

**AIM  
BUSINESS  
SCHOOL** 



# **STUDENT HANDBOOK**

For All Postgraduate Students

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Australian  
Institute of  
Management

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**TIME TO MASTER  
YOUR FUTURE?  
Step aboard our MBA  
pathway today!**

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Management

## **WELCOME FROM THE NATIONAL ACADEMIC DIRECTOR**

Today's executives manage in a world of constant change and increasing competition. This is why executives at all levels and in all fields of business are increasingly relying upon management education to maintain their professional edge in business. A postgraduate qualification at AIM will assist you to achieve this edge and validate years of invaluable workplace experience with a practical and challenging course.

The AIM Business School offers a unique, inspiring, educational journey through focussed and innovative courses for practising managers and aspiring leaders. We provide postgraduate education that is immediately applicable to the workplaces of our students, grounded in the scholarship and values of high quality learning and teaching. With today's time constraints and many juggling work and family, we understand the need for a flexible approach to learning, and therefore offer our courses in a diversity of modes – face-to-face, online, and blended.

The Business School is fully in accord with the AIM Vision obeying “The leading provider of adult education in the areas of business, management and leadership” and the AIM Purpose “To develop exceptional managers and leaders who enrich the world”. These are captured in the Business School key objectives below:

- To educate and develop future business leaders
- To advance knowledge and understanding in the latest in leadership, business and management
- To enable individuals to learn throughout their lives
- To continue the provision of quality education to MBA
- To meet the demands of the labour market through flexible and innovative educational opportunities, depth and breadth of services
- To improve the quality of life for the entire community by promoting the concept of and providing educational opportunities to improve corporate social responsibility
- To collaborate with industry and government in research about business and people

Consequently, you can now step up to a premium postgraduate experience in an environment that cultivates a strong support network of like-minded management professionals.

Our approach is inspired by a strong commitment to and support of every student as an individual, with a shared passionate belief that in taking the AIM educational journey together we can make a positive difference to individuals, their professions and organisations, and broader local and global society.

I take this opportunity to thank you for choosing your postgraduate educational journey with the AIM Business School, and assure you that all involved will do their best to ensure that the journey is stimulating, exciting, and rewarding both personally and professionally.

Welcome on board!

**Professor Elizabeth More, AM**

## CONTACTS

Website:	<a href="http://www.aim.com.au/business-school">http://www.aim.com.au/business-school</a>
AIM Connect:	<a href="http://connect.aim.com.au/cybil/guest/login.php">http://connect.aim.com.au/cybil/guest/login.php</a>
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<i>Questions, Issues about Locations, Including Online Units</i>	
Online Units	Jackie Papakyriakopoulos (03) 9536 3286 <a href="mailto:Jackie.Papa@aim.com.au">Jackie.Papa@aim.com.au</a>
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Melbourne Campus	Fiona Turner, Campus Manager (03) 9536 3262 <a href="mailto:Fiona.Turner@aim.com.au">Fiona.Turner@aim.com.au</a>
Brisbane Campus	Roger Desailly, Campus Manager (07) 3227 4834 <a href="mailto:Roger.Desailly@aim.com.au">Roger.Desailly@aim.com.au</a>
Adelaide Campus	Mark Kirchner, Campus Manager (08) 8241 8010 <a href="mailto:Mark.Kirchner@aim.com.au">Mark.Kirchner@aim.com.au</a>

**AIM  
BUSINESS  
SCHOOL** 

**REACHED A  
TURNING POINT IN  
YOUR CAREER?**

**Take the next step.**



Australian  
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Management



## Vision

“The leading provider of adult education in the areas of business, management and leadership”

## Purpose

“To develop exceptional managers and leaders who enrich the world”

“To develop exceptional managers and leaders who enrich the world”

## Postgraduate Management Courses

The philosophy of the AIM Business School (ABS) postgraduate education is to ensure that the management education delivered to students is applicable and relevant to the workplace. The courses are made up of a broad spectrum of courseware that can be used to deliver practical leadership skills in areas such as communication, marketing, team building, finance, leadership, problem solving and management. Students will develop a full understanding of the complex issues that surround management and leadership today in a rapidly changing organisational environment.

The AIM Business School Postgraduate Management Courses emphasise the following:

- Strong leadership abilities,
- Practical application of knowledge in the workplace,
- Evaluation of current management practices and development of new practices,
- Evaluation and application of the organisation’s financial; human resource; marketing and physical objectives,
- Evaluation and application of an organisation’s sectors and their relationship to the greater environment,
- Recognition and dealing with threats and opportunities confronting an organisation, and
- Effective internal and external communication.

Students who attend the AIM Business School will come from a diverse range of professional backgrounds. The AIM Business School will provide a relevant management education that assists in the awareness of current problems facing today’s manager and leader, relevant practical solutions to act upon.

The courses provide students with:

- The combination of new concepts, small group discussions and work-related assessments which will enable them to participate more effectively in organisational planning and decision making.
- The opportunity to undertake economic, human resource, marketing and SWOT analysis relevant to their organisations, which will assist their company executives to better understand their organisational capabilities and business opportunities.



The courses also offer students:

- The opportunity to enhance their understanding of and ability to apply modern management practices through interactive learning techniques,
- Access to a professional postgraduate qualification,
- The potential to follow the articulation pathway from Graduate Certificate in Management through to the Masters of Business Administration, and
- A free AIM Professional Membership, awarded on successful enrolment.

## AIM Personnel Responsibilities

### -National Academic Director

- Reporting to the AIM Academic Board on the performance of the AIM 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 advanced standing;
- 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.

### Student Support Services

- Manage end-to-end student administrative processes including enrolment, access to on-line learning platform, invoicing, textbooks, records management, evaluations, grades, etc. through to graduation.
- Liaise with the National Academic Director re. student admissions.
- Manage Fee-HELP applications and all associated reporting.
- Facilitate the maintenance of courseware on the student learning platforms.
- Liaise with facilitators re. student support materials, textbooks, grades, evaluations, etc

### Facilitators

AIM Business School has recruited a number of highly experienced and qualified people as facilitators. Each facilitator is required to satisfy the following selection criteria:

- Where appropriate, have successfully discharged the responsibilities of a senior manager for a minimum of five years;
- Successfully completed an appropriate academic qualification at Masters or above from an accredited institution of higher learning, or its equivalent;
- Have a minimum of five 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;
- Facilitators are encouraged to be an active member of an appropriate professional body; and
- Show a commitment to keep abreast of developments in their area of specialisation.

## ENTRY REQUIREMENTS

Entry to the AIM Business School courses is dependent on your managerial experience and your previous qualifications. Some combinations of experience and qualifications allow direct entry to the MBA course; other combinations require progression through the Graduate Certificate or Graduate Diploma with satisfactory grade averages. Please see the table below for experience and educational requirements.

<b>Managerial Experience</b>	<b>Educational Qualifications</b>		<b>Graduate Certificate</b>	<b>Graduate Diploma</b>	<b>Master of Business Administration</b>
Two (2) years	Undergraduate degree	+	Direct Entry	Direct Entry	Direct Entry
		⇒			
Three (3) years	Post-Secondary Qualification e.g. Diploma or Advanced Diploma	+	Direct Entry	Progression on satisfactory grade average	
	AIM Graduate Certificate			Direct Entry	Progression on satisfactory grade average
	AIM Graduate Diploma				Direct Entry
		⇒			
Five (5) years	No formal post-secondary educational qualifications	+	Direct Entry	Progression on satisfactory grade average	
		⇒			

**PLEASE NOTE:** All applications for admission are assessed on an individual basis by the National Academic Director.

## **Articulation/Credit Transfer/Recognition of Prior Learning**

Students who can provide evidence to meet outcomes of units within the Graduate Courses may, on application, be provided with RPL up to 50% of the appropriate qualification.

This will include evidence of previous study of units of equivalence, and will be assessed on an individual basis.

Please see our Recognition of Prior Learning policies and procedures for further information and complete the RPL Form.

## STUDENT CHARTER

AIM 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 AIM 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.

### AIM 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 AIM Privacy Policy can be accessed here: <https://www.aim.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

AIM 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.

Students concerned about the application or contravention of the principles outlined in this Student Charter (and the policies which underpin these principles) should be aware that grievance procedures exist to deal with inappropriate conduct, such as harassment or discrimination and breaches of personal privacy.

## **GRADUATE ATTRIBUTES**

### **Strives for intellectual rigour**

1. Has a strong sense of intellectual integrity and the ethics of scholarship.
2. Reaches a high level of achievement in writing, generic research, problem solving and communication.
3. Is a critical and creative thinker.
4. Uses applied research findings to support decision making.

