions about awarding credit 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 student's ability to successfully meet the learning outcomes of the qualification.
- Be decided in a timely way so that a student's study progress is not unnecessarily inhibited.
- Be formally documented, including reasons for not granting credit where applicable.

1.4 Types of Credit

1.4.1 Specified Credit

Specified credit may be granted on the basis of prior formal learning that is deemed equivalent, taking into account learning outcomes, volume of learning, program of study (including content), and learning and assessment approaches.

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

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

1.4.2 Unspecified Credit

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

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

1.4.3 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 is applied automatically at the point of entry.

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

1.4.4 Recognition of Prior Learning (RPL)

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 unit's or course's learning outcomes. Additional formal learning may also be taken into account when establishing RPL.

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

1.5 Credit Approval

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

- Learning outcomes.
- Volume of learning.

- Program of study, including content.
- Learning and assessment approaches.
- The institution from which prior qualifications were gained.
- Where formal, whether the learning was completed within the last ten years.

Credit is only transferred to full units. AIM Business School does not grant partial credit against units.

When considering prior formal learning, the amount of specified and/or unspecified credit applied cannot exceed the volume, in EFTSL, of the prior learning.

Credit is only granted where the prior learning is relevant and current. This will usually mean that the prior learning was completed within the last ten years.

1.5.1 Authority to Approve Credit

- The Head of School or delegate determines 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 Head of School approves formal articulation pathways and block credit arrangements and makes the final determination on RPL applications or may formally delegate that authority to an appropriately qualified academic delegate. Unit facilitators or RPL reviewers may assess evidence and make recommendations but do not make the final RPL decision unless they hold the relevant delegation.

1.6 Outcomes of an RPL Application

An RPL application will be assessed once, on the basis of the evidence submitted with that application. Once an application has been assessed, no additional evidence will be accepted against it.

All RPL application outcomes must be formally documented. The student record and the Credit/RPL Register must record the outcome, reasons, decision-maker and decision date, including where RPL is not granted and, where applicable, where an application is withdrawn or not pursued. Students will receive timely written advice of the final decision, reasons and available review or appeal options.

AIM Business School will not seek additional information from an applicant and will not offer an applicant the opportunity to supplement or amend an application after it has been submitted.

Where RPL is not granted, the applicant may request a review of the decision in accordance with the Complaints and Appeals Policy and Procedure. Outside of that review process, an applicant who wishes to apply again, including with additional or different evidence, must submit a new application. A new application is treated as a fresh submission in its own right, not a resubmission of the original, and is subject to the applicable fee.

The RPL application fee is $500 per unit. The fee is payable before the application is processed and is not refunded if RPL is not granted.

1.7 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 to qualify for an AIM Business School award, meaning no more than 50% of a qualification can be credited.

1.7.1 Exit Awards

If a student exits with a lower qualification than the one in which they initially enrolled, they may be able to exit with their grades automatically transferred to the units they have completed. This is not a credit transfer, so credit limits do not apply.

1.7.2 Transferring Credit Between Courses

If a student has credit approved while enrolled in one course and then transfers to a different course, the credit is not automatically transferred. The student must apply to have the credit recognised in the new course.

1.7.3 Exceeding Credit Limits

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

1.8 Complaints and Appeals

Students can request a review or appeal of a decision made under this policy by following the Complaints and Appeals Policy and Procedure.

1.9 Definitions

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.
Credit Transfer	The process by which the value assigned to equivalence in content and learning outcomes is recorded on the student's record.
Formal Learning	Learning that takes place through a structured postgraduate program leading to 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 into 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	Arrangements that allow students to move through qualification levels with full or partial recognition of the learning outcomes from a qualification they have already achieved.

Term	Definition
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 unit 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.

2 PART 2 - INSTRUCTIONS

2.1 DECIDING WHETHER TO APPLY FOR RPL

You are in the best position to make the initial judgement about whether RPL is worth pursuing. Compare your current knowledge and experience against the learning outcomes of the unit you are considering.

- **Step 1: Review the Learning Outcomes**
  Find the learning outcomes for the unit you are considering. These are available on the ABS website, in the unit's Unit Guide, and in the Unit Evidence Guide, which also suggests the kind of evidence that typically supports a claim against each outcome.
- **Step 2: Assess Your Own Knowledge and Experience Honestly**
  Review your CV and current or recent job description. Consider formal and informal training, and any paid work, unpaid work, or volunteer experience relevant to the unit.
- **Step 3: Match Your Learning to the Unit Learning Outcomes**
  You must be able to demonstrate that you meet all of a unit's learning outcomes, in full. A claim that meets only some outcomes, or meets an outcome only in part, will not succeed.
- **Step 4: Confirm You Have Sufficient Evidence**
  Matching a learning outcome is not enough on its own - you need documentation that demonstrates it. See "Building Your RPL Portfolio" below.

2.1.1 Before You Apply

You should be able to answer yes to each of the following:

- Does my prior learning clearly match the unit's learning outcomes?
- Do I have sufficient, robust evidence to support my claim?
- Am I willing to invest the time to prepare a thorough application?
- Am I willing to pay the $500 per unit application fee?
- Do I accept that a successful outcome is not guaranteed, and that once assessed, my application cannot be amended or resubmitted?

2.2 BUILDING YOUR RPL PORTFOLIO

Your RPL Portfolio is everything you submit with your Application Form. It consists of:

- The completed RPL Application Form (Appendix 1).
- Your current curriculum vitae (CV) or resumé.
- Your current or recent position description.
- Certified transcripts and certificates, where relevant.
- Documentary evidence supporting your claim against each learning outcome.

2.2.1 Your CV

Present a full picture of your work history, starting with the most recent activity. Include relevant employment, unpaid or voluntary work, and post-secondary education, including any research or publications relevant to the unit.

2.2.2 Your Position Description

Your position description should clearly describe your current role and the knowledge and skills you use to carry it out. It must be certified as correct by your manager or HR department.

2.2.3 Transcripts and Certificates

Only include transcripts and certificates relevant to the unit you are applying for. To be useful for direct credit, these must relate to officially accredited study, at higher education level, completed within the last ten years. Certificates from non-accredited training, such as workshops or in-house courses, can still support your application, but you will need to explain how they relate to the learning outcomes.

2.2.4 Why Comprehensive Documentation Matters

Providing comprehensive documentation is essential to a successful RPL application. Limited documentation, such as a CV alone or a brief statement with no supporting material, is not sufficient, regardless of how relevant your experience actually is. Assessors can only assess what is in front of them, so the strength of your application depends on the range and depth of evidence you provide, not just the accuracy of your claim.

