

COURSE HANDBOOK
2018

BACHELOR OF BUSINESS (LEADERSHIP AND MANAGEMENT)

THE POSSIBILITIES ARE INFINITE

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Disclaimer:

This Handbook includes descriptions of subjects that may later be altered and subjects that may not be offered due to unforeseen circumstances, such as insufficient enrolments or changes in lecturing personnel. The fact that details of a subject are included in this Handbook can in no way be taken as creating an obligation on the part of AAPoly to teach it in any given semester or in the manner described. AAPoly reserves the right to vary or discontinue a subject at any time without notice.

Welcome message from the CEO

In Jim Collins' book "Good to Great"¹, he described five levels of leadership: Level 1: Highly capable Individual; Level 2: Contributing Team Member; Level 3: Competent Manager; Level 4: Effective Leader and Level 5: Executive.

He went on to say that "Level 5 leaders display a powerful mixture of personal humility and indomitable will. They're incredibly ambitious, but their ambition is first and foremost for the cause, for the organization and its purpose, not themselves. While Level 5 leaders can come in many personality packages, they are often self-effacing, quiet, reserved, and even shy. Every good-to-great transition in our research began with a Level 5 leader who motivated the enterprise more with inspired standards than inspiring personality."

I think, more than ever before, the world needs leaders – in politics, in education, in human services, in technology, and the list goes on. Are leaders born or made? Jim Collins argues that "under the right circumstances - self-reflection, conscious personal development, a mentor, a great teacher, loving parents, a significant life experience, a Level 5 boss, or any number of other factors" Level 5 leaders will begin to develop.

Thank you for taking the time to read this Course Handbook for the Bachelor of Business (Leadership and Management). This Course has been designed to incorporate the concepts, theories and practice that will develop the "seed" of interest that is in each student. We know that through engagement with the subjects within this course, you will be exposed to concepts and theories that are borne through research and experience, by those who have dedicated their efforts to share their findings with those who want to learn more. You will also be exposed to practical applications of these concepts and theories, as you participate in the various activities and assignments designed to add the dimensions of real-world experience during your course of study.

To gain the most out of this course, I encourage you to challenge yourself and challenge your lecturers and fellow students, as you progress through each year of your studies and experience new levels of knowledge and learning. Keep your focus on the "finish line", as a successful athlete does, striving towards the goal of the completion of your degree.

And be on your way to that Level 5 Leader that is in you.



Esther Teo
Chief Executive Officer
2018

¹ <https://www.jimcollins.com/concepts/level-five-leadership.html> retrieved on 5/5/2018
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How to use this Course Handbook

The Bachelor of Business (Leadership and Management) Handbook is designed to provide students with necessary information on the course structure and subject details.

Prospective students should refer to the Academies Australasia Polytechnic (AAPoly) website at www.aapoly.edu.au/courses for the most current information about this course. General aspects of studying a higher education degree course in AAPoly can be found in the Higher Education Study Guide, accessible via the AAPoly website.

This Handbook provides an overview of the Bachelor of Business (Leadership and Management) (BBUS (L&M)) course structure, core and elective subjects, particular features of the course design and requirements for the successful completion of this course. We welcome any feedback and suggestions about the BBUS (L&M) course or this Course Handbook via email, to be sent to the AcademicDean@aapoly.edu.au.

About AAPoly

AAPoly delivers quality Vocational and Higher Education courses to domestic and international students aged 18 years and over. AAPoly has been a quality education provider of its own degree courses, and has participated in a partner provider arrangement for the delivery of courses of Federation University Australia for more than thirteen years. AAPoly has campuses in both Melbourne and Sydney, Australia.

Other Information

Information about course fees, articulation and credit transfer, recognition of prior learning, admission and enrolment procedures and the services available to students can be accessed through the AAPoly website, or by contacting AAPoly directly. Enrolled students have access to comprehensive information about the course and its subjects through the Learning Management System's (LMS) Moodle platform.

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1. Why Study the Bachelor of Business (Leadership and Management)?