### **Understands the changing global context**

1. Develops a sustainable vision of the future for their organisation within a global context.
2. Has the ability to analyse new scenarios in terms of strategic options.
3. Has the ability to plan organisational responses to opportunity through value creation, organisational design, strategy development and leadership.
4. Demonstrates social, environmental and civic responsibilities.

### **Manages for success**

1. Can apply knowledge and insights in innovative ways to meet organisational challenges.
2. Can lead in developing strategic solutions to newly emerging internal (corporate) and marketplace (external) challenges.
3. Recognises the changing place and value of intellectual property and human capital in organisations.
4. Values and respects different cultures.
5. Applies the highest standards of business ethics.

### **Demonstrates effective communication and interpersonal skills**

1. Communicates effectively and appropriately in a range of organisational contexts.
2. Communicates cross culturally with a diverse range of people.
3. Demonstrates strong writing skills that communicate effectively and appropriately.
4. Develops forms and systems of communication to contribute to organisational learning and knowledge management.
5. Builds relationships by working collaboratively and productively using highly developed communication and interpersonal skills.
6. Is a competent manager of self.

### **Develops mastery of business and management disciplines**

1. Develops the knowledge and skills of an informed practitioner in the disciplines of business and management, integrating theories and practical applications.
2. Develops skills in the field of strategy development, skills characterised by flexibility and innovative thinking.
3. Uses business tools and models to manage people and other resources for continuous improvement.

### **Strives to be a continuous adult learner**

1. Reflects on experiences and communicates learning.
2. Learns in a range of ways, including through information and communication technologies.
3. Translates own learning needs into purposeful actions.
4. Identifies the learning needs of others and supports the search for relevant learning activities.
5. Practices life-long learning through professional development.



## STRUCTURE OF THE COURSES

### Graduate Certificate of Management

Take your first step towards an MBA. Or, choose to complete the Graduate Certificate in Management as a one-off qualification in its own right. Either way, you will learn key foundations and strategies that will enrich your management skills.

Structure: 4 core units

Time: Equivalent to 1 year part-time

#### 4 core unit

Leading, Managing & Developing People

Managing Financial Resources

Marketing For Managers

Managing Operational Improvement

#### Available via

Face to Face – Weekly and Intensive

Online learning – Webinars etc.

Blended learning – Face to Face and Online learning

There are no exams. Instead, assessment is based on undertaking realistic projects applied to student's own organisational and industry contexts.



## Graduate Diploma in Management

The Graduate Diploma in Management is the next step up from the Graduate Certificate in Management. Concepts are explored further and more elective units are offered to give you a broader experience and greater options to customise your learning. The next step from the Graduate Diploma is the MBA.

Structure: 8 core units

Time: Equivalent to 2 years part-time

### 8 core units

Leading, Managing & Developing People

Managing Financial Resources

Marketing For Managers

Managing Operational Improvement

Managing Developing and Implementing Strategy

Economics For Managers

Business Research Methods

Business Decision Making and Analysis

### Available via

Face to Face – Weekly and Intensive

Online learning – Webinars etc.

Blended learning – Face to Face and Online learning

There are no exams. Instead, assessment is based on undertaking realistic projects applied to student's own organisational and industry contexts.



## Master of Business Administration (MBA)

The flagship qualification through the AIM Business School. The MBA prepares you for a business environment where innovation, sustainability, ethics and challenging financial conditions are a significant part of doing business. The MBA will challenge you, enrich you and provide you with the frameworks and skills to be an exceptional manager and leader.

Structure: 9 core units and 3 elective units

Time: Equivalent to 3 years part-time

### 9 core units

Leading, Managing & Developing People  
 Managing Financial Resources  
 Marketing For Managers  
 Managing Operational Improvement  
 Managing Developing and Implementing Strategy  
 Economics For Managers  
 Business Research Methods  
 Business Decision Making and Analysis  
 Corporate Strategy and Responsibility

### Plus 3 elective units or Strategic Business Project (equivalent of 3 units)

Human Resource Management  
 Managing Project Based Organisation  
 Contract Law for Managers  
 Entrepreneurship  
 Managing Consultancy Practice  
 International Business  
 Business Project (10,000 words)  
 Strategic Business Project (20 - 30,000 words)  
 Strategic Organisational Change  
 Leading for Innovation and Sustainability  
 Workplace Project (9,000 words)

### Available via

Face to Face – Weekly and Intensive  
 Online learning – Webinars etc.  
 Blended learning – Face to Face and Online learning

There are no exams. Instead, assessment is based on undertaking realistic projects applied to student's own organisational and industry contexts.



## **LEARNING SUPPORT STRATEGIES**

The AIM Business School will provide AIM membership to each enrolled student, giving them access to a large network of professional organisations, professional events and mentoring.

### **AIM Business School Online Community**

The AIM Business School has developed an online community to help us responsibly manage course notes and communications and to enhance your learning. It provides a place to chat, discuss issues and find out the most up-to-date information about Units and Courses.

This site is used to download course notes, to help facilitate group work and to enable you to communicate with other learners and your facilitators. To view the online community go to <http://abs.aimsa.edu.au>.

### **Graduation**

AIM Business School will host graduation ceremonies each year for qualified students.

### **Post Nominals**

After students have graduated they may use their appropriate award notation after their name – e.g. John Smith MBA or GradDipMgmt or GradCertMgmt.

### **Change of Name/Address**

It is important that we have your up-to-date address, email and telephone numbers at all times in case we need to contact you.

If you are changing your name, you will need to supply an original copy of your change of name (e.g. marriage certificate, deed poll certificates, birth certificate etc.).

Please contact Student Services with any changes that occur.

### **Class Size**

The ABS policy of class size generally provides for a maximum of 25 students in each unit whenever possible.

### **Unit Evaluation**

At the ABS, feedback from our students is highly valued; consequently at the end of each unit you will be invited to fill out a unit evaluation form – please fill them out thoughtfully and honestly, and return them to the Postgraduate Executive Officer.

## FINANCIAL REQUIREMENTS (Including FEE HELP)

### Payment of Fees

The AIM Business School courses are structured on a term basis. You will receive a letter of advice and an invoice upon enrolment and prior to the commencement of each unit.

Payment for the AIM Business School Courses must be paid to The Australian Institute of Management Education and Training prior to the commencement of each unit. You may be eligible for FEE-HELP (<http://aim.com.au/training/fee-help-and-vet-fee-help>) – please contact Student Services if you would like further information.

For fee help students, a Commonwealth Assistance Notice (CAN) shall be issued post the unit census date, for further information on What is a CAN select this [link](#).

### Terms and Conditions

1. All fees must be paid in full or an application for FEE-HELP received prior to the commencement of each unit.
2. Refunds will only be issued on receipt of a written withdrawal including your full name, student ID, Course Code and/or Unit, marked to the attention of Student Services, on or by the census date. Email cancellations within this timeframe will be accepted.
3. Refunds, transfers or deferrals are **not** acceptable later than the census date. Application in writing may be made for exceptional circumstances, addressed to the National Academic Director.
4. A withdrawal/deferral fee of \$250.00 will be charged. Application in writing may be made for exceptional circumstances, addressed to the National Academic Director.
5. A FEE-HELP student who withdraws on or before the census date will not 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), unless exceptional circumstances are notified as accepted by the National Academic Director.
8. If any fees are not paid and AIM 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 AIM, a full refund will apply.
10. All current students must enrol in their units in accordance with appropriate timetable.
11. **For face-to-face students only**, textbooks are purchased on behalf of each student unless indicated otherwise. Should you withdraw from the course or cancel the textbook after receipt of the enrolment confirmation letter, **you will be charged the full textbook fee.**

**Deferment**

A student who has been accepted for admission, and enrolled to commence a unit of study, may seek to defer their studies – provided it is done so within the accepted time frames, and follows the documented procedure.

In order to defer a unit of study, you must complete and submit a Deferment Form available for download from AIM’s website.

A request for deferral must occur before the census date.

If the application for deferment is received within the accepted timeframes using the documented procedures, there will be no academic penalty, and the unit fees will be held in credit for up to one year. If the unit fees escalate in this time, the fees applied will remain at the original remitted amount.

A student who seeks to defer the commencement of studies after the specified time frames, will forfeit the unit fees, and will have an incomplete status recorded on their academic record, unless there is sufficient documentary evidence to support ill health or hardship.

**Deferral and Withdrawal Policy & Associated Fees**

	10 days+ before start	Prior to Census Date	After Census Date	After End of Week 3
<b>Action:</b>	Cancel enrolment	1.Deferment for up to one academic year 2.Withdrawal from unit	1.Deferment is no longer possible 2.Withdrawal from unit	1.Deferment is no longer possible 2.Withdrawal from unit
<b>Result:</b>	Full refund	1.No academic penalty 2.W (Withdraw) recorded on academic transcript	1.N/A 2. Withdraw/Fail (WF) recorded on academic transcript, unless special circumstances are accepted by the National Academic Director.	1. WF (Withdraw/Fail) recorded on academic transcript, unless special circumstances are accepted by the National Academic Director. 2. Grade of zero calculated towards GPA
<b>Fees:</b>	Full refund	.Full refund	1.No refund 2. Special circumstances should be drawn to the attention of the National Academic Director for consideration.	1.No refund 2.Special circumstances should be drawn to the attention of the National Academic Director for consideration.

