

**PUBLISHED BY:**

Australian Institute of Management

7 Macquarie Place

Sydney, NSW 2000

Phone: 0299563046

Fax: 0299563510

[http://www.aim.com.au](http://www.aim.com.au/)

 AIM (2015)

Every effort has been made to ensure that the material presented in this booklet is as accurate and
up- to-date as possible at the time of publication. Nevertheless, this material is issued by the Australian Institute of Management on the understanding that:

1. The Australian Institute of Management, their officials, authors, or any other persons or agencies involved in the preparation of this publication expressly disclaim all or any contractual, tortious, or other form of liability to any person (purchaser of this publication or not) in respect of the

publication and any consequences arising from its use, including any omission made, by any person in reliance upon the whole or any part of the contents of this publication.

2. No person should act on the basis of the material contained in this publication without obtaining advice relevant to their own particular situation and without considering and taking professional advice as may be necessary.

 **RECOGNITION OF PRIOR LEARNING (RPL) – INTRODUCTION**

RPL is defined in the Australian Qualifications Framework (AQF) as “an assessment process that involves assessment of an individual’s relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.”

This is underpinned by the AQF definition of credit as: “Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.”

RPL can be used to meet entry requirements, credit towards unit (s) of study, or a unit substitution where the unit for which RPL is granted is replaced with an AIM elective. It can be granted for *formal learning* (accredited qualifications); *non-formal learning* (structured learning but without a professionally accredited qualification – e.g. executive education, MOOC); or inf*ormal learning* that is neither organized nor structured via objectives – e.g. volunteer experiences, self-employment).

Any credit outcomes agreed are specific to an individual applicant.

Evidence considered relates to aspects such as relevance to the unit(s) (comparable standard of learning, quantity/depth/breadth of prior learning); currency (attained within ten years of the year of application); and relation to unit learning outcomes.

RPL requires AIM to assess each individual who applies to decide the extent to which the applicant’s previous learning is equal to the learning outcomes of the unit/s of the courses in our postgraduate qualifications. Key concerns are that, in deciding to grant RPL, the integrity of AIM’s qualification outcomes is maintained; and that the student if likely to be successful in achieving the qualification outcomes.

Learning Outcomes at postgraduate level require: mastery of the relevant field of study or area of professional practice; a high order of skill in analysis, critical evaluation and/or professional application; and creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.

RPL is undertaken by academic staff with relevant expertise in the unit area; should be of an equivalent standard to other assessment for the unit(s) in a course; and the evidence provided by the applicant is assessed on the following criteria:

**Sufficiency**

Has sufficient evidence been provided to enable the assessor to make the decision, about whether or not, to approve a claim?

To ensure sufficiency, you might need to provide additional evidence, different forms of evidence, or undertake further assessment tasks.

**Authenticity**

Authenticity is concerned with the evidence of learning being honest and accurate. This means that documentation of the applicant’s learning is genuine and that it represents learning by the applicant rather than someone else. Interviews can be useful ways of exploring the authenticity of an applicant’s evidence.

You will be required to sign a declaration when submitting your evidence to confirm its authenticity.

**Currency**

Evidence provided by the applicant needs to suggest that learning or ability is still current in the competency. For example, if you studied leadership theories in the 80’s you would probably not have the theoretical basis for leading edge leadership.

You may need to demonstrate that your learning or abilities have been maintained at an appropriate level.

**Validity**

You will need to show how your presented evidence aligns to the learning outcomes of the unit/course.

**Fairness**

Assessment is fair if it does not disadvantage particular individual learners or groups. In formal courses, RPL assessment should not be more rigorous than that given to students actually doing the unit or course.

Your evidence must be specific in demonstrating prior achievement of the learning outcomes and assessment requirements of the component/s of one of the AIM qualifications offered. RPL is finally granted at the discretion of the National Academic Director, AIM Business School.

Previous studies and work experience must be considered relevant to the content of the unit/s or course for which the student is enrolling and must be of equivalent standard and duration (e.g. normally credit is not granted in a postgraduate course for units completed at an undergraduate level). Certified professional work experience of at least 3 years’ duration in business/commerce and deemed by the AIM Business School to be equal in its depth of learning equivalent to that of a Graduate Certificate in Management may lead to a maximum of 50% of a qualification.

Typical forms of evidence may include a resume/curriculum vitae, award certifications, position descriptions, references/skill/experience verifying your knowledge, portfolios, industry certificates, certificates from professional development, third party assessment, interviews, etc.

