AIM BUSINESS SCHOOL

Policies, Procedures & Plans

Revision	Date	Changes Made
New	21/09/2015	-

AIM MANIFESTO

To the managers and leaders of today and tomorrow.

You are the drivers of change.
You have the power to change the world, for better or for worse.

Be big. Be bold. Be brave.
Don't stand still.
Don't blend in.
Don't be a passenger.

Love what you do.
Serve the greater good.
Make the world a better place.

Improve the lives of the people around you and people around the world.

Your decisions and actions have far-reaching consequences.

Therefore, be of the highest integrity.
Be true, be authentic, be genuine.

Be a lifelong learner.
Continually seek knowledge to succeed.

Inspire yourself and those around you.
Pursue big dreams, realise big ideas.

Aim to be the best you can possibly be.
AIM HIGH.

AIM **REALISE YOUR POWER.**

Legal Disclaimer

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STRATEGIC FRAMEWORK 2015-2018

AIM REALISE YOUR POWER.

STRATEGIC FRAMEWORK 2015-2018

PURPOSE

To develop exceptional managers and leaders who enrich the world.

VISION

To position ABS as part of AIMET's drive to be the leading provider of adult education in the areas of business, management and leadership.

VALUES

POSITIVE CHANGE MAKERS

LIFELONG LEARNERS

ACT WITH INTEGRITY

AUTHENTIC

SERVING THE GREATER GOOD

STUDENT EXPERIENCE

SCHOLARSHIP, RESEARCH AND PROFESSIONAL DEVELOPMENT

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PROFESSIONAL IDENTITY AND ENGAGEMENT
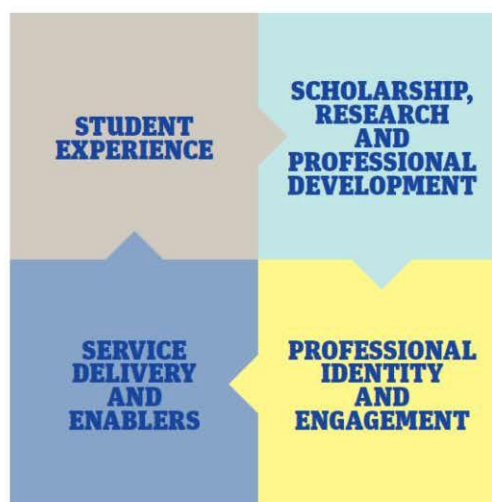
STUDENT EXPERIENCE

Major Goals	Major Strategies
» Ensure a high quality learning experience	» Enhance student satisfaction and retention
» Build reputation and profile of courses	» Build quality in flexibility – blended learning
» Enhance and review course portfolio	» Gain accreditations and rankings
» Achieve student enrolment targets	» Regular unit and course reviews

SCHOLARSHIP, RESEARCH AND PROFESSIONAL DEVELOPMENT

Major Goals	Major Strategies
» Grow staff scholarly and professional development activities	» Provide adequate resourcing for such endeavours, including Annual conference
» Build higher education Community of Practice	» Four annual HE COP meetings at each site, with presentations
» Build research strengths and opportunities for students	» Make Business Research Methods a core and encourage research project options
» Collaborate across disciplinary boundaries	» Develop an online Journal of Management Practice

PROFESSIONAL IDENTITY AND ENGAGEMENT

Major Goals	Major Strategies
» Clear commitment to using academic rigour to enhance professional practice	» Develop new partnerships
» Ensure an appropriate distinctive value proposition	» Ongoing commitment across our activities to the greater good
» Build professional and community engagement	» Develop pro bono activity in the community
	» Become a member of PRME

SERVICE DELIVERY AND ENABLERS

Major Goals	Major Strategies
» Ensure efficient and effective management	» Utilise the new Moodle platform
» Improve operational and financial performance	» Improve client service with available resources
» Optimise our value and services to stakeholders	» Clarify further identity and brand in the marketplace
» Enhance our profile in academic and broader communities	» Enhance measures to attract and retain quality staff

The AIMET Business School aspires to be a leading provider of postgraduate business education through the growth of focused and innovative courses for practising managers, ensuring that leadership and management education is applicable and relevant to the workplace. It is "committed to excellence of learning outcomes and opportunities as part of its aspiration to maintain the hig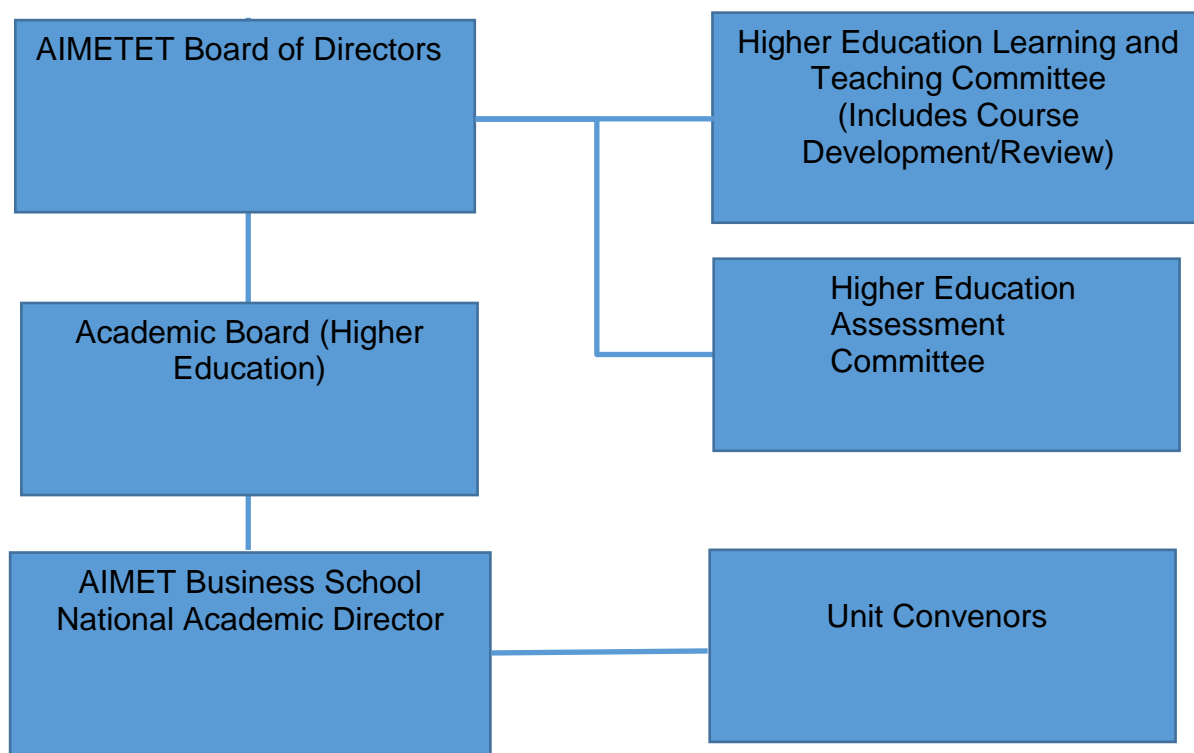hest standards of teaching and scholarship, and the enhancement of leadership, business and management practices." It is through effective academic governance that quality is assured and evidence available to AIMET's clients and stakeholders of the academic excellence provided.

On 1 January 2014, four out of five divisions of AIMET merged and formed the AIMET Group. AIM WA remains a separate division but offers AIMET courses. Subsequently on 1 October 2014, AIMET Group restructured the four divisions and consolidated the RTO licences and HE accreditations. Presently AIM Education and Training is the sole RTO. ABS which is part of AIM SA maintains its HE accreditations. AIM Education and Training also holds its own HE accreditation. It has applied for accreditation to include the ABS scope. Once approved, ABS will be transferred into AIM Education and Training from AIM SA.

As a result of the consolidation of various AIMET Group training businesses, former disparate aspects of academic governance at the higher education level have also been brought together to ensure the purpose, responsibilities and accountabilities form good academic governance in the new structure. The overarching AIMET Board of Directors and regulatory bodies, such as the Tertiary Education Quality and Standards Agency (TEQSA), need to be assured that the AIMET Academic Board oversees an effective academic framework for managing academic quality and standards. The Academic Board needs to be confident that its decisions are implemented and appropriately put into practice; that there are robust internal processes for monitoring and improving its higher education offerings; that the AIMET Business School provides a high quality student learning experience through appropriate policies and procedures and quality staff (academic and administrative); and that the staff and students have a suitable awareness of the academic governance in place.

TEQSA oversees quality assurance for higher education providers across the Australian Higher Education sector against a set of Threshold Standards with an emphasis on systematic monitoring, review, and improvement, and ensuring the best learning experience for students and graduate outcomes. It views academic governance as follows:

"Academic governance is a subset of the overall governance of an educational organisation, and deals with the framework that regulates academic decisions and academic quality assurance within the organisation. Academic governance includes the policies, processes, definition of roles, relationships, systems, strategies and resources that ensure academic standards and continuous improvement in academic activities, and is concerned with the integrity and quality of the core higher education activities of teaching, research, and scholarship."

ACADEMIC GOVERNANCE STRUCTURE (Higher Education)

AIMETET Board of Directors		Higher Education Learning and Teaching Committee (Includes Course Development/Review)
		Higher Education Assessment Committee
Academic Board (Higher Education)		
AIMET Business School National Academic Director		Unit Convenors

TERMS OF REFERENCE – ACADEMIC BOARD (Higher Education)

1. Purpose

    - The Academic Board is established to assist the AIMET Board to discharge its duties in relation to the regulatory and academic matters as required under the terms of Higher Education accreditation from Tertiary Education Quality Standards Agency (TEQSA) for both AIMET Business School (AIM SA) and AIMET Graduate School (AIMET).
    - The Academic Board will operate under the AIMET Board's delegation to govern all Higher Education academic matters and compliance.
    - The Academic Board is responsible for the academic policy, the quality of academic offerings and outcomes, and will be informed of marketing and financial aspects of performance and activity of AIMET Higher Education educational courses.
    - The Academic Board will develop ABS and AIMET Higher Education course strategies across ABS and AIMET, including reviewing existing courses and considering new courses and will makes its recommendation to the AIMET Board.
    - The Academic Board is a standing committee of the AIMET Board.
    - The Academic Board may initiate projects as required to fulfill its role and responsibilities under the approval of the AIMET Board, which might be market research, benchmarking and review studies.

2. Policy and Strategy

The Academic Board will:

- Determine policy matters, including setting academic planning directions, strategy and priorities, and ensuring the quality of the academic course and student support structures.
- Establish academic goals and strategies, including goals of equity of access, and academic opportunity.
- Assess and make recommendation for approval, new academic courses and changes to existing courses as may be referred by the Learning and Teaching Committee.
- Determine policy in relation to the selection, employment conditions and professional development of academic staff.
- Give advice to all Academic Board Steering Committees as requested.
- Respond to matters referred to it by the AIMET Board.
- Oversee faculty and student research and scholarship matters and offerings as appropriate.
- Ensure that the positioning and quality of ABS and AIMET Higher Education courses matches the market position and overall strategy of AIMET.

3. Quality of Academic Outcomes

The Academic Board will have specific delegation to:

- Verify that students meet the required academic standards and outcomes, and make recommendations to the AIMET Board when students be awarded a qualification.
- Ensure the quality of course scope, depth, content, structure and coherence of study according to the requirements of accrediting bodies.
- Monitor educational outcomes and standards of student support against acceptable quality benchmarks.
- Consult with industry, community and other higher education providers to enhance the quality of educational offerings.
- Liaise with Campus Managers and the National Academic Director, including receiving regular reports on activities and developments/course delivery.
- Govern continuing registration/accreditation, including liaison with TEQSA.

4. Budget and Marketing of Courses

The Academic Board will remain cognisant of:

- Financial and budgetary matters within AIMET's educational activities. It will provide advice to the AIMET Board and staff as appropriate.

- Marketing of AIMET educational courses, and provide advice to the AIMET Board and staff as required.

5. Review

The Academic Board will:

- Receive regular reports from ABS and AIMET staff on the teaching, learning and assessment activities of AIMET.
- Receive regular reports on new course development or any recommendations emanating from the monitoring and review of units and courses.
- Receive regular reports on admissions to ABS and AIMET courses.
- Create steering committees and appoint members of steering committees and steering committee Chairs as required.
- Review and approve academic teaching staff appointments.

6. Composition

Membership of the Academic Board shall be between 7 and 10 AIMET Board endorsed members comprised of any of the prescribed categories as follows:

- Chairman – to be appointed by the AIMET Board, and holding relevant tertiary qualifications

- At least one external person with significant experience of academic leadership and governance in higher education

- One representative from current Faculty

- At least one student/Alumni representative

- Academic Director, ex officio

- At least two additional members drawn from relevant professions and industries, and/or able to bring particular expertise required in a given period.

The PGEO will be the Executive Officer to the Academic Board.

Each Academic Board member appointment will be made on a three-year basis from the commencement date of invitation to join the Academic Board.

7. Meetings

Meetings of the Academic Board will be held quarterly or as determined by the Academic Board itself.

8. Quorum and delegations

A quorum will comprise a majority of members of the Academic Board. In the event that the Chair is absent from any meeting, another member present shall chair that meeting.
Members may participate in the meeting by phone and video link up.
The Academic Board may delegate matters to its Chair or to members for action between meetings.

9. Records

Minutes of the Academic Board meeting together with an Outstanding Actions Table will be recorded and distributed to members within one week of each meeting. Minutes will also be forwarded to the AIMET Board for noting.

10. Reporting

The Chair of the Academic Board shall submit a report to the AIMET Board covering the matters discussed at meetings and actions recommended following each Academic Board meeting and may present at the AIMET Board from time to time as required.

11. Self-Review

Once in every twelve-month period, the Academic Board shall devote at least part of one meeting to a review of its membership policies, practices, and procedures over the preceding 12 months.

12. References

AIM Education and Training Constitution

1. Purpose

The purpose of the Higher Education Learning and Teaching Committee is to (a) provide discussion and advice on strategic and operational matters, and quality assurance matters related to teaching and learning, staffing (including professional development), student feedback, benchmarking, scholarship, etc.; (b) ensure courses are current and relevant by having advice from diverse stakeholders – academic faculty, employer groups, academic peers, and current professional practitioners across industry, government, business, and the not-for-profit sectors; and (c) to develop, monitor and support the educational and scholarly activities of AIMET.

2. Policy and Strategy

The Committee provides oversight of the following:
- Course development, accreditation and implementation
- Academic quality assurance and academic integrity
- Initiatives in learning and teaching
- Faculty and student scholarship and research
- Operational integrity and client support
- Advise on and assist with the development of new units and courses and with course reviews
- Provide recommendations on course objectives, learning outcomes, content, structure, pedagogy, diverse delivery options and such matters
- Advise on the market demand and employment opportunities for graduates and marketing approaches for the courses
- Inform on innovations in the field and professional requirements and employer expectations
- Discuss course performance through student and staff feedback in keeping with AIMET objectives

3. Composition

- Group Executive Commercial
- National Academic Director AIMET Business School
- Executive General Manager Campus Operations
- Design and Research Manager
- PGEO
- HE Compliance Coordinator
- Unit Convenors
- PCST Manager
- One staff representative
- One student representative
- At least two additional members drawn from relevant professions, industry and government sectors, and/or able to bring particular expertise required in a given period

The HE Manager will be the Executive Officer to the Learning and Teaching Committee.

4. Meetings

The Higher Education Learning and Teaching Committee will normally meet 4-6 times a year with reports provided in advance of the Academic Board scheduled.

5. Quorum

A quorum of the Higher Education Learning and Teaching Committee is more than half of the total membership.

6. Records

Minutes of the Higher Education Learning and Teaching Committee meeting together with an Outstanding Actions Table will be recorded and distributed to members within one week of each meeting. Minutes will also be forwarded to the Academic Board for consideration and confirmation.

7. Steering Committees/Working Groups

The Higher Education Learning and Teaching Committee may create such special purpose working groups as it may consider necessary as needs arise with representatives from the Academic Board on each as appropriate.

1. Purpose

The Higher Education Assessment Committee is to review AIMET's higher education unit and course results in accordance with the standards set by the Academic Board and in compliance with best practice quality assurance.

2. Policy and Strategy

- Review individual students subject results in each course and make recommendations to the Academic Board
- Recommend to Academic Board those students who the Committee confirms have completed course requirements and are eligible to graduate
- Review and report to Academic Board the assessment, moderation and grading methods and protocols across units and courses, and make recommendations if changes ought to be considered
- Discuss and make recommendations for changing unit, course or other regulations that have arisen from the student assessment process, including any proposed changes to assessment and moderation processes.

3. Composition

The Higher Education Assessment Committee will comprise:
- National Academic Director AIMET Business Schools
- Unit convenors
- PGEO

The Higher Education Manager will be the Executive Officer to the Assessment Committee.

4. Meetings

The Higher Education Assessment Committee will meet 4 times annually at the conclusion of each term to ensure consistency in assessment processes in both face-to-face and online offerings. The National Academic Director will oversight results as online units are completed and make recommendations to the Academic Board.

5. Reporting

The Higher Education Assessment Committee will provide Minutes of its meetings to the Academic Board.

AIMET Organisational Chart

Members

AIM ET Board Chair - - - - - Shared Services Loyalty Agreement - - - - - AIM MG

Divisions

AIM Corporate | AIM College | AIM Business School

AIM BUSINESS SCHOOL STRUCTURE AND KEY FUNCTIONS

Legend:

AP – Arvind Peterson, JC – Jacinta Crabtree

DS – Danny Samson, DC – David Croft, DM – Daniel Musson

PM – Peter Montgomery, MB – Michelle Blum

EM – Elizabeth More, JP – Jackie Papakyriakopoulos

SR – Sisa Rasaku, RC – Richard Carter

GS – Gurchet Singh, AE – Andy Eklund

AIMET Board Chair (AP)

CEO of AIMET (DM)

AIMET CFO (PM) — Academic Board Chair (DS)

National Academic Director (Prof EM)

Postgrad Executive Officer (SR)

H Education Compliance Coordinator (GS)

Marketing/Sales Campus Ops SST (JC/DC/MB)

National Facilitation Director (AE)

Clients - Students (JP)

Academic Program Face to Face /Online (Prof EM, Dr RC)

Regulation QA (PM)

Faculty (Prof EM, AE)

Sales & Marketing Events/Brochures
Admission/Enrolment/Advanced Standing
Scholarships
Development/Scholarship/Performance Mg
Counselling & Study Skills services
Misconduct, Complaints/Grievances
(Quality/Consistency/Moderation)
Record Keeping
Graduations
Alumni
(Ensure best client service)

Campus/Virtual/Customised In-house
Curriculum & Pedagogy
Courseware
Benchmarking
Course/Unit Development & Review
Evaluation
Input from Curriculum Design
& Research Director

Reporting/Compliance
(Teqsa/AQF, etc.)
Academic Governance
Benchmarking
Data Collection
Wisenet
Accreditations
Rankings

Recruitment & Retention
Allocation & Contracts
Personal Development
Performance Management
Community of Practice
Unit Convenors

Professor More

Academic Counselling Policy

Overview
AIMET provides counselling to current students. Assistance is provided by individual appointment.
With the support of the National Academic Director, students can discuss study and career options, explore career planning, and access appropriate resources.

Scope

All AIMET students have access to free, confidential course and academic counselling provided by the National Academic Director. Counselling is provided to assist students in achieving a successful outcome from AIMET education.

Counselling assists students to clarify their goals, make informed career decisions, plan educational pathways, and make the best unit choices to achieve their goals.

Academic support counselling is available for all AIMET students who experience difficulty in their AIMET studies e.g. planning and completing assessments, academic reading and referencing, motivation, stress and returning to study.

Personal counselling assists students to resolve personal problems which are affecting their study and progress e.g. depression, anxiety and relationship difficulties. Where personal counselling needs are identified, students will be referred to an appropriate professional or support agency.

The Role of Counselling

Course and academic counselling can help students in:
- Unit and qualification choice
- Unit progression
- Balancing unit workloads and work commitments
- Career options on completion of AIMET study
- Skills and abilities identification
- Advice on networking and job search strategies
- Exploring the career planning process and developing strategies to reach a career goal
- Preparing résumés and cover letters to optimise employment opportunities

Contacting the Academic Counsellor

Free confidential academic counselling is available by appointment – please contact the AIMET Business School Postgraduate Executive Officer for further information.

Academic Policy

Preamble

AIMET is committed to excellence of learning outcomes and opportunities as part of its aspiration to maintain the highest standards of learnings, teaching, research and scholarship, and the enhancement of business and management learnings.

AIMET has the understanding that academic excellence depends on the quality of the teaching and learning experience. The provision of a high-quality experience for students requires an environment that fosters academic rigor, critical inquiry as well as innovation and professional development. The environment must build a depth of knowledge that will provide a foundation for later endeavour and support independent learning that will allow a graduate to adapt to new challenges and situations. The key priorities in this policy are to be considered instruments for continuous improvement. AIMET ensures continuous enhancement of teaching and learning by providing strategies for improvement (ref: Quality Policy, Courseware Development Policy).