## **Withdrawal and Discontinuation**

A student deemed to have withdrawn from his or her Course, and therefore to have discontinued enrolment, will be required to re-apply for admission if they subsequently wish to resume study.

## STATEMENT OF TUITION ASSURANCE

Under the provisions of the Higher Education Support Act 2003 (HESA) and the associated Higher Education Provider Guidelines ABS (the First Provider) is required to provide a tuition assurance arrangement for persons, other than overseas students\*, who are enrolled in higher education courses it offers. This requirement is to protect students in the event that ABS ceases to provide a course of study in which a student is enrolled.

The meaning of 'ceasing to provide a course of study' is set out in the HEP Guidelines at: <http://www.comlaw.gov.au/Details/F2012L02136>

In the event that ABS ceases to provide a course of study in which a student is enrolled the student is entitled to a choice of:

- a) an offer of a place in a similar course of study with a Second Provider without any requirement to pay the Second Provider any student contribution or tuition fee for any replacement units (this is known as the “**Course Assurance Option**”);

OR

- b) a refund of his or her up-front payments for any unit of study that the student commences but does not complete because ABS ceases to provide the course of study of which the unit forms part (this is known as the “**Student Contribution/Tuition Fee Repayment Option**”)

ABS has met the tuition assurance requirements of the HESA through its current membership of the Australian Council for Private Education and Training (ACPET) Australian Student Tuition Assurance Scheme (ASTAS). Contact details for ACPET SA are:

ACPET, National Office, Suite 101, Level 1, 126 Wellington Pde, East Melbourne, Vic 3002. Phone: 1800 657 644

If ABS ceases to provide a course of study, ACPET will send a student enrolled in the course of study a Written Tuition Assurance Offer (the Offer) advising the student of the options available under the tuition assurance requirements. The Offer will include directions that the student must follow in order to notify ACPET of the choice they have made for each affected unit. ACPET will provide this Offer within twenty *Business Days* after it knows, or should know by reasonable enquiries that the AIM Business School has ceased to provide the course or study.



The courses of study for which ABS has ACPET ASTAS membership are:

<b>ABS Course</b>	<b>Qualification to which ABS Course Leads</b>
Graduate Certificate in Management	Graduate Certificate in Management
Graduate Diploma in Management	Graduate Diploma in Management
Master of Business Administration	Master of Business Administration

A student may choose either:

### **1. The Course Assurance Option**

Under the course assurance option, a student will be offered a place in a similar course of study by ACPET. If the student accepts this option, ACPET will make all necessary arrangements to ensure a student is able to enrol with the Second Provider in the similar course of study. This offered course will lead to the same or a comparable qualification without any requirement on the part of the student to pay the Second Provider any student contribution or tuition fee for any replacement units (that is, units that the student had commenced but not completed because the course ceased to be offered). A student will receive full credit from the Second Provider for any units of study successfully completed at the AIM Business School.

The Second Provider nominated by ACPET may have different contribution amounts or tuition fees to the amounts or fees the student would have paid for units of study which were part of the course of study the AIM Business School ceased to provide but which the student had not yet started studying.

A student is not obliged to enrol in a course of study with a Second Provider offered by ACPET under the Course Assurance Option. However, if he/she enrolls with any other provider there is no obligation on that provider to offer full credit transfer for the units of study completed with the AIM Business School or to offer replacement/s unit free of charge.

**OR**

### **2. The Student Contribution/Tuition Fee Repayment Option**

Under the Student Contribution/Tuition Fee Repayment Option, ACPET undertakes to pay the student the total of any up-front payments already paid by the student for any units of study the student has commenced but not completed because the course ceased to be offered. Students selecting this option will also have their SLE or FEE-HELP balance/s re-credited for the uncompleted units.

\*See Education Services for Overseas Students Act 2002 for the definition of overseas student.

### **Re-crediting FEE-HELP balances**

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 2 months of the withdrawal date or if the person has not withdrawn within 2 months of the end of the period of study.

The AIM Business School 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.

The AIM Business School has review procedures for reconsidering decisions made relating to a person's Commonwealth assistance.

### **Applying for Re-credit of FEE-HELP balance**

1. The student 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 student's doctor or counsellor.
2. The request should be sent to the FEE-HELP Officer within 2 months of the withdrawal date or if the student has not withdrawn within 2 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:
  - a. beyond the person's control;
  - b. did not make their full impact on the person until on, or after the census date; and
  - c. 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 student 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 students FEE-HELP balance ABS will notify DEEWR and repay any amounts received from the Commonwealth on the student's behalf.
6. A student 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 student 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 student in writing within 28 days of receipt whether they:
  - a. Confirm the original decision
  - b. Vary the original decision
  - c. 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 students they have right of appeal to the Administrative Appeals Tribunal (AAT) for re-consideration 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 AIM Business School will supply all relevant documents concerning the review to DEEWR within 5 days.

# ASSESSMENT AND GRADING

AIM 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 AIM curriculum
- Evaluate the effectiveness of the teaching process
- Certify student achievement for external stakeholders
- Provide accountability to the AIM Board, accrediting bodies, employers, professional bodies, and the wider management community

AIM 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.

AIM 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.

## 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:

$$\text{GPA} = \frac{[(\text{Unit1 GP}) + (\text{Unit2 GP}) + \dots + (\text{UnitN GP})]}{(\text{Total Number of Units enrolled})}$$

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. See page 40.

### **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.

## Turn-Around Time

Assessments received on the due date will be forwarded to the relevant lecturer within one working day. Assessments are due on Friday at 9am on the week they are specified as being due. Upon receipt of the assessment, the facilitator will mark the assessment, and return it to AIM within two weeks. Should special circumstances preclude a facilitator from marking an assessment task within the two week time frame, this will be communicated to students, along with an estimated time for the return of the marked assessment task.

Assessments will not be held for marking awaiting the receipt of late submissions from students, unless there are exceptional circumstances for doing so. These exceptional circumstances should be communicated to students along with a timeframe for the return of the marked assessment tasks.

## Notification of Results

Notification of results will be posted on The Student Portal.

## 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 (See Page 41) 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

## 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.

## Grading System (Cont.)

% Marks Allocated Available	85 - 100	75 - 84	65 - 74	50 - 64	<50
Category Rating	High Distinction	Distinction	Credit	Pass	Fail
FORMAT	Academic writing is outstanding in prescribed standards with demonstration of critical analysis, clarity of expression, and adherence to stylistic norms. Exemplary report format. Scope and accuracy of referencing exceeds prescribed standards. Within word count allocated.	Academic writing is superior in adherence to prescribed standards with consistent demonstration of critical analysis, clarity of expression, and adherence to stylistic norms. Superior report format. Scope and accuracy of referencing exceeds standards prescribed. Within word count allocated.	Academic writing meets prescribed standards with frequent demonstration of critical analysis, clarity of expression, and adherence to stylistic norms. Superior report format. Scope and accuracy of referencing meets standards prescribed. Within +/- 5% word count allocated.	Academic writing mostly meets prescribed standards with some demonstration of critical analysis, mostly clear expression, and frequent adherence to stylistic norms. Meets standards for report format. Scope and accuracy of referencing meets standards prescribed. Within +/- 10% word count allocated.	Academic writing does not meet prescribed standards. No demonstration of critical analysis, poor clarity of expression, and little adherence to stylistic norms. Does not meet standards for report format. Scope and accuracy of referencing does not meet requirements. Within +/- 15% word count allocated.



% Marks Allocated Available	85 - 100	75 - 84	65 - 74	50 - 64	<50
Category Rating	High Distinction	Distinction	Credit	Pass	Fail
CONCEPTS	Thorough demonstration knowledge of concepts from text, AIM course notes and readings. Extensive evidence of wide reading with consistent connection to concepts being discussed. Concepts well articulated and used to provide strong support for all arguments and recommendations.	Thorough demonstration knowledge of concepts from text, AIM course notes and readings. Extensive evidence of wide reading with consistent connection to concepts being discussed. Concepts well articulated and used to provide strong support for all arguments and recommendations.	Demonstrated knowledge of concepts from text, AIM course notes and readings. Evidence of wide reading. Concepts articulated sufficiently to support argument and recommendations.	Some demonstrated knowledge of concepts from text, AIM course notes and readings. Limited evidence of wide reading. Acceptable articulation of concepts. Limited relevant use to support argument or recommendations.	Poor demonstrated knowledge of concepts from text, AIM course notes and readings. Basic knowledge of some key concepts demonstrated through partial articulation. Concepts not used to support relevant argument or recommendations.
PRACTICAL EXAMPLES	Relevant workplace examples related to topic concepts in all cases. Focused, relevant and thorough discussion relates the concepts to workplace examples.	Relevant workplace examples related to topic concepts in most cases. Relevant discussion relates the concepts to workplace examples.	Relevant workplace examples related to topic concepts in many cases. Relevant discussion relates the concepts to workplace examples.	Relevant workplace examples related to topic concepts in some cases. Limited relevant discussion of the concepts with indicative relationship to workplace examples.	Relevant workplace examples not related to topic concepts. Adhoc discussion of the concepts.