**Specified Credit** may be granted where students have completed satisfactorily a postgraduate unit from another recognized qualification or where students can demonstrate that they have met outside of formal education the learning objectives within a given unit in an AIM course.

**Unspecified Credit** may be granted where students have completed a unit(s) or gained knowledge and skills outside of formal education which is not directly equivalent to any unit in an AIM course but is considered directly relevant to the course.

**Exemptions** relate to students ineligible for credit as described above, but who have completed work considered equivalent to a given unit. Such students may be granted an exemption from undertaking a unit considered equivalent and will chose another unit in its place. This does not reduce the total number of units required to complete a course.

Applicants are responsible for assessing to what extent they meet the relevant criteria for RPL, completing the application form, providing the necessary documentation required (and having this certified by a JP or Public Notary), and may be required to attend an interview.

 **RPL Evidence Required:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TYPE OF PRIOR LEARNING** | **APPLICATION FORM** | **CV** | **SELF-ASSESSMENT REPORT** | **TESTAMUR****(Certified)** | **REFEREE REPORT(S)** | **TRANSCRIPTS OF ACADEMIC RECORDS****(Certified)** | **UNIT/COURSE OUTLINE(S)** | **FURTHER EVIDENCE** |
| **Formal** | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |
| **Non-formal\*** | ✓ | ✓ | ✓Up to 2000 words | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Informal** | ✓ | ✓ | ✓ Up to 2000 words |  | ✓ |  |  | ✓ |

\*For Higher Education students seeking Recognition of Prior Learning based on experience only, an administration fee applies per unit for successful applications.

AIM Policy

Overview

Applicants will need to think carefully about the balance of advantage between studying a unit or seeking RPL for it. This is particularly important if it is some time since you gained the experience or qualification on which your claim is based. In this document you are provided with the learning outcomes for each of the units; they describe the nature and level of performance required.

* RPL is available to participants who believe they have already achieved the outcomes of the unit;
* The AIM Assessor’s role is to judge the academic merit of the application against the specific learning outcomes of the unit;
* Applicants must follow the directions explained in this document;
* If an application contains insufficient evidence, the applicant will be given the opportunity to provide additional appropriate evidence before a final decision is made;
* RPL will only be granted for whole units, partial recognition is not possible.
* Credit for academic study will be granted only for Postgraduate level study.
* All applications submitted for RPL must meet the stated learning outcomes of the unit/s for which credit is sought.
* No credit will be granted without submission of authenticated documentation
* For Higher Education students seeking Recognition of Prior Learning based on experience only, an administration fee applies per unit for successful applications.

**Certificates and Awards**

Certified copies of documents submitted are required for authenticity purposes. Overseas certificates need to be officially translated and aligned by a recognised authority. All unknown parchments will be checked with the issuing organisation.

Reporting the outcome

The terms which will be used to report results are:

* **E** – Exemption (RPL is granted)
* **C** – Credit (RPL is granted)
* **NG** - Not granted
* **FE** – Further evidence required

**Section 1: Application for RPL**

|  |  |
| --- | --- |
| **Name:** |  |
| **Address:** |  |
| **Business Phone No:** |  |
| **Email:** |  |
| **Qualification enrolling in:** |  |
|  ✓ **Tick the unit(s) you are applying for RPL** (see Attachment 1 for subject details) |
|  | GSB002 Leading, Managing and Developing People |
|  | GSB003 Managing Financial Resources  |
|  | GSB004 Managing, Developing and Implementing Strategy |
|  | GSB005 Managing Operational Improvement (in lieu of former Unspecified elective granted) |
|  | GSB007 Marketing for Managers |
|  | GSB008 Human Resource Management |
|  | GSB009 Managing a Project Based Organisation |
|  | GSB010 Contract Law for Managers |
|  | GSB011 International Business |
|  | GSB012 Business Research Methods |
|  | GSB013 Economics for Managers |
|  | GSB014 Business Decision Making and Analysis |
|  | GSB015 Corporate Strategy & Responsibility (LGM) |
|  | GSB016 Managing Consultancy Practice |
|  | GSB017 Business Project (10,000 words) |
|  | GSB018 Strategic Business Project (20,000 – 30,000 words) |
|  | GSB019 Strategic Organisational Change |
|  | GSB020 Leading For Innovation and Sustainability |
|  | GSB025 Workplace Project |
|  | GSB024 Entrepreneurship |
|  | GSB000 Unspecified Elective |