Academic Policy

AIMET strives for quality and excellence in teaching and learning through the following principles;

1. AIMET is committed to excellence in academic standards for staff and students at all levels, in all areas, and in all modes of delivery.

2. AIMET is committed to providing opportunities for staff to further develop skills and knowledge to advance the experience and outcomes for staff and students.

3. AIMET seeks to provide an environment that stimulates ideas, intellectual inquiry and discovery in order to encourage higher levels of satisfaction and enhanced learning outcomes for both staff and students.

4. AIMET promotes a learning-oriented culture that acknowledges individual student learning styles, and focuses on active learning and student engagement, with the objective of achieving deeper learning outcomes.

5. AIMET acknowledges that high-quality learning and teaching requires informed and appropriately educated and experienced staff, suitable support and services, and sufficient resources across the organisation.

6. AIMET is committed to excellence of learning experiences and outcomes for its students. It seeks to provide a learning environment that fosters and instils in all students the qualities of independent scholarly learning, critical judgment, academic integrity and ethical sensitivity.

7. AIMET recognises that to prepare its students to be global citizens, the organisation provides an international learning context that will develop an awareness of the complexities of international business and management practices.

8. In the design and implementation of its educational programs, AIMETET recognises the needs of, and where appropriate engages with, the academic community, current and prospective students, staff, employers, government, key cultural groups and professional organisations.

9. AIMET makes provision for services and support infrastructure linking the students to learning peers, faculty staff and administrative services.

10. Ethical and honest behaviour and treatment underpin AIMET's relationship with its students and preserves the value and quality of learning.

Academic Oversight

The Academic Board is responsible for the oversight of the delivery of Higher Education Awards. The Boards two subcommittees include the Learning and Teaching and Higher Education assessment committee facilitate the on-going academic monitoring, development and quality assurance processes of educational Units/Courses.

Academic Staff

Academic staff are subject to ongoing review, monitoring and evaluation to ensure a high standard of delivery and assessment practices. The National Academic Director & National Manager of Facilitators are responsible for ensuring that all academic staff follow the curriculum and adhere to AIMETET policy and procedures. Academic staff are provided with opportunities for the development of skills and knowledge for the purpose of enhancing the learning experience.

Educational Design

Educational design is underpinned by the development of graduate attributes and the maintenance of Knowledge, Skills and Attitudes (KSA's) that reflect the current needs of employers and industry. Required KSA's are reviewed on an annual basis, validated by industry representatives, past students and the HE assessment and Learning and Teaching subcommittees, which makes recommendations for endorsement or amendment to the Academic Board.

RATIONALES FOR EACH COURSE

The Graduate Certificate combines theory and application to upgrade the knowledge and skills of candidates in the essentials of the management role and its functions, and provides the foundation for moving into the Graduate Diploma and MBA courses. Consequently it covers the basic disciplines in management – managing people (LMDP), money (MFR), markets (MFM), and operational improvement (MOI). It offers candidates the skills, knowledge and attributes in management applicable across a wide variety of organizational contexts.

The Graduate Diploma builds on the common foundation of knowledge, skills, and application developed during the Graduate Certificate (LMDP, MFR, MFM, MOI), to increase functional management knowledge in additional fundamental areas (MDIS, EFM, BRM, BDMA), extend application of management principles in professional settings, and further integrate theory and practice using business research methods.

The MBA builds on the knowledge, skills, and application in key management functional areas developed during the Graduate Certificate (LMDP, MFR, MFM, MOI) and the Graduate Diploma (LMDP, MFR, MFM, MOI, BDMA, MDIS, EFM, BRM) and includes one core Capstone (CSR) and three electives (from HRM, MPBO, CLM, ENT, MCP, IB, SBP, SOC, LIS, WP, PO) to develop the leadership and strategic innovative mindsets, understanding and capabilities required in more senior organizational roles. It provides an integrated body of knowledge and learning opportunities for those wishing to acquire higher level skills and knowledge required in managing and leading the contemporary organization. It also provides preparation for continuous learning in a global complex environment.

GCMgt	GDMgt	MBA
Leading Managing Developing People	Leading Managing and Developing People	Leading Managing Developing People
Managing Financial Resources	Managing Financial Resources	Managing Financial Resources
Marketing For Managers	Marketing For Managers	Marketing For Managers
Managing Operational Improvement	Managing Operational Improvement (MOI)	Managing Operational Improvement (MOI)
	Managing Developing and Implementing Strategy (MDIS)	Managing Developing and Implementing Strategy (MDIS)
	Economics For Managers (EFM)	Economics For Managers
	Business Research Methods (BRM)	Business Research Methods
	Business Decision Making and Analysis (BDMA)	Business Decision Making and Analysis (BDMA)
		Corporate Strategy & Responsibility (CSR)
		Plus 3 electives from Human Resource Management, Managing Project Based Organisation, Contract Law for Managers, Entrepreneurship, Managing Consultancy Practice, International Business, Strategic Business Project, Strategic Organisational Crisis, Leading for Innovation and Sustainability, Managing For Innovation, Workplace Project

Graduate Certificate

AQF Level 8 Criteria	ABS Course Learning Outcomes	ABS Graduate Attributes
Knowledge	1.specialised knowledge and skills for professional management and leadership practice 2.specialised theoretical and technical knowledge in one or more disciplines of professional management and leadership practice	1. Strives for intellectual rigour 2. Understanding the changing global context 5. Develops mastery of business and management disciplines
Skills	3.advanced cognitive, technical and communication skills to select and apply methods and technologies	4. Demonstrates effective communication and interpersonal skills 5. Develops mastery of business and management disciplines
Application of Knowledge & Skills	4.analyse critically, evaluate and transform information to complete a range of activities 5.analyse, generate and transmit solutions to complex problems 6.transmit knowledge, skills and ideas to others demonstrate autonomy, well developed judgement, adaptability and responsibility as a practitioner or learner	3. Manages for success 6. Strives to be a continuous adult learner
Volume - 0.5-1 year	0.5-1year (FT or PT Equiv) cognate or longer for non-cognate	
Generic Learning Outcomes	Encompassed in the Graduate Attributes	

Graduate Diploma

AQF Level 8 Criteria	ABS Course Learning Outcomes	ABS Graduate Attributes
Knowledge	7.advanced knowledge and skills for professional management and leadership practice 8.specialised theoretical and technical knowledge in one or more disciplines of professional management and leadership practice	1. Strives for intellectual rigour 2. Understanding the changing global context 5. Develops mastery of business and management disciplines
Skills	9.advanced cognitive, technical and communication skills to select and apply methods and technologies	4. Demonstrates effective communication and interpersonal skills 5. Develops mastery of business and management disciplines
Application of Knowledge & Skills	10.analyse critically, evaluate and transform information to complete a range of activities 11.analyse, generate and transmit solutions to complex problems 12.transmit knowledge, skills and ideas to others demonstrate autonomy, well developed judgement, adaptability and responsibility as a practitioner or learner	3. Manages for success 6. Strives to be a continuous adult learner
Volume - 1 year	1 year (FT or PT Equiv) cognate or longer for non-cognate	
Generic Learning Outcomes	Encompassed in the Graduate Attributes	

Masters

AQF Level 9 Criteria	ABS Course Learning Outcomes	ABS Graduate Attributes
Knowledge	13. a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice 14. knowledge of research principles and methods applicable to a field of work and/or learning	1. Strives for intellectual rigour 2. Understanding the changing global context 5. Develops mastery of business and management disciplines
Skills	15.cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship 16. cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice 17. cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level 18. communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist	4. Demonstrates effective communication and interpersonal skills 5. Develops mastery of business and management disciplines

	audiences 19. technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship	
Application of Knowledge & Skills	20. with creativity and initiative to new situations in professional practice and/or for further learning 21. with high level personal autonomy and accountability 22. to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship	3. Manages for success 6. Strives to be a continuous adult learner
Volume - 1.5 year	1.5 year (FT or PT Equiv) cognate or longer for non-cognate	
Generic Learning Outcomes	Encompassed in the Graduate Attributes	

Academic Courseware

Courseware is developed under academically rigorous procedures. Effective courseware is maintained through an ongoing evaluation and review process culminating in a recommendation by the HE Assessment and Learning and Teaching subcommittees. In the upgrading of courses or units all AIMET and accrediting body requirements will be adhered to.

Academic Staff Responsibilities

National Academic Director, AIMET Business School
Responsibilities:

- Reporting to the AIMET Academic Board on the performance of the AIMET Business School courses, and any need for improvement, ensuring the promotion and awareness of student requirements throughout the organisation;

- Approving student enrolments, as required;

- Mapping, and approval, of Recognition of Prior Learning;

- Investigating and resolving student complaints;

- Investigating academic breaches, such as plagiarism, etc;

- Liaising with faculty and assisting in their professional development and recruitment;

- Facilitating grade moderation;

- Ensuring quality of student care.

Course Unit Developer
Where appropriate course developers should:

- Have successfully completed an appropriate academic qualification
- Have a minimum of 5 years professional experience in the area in which they teach
- Demonstrate the effective use of adult learning techniques in facilitating the personal growth and management development of others
- Be active members of appropriate professional bodies
- Keep abreast of developments in their area of specialisation

Responsibilities:

- Use curriculum document to prepare course outlines for approval by Academic Director, ABS (course outline template to be used)
- Prepare Assessments for approval by Academic Director, ABS (Assessment template to be used)
- Prepare course notes, readings, case studies, PowerPoint presentations
- Meet course development deadlines

Faculty
Where appropriate teaching staff should:

- Have successfully completed an appropriate academic qualification
- Have a minimum of 5 years professional experience in the area in which they teach
- Demonstrate the effective use of adult learning techniques in facilitating the personal growth and management development of others
- Be active members of appropriate professional bodies
- Keep abreast of developments in their area of specialisation

Responsibilities:

- Plan each teaching session and prepare appropriate teaching materials
- Present the course according to the outline
- Adhere to AIMET Policies regarding assessment, marking and providing feedback to students
- Spend time before and after teaching sessions to meet with students on request
- Liaise with the Academic Director, ABS about any academic enquiries
- Understand current relevant legislation and AIMET policies and procedures
- Communicate appropriate and clear academic expectations for student work, assessments and participation
- Cultivate, with their students, a climate of mutual respect for original work
- Inform all students of appropriate referencing techniques and provide clear examples of what is acceptable
- Clearly explain academic expectations and what constitutes plagiarism, and its consequences
- Set realistic assessment loads and vary assignments and questions from semester to semester

Unit Convenors
Responsibilities:

- Lead a unit of study in a program/s reflecting command in the field of learning – online and F2F, ensuring the currency of Courseware overall – outlines, readings, references, standard set of power points, and resources; have materials well-organised and professionally presented; and provide feedback to ABS Design and Research Director; and work with the National Academic director for continuous quality improvement and disciplinary integrity in the unit
- Assessment updating and review annually, ensuring alignment with unit and course objectives and facilitate student engagement with rich learning experiences
- Assessment moderation – review grading consistency between facilitators (4 times per annum –term based) so grades are comparable between different facilitators within a unit in all modes
- Meeting via videoconference/F2F with the Facilitators teaching in the unit area of expertise four times a year to share ideas, information, standards, student feedback, moderation issues, plagiarism matters, content, scholarly teaching practices, exercises, etc
- Being an active member of the Course Assessment Committee (a subcommittee of Academic Board) (meeting four times a year)
- Being an active member as required of the Learning and Teaching Committee (a subcommittee of Academic Board) (two convenors required as representatives) (4 times per annum)
- Report and make recommendations to the ABS National Academic Director on a quarterly basis or as required.

Student Responsibilities
Students should:

- Submit only work that is their own or that properly acknowledges the ideas, interpretations, words or creative works of others
- Avoid lending original work to others for any reason
- Be clear about assessment terms, conditions and timeframes
- Be clear about what is appropriate referencing and the consequences of inappropriate referencing in their discipline
- Discourage others from plagiarising by observing the practices above.
- Treat other members of the ABS community with respect and courtesy.
- Respect the opinions of others and deal with disagreement by rational debate.
- Respect ABS property and the facilities.
- Avoid conduct which disrupts the teaching, learning or research activities of other students and staff, or which interferes with others performing their duties.
- Avoid conduct which might reasonably be perceived as discrimination, harassment, bullying or intimidation.
- Acquaint themselves with ABS policies and procedures relevant to their enrolment and studies and observe the statutes, policies and procedures of ABS.
- Maintain steady progress in units undertaken.
- Conduct themselves in a professional manner while undertaking placements or other forms of off-site learning experience, and respect the confidentiality of client or commercial information made available to them.
- Incorporate feedback into their learning.
- Maintain the highest standards of academic integrity in their work.
- Refrain from academic misconduct and plagiarism in assessments.

- Make use of the assessment criteria with which they are provided, and be aware of rules and policies relating to assessments, attend classes or meet distance communication requirements
- Adhere to the Assessment policy on assessment re-submission or extension.

FACE-TO-FACE CLASSROOM AND ONLINE (AND BLENDED) LEARNING

- The traditional face-to-face classroom learning experience may not be the optimum learning environment for every student. One style of learning is not necessarily better than the other but students are advised to choose the learning style that suits them best in terms of their lifestyle and commitments.
- The f-t-f option (weekly classes or weekend intensives) has many positives in terms of collegial networks, facilities, instant access to facilitators and colleagues, and to some degree a less self-reliant experience.
- Advances in e-learning mean that online education is now a different but equal path to higher education. Certainly the online option offers greater flexibility, accessibility, rather than being constrained by specific time allotments. Consequently it may prove more suitable for those with unconventional working hours, those at remote locations, for those raising families, or for those in other time poor circumstances. Moreover, the real opportunity is to tailor a student's individual learning experience more so than in the usual classroom experience, enabling them to work towards their degree at their own time and pace.
- Students learning online will cover the same Unit Outline requirements although in a modified version in terms of pedagogy and the learning experience, and are to meet the same learning objectives and outcomes (over a 10 week period). It emphasizes learning by doing which many find more engaging and relevant to their professional and private life styles. Such engagement is developed with the assistance of both facilitator and online colleagues and the individual's responsibility as a self-directed postgraduate student with motivation to complete the units and graduate. Students interact actively with both facilitator and other students through blogs, chat rooms, email, webinars, videos, discussion forums, and integrated social media platforms. These modes of learning encompass the 30 hours of the traditional classroom experience.
- Use of our hard copy and virtual library is the same for both f-t-f and online students as is our student-centred service and support approach. The same is true of AIM Connect, ABS' virtual campus learning management system for both f-t-f and online students, enhancing collaboration and engagement.
- Online students can also access support at our AIM offices in each state as required.
- Online learning also increases learning digital skills in the digital space which is in accord with many demands of contemporary organisations globally.
- We currently have 12 of our units available online and will be working to have all units available online in 2016.
- The traditional f-t-f experience encompasses 30 hours of face-to-face classroom pedagogy (over a 10 week period) and up to 10 hours per week of additional self-directed study per week for each unit. Classroom time is structured for standard delivery over a ten week period consisting of one on campus class per week. After the last on campus classes, final assessments need to be submitted within a fortnight.
- Weekend intensives include a Friday night, Saturday, Sunday over one weekend then a two week break for assignments and additional study, and then a final Saturday and Sunday which may also include presentations to the facilitator and cohort. Two weeks are then provided for submission of final assessments.

- Online learning students do a one hour Webinar per week (which is recorded for those unable to attend) and then work with the facilitator via email/phone to expedite the learning experience and engage with colleagues both in the webinars and via forum and social media discussions.
- It is also possible to take a blended learning approach, utilizing both face-to-face and online options.

See Student Handbook for more details.

Excellence in scholarship is the underpinning value of all educational programs at AIMET. AIMET has identified the following teaching values as a focus for its strategies, which serve as guiding principles for high-quality teaching and learning.

1. Maintaining excellence in academic standards of quality-assured programs
AIMET is committed to excellence in academic standards for staff and students at all levels, in all areas, all modes and at all of its locations. It also recognises the importance of a planned and strict approach to adherence to quality principles (ref: AIMET Quality Policy in this handbook).
2. Nurturing an environment for intellectual stimulation, innovation and creativity
AIMET seeks to provide an environment that stimulates ideas, intellectual inquiry and discovery in order to encourage higher levels of satisfaction and enhanced learning outcomes for both staff and students.
3. Recognising student learning needs
AIMET promotes a learning-oriented culture that acknowledges individual student learning styles, and focuses on active learning and student engagement, with the objective of achieving deeper learning outcomes that prepare its graduates for lifelong learning.
4. Recognising staff teaching needs
AIMET acknowledges that high-quality teaching requires informed and appropriately-educated & experienced staff, suitable and sufficient support, services and resources. A regular review of infrastructure and resources is undertaken to continually provide the highest level of excellence.
5. Embracing diversity
AIMET recognises the importance of diversity through offering a range of awards and embracing an international and culturally diverse mix of staff and students. To prepare its students to be global citizens, AIMET provides a challenging learning context that will develop an awareness of the complexities of international business and management practices, current issues and case studies.
6. Providing outcomes that relate to a range of key stakeholders
In the design and implementation of its educational programs, AIMET recognises the needs of, and where appropriate engages with, the academic community, current and prospective students, staff, employers, government, key cultural groups and professional organisations.
7. Integrity and fairness
Alongside intellectual development, AIMET will promote and demonstrate a rich social, cultural and ethical environment.

Overview

The Australian Institute of Management (Group) Limited (AIM) is committed to access and equity for all individuals through its processes, practices and business decisions.
To achieve this, AIM will:
• Ensure policies and procedures that promote gender equality are in place and widely dispersed and understood
• Ensure access to employment, transfer, training, assessment and conditions of employment will be based on merit in accordance with legislation
• Review and update the Access and Equity Policy annually

Policy

AIM is committed to providing gender equality and promoting practices and processes and integrating the principles of access and equity in its policies and procedures.
AIM embraces the concept and beliefs of equity and strives to maximise opportunities, access, choice and flexibility for all people and communities involved with the Institute and its subsidiary entities.
This policy states how AIM will provide inclusive education services and a learning environment that is free from discrimination, victimisation, sexual harassment or gender identity vilification.

Purpose

The purpose of this policy is to define and explain the nature of access and equity and to ensure fair access and equity at AIM.
All employees must ensure that all employees, facilitators, consultants, training delegates, customers and visitors are treated equitably and are not subject to discrimination, victimisation, sexual harassment or gender identity vilification. All complaints must be reported immediately to a Senior Manager of the Institute.
Discrimination against or harassment of AIM employees, facilitators, consultants, training delegates, customers and visitors will not be tolerated under any circumstances, nor will victimisation of any person as a result of a complaint.
Any employee, facilitator, consultant, training delegate, customer or visitor found to be discriminating against, harassing or victimising any other person, will be subject to serious disciplinary action which may include dismissal or refusal of further services offered by AIM.

Definitions

Consultants	Facilitators and consultants engaged in work on behalf of AIM
Delegates	Persons engaged in any of AIM's training programs
Employees	All employees whether full-time, part-time, casual or contract
Individual or Person	Employees, consultants, training delegates and visitors of AIM
Senior Manager	Chief Executive Officer and Executive Managers
Visitors	Any person who visits Management House or any AIM premises

Responsibility

Senior Managers are the responsible officers in relation to discrimination, victimisation, sexual harassment or gender identity vilification. The role of the Senior Manager is to provide guidance, monitor compliance and counsel employees as appropriate. Senior Managers are responsible for compliance in their own department and can seek advice and assistance from the relevant CEO.

Senior Managers have the overall responsibility of implementing the organisation's Access and Equity Policy in their respective business units.

AIM management, employees, contractors, delegates and visitors to AIM Management House or any other AIM premises have a responsibility to follow this policy.

Gender Equality and Anti-Discrimination Policy

AIM will comply with federal, state and local government bodies, laws and codes of conduct relating to employment service provisions and enrolment in training courses. AIM will furnish such reports, records and other matters as requested in order to foster the program of gender equality and anti-discrimination for all persons regardless of race, creed, culture, religion, colour, gender, sexuality, gender identity, age, or disability.

It is the intent and desire of AIM that Gender Equality and Anti-Discrimination Laws are adhered to in employment, promotions, wages, benefits, and all other terms and conditions of employment. This includes decisions on redundancies, retrenchment and termination, and the offer to provide services on behalf of AIM, enrolment in AIM's courses or access to any of AIM's products and services.

AIM is a gender equal and anti-discrimination conscious employer and will recruit, interview, hire, classify, select for; training, promotion, demotion, discipline, rates of pay or other compensation, transfer, termination, enrol in training courses and events, and offer membership in a fair and equitable manner.

It is the responsibility of management at AIM, to practise gender equality and anti-discrimination in regards to employment and enrolment at all times. Any violations of the Access and Equity Policy must be reported immediately to Senior Management.

Senior Managers, facilitators and consultants will be responsible for maintaining an environment, work or otherwise, that is free of discrimination and harassment.

Gender Equality Act

The Gender Equality Act's principal objectives are:
- to promote and improve gender equality (including equal remuneration between women and men) in employment and in the workplace

• to support employers to remove barriers to the full and equal participation of women in the workforce, in recognition of the disadvantaged position of women in relation to employment matters

• to promote, amongst employers, the elimination of discrimination on the basis of gender in relation to employment matters (including in relation to family and caring responsibilities)

• to foster workplace consultation between employers and employees on issues concerning gender equality in employment and in the workplace; and

• to improve the productivity and competitiveness of Australian business through the advancement of gender equality in employment and in the workplace.