% Marks Allocated Available	85 - 100	75 - 84	65 - 74	50 - 64	<50
Category Rating	<b>High Distinction</b>	<b>Distinction</b>	<b>Credit</b>	<b>Pass</b>	<b>Fail</b>
<b>ANALYTIC THINKING</b>	Demonstrated astute, relevant and novel analytical thinking in relation to both workplace examples and topic concepts. Evidence of unique insights into the topic. Argument and recommendations display proven analysis based on wide reading and original thought.	Demonstrated astute and relevant analytical thinking in relation to both workplace examples and topic concepts. Argument and recommendations display proven analysis based on wide reading and good understanding of concepts.	Demonstrated relevant analytical thinking in relation to most workplace examples and topic concepts. Argument and recommendations display some analysis and good understanding of concepts.	Analytical thinking present but not always relevant to either the workplace examples or concepts. Limited relevant discussion of relationship between workplace examples and topic concepts.	Analytical thinking not adequately demonstrated as relevant to either the workplace examples or concepts.
<b>RECOMMENDATIONS</b>	Recommendations are strong, clearly articulated and are directly related to the analysis in all cases. Demonstration of ability to engage stakeholders and implement in the workplace present.	Recommendations are relevant, clearly articulated and are directly related to the analysis in most cases. Demonstration of ability to implement in the workplace present.	Recommendations are relevant, clearly articulated in most cases and are directly related to the analysis in most cases.	Recommendations are stated and can be related to the analysis in many cases.	Recommendations are weak and cannot always be related to the analysis.

# Assessment Methods

## Essay

An academic essay is about evaluation and investigation skills. The aim of an essay is to persuade readers of an idea based on evidence.

- An academic essay should answer a question or task.
- It should have an argument.
- It should try to present or discuss something by reasoning and evidence.
- An academic essay should include relevant examples, supporting evidence and information from academic texts or credible sources.

## Report

A report concisely identifies and examines issues, events, or findings that have happened in a physical sense, such as events that have occurred within an organisation or findings from a research investigation.

The key to report writing is informing the reader simply and objectively about all relevant issues. There are three features that, together, characterise report writing at a very basic level:

- A pre-defined structure;
- Independent sections; and
- Reaching unbiased conclusions.

## Case-study

A case-study can be described as a careful study of some social unit (such as a corporation or division within a corporation) that attempts to determine what factors led to its success or failure.

## Critical analysis

Critical analysis summarises and evaluates a text. Writing the critical review usually requires you to read the selected text in detail, and to also read other related texts so that you can present a fair and reasonable evaluation of the selected text.

## Brief

A brief is a condensed written summary or abstract. In specific discipline areas (e.g., a marketing brief), it may be in the form of a short memo style report.

## Research proposals

A research proposal serves as a plan for conducting research. It should provide:

- An outline of the project;
- A rationale that explains why the research is important;
- Some background information about the field of the research;
- Information about the method, methodology and analytic approach adopted;
- A realistic timetable for completion of the research;
- Information about ethical considerations and special requirements; and
- Information about anticipated problems and how they will be dealt with.

## Projects

A project can take many forms, but is essentially a means of communicating information - which presents the results of a careful and in-depth investigation of a topic and includes documentation for all information sources. In this case it could be:

- An assignment for an organisation in which the student is employed or other organisation or;
- Advanced study of a field or discipline within Management.

## Presentations

Presentation is the process of formally presenting the content of a topic to an audience.

## Action oriented projects

A complex assessment involving more than one type of activity and production, undertaken to meet organisational goals within defined constraints of time, resources and quality. Reflection on what has been learnt emerging from the project's activities and outcomes is an important component of this form of assessment.

As a student of the AIM Business School courses you should expect quality education that meets the specified objectives in each unit outline. In particular, you should expect the assessment system to be clearly explained at the beginning of each unit and that this arrangement should remain fixed, unless changes are agreed to by the staff and student body as a whole.

To assist students with their on-going development, marked assessments will be returned with comments on the strengths of the paper, as well as possible areas for improvement.

## Portfolio

A portfolio is a collection of work illustrating a student's efforts and progress over a period of time and is flexible in terms of content.

## Online forums: blogs and discussion posts

An online forum is an area accessible by a number of online participants used to share and discuss ideas about a particular topic. A blog is a website or area of a website where one writer or many can converse in an informal way. It can be similar to a diary entry in an online environment.

## Reflective journals

Reflective journals provide an opportunity for students to think about their learning experience. The form of the journal can be similar to a journal or diary entry.

## General Notes on Assessment

- **Expression:** Keep your sentences short. Use simple words, though not at the expense of inaccuracies in expression.
- **Presentation:** This refers to the way your references and bibliography are presented, and also the layout of your paper.
- **Clarity of argument:** This is related to the way you organise your material and the way you express yourself. Where possible have an argument, and try to state your case as clearly as possible.
- **Organisation:** Spend some time working out what would be the most effective way to organise your argument. Make that organisation clear to the reader, perhaps by using sub-headings.
- **Research:** Has enough research been done? In particular, has the student gone to the effort of finding specific material to support the argument? Sole reliance on textbooks does not demonstrate a full effort. Using other books and articles, especially peer-reviewed journal articles is better, and using primary sources, for example, government reports and statistics is also good.
- **Efficiency with which the terms of reference are dealt:** It is important that you deal with the specific terms of reference; not just general material on the topic, properly addressing the terms of reference usually means answering the question asked. It is always a good idea to explain at the outset how you understand the terms of reference and how you are going to deal with them. Also, express yourself as succinctly as possible.
- **Inclusive language:** In your assessments, use inclusive language. Language is an essential tool in promoting feelings of respect and equality. More information is available in the booklet 'Just Language Guidelines for the Use of Inclusive Language' which is available from the Equal Opportunity Unit.
- **Resources:** At the commencement of the course the course notes will be distributed to students to refer to for the duration of the unit.
- **Online forum and blog posts:** Comments need to be respectful and relevant to the forum or blog.

# Assessment and Presentation

## Presentation of Assessment Work

Please ensure work:

- Uses straightforward and plain English.
- Has numbered pages and a contents page.
- Has a title page stating your student name, address, student number, word count, due date plus the title of the unit and the assessment.

## Submitting Work

- Attach the Cover Sheet to the assessment, a sample of which is on page 40.
- Submit your assessment via the online Assessment area (HEassessment@aim.com.au).

## Previewing and Drafting of Student Work

AIM supports the preliminary viewing of assessment tasks by facilitators as an element of student support and learning. This service is offered to all students to ensure they have effectively understood the form, nature, complexity, and level required of a post graduate assessment task.

A preliminary viewing may amount to, and is only permitted in the following circumstances:

- Where the previewing is made known and is offered to all students
- Where the feedback offered does not amount to editing or re-drafting
- Where the work to be previewed is submitted no later than one week before the assessment task is due
- Where the feedback offered provides general assistance to the student on the approach they have taken
- Where no specific advice is offered that could advantage an individual student
- Where the feedback offered does not impinge on the facilitator's ability to objectively mark the assessment task when it is submitted in its final form

Facilitators may specify the form in which the material to be previewed should be presented, for example an outline of the assessment task.

Should the facilitator believe that the student requires further support in the area of assessment construction, spelling or grammar, that opinion should be communicated to the student, along with the sources of general assistance.

## Resubmissions

If students are graded between 45-49%, subject to the approval of the facilitator and/or National Academic Director, they may resubmit the assessment piece within one week of marking.

The highest possible achievable grade will be a Pass (50%).

## **Repeat Policy**

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

# Assignment Cover Sheet

## STUDENT DETAILS

Name:

\_\_\_\_\_

Student Number:

\_\_\_\_\_

Course Commencement Date:

\_\_\_\_\_

## ASSIGNMENT DETAILS

Facilitator:

\_\_\_\_\_

Course Title:

\_\_\_\_\_

Assignment Code:

\_\_\_\_\_

*and/or*

Assignment Title:

\_\_\_\_\_

Due Date:

\_\_\_\_\_

Word Count:

\_\_\_\_\_

## DECLARATION

I certify that this assignment is entirely my own work except where I have fully documented references to the works of others, and that the material contained in this assignment has not been submitted previously for assessment in any other formal course of study.