Evidence is assessed for validity and relevance to the learning outcome, authenticity, currency and sufficiency. The RPL assessment process must also be fair and should not impose a more rigorous standard than the assessment used for students completing the unit.

As a general guide, strong applications typically draw on a mix of evidence types rather than relying on a single document repeated across every outcome. Examples include:

- Curriculum vitae, covering your full relevant work history.
- Current or recent position description, certified by your manager or HR department.
- Performance review documentation, ideally across more than one review cycle.
- Employer, client, or colleague references and testimonials.
- Samples of work you produced yourself, such as reports, plans, proposals, or presentations.
- Records from projects, initiatives, or programs you led or contributed to.
- Formal or informal training certificates, professional development records, and short course completions.
- Third-party or psychometric assessments, where relevant, with an accompanying development plan.
- A written account of how you applied specific learning to your work, where documentary evidence alone cannot show this.

Exactly which of these evidence types are most relevant, and how many are needed, depends on the individual learning outcomes of the unit you are applying for. See Units, Outcomes and Expected Evidence below for what a strong evidence base looks like, unit by unit.

2.3 Units, Outcomes and Expected Evidence

The table below sets out, for each unit, the official learning outcomes and the kinds of evidence that typically support a claim against each one. This does not replace the need to provide your own detailed response - it is a guide to help you identify what evidence to gather before you start.

Units are listed alphabetically by code. This section is built up unit by unit; units not yet included will be added as they are completed.

Before applying, make sure you are applying for RPL against a unit that is actually part of the qualification you are enrolled in or seeking admission to. Not every unit listed here is available in every course, and applying against a unit that is not part of your qualification will not be assessed.

The following units are available for RPL applications:

Code	Unit Name	AQF Level
AMA701	Agile Management	AQF9
BAI701	Business Analytics for Innovation and Transformation	AQF9
BAS701	Business Analytics for Strategic Decision-Making	AQF9
BDM601	Business Decision-Making	AQF8
BEC604	Business Economics	AQF8
BLA701	Business Law	AQF9
BST603	Business Strategies	AQF8
CGO701	Cybersecurity Governance	AQF9
ENT701	Entrepreneurship	AQF9
ETD701	Emerging Technologies and Digital Citizens	AQF9
HRM701	Human Resource Management	AQF9
IBU701	International Business	AQF9
MFI502	Managerial Finance	AQF8
MIS701	Managing Innovation and Sustainability	AQF9
MMA504	Marketing Management	AQF8
OCM701	Organisational Change Management	AQF9
OIM503	Operational Improvement	AQF8
PMA701	Project Management	AQF9
RBU602	Research in Business	AQF8
SCD701	Supply Chain Design and Innovation	AQF9
SGS700	Strategy, Governance and Sustainability	AQF9

Learning outcomes and expectations for each unit are outlined in the next section.

2.3.1 AMA701 - Agile Management

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Examine how the Agile Principles have been enacted in popular Agile frameworks.	The applicant needs to name the specific Agile framework(s) they have worked with (e.g. Scrum, Kanban, SAFe) and show they understand how specific Agile Principles were put into	Sprint boards, backlogs, or ceremony documentation from real projects; certificates from recognised Agile framework training (e.g. Certified ScrumMaster); records of a

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
	practice within it, not just that they attended Agile ceremonies.	specific principle being applied in practice.
2. Evaluate the critical differences between Agile methodologies and traditional project management approaches within a modern business environment.	The applicant needs first-hand experience of working under both an Agile and a traditional (e.g. waterfall) approach, and must be able to articulate the practical differences experienced, not a textbook definition.	Comparative documentation from two projects run under different methodologies; manager or peer references addressing work under both approaches.
3. Identify and evaluate key factors within a business context to determine appropriate application of Agile methodologies to achieve preferred business outcomes.	The applicant needs to show they assessed whether Agile was appropriate for a specific business context, based on real factors (team, product, regulatory environment), rather than assuming Agile is always the right choice.	Business cases or methodology recommendations; records of a go/no-go decision on adopting Agile for a specific initiative.
4. Demonstrate a high order of analytical skills by comparing common Agile frameworks and their suitability for varying business scenarios.	The applicant needs direct experience with at least two Agile frameworks and must be able to compare their suitability for a specific business scenario, not just list their features.	Framework comparison or selection documentation authored for a real project; records showing why one framework was chosen over another.
5. Critique the utilisation of Agile methodologies in the changing digital economy.	The applicant needs to offer a genuinely critical view, including limitations or failures observed when Agile was applied, not only a description of successes.	Retrospective or lessons-learned documentation; written reflection on where Agile did or did not deliver expected value.
6. Develop an Agile framework for deployment within a modern business context to achieve critical business objectives.	The applicant needs to have designed or materially adapted a framework or process for deployment in a real organisation, tied to a specific business objective, not simply followed an existing off-the-shelf framework.	Framework or process documentation authored; implementation or rollout plans for an Agile process.
7. Create flexible and creative approaches in the application of knowledge and skills to new scenarios, to resolve problems and to think	The applicant needs to describe a genuinely non-standard situation (e.g. a non-software team, a regulated environment) where standard Agile practice did not fit, and the adapted approach created to resolve it.	Accounts of adapting Agile practice to an unusual context, with outcome evidence.

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
rigorously and independently.		

2.3.2 BAI701 - Business Analytics for Innovation and Transformation

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Apply analytical frameworks and analytics to design innovative business strategies that support growth and adaptability.	The applicant needs to show they used a named analytical framework to directly shape a business strategy, not just that they hold a general interest in analytics.	Analytics-informed strategy documents, dashboards, or reports authored; records of a strategic decision informed by named analysis.
2. Critically assess the strategic impact of emerging technologies on business performance and transformation.	The applicant needs to identify a specific emerging technology and show they assessed its strategic impact, including limitations, not just described the technology.	Technology impact assessments or business cases authored; board or leadership papers on technology adoption contributed to.
3. Identify ethical, governance, and risk considerations associated with analytics-enabled innovation and transformation initiatives.	The applicant needs to show they identified and actively addressed ethical, governance, or risk issues in a specific analytics or transformation initiative, not simply followed existing policy without engagement.	Governance or risk assessment documentation; data ethics or governance policy contributed to or applied.
4. Critically evaluate the role of business analytics in driving innovation and enabling organisational transformation.	The applicant needs to evaluate, with a specific example, how analytics changed the direction or outcome of a real innovation or transformation initiative.	Post-implementation reviews or evaluations authored; before/after metrics showing the impact of an analytics-driven change.
5. Communicate innovation strategies effectively using data-driven insights.	The applicant needs to show they presented data-driven insights to a real audience to influence a decision, and that the communication had a demonstrable effect.	Presentations, reports, or dashboards created for a business audience; stakeholder feedback on communication of analytics findings.