1.1 Projected employment growth by occupation (2017-2022)

According to the labour market analysis conducted by the Australian Government's Department of Jobs and Small Business, employment in Australia is projected to increase in all eight major occupational groups (see Figure 1 below) over five years to May 2022². Very strong employment growth is projected to continue for Professionals (with 344,400 or 12.1 per cent growth) consistent with strong projected growth in the service industries. Employment of Managers is projected to increase at the average rate of growth (up by 120,000 or 7.8 per cent). Below average employment growth is projected for Technicians and Trades Workers (with marginal increases of 82,000 or 4.8 per cent) and Labourers (64,300 or 5.3 per cent) while relatively weak growth is projected for Sales Workers (39,400 or 3.6 per cent), Machinery Operators and Drivers (27,900 or 3.6 per cent) and Clerical and Administrative Support Workers (27,400 or 1.7 per cent).

Figure 1: Projected employment growth to May 2022 ('000), by major occupational group



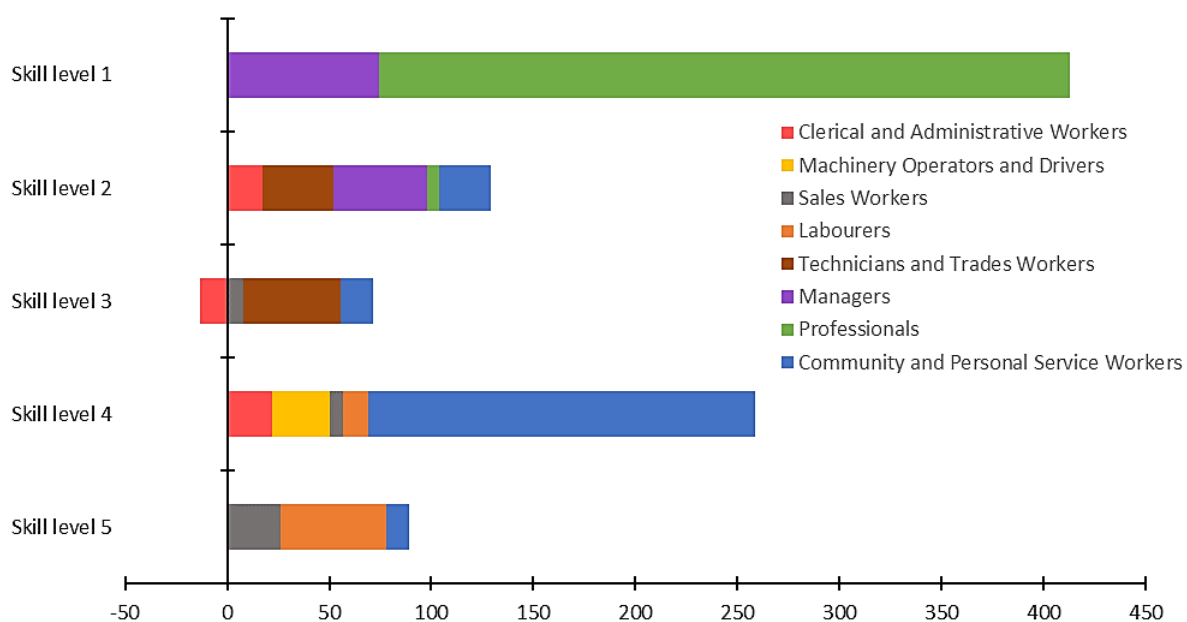
Evidently, the occupations with the strongest employment growth projections are generally higher skilled or require some training and have a strong emphasis on human interaction.

² <http://lmip.gov.au/default.aspx?LMIP/EmploymentProjections>
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1.2 Projected employment growth by skill level

Occupations that are classified in the two highest skill levels³ i.e. those which require a Bachelor degree or higher qualification, are projected to make up well over half of projected employment growth over five years to May 2022. Employment for skill level 1 occupations is projected to increase by 412,700 (or 10.7 per cent). The relatively strong rates of growth at the top end of skill proficiency highlight the importance of educational and qualification attainment both for those in the workforce who seek career advancement and for labour market entrants who wish to improve their employment prospects.

Figure 2: Projected employment growth to May 2022 ('000 and per cent) for skill levels by occupation



1.3 Preparation for higher skills occupations

The Bachelor of Business (Leadership and Management) prepares students for understanding management as a profession. Management responsibilities in the workplace include the need to know how to anticipate, formulate, resolve and communicate high-level strategies within an organisation.