Signed ..... Date ...../...../.....

## AUTHORISATION TO RETAIN ASSESSMENT FOR AUDITING/MODERATION PURPOSES (Optional)

The AIM Business School is required to retain samples of assessments submitted by participants. I understand and authorise AIM to withhold a copy of my assessment for auditing and moderation purposes.

Signed ..... Date ...../...../.....

## SUBMISSION GUIDELINES

1. Please attach this cover sheet with your assignment.
2. Email your assignment to [HEAssessment@aim.com.au](mailto:HEAssessment@aim.com.au) and copy it to your Facilitator please.

Penalties will apply for the late submission of assignments if an extension of the due date has not been arranged with your Facilitator in advance. Students are advised to retain a copy of their assignment in case the original is lost or damaged in transit.

OFFICE USE ONLY

Signed: \_\_\_\_\_ / /



## Assessment Extension Form

Assessment Extension Forms must be submitted to the AIM 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:

## Plagiarism

Plagiarism is “using other people’s ideas, thoughts or words without acknowledgement”.

Important skills in business include the ability to research the literature, extract relevant information and integrate this material in written work. Assessments usually require students to assemble arguments and information from a variety of sources. It is essential that students acknowledge the sources of such material.

Penalties for plagiarism (e.g. using other people’s ideas, thoughts or words without acknowledgement) are harsh.

A plagiarism declaration can be found on the assignment cover sheet. Please note submitting such a declaration means that students cannot argue that any plagiarism was inadvertent.

The AIM Business School hosts an online *Academic Study Skills* training course. Undertaking this course will assist with a full understanding of plagiarism.

## Copyright Laws

You may generally copy 10% or one chapter, whichever is greater, of a book. You may copy one article in each issue of a periodical (such as an academic journal, newspaper or magazine), or two or more articles in an issue of a periodical, provided they relate to the same specific subject matter.

# **DISCIPLINARY PROCEDURES DEALING WITH ACADEMIC MISCONDUCT INCLUDING PLAGIARISM**

Students who exhibit Academic Misconduct will automatically receive a ‘Fail’ for the unit in which they are enrolled.

Repeated offences will result in exclusion from the course of study.

Academic Misconduct includes breaking copyright legislation and plagiarism.

ABS has a Grievance and Appeals process in place that students may use.

## **Request for Review of Final Grade**

If you are not satisfied with your final grade, you should first discuss the situation with the unit facilitator. If you are still dissatisfied with your grade after the discussion, you should apply in writing to the National Academic Director within twenty (20) working days of the dispatch of grades.

You may then request a re-mark of assessments by an independent Assessor.

Re-marking is a process where the assessment, without any further work by the student, is marked 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.

# **STUDY SKILLS**

## **Learning Approach**

The course involves webinars, assessments and peer collaboration.

## **Planning Your Time**

You are responsible for your own study course and habits. In order to succeed, you will need to plan your study time carefully and systematically. As a general rule, a student will need to spend at least two hours in private study preparation for every hour of formal contact. Try and keep abreast of your study at all times, as it can be very hard to catch up.

## **Attendance Expectations and Requirements**

Students are expected to attend all classes of each unit in which they are enrolled. If for some genuine reason you are unable to attend, you should inform the facilitator in charge of the unit as soon as possible and arrange collection of any lecture notes, or assessment briefings. Webinar sessions are recorded.

## **Completion of the Course**

Students who have not formally deferred must successfully complete all units within the required time frames from the original date of admission to complete the Award.

Students must complete and pass all assessment items within the course.

## **Guidelines for Essay and Report Writing**

If you think you could use some more help with writing your assessments, reports and so on contact the Student Services, by phoning 1300 221 517, or sending an email to [studentservices@aim.com.au](mailto:studentservices@aim.com.au)

An *Academic Study Skills* course is available for all students and is especially recommended for those who are returning to study after an extended absence or those who do not hold an undergraduate degree.

# STUDENTS AT RISK

To be read in conjunction with Policy and Procedures.

## Satisfactory Academic Performance

Students are expected to maintain a satisfactory level of academic performance, demonstrated by taking reasonable steps to achieve passing grades, and maintain a level of enrolment to ensure the award program is completed within the set time frame.

## Student Expectations – Enrolment

AIM students are expected to:

- Acquaint themselves and comply with AIM's policies and procedures, and all unit requirements.
- Provide timely and accurate information on matters relating to admission, enrolment, assessment and any other student matters.
- Meet their financial commitments to the Institute.
- Ensure personal details (including electronic contact details) are current.

## Student Expectations – Academic Performance

AIM students are expected to:

- Work to the best of their ability, make genuine attempts to meet unit requirements and deadlines, and regularly attend and/or engage with learning activities.
- Undertake academic work with academic integrity.
- Comply with all health and safety requirements and instructions given by the Institute.
- Use IT resources and other learning and support facilities provided by the Institute, in a responsible manner which does not prevent or impair other students from pursuing learning opportunities.
- Provide constructive feedback to faculty and staff.

## Unsatisfactory Academic Performance

- Achieving a low grade point average (GPA less than 4)
- Failing a unit
- Exceeding the maximum time limit for completion of an award course

Unsatisfactory academic performance may impact on academic progress; which has two levels:

1. Being placed on probation (probationary enrolment status)
2. Being excluded (exclusion enrolment status)

## Monitoring Academic Performance

AIM staff and faculty are responsible for monitoring student progress, and must remain alert for any student who:

- Does not attend class and/or communicate frequently;
- Requests frequent extensions;
- Fails to submit assessment tasks on time; and/or
- Fails an assessment task.

Students who display the above behaviour, are considered at risk, and must be notified of their failure to adhere to expectations in regards to academic performance.

At risk students must be given sufficient notice to improve their performance. Students will be required to meet the National Academic Director to discuss how their performance can be improved and may also be instructed to seek additional assistance from academic staff and the student services team.

Students who maintain unsatisfactory academic performance, meeting one or more of the criteria of unsatisfactory academic performance, will be notified in writing of their failure to maintain

satisfactory academic performance. They will also be notified of the consequences for doing so, and further opportunities for assistance.

These students will have a notation appear on their student record and will be monitored upon re-enrolment.

Students who believe they may be at risk should contact the National Academic Director and/or the Student Services team.

### **Exceeding Award Program Time Limits**

Students who exceed time limits for the completion of an award program, and apply for further study, will be considered by the AIM National Academic Director. The National Academic Director will review the length of time lapsed, the units completed, and the year each unit was completed. As a general rule, if the time lapsed exceeds two years, students may be excluded from study, or be requested to repeat any lapsed units of the award program.

### **Probationary Enrolment**

Probationary enrolment indicates that academic progress has been unsatisfactory. Students will be notified of their enrolment status and should take action to improve their academic performance. Students are placed on probationary enrolment if they:

- Are awarded a fail in a unit which they have previously failed; and/or
- Are awarded a fail grade in a unit; and/or
- Achieve a GPA below 4.

### **Conditions of Probationary Enrolment**

A student can be placed on probationary enrolment for a period of six months.

While on probationary enrolment, a student must:

- Meet with the National Academic Director to discuss their study program
- If the National Academic Director specifies an opportunity for assistance, that opportunity must be undertaken
- The National Academic Director will document the discussion and recommended action

If a student on probationary enrolment cancels their enrolment, but is subsequently re-admitted to the same program of study, the student must:

- Be placed on probationary enrolment for the first term
- Enroll in recommended courses that will provide assistance with their academic performance

### **Exclusion**

Students may be excluded from their award program for unsatisfactory academic progress. A student who is excluded from a program of study is not permitted to re-enroll.

Students are excluded from a program if they:

- Achieve a grade point average of less than 3 in two consecutive terms and/or
- Fail the same unit twice.

Students will receive a notice of exclusion, together with advice that they have a right to appeal to the National Academic Director if they consider their circumstances to be extenuating.

Exclusion is permanent, unless a student successfully lodges an appeal and has the decision reversed, or re-enrolls after a period of 12 months, and is accepted by the National Academic Director.

### **Lodging an Appeal**

Appeals against exclusion must be lodged by the date specified in the letter which advised the student of exclusion. The Institute is not obliged to consider an appeal lodged after this date.

Appeals must be lodged to the AIM National Academic Director.

# Academic Counselling Policy

## Overview

AIM 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 AIM 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 AIM 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 AIM students who experience difficulty in their AIM 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 AIM 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 AIM National Academic Director for further information.

# ACCESS AND EQUITY POLICY

## Overview

The Australian Institute of Management Education and Training (AIMET) is committed to access and equity for all individuals through its processes, practices and business decisions.