2.3.3 BAS701 - Business Analytics for Strategic Decision-Making

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Critically analyse the role of business analytics in	The applicant needs to show a specific strategic decision was materially informed by analytics	Strategic planning documents or board papers

strategic decision-making and organisational success.	they produced or interpreted, not just that their organisation uses analytics generally.	incorporating analytics authored by the applicant.
2. Evaluate and apply key business metrics (KPIs) and analytics frameworks to measure performance and guide business strategy.	The applicant needs to name the specific KPIs or frameworks used and show these directly shaped a strategic decision, not just that KPIs are monitored routinely.	KPI dashboards, scorecards, or performance reports built or maintained; records of a decision driven by a KPI or framework.
3. Critically assess and synthesise financial, operational, and customer analytics to generate insights that drive competitive advantage.	The applicant needs to show they combined more than one type of analytics (financial, operational, customer) to produce an insight with a competitive effect.	Cross-functional analysis reports authored; evidence of a competitive or market advantage linked to the analysis.
4. Interpret and communicate data-driven insights effectively using relevant tools.	The applicant needs to name the tools used and show their interpretation of data changed a decision-maker's view or decision.	Reports, dashboards, or visualisations created; feedback from a decision-maker on the impact of the communication.
5. Evaluate ethical and compliance considerations in business analytics, ensuring responsible use of data and related technologies.	The applicant needs to show they identified and actively managed a specific ethical or compliance issue in a data or analytics initiative.	Data governance or compliance documentation contributed to; records of an ethical or privacy issue raised and addressed.

2.3.4 BDM601 - Business Decision-Making

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Examine and suggest improvements to rational decision-making processes and assess the effectiveness of decision-making within an organisation.	The applicant needs to show they reviewed a specific decision-making process, proposed a concrete improvement, and assessed whether it worked.	Process review documentation or decision-making frameworks authored or revised.
2. Construct and apply appropriate rational, intuitive and creative approaches to decision-making.	The applicant needs to show a specific decision where more than one type of approach (rational, intuitive, creative) was deliberately used, and why.	Decision papers, business cases, or records showing the reasoning process for a specific decision.
3. Articulate the different forms of bias that can inhibit effective decision-making and ways that they may be overcome.	The applicant needs to name a specific bias identified in a real decision-making process, and describe the concrete step taken to mitigate it, not a general awareness of bias as a concept.	Records of a decision review or retrospective where bias was identified and addressed.

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
4. Apply a systems perspective to the development and implementation of business decisions within an organisation.	The applicant needs to show a decision where effects across more than one part of the organisation were considered, not just the immediate area affected.	Business cases or implementation plans showing cross-functional impact analysis.
5. Develop a high order of skill in analysis, critical thinking, communication and professional application.	The applicant needs to point to specific analytical work, with reasoning shown, not just a stated conclusion.	Business reports, proposals, or analyses authored, specific to decision-making.
6. Demonstrate independent thinking and creativity in problem-solving and apply knowledge and skills to new situations.	The applicant needs to describe a genuinely unfamiliar decision-making situation and the novel approach applied to resolve it.	Accounts of adapting a known decision-making approach to an unfamiliar situation, with outcome evidence.

2.3.5 BEC604 - Business Economics

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Research and analyse publicly available economic information to interpret implications and communicate relevant insights clearly and concisely.	The applicant needs to show they researched public economic data and communicated its business implications to others, not just that they read economic news.	Economic briefings, reports, or presentations authored.
2. Critically analyse the economic business environment and identify business implications for organisations and individuals using economic principles.	The applicant needs to name the specific economic principle(s) applied and the business implication identified, not a general statement about "the economy" affecting the business.	Business or strategy documents referencing economic conditions, authored or contributed to.
3. Critically evaluate the economic goals of the national economy and the economic functions of government.	The applicant needs to show a specific government economic policy or goal affected a real business decision they were involved in.	Policy impact assessments or planning documents referencing government economic settings.
4. Locate and interpret common economic reports (e.g., the regular RBA statements) for key economic data about the national economy.	The applicant needs to show they used a named economic report (e.g. an RBA statement) to inform a specific business decision.	Reports or briefings referencing specific economic data sources.
5. Evaluate the qualitative impact on the industry, organisation, or environment, in modern contemporary situations of volatility,	The applicant needs to describe a specific period of volatility or market disruption their organisation faced, and how they assessed and responded to it.	Risk assessments, scenario plans, or strategy documents addressing economic volatility.

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
change or market failure, and common economic policy solutions.		
6. Apply skills in economic research, critical thinking and interpretation via written communication.	The applicant needs to point to specific written analysis applying economic research and reasoning, not general business writing.	Written economic analysis, reports, or briefings authored.

2.3.6 BLA701 - Business Law

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Demonstrate a high order of critical thinking skills in reviewing the creation, operation (including remedies) and ending of a commercial contract, explaining its key terms, and its role in leadership and management.	The applicant needs direct involvement in negotiating, managing, or ending a real contract, and must be able to explain its key terms and issues, not just that they have "read contracts" as part of their role.	Contracts, contract reviews, or negotiation records directly involved in, with sensitive commercial details redacted where necessary.
2. Critically evaluate a range of contractual disputes and consider dispute resolution or legal remedy options.	The applicant needs to show involvement in a specific contractual dispute and the resolution or remedy options considered or pursued.	Dispute records, correspondence, or resolution documentation, redacted where necessary.
3. Critically analyse the effect of contract-related laws that affect a contract, including the Australian Consumer Law and agreements that reduce competition.	The applicant needs to name the specific law or regulation and describe how it affected a real contract or commercial arrangement.	Legal review documentation or compliance assessments contributed to.
4. Critically examine the effect of various commercial laws that can affect a contract, including negligence, intellectual property, tender, agency, insurance, and corporation law.	The applicant needs to name the specific area of commercial law and describe a real situation where it affected a contract or decision.	Legal advice records, tender documentation, or IP agreements worked with, redacted where necessary.
5. Predict when courts will intervene when the requirements of a contract have not been satisfied, including when lawyers will need to be engaged and how a case needs to be prepared.	The applicant needs to show they assessed whether legal escalation was necessary in a real situation, with the reasoning behind that judgement.	Records of a decision to engage or not engage legal counsel, with reasoning documented.
6. Critically review commercial contracts for legal risks and issues that can affect their legal and commercial viability.	The applicant needs to show a specific contract review they conducted, the risks identified,	Contract review reports or risk assessments authored, redacted where necessary.