Anti-Discrimination Act
An Act to promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity and from sexual harassment, and certain associated objectionable conduct.

Discrimination
Discrimination in any practice (direct or indirect), that makes distinction between individuals or groups so as to arbitrarily advantage one and disadvantage the other. Discrimination occurs when somebody is treated less favourably on the grounds of the following attributes:
- gender
- sexuality
- imputed characteristics (stereotypes)
- relationship status
- parental status
- family responsibilities
- lawful sexual activities
- marital status
- race
- age
- impairment (physical or intellectual)
- disability
- religion
- political belief or activity
- trade union activity
- pregnancy or lactation
- association with, or relation to, a person identified on the basis of any of the above attributes

Discrimination may involve:
- offensive jokes or comments about a person's racial or ethnic background, gender, sexuality, sexual preference, gender identity, age, disability or physical appearance
- display of pictures, cartoons or posters that may be offensive or derogatory
- expressing negative stereotypes for a particular group
- judging someone on their religious beliefs using stereotypes or assumptions to guide decision making
undermining a person's authority or performance because you dislike one of their personal characteristics
- It is not necessary that the person who discriminates considers the treatment is less favourable.
- The person's motive for discrimination is irrelevant.

Sexual Harassment and Gender Identity Vilification

Sexual harassment is defined as any unwanted or unwelcome sexual behaviour which makes a person feel offended, humiliated or intimidated. Sexual harassment as defined under the Anti-Discrimination Act 1991 happens if a person:

- subjects another person to an unsolicited act of physical intimacy; or
- makes an unsolicited demand or request (whether directly or by implication) for sexual favours from the other person; or
- makes a remark with sexual connotations relating to the other person; or
- engages in any other unwelcome conduct of a sexual nature in relation to the other person

Examples of sexual harassment include:

- physical contact
- unnecessary familiarity
- sexual proposition
- unwelcome or uncalled for remarks, questions or insinuations about a person's sex or private life
- sex based insults or taunts
- suggestive comments about a person's appearance or body
- indecent exposure
- the display of sexually explicit material (e.g. posters, pictures)
- staring or leering
- offensive communications, including telephone calls, letters, faxes and email

Response to Potential Breaches of Policy

AIM employees, facilitators, consultants, delegates and visitors may not ignore discrimination, victimisation, sexual harassment or gender identity vilification. Silence or failure to respond promptly is not acceptable.

Confidentiality is essential for appropriate and impartial resolution of a complaint and to minimise adverse effects on the victim. Accordingly, employees, facilitators, consultants, delegates and visitors should respect the confidentiality of the parties involved, and not publicly make or repeat allegations, or defame the alleged offender.

If an employee, facilitator, consultant, delegate or visitor believes that he or she is being subjected to discrimination, victimisation, sexual harassment or gender identity vilification, the individual must personally and immediately notify a member of the Senior Management team.

An investigation will be undertaken and appropriate sanctions and corrective measures will be instituted if the allegations warrant such action. Persons who commit acts of discrimination and harassment will be required to immediately discontinue such conduct and will be disciplined according to the severity of the case. Appropriate discipline may include actions up to and including termination of employment or refusal of further services offered by AIM.

ASSESSMENT AND GRADING

AIMET views assessment in a positive manner to help:

- Form a judgment about student achievement or performance
- Facilitate subsequent learning through feedback that is clear, informative, timely and relevant
- Improve the quality of AIMET curriculum
- Evaluate the effectiveness of the teaching process
- Certify student achievement for external stakeholders
- Provide accountability to the AIMET Board, accrediting bodies, employers, professional bodies, and the wider management community

AIMET has a philosophical commitment to designing assessment tasks that draw upon the students' workplace experiences. In addition to developing new academic skills, students are challenged to explore new ideas, examine existing attitudes, and through reflective practice, investigate new ways of managing and leading. Similarly, students learn the social and interpersonal skills that will enable them to explore future career options.

The key factor in determining the method of assessment is the ability to demonstrate progress towards unit outcomes and learning objectives.

AIMET assessment tasks are criteria based rather than norm referenced. There is no predetermined distribution of grades, as the outcome of assessing a group of students. Assessments may include individual or collaborative achievement, or both. In all cases assessment requirements must be clear to students.

An assessment grade is a measure of the extent to which unit outcomes and learning objectives have been achieved. The standard of achievement that is required for the award of a particular grade, is a judgment based on the professional expertise of faculty, who contribute to the creation, monitoring and evaluation of assessment tasks. Faculty are further informed by experience with accepted standards, including standards of assessment at the same level in the higher-education sector.

In order to be considered for a grade in a Unit, students are required to complete and submit all assessment tasks relating to a Unit.

Grading System

Percentage	Grade	Remark
85 – 100%	High Distinction	Exceptional. Showing outstanding originality and insight above and beyond the scope of the criteria
75 – 84%	Distinction	Excellent. Showing full understanding and demonstrating originality and creativity.
65 – 74%	Credit	A creditable piece of work, over and above normal expectations. Good performance overall. Substantially exceeds minimum criteria. Shows significant understanding and insight.
50 – 64%	Pass	Meets the minimum criteria with some additional insights.

49% or less	Fail	Did not meet the minimum criteria of the

		assignment.

A minimum of 50% of the total value of the unit assessment will be devoted to individually submitted work, which may be in the form of: discussion forums, blog postings, online journals, portfolios, essays, reports, case-studies, critical analyses, briefs, research proposals, projects, presentations and action oriented projects.

All group tasks will be moderated by a 10% peer assessment component and group membership will be assigned randomly.

Calculating GPA

The ABS grade point average (GPA) is based on a 7.00 point GPA scale.

Grade	Grade Point
High Distinction	7
Distinction	6
Credit	5
Pass	4
Fail	0

Grades for all enrolled units within a course will be included in the GPA calculation, including fail results, except where the grade type is ungraded. GPA is calculated on finalised units only, therefore students who have unresolved or withheld grades will not have a GPA reflected on their academic record. Units where you have exemptions or any form of credit recognition of prior learning are not included in the calculation.

The GPA is calculated using a formula based on:

a grade point for each Unit grade, and the total number of Units enrolled

All GPA values are between the range of 0.00 and 7.00.

The GPA formula is:

GPA = [(Unit1 GP) + (Unit2 GP) + . . (UnitN GP] /(Total Number of Units enrolled)

Where:
Unit GP = the subject's grade point value

Feedback on Assessment Tasks

When assessment tasks are marked and returned to students, feedback should be substantive, and focused solely on the academic content, and structure of the task. All feedback must refer specifically to the assessment task and be related to the marking criteria. In order for students to profit from feedback, it should be interpretable and meaningful in the context of learning outcomes. The feedback should provide guidance and direction that can be utilised by the student in future assessment tasks.

Comments of a pejorative or derogatory nature should not be made under any circumstances.

Student Responsibility Regarding Assessment Documentation

Students should make themselves familiar with the following documentation relating to assessment:

Assessment Summary

This is a one page overview of assessments relating to a specific unit which states the general nature of each assessment task. This can be found in the unit outline.

Assessment Cover Sheet

An assessment cover sheet with a plagiarism declaration must accompany the submission of every assessment task.

Assessment Marking Sheet

A copy of the marking sheet for each assessment task can be found in the unit outline. A completed marking sheet will accompany each graded assessment, and will confirm the marks received for each criterion as appropriate.

Plagiarism

Plagiarism is the action or practice of taking and submitting or presenting the thoughts, writings or other work of someone else as though it is your own work. Plagiarism includes any of the following, without full and appropriate acknowledgment to the original source(s):

- the use of the whole or part of a computer program written by another person;

- the use, in essays or other assessable work, of the whole or part of a written work from any source including but not limited to a book, journal, newspaper article, set of lecture notes, current or past student's work, any other person's work, a website or database;

- the paraphrasing of another's work;

- the use of musical composition, audio, visual, graphic and photographic models,

- the use of realia, that is objects, artefacts, costumes, models and the like.

Plagiarism also includes the preparation or production and submission or presentation of assignments or other work in conjunction with another person or other people when that work should be the student's own independent work. This remains plagiarism whether or not it is with the knowledge or consent of the other person or people. In all aspects of its operations, AIMET is committed to integrity, honesty and academic excellence. Incidents of proven plagiarism will be dealt with according to the Misconduct procedures.
The ABS is committed to using current anti-plagiarism tools and techniques to measure student assignment originality.

The new learning platform will incorporate Turn-It-In functionality to detect potential incidents of plagiarism and to assist students to develop academic rigour.

Ownership and Retention of Assessed Work

All documents relating to assessment marks are the property of AIMET.
Assessments (formative) are normally the property of the student and are returned to them on completion of the assessment process.
Students shall have access to examination scripts, comments or documents relating to their assessments.
The ABS Learning and Compliance administrator shall arrange for the retention of all final assessment materials in accordance with legislative and regulatory requirements.

Confidentiality

All results, and decisions associated with assessment irregularities and breaches are confidential and are to be managed in accordance with AIMET Code of Practice (see Student Handbook) and regulatory requirements.

Verification of Documents

Supplying forged or false documents or statements in support of any assessment shall be deemed to be a breach of the procedures and will be dealt with under Student Disciplinary policy and procedures.

Resubmissions

If students are graded between 45-49% they may resubmit the assessment piece within one week of marking. The highest possible achievable grade will be a Pass (50%).

Supplementary Exams

Supplementary exams will be offered on application to the Postgraduate Executive Officer. Circumstances may include; health or family reasons or failure of the subject.

Submission After the Due Date with/without Approved Extension

The responsibility for submitting assessment tasks prior to midnight on the due date recorded on each students Assessment Schedule, rests with the student. Assessment received after the due date will be considered "late".
Due dates are scheduled at the commencement of each study period, and clearly communicated to students.
Therefore late assessment tasks will not be accepted, except in cases of illness or other exceptional circumstances. In such cases, the assessment must be accompanied by third party documentary evidence (e.g. a medical certificate), and a written request for the assessment to be accepted without penalty.
Requests for extension must be submitted in writing to ABS using the Assessment Extension Form prior to the specified submission date. This form can be downloaded from The Student Portal. Requests made after the assessment task is due will not be considered.

The penalties for late assessment submission are as follows:

Days late	Penalty
1 day late	minus 10 off the mark earned by the student for that task
2 days late	minus 20 off the mark earned by the student for that task
3 days late	minus 30 off the mark earned by the student for that task
4 – 6 days late	minus 45 off the mark earned by the student for that task

Assessment Extension Form

Assessment Extension Forms must be submitted to the AIMET Business School in advance of the specified submission due date. The unit facilitator will advise you of the outcome of your assessment extension request by returning the Extension Form. Students should note that employment commitments or workloads are not generally considered a special circumstance unless the employment issue is:

- Unanticipated,

- Can be verified as beyond the normal expectations of the role in terms of sophistication or travel,

- Able to be supported with third party evidence.

Requests made after the assessment due date will not be considered.

Student/Class Details

Student Name:	Student Number:
Unit Name:	
Date:	Lecturer's Name:

Assessment Details

Assessment Name:	
Original Due Date:	Extended Due Date:
Reason for Extension:	

Signed by Student:

Signed by Facilitator:

Repeat Policy

Students will be allowed to attempt to pass a subject a maximum of three times.

Request for Review of Final Grade

Students may request a remark of assessments by an independent Assessor.
Remarking is a process where the assessment, without any further work by the student, is marked again by a second person who is not provided with details of the student's original mark on the assessment.
The second mark stands whether it is higher or lower, with no further re-marks permitted.
The same range of marks used on the original assessment must be available for re-marking. Re-marking only occurs following a request from a student.

Assessment Appeals

The AIMET Grievance and Appeals procedure outlines the process for students who are dissatisfied with an aspect of the outcome of their assessed work.
All students are treated impartially and equitably during all stages of the process.
In the event of an academic appeal, the student has two weeks from notification of assessment outcome to lodge an appeal to AIMET.

Courseware

Preamble

This policy provides guidance on the practices of AIMET with respect to the development and management of AIMET post graduate curriculum and courseware.

Curriculum Development

The AIMET Curriculum Development statement is developed in conjunction with AIMET's Vision and Purpose Statement. AIMET will establish course curriculum which, in its entirety will;

- align with the AIMET Academic and Quality policies

- address the leading edge in management development in Australia, while encompassing proven management learning practices

- reflect a holistic view of development for each individual student

- assist in the creation of a talented workforce that can adjust to a changing work environment

- be equivalent to a University curriculum

All AIMET curriculum will incorporate approaches to learning that enables students to take control of their own growth and development, integrating education, personal development, and experiential learning.
The curriculum will be developed and updated regularly to take into consideration research of current and anticipated market needs and trends.
Course curriculum will remain generally consistent regardless of delivery mode.

Courseware

All courseware will be benchmarked against materials used in Australian and Overseas Universities as well as other Higher Education institutions.

a) All developed and in-use courseware will adhere to the AIMET quality standards and practices.

b) All new courseware developed will follow the AIMET New Course Creation Procedure.

c) Material used in courseware must adhere to the requirements of the Copyright Act 1968

d) All courseware is developed in adherence to the following:

- Key graduate attributes are identified and there are clear statements of learning objectives.

- Assessment activities align with learning objectives, have clear assessment criteria and require an appropriate level of complexity.

- The teaching and learning activities correspond to the objectives and assessments, and ensure that students engage with the subject and use deep learning.

- Unit materials accommodate flexible access, are well-organised and presented in a professional format.

- Unit materials are produced and available to students on time.

- Units are subject to regular review, evaluation and enhancement.

e) Ownership of the rights to courseware, including copyright, shall reside with AIMET.

f) AIMET students hold the copyright for any research findings generated as a result of undertaking academic studies with AIMET.

g) All version control practices will be in accordance with the AIMET Document Management policy and procedures.

h) All courseware will be subject to routine and systematic review in accordance with the AIMET Quality Policy.

i) Any required or recommended changes to existing award courses will be subject to approval by the Academic Board.

j) Any phasing out or discontinuation of award courses will be undertaken in accordance with all regulatory and AIMET requirements.

k) Teaching resources are developed for each Unit outline, comprising;

  i. Learning Outcomes

  ii. Methodology to be used

  iii. Schedule of units covered

  iv. Activities and exercises

  v. Curriculum

- PowerPoint or Overhead Transparencies – provides a visual resource for participants and an aid to consultants in course delivery

- Assessment Portfolio – Directions for all assessment tasks

- Course Register – course resource requirements

Courseware Development Procedures

Material used in courseware must adhere to the requirements of the Copyright Act 1968
All courseware is developed in adherence to the following:

- Key graduate attributes are identified and there are clear statements of learning objectives.
- Assessment activities align with learning objectives, have clear assessment criteria and require an appropriate level of complexity.
- The teaching and learning activities correspond to the objectives and assessments, and ensure that students engage with the subject and use deep learning.
- Unit materials accommodate flexible access, are well-organised and presented in a professional format.
- Unit materials are produced and available to students on time.
- Ownership of the rights to courseware, including copyright, shall reside with AIMET
- Similar courses from comparable HE providers, should be investigated and benchmarked to ensure equivalence and equality of outcomes, texts, content, and assessment requirements.

The following deadlines must be adhered to so that approval can be sought from the Academic Board, quality checks can be conducted and Printing organised.

Course Development – Materials deadlines

Textbook – selected by Course Developer - approved by Academic Director	At least 2 months prior to course start date
Benchmarking document (see d) above for explanation)	10 weeks prior to course start date
Unit Study Guide and outline - completed by Course Developer - approved by Academic Director and Academic Board	10 weeks prior to course start date
Unit materials - developed by Course Developer - approved by Academic Director and Academic Board	10 weeks prior to course start date
Assessment materials - developed by Course Developer - approved by Academic Director and Academic Board	10 weeks prior to course start date
PowerPoint Slides	At least 1 week prior to teaching session
Photocopying – Course Handouts	At least 24 hours before teaching session

Online Learning Community - Maintenance

Check Online Learning Community "subject" page once materials have been uploaded by School Manager and add a "welcome message" (and any requirements e.g. pre-reading) to the students	24 hours of notification of upload
Monitor and download student assignments for marking	When assignment due dates occur
Send in to School Manager & Academic Director student's grades after each assignment block has been marked, the School Manager will enter these online and advise when finished	After marking student assignments
Set up an online discussion forum for your subject	Week 1 of subject
If you wish to add new documents or links to web resources please send through to Manager Curriculum and Compliance first for compliance and copyright check	ASAP

I agree to the adhere to the above requirements
Signature of Developer Date:

In accordance with the Teaching and Learning Policy in this handbook, course developers and the Academic Board should also ensure Courses/subjects:

- are planned and presented in terms of ideas, theories and concepts

- have conflicting theories and approaches incorporated to stimulate discussion and debate

- are designed to foster an understanding of

   o legal, political, social, economic, cultural and environmental contexts

   o codes of conduct and the ethics of practice

- o the social and global context
- o the social responsibilities students will carry as global citizens
- include input from communities, professions and industries where relevant
- are revised regularly to incorporate new theories and approaches and in the light of responses from stakeholders
- provide for interaction among participants – in whatever form – as a central activity so that students collaborate in their learning
- have content that is presented in a coherent manner and at an appropriate level
- have assessments that are congruent with the subject objectives and teaching and learning methods
- develop independent, resource-based learning with the goal of establishing an appropriate balance of teacher-directed and self-directed learning
- have clear statements of objectives, couched in terms of student learning outcomes
- have clear statements of assessment requirements, particularly the criteria by which work is judged
- provide case-based, problem-based or experiential approaches to learning, and hence to an integrated process of analysis, discovery, and application
- provide opportunity to develop relevant generic knowledge transfer skills, including communication, teamwork and collaboration skills, leadership, literacy in relevant non-academic information resources, and core commercial and business skills.

Library Collection and Development Policy

1. Overview of Policy
- The purpose of the AIM Business School's Library Collection and Development Policy is to state the principles and guidelines that provide the foundation for developing the collection and consolidating information and guidelines on the funding and budget processes. It provides details on selection principles and includes existing as well as intended levels of collecting.
- ☐ The Collection Development Policy is a working tool for Library management and staff, and provides a useful guide for stakeholders who draw on the resources contained in the collection.
- Patrons of the AIM Business School Library include students and faculty of the AIM Business School, professional members, and corporate partners of AIM, the Institute's staff, and the broader management community (including other libraries).
- ☐ To support these patrons, AIM will:
- • Ensure that the Library collection continually reflects and supports the educational requirements of AIM Business School's students and faculty;
- • Ensure that the Library collection continually reflects the management and business needs of the AIM's professional members, corporate partners and staff;
- • Provide information for AIM members, staff, other libraries and the general community on the scope, depth and limitations of the collection, on access conditions and on future collecting intentions in specific subject areas;
- • Assist the Library team with planning the consistent, ongoing development of the collection and to provide a rational basis for the assessment and allocation of funding;

- • Assist AIM's management to maintain a clear understanding of both the Library's goals and policies relating to collection development and the needs outlined in budget submissions; and
- • Provide guidance to Library staff in the selection and maintenance of material in a range of different types and formats.

2. Collection Overview

- The AIM Business School Library was established in the late 1950s and has a collection of approximately 10,000 physical items based at the Australian Institute of Management's office in Spring Hill and three other locations.
- ☐ The Library is a valuable asset to AIM Business School students and faculty, professional and corporate members of the Institute, staff and stakeholders, and is a visible reminder of AIM history and management trends.
- ☐ The collection includes books (online and physical), journals (online and physical), newspapers (online and physical), and electronic formats including compact disks and DVDs.
- ☐ The collection has a particular emphasis on texts to support AIM Business School qualifications, and practical management and business texts to support the wider management community. Publications by Australians or concerning Australian management are also given particular attention.

Collection strengths are:
• Leadership;
• Strategy;
• Innovation;
• Human Resource Management;
• Operational Management;
• Financial Management;
• Information and Knowledge Management; and
• Marketing.

Other key collection areas include:
• Career Development;
• Project Management;
• Supervisory and Management Skills; and
• Training.

The Library is comprised of a number of separate collections:

2.1 General Collection
This is a multidisciplinary collection of materials in a range of physical formats which include monographs, DVDs and CDs. The collection is only held in the English language.

2.2 Reference
This is a carefully selected collection of reference sources with an emphasis on management and training research and teaching areas of the Institute. Sources are available in print format and CD-ROM and are only held in the English language.

2.3 Periodical Collection
This is a small collection of current journals in the English language. The physical journal holdings were reduced in 2004 to give preference to online and full text journal databases which are accessible by AIM Business School students and AIM professional members.

3. Library Users

The collection and services provided by the AIM Business School Library reflect the primary functions of the Library: to serve the students and faculty of the AIM Business School, professional members, corporate partners and staff and stakeholders of the Institute. Face-to-face, telephone and electronic access is available to all entitled users. Access is also granted to other libraries through interlibrary loans.

To encourage membership, non-members are invited to tour the Library and browse the shelves. Non-members may utilise resources on site at Management House but have no borrowing privileges.