To achieve this, ABS 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**

ABS 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 bullying, 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 involving students or clients must be reported immediately to the National Academic Director. Complaints about facilitators or other training consultants must be reported immediately to the National Manager Facilitation. (See Contacts, on page 7.)

Discrimination against or harassment of AIM employees, facilitators, students, 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, student, 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

<b>Consultants</b>	Facilitators and consultants engaged in work on behalf of AIM
<b>Students</b>	Persons engaged in any of AIM's training courses
<b>Employees</b>	All AIM employees whether full-time, part-time, casual or contract
<b>Senior Management</b>	Academic Board President, National Academic Director
<b>Visitors</b>	Any person who visits an AIM campus or 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.

AIM management, employees, students, 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 education courses. AIM will furnish such reports, records and other matters as requested in order to foster the course of gender equality and anti-discrimination for all persons regardless of race, creed, culture, religion, colour, gender, sexuality, gender identity, age, or disability. Any violations of the Access and Equity Policy must be reported immediately to Senior Management.

Senior Managers, facilitators and consultants are responsible for maintaining an environment that is free of discrimination and harassment.

## Gender Equality Legislation

The Gender Equality Legislation'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 Legislation

Legislation 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

## **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 Legislation 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, students, 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.

## **Wheelchair Access**

Not all AIM offices have access to designated disabled car park spaces. Further information can be obtained from the local offices. See Contacts list of page 7.

## **Reference Documents**

Please see <https://www.humanrights.gov.au/guide-australias-anti-discrimination-laws> for details of relevant legislation.

# GRIEVANCE AND ASSESSMENT APPEALS POLICY

## Overview

This policy encompasses:

- Academic matters from students;
- Non-academic matters from students; and
- Non-academic matters from persons seeking to enrol with AIM in a course or unit of study

Academic matters include matters related to student progress, assessment, curriculum and awards in a course.

Non-academic matters include complaints in relation to personal information that is held in relation to the student. Non-academic matters come from decisions made by AIM and can cover issues such as harassment, vilification, discrimination, financial matters, fines and payments, application procedures, exclusions from events and facilities.

This policy applies to all AIM interactions regardless of the location at which the grievance has arisen, the person's place of residence or mode of study. It covers current students as well as prospective students.

## Policy

The Australian Institute of Management Business School welcomes and respects all forms of feedback as it is central to the notion and maintenance of an effective continuous improvement regime. AIM employees, consultants, students, candidates and clients are openly invited to offer feedback on any matter, at any time. AIM has allocated specific employees to handle an issue, a concern or a complaint should it not be resolved in the first instance.

To achieve this, AIM will respond to any grievances and appeals raised by students, candidates, employees, facilitators, students, and any other stakeholders quickly and objectively regardless of the location of the education site, the place of residence of the complainant or the mode of study.

The most important elements to consider during the application of this policy are:

- **Timely** – complaints and grievances should be dealt with as soon as they are received.
- **Sensitive** – the feelings and perspectives of all involved are respected throughout the process.
- **Fair and impartial** – all parties must be afforded substantive and procedural fairness in any investigation. Both sides of the story must be heard. An external investigator can be contracted to undertake the investigation to ensure a fair process where required. The complainant and respondent will not be victimised or discriminated against at any stage of this procedure.
- **Privacy and record keeping** – only parties directly involved in the investigation of the complaint or those involved in making decisions about outcomes should have access to information about the grievance.
- **Supportive** - If so desired, the aggrieved party may be accompanied and assisted by a third party during any stage of the grievance process.
- **Continuous improvement** – AIM is always seeking opportunities to improve their services to better meet the needs of clients. This may include but is not limited to reviewing policies, procedures or documentation to ensure clarity, efficiency and fairness.

## **Principles to be followed**

Throughout the process of a review following an appeal or grievance, the following principles will apply:

- Students have the right to be accompanied or represented by a third party such as a family member, friend, counsellor or professional support person other than a lawyer.
- There will be no financial charges incurred by the students in regard to accessing the internal AIM review procedures.
- Complainants and/or respondents are entitled to full explanations in writing of any decisions or actions taken as part of the review/appeal process.
- The privacy of all parties involved in the AIM complaint resolution process will be protected, subject to necessary legal responsibilities.
- Students and staff will be protected from victimisation and discrimination.
- Reviewers will not have been involved in making the decision under review.
- A reviewer will hold a position that is senior to the officer who made the original decision.

## **Process for Non-Academic Matters**

### *Stage 1 – Informal Notification*

Where the aggrieved party raises a complaint or grievance directly with an AIM employee or consultant, it is expected that the employee or consultant make every effort (within their role jurisdiction) to resolve the issue directly and in a timely manner.

The majority of matters or issues of concern are resolved with open dialogue at this stage. Where the complainant is satisfied at this stage, the appropriate steps will be taken to implement the action that will produce the agreed outcome.

Where the matter cannot be resolved at this stage, or where the matter concerned is beyond the jurisdiction of the employee or consultant, it is appropriate for the grievance to be escalated.

### *Stage 2 – Written Notification and Internal Review*

The aggrieved party is encouraged to put their grievance in writing using a Grievance and Assessment appeals form available at [www.aim.com.au](http://www.aim.com.au). Upon receipt of this form, the resolution of the matter will be led by the Postgraduate Executive Officer by seeking an immediate response among the key parties, before bringing it to the National Academic Director.

The Postgraduate Executive Officer will commence an investigation of the matter and identify the expected outcome of the aggrieved party. The investigation will conclude with a recommended course of action that specifically addresses the grievance within five (5) working days of receipt of the complaint.

If the aggrieved party is satisfied with the proposed outcome, appropriate steps need to be taken to implement that outcome. Depending on the type of action to be taken, the outcome will be completed to the complainant's and AIM's satisfaction within five (5) working days of the resolution being determined or as agreed to between both parties.

A written statement documenting the outcome of the complaint including the details of the reasons for the outcome will be provided to the complainant and kept on record for continuous improvement processes. Documented records are maintained for a minimum of five (5) years.

### *Stage 3 – Escalated Review*

If the aggrieved party is dissatisfied with the proposed outcome, they have the right, in the first instance, to take their grievance to the National Academic Director, who will review the evidence and the outcome and confirm or overturn the original decision.

### *Stage 4 – External Dispute Resolution*

If the matter remains unresolved after being addressed by both the Postgraduate Executive Officer and the National Academic Director, the complainant may request that the matter be dealt with through an external dispute resolution process. This stage of the process will be dealt with in a reasonable period of time depending on all parties, normally 28 days. There may be nominal cost to the applicant for this service depending on their choice of third party.

The National Academic Director will provide the complainant with information about the referral of the matter to an external agency for resolution.

Upon resolution, appropriate steps need to be taken to implement the decided and agreed outcome. Depending on the type of action to be taken, the outcome will be completed to the complainants and AIM's satisfaction within five (5) working days of the resolution being determined or as agreed to between both parties.

A written statement documenting the outcome of the complaint, including the details of the reasons for the outcome will be provided to the complainant and kept on record for continuous improvement processes. Documented records are maintained for a minimum period of five (5) years.

## **Process for Academic Matters**

### *Stage 1 – Informal Notification*

Students dissatisfied with an assessment result may request further information to clarify feedback given. Students will be given access to the facilitator for a more detailed explanation on the mark issued and where improvements would be required to reach a higher mark.

### *Stage 2 – Written Notification and Internal Review*

Students may request that an assessment task be re-marked, in its original form, in circumstances where the student presents a strong case arguing that the original marking was unfair or inconsistent with marking guidelines. This request must be directly addressed to the facilitator, with a copy to the Postgraduate Executive Officer, by the student within 10 working days of receipt of the original marked assessment task.

It will be the facilitator's responsibility to arrange for the re-marking to be done. Only a single re-mark will be permitted, and the result of the re-mark will be recorded as the final mark for that assessment task, irrespective of its position relative to the original mark.

If the student remains dissatisfied with the outcome, then normal procedures for handling appeals will be followed

### *Stage 3 – Escalated Review by a Grievance Committee*

If the matter is not resolved, a written request should be made on the prescribed form (found at [www.aim.com.au](http://www.aim.com.au)) by the student to take the matter before the ad hoc AIM Business School Grievance Committee. The composition of the Grievance Committee is outlined below:

- An independent representative with expert content knowledge (i.e. an independent lecturer or administrator) acceptable to both the student and the other party;
- A person nominated by the Academic Board acceptable to both the student and the other party; and
- A current student of the Business School nominated by the student and acceptable to both the student and the other party.

The outcome of the Grievance Committee's deliberations must be communicated in writing to both parties involved in the grievance. This communication should also include an offer from a senior staff member nominated by the National Academic Director to debrief or otherwise provide further assistance to either party. In order to provide evidence of receipt, this communication should be provided personally in front of a witness or sent by registered mail.