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
	and what was recommended as a result.	
7. Develop flexible and creative approaches to applying knowledge and skills to new situations, identifying and resolving issues and thinking rigorously and independently.	The applicant needs to describe an unfamiliar legal or contractual situation and the approach developed to resolve it.	Accounts of resolving a novel contractual or legal issue, with outcome evidence.

2.3.7 BST603 - Business Strategies

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Critically review and analyse business context and challenges, and articulate objectives and strategic options using strategic management principles and practices.	The applicant needs to name the specific strategic management principle(s) or framework used, and show a real business context or challenge analysed with it, not just general strategic experience.	Strategic reviews, situation analyses, or strategy papers authored; board or executive papers setting out objectives and strategic options.
2. Critically evaluate the effectiveness and sustainability of an organisation's current strategy, and articulate strategic gaps.	The applicant needs to show a specific evaluation of an existing strategy conducted, with the gaps identified and articulated, not just a description of what the strategy was.	Strategy evaluation reports or reviews authored; documentation identifying strategic gaps and their implications.
3. Distinguish, prioritise and justify organisational capabilities needed to achieve strategic objectives, while mitigating risk.	The applicant needs to show they identified and prioritised specific capabilities required for a strategic objective, and how risk was considered in that prioritisation.	Capability assessments, gap analyses, or prioritisation frameworks authored; risk registers linked to strategic capability planning.
4. Develop, articulate and present competitive business strategies and visions.	The applicant needs to show a specific competitive strategy or vision they developed and presented, not just contributed to as part of a wider team without a clear personal role.	Strategy documents, vision statements, or executive presentations authored or co-authored.
5. Develop monitoring processes to measure the implementation of the strategy.	The applicant needs to show a specific monitoring process or set of metrics they developed to track strategy implementation, not just that KPIs existed.	Strategy scorecards, implementation trackers, or monitoring frameworks authored.

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
6. Apply critical thinking skills to resolve problems independently and ethically while drawing on credible sources of information and data.	The applicant needs to show a specific strategic problem resolved independently, referencing the credible sources or data drawn on, and any ethical considerations navigated.	Written analyses or business cases authored showing independent reasoning, sourced data, and ethical considerations.

2.3.8 CGO701 - Cybersecurity Governance

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Evaluate the benefits, opportunities and implications of cloud computing and its related operations.	The applicant needs direct involvement in a cloud computing initiative and must have evaluated its benefits and implications, not just used cloud-based tools as an end user.	Cloud strategy or migration documentation contributed to.
2. Assess the use of cloud technologies to create business value.	The applicant needs to show they assessed or demonstrated business value created by a specific cloud technology.	Business cases or value assessments for cloud technology adoption.
3. Distinguish between risk, threats and vulnerabilities that organisations may face with regards to cybersecurity.	The applicant needs to show a real risk assessment where risks, threats, and vulnerabilities were explicitly distinguished, not a general awareness of cybersecurity issues.	Risk registers, security assessments, or audit documentation contributed to.
4. Outline and classify the potential and severity for business implications brought about through emerging cyber threats.	The applicant needs to identify a specific emerging cyber threat and show how its potential business impact was classified.	Threat assessments or briefings authored.
5. Design and develop relevant policies and procedures to enable effective handling of incidents and vulnerabilities.	The applicant needs to show they designed or materially contributed to a policy or procedure for incident or vulnerability handling.	Incident response plans or security policies authored or co-authored.
6. Lead the development of best-practice policies and procedures to proactively develop a culture of secure operational practice to prevent against cyber threats.	The applicant needs to show a specific leadership role in building a security-conscious culture, with concrete initiatives led, not general responsibility for security.	Security awareness programs, training materials, or governance frameworks led.

2.3.9 ENT701 - Entrepreneurship

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Critique and reflect on the idea generation process and what leads to the evolution of an idea to a high potential business venture.	The applicant needs to show a specific idea they developed and critically reflect on the process that took it from concept toward a viable venture, not just describe having "had a business idea."	Business concept documents, pitch decks, or venture planning materials authored.
2. Assess and analyse the innovative process with the issues involved in new venture creation, formation, growth and exit strategy.	The applicant needs direct involvement in creating or growing a venture, and must show the issues navigated at a specific stage (formation, growth, or exit).	Business plans, formation documents, or growth/exit planning materials.
3. Exercise autonomy, expert judgement, adaptability and entrepreneurial skills through the construction and presentation of a business model and business plan for a new business.	The applicant needs to show a specific business model or plan they constructed and presented, including a judgement call made independently.	Business model canvases, business plans, or investor presentations authored.
4. Research and assess alternative capital structures and finance options for new ventures.	The applicant needs to show they researched and compared finance or capital options for a real venture and the decision that resulted.	Funding proposals, capital structure analyses, or investment research conducted.
5. Demonstrate creativity and flexibility in the application of entrepreneurship theories, practice and skills to situations, to evaluate and resolve problems for continuous improvement and to think rigorously.	The applicant needs to describe a specific entrepreneurial problem and the creative approach applied to resolve it.	Accounts of resolving a venture-related problem through an adapted or novel approach, with outcome evidence.

2.3.10 ETD701 - Emerging Technologies and Digital Citizens

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Critically analyse the drivers of, and approaches to, digital transformation.	The applicant needs direct involvement in a digital transformation initiative and must be able to explain the drivers behind it and the approach taken.	Digital transformation strategy or planning documents contributed to.