**Student to complete:**

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

Please attach the following:

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

 Copies of course outlines and/or assessment activities

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

**Section 2:
Checklist for RPL (For applicants using evidence from Non-formal or Informal prior learning,
please attach a Self-Assessment Report (up to 2000 words for each Unit claim)**

|  |  |  |
| --- | --- | --- |
| **UNIT** | **UNIT LEARNING OUTCOMES** | **EVIDENCE PROVIDED FOR RPL** |
| **GSB000 Unspecified Elective** |  | (e.g. Risk Management unit completed with Governance Institute, relates to Business/Management – unit outline and certified documentation attached) |
| **GSB002 Leading, Managing and****Developing People** | 1. Critically analyse individual performance for the purpose of identifying personal training and development needs;
2. Examine leadership models in a range of organisational settings and differentiate between leadership and management behaviour;
3. Explain the principles of the communication process and how it is influenced by individual behaviour, groups and organisational culture;
4. Describe the theories of motivation and discuss contemporary approaches to reward management;
5. Evaluate methods of improving performance and methods of productivity improvement and consider contemporary views on the alignment of people and organisations via Balanced Scorecard approaches.
6. Understand the adult learning process and identify appropriate development strategies.
 |   |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB003 Managing Financial** **Resources** | 1. Enhance the company's value through managing resources;
2. Plan and manage budgets to maximise financial resources;
3. Monitor costs, and control activities against budgets;
4. Plan to maximize return from financial resources
5. Develop and manage a financial strategy;
6. Develop and manage performance indicators.
 |  |
| **GSB004 Managing, Developing and****Implementing Strategy** | 1. Identify and discuss the important business challenges which will face managers in the future;
2. Interpret these challenges in terms of explicit business objectives;
3. Critically analyse how well their organisation is currently placed to deal with these challenges and what performance gaps exist;
4. Identify what skills and resources will be needed to fill performance gaps; and
5. Evaluate monitoring and control processes to measure the progress of the strategy as it is implemented.
 |  |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB005 Managing Operational****Improvement** | 1. Analyse organisations in terms of systems, processes, and activities;
2. Evaluate and apply a holistic management framework for sustainable

organisational excellence;1. Use a framework to continually improve the ‘quality of management’ as well as the ‘management of quality’;
2. Evaluate methodologies to implement empowerment of people and a customer focus; and
3. Evaluate and apply best practice techniques to develop learning organisations
 |   |
| **GSB006 E-Business Strategy** | 1. Analyse organisational information requirements;
2. Evaluate alternative methods of information collection and information systems
3. Critically evaluate methods of information analysis;
4. Utilise an appropriate range of methods and techniques to present information in a meaningful way
5. Discuss the decision making process in the context of information available.
 |  |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB007 Marketing for Managers** | 1. Analyse the marketing function within organisations and discuss the impact it has on achieving organisational goals and objectives;
2. Examine the sustainability of products and services with a changing business environment and the impact of market forces on consumer buying behaviour.
3. Evaluate product strategies incorporating considerations of brand, price, promotion and distribution;
4. Critically analyse the new product development process including market research, concept testing, commercialisation and distribution channels.
 |  |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB008 Human Resource****Management** | 1. Discuss the strategic significance and purposes of Human Resource Management in organisations, its links with strategic business planning processes and the influence of the environmental context;
2. Discuss current issues and emerging trends relevant to human resource management and management issues, such as internationalisation and the growth of knowledge work;
3. Identify the strengths and weaknesses of HRM models and frameworks and be able to use them appropriately;
4. Identify and begin to use frameworks and tools that demonstrate “added value”from HRM;
5. Understand the ways in which the HRM function can impact on bottom-line performance;
6. Analyse an organisation’s workforce profile and staffing strategies;
7. Analyse models for outsourcing and downsizing and the supporting change management strategies and processes;
8. Evaluate methods for the measurement of ROI of the HRM function;
9. Evaluate the HRM capability/effectiveness of an organisation by conducting an audit of the HRM function.
 |  |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB009 Managing a Project Based****Organisation** | 1. Discuss the principles, skills and techniques required for the management of projects and the integration of a project management model within an organisational environment;
2. Discuss quality principles and how they relate to the management of projects;
3. Analyse the risk associated with projects and the development of contingency plans;
4. Evaluate the importance of teamwork, leadership and the practical application of skills in managing human resources within a project environment;
5. Develop detailed project plans including scoping and using computer based project management software;
6. Evaluate methods of monitoring and controlling projects in relation to costs, time and achieving required outcomes;
7. Discuss the issues relating to project closure and evaluation
 |  |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB010 Contract Law for Managers** | 1. Identify and explain the essential elements of a valid and enforceable contract; Discuss the structure of commercial contracts and explain key terms in contracts; Evaluate alternative contractor selection processes;
2. Critically analyse a range of strategies for negotiating business contracts;
3. Identify legal risks that might arise during the negotiation of commercial contracts;
4. Discuss strategies for managing commercial contracts and managing the performance of contractual obligations;
5. Analyse a range of contractual disputes and the outcomes and
6. Evaluate dispute resolution mechanisms.
7. Mastery of business and management disciplines.
 |  |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB011 International Business** | 1. Demonstrate advanced knowledge of managing global operations.
2. Demonstrate an understanding of the differences between operating in the local, domestic market and global markets
3. Show advanced knowledge of and capacity to select appropriate policies and strategies for coping with the international business environment
4. Describe issues in governing international trading and investing
5. Apply principles that affect relationships with international trading partners, particularly those of a political and cultural perspective
6. Develop strategic choices for global operations
7. Determine entry mode choice
8. Demonstrate a high order of skill in analysis, critical evaluation and professional application
9. Demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.
 |  |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB012 Business** **Research Method** | 1. Demonstrate an understanding of the major approaches and strategies of business research and the methodological choices that are available within approaches;
2. Understand the various aspects of a research design and be able to design a business research proposal; Apply various quantitative and qualitative methods of data gathering and analysis utilised in business research
3. Access electronic database resources using various retrieval techniques;
4. Critically evaluate research - focused business literature;
5. Identify and manage ethical and political aspects of business research
 |  |
| **GSB013 Economics for Managers** | 1. Describe and relate to their business environments the economic concepts of supply and demand, opportunity costs, marginal costs, trade offs, externalities, transaction costs, comparative advantage, price elasticity and inflation
2. Explain market-exchange processes and discuss the impacts of monopoly and competition on market performance,
3. Demonstrate advanced understanding of monetary and fiscal policy in Australia and show how national and global interest and currency rates affect business decisions,
4. Show that he/she can use economic concepts and policies to improve their skills in thinking and business decision making
5. Demonstrate a high order of skill in analysis, critical evaluation and professional application
6. Demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.
 |  |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB014 Business Decision Making and Analysis** | 1. Describe the essential and critical phases of the decision making process,
2. Identify appropriate rational, quantitative, qualitative and intuitive approaches to creatively making decisions in a range of organisational circumstances,
3. Act independently or as a member of a decision making group in the tasks of making a management decision,
4. Apply a systems or holistic perspective to the creation and implementation of decisions within an organisation
5. Demonstrate a high order of skill in analysis, critical evaluation and professional application
6. Demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.
 |  |
| **GSB015 Corporate Strategy and Responsibility (formerly Leadership and General Management)** | 1. Describe the constructs of corporate governance
2. Explore the firm’s relationship with stakeholders
3. Develop, implement and monitor strategy at the corporate level
4. Develop competence to strategically manage the firm’s business portfolio
5. Apply strategic risk management techniques, issues and remedies
6. Develop competence to lead a successful, socially and environmentally sustainable organisation
7. Demonstrate a high order of skill in analysis, critical evaluation and professional application
8. Demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.
 |  |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB016 Managing Consultancy****Practice** | 1. Understand the roles of internal and external consultants
2. Create an action plan to set up a consultancy practice either as an internal organisational consultant or as an independent external consultant in their area of specialist/professional expertise
3. Describe the key factors for consultancy project success;
4. Perform major tasks in the consultancy project life cycle
5. Demonstrate the application of appropriate methodologies, techniques and tools to a variety of consultancy project scenarios
6. Demonstrate a high order of skill in analysis, critical evaluation and professional application
7. Demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.
 |  |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB017 Strategic Business Project****(10,000 words)** | 1. Appreciate the utility of a systemic approach to handle complex unstructured management problems
2. Formulate and negotiate appropriate terms of reference to undertake a business research project
3. Formulate an appropriate research approach to the problem
4. Facilitate client involvement where appropriate
5. Apply modeling and analytical skills learned in previous courses
6. Conduct a Literature review
7. Demonstrate generalised business research skills including problem definition, choice of analytical techniques, report writing and presentation
8. Critically reflect upon and analyse the learning experience for all stakeholders to the research assignment
9. Demonstrate a high order of skill in analysis, critical evaluation and professional application
10. Demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.
 |  |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB018 Project Option****(20,000 words)** | 1. Appreciate the utility of a systemic approach to handle complex unstructured management problems
2. Formulate and negotiate appropriate terms of reference to undertake a business research project
3. Formulate an appropriate research approach to the problem
4. Facilitate client involvement where appropriate
5. Apply modeling and analytical skills learned in previous courses
6. Conduct a Literature review
7. Demonstrate generalised business research skills including problem definition, choice of analytical techniques, report writing and presentation
8. Critically reflect upon and analyse the learning experience for all stakeholders to the research assignment
9. Demonstrate a high order of skill in analysis, critical evaluation and professional application
10. Demonstrate creativity and flexibility in the application of knowledge and skills to new situations, to solve complex problems and to think rigorously and independently.
 |  |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB019 Strategic Organisational****Change** | 1. Identify the role of the senior management team in initiating and implementing strategic organizational change
2. Describe the criteria for defining and managing effective and sustainable organizational performance
3. Identify environmental and industry triggers that precipitate the need for change
4. Explain the principles and processes of the change process and how it is influenced by individual and group behavior and organizational culture
5. Utilise the principles and techniques of the Balanced Scorecard as a tool for designing and managing organizational change
6. Evaluate methods of improving performance and methods of productivity improvement and consider contemporary views on the alignment of people and organizational direction via Balanced Scorecard approaches
7. Influence and activate a systemic approach to enterprise performance management within a learning organization context
 |  |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB020 Leading For Innovation and****Sustainability** | 1. Identify the four frames of a business or social organization and understand their contribution to the development of a culture of creativity and innovation
2. Recognise innovation as a core business process that significantly contributes to corporate competitive advantage
3. Develop skills in generating and exploiting relevant ideas that potentially contribute to sustainable organization
4. Identify the key contribution of people as individuals and as a collective community of common practice to the generation of innovative and sustainable futures
 |  |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB024 Entrepreneurship** | 1. Critically analyse the entrepreneurial personality, and the forces that motivate enterprising behavior
2. Critically discuss the innovative processes, together with the issues involved in new business creation, formation, growth, and conclusion
3. Express entrepreneurial skills through the construction and presentation of a business plan for a new business of the students choice
4. Demonstrate an understanding of theory related to the process, context and outcomes associated with entrepreneurship and innovation in a logical and coherent manner.
 |  |

|  |  |  |
| --- | --- | --- |
| **UNIT** | **LEARNING OUTCOMES** | **EVIDENCE PROVIDED** |
| **GSB000 Unspecified elective** |  |  |

**Unit(s) Granted Advanced Standing / Exemption**

|  |  |  |
| --- | --- | --- |
| **SUBJECT** | **ASSESSMENT DECISION****E** exemption **C**credit **FE** further evidence required **NG** not granted | **ASSESSOR’S SIGNATURE** |
| GSB002 Leading, Managing and Developing People |  |  |
| GSB003 Managing Financial Resources |  |  |
| GSB004 Managing, Developing and Implementing Strategy |  |  |
| GSB005 Managing Operational Improvement |  |  |
| GSB006 E-Business Strategy |  |  |
| GSB007 Marketing for Managers |  |  |
| GSB008 Human Resource Management |  |  |
| GSB009 Managing a Project Based Organisation |  |  |
| GSB010 Contract Law for Managers |  |  |
| GSB011 International Business |  |  |
| GSB012 Business Research Method |  |  |
| GSB013 Economics for Managers |  |  |
| GSB014 Business Decision Making and Analysis |  |  |
| GSB015 Leadership and General Management |  |  |
| GSB016 Managing Consultancy Practice |  |  |
| GSB017 Business Project |  |  |
| GSB018 Strategic Business Project |  |  |
| GSB019 Strategic Organisational Change |  |  |
| GSB020 Leading for Innovation & Sustainability |  |  |
| GSB024 Entrepreneurship |  |  |
| GSB025 Workplace Project |  |  |
| GSB000 Unspecified Elective |  |  |

**Please Note**: Once completed, please return to Postgraduate Executive Officer, AIM Business School to update the RPL Register.