AIM must acknowledge receipt of an application for review of a reviewable decision in writing and inform the applicant that, if the reviewer has not advised the applicant of a decision within 45 days of receiving the application for review, the reviewer is taken to have confirmed the original decision.

The senior member of staff nominated by the National Academic Director may monitor or be requested by the Grievance Committee to monitor the resolution of the dispute for a period of up to six months, and may wish to make further recommendations (in writing) should the settlement not resolve the dispute to the satisfaction of both parties.

*Stage 4 – Escalated Review by the Academic Board*

For academic decisions, decisions of the Grievance Committee may be appealed in writing to the Academic Board. In this event, the Chairperson of the Academic Board shall appoint three board members to form an Academic Board Grievance Panel to hear the appeal. One of the members shall act as a Chairperson of the panel.

The decision of the Academic Board Grievance Panel so appointed shall be communicated in writing to both parties.



## External Dispute Resolution

In cases where both academic or non-academic matters remain unresolved the Executive General Manager will provide the complainant with information about the referral of the matter to external agencies such as:

### **Queensland Ombudsman**

Level 17, 53 Albert Street

Brisbane QLD 4000

GPO Box 3314, Brisbane QLD 4001

Phone: 07 3005 7067

1800 068 908

### **NSW Ombudsman**

Level 24, 580 George Street

Sydney NSW 2000

Phone: 02 9286 1000

1800 451 524

### **Victorian Ombudsman**

Level 1 North Tower

459 Collins Street

Melbourne VIC 3000

DX210174 Melbourne

Phone: 03 9613 6222

1800 806 314 (Regional)

### **South Australian Ombudsman**

Level 9, 55 Currie Street

Adelaide SA 5000

Phone: 08 8226 8699

1800 182 150 (outside metro SA only)

Upon resolution, appropriate steps need to be taken to implement the decided and agreed outcome. Depending on the type of action to be taken, the outcome will be completed to the complainants and AIM's satisfaction within five (5) working days of the resolution being determined or as agreed to between both parties.

A written statement documenting the outcome of the complaint and of any appeals, including the details of the reasons for the outcome will be provided to the complainant and kept on record for continuous improvement processes. Documented records are maintained for a minimum period of five (5) years.

## **Confidentiality**

Records of grievances and their outcomes and the Complaints Register will be kept for a minimum period of five (5) years in strictly confidential files. Parties to the complaint will be allowed supervised access to these records upon request, while ensuring that the records are treated as confidential.

Management of, and access to, any grievance records (including the complaints register) will be restricted as per privacy guidelines.

All parties, subject to the grievance process, shall at all times treat grievances and appeals as confidential and shall not reveal the names of complainants making a grievance or where applicable those referred to in the grievance to any third party without the express permission of those concerned.

The complainant and respondent have the right to be represented by a third person (such as a family member, friend, counsellor or other professional support person, but not a lawyer) at any stage throughout this process.

## **Publication**

Access to this policy is made available free of charge. This policy will be publicly available to students on AIM's website. AIM will also advise students about where this policy may be obtained as part of their enrolment information.

If a person or body requests a copy of this policy in a particular form, AIM will take such steps as are reasonable in the circumstances to give the person or body a copy in that form.

## **Reference Documents**

- Higher Education Support Act 2003 (Cwlth) (Clause 19 of Schedule 1A)
- Privacy Act 1988 (Cwlth)

# AIM BUSINESS SCHOOL – CODE OF PRACTICE

## 1. Introduction

This Code of Practice provides the basis for good practice in the marketing, operation, financing and administration of higher education services provided by AIM.

## 2. Provision of Higher Education

AIM Business School:

- 2.1 Has policies and procedures which maintain high professional standards in the delivery of higher education services, and which safeguard the interests and welfare of students;
- 2.2 Maintains a learning environment that is conducive to the success of students;
- 2.3 Has the capacity to deliver and assess the qualifications for which it has been registered, provides adequate facilities, and uses methods and materials appropriate to the learning and assessment needs of students;
- 2.4 Monitors and assesses the performance and progress of its students;
- 2.5 Ensures that facilitators are suitably qualified with credentials from recognised institutions that have demonstrated their bona-fide as qualifications issuing bodies;
- 2.6 Ensures that facilitators are sensitive to the cultural and learning needs of students, and it provides professional development for all staff as required;
- 2.7 Ensures that assessments are conducted in a manner which meets the specifications of accredited courses;
- 2.8 Is committed to access and equity principles and processes in the delivery of its services.

## 3. Issuance of Qualifications

AIM Business School:

- 3.1 Issues qualifications and Statements of Attainment to students who meet the required outcomes of a qualification or course units, in accordance with the AQF Implementation Handbook;

## 4. Marketing of Education and Training Services

AIM Business School:

- 4.1 Markets and advertises its products and services in an ethical manner;
- 4.2 Gains written permission from a student or client before using information about that individual or organisation in any marketing materials;
- 4.3 Accurately represents our recognised courses and services to prospective students.
- 4.4 Ensures students are provided with full details of conditions in any contractual arrangements with the organisation;
- 4.5 Draws no false or misleading comparisons with any other education and training organisation or qualification.

## 5. Financial Standards

AIM Business School is financially viable and compliant with all financial reporting requirements under Commonwealth and South Australian legislation.

- 5.1 Ensures that the contractual and financial relationship between the student and the organisation is fully and properly documented, and that copies of the documentation are made available to the student. Documentation includes:
  - The rights and responsibilities of students,
  - Costs of education and assessment services and issuance of qualifications and Statements of Attainment,
  - Payment arrangements,
  - Refund conditions and any other matters that place obligations on AIM Business School students.
- 5.2 Provides, on an annual basis, a statement by an appropriately qualified accountant attesting to the financial viability of the organisation and capacity to deliver the course for which it is registered;
- 5.3 Has policies and procedures in place to ensure that students receive an appropriate refund of fees in specified circumstances, including services not provided as a result of the financial failure of the organisation;
- 5.4 Has policies and procedures in place for processing grievances and provides information in writing to students on the matter;
- 5.5 Safeguards fees through the fact that the organisation is administered by a State, Territory or law of the Commonwealth for recurrent expenditure for the provision of education or training, or
  - membership of an approved Tuition Assurance Scheme;

## 6. Provision of Information

AIM Business School:

- 6.1 Prior to enrolment, supplies accurate, relevant and up-to-date information to prospective students covering, but not limited to:
  - A copy of the Code of Practice;
  - Student selection including status and credit transfer or credit arrangements, language, literacy and numeracy assessment;
  - Course information, including content and outcomes;
  - Fees and charges, including refund policy and exemptions (where applicable);
  - Learning and assessment procedures;
  - Welfare and guidance services;
  - Appeals and complaints procedures;
  - Disciplinary procedures.
- 6.2 Regularly reviews all information provided to ensure its accuracy and relevance.

## **AIM CONNECT / VIRTUAL CAMPUS / ON-LINE LEARNING COMMUNITY**

All students enrolled in the AIM Business School, for both Face-to-Face and On-line will be enrolled in our on-line student platform – AIM Connect. This platform provides students with access to all courseware, opportunities to communicate with facilitators and fellow students and to upload articles, readings and assessments.

For students to use the student platform the following minimum specifications apply for AIM Connect (please note good internet connection is required):

**1. Do I need any special software or downloads to access my courses?**

Some of the resources are in the form of Adobe PDF documents. If you do not have the Adobe reader already installed on your computer, you can download it from the [Adobe Reader website](#).

**2. Can I access my courses using a Mac?**

Yes. Our courses are available for use on both PC and Mac computers.

**3. Are there any restrictions on the Browser I can use?**

AIM Connect courses are compatible with common browsers such as Internet Explorer (version 9 or later), Google Chrome (version 32 or later), and Firefox (version 27 or later).

Further to the above, it is recommended you use Windows 7 service pack 1 with all updates, or Windows 8 with all updates, plus have the latest version of adobe reader.

**4. Can I use my iPhone to access my course?**

AIM Connect is not specifically designed to support the iPhone. While you can access the course material using these devices, you may encounter some issues with navigating through the course materials. It is recommended you use no earlier than IOS version 6.

**5. Can I change my password and email address?**

Yes. Once you access the educationenvironment there is an option where you can update your personal details, including your email and password.

**6. I have forgotten my password. What can I do?**

There is a facility to retrieve your password. Click on the small key icon next to the log in box and your password will be emailed to you.

**7. I do not have Microsoft Word to open the assessment.**

If you do not have access to Microsoft Word, please email us at [studentservices@aim.com.au](mailto:studentservices@aim.com.au) to request your assessment kit to be sent as an Adobe PDF file. Webinars are an integral part of the AIM Connect / Virtual Campus/OLC. Recordings of videos take place to ensure access to students who are unable to attend a specific webinar.