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
2. Analyse potential business implications brought about through a range of emerging technologies and modern approaches to work.	The applicant needs to name a specific emerging technology or way of working and show the business implications analysed.	Technology impact assessments or briefings authored.
3. Evaluate opportunities to improve business outcomes through the effective consideration of, and investment in, relevant emerging technologies.	The applicant needs to show a specific technology investment opportunity was evaluated and the outcome of that evaluation.	Business cases or investment evaluations for emerging technology.
4. Develop plans for improved operational efficiency or effectiveness through investment in digital tools, technologies or methodologies.	The applicant needs to show a specific plan developed to improve operations through a digital tool or methodology.	Operational improvement plans or digital roadmaps authored.
5. Prepare business cases to justify recommendations to improve business performance through investment in digital tools, technologies or methodologies.	The applicant needs to point to a specific business case prepared, with the recommendation and its justification.	Business cases authored recommending digital investment.
6. Select and justify popular frameworks to support digital transformation and change management within a modern workplace.	The applicant needs to name the specific framework selected for a digital transformation or change initiative and justify why it was chosen.	Change management plans or transformation frameworks selected or applied.

2.3.11 HRM701 - Human Resource Management

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Examine the significance of strategic HRM.	The applicant needs to show a specific instance where an HR decision was connected to broader organisational strategy, not just routine HR administration.	Strategic HR plans or workforce planning documents contributed to.
2. Critically analyse the complexities of the HR environment and the changing nature of work.	The applicant needs to show a specific HR challenge navigated that reflected a broader shift in the nature of work (e.g. hybrid work, gig work, skills shortages).	Policy reviews, workforce analyses, or briefings addressing changes in work.
3. Examine and recommend relevant HRM interventions in line with current issues and emerging trends.	The applicant needs to show a specific HR intervention recommended or implemented in response to a current issue or trend.	Proposals, program designs, or policy recommendations authored.

4. Critically assess an organisation's HRM strategies and evaluate the appropriateness of the relevant employee life cycle functions.	The applicant needs to show a specific assessment of an HR strategy or employee life cycle function (recruitment, onboarding, development, exit), with findings.	HR audits, reviews, or evaluation reports authored.
5. Critically evaluate HRM capability and effectiveness within an organisation.	The applicant needs to show a specific evaluation of HR capability or effectiveness conducted, with outcome.	HR capability assessments or effectiveness reviews authored.

2.3.12 IBU701 - International Business

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Demonstrate an advanced understanding of managing international operations and recognising the differences between operating in the local domestic market and global markets.	The applicant needs direct experience managing operations across more than one market, with the differences navigated made explicit.	Records of international project or operations management.
2. Show advanced knowledge of the capacity to select and adapt appropriate policies and strategies for coping with the international business environment.	The applicant needs to show a specific policy or strategy selected or adapted for an international context, and why.	International strategy documents or policy adaptations authored.
3. Critically evaluate issues in governing international trading and investment.	The applicant needs to show a specific international trading or investment issue evaluated, with the governance considerations involved.	Trade or investment governance documentation contributed to.
4. Debate and rate principles that affect relationships with international trading partners, particularly those of a different political and cultural perspective.	The applicant needs to show a specific relationship with an international partner and how political or cultural differences affected it.	Partnership agreements, negotiation records, or cross-cultural communication documentation.
5. Develop strategic choices for global operations.	The applicant needs to show a specific strategic choice developed for a global operation, with the reasoning behind it.	Global operations strategy documents authored.
6. Create flexible and creative approaches in the application of knowledge and skills to new situations, to solve complex problems ethically and to think rigorously and independently.	The applicant needs to describe an unfamiliar international business situation and the approach developed to resolve it ethically.	Accounts of resolving a novel international business problem, with outcome evidence.

2.3.13 MFI502 - Managerial Finance

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Analyse financial statements and business context: Evaluate financial statements and understand their role in the broader business context, including stakeholders, governance, and business structures.	The applicant needs to show they analysed financial statements to inform a real business decision, and who that analysis was for. It is not enough to have simply read financial reports produced by others.	Financial analyses or reports authored; records of a decision informed by financial statement review.
2. Develop and manage budgets: Apply budget development and budget management skills to optimise resource allocation and support business objectives.	The applicant needs to show a specific budget developed or managed, including its size and the resource allocation decisions made within it.	Budgets, budget variance reports, or resource allocation plans authored or managed.
3. Apply costing techniques and models: Apply the use of costing concepts, principles and appropriate costing methodologies to improve decision-making.	The applicant needs to name the specific costing technique applied and the decision it informed.	Costing models or analyses authored.
4. Make informed capital investment decisions: Evaluate capital investment opportunities using techniques like NPV and IRR and assess the impact of financing decisions on business operations.	The applicant needs to show a specific capital investment decision evaluated, including the technique used (e.g. NPV, IRR) and the outcome.	Investment appraisals or business cases authored using NPV, IRR, or similar techniques.
5. Manage financial resources for business success: Develop skills in optimising and managing financial resources.	The applicant needs to show a specific instance of optimising the use of financial resources, and the result.	Financial management records or reports showing resource optimisation.
6. Apply financial analysis in real-world scenarios: Apply financial knowledge and skills to solve practical business challenges, demonstrating adaptability and creativity in financial decision-making.	The applicant needs to describe an unfamiliar or difficult financial challenge and the adapted approach taken to resolve it.	Accounts of resolving a financial challenge through an adapted approach, with outcome evidence.

2.3.14 MIS701 - Managing Innovation and Sustainability

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Critically evaluate core sustainability and innovation concepts as they apply to the environment, society and economy broadly as well as the sustainable	The applicant needs to show a specific sustainability or innovation initiative and how its broader environmental, social, or economic implications were	Sustainability reports, strategy documents, or assessments contributed to.

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
business/sustaining organisation specifically.	evaluated, not just general awareness of sustainability as a topic.	
2. Integrate concepts of sustainability and innovation into leadership, organisational change, risk and opportunity implementation.	The applicant needs to show a specific change initiative led or contributed to that integrated sustainability or innovation.	Change management plans or leadership initiatives with a documented sustainability or innovation component.
3. Develop critical research and analytical skills in generating new ideas and innovative mindsets that contribute to sustainable business.	The applicant needs to show a specific new idea or innovation researched and developed, and how it contributed to sustainability.	Research reports, innovation proposals, or idea development documentation authored.
4. Critically evaluate and develop innovative solutions using appropriate analytical frameworks to improve the sustainability and viability of a business or organisation.	The applicant needs to name the analytical framework used and describe the innovative solution developed and its effect on sustainability or viability.	Solution proposals or business cases authored using a named analytical framework.
5. Critically reflect on current organisational and business concepts, practices, and thinking.	The applicant needs to reflect on a specific current practice critically assessed, including what would be changed and why.	Written reflections, review reports, or improvement proposals authored.