³ The Australian Bureau of Statistics (ABS) classifies occupations according to five skill levels commensurate with the following qualification(s) or where relevant work experience with training may be a substitute for formal qualifications:

- Skill level 1: Bachelor degree or higher qualification
- Skill level 2: Advanced Diploma or Diploma
- Skill level 3: Certificate IV or Certificate III with at least two years on-the-job training
- Skill level 4: Certificate II or III
- Skill level 5: Certificate I or secondary education

The Course aims to equip students with high level work-ready skills that are career oriented. Students studying the Bachelor of Business (Leadership and Management) will learn core leadership and management concepts as part of this specialisation including foundations of leadership and management and professional skills such as decision making, situation and information analysis, communication and project management. Students will be prepared for employment in the management of large, medium and small organisations, in private and government sectors, in domestic and international contexts.

Career opportunities for those studying business with a leadership and management specialisation include:

- Business Manager
- Business Owner
- Human Resources Manager
- Organisational and Project Manager
- Public Relations Manager
- Retail Manager
- Strategic Planner

The Bachelor of Business (Leadership and Management) aims to provide the course graduate with employability skills, as shown by the Course Learning Outcomes, and the Graduate Attributes of this course, in addition to necessary theoretical and practical understandings.

2. Graduate Attributes

Graduate Attributes are the academic abilities, personal qualities and skills, transferable beyond the disciplinary context that AAPoly seeks to instill in our students.

AAPoly's Graduate Attributes seek for its students to be:

- Effective communicators (and being digitally literate);
- Critical thinkers (and creative thinkers);
- Culturally-aware global citizens;
- Collaborate achievers;
- Life-long learners (who are career ready); and
- Socially responsible (ethics)

2.1 AAPoly Graduate Attributes

The Graduate Attributes are fostered not only in the context of the curriculum, but are developed within the total educational experience to encourage students to reflect on the broader value and purpose of their education.

AAPoly's Graduate Attributes focus on five broad skills that AAPoly graduates will have acquired to an appropriate level during their course of study. The core attributes are linked to discipline based expertise, employability skills and the valuable life-long learning outcomes.

In addition to strong overall discipline knowledge and expertise, students will graduate with following core attributes:

Communication (digital literacy)

- AAPoly graduates will have well-developed written, verbal, oral and interpersonal communication skills, and be able to use them collaboratively and creatively towards both their personal and career goals
- They will be technologically 'savvy' and be able to meet the challenges of the rapidly changing environment
- As effective information and knowledge managers, AAPoly graduates will be able to process and logically present information across various contexts and use data to construct conceptual frameworks and make connections through using real world examples

Critical thinking (problem solving, judgment, creativity /innovation and logic)

- The core skills of critical analysis, professional judgment and logical thinking will characterise an AAPoly graduate's approach to learning and work in both their professional practice and personal lives
- They will value and understand enterprise and demonstrate this by generating and trialing new ideas, creating innovative solutions and challenging accepted norms
- An AAPoly graduate will have an in-depth knowledge of their chosen field and be able to apply that knowledge to real life problems to develop solutions

Global perspective (cross-cultural, global citizenship, international opportunities, diversity)

- AAPoly graduates will have a global perspective on business and society. They will value and understand diversity and be given the opportunity to work with different cultures and different nationalities
- Internationalism and cross-cultural competence underpins their evaluation of problems and opportunities as they seek to maximise the availability of resources not only within their chosen discipline but as part of their pursuit for life-long learning outcomes
- An AAPoly graduate will have the capacity to interact and collaborate with others effectively, including in teams, in the workplace, and in culturally or linguistically diverse contexts

Corporate and Social Responsibility (Ethics)

- Acting with integrity is paramount and will be embodied in writing and action that reflect a strong sense of right and wrong and a commitment to ethical, socially responsible and sustainable behaviours
- Within their field of study, AAPoly graduates will develop a solid understanding of social and civic responsibilities, human rights and sustainability
- AAPoly graduates will appropriately apply their corporate and social responsibility literacy in a highly diverse range of contexts