# Student Resource Library

The AIM Business School provides access to two extensive Higher Education databases:

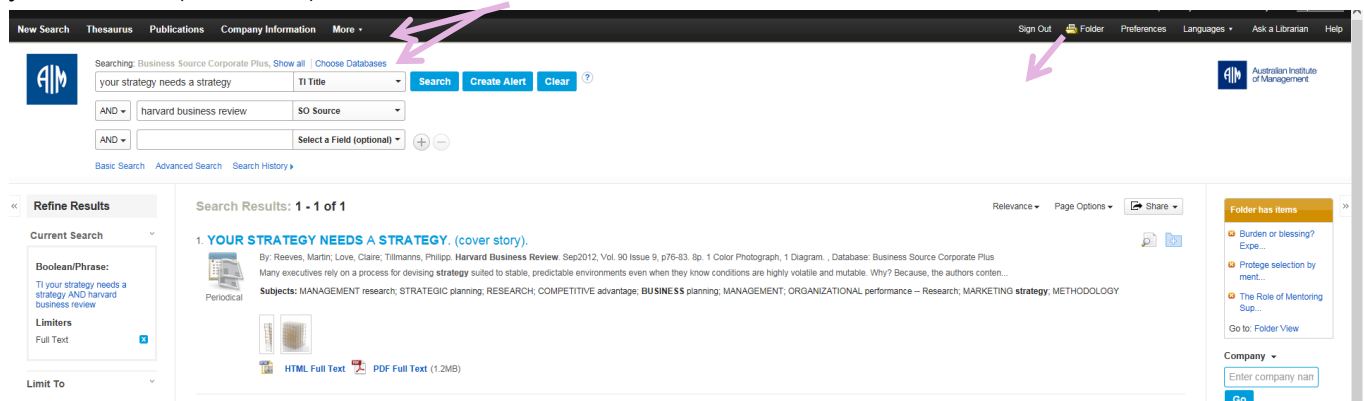
EBSCO Business Source Corporate

ProQuest ABI/INFORM Complete

Please find below details on how to access these databases.

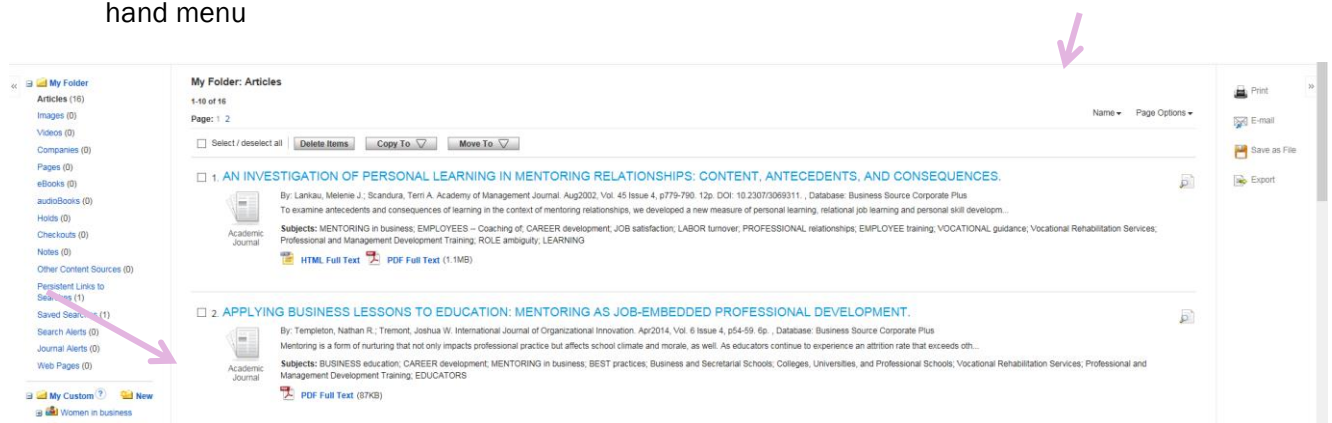
## Find a journal article in EBSCO Business Source Corporate +

- Log on to the student portal and open EBSCO Business Source Corporate +(BSC+)
- In the first text box type in the article title and select **TI Title** from the dropdown menu
- In the next text box type in the journal name and select **SO Source** from the dropdown menu
- The article will appear in the **Search Results** list. Open the PDF or HTML, or sign in to your account (see below) to view later.



You can save the article to your account **Folder** to view later by creating a personalized account.

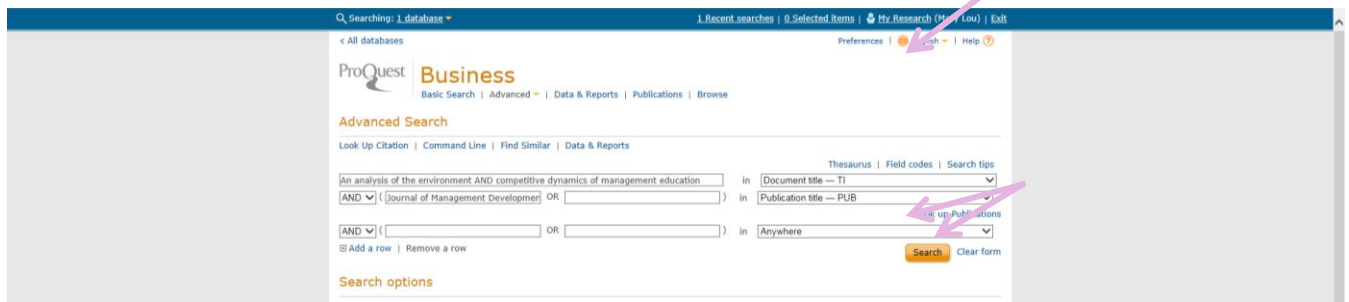
1. Click on **Sign in** or **Create anew Account** (complete the form and **Save changes**)
2. To view your articles later click on **Sign in** and access your **Folder**
3. You can organise your readings into separate folders by creating **New folders** from the left hand menu



For assistance contact the Library on 02 9956 3034

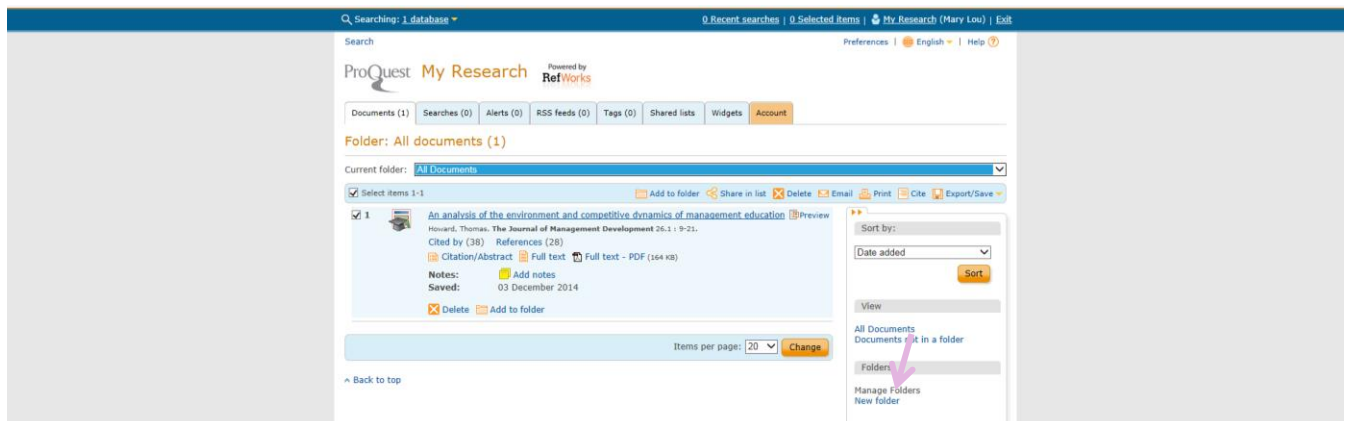
## Find a journal article in ProQuest ABI/INFORM Complete

- Log on to the student portal and open ProQuest ABI/INFORM Complete (ABI)
- In the first text box type in the article title and select **Document title-TI** from the dropdown menu
- In the next text box type in the journal name and select **Publication title – PUB** from the dropdown menu
- The article will appear in the **Results** list. Open the PDF or sign in and **Save to My Research** (see below) to view later.



You can save articles to your **My Research** folder to view later by creating a personalized research account.

- Click on **My Research**
- **Sign in** or **Create a My Research account** (complete the form and verify in the email you will receive)
- To view your articles later click on **My Research** and sign in to your account
- You can organise your readings into separate folders by creating a **New folder** from the right hand menu



For assistance [contact the Library](#) / 02 9956 3034

The library also has a large range of resources available for loan including course recommended reading. [Search the library catalogue](#) . [Contact the library](#) for assistance.