2.3.15 MMA504 - Marketing Management

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Assess the role the marketing function fulfils within the overall business strategy.	The applicant needs to demonstrate an understanding of how marketing contributes to organisational strategy, revenue, customer value, competitive positioning and organisational objectives. It is not enough to have managed advertising or communications.	Strategic marketing plans linked to corporate strategy; business plans showing marketing contribution; board or executive marketing papers; market growth strategy; product or service strategy; customer strategy; evidence of aligning marketing objectives and KPIs with broader organisational objectives; evidence of advising senior management on marketing direction.
2. Evaluate marketplace forces and forecast trends that will affect	The applicant needs to show that they have analysed the external environment and used market	Competitor analysis; market research; industry analysis; PEST/PESTLE or similar

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
future business performance.	information to anticipate future opportunities or threats. The unit explicitly covers macro and micro environments and buyer behaviour.	environmental analysis; customer trend analysis; market forecasts; customer research; market sizing; emerging trend reports; customer behaviour data; reports recommending business responses to market changes; evidence that the analysis influenced strategy.
3. Develop differentiation and positioning strategies, based on understanding consumer behaviour, to assist in developing competitive advantage in both an ethical and socially responsible way.	The applicant needs to show understanding of customer behaviour and how segmentation, targeting, differentiation and positioning were used to create competitive advantage. Ethical and social considerations should also be evident.	Segmentation analysis; target market selection; customer personas; customer research; positioning statements; brand strategy; value proposition development; competitive differentiation strategy; product positioning; pricing/offer positioning; customer journey research; ethics, accessibility, sustainability or responsible marketing considerations.
4. Create a thorough marketing strategy, evaluating a range of strategic options, selecting those most appropriate to the organisation.	This is probably the most important substantive outcome. The applicant needs evidence that they have created or materially contributed to an integrated marketing strategy and evaluated alternatives before choosing an approach. The unit covers objectives, product strategy, service development, pricing, channels, communications and customer relationships.	Full marketing strategy or plan; strategic marketing business case; product or service portfolio strategy; pricing strategy; channel strategy; integrated marketing communications plan; digital marketing strategy; customer relationship strategy; launch strategy; evaluation of alternative strategic options; implementation plan and KPIs; results showing whether the strategy achieved objectives.
5. Produce a high order of skill in analysis, critical thinking, communications, and professional application.	The applicant needs to demonstrate sophisticated analysis and professional judgement. They should be able to interpret market/customer information, make recommendations, justify choices and communicate them effectively to decision-makers.	Executive presentations; board papers; marketing analysis reports; campaign evaluation reports; recommendations based on customer or market data; dashboards; strategic business cases; examples where the applicant challenged an existing marketing approach and proposed a better one.

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
6. Demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve problems and to think rigorously and independently.	The applicant needs evidence of adapting marketing approaches to new situations, changing customer behaviour, competitive threats, new markets, new products or unexpected challenges.	New product/service launch; entry into a new market; repositioning of an existing offering; response to declining demand; digital transformation of marketing; new channel strategy; redesign of customer experience; innovative campaign or customer engagement strategy; evidence showing the problem, options considered, solution adopted and results.

2.3.16 OCM701 - Organisational Change Management

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Examine organisational contexts relevant to change and their impact on change management adoption.	The applicant needs to show a specific organisational context (culture, structure, history) and how it affected the adoption of a real change initiative.	Change readiness assessments or contextual analyses authored.
2. Recommend change management models and frameworks to organisational change.	The applicant needs to name the specific change management model or framework recommended or applied, and to what initiative.	Change management plans referencing a named model or framework.
3. Evaluate and manage stakeholders throughout the change adoption process.	The applicant needs to show a specific stakeholder group managed through a change process, and how the approach evolved over time.	Stakeholder maps, communication plans, or engagement records authored or managed.
4. Analyse the role of leadership in facilitating and supporting change.	The applicant needs to show a specific leadership action that directly facilitated or supported a change initiative.	Leadership communications, change sponsor materials, or records of leadership role in a change process.
5. Synthesise organisational change management strategies and plans.	The applicant needs to show a specific change management strategy or plan synthesised from multiple inputs (stakeholder needs, risk, timeline), with how it came together.	Change management strategies or plans authored.
6. Assess the role of people and culture on change initiatives.	The applicant needs to show a specific instance where people or culture significantly affected the outcome of a change initiative, and how they responded.	Culture assessments, change impact analyses, or post-implementation reviews authored.

2.3.17 OIM503 - Operational Improvement

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Critically examine holistic operations management theory and its practical application for sustainable organisational improvement.	The applicant needs to name the operations management theory or approach used and show a specific instance of applying it in practice, not just general operations experience.	Process improvement documentation or operational reviews authored, referencing a named approach.
2. Assess organisations in terms of operations systems, practices and processes to improve the quality of management.	The applicant needs to show a specific assessment of an operational system or process, and the improvement that resulted.	Operations assessments, audits, or process maps authored.
3. Evaluate digital operations strategy and systems to improve an organisation's performance.	The applicant needs to show a specific digital operations system or strategy evaluated, and its effect on performance.	Digital operations strategy documents or system evaluations contributed to.
4. Compare and contrast the design, implementation and delivery of strategy and the process of monitoring, control and risk management.	The applicant needs to show a specific strategy designed or implemented, and how it was monitored and controlled for risk throughout.	Implementation plans, monitoring frameworks, or risk registers authored or managed.
5. Develop a high order of skill in analysis, critical thinking and professional application.	The applicant needs to point to specific operational analysis produced, with reasoning shown, not just a stated conclusion.	Operational reports or analyses authored.

2.3.18 PMA701 - Project Management

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Explain and evaluate the principles, skills and techniques required for the management of projects and integrate project management concepts in a contemporary organisation's structure.	The applicant needs to show a specific project managed, and how project management principles were integrated into the organisation's existing structure.	Project plans, charters, or PMO documentation authored or managed.
2. Analyse the risks and resources associated with implementing and executing organisation-centric projects and the development of the necessary contingency plans.	The applicant needs to show a specific project risk identified, the resource implications, and the contingency plan developed.	Risk registers or contingency plans authored for a specific project.
3. Appraise the importance of collaboration, teamwork, leadership and the practical application of team-	The applicant needs to show a specific instance of leading or working within a project team,	Project team charters, RACI matrices, or

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
based skills in managing human resources within a project environment.	and a team-based challenge navigated.	references from project team members.
4. Evaluate the organisation's business structure and capability requirements against the project management framework to guide the developers and implementers of an emerging project-based operation.	The applicant needs to show a specific instance of assessing organisational capability against project requirements, and the guidance provided as a result.	Capability assessments or project governance documentation authored.
5. Apply a high order of skill in analysis, critical reflection and evaluation and professional application.	The applicant needs to point to specific project analysis or evaluation produced, with reasoning shown.	Project reviews, lessons-learned reports, or evaluations authored.
6. Create flexible and creative approaches to the application of knowledge and skills in new situations, to resolve problems and to think rigorously and independently.	The applicant needs to describe an unfamiliar project situation and the adapted approach developed to resolve it.	Accounts of resolving a novel project management problem, with outcome evidence.