Career Readiness

- AAPoly graduates will have the ability to work both autonomously and collaboratively within both their chosen discipline area and more broadly in a rapidly changing work environment
- As career ready graduates, they will have developed and been able to demonstrate the personal and professional capabilities to manage career and work life effectively
- They will understand the value of life-long learning and continuous professional development
- AAPoly graduates will be able to apply sound judgment and planning and organisational skills that promote and contribute to the success of their enterprise or organisation

3. Course Learning Outcomes

The AAPoly Bachelor of Business (Leadership and Management):

Course Learning Outcomes (CLOs) describe the capabilities and attributes of all graduates of AAPoly's Bachelor of Business (Leadership and Management). These CLOs were shaped by AAPoly's Graduate Attributes, the Australian Qualification Framework, published Discipline Standards, and the Business Council of Australia's report on work. AAPoly's Graduate Outcomes and Graduate Attributes are not just a list of skills to be mastered; they are the outcome of the full educational experience, both curricular and extra-curricular, available to all students.

With a developed depth of overall Knowledge, Skills, and Application of Knowledge and Skills, **AAPoly Graduates from the Bachelor of Business (Leadership and Management) will be able to demonstrate the following:**

Integrate and apply broad and coherent knowledge and skills in leadership and management to provide innovative business solutions relevant to private or public sectors, in diverse contexts.

1. Acquired knowledge and understanding of principles and concepts in their field of specialisation, and of sufficient depth and breadth to enable transition into postgraduate studies;
2. Acquire a broad understanding of the relevant global and national compliance and regulatory frameworks;
3. Develop an understanding of the value of life-long learning and continuous professional development.

Engage effectively at an interpersonal level, within a business context, to achieve strategic outcomes, using diverse contemporary digital and communication technologies.

4. Develop and demonstrate effective interpersonal skills, tolerance, respect, and intercultural awareness and understanding;
5. Demonstrate sophisticated literacy across cultural and language boundaries;
6. Present, discuss, report and defend ideas in a flexible way;
7. Collect, review and logically present data and information using conceptual frameworks.
8. Acquire a range of core information technology skills to support business decision making in contemporary organisations;
9. Use digital technology to locate, obtain, organise and understand information, and engage with others effectively;
10. Use current technologies to create new and innovative solutions to business challenges

Apply critical thinking and problem-solving skills, independently and in teams, to create innovative solutions to business challenges, contributing to the success of the organisation.

11. Explore and trial new ideas, create innovative solutions and challenge the status quo;
12. Develop the capacity for critical and reflective thinking in all aspects of intellectual and practical activities;
13. Possess research, discovery, and information retrieval skills and a general capacity to critically evaluate information;
14. Demonstrate skills and capabilities in strategic planning, project management, people and resources management, and decision making.
15. Acquire job-ready skills through combination of theoretical and practical knowledge and skills, to be able to apply sound judgment that promotes and contributes to the sustainable success of an enterprise;
16. Have the critical thinking, analytical and creative skills to solve problems with intellectual independence;
17. Challenge knowledge and skills in the culture of intellectual openness and professional scepticism.

Practice emotional intelligence and communication skills to lead, motivate and manage others, through effective collaboration, negotiate conflicting agendas within complex and rapidly changing work environments.

18. Capacity to interact and collaborate effectively with others in a contemporary business environment;
19. Work with others in a consultative process, to demonstrate resilience, and survive and resolve conflict;
20. Develop effective negotiation skills to apply them in personal and professional situations;
21. Ability to lead, motivate, manage and inspire others, and articulate shared goals towards effective group performance.
22. Demonstrate the ability to work autonomously and collaboratively within both the chosen discipline area and more broadly in a rapidly changing work environment;
23. Demonstrate the ability to anticipate and adapt to change;

24. Demonstrate accountability for one's own actions and their impact on business and others;
25. Demonstrate effective self-management, initiative, independence, self-learning and continuous improvement

Acquire an understanding of, and commitment to, global citizenship, social responsibility, ethical behaviour, sustainability principles and cultural and indigenous sensitivity.