The Library serves the needs of the following clientele:
• Students studying with the AIM Business School;
• Faculty of the AIM Business School;
• AIM professional members (Members, Associate Fellows and Fellows);
• AIM corporate member employees;
• AIM staff; and
• AIM stakeholders (facilitators, committee members).

To support these stakeholders, the Library holds both academic works and practical texts that can be utilised and applied in the workplace.

3.1 Collection Access

The Library collection is accessible at AIM's Spring Hill office or by post from locations in Sydney, Melbourne and Canberra. The collection is searchable via the library's online catalogue on the AIM website: www.aim.com.au/ library.

Items may be reserved and requested via telephone, fax and email, and posted to patrons at no cost. Borrowers are responsible for the cost of the return of these items.

3.2 Personal Loans

All current AIM Business School students, faculty and staff, AIM professional members and employees of corporate members are eligible to borrow from the Library. Student, personal and/or corporate identification is required for each loan. Items held in the reference collection and the periodical collection are unavailable for loan.

Loan conditions vary depending on the type of item and the location of the borrower. The standard loan period is four weeks.

3.3 Interlibrary Loans

Interlibrary loans are supplied to other libraries if requested. Material excluded from Interlibrary Loan includes DVD and CDs, limited access collection items, periodicals and reference material.

Interlibrary loans from the AIM Libraries are available free of charge for AIM Business School students and faculty.

4. Copyright

The Library abides by the Copyright Act 1968 in all its dealings with copyright, especially in regard to "fair dealing" (Act S 40). Any actions beyond what is allowed under the Copyright Act are the subject of agreement between the Library and the copyright owner or their agent.

Interlibrary loan copying is the subject of record keeping, as is copying by the Library for users requesting copies under Section 49. Prescribed warning notices (Act S 39(a)) are displayed near each public photocopying machine for users undertaking their own copying.

DVDs that are labelled for domestic or educational use only are tagged accordingly by Library staff.

The copying of data from online databases is subject to the same principles of fair dealing as apply to copyright in other works.

5. Access to the Internet
The Library maintains computers with Internet facilities that are available for patron use in order to source a variety of information services via the web. These computers are subject to security protocols under the direct supervision of the AIM IT department. Management House also has free Wi-Fi for patrons to use their own devices if desired.

6. Budget for Collection Development
6.1 Sources of Funding
The main source of Library income is from the AIM budget. Funding is provided on a calendar year basis.
6.2 Allocation of Funding
The annual allocation of funding can be found in the current budget papers.

7. General Selection Guidelines
7.1 Relevance
The Library selects material for its collection based primarily on the relevance of the materials to the present and future needs of its students, faculty and members. The Library selects material of sufficient breadth and depth that will support students in their academic studies and members to achieve a practical and theoretical approach to employment and management needs.
AIM Business School faculty are encouraged to recommend additional resources which support the delivery of their units. This includes materials related specifically to units and their revisions, suggested reading, and broader management titles which would benefit students in their academic research and application of learning. Faculty requests are to be lodged with library staff for assessment in accordance with collection development criteria and budget considerations.

7.2 AIM Business School Texts
The required texts from units offered in the AIM Business School will be added to the Library collection upon confirmation by the AIM Business School National Academic Director.
Multiple copies of required texts are acquired in relation to anticipated demand. The algorithm of one copy per unit + one copy per every 10 students in each unit is used to determine text holdings.
Each AIM Business School unit outline includes a list of suggested texts. One copy of each suggested text in each unit will be added to the Library collection upon confirmation by the AIM Business School National Academic Director.

7.3 New Editions
New editions of recognised/well used items are bought as a matter of course. Usually the previous edition will be weeded from the collection unless demand is very high, or the previous edition is still useful.

7.4 Currency
In general, the Library selects newly published material. However, in some unit areas where the research and text of earlier years is still relevant or considered archival, historical material is selected.

7.5 Suitability for Intended Audiences
Materials are selected to meet the research, teaching and educational needs of AIM Business School students, faculty, AIM members, and staff. Consultation with the relevant stakeholders to ensure the complementary nature of resources is undertaken as required.

7.6 Multiple Copies
As far as possible, the Library limits duplication of resources and as a general rule does not buy multiple copies of any item. Exceptions to this are AIM Business School textbooks, AIM publications, and those items examined by library staff and evaluated on a case-by-case basis.
A duplicate copy may be purchased if:
  • Demand is high and likely to continue; or
  • A loan copy and a reference copy are required.

7.7 Country of Origin
The Library has a range of suppliers in place in Australia and overseas and attempts to obtain material from any source.

7.8 Cost
Cost is not the main factor in purchasing. The purchase of items is governed by AIM's existing financial delegation policy and budget allocation for Library acquisitions.

7.9 Gifts/Donations
The Library will solicit and accept donations that are an asset to its collection and are in accordance with selection guidelines in this Library Collection and Development Policy. Library staff will examine donations for inclusion in the collection. Normally, material that meets any of the following criteria will not be accepted unless there is a clear indication of demand or historical value:
  • Date of Publication – the publication is over 10 years old, is not a rare item; the content is out of date and of no historical value.
  • Duplicates – additional monograph copies are accepted subject to the multiple copy policy. Duplicate serial holdings are not accepted in most cases.
  • Early editions – the Library holds later editions.
  • Physical state – the item is in poor condition and will require binding or restoration.
The Library reserves the right to make retention decisions on donations, and to dispose of duplicates and unwanted materials as it sees fit.

The Library acknowledges donations where this is considered appropriate. This may be by book-plating and/ or letter. If it is necessary to decline a donation, then where possible, an alternative recipient is suggested to the prospective donor; for example, another Library or organisation.

7.10 AIM Publications and Archives
The Library includes AIM publications such as:
  • AIM publications and reports;
  • Publications that feature AIM;
  • Publications with significant contribution by AIM employees; and

- Publications sponsored by AIM.

Most AIM publications have multiple copies available for loan, and a further copy available for archive or reference.

7.11 Limitations

In general, the Library purchases material only for the purposes of education and training. However the Library recognises that books of importance, whether general, cultural or biographical have a place in the Library and some funds may be used to round out the collection.

8. Collection Development by Format and Type

The Library collects material in a wide range of formats and types. While the relevance of the content of an item is a primary consideration, the format or type of material can affect its suitability.

8.1 Books

In general, paperback editions of a book are preferred to hardback editions due to the cost differences involved. However, if an item is considered of long-term relevance to the collection hardback editions may be purchased.

8.2 Reference Materials

Items such as directories, indexes, and encyclopaedias are accepted as reference material and are not for loan. The reference collection is particularly important in answering research and day-to-day enquires, and requires special attention. Where required reference items are kept current, and carefully selected due to their often-high cost and their frequency of use. Reference items are placed on 'standing order' to ensure receipt of the latest edition where required.

8.3 Serials

The Library holds minimal printed serials or journals, but provides access to the journal material via subscriptions to electronic databases. Preference has been given to providing electronic databases so students and members can access full text journals. Students and faculty have access to the selected databases via the online Student Portal, while members, staff and stakeholders have access via the Member Portal.

8.4 Monographs in Series

The Library buys monographs in series either as a standing order for all titles in the series or as individual titles. Usually items in a series are catalogued as monographs and sometimes collocated if requested.

8.5 Newspapers

As a fundamental source of current information on public affairs and contemporary issues, daily state and national newspapers are essential.
As a service to members, the Library provides weekday copies of The Australian, The Courier-Mail and The Australian Financial Review. Electronic versions of major Australian daily newspapers are available online via the Student and Member Portal.

8.6 Audio/Visual and Multimedia Material

The Library recognises that an increasing amount of information is available in electronic formats and that access to electronically stored information is essential to a modern Library and its users.
All items of non-print materials are purchased in line with the general Library Collection and Development Policy.

Awareness must be maintained of emerging formats, future trends for the delivery of information and current and future issues of copyright law.

9. Collection Maintenance
9.1 Stocktake
The Library undertakes stocktakes of its collection of books and related material to ensure that:
- There is an accurate record of the Library's collections;
- Items can be replaced if required; and
- Loss rates can be calculated and action taken to further secure the collections.

The Library conducts stocktakes annually or as required. Library staff will oversee the stocktake.

9.2 Weeding the Collection
The policy on weeding is influenced by the Library's collection strengths, research, and educational goals of the Library's patrons, and space limitations. Consequently, this policy advocates minimal weeding due to the size of the collection, particularly in areas supporting AIM Business School courses or research.

Weeding is a continuous process, but needs to be done systematically at least once every three years, overseen by Library staff.

The policy provides guidelines to assist in the decision-making process. Materials that fall into any of the following categories may be considered for weeding:
- Materials that are damaged beyond repair

    Consider replacement by purchase or copying if the material is still in demand, or relocation to stack if the material is not currently being used but may be required for research purposes.
- Duplicate copies of low-use titles

Duplicate copies of material published more than ten years ago may be discarded if they have not been borrowed in the past five years.

    Earlier editions

    When a new edition of a work is received, copies of earlier editions are considered for discard.
- Duplicate back-sets of periodicals

    Duplicate periodicals of over twelve months old may be discarded at the discretion of the Head Librarian.
- Materials with inaccurate or obsolete content

    Some materials date quickly and may contain inaccurate or out-of-date information, e.g. computing books, employment books.
- AV/multimedia/computer software requiring unavailable hardware

    Materials that rely upon hardware that is no longer supported by AIM, or is generally unavailable in the community should be discarded.
- Materials no longer relevant to teaching and research goals

    Material identified as no longer relevant to AIM Business School courses or research is discarded.

    Materials from the following categories should not be discarded. If the material needs to be withdrawn from the collection, it should be held in stack.

- Material in subject areas identified as having research potential;
- Material published by AIM; and
- Classics, items of historical significance or 'hard to find' topics are not weeded even if recent use has been minimal.

No AIM publication is to be weeded without review by the Head Librarian.

Materials that have been weeded will be held in an onsite or offsite stack, and may be retrieved if requested by a Library patron. If an item is discarded (due to relevance or damage) it is to be removed from the catalogue.

9.3 Missing Items
In addition to material they themselves discover, Library staff are alerted to missing items via stocktakes or being notified by users and will consider items on the list for either replacement or withdrawal. Standard procedures for reordering or deletion from the catalogue then apply.

9.4 Preservation
In addition to binding in-house serials, the Library undertakes modest preventative preservation work on new material, and undertakes repair of damaged material and sends items to external repairers if necessary.
- Paperback books are covered with adhesive cover; and
- Hardbacks are covered with non-adhesive cover.

The Library catalogue is backed up nightly by the Information Services department and backup tapes are held offsite. In the event of a disaster destroying all or part of the collection, the backup tape of the catalogue can be used for insurance replacement purposes.

10. Review of the Library Collection Development Policy
To remain relevant, the Library Collection and Development Policy is to be revised and updated regularly to continually reflect accurately the changing needs of the Library and its patrons.
A formal and thorough internal review is to be carried out every two years, with individual sections being revised as necessary on an ongoing basis.

Facilities and Resources Policy

Preamble

This Facilities and Resources policy is formulated within the context of the strategic directions of AIMET. AIMET demonstrates its commitment to its staff and students through the provision of facilities and resources which promote a safe and secure environment and high quality teaching and learning. The management of facilities and resources cuts across organisational boundaries with oversight responsibilities being held by the AIMET Chief Executive Officer.

Facilities and Resources Policy

AIMET ensures the provision of facilities and resources which support high quality teaching and learning. AIMET undertakes an integrated planning and resource allocation process, periodically reviewed to align with current best practice and any regulatory amendments.

The following fundamental strategies are the drivers to support the teaching, research and courses of AIMET. These strategies include:

☐ liaising and planning with the scholarly community in the planning and development of facilities and resources

☐ organising and maintaining facilities and resources for effective use

☐ providing facilities which are safe and secure and promote academic study

☐ the provision of a waste management program

☐ the provision of adequate and safe parking facilities

☐ the provision of a cleaning and maintenance program

☐ ensuring a consistently high academic standard is supported through learning materials acquisition

☐ providing access to scholarly information in all formats to users wherever they are located

☐ supporting academic study and research through access to electronic resources on the internet

☐ providing access to the AIMET bookshop with an extensive collection of business and management books

☐ monitoring and reviewing facilities continuously and maintaining/improving them as required

Fees, Charges and Refunds

Preamble
The Fees, Charges and Refunds policy for AIMET observes the principles outlined in the AIMET Code of Practice (see Student Handbook). This policy applies equally to all new and re-enrolling students.

Fees Policy

AIMET charges individual unit fees which are payable prior to the date of commencement of that unit or 14 days upon invoice generated. Payment of fees may be made by cheque, credit card or application for fee-help. AIMET keeps accurate and up to date records regarding fee payment. AIMET has financial arrangements in place for the protection of fees paid in advance. AIMET has the right to amend fees and will do so with consideration of students currently enrolled and any marketing material stating the fee structure.

Refunds Policy

The refund policy for AIMET observes the principles outlined in the AIMET Code of Practice. This policy applies equally to all new and re-enrolling students. All refund requests are conditional on the following;

  a) The funds for the refund must be available (cheques are cleared, telegraphic transfers have been received); and

  b) Any debts to AIMET must be paid in full or the outstanding amounts will be deducted from the refund.

In the event of withdrawal from a course a student may apply for a partial reduction of the Student Amenities fee. Student Services team is responsible for coordinating this process. Amenities fee refunds are not available for deferrals.

Terms and Conditions

1.　All fees must be paid in full or an application for FEE-HELP received prior to the commencement of each subject.

2.　Refunds will only be issued on receipt of a written withdrawal, marked to the attention of the School Manager ABS, on or by the census date. Email and faxed cancellations within this timeframe will be accepted.

3.　Refunds, transfers or deferrals are not applicable later than the census date. Application in writing may be made for exceptional circumstances, addressed to the General Manager, Education & Business Services.

4.　A withdrawal/deferral fee of $250.00 will be charged. Application in writing may be made for exceptional circumstances, addressed to the General Manager, Education & Business Services.

5.　A FEE-HELP participant who withdraws on or before the census date will no incur a FEE-HELP liability.

6.　The final date for withdrawal without Fail (W) is at the end of Week 3 of each unit.

7.　All withdrawals after week 3 of each unit will be Withdrawal Fail (WF).

8.　If any fees are not paid and AIMET deems it necessary to engage a debt collection agency to collect the outstanding amount, all costs associated with debt recovery will be added onto the outstanding debt.

9.　If a unit is cancelled by AIMET, a full refund will apply.

Payment of Fees

The AIMET Business School programs are structured on a term basis. You will receive a letter of advice and an invoice one month prior to the commencement of each subject

Payment of the Business School's programs must be paid to the Australian Institute of Management prior to the commencement of each subject.

The AIMET Business School also provides FEE-HELP assistance for students, to find out more please contact School Manager ABS.

Cancellation Policy

1.   All fees must be paid in full or an application for FEE-HELP received prior to the commencement of each subject.

2.   Refunds will only be issued on receipt of a written withdrawal, marked to the student service team, on or by the census date. Email and faxed cancellations within this timeframe will be accepted.

3.   Refunds, transfers or deferrals are not applicable later than the census date. Application in writing may be made for exceptional circumstances, addressed to the student services team.

4.   A withdrawal/deferral fee of $250.00 will be charged. Application in writing may be made for exceptional circumstances, addressed to the student services team.

5.   A FEE-HELP participant who withdraws on or before the census date will no incur a FEE-HELP liability.

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8.   If any fees are not paid and AIMET deems it necessary to engage a debt collection agency to collect the outstanding amount, all costs associated with debt recovery will be added onto the outstanding debt.

9.   If a unit is cancelled by AIMET, a full refund will apply.

Preamble

AIMET ensures all financial and risk management practices comply with all legislative and regulatory requirements. AIMET undertakes to improve financial and administrative practices resulting in efficiency and effectiveness of operations, improved quality and cost effectiveness of internal controls and risk management practice. AIMET has a designated Finance Manager who has responsibility and authority to ensure AIMET complies with its financial and risk management policies and procedures.

Finance Policy

In accordance with its statutory requirements, AIMET

1. Prepares annual financial statements following the close of each financial year.

2. Ensures accounts are certified, at least annually, by a qualified and certified accountant.

3. Submits annual financial statements to the relevant authorities.

4. Prepares and maintains Finance policy and procedures for the AIMET's accounting and internal controls.

5. Prepares and submits an annual report which includes a copy of the audited annual financial statements.

6. Delegates the Finance Manager to hold responsibility to report on compliance as a basis for review and continuous improvement.

7. Provides appropriate registering bodies with accurate and current information in the event of financial difficulties.

8. Implements financial measures which protect fees paid in advance.

9. Ensures measures are put in place to guarantee that clients receive a refund of fees for services not provided, including services not provided as a result of the financial failure of AIMET.

10. Ensures that the contractual and financial relationship between the student and AIMET is fully and properly documented, and that copies of the documentation are made available to the student.

11. provides students with appropriate financial documentation including: student charter, costs of courses, other fees and charges, payment arrangements, refund conditions and any other matters that place obligations on students.

Risk Management Policy

This policy prescribes the approach to be used for risk management in all areas of AIMET so that a structured and consistent approach is implemented in all areas where risk is being explicitly managed.   The AIMETs of this policy are to:

1. create a framework that provides the AIMET Board with assurance that risk is being appropriately managed

2. ensure that a consistent approach to the application of risk management techniques is applied across all areas of AIMET

3. ensure that risk management processes are integrated with other planning processes and management activities.

AIMET already has explicit risk management processes in place in respect of:
- Strategic risks (through the internal audit process)
- Commercial activities
- Workplace Health and Safety (including workers compensation)
- Insurance administration
- Legal action

The following practices form the Risk Management approach at AIMET;
- AIMET will have a full and compliant insurance portfolio.
- AIMET will maintain and implement procedures to provide a systematic view of the risks faced in the course of the academic, administrative and business activities.
- AIMET undertake periodic and thorough risk assessments.
- Appropriate communication and consultation with internal and external stakeholders will occur at each stage of the risk management process as well as on the process as a whole.
- Every staff member of AIMET is responsible for the effective management of risk including the identification of potential risks.
- Management (both academic and general) is responsible for the development of risk mitigation plans and the implementation of risk reduction strategies.
- The Risk Management policy does not relieve AIMET of its responsibility to comply with other legislation.

Misconduct

Preamble

AIMET is committed to the pursuit of excellence in all aspects of teaching and learning. Excellence in teaching and learning involves students as active participants in their educational experience and recognises that ethical and honest behaviour and treatment

underpins AIMET's relationship with its students. 'Misconduct' means disregard for any of the Student Responsibilities as stated in the Student Charter (see Faculty and Student handbooks)

Misconduct Procedure

- Complaints alleging misconduct on the part of a student must be made in writing to the Academic Director (AD).
- The AD may resolve the complaint herself, appoint a Panel of enquiry or enlist the services of an independent adjudicator.
- The complaint of misconduct will be heard and adjudicated according to the Student Charter and principles of natural justice.

- A penalty may be imposed depending on the outcome of the hearing. Penalties may include:
    - A caution
    - A reprimand
    - Grading penalty
    - Resubmission
    - Failure of assessment
    - Suspension of enrolment
- Please see the Grievances and Appeals Policy and Procedure for Appeals

Work Health & Safety Policy

Preamble

AIMET as an employer and service provider is committed to providing an environment which is as safe as is practicable in order to achieve its goals. AIMET sees the proper management of work health, safety and welfare as ranking equally with all other operational considerations.

AIMET management is accountable for managing the risks in partnership with the staff and students. Management includes the AIMET Board, AIMET CEO, senior staff and managers, academic staff and Facilitators, students and others to achieve desired measurable outcomes within a continuous improvement framework.

WHS Policy

AIMET understands its duty of care to take all reasonable measures to protect staff, Facilitators, students and visitors from foreseeable risks arising from their physical presence at AIMET. This duty of care embraces provision of the following;

☐   sufficient competent staff

☐   a safe system or method of work

☐   a safe work environment

☐   safe plant and equipment including reasonably foreseeable misuse of such

☐   adequate training, instruction and supervision

☐   first aid and emergencies training

☐   a communicable / infectious diseases risk management plan, and

☐   a no-smoking environment.

AIMET will meet its legislative obligations and exceed them where feasible.

AIMET provides information to staff, contractors and students on AIMET WHS practices and their obligations.

Staff, students and others have an obligation to follow safe work practices, not to act in a manner so as to cause harm to people or property, to report hazards, and not to misuse anything provided in the interests of safety.

Policies and procedures will be updated, maintained and communicated in relation to health and safety, to align with legislative or regulatory requirements.

WHS audits will be conducted annually by AIMET, to ensure full compliance.

AIMET will undertake a risk management approach to include the provision of:

☐   Safe systems of work and work environment

☐   Safe manual handling

☐   Adequate information and Teaching

☐   Rehabilitation programs for injured workers

☐   Appropriate supervision and enforcement of policies and procedures to ensure safe work practices, and

☐   Identification and mitigation of potential hazards.

Information Management Systems Policy

All issues relating to storage of records are relevant to their inactive as well as their active phases. Any information collected will comply with the information storing requirements arising from the regulatory and accountability environment in which AIMET operates and be:

- adequate (adequate for the purposes for which they are kept);

- complete (include structural and contextual information necessary to document an action);

- meaningful (carry the information needed to correctly understand the transactions that brought about their creation and use);

- comprehensive (document the complete range of AIMET business);

- accurate (reflect the transactions they document);

- authentic (be what they purport to be and be created by their purported creators); and

- inviolate (be securely maintained to prevent unauthorised access, alteration or removal).

Information will be collected only where it is necessary to carry out a particular function or administrative activity. If information is not required for any specific purpose, it will not be collected.

Records considered vital to the ongoing operations of AIMET, ie. records without which the organisation could not function or those which establish and protect its rights and interests and those of its clients, will be afforded particularly secure storage as they are essential for the organisation to resume operations after an emergency or disaster.

A periodic records appraisal process will be undertaken by AIMET, involving an analysis of which records should be captured into a recordkeeping system, and for how long these records should be retained.

Where records are scheduled for destruction this will be undertaken by methods appropriate to the confidentiality status of the records.

For non-file paper records or records retained solely in electronic form, responsibility for their proper storage and disposal rests with the designated AIMET Information Management authority.

Electronic records which contain evidence of official transactions will be backed up and migrated to new systems or transferred to off-line storage such as CD-ROM for longer-term retention.

Strategies will be developed to ensure that these records remain accessible and usable in all future generations of software, for the entire period of their retention.

Information Security

AIMET holds personal information concerning staff, students and other persons, as a natural consequence of the teaching, research and administrative functions.
AIMET acknowledges an obligation to ensure appropriate security for all information data, equipment, and processes. This obligation is shared, to varying degrees, by every member of AIMET.
AIMET will take all reasonable steps to ensure the information is secure from unauthorised access, data corruption and destruction.
AIMET will adhere to its Code of Practice (see Student Handbook) in all matters relating to information security.
AIMET will observe the Information Privacy Principles set out in the Commonwealth Privacy Act.
AIMET has appropriate arrangements in place to ensure access to computerised records is granted only to individuals requiring such access in the course of their duties.
AIMET ensures effective access to those records which are designated as archival.
Where information is collected for a particular purpose, it will not normally be used for any other purpose.
The privacy of persons about whom AIMET holds personal information will be respected.
If personal information is likely to be used for some other purpose, approval from the individual will be gained prior to the information release.

Security breaches

Where a security breach has come to the attention of AIMET, it will be addressed in the most appropriate manner, documented and corrected as a matter of urgency.
Should an individual believe that their privacy has been breached, a complaint will be via the AIMET Grievance and Appeals mechanism. In order to enable such a complaint to be properly investigated, it should identify the person whose privacy appears to have been breached. Anonymous complaints about information security breaches can not be dealt with.

Your Obligations

In the course of their work at AIMET, Facilitators will have access to confidential information regarding matters connected with AIMET, its operations and client information.
All confidential information obtained in the course of work with AIMET is to be used solely in connection with that work and, during their continuing contract or any time thereafter, will not be disclosed to any persons not entitled to that information.
Faculty members will indicate their agreement to this policy by signing the Facilitator's Agreement.

1. Induction / Study Skills Session

a) All new students are advised of the availability of the Academic Study Skills Unit online. From 2016 for all students entering without an undergraduate or similar degree this Unit will be mandatory.

b) The Induction program covers:

- Overview of the AIMET Business School programs, staff, facilities and services;

- Study skills;

- Assignment preparation and writing;

- Electronic learning resources and data bases;

- AIMET Business School academic expectations, rules and processes;

- AIMET Business School administrative procedures;

- Key contacts.

2. Ongoing Student Support

a) Students have ongoing and prompt access to support via Student Services, with regard to general academic and study skills issues.

b) Students have ongoing and prompt access to the School Manager AIMET Business School, with regard to all administrative, student records and financial issues.

c) Students have access to course facilitators concerning specific course content issues by appointment before or after class times and also by email contact at other times. Facilitators respond to email or telephone communications usually within twenty-four hours.

3. Identifying and Supporting "at risk" Students

Students at risk of not satisfying academic program requirements resulting in academic failure will be managed with under this procedure. The procedure is aimed at providing support to students who are experiencing difficulties with their study and reducing academic risk of progression and attrition through the work of academic, professional and administrative staff.

There are a variety of reasons for Students at Risk including those arising from personal circumstances (e.g. ill health, work stress, financial or social pressures); students entering a course or unit without adequate understanding of academic expectations and requirements, including a lack of preparation for postgraduate study; or other variables. If a facilitator has identified a Student At Risk during a unit, then the facilitator will intervene to assist at that level and if a satisfactory outcome is not achieved, the matter will be referred to the National Academic Director. This may be prompted by student behaviour or period/s of unexplained absence which may relate to adverse personal circumstances and study-life conflict, or difficulties in transitioning to or unexpected

challenges of postgraduate studies. Identification can occur through submission of early assessments when immediate action can occur to assist without creating dependency. The AIMET new Moodle platform will be able to improve our capacity to efficiently track Students At Risk and provide appropriate outreach and support. It will provide an automatic alert triggered by assessment results of students likely to fail the overall Unit. At the end of each study period if students are failing to make adequate progression in their studies, they will be notified by Student Services to attend a workshop on study skills and/or to make an appointment with the National Academic Director. At the meeting some sort of intervention strategy will be put in place to assist students in achieving satisfactory academic progress.

Students should progress to a timely completion of their course and achieve a satisfactory academic standard in order to continue their studies. Those at risk include students failing one or more units in a current teaching period; failing a core unit; withdrawing after census date from all units in the current teaching period; failing to complete course requirements and having reached the maximum course duration. Generally twice the length of full / part time studies for each qualification.

This category of students will be invited to meet with the National Academic Director to discuss progress and obtain advice concerning support services. There may be restrictions imposed on enrolment, including reduction of study load or, in certain circumstances, enrolment may be terminated.

AIMET provides external service access to those students at risk who may be experiencing any form of issue or personal distress impacting on academic performance and functioning (AIMET Head of HR).

A summary approach is outlined below:

Step	Description	Responsibility	Comments
1.	Student assessed as at risk during or at the end of a study period	Student Services Team and or Facilitator	After advice, assessment undertaken by the Postgraduate Studies Executive Officer (PSEO)
2.	Activation of Intervention strategy	ABS	Student contacted by PSEO and meeting arranged with National Academic Director (NAD)
3.	Intervention strategy tailored to individual student as appropriate	ABS	Strategy designed to assist individual in relation to reasons for difficulties
4.	Intervention strategies (academic)	ABS	Examples include: transition support, academic study skills unit undertaken or further study skills support arranged; change in pattern of course load
5.	Intervention strategy (personal circumstances)	ABS/HR??	Students may be directed to an external counsellor

			or asked to seek medical advice
6.	Study Plan	ABS/Student Services	If an amended study plan is considered to be supportive, the student will receive a copy of the plan and a copy will also be placed in the student's file
7.	Evidence of Intervention Strategy	ABS/Student Services	Evidence of measures taken will be kept in the student's file and copied to the student
8.	Follow up	ABS/Student Services	At the end of the next study period a reassessment will be made of progress and further measures may be taken if progress remains unsatisfactory

Academic Misconduct

a) All students who engage in academic misconduct for the first time are immediately counselled and AIMET Business School academic standards and protocols are restated. Ramifications if continued academic misconduct are explained.

b) For continued academic misconduct please see the Misconduct Policy and Procedure

Quality Systems

Preamble

AIMET's management systems represent a continuous and responsive process to improve outcomes for members, students, clients, staff and contractors, in the context of being the leading organisation in Australia for enhancing capabilities of managers and their organisations. This policy will establish conditions for evaluating the quality and viability of all AIMET services and systems. Outcomes from the monitoring and review processes are used to inform the strategic business plan and facilitate innovation and change in order to more effectively meet client requirements.

Quality Policy

The following practices outline the foundational principles for the standards and review of quality services and systems at AIMET.

- AIMET will undertake evaluation of the quality of its services and courses using student and stakeholder feedback, with benchmarking against best practice. Refer to Appendix C for Benchmarking Plan.

- All Units will be evaluated in some way each time they are taught.

- AIMET will monitor the quality performance of each Unit at least annually.

- AIMET will undertake an annual evaluation of the viability of all Courses against agreed indicators.

- The scheduling of reviews and reporting of outcomes will form part of AIMET's annual planning and review process.

- AIMET has a designated person to ensure compliance and continuous improvement activities are of the highest standards.

- AIMET provides access, upon request from regulatory authorities, of all operations within the scope of registration.

- Any amendments to programs and courses resulting from the process detailed in this policy will comply with all relevant AIMET and Higher Education regulatory requirements.

- Units are to be fully reviewed every 3 years and Courses every 5 years.

Quality Mechanisms

AIMET has mechanisms in place to continually monitor the quality of services, courses, learning and assessment materials, systems and staff. See Appendix F for Course Review procedure. The review process includes:

- Periodic external audit of financial and other systems.

- Periodic internal audit of all systems, services and courses.

- Annual Course and Unit structure and content review.

- Annual review of AIMET facilities and learning environments to ensure suitability.

- Regular auditing of supporting administrative systems to assess efficiency and regulatory compliance.

- Benchmarking of the program against similar programs offered by other Higher Education providers; comparing course outcomes, structure, delivery strategies, in order to make recommendations to relevant AIMET boards and committees.

- Tracking of student results across courses and delivery modes to monitor learning and assessment strategies.

- Learning and assessment materials review by faculty members, inclusive of recommended reading and research materials.

- Routine review and moderation of assessment tools and processes to ensure alignment with learning outcomes and validity of assessment.

- Student unit and course evaluations used to track student satisfaction levels.

Academic Review

The purpose of academic review is to provide a mechanism for insuring qualitative standards of achievement for students. An academic review will include staff and student performance and learning standards, grades, and student progress rates and academic courseware. Academic review is undertaken by the Academic Board and other stakeholders as required.

Remedial Action

The Academic Director, AIMET Business School is responsible for ensuring that feedback from student and faculty evaluations is recorded. Any major issues raised are referred to the Academic Board who decides on the appropriate course of action to address any issues raised. Unit convenor meetings are held quarterly, to discuss content and delivery methods. Issues or recommended changes are referred to the Learning and Teaching subcommittee for approval.

Gathering Data

Feedback on all aspects of AIMET courses, staff, facilities and systems is gathered formally and informally. The quality assurance processes are designed to ensure that the Unit/Course remains fit for the purposes of all stakeholders. AIMET requires that the collection of data and program evaluation involve:

- the collection and analysis of data from external stakeholders

- the collection and analysis of student evaluation data

- the collection of any relevant data gathered informally

- curriculum review and

- benchmarking exercises

Continuous Improvement

The scheduling of reviews and reporting of outcomes form part of AIMET's continuous improvement and annual planning and review process. The National Academic Director will be responsible for establishing mechanisms to gather and analyse responses from relevant external stakeholders (for example, professional associations, employer groups, accrediting bodies). Continuous Improvement activities include, but are not limited to:

- regular program and course reviews with students invited to complete evaluation questionnaires upon the completion of each unit

- the moderation of assessment results against program objectives

- recommendations from faculty members in relation to course or service improvements

- recommendations from staff or other stakeholders in relation to course or service improvements or opportunities for development

The outcomes of these evaluations are reported to the Learning and Teaching subcommittee for consideration.

Continuous Improvement Procedure

The following procedure is followed for any evaluation/review/improvement activities undertaken at AIMET.

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                    ┌─────────────────────────┐
                    │  Feedback data gathered  │◄──────────────┐
                    └────────────┬────────────┘               │
                                 │                             │
                                 ▼                             │
                    ┌─────────────────────────┐               │
                    │     Recommendations      │               │
                    │  reported to appropriate │               │
                    │          body            │               │
                    └────────────┬────────────┘               │
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                    ┌─────────────────────────┐               │
                    │    Recommendations for   │               │
                    │     responsive action    │               │
                    │    submitted for approval │               │
                    └────────────┬────────────┘               │
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         ┌─────────────────────┐  ┌─────────────────────┐     │
         │   Recommendations   │  │  Recommendations not │     │
         │      approved       │  │      approved        │     │
         └──────────┬──────────┘  └──────────┬──────────┘     │
                    ▼                         ▼                │
         ┌─────────────────────┐  ┌─────────────────────┐     │
         │   Implementation of │  │ Further research on  │     │
         │     improvements    │  │ suitable alternatives├─────┘
         └──────────┬──────────┘  │     undertaken       │
                    ▼             └─────────────────────┘
         ┌─────────────────────┐
         │  Results and outcomes│
         │       reported       │
         └─────────────────────┘
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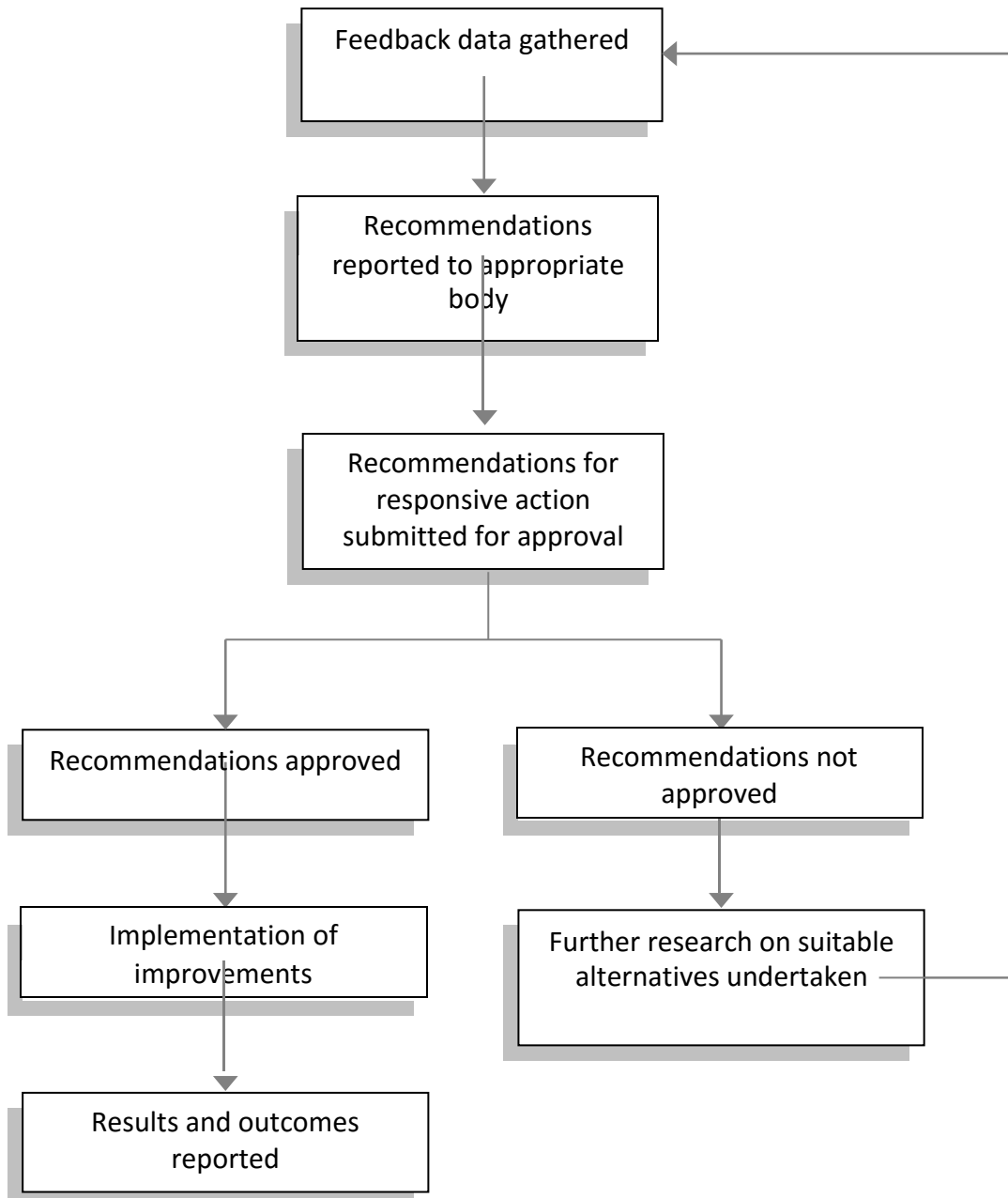
Re-crediting FEE-HELP Balances Procedure

A student may apply for a re-credit of their FEE-HELP balance if they withdraw from studies after the census date and have not completed the requirements for the unit.

A written request must be received within 12 months of the withdrawal date or if the person has not withdrawn within 12 months of the end of the period of study.

AIMET will re-credit the FEE-HELP balance if special circumstances apply to the person that are:

1. beyond the person's control
2. do not make their full impact on the person until on, or after the census date; and
3. make it impracticable for the person to complete the requirements for the unit in the period which the person undertook, or was to undertake the unit.

AIMET has review procedures for reconsidering decisions made relating to a person's Commonwealth assistance.

Applying for Re-credit of FEE-HELP balance

1. The participant submits a written request for re-credit of FEE-HELP balance that outlines the special circumstances that apply.

   The written request should include independent supporting documentation, for example, a letter from the participant's doctor or counsellor.

2. The request should be sent to the FEE-HELP Officer within 12 months of the withdrawal date or if the participant has not withdrawn within 12 months of the end of the period of study.

3. The FEE-HELP officer will assess the written request to ensure that the circumstances were:
   - beyond the person's control
   - did not make their full impact on the person until on, or after the census date; and
   - made it impracticable for the person to complete the requirements for the unit in the period which the person undertook, or was to undertake the unit.

4. A decision will be made and the participant notified of the reasons and outcome within 14 days of receipt of the written request.

5. Where a decision results in re-crediting of the participants FEE-HELP balance AIMET will notify DEEWR and repay any amounts received from the Commonwealth on the participant's behalf.

6. A participant has the right to apply for a review of a decision not to re-credit. A written request for review stating the reasons for review must be received by the FEE-HELP Review Officer within 28 days of receipt of the notice of the decision.

Review Procedure

1. A participant has the right to apply for a review of a decision not to re-credit. A written request for review stating the reasons for review must be received by the FEE-HELP Review Officer within 28 days of receipt of the notice of the decision.

2. A request for review of a decision not to re-credit will be acknowledged in writing within 14 days of receipt.

3. The FEE-HELP Review Officer will review the request.

4. The FEE-HELP Review Officer will notify the participant in writing within 28 days of receipt whether they:

   – Confirm the original decision
   – Vary the original decision
   – Set the original decision aside and substitute a new decision

   And the reasons for their decision.

5. If the reviewer does not advise of a decision within 45 days the decision should be taken as confirming the original decision.

   The FEE-HELP Review Officer will inform participants they have right of appeal to the Administrative Appeals Tribunal (AAT) for reconsideration of the decision if the applicant is unsatisfied with the outcome.

   The FEE-HELP Review Officer will provide contact details for the nearest AAT office and approximate costs associated with lodging an appeal.

6. If an appeal is lodged with the AAT AIMET will supply all relevant documents concerning the review to DEEWR within 5 days.

Faculty Performance Appraisal

AIMET is committed to excellence of learning outcomes and opportunities as part of its aspiration to maintain the highest standards of teaching, research and scholarship, and the enhancement of business and management practices.
AIMET has the understanding that excellence of learning opportunities and outcomes depends on the quality of the teaching and learning experience. The provision of a high-quality experience for students requires an environment that fosters critical inquiry as well as innovation and creativity.
The environment must build a depth of knowledge that will provide a foundation for later endeavour and support independent learning that will allow a graduate to adapt to new challenges and situations throughout their lives.

Faculty member's name:

Teaching period:

Please indicate how you demonstrate that you:

Faculty contributions to the above policy	How do you demonstrate this?
maintain excellence in academic standards	

nurture an environment for intellectual stimulation, innovation and creativity convey enthusiasm for the subject matter and work to provoke students' curiosity model the excitement of intellectual exploration when working with students emphasise and model the need for open-mindedness while fostering the development of critical analysis encourage students to relate their learning to their own experiences	
recognise student learning needs respond sympathetically to the problems and demands experienced by students and provide appropriate assistance and support provide timely and detailed feedback focused on student development	

provide learning outcomes that relate to a range of key stakeholders	
incorporate an international focus	

Faculty contributions to the above policy	How do you demonstrate this?
embrace organisational and cultural diversity respect and value the diverse backgrounds and perspectives of students and insist that respect of this kind governs students' interactions with each other	
act with integrity and fairness make assumptions, beliefs and values explicit, with the clear understanding that these are open to challenge and encourage students to examine and question their own beliefs and confront challenging intellectual perspectives provide opportunities for students to articulate their own views and responses and treat these views with respect	
ensure course development and updates adhere to the Teaching and Learning and Courseware Development policies and procedures	
Other contributions	
Professional Development / Scholarship completed:	
Professional Development / Scholarship required:	

Faculty member's signature:

Academic Director's signature:

Date:

Professional Development / Scholarship / Higher Education Communities Of Practice
Sessional Facilitators attend 4 x 2-hour Higher Education COP/ Professional Development
sessions per year at AIMET facilities. From 2016 facilitators will attend the annual ABS
facilitator symposium.