2.3.19 RBU602 - Research in Business

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Critically evaluate and interpret contemporary business research.	The applicant needs to show a specific piece of business research critically evaluated, and what the evaluation concluded, not just familiarity with a topic.	Written critiques, literature summaries, or research evaluations authored.
2. Craft a written literature review around a core research question(s).	The applicant needs to point to a specific literature review written, and the research question(s) it addressed.	A literature review or structured research summary authored.
3. Critically analyse and apply business research foundations, core concepts, methods and values.	The applicant needs to name the specific research method or concept applied, and the business context it was applied to.	Research design documents, survey instruments, or methodology sections authored.
4. Create an evaluative report that interprets, critiques and synthesises contemporary business research case studies.	The applicant needs to point to a specific evaluative report that synthesised more than one research source or case study.	An evaluative report or research synthesis authored.
5. Apply critical evaluation skills.	The applicant needs to show a specific instance of critically	Written evaluations, critiques, or decision

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
	evaluating a claim, source, or piece of evidence before acting on it.	records showing critical assessment of evidence.

2.3.20 SCD701 - Supply Chain Design and Innovation

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Critically analyse the role of supply chain management in driving organisational success, innovation and resilience.	The applicant needs to show a specific instance where a supply chain decision directly affected organisational success, innovation, or resilience.	Supply chain strategy documents or reviews authored or contributed to.
2. Critically evaluate key elements of supply chain operations to optimise performance.	The applicant needs to show a specific supply chain element evaluated (e.g. sourcing, logistics, inventory), and the performance improvement that resulted.	Supply chain performance reviews or optimisation plans authored.
3. Assess financial and operational factors influencing supply chain design and apply strategic models to support decision-making in dynamic environments.	The applicant needs to name the strategic model applied and describe a specific supply chain decision made under changing conditions.	Supply chain design documents or decision models authored, referencing a named model.
4. Design supply chain strategies to consider efficiency, customer focus, risk management and sustainability, and integrate circular economy principles.	The applicant needs to show a specific supply chain strategy designed, and how it balanced efficiency, customer needs, risk, and sustainability.	Supply chain strategies or sustainability integration plans authored.
5. Demonstrate a comprehensive understanding of emerging supply chain technologies and innovations to support transformation initiatives.	The applicant needs to name a specific emerging supply chain technology and show how it was applied or assessed to support a transformation initiative.	Technology evaluations or transformation plans authored referencing specific supply chain technologies.

2.3.21 SGS700 - Strategy, Governance and Sustainability

Learning Outcome	What the Applicant Needs to Demonstrate	Examples of Evidence
1. Outline and critique how sustainability, including Environment, Social, and Governance (ESG) principles, influence strategy, governance, risk and ethics.	The applicant needs to show a specific instance where ESG considerations shaped a strategic or governance decision, not general awareness of ESG as a concept.	ESG strategy documents, board papers, or governance frameworks contributed to.

2. Appraise and examine how a broad range of stakeholder relationships influence strategy, governance, and ethics.	The applicant needs to show a specific stakeholder relationship that shaped a strategic or governance decision, and how it was managed.	Stakeholder engagement plans or governance documentation authored or contributed to.
3. Articulate and evaluate a range of available strategic choices to an organisation with particular attention to complex environments and corporate strategy.	The applicant needs to show a specific strategic choice their organisation faced, the options considered, and the complexity involved.	Strategic planning documents or board papers showing options considered.
4. Critically examine and reflect on the necessary leadership behaviours and decision-making skills required to be an effective leader, responsible for strategy and leading strategic change.	The applicant needs to reflect on a specific instance of leading or contributing to strategic change, and the leadership behaviours drawn on.	Leadership reflections, 360 feedback, or records of a role in a strategic change process.
5. Demonstrate integrated application of knowledge and skills when formulating strategy and governance frameworks in complex environments.	The applicant needs to show a specific strategy or governance framework helped formulate, and how multiple considerations (risk, stakeholders, ESG) were integrated into it.	Strategy or governance frameworks authored or co-authored.

2.3.22 ALE501 - The Art of Leadership Unit and RPL

RPL applications for this unit are considered by exception only, where an applicant has extensive senior or executive experience, or where their prior learning is more appropriately recognised through credit transfer.

In practice, this means:

- Applicants with a relevant, formally accredited qualification completed within the last ten years should discuss credit transfer first, rather than submitting an RPL application for ALE501.
- A standard RPL application may still be submitted and will be assessed on its merits, but is less likely to be approved than for other units, given the foundational role ALE501 plays in the course.

Applicants considering RPL for ALE501 should reach out to their Admission Officer or Student Support before applying, to confirm which pathway is most appropriate for their circumstances.

2.3.23 Evidence Against Each Learning Outcome

For each learning outcome, write a short commentary, of no more than 150 words, explaining how your knowledge and experience meet it, and provide sufficient, appropriately corroborated supporting evidence. Use more than one source where this is necessary to establish authenticity or support the claim; there is no fixed minimum number of documents for every learning outcome. See the Unit Evidence Guide for the kinds of evidence that typically work well for each unit's outcomes.

Evidence can include work you produced yourself, verified by a third party such as a manager, documents from others about your performance such as references, performance reviews, or correspondence, or a written account of how you applied learning from a course to your work.

Against each learning outcome, list your evidence - including file names, where relevant - in the "Evidence Provided" column of Section 2 of the Application Form, then attach the files to your submission email using the same file names.

2.3.24 Example: Weak vs Detailed Responses

The quality of your response in the Detailed Response column makes the difference between a claim that can be assessed and one that cannot. Compare the two examples below, both written against a learning outcome about leading and motivating teams.