26. Acquire an understanding of, and commitment to, global business, social responsibilities, ethics, sustainability and cultural differences;
27. Transfer and apply professional ethics and corporate and social responsibility awareness in a diverse range of contexts;

4. Distinctive Features of the Bachelor of Business (Leadership and Management)

To ensure that graduates from this course are well-prepared for their future career, the *BBus (L&M)* course is designed with an emphasis on case-based learning that builds progressively through the three-year degree. Real life case studies support theoretical learning for students. Industry practitioners will share their knowledge and experience, and students will participate in field trips to gain first-hand experience of the contemporary context of business, management and leadership.

Through industry consultations, subjects such as *Contemporary Issues in the Global Business Environment*, *Enterprise U*, *Entrepreneurship and Innovation*, *Applied Business Challenge A and B* expose students to emerging trends and issues that will impact the business landscape. *Digital Marketing and New Media*, *Public Relations* and *Innovation and Entrepreneurship* subjects equip students with skills and knowledge to engage in the changing virtual landscape and apply learning to the challenges of the global business world. The capstone feature of this course are *Applied Business Challenge A and B*. These subjects are offered in the final year of study and challenge students through industry engagement to identify and address current business opportunities and issues and provide innovative solutions. The capstone experience also prepares students for future pathways, including further studies.

5. Course Overview and Structure

Award:	Bachelor of Business (Leadership and Management)
Course Code:	BBus (L&M)
VTAC Code:	Not applicable
Credit Points:	360
Duration:	3 years, 6 semesters
Contact Hours:	Full-time study: 12-18 hours per week Part-time study: 3-12 hours per week

The Bachelor of Business (Leadership and Management) comprises a total of 24 subjects. The course has been approved by the Tertiary Education Quality and Standards Agency. To fulfill the academic requirements of the Bachelor of Business (Leadership and Management), a student will complete the following:

- 16 core subjects (see section Part A below)
- 8 elective subjects (see section Part B below)

The core components of the course (via the 16 core subjects) are very structured covering the Leadership and Management specialisation. Elective subjects add breadth and depth, having regard to the student's areas of interest.

The availability of core and elective subjects may vary each semester depending on timetabling for subject demand. Students are able to study elective subjects that are offered within the Bachelor of Business (Leadership and Management) or AAPoly's Bachelor of Tourism and Hospitality Management or alternatively, with prior approval from the Academic Dean, elective subjects from related courses of other higher education institutions can be studied under cross-institutional arrangements.

Part A: Students must complete the 16 subjects shown below

Introductory Level (Year1): Students must complete the following six (6) subjects

- MGC1201 Communication for Business Professionals
- MGE1201 Economics for Business
- ICT1101 Technology and Innovation
- MGL1201 Integrated Business and Legal Perspectives
- MGM1201 Introduction to Management
- MGH1201 Foundations of Human Resource Management

Intermediate Level (Year 2): Students must complete the following five (5) subjects

- BBU2101 Enterprise U
- MGH2202 Negotiation in the Business Environment
- MGH2203 Organising People at Work
- MGM2202 Principles of Responsible Management
- MGM2203 Project Management

Advanced Level (Year 3): Students must complete the following five (5) subjects

- BBU3102 Applied Business Challenge A
- BBU3103 Applied Business Challenge B
- MGM3206 Change Management
- MGH3204 Leadership and Engagement

- MGM3205 Strategic Thinking: Competitive Advantage

Part B. Students must complete eight of the elective subjects below:

Introductory Level (Year1)

- AFA1201 Accounting for Managers
- MGK1201 Marketing: Defined, Planned and Delivered

Intermediate Level (Year 2)

- MGK2203 Consumer Behaviour
- MGM2204 Contemporary Issues in the Global Business Environment
- AFA2202 Integrated Business Finance
- MGK2202 Entrepreneurship and Innovation

Advanced Level (Year 3)

- MGK3205 Digital Marketing and New Media
- AFA3203 Financial Management
- MGK3204 Public Relations

The Bachelor of Business (Leadership and Management) is an interdisciplinary curriculum. It comprises specialist disciplines areas of:

- Accounting;
- Economics;
- General Interdisciplinary:
 - Entrepreneurship
 - Corporate Social Responsibility
 - Information Technology
 - Law
- Human Resource Management;
- Leadership;
- Management; and
- Marketing

Within these disciplines there are related subjects positioned at each of the course levels, vertically linked by a series of pre-requisites. The various subjects within the Curriculum Discipline areas have been designed to progressively develop knowledge and skills and their applications. The

subjects fall within the following Australian Standard Classification of Education (ASCED) parameters:

- Accounting;
- Business and Management;
- Sales and Marketing;
- Law; and
- Economics

6. Entry Requirements

All students admitted to the Bachelor of Business (Leadership and Management) must be at least 18 years of age at the time of enrollment.

In compliance with the Higher Education Standards Framework 2015, AAPoly's admissions requirements "are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion" (§1.1).

ALL Students

All students must demonstrate sufficient academic readiness to successfully participate in undergraduate degree level study. This can be demonstrated by any one of the following:

- Previous enrollment in any course of study with a registered Australian Higher Education Provider. You do not need to have completed this study in order to be enrolled into the BBus (L+M).
- Successful completion of any Vocational Education and Training Study at the level of Diploma or Advanced Diploma.
- Completion, within the last two years, of secondary education with an ATAR entry score of 55 (or equivalent). If your ATAR is less than 55 you may still apply. For under-represented students, just like Victorian universities, AAPoly will take into account factors such as which school they went to and/or their family context in calculating your selection rank. A selection rank may be up to a maximum of 10 points higher than the ATAR.
- At least 3 years of post-secondary study "work and life experience" as demonstrated in an application interview. The interviewer will be looking for evidence that the applicant has developed the personal work habits, writing skills, and analytical skills that have prepared them for undergraduate study.

International Students

Students studying on a visa (e.g., Student visa (subclass 500)) must also demonstrate sufficient English language capacity to successfully participate in undergraduate degree level study. This can be demonstrated by any one of the following:

- Completion of a VET Diploma or Advanced Diploma undertaken in English.
- English language level at TOEFL 550.
- English language level at IELTS 6.0 (Academic), with no individual band less than IELTS 5.5.
- Pearson Test of English PTE: (Overall score 50-57), with no section score less than 42.
- Completion, in English, of Australian Year 12 (or equivalent).

[Applicants who are unable to demonstrate sufficient capability in English can reapply after successfully completing an English language program with a training school such as Discover English (Melbourne).]

7. Expected Course Duration and Study Load

A student's study load for the Bachelor of Business (Leadership and Management) is measured in credit points. The course is 360 credit points in total. Every subject is worth 15 credit points, and students must complete 24 subjects to attain 360 credit points to complete the course. Typically, the Bachelor of Business (Leadership and Management) will take three years to complete. The course duration satisfies the Volume of Learning requirements under the Australian Qualifications Framework (2013).

There are three academic semesters in every academic year (March, July, and November). Semester 1 (March) and Semester 2 (July) are compulsory, while Semester 3 (November) is optional and therefore not compulsory to study.

An Equivalent Full-Time Student Load (EFTSL) is 120 credit points per year. Each course subject, whether core or elective, is taught over a one semester time-period and is worth 15 credit points (0.125 EFTSL). A full-time study load is a minimum of 3 subjects per semester. A part-time study load is 2 or fewer subjects per semester.

7.1 Maximum Time to Complete

The maximum time allowed to complete the Bachelor of Business (Leadership and Management) is calculated as follows:

$$(Full-time\ study\ course\ duration \times 2) + 2\ years = maximum\ course\ length$$

The maximum time allowed to complete the Bachelor of Business (Leadership and Management) is therefore eight years.

Domestic students can choose to study part-time or can apply for leave from the course as long as they complete the course within the maximum time allowed. Domestic students can also apply to

take parental or primary carer's leave. If approved, this leave does not count towards the maximum time limit to complete the Bachelor of Business (Leadership and Management) course.

International students (who have a student visa) must complete the Bachelor of Business (Leadership and Management) in the time stated on their Confirmation of Enrolment (COE). As a result of this requirement, international students need to enrol in a full-time study load (60 credit points per semester).

7.2 Student Workload

International students can study a reduced study load (fewer than four (4) subjects) during an academic semester under the following circumstances:

- compassionate or compelling circumstances
- illness or exceptional