AIMET requires all AIMET Facilitators to demonstrate that they undertake *at least 20
hours per year professional development / scholarship in their discipline*.

AIMET offers 25% discount to those wishing to undertake HE Courses.

As an Higher Education Provider, AIMET has given an undertaking, which we must
demonstrate at audit, that AIMET Facilitators meet standards as defined in the Higher
Education Standards Framework, Threshold Standards, including being able to
demonstrate continuing professional development / scholarship.

EQUIVALENCE OF PROFESSIONAL EXPERIENCE TO ACADEMIC QUALIFICATIONS

Policy Purpose

TEQSA advises that "Higher education students are entitled to expect that they are being
taught by a person who is qualified in the particular field of study at a level more
advanced than the level of the course being taught and that the teacher's expertise has
been clearly established through an assessment of formal academic qualifications,
equivalent professional experience, or a combination of both."

The purpose of this policy is to provide information on what constitutes equivalence of
professional experience in academic staff qualifications. It provides guidance on which
factors should be used when making academic staff appointments.

AIM has such guidelines and criteria for professional experience equivalence to the
Australian Qualification Framework (AQF 2013) qualification types in order to ensure that
AIM complies with the TEQSA requirement that academic teaching staff (our AIM
Facilitators) are qualified to at least one Qualification Standards level higher than the
course of study being taught or with equivalent professional experience (see TEQSA
Threshold Standards).

Principles

AQF Level being Taught	AQF Qualifications of Facilitators	AIM Guidelines on Equivalence
Graduate Certificate & Graduate Diploma (Level 8) MBA (Level 9)	Level 10 (Doctorate)	Appropriate Level 9 qualification and at least 5 years' relevant professional experience (e.g. leadership in developing professional standards, providing expert advice, senior level roles, awards, professional networks or advisory board membership, reputable publications)

Because AIM classes often have a combination of Grad Cert/Grad Dip/MBA students
(across AQF levels 8 and 9) within the one class, Facilitators should meet the standards
prescribed by TEQSA as summarized in the table above. Professional experience will only
be used as a means of demonstrating equivalence to one Qualification Standards level
above that being taught (i.e. Level 10 for teaching Level 9).

As TEQSA advises, "where staff are able to meet the AQF+1 requirement through
professional experience, they could be required nonetheless to hold an academic

qualification at least equivalent to the AQF level of the course of study being (or proposed to be) taught."

Professional experience must provide the appropriate level of knowledge and skills and their application as specified in the AQF most recent documentation.

In cases not covered by such guidelines, RPL principles may be applied in individual cases where academically defensible arguments must be made to the satisfaction of the National Academic Director and the AIM Academic Board.

Procedures

- Assessment by the National Academic Director, in conjunction with the National Facilitation Manager, of a potential Facilitator's equivalence claims for the relevant AQF level with an applicant's evidence documented on how his/her professional experience is equivalent to academic qualifications at Master's level or above.
- Seek approval of the Academic Board (or the Chair if in between meetings)
- Appropriate records must be maintained to ensure AIM meets its reporting responsibilities to TEQSA.

AIMET Facilitators will be able to demonstrate, as a minimum, that they:

- hold relevant qualifications, at least at a level above the Unit they will deliver (or represented by significant experience/professional development)

- have recent relevant knowledge and skills gained through experience in their discipline

- have skills in instructional design, including preparation of objectives and assessment processes, if undertaking learning program development

- use effective relevant facilitation and teaching, including assessment for learning principles, in developing and delivering Teaching sessions

- use effective and relevant counselling, coaching and mentoring skills

- provide effective and relevant feedback to learners as an integral part of the learning process

- exercise their duties in line with WHS, Access & Equity policies

- can relate the Unit content to current relevant workplace contexts and job roles

- maintain knowledge of current developments in their discipline including legislative changes and other trends

- maintain current skills and knowledge in their discipline through participation in continuing professional development, both structured and unstructured. (This applies to both content knowledge and training/assessment skills).

NOTE: Professional development that is not related to the topics you deliver at AIMET or to your training/assessment skills is not relevant to your professional development as an AIMET Associate Consultant. Delivering Teaching or seminars for AIMET or anyone else does not count as PD. Research for information to include in the training/seminar and the topic does counts as PD.

Examples of possible professional development activities

Structured	Unstructured
Attending formal education courses	Reading academic & professional journals/books
Attending / presenting at seminars/conferences	Internet research
Publication of research papers	Attending Networking forums
Attending information sessions & Participating in AIMET COP sessions and symposium	Coaching/Mentoring by a topic expert

AIMET Professional Development Log / Scholarship
Use this form to report your professional development activities annually (in January for the previous year)
Name: Reporting for year: 20…….

Professional Development provided by AIMET

Date	Description of PD activity	PD hours Structured	Sign if Attended
TOTAL HOURS PROVIDED BY AIMET		3 hours	

Other Professional Development (provide additional page as required)

Date	Description of PD activity	Where Undertaken	Relevant to ABS Subject	PD hours	
				Structured	Unstructured

TOTALS					
GRAND TOTAL					

Signed   dated:

Refer to Appendix E for Professional Development and Scholarship Plan

AIMET Business School (ABS) is committed to the pursuit of excellence in all aspects of teaching and learning. Excellence in teaching and learning involves students as active participants in their educational experience. In addition to the AIMET Business School's role of awarding formal academic qualifications to students who successfully complete their studies, the ABS seeks to instil in all students independent scholarly learning, critical judgment, academic integrity and ethical sensitivity. These are in alignment with the Graduate attributes outlined below.

This Student Charter sets out the expectations students can properly hold as they receive their education. It recognises that ethical and honest behaviour and treatment underpins the ABS relationship with its students.

AIMET Business School Responsibilities

Students can expect:

1. To be treated with courtesy and respect.

2. The ABS to address the reasonable needs of all students regardless of gender, ethnicity, age, disability, race, background or mode of study.

3. To enjoy a study environment free from harassment, bullying or discrimination of any kind.

4. To be provided with a harmonious work and study environment in which concerns and complaints are addressed as quickly as possible.

5. To have personal privacy respected. Students may expect that personally sensitive information will be requested only where necessary for ABS academic or administrative functions and that, once collected, it will be adequately protected against inappropriate or unauthorised access. The AIMET Privacy Policy can be accessed here: https://www.AIMET.com.au/privacy

6. To have access upon request to personal records which ABS may hold about them, subject to the provisions of the Freedom of Information legislation and relevant ABS Information Management policies and procedures.

7. To be provided with accurate, timely and helpful information regarding their studies, enrolment and other administrative procedures that apply to them.

8. To receive an up to date unit profile as required.

9. That course and unit content will be up-to-date and informed by current scholarship in the discipline.

10. To have reasonable access to teaching staff for individual consultation outside class times, in person or by other means (such as by telephone or electronic mail).

11. That evaluations of academic performance will reflect each student's true merit.

12. That feedback on assessment will be recognised as a valuable part of the educative process.

13. That their copyright in any essay, assignment or research they produce will be recognised and that students' moral rights in relation to original academic work will be acknowledged in, for example, scholarly publications, academic presentations or teaching materials.

14. That the facilities or equipment in use are safe and comply with the ABS's health and safety standards.

Student Responsibilities

AIMET Business School students will be expected to:

1. Treat other members of the ABS community with respect and courtesy.

2. Respect the opinions of others and deal with disagreement by rational debate.

3. Respect ABS property and the facilities.

4. Avoid conduct which disrupts the teaching, learning or research activities of other students and staff, or which interferes with others performing their duties.

5. Avoid conduct which might reasonably be perceived as discrimination, harassment, bullying or intimidation.

6. Acquaint themselves with ABS policies and procedures relevant to their enrolment and studies and observe the statutes, policies and procedures of ABS.

7. Maintain steady progress in units undertaken.

8. Conduct themselves in a professional manner while undertaking placements or other forms of off-site learning experience, and respect the confidentiality of client or commercial information made available to them.

9. Incorporate feedback into their learning.

10. Maintain the highest standards of academic integrity in their work.

11. Refrain from academic misconduct and plagiarism in assessments.

12. Make use of the assessment criteria with which they are provided, and be aware of rules and policies relating to assessments, attend classes or meet distance communication requirements.

13. Adhere to the Assessment policy on assessment re-submission or extension.

Teaching and Learning Policy

To achieve these results some areas must be given high priority. These include;

1. Providing development opportunities which encourage teaching and learning staff to be innovative, effective and reflective practitioners

2. Ensuring high quality faculty and support staff with a highly developed professional development strategies

3. Supporting high quality and innovative teaching and learning practices that actively engage students

4. Teaching approaches are student-centred and are characterised by flexibility in delivery and innovation

5. Providing best practice systems for administration and support services

6. Ensuring critical reflection and action on the teaching and learning environment, performance and outcomes

7. Supporting coherent and innovative curriculum design and review processes at program and sequence of study level

8. Ensuring the learning is founded on curriculum which incorporates clearly stated student learning outcomes

9. Providing a high-quality learning environment that encourages independent learning and peer interaction

10. Making an explicit link between teaching and research so that excellence in research contributes to excellence in learning experiences and outcomes for students

11. Regarding Assessment as a valuable tool for facilitating learning

12. Aligning the learning outcomes with the graduate attributes and the knowledge, skills and abilities (KSA's) required to successfully complete the tasks of middle to senior managers (as per survey of 2007)

13. Ensuring the learning environment is as authentic as possible (ie modelled on real world applications) and, in particular, workplace tasks are incorporated where possible in curriculum design

14. Consulting with Industry representatives to ensure relevance and currency

15. Ensuring the learning environments take into account the diverse range of student backgrounds and approaches

To achieve these outcomes, AIMET:

- has established a framework for initiating and supporting change, improvements and initiatives, refer to Appendix D for the Learning and Teaching Plan;

- reinforces the importance of policies and practices already in place

- Undertakes formal evaluation of outcomes.

COURSES/UNITS:

- are planned and presented in terms of ideas, theories and concepts

- have conflicting theories and approaches incorporated to stimulate discussion and debate

- are designed to foster an understanding of:
  - legal, political, social, economic, cultural and environmental contexts
  - codes of conduct and the ethics of practice
  - the social and global context
  - the social responsibilities students will carry as global citizens

- include input from communities, professions and industries where relevant:

- are revised regularly to incorporate new theories and approaches and in the light of responses from stakeholders

- provide for interaction among participants – in whatever form – as a central activity so that students collaborate in their learning

- have content that is presented in a coherent manner and at an appropriate level

- have assessments that are congruent with the subject objectives and teaching and learning methods

- develop independent, resource-based learning with the goal of establishing an appropriate balance of teacher-directed and self-directed learning

- have clear statements of objectives, couched in terms of student learning outcomes

- have clear statements of assessment requirements, particularly the criteria by which work is judged

- provide case-based, problem-based or experiential approaches to learning, and hence to an integrated process of analysis, discovery, and application

- provide opportunity to develop relevant generic knowledge transfer skills, including communication, teamwork and collaboration skills, leadership, literacy in relevant non-academic information resources, and core commercial and business skills

FACULTY:

- have opportunities to collaborate in their teaching

- have professional development opportunities to enhance their teaching practice

- are evaluated regularly by current students

- convey enthusiasm for the subject matter and work to provoke students' curiosity

- model the excitement of intellectual exploration when working with students

- are readily available to assist students on a one-to-one basis

- emphasise and model the need for open-mindedness while fostering the development of critical analysis

- encourage students to relate their learning to their own experiences

- provide sufficient structure and guidance for students to find their way through the masses of information available to them

- make assumptions, beliefs and values explicit, with the clear understanding that these are open to challenge and encourage students to examine and question their own beliefs and confront challenging intellectual perspectives

- respect and value the diverse backgrounds and perspectives of students and insist that respect of this kind governs students' interactions with each other

- attempt as far as possible to accommodate students' different learning styles and approaches within the curriculum, the classroom, and learning resources

- respond sympathetically to the problems and demands experienced by students and provide appropriate assistance and support to individuals as they develop their own strategies for overcoming difficulties

- ensure students are thoroughly familiar with the ethical considerations involved in the use of printed or electronic materials

- provide timely and detailed feedback focused on student development.

STUDENTS:

- have opportunities to assist and lead others in learning

- are given opportunities to receive feedback from each other as well as from staff

- are provided with explanations of their rights and responsibilities and those of their facilitators

- are informed about procedures for dealing with disputes and complaints

- have ready access to comprehensive and up-to-date information

- are given opportunities to make discoveries for themselves and appropriate creativity is rewarded

- have opportunities to articulate their own views and responses, and those views are treated with respect

- have opportunities to work together inside and outside the classroom and develop a cohort identity

- are recognised as active participants in the education process

- are treated as individuals with particular abilities, aspirations and concerns

- are assisted to become increasingly independent learners

- learn in supportive environments where they can try out explanations and ideas without fear

- those who experience academic difficulties are identified and offered assistance.

The AIMET Business School maintains structures and procedures for regular consultation with stakeholder groups – including employers, the professions, government, the broader community, graduates and prospective students.

Scholarship Policy

Currently AIMET offers in conjunction with the Australian Scholarship Foundation a 25% discount for candidates working in the not-for-profit sector who wish to undertake higher degrees, it also offers a 25% discount to facilitators across the VET and Higher Education sector who wish to undertake higher education unit or courses with AIMET. AIMET also provides 25% discount for candidates for some of its partner organisations.

Partnership Arrangements

AIMET will from time to time partner with others to deliver part or all of a qualification. It is understood that all students are AIMET students and AIMET will ensure that course delivery meets the Higher Education Standards Framework, Threshold Standards and its own stringent quality guidelines. Any partners of AIMET will abide by the Policies and Procedures in this document.

AIMET will:
☐ Provide all enrolment and student admission services including receiving fee payments
☐ Provide access to FEE-HELP
☐ Manage quality of delivery by:
  o Visiting delivery sites at least twice annually
  o Meeting with Faculty members at least twice annually
  o Moderating Individual Assessments
  o Moderating class grade distribution
  o Monitoring unit and course evaluations

Unit Guide

CONTENTS

INTRODUCTION
Aims of this Unit
X
Knowledge and Understanding
This unit is designed to provide students with an understanding of:
X
X
X
X
X
Add/delete points as necessary
Learning Outcomes
Following completion of this unit, participants should be able to:
X
X
X
X
X

Add/delete points as necessary

Graduate Attributes
AIM Business School (ABS) has identified a set of global attributes that have been shown to positively impact their graduate's success in business and as a manager and leader.
The Graduate Attributes are as follows:
Strives for intellectual rigour
Understanding the changing global context
Manages for success
Demonstrates effective communication and interpersonal skills
Develops mastery of business and management disciplines
Strives to be a continuous adult learner

ABS Graduate Attributes 1. Strives for intellectual rigour	Unit Learning Outcomes
1.1 Has a strong sense of intellectual integrity and the ethics of scholarship	Indicate number of learning outcome as relevant
1.2 Reaches a high level of achievement in writing, generic research, problem solving and communication	Indicate number of learning outcome as relevant
1.3 Is a critical and creative thinker	Indicate number of learning outcome as relevant
1.4 Uses applied research findings to support decision making	Indicate number of learning outcome as relevant
. Understanding the changing global context	
2.1 Develops a sustainable vision of the future for their organisation within a global context	Indicate number of learning outcome as relevant
2.2 Has the ability to analyse new scenarios in terms of strategic options	Indicate number of learning outcome as relevant
2.3 Has the ability to plan organisational responses to opportunity through value creation, organisational design, strategy development and leadership	Indicate number of learning outcome as relevant
2.4 Demonstrates social, environmental and civic responsibilities	Indicate number of learning outcome as relevant
3. Manages for success	
3.1 Can apply knowledge and insights in innovative ways to meet organisational challenges	Indicate number of learning outcome as relevant
3.2 Can lead in developing strategic solutions to newly emerging internal (corporate) and market-place (external) challenges	Indicate number of learning outcome as relevant Indicate number of learning outcome as relevant
3.3 Recognises the changing place and value of intellectual property and human capital in organisations	Indicate number of learning outcome as relevant
3.4 Values and respects different cultures	Indicate number of learning outcome as relevant
3.5 Applies the highest standards of business ethics	Indicate number of learning outcome as relevant
. Demonstrates effective communication and interpersonal skills	
4.1 Communicates effectively and appropriately in a range of organisational contexts	Indicate number of learning outcome as relevant
4.2 Demonstrates strong writing skills that communicate effectively and appropriately	Indicate number of learning outcome as relevant

4.3 Develops forms and systems of communication to contribute to organisational learning and knowledge management	Indicate number of learning outcome as relevant
4.4 Builds relationships by working collaboratively and productively using highly developed communication and interpersonal skills	Indicate number of learning outcome as relevant
5. Develops mastery of business and management disciplines	
5.1 Develops the knowledge and skills of an informed practitioner in the disciplines of business and management, integrating theories and practical applications	Indicate number of learning outcome as relevant
5.2 Develops skills in the field of strategy development, skills characterised by flexibility and innovative thinking	Indicate number of learning outcome as relevant
5.3 Uses business tools and models to manage people and other resources for continuous improvement	Indicate number of learning outcome as relevant
6. Strives to be a continuous adult learner	
6.1 Reflects on experiences and communicates learning	Indicate number of learning outcome as relevant
6.2 Learns in a range of ways, including through information and communication technologies	Indicate number of learning outcome as relevant
6.3 Translates own learning needs into purposeful actions	Indicate number of learning outcome as relevant
6.4 Identifies the learning needs of others and supports the search for relevant learning activities	Indicate number of learning outcome as relevant
6.5 Practices life-long learning	Indicate number of learning outcome as relevant

Privacy and Confidentiality

When you post comments in the Blogs or Forum sections of the AIM Connect online platform they are in public view to other students also enrolled in the course. Please ensure that you abide by both your organisation's and ABS's privacy and/or confidentiality policies prior to posting any comments.

Plagiarism

An expectation of post-graduate students is that they will correctly acknowledge the sources of all information, ideas and constructs that they use in their academic writing and presentations.

Plagiarism is the term used to describe the situation where a student has used the words of authors, corporate writers, journalists or other students without acknowledgement. It is the practice of passing of other peoples' work as one's own. In an academic sense it is stealing.

Whether one plagiarises intentionally or unintentionally, both constitute academic misconduct at ABS and indeed at any other academic institution.

The penalties for plagiarism range from a fail for the particular assignment or for a whole course to exclusion from the study program.

Plagiarism is best avoided by

Careful planning and allowing adequate time for any writing tasks

Carefully noting sources of information during the research phase of your writing task and correctly identifying authorship details

Stringently ensuring that the author of each idea, concept or piece of information used in the framework and argument of your written document is correctly cited in-text and in your References List

Being familiar with your academic institutions preferred system of academic referencing.
Please refer to the Student Handbook and Academic Study Skills unit for further information.

Copyright

Students must be mindful of copyright laws when copying material for personal use. The following copyright guidelines should be adhered to when copies are being made:

Books – students may copy 10 per cent, or one chapter of a book, whichever is greater.

Periodicals – students may copy one article in each issue of a periodical, or two or more articles in an issue of a periodical, provided the articles relate to the same subject matter.

UNIT CONTENT AND SCHEDULE

Topic Schedule

	Delivery Mode		
	Weekly	Clustered	Intensive
1. Topic name	Week 1	Session 1	Weekend 1
2. Topic name	Week 2		
3. Topic name	Week 3	Session 2	
4. Topic name	Week 4		
5. Topic name	Week 5		
6. Topic name	Week 6	Session 3	Weekend 2
7. Topic name	Week 7		
8. Topic name	Week 8		
9. Topic name	Week 9	Session 4	
10. Topic name	Week 10		

Topic Content

Topic	Learning Outcomes	Readings
Topic name	Indicate number of learning outcome as relevant	Chapters/pages of set text e.g. The Marketing Concept (Ch1 set text) Full reference of other readings e.g. Simons, R 2014 Choosing the Right Customer, *Harvard Business Review* 92,3 pp 3-9.
Topic name	Indicate number of learning outcome as relevant	Chapters/pages of set text e.g. The Marketing Concept (Ch1 set text) Full reference of other readings e.g. Simons, R 2014 Choosing the Right Customer, *Harvard Business Review* 92,3 pp 3-9.
Topic name	Indicate number of learning outcome as relevant	Chapters/pages of set text e.g. The Marketing Concept (Ch1 set text) Full reference of other readings e.g. Simons, R 2014 Choosing the Right Customer, *Harvard Business Review* 92,3 pp 3-9.
Topic name	Indicate number of learning outcome as relevant	Chapters/pages of set text e.g. The Marketing Concept (Ch1 set text) Full reference of other readings e.g. Simons, R 2014 Choosing the Right Customer, *Harvard Business Review* 92,3 pp 3-9.
Topic name	Indicate number of learning outcome as relevant	Chapters/pages of set text e.g. The Marketing Concept (Ch1 set text) Full reference of other readings e.g. Simons, R 2014 Choosing the Right Customer, *Harvard Business Review* 92,3 pp 3-9.
Topic name	Indicate number of learning outcome as relevant	Chapters/pages of set text e.g. The Marketing Concept (Ch1 set text) Full reference of other readings e.g. Simons, R 2014 Choosing the Right Customer, *Harvard Business Review* 92,3 pp 3-9.

Topic name	Indicate number of learning outcome as relevant	Chapters/pages of set text e.g. The Marketing Concept (Ch1 set text)
		Full reference of other readings e.g. Simons, R 2014 Choosing the Right Customer, *Harvard Business Review* 92,3 pp 3-9.
Topic name	Indicate number of learning outcome as relevant	Chapters/pages of set text e.g. The Marketing Concept (Ch1 set text)
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Topic name	Indicate number of learning outcome as relevant	Chapters/pages of set text e.g. The Marketing Concept (Ch1 set text)
		Full reference of other readings e.g. Simons, R 2014 Choosing the Right Customer, *Harvard Business Review* 92,3 pp 3-9.
Topic name	Indicate number of learning outcome as relevant	Chapters/pages of set text e.g. The Marketing Concept (Ch1 set text)
		Full reference of other readings e.g. Simons, R 2014 Choosing the Right Customer, *Harvard Business Review* 92,3 pp 3-9.

If you are studying in face-to-face mode:
The unit is built around 10 topics with corresponding readings and tasks. Each topic equates to approximately three hours of workshop and attendance is strongly encouraged. The Student Handbook outlines attendance expectations.
Learning and Teaching Strategies
ABS recognises the value of providing a variety of learning and teaching methods and modes. In addition to the in-class workshop environment, the AIM Connect online platform provides the opportunity to learn in your own time through collaboration and peer feedback.
Approach to learning
ABS's programs are delivered both in a face-to-face and online learning environment. The face-to-face delivery focuses on a workshop based approach, which prioritises interaction between students and the practical application of the theories covered in the classroom.
AIM Connect supports you with additional tools and materials. This should be your reference point for information regarding your unit.
If you have any questions, you can call on your facilitator or the Student Support Team.
Workload
There will be 30 contact hours for this unit. In addition, students will be expected to invest approximately 100 hours in private study, reading, research and assessment task

preparation. If you have any additional questions, you can call on your facilitator or the Student Support Team.

If you are studying in online mode:

The unit is built around 10 topics, with corresponding readings and tasks. There will be a weekly facilitator-led webinar on the week's topic. This webinar will last for one hour. It will be recorded in case you are unable to attend. Attendance at all webinars is strongly encouraged.

Learning and Teaching Strategies

ABS recognises the value of interactive learning and teaching. The AIM Connect online platform provides the opportunity to learn in your own time through collaboration and peer feedback. The webinars also provide an opportunity for students to interact with their peers.

Approach to e-learning

E-learning requires that you manage your time and take responsibility for your learning. ABS helps you achieve these goals by using AIM Connect, our e-learning system. Once you have accessed your e-learning module, the menu outlines systematically what comes next.

ABS webinars are scheduled weekly for the duration of the unit and require preparation. It is expected that you will be adequately prepared and able to contribute and engage with your facilitator and students.

If you have any additional questions, you can call on your facilitator or the Student Support Team.

Workload

There will be 10 hours contact time via the webinars and 20 hours contact time via blogs and forum discussion. In addition, students will be expected to invest approximately 100 hours in private study, reading, research and assessment task preparation. If you have any additional questions, you can call on your facilitator or the Student Support Team.

RESOURCES

Set Text

Full reference of set text

Applicable Academic Journals

Full name of journals

Other Suggested Resources

Full reference for other readings, listed in alphabetical order

Recommended Websites

Name of organisation, followed by hyperlink web address

e.g.

Australian Communications and Media Authority

www.acma.gov.au

ASSESSMENT

Ensure your assessment is prepared and submitted in accordance with the details provided in the Student Handbook, including the ABS cover sheet.

General Assessment Criteria

In assessing your performance we are seeking a demonstration of your ability to apply the knowledge you have learned, either to your workplace or other circumstances, in a thoughtful, questioning and critical manner.

Reporting Results

The terms that will be used to specify results in ABS post graduate studies are:

HD High Distinction	85 – 100 %
D Distinction	75 – 84%
C Credit	65 – 74%

P Pass   50 – 64%
F Fail   49% or less

Providing Feedback

Your work will be returned to you, with the original attachment sheet, your results and the assessor's comments.

Assessment Summary
Face-to-Face mode

Assessment Task	Learning Outcomes Covered	Due Date	Length	% of overall grade
Task name	Indicate number of learning outcome	Week 4	X words	25%
Task name	Indicate number of learning outcome	Week 8	X words	25%
Task name	Indicate number of learning outcome	Week 11	X words	45%
Engagement and Participation	Indicate number of learning outcome	Ongoing	NA	5%

Online mode

Assessment Task	Learning Outcomes Covered	Due Date	Length	% of overall grade
Task name	Indicate number of learning outcome	Week 4	X words	20%
Task name	Indicate number of learning outcome	Week 8	X words	25%
Task name	Indicate number of learning outcome	Week 11	X words	40%
Engagement and Participation	Indicate number of learning outcome	Week 10	150-200 words for initial posts 100 words for peer comments	15%

The higher weighting of 15% for engagement and participation for online mode is to assess the replacement of face-to-face classroom participation through the additional work required in completed blogs, informed discussion forums and involvement in webinars.

Note: the additional 10% for engagement in online mode should be achieved by taking 5% off two other tasks (not 10% off one task). The first task should also have a lower weighting then other tasks as students will be new to the unit.

DESCRIPTION OF ASSESSMENT TASKS
Assessment Task 1: Marketing Audit

Task Description
X
Assessment Format:
X

Assessment Criteria:

	Academic Grading Criteria
Format (30%)	Presentation and report format to prescribed AIM standard.
	Demonstration of wide reading and inclusion of requisite references in Harvard reference style.
	Academic writing appropriate to postgraduate level of study. Clearly articulated. Within required word count.
	Well structured, logical flow to argument
Concepts (20%)	Demonstration of knowledge of concepts.
	Concepts support the argument or recommendations being made.
Practical Application (20%)	Demonstrates practical application of concepts
	Workplace-related examples support the argument or recommendations made.
Analytic Thinking (20%)	Demonstration of analytical thinking in relation to concepts.
	Demonstration of analytical thinking in relation to workplace examples
Recommendations (10%)	Recommendations well articulated and clearly drawn from analysis.
Total	

Specific changes to the grading criteria can be made to individual tasks if required to suit the task

Assessment Task 2: Market Research Proposal
Task Description
X
Assessment Format:
X

Assessment Criteria:

Academic Grading Criteria		
Format (30%)	Presentation and report format to prescribed AIM standard.	
	Demonstration of wide reading and inclusion of requisite references in Harvard reference style.	
	Academic writing appropriate to postgraduate level of study. Clearly articulated. Within required word count.	
	Well structured, logical flow to argument	
Concepts (20%)	Demonstration of knowledge of concepts.	
	Concepts support the argument or recommendations being made.	
Practical Application (20%)	Demonstrates practical application of concepts	
	Workplace-related examples support the argument or recommendations made.	
Analytic Thinking (20%)	Demonstration of analytical thinking in relation to concepts.	
	Demonstration of analytical thinking in relation to workplace examples	
Recommendations (10%)	Recommendations well articulated and clearly drawn from analysis.	
Total		

Specific changes to the grading criteria can be made to individual tasks if required to suit the task

Assessment Task 3: Marketing Plan

Task Description
<mark>X</mark>

Assessment Format:
<mark>X</mark>
Assessment Criteria:

Academic Grading Criteria	
Format (30%)	Presentation and report format to prescribed AIM standard.
	Demonstration of wide reading and inclusion of requisite references in Harvard reference style.
	Academic writing appropriate to postgraduate level of study. Clearly articulated. Within required word count.
	Well structured, logical flow to argument
Concepts (20%)	Demonstration of knowledge of concepts.
	Concepts support the argument or recommendations being made.
Practical Application (20%)	Demonstrates practical application of concepts
	Workplace-related examples support the argument or recommendations made.
Analytic Thinking (20%)	Demonstration of analytical thinking in relation to concepts.
	Demonstration of analytical thinking in relation to workplace examples
Reccomendations (10%)	Recommendations well articulated and clearly drawn from analysis.
Total	

<mark>Specific changes to the grading criteria can be made to individual tasks if required to suit the task</mark>

Assessment Task 4: Topic Engagement and Participation
Face-to-face mode
Task Description
Over the duration of the face to face classes, students are required to contribute to class discussions and activities. In some instances, specific research questions and activities will be scheduled for students to investigate and resolve in small groups. In these cases, students are expected to contribute to the group as a whole. This includes responding to answers provided by fellow participants, providing a critique of their answer and backing this up with reference to the text and readings.

Please be aware that there is an expectation that any comments made in class are to remain confidential. Please ensure that you abide by both your organisation's and AIM's privacy and/or confidentiality policies prior to making any comments.

Assessment Format:

Informed participation in class discussion, including comment on readings and contribution of practical examples and workplace experiences. You should include a point of view developed as a result of your investigation and analysis showing evidence for and against the validity of this view. Where relevant you should reference evidence gained from readings, your research and experience and/or class discussions.

Online mode
Task Description
Each week, you are required to post a small narrative which addresses one of the review questions or topic activities. In addition, you are required to respond to two posts by fellow participants, providing a critique of their answer and backing this up with reference to the text and readings.

150-200 words for each post (minimum of 10 posts), at least 5 to be initiated by the participant and at least 5 comments on posts (100 words) by fellow learning group members.

Assessment Format:

Posts are short responses in text and/or including calculations, illustrations and diagrams. You should include a point of view developed as a result of your investigation and analysis showing evidence for and against the validity of this view, referencing evidence gained from readings. You should include references to the textbook and/or any readings and other references that you have used to formulate the answer.

Assessment Criteria:

Academic Grading Criteria	
Evidence (25%)	Evidence of engagement and discussion
Theory Application (33%)	Demonstration of theoretical knowledge and application of theory to an organisational situation
Relevant Critiques (34%)	Relevant and justified critiques of other participant's answers to review questions
Evidence (33%)	Reference to and acknowledgement of sources of evidence used to support your assertions
Total	

Appendix B – Benchmarking Policy and Plan

Authorised by:	Chair, Academic Board
Effective date:	August, 2015
Last amendment date:	03/11/2015
Review date due:	2018
Associated documents:	
Implementation and review:	National Academic Director
Revision history:	

1. **Purpose:** This policy and plan describes the ABS approach to benchmarking and the procedures necessary to facilitate the process.

2. **Scope of Policy:** This policy and plan applies to ABS academic and administrative staff.

3. **Definition:** "Benchmarking can be defined as a structured, collaborative, learning process for comparing practices, processes or performance outcomes. Its purpose is to identify comparative strengths and weaknesses, as a basis for developing improvements in academic quality. Benchmarking can also be defined as a quality process used to evaluate performance by comparing institutional practices to sector good practice (TEQSA Guidance Note, 2015)."

4. **Policy Statement:** The ABS Benchmarking policy and plan recognizes benchmarking activities as a crucial organizational learning process, forming the basis for continuous improvement and enhancement purposes through an ongoing and systematic approach of comparing practices and performances. Further learning about good and best practices or key processes with comparator institutions, will lead to continuous improvement of ABS' processes, performances and outcomes.

5. **Reporting:** Discussion of benchmarking activities will occur in the Academic Board's subcommittee on Learning and Teaching, at Unit Convenors' meetings, and with Facilitators at Communities of Practice meetings. A report will be sent to the Academic Board on a quarterly basis.

In considering benchmarking, variations in ABS HE courses may arise from the focus on professional practice for employed professionals grounded in academic rigor, not from variations in quality or academic standards which adhere to TEQSA's Threshold Standards.

Some records in the past reveal that AIMSA Business School was embarking on the benchmarking journey. It had made arrangements with, for example UNE in 2009 for benchmarking moderation, undertaken an ACPET Survey in 2011, undertaken desk benchmarking of comparative courses in 2012, and designed a draft benchmarking policy to cover the period 2011-2013. Moreover, there are useful benchmarking opportunities with AIM's membership of the Australian Council For Private Education And Training (ACPET), and the Asian Association of Management Organisations (AAMO), and the Chartered Management Institute (CMI, UK); and our recent collaboration with the Governance Institute of Australia (GIA).

ABS is also exploring involvement in the CEQ survey and is currently participating in the following:

- QILT survey
- GMAA survey
- Hobson's survey
- MBA Directors' forum

However, given the change in the AIM structure and the nature of ABS within AIMET, it is important to develop a new benchmarking journey moving forward which will enhance ABS' monitoring and evaluation of the quality and effectiveness of its operations. This is vital to being aligned with and achieving AIMET's:

- Purpose: "To develop exceptional managers and leaders who enrich the world."
- Vision: "To be the leading provider of adult education in the areas of business, management and leadership".

Consequently, below outlines the plan for such a dynamic and action-oriented journey which, if approved by the ABS Academic Board, will be implemented immediately from September 2015, with a focus initially on course, process and outcomes benchmarking.

In essence, ABS will follow the ADRI cycle, as developed by the Australian Business Excellence Framework: *Approach > Deployment > Results > Improvement*. In comparing practices and performances, ABS will identify how to improve intended performance, make appropriate improvements and then re-measure in a reiterative cycle of self-evaluation and improvement.

The suggested Plan for the period 2015-2018 is as follows:

TYPE	NAME	PARTNER/S	COMMENTS	PLAN EXECUTION
Organisational benchmarkin	School	ACPET survey	As a member of ACPET ABS	Annual from 2015

g	Governance	Governance Institute of Australia	will use its Benchmarking service to compare with other Private Education entities Existing collaboration with similar organisation	Comparison of governance structures and practices in 2016 & then every three years
Course benchmarking plus Assessment and Outcomes	Course – MBA design, implementation, and international accreditations Collaborating one external moderation / benchmarking of student assessment	Waikato University Management School Auckland Institute of Studies	A highly ranked non-competitive institution Private accredited institution offering courses similar to ABS	2016 & then every five years with this or another benchmark partner (benchmarking some individual units during the five year period)
Process benchmarking	Online Learning	University of New England Graduate School of Business	Offers postgraduate courses online	2016 focus on online learning pedagogy – webinars, blogs, assessments & then every three years with this or another benchmark partner
Outcomes benchmarking	Student performance data/ outcomes – retention, completion rates, etc.	University of Auckland Business School	Considered a top ranking NZ institution with an excellent Faculty of

			Business	
Best practice benchmarking	Major aspects overall, including balance of scholarship/research/teaching	Singapore Institute of Management	A major IOM offering ug/pg courses	2017 (with visit) 2018 (with visit)
	Major aspects overall of a similar but high ranking international institution, including balance of scholarship/research/pg teaching and executive education	Insead	A global top ranking private management institution	

For some of these benchmarking exercises, it is envisaged that ABS would go beyond sharing of data and would follow TEQSA's suggested six key phases:


Through such processes, ABS would move beyond simple comparisons to significant ongoing performance improvements and further positively distinguish itself and its academic and professional value propositions in the national and international marketplaces.

The place of Benchmarking within ABS' overall Quality Assurance principles, in relation to adherence to TEQSA's requirements and processes, is usefully diagrammed in the following modified figure ("Higher Education Quality Assurance Principles for the Asia Pacific Region, https://internationaleducation.gov.au, p.4):

Figure 1

A FRAMEWORK FOR HIGHER EDUCATION QUALITY ASSURANCE PRINCIPLES IN THE ASIA-PACIFIC REGION
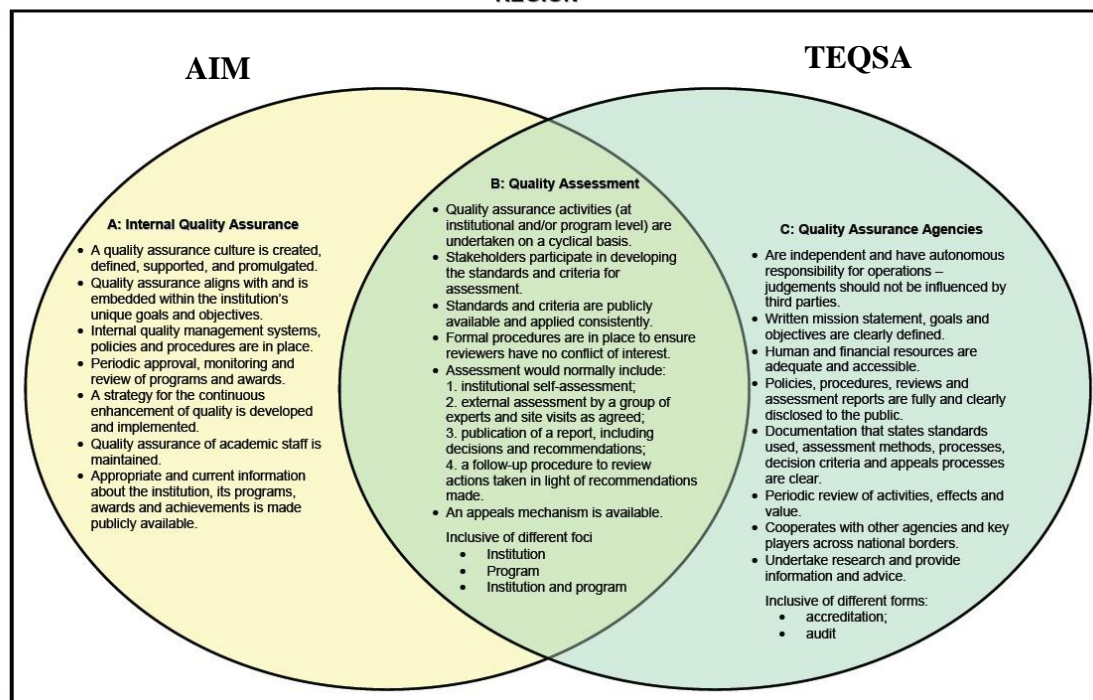
Appendix C – Learning and Teaching Plan

AIM BUSINESS SCHOOL (ABS) LEARNING AND TEACHING PLAN 2015-2018 – EM

1. Introduction

The objective of this Plan is to identify and prioritize the means by which the ABS's learning and teaching environment, culture, and practices are developed to achieve excellence and ensure continuous quality assurance and enhancement of student learning experiences and outcomes.

2. Purpose

To enable AIMET's purpose "To develop exceptional managers and leaders who enrich the world".

3. Vision

To support AIMET's vision "to be the leading provider of adult education in the areas of business, management and leadership".

4. Principles

The core objective of ABS in relation to the Scholarship of Teaching and Learning is:

- To develop and implement learning modes and practices to facilitate optimal professional learning in order "To ensure that the leadership and management education delivered to students is applicable and relevant to the workplace."
- To provide a basis for identifying challenges, determining and prioritizing actions, and ensuring adequate resourcing over the period.
- To create an appropriate culture of excellence and academic rigor within a commercial context through the building blocks of the AIM educational experience.
- To contribute to making a better society.

5. Strategic Goals

Goal 1 – Facilitating Excellence in Learning and Teaching (through quality assurance and curriculum renewal)

Goal 2 – Providing the best Learning Environment

Goal 2 – Enhancing Collaboration (through partnerships and increased external engagement)

Goal 4 – Providing opportunities for Lifelong Learning

This Plan is grounded in Australian Institute of Management Education and Training (AIMET) framework for delivering its advantage by strengthening its distinctive professional practice aspects (e.g. professional working experienced students; high quality staff – academically and professionally accredited; enriched industry and professional engagement through AIM membership; focused range of courses; outstanding campuses in each capital city, with excellent learning and teaching facilities and environments; the AIM Library resources; a dedicated student support team; flexibility across modes of delivery; rolling enrollments).

The scope of the plan remains broad. Building on AIM's 75 years history, ABS wishes to ensure it is a key player in national and international higher education and that is becomes positioned as a world class higher education institute of management.

Actions in the Plan focus on how the ABS will help AIMET achieve its central purpose "To develop exceptional managers and leaders who enrich the world." This is grounded in the key themes that follow:

- Providing flexible, professionally oriented learning and career pathways
- Helping organisations and individuals fulfill their potential and achieve their aspirations
- Championing management as a respected profession
- Providing leading edge delivery in multiple modes by recruiting and supporting excellent facilitators and operational infrastructure
- Being recognised as the first port of call for management and leadership education
- Providing outstanding service and customer offerings
- Developing customized learning opportunities for organisations and individuals
- Delivering a high quality online learning & education pathway
- Making accredited qualifications attainable to a broader market
- Demonstrating diverse pathways from VET to MBA qualifications with an experienced body of students
- Ensuring an outstanding learning experience through the design, management and provision of curricula in the most productive learning environments

By 2020, ABS wishes to be ranked in the top Australian higher education institutions for learning and teaching

AIM educates from a national, regional and international perspective. It offers learning opportunities across online, face-to-face and blended learning practices, individually and collaboratively.

An ABS student's learning journey is defined by AIM's focus on the needs of the working professional, undergirded by the qualifications and experience of our facilitators and choice in delivery mode and units of study. The graduate attributes/qualities and learning outcomes are aligned to professional work practices built on the experience of both students and staff.

In renewing our units and courses, ABS focusses on the following key questions: Who are our learners? How do we develop and renew our curriculum? How do we use the best of technologies to support an outstanding learning experience? How do we create the best learning environment and support mechanisms for our learners and facilitators? Benchmarking exercises assist in such review and quality assurance processes.

Objectives	Strategies			
	A. Quality assurance	B. Learning environment	C. Collaboration	D. Lifelong Learning
1. Excellence in the student learning experience	1A. Enhance quality assurance and continuous improvement processes in learning, teaching and support services	1B. Provide the best infrastructure and technological support for all learning modes to maximize student engagement in learning	1C. Increase engagement with the private, public, and NFP sectors to ensure meeting professional needs and contextualizing the learning experience	1D. Review the ABS Graduate Attributes to ensure current and future relevance, including the capacity to engage in lifelong learning and positively contribute to society
2. Excellence in facilitation	2A. Enhance current and develop as appropriate new approaches to ensuring facilitator quality	2B. Ensure facilitators understand AIM's distinctive pedagogical approach and are trained in technology use and supported appropriately	2C. Enhance current and develop new relationships with external professional organisations and associations	2D. Facilitate the development and reporting of professional development/scholarship in terms of professional currency
3. Excellence in courses and curriculum	3A. Continue and enhance unit and course evaluations, and participate in a range of learning surveys, including QILT (Quality in Learning and Teaching)	3B. Create contemporary multimedia content and ensure appropriate hardware and software to support excellence and innovation in all learning modes and support services	3C. Appoint and utilize Unit Convenors, especially for core units, to ensure best content and practice across all delivery modes	3D. Develop and institute a benchmarking policy and plan for quality assurance and continuous improvement in courses and services
4. Enhancing collaboration	4A. Ensure appropriate standards are met in learning opportunities with external organisations, including customised programs	4B. Build on current and develop new local and international collaborations with a range of organisations that can feed into enhancing the ABS learning environment for professional practice	4C. Have further industry representation on the Academic Board and develop other avenues for obtaining relevant sector advice on courses and performance	4D. Develop the internationalization and future international dimensions of ABS courses and stakeholders, to ensure the ongoing development of global professional citizens

Objective 1: Excellence in the student learning experience

	Strategies	Actions	Responsibility	Target date for completion
1A	Enhance quality assurance and continuous improvement processes in learning and teaching and support services	• Review Student Handbook • Review Courseware content & design • Student telephone surveys • Ensure timely formal/informal student/facilitators unit/course evaluations • Collate & act on these evaluations • Introduction of Turnitin	NAD/PGEO NAD/DCR/PGEO/HPD&D SST/EGMCO SST/PEO PGEO/NAD CIO/PGEO	July 2015, then ongoing annually Ongoing May-July 2015 Ongoing for units and following each graduation for courses Ongoing End 2015 & fully implemented 2016
1B	Provide the best infrastructure and technological support for all learning modes to maximize student engagement in learning	• Work with external consultants to ensure best online offerings • Improve support for webinars & online learning • New learning platform, Moodle, fully installed	DCR/NAD EGMCO/CIO EGMCO/CIO	June-Sept 2015 Ongoing 2015 and completed December
1C	Increase engagement with the private, public, and NFP sectors to ensure meeting professional needs and contextualizing the learning experience	• Increase external representation on Academic Board • Discussions with Membership about collaboration • Identify & increase work with relevant Associations	GCEO/AB GCEO/NAD NAD/PGEO/HCS	Initiate July & complete end 2015 September 2015 Initiate August 2015 & then ongoing

1D	Review the ABS Graduate Attributes to ensure current and future relevance, including the capacity to engage in lifelong learning and positively contribute to society	• Design & implement a consultative process for reviewing & revising as appropriate the ABS Graduate Attributes	NAD/PGEO/UC AB	December 2015, then ongoing annually
		• Develop and work with Alumni on lifelong learning issues	NAD/PGEO	Initiate June and then ongoing with regular meetings scheduled
		• Examine and ensure CSR/Sustainability principles are embedded in curricula and revised attributes in conjunction with current/future AIM policy	GCEO/NAD/UC	Initiate review early 2016 and make appropriate changes

Objective 2: Excellence in facilitation

	Strategies	Actions	Responsibility	Target date for completion
2A	Enhance current and develop as appropriate new approaches to ensuring facilitator quality	• Plan & implement a schedule of formal facilitator reviews of f-t-f/online teaching (attendance at sample of learning sessions)	NAD/PGEO/EGMCO/DCR/UC	Initiate October 2015 & then ongoing
		• Redesign & implement an improved approach to ensuring faculty professional development, including HE Communities of Practice sessions (f-t-f)	NAD/PGEO/UC/NMF	July & then ongoing
		• Introduce an annual teaching/scholarship colloquium for sharing innovative approaches (videoconference)	NAD/PGEO/EGMCO	Initiate 2016 & then ongoing
2B	Ensure facilitators understand AIM's distinctive pedagogical approach and are trained in technology use and supported appropriately	• Review Facilitators' Handbook	NAD/PGEO/UC	July 2015 & then ongoing annually
		• Review Policies & Procedures Handbook	NAD/PGEO/UC	August 2015 & then ongoing annually Initiate June 2015 & then ongoing
		• Regular formal UC and HE Communities of Practice meetings	NAD/PGEO/UC	Ongoing

		• Provide facilitator training in technology as required	CIO/NMF	July 2015 & then ongoing
		• Standardized & renewed Course Development & Review document	DCT/NAD	
2C	Enhance current and develop new relationships with external professional organisations and associations	• Explore and then design a plan for enhancing current and developing new collaboration with industry bodies & broader sectors	GCEO/NAD/PGEO/AB	Early 2016 & then ongoing annual review
		• Involvement in campus Open House days	HCS/NAD/PGEO/EGMCO	Ongoing
		• Enhance work with corporate solutions team	HCS/NAD/PGEO	Ongoing
2D	Facilitate the development and reporting of professional development/scholarship in terms of professional currency	• Revise current approach of reporting at annual performance reviews and implement more regular information updates throughout the year	NAD/NMF/UC/PGEO	August 2015 & then ongoing

Objective 3: Excellence in courses and curriculum

	Strategies	Actions	Responsibility	Target date for completion
3A	Continue and enhance unit and course evaluations, and participate in a range of learning	• Complete current reporting requirements and surveys (e.g. QILT, Hobsons, GMAA • Plan & target involvement in new surveys, including those ranking MBA courses	NAD/PGEO/HECC NAD/PGEO/HECC	2015 October 2015 ACPET survey 2016 CEQ & then ongoing

	surveys, including QILT (Quality in Learning and Teaching)	• Plan & implement rolling evaluations of units & courses using internal/external stakeholders (units to follow a review cycle every three years and courses every five years, commencing 2016) • Initiate international accreditation project (AACSB/EQUIS/AMBA)	NAD/PGEO NAD/PGEO/HECC/DCR /AB	2017 BOSS MBA survey Initiate 2015 & implement 2016 Unit & course reviews to commence 2016 2017
3B	Create contemporary multimedia content and ensure appropriate hardware and software to support excellence and innovation in all learning modes and support services	• Working with consultants (e.g. TCI) on content & pedagogical innovations • Ensure new & revised units/courses are well supported	GCEO/NAD/DC&R/NA D/ HPD&D EGMCO/CIO/NAD	October 2015 Ongoing
3C	Appoint and utilize Unit Convenors, especially for core units, to ensure best content and practice across	• Pilot program 2015-2016 with UC for core units • Minimum of quarterly meetings in disciplines & with NAD • Review & extend for all units following pilot	GNAD/DCR/NMF/PGEO NAD/UC/PGEO NAD/DCR/NMF/PGEO	2016 Ongoing October 2016 for introduction in 2017

Objective 4: Enhancing collaboration

	Strategies	Actions	Responsibility	Target date for completion
4A	Ensure appropriate standards are met in learning opportunities with external organisations, including customised programs	• Policy with AB	AB/NAD/HCS	July 2015 agreed/implemented & ongoing
4B	Build on current and develop new local and international collaborations with a range of	• Enhance current collaboration (e.g. GIA) • Explore & engage with potential new partners & sectors to enhance teaching content & pedagogy (e.g.	NAD/PGEO/HCS GCEO/NAD/PGEO/HCS/AB	Ongoing 2016 & ongoing

	organisations that can feed into enhancing the ABS learning environment for professional practice	Institutes of Management/Alumni/Memberships		
4C	Have further industry representation on the Academic Board and develop other avenues for obtaining relevant sector advice on courses and performance	• Consult with key AB members & other stakeholders for increasing representation and profile • Explore alternative approaches (e.g. Industry Forums) • Convene Course Advisory Groups when focusing on innovation/renewing current/future courses to ensure alignment with both academic and industry requirements	GCEO/AB/NAD GCEO/AB/NAD/PGEO GEC&C/NAD/PGEO	November 2015 & then ongoing 2016 2016
4D	Develop the internationalization and future international dimensions of ABS courses and stakeholders, to ensure the ongoing development of global professional citizens	• Explore & design an array of opportunities for students & facilitators to engage in international experiences (e.g. initiate Study Tours, international teleconferences) • Review current curricula to enhance international dimensions	NAD/PGEO NAD/DCR	2016 & then ongoing 2016 & then ongoing

Key to Responsibility allocation mentioned in tables above:

GCEO	=	AIMET Group CEO
EGMCO	=	Executive General Manager Campus
CIO	=	Operations Chief Information Officer
NAD	=	National Academic Director
DCR	=	Director Curriculum and Research
HECC	=	Higher Education Compliance Coordinator
PGEO	=	Postgraduate Executive Officer
HPD&D	=	Head of Product Design and Development
SST	=	Student Services Team
AB	=	Academic Board
HCS	=	Head Corporate Solutions
NMF	=	National Manager Facilitation

Appendix D – Professional Development and Scholarship Plan

ABS PROFESSIONAL DEVELOPMENT AND SCHOLARSHIP STRATEGY 2015-1018

As a Higher Education Provider, AIM has given an undertaking that AIM Facilitators meet standards as defined in the Higher Education Standards Framework, Threshold Standards, including being able to demonstrate continuing professional development.

Consequently, in addition to holding relevant academic qualifications and professional experience, Facilitators need to advise how they maintain current skills and knowledge in their discipline through participation in continuing professional development, both structured and unstructured, formal and informal.

Some key activities to meet such requirements include the following:

- Sessional Facilitators attend 2 x 2-hour formal professional development sessions per year at AIM through the Higher Education Communities of Practice sessions conducted face-to-face in each capital city (the next sessions are occurring late August/early September).

- An annual Performance Review is held in January with each Facilitator and the Academic Director to report and review teaching and development activities in the prior year (the next will occur in January 2016).

- Informal Facilitator meetings with the Academic Director also occur throughout the year. Open Day sessions are also available to Facilitators in each state (the next sessions are on 21 August), as are 25% discounts on undertaking AIM Higher Education units/courses.

- AIM requires all AIM Facilitators to demonstrate that they undertake *at least 20 hours per year professional development in their discipline*.

The purpose of this Strategy is to frame and articulate professional development and scholarly activities of facilitators in the AIM context, and to determine strategies and activities to enhance both.

As with many other non-university providers of education, ABS adopts Boyer's classic (1990) definition of scholarship that advocated expanding the traditional definition of scholarship and research into a broader classification of four types of scholarship.

THE ABS APPROACH TO SCHOLARSHIP

Boyer's (1990) Types of Scholarship	ABS Interpretation	Key Objectives
Scholarship of discovery	Scholarly activities related to professional practice	Developing and disseminating new knowledge
Scholarship of integration	Synthesizing knowledge within & across disciplinary boundaries	Breaking disciplinary knowledge boundaries through collaboration
Scholarship of application/engagement	Engaging within & external to AIM through disciplinary expertise for problem solving	Applying new knowledge & professional practice to solving management problems
Scholarship of teaching & learning	Innovative teaching & learning	Designing and instituting innovative content & pedagogy for optimizing learning

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STRATEGIES

Objectives			Strategies
1	Developing and disseminating new knowledge	1.1	Log current strengths in scholarship & professional practice
		1.2	Identify a framework for supporting academic scholarship & professional development
2	Enhancing disciplinary knowledge through collaboration	2.1	Use Unit Convenors & Community of Practice events for enhancing collaboration & showcasing professional development/scholarship activities
		2.2	Re-evaluate units/courses to further embed such scholarly collaboration
		2.3	Explore Benchmarking for opportunities to enhance collaboration
3	Applying new knowledge & professional practice to solving management problems	3.1	Ensure both students and faculty are aware of current knowledge breakthroughs
		3.2	Encourage more students to undertake Business Research Methods & Research Projects
		3.3	Support facilitators to enhance their scholarly leadership through academic & professional practice

Objective 1: Developing and disseminating new knowledge

	Strategies	Actions	Responsibility	Timeframe
1.1	Log current strengths in scholarship and professional practice	• Collect and analyse data from the 2015 audit of scholarly/professional practice activities of	NAD/PGEO	Audit completed September 2015 and then ongoing

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	Strategies	Actions	Responsibility	Timeframe
		facilitators; provide feedback to facilitators		
		• Discussion of activities at annual Performance Reviews with facilitators		December/January of each year
		• Using Unit Convenors, encourage development and recording of scholarly/professional practice activities of facilitators	NAD/UC	Ongoing
1.2	Identify a framework for supporting academic scholarship & professional development	• Mentor facilitators in their scholarly activities, including any undertaking higher degrees	NAD	Ongoing - at COP meetings, at annual performance management meetings, at UC meetings (standing item) and regular contact
		• Provide information on opportunities to engage in scholarship and professional development through Newsletters	NAD/NMF/CFO	Ongoing

Objective 2: Enhancing disciplinary knowledge through collaboration

	Strategies	Actions	Responsibility	Timeframe
2.1	Use Unit Convenors & Community of Practice events for enhancing collaboration & showcasing professional development/scholarship activities	• Discussion at UC and discipline meetings of scholarly/professional development activities	NAD/UC	Ongoing agenda item
		• Presentations at COP meetings by facilitators of their scholarly activities	NAD/PGEO/NFM	COP meetings 2-4 times pa
		• Institute an annual conference of all facilitators to cover current developments in learning and teaching, and scholarship	NAD/PGEO	March 2016 and then annually

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		• Explore the feasibility of a Working Papers series	NAD/DC&R/PGEO/UC	November 2015 and ongoing if appropriate
2.2	Re-evaluate units/courses to further embed such scholarly collaboration	• Examine units to assess extent of collaborative work • Encourage staff/students to present/publish appropriate scholarly work emerging from academic work	NAD/DC&R/PGEO NAD/UC	November 2015 and ongoing Ongoing
2.3	Explore Benchmarking for opportunities to enhance collaboration	• Engage potential collaborators for scholarly activities through the new benchmarking policy and activities	NAD/PGEO	February 2016 then ongoing

Objective 3: Applying new knowledge & professional practice to solving management problems

	Strategies	Actions	Responsibility	Timeframe
3.1	Ensure both students and faculty are aware of current disciplinary knowledge breakthroughs	• Review units, including reading materials, to ensure current material is provided • Enhance opportunities for staff/students to reflect on professional practice and individual development – in assessments, etc.	NAD/PGEO/Librarian NAD/UC	2016 ongoing Current and ongoing
3.2	Encourage more students to undertake Business Research Methods & Research Projects	• Revise the research units and better market research opportunities to current and future students	NAD/DC&R/UC	Early 2016 revision and ongoing
3.3	Support facilitators to	• Encourage an increase	NAD/NFM/PGEO	Ongoing

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	enhance their scholarly leadership through academic & professional practice	in such activities through the COP meetings, the UC meetings, performance management sessions, and through newsletters		
		• Provide support for staff to present appropriate scholarly outputs in professional and academic conferences	As above	Provide annual financial support for appropriate scholarly activities from 2016

Objective 4: Designing and instituting innovative content & pedagogy for optimizing learning

	Strategies	Actions	Responsibility	Timeframe
4.1	Use Academic Board & Advisory bodies to advise on leading edge professional practice	• Institute a standing Agenda item at each Academic Board meeting • Liaise with AIM Membership to work with key members on advice about leading edge professional practice to be incorporated into curricula as appropriate	NAD/Chair AB/PGEO NAD/PGEO/CEO AIM Membership	November 2015 and ongoing Early 2016
4.2	Enhance curricula to ensure balance between theory & practice	• Continue staff recruitment to ensure such balance between academic and industry experience • Unit and course reviews to examine and	NAD/NFM NAD/PGEO/ABd	Ongoing Incorporate in intended unit/course

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				reviews from 2016 onwards
4.3	Ensure best pedagogy through diverse technologies	• Review the TCI consultant's report on the benchmarking exercise of online learning and teaching and implement appropriate recommendations	NAD/DC&R/PGEO/ABd	October and ongoing
		• Ensure adequate technology training for both facilitators and students	NAD/NFM/Campus Mgrs/SSTeam	Ongoing
		• Collaborate in the new Moodle learning platform pilots and full implementation	NAD/PGEO	September and ongoing
		• Gather feedback on use of learning and teaching technologies, and their use in scholarship	NAD/PGEO/SSTeam	2016
4.4	Instigate regular reviews of scholarship and professional development	• Ensure an adequate database for facilitator activities and report to ABd regularly	NAD/PGEO	November and ongoing
		• Review at COP and Performance Management sessions	As above	As above
		• Explore an awards scheme for both learning and teaching and scholarly activities	As above	Early 2016
		• Update the Facilitators Handbook to emphasise such activity	As above	September 2015 and ongoing

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Appendix E – ABS Course Review Plan

ABS COURSE REVIEW PROCEDURE
1. Purpose

The purpose of a comprehensive Course Review is to review and analyse the whole academic program (and its subsets as appropriate) for an award. This includes its regulations, structure (units), curriculum currency, learning and teaching quality and pedagogy, assessment tasks, etc. The procedure should be efficient, effective and robust and support meeting the principles contained in the AIMET Strategic Plan, the ABS Learning and Teaching Plan, and comply with the governance requirements of the ABS Academic Board and the external regulator TEQSA.
2. Timing

Academic Course Reviews should occur on a five yearly cycle or more often if required by relevant circumstances such as external or professional accreditation or in response to key challenges whether internal or external. The first Review will occur in the second half of 2016, following the restructure of AIM and its application for accreditation of its MBA (and subsets) program in 2015.
3. Responsibilities

The National Academic Director will be responsible for and will arrange the Review in conjunction with the ABS Academic Board. The Course Review Submission should be approved by the Academic Board.
4. The Review Panel

The Review Panel will normally be comprised of at least five members, including the Panel Chair who should be an external academic with relevant discipline expertise and appropriate experience and who has no close relationship to the course being reviewed. Other members can be chosen from the following categories:
- An external academic with relevant discipline expertise and appropriate experience
- An ABS academic with related discipline expertise and appropriate experience but not directly/centrally involved in the course under review
- A related professional or industry group
- A member of the Alumni

The ABS Postgraduate Executive Officer will provide administrative support to the Panel. The Terms of Reference for the Panel are to:
- Evaluate the Course against relevant external and internal references and benchmarks
- Provide relevant advise on how the Course may be improved
- Review the quality, scope, focus, direction, balance and distinctive value propositions of the Course curricula and learning and teaching in relation to a variety of inputs as outlined below
- The competitive position of the Course in the national and international marketplace
- Review the adequacy of resources available for Course provision
- Provide the completed Course Review Panel Report

5. Review Content

The Review should focus on issues such as the following:
- Course Objectives
- Course Compliance (accreditation, AQF and TEQSA requirements, AIMET Policies and Procedures)
- Curriculum (The central curriculum map, its development, and how the learning outcomes and assessments are designed to help candidates achieve the course learning outcomes)
- Learning and Teaching Quality (Learning resources and infrastructure support; delivery methods; pedagogy; graduate attributes; learning environment; assessments; internationalisation)
- Student Experience (Student engagement in learning experiences across diverse modes; feedback mechanisms; student support; student satisfaction; perceptions of the course and achievement of learning outcomes)
- Student enrolments, retention, progression, and pass and completion rates
- Student performance by entry pathway, place of study, and mode of study
- Average grades and spread of grades in core units
- Benchmarking processes and comparative performance from CEQ, GDS, QILT data
- Staffing matters
- Relationship with the professions and external engagement
- Future directions for the Course

6. The Review Process

The Review Panel will meet to consider the academic course review submission and relevant data set, consider any further information required, and decide who should be interviewed and the questions/issues to be raised during interviews. Potential interviewees (individual or group) may include:
- The National Academic Director
- The AIMET CEO and AIMET Executives
- Head of the Students Service Centre
- Unit Convenors
- Current Students
- Graduates
- Administrative staff
- External stakeholders (employers, professional associations, etc)
- Facilitators
- Academic Board Chair and members (including subcommittee members)

The Review Report will cover the following:
- Summary of major findings, including the strengths and weaknesses of the Course
- Suggestions for areas of improvement and any proposed opportunities and innovations
- Proposed strategies and initiatives to resolve identified areas for improvement, and to strengthen the program, with associated timelines and accountabilities

The Review will be presented to the Chair of Academic Board and the National Academic Director. The National Academic Director will identify any errors of fact in the document and identify disagreements to Recommendations with a rationale and an outline of

alternative courses of action. An ABS plan in response to the Review will be prepared to address the Review Recommendations, including implementation strategies, responsibilities, outcomes and indicators, and timelines. This will be submitted to the Academic Board for approval.