- **Weak response** - too brief to assess: "I have led teams and motivated staff for many years in my current role." This does not explain what the applicant actually did, which theory or approach they applied, or how it connects to the specific evidence they are providing. An assessor cannot verify a claim like this on its own.
- **Detailed response** - specific, evidenced, and assessable: "In my role as operations manager, I redesigned our team's performance review process to incorporate regular coaching conversations, drawing on Pink's (2011) autonomy, mastery and purpose framework. Over 18 months this reduced voluntary turnover in my team from 22% to 9% (see Evidence B, turnover report). My approach is documented in the coaching framework I authored (Evidence C) and corroborated by my manager's reference (Evidence A), which specifically addresses my coaching and motivational approach."

The second example names what was done, when, using what approach, with what outcome, and points to specific, labelled evidence for each element. Aim for this level of detail in every row of your claim table.

Where evidence contains sensitive information, protect the privacy of anyone named in it unless you have their written permission to identify them. Where appropriate, use documents with sensitive details redacted, for example client names, financial figures, or other confidential information, rather than omitting the document altogether. Testimonials, references, and other statements from managers, colleagues, or clients are accepted forms of evidence, provided they include the referee's name, contact details, and their relationship to you.

2.3.25 Questions to Help You Write a Detailed Response

A detailed response reads as a short piece of connected writing, not a list of bullet points. If you are unsure where to start, work through the following questions for each learning outcome. Your answers, put together into a few sentences, will usually form a strong response.

- What did you actually do? Describe a specific task, project, decision or responsibility, not a general description of your role.
- When and where did this happen? Name the organisation, timeframe, and your role at the time.
- What knowledge, framework, or approach did you draw on? Where possible, name it specifically, rather than describing the action alone.
- What was the outcome or result? Wherever you can, describe this in concrete terms, not general impressions.
- How does this connect to the learning outcome specifically? Reread the learning outcome and check that your response addresses what it actually asks, not just a related topic.

- What evidence proves each part of this account? Make sure every claim you make is backed by something in your Evidence Provided column.

2.4 Completing the Application Form

The RPL Application Form is provided in Appendix 1 and has three parts:

- Section 1 - Applicant Information.
- Section 2 - RPL Claim, the actual application.
- Evidence, attached separately to your submission email.

You must submit a separate application for each unit you are claiming RPL against. Applications covering more than one unit on a single form will not be accepted, and a separate $500 fee applies to each unit.

Complete the form with as much information as possible. Write your claim against each learning outcome directly on the form in Section 2, then attach your supporting evidence to your email, with each item of evidence clearly labelled against the learning outcome it supports.

2.5 Submitting Your Application

Please make sure you have collected all available evidence to submit with your application before submitting. Once your application has been submitted, no further evidence can be added, so it is in your interest to submit everything relevant the first time.

Email your completed Application Form and all supporting evidence to absstudentsupport@aim.com.au, along with proof of payment of the $500 per unit application fee.

2.6 What Happens After You Submit

Your application is passed to an academic reviewer with relevant expertise in the unit. The reviewer assesses the application against the unit's learning outcomes, completes the RPL Assessor Feedback Form in Appendix 2 and makes a recommendation. The Head of School or a formally authorised academic delegate reviews the recommendation and makes the final RPL determination.

You will be advised in writing of the final decision within five working days after it is made. The notice will include the outcome, reasons and information about any available review or appeal pathway. The outcome will be either:

- RPL granted - recorded against the unit, and you do not need to enrol in it.
- RPL not granted - you will be told in writing why.
- The decision record will include the outcome, reasons, decision-maker and decision date and will be retained on the student record and in the Credit/RPL Register.

Your application is assessed once, on the basis of what you submit. No additional evidence will be requested or accepted after submission. If RPL is not granted, you may request a review under the Complaints and Appeals Policy and Procedure; otherwise, applying again means submitting a brand new application, including the fee.

#Appendix 1 - RPL Application Form

This form covers one unit only. If you are claiming RPL for more than one unit, complete and submit a separate form, with a separate $500 fee, for each unit.

The form has three parts: Section 1, your details; Section 2, the application itself; and your evidence, attached to your submission email.

RPL Application Form

Section 1 — Applicant Information

Applicant Name	
Applicant Email Address	
Applicant Date of Birth (DD/MM/YY)	
Phone/Mobile	
Student ID (leave blank if applying for admission)	
Unit Code	
Unit Name	
Prior Qualification	

I certify that the information provided, and the documentation attached, is true and correct. I understand that this application covers one unit only, that my application will be assessed once on the evidence submitted, and that no additional evidence will be accepted after submission.

Signed: ______________________ Date: ______________________

Section 2 — RPL Claim

List every learning outcome for this unit and complete a row for each. In the second column, describe in your own words how your prior experience matches the learning outcome. In the third column, list the evidence provided, including file names, where relevant.

Learning Outcome	Detailed Response	Evidence Provided (include file names where relevant)

1. [copy the learning outcome here]		
2. [copy the learning outcome here]		
3. [copy the learning outcome here]		
…. [copy the learning outcome here]		

Add rows to match the number of learning outcomes for this unit. See the RPL Instructions for examples of what a detailed response looks like. Attach all files named in this table to your submission email.

#APPENDIX 2 - RPL ASSESSOR FEEDBACK FORM

RECOGNITION OF PRIOR LEARNING
Assessor Feedback Form

PART 1

Applicant Information

Applicant Name	
Applicant Email Address	
Applicant Date of Birth	
Phone/mobile	
Qualifications	

Unit Code	**Unit Name**

Assessor Information

Name	
Date of Application	
Date of Assessment	
Assessor Signature	

RPL application outcome

Reviewer recommendation - RPL granted?	**YES / NO**
Final determination - Head of School / authorised delegate	RPL GRANTED / NOT GRANTED - NAME, SIGNATURE AND DATE

PART 2 – Recognition for Prior Learning Claim

	Learning outcome	Result
1		
2		
3		
4		
5		
6		

List of Evidence

Number	Evidence	Valid / Relevant	Authentic	Sufficient	Current
1					
2					
3					
4					

NB Each piece of evidence must be valid/relevant, authentic, sufficient and current. Fairness applies to the RPL assessment process overall.

Currency - evidence must demonstrate that the applicant's learning and capability remain current. As a general guide, evidence should ordinarily be within ten years, with more recent evidence expected where knowledge, regulation or professional practice changes rapidly.

Assessor Summary Report:

Comment: Signature Name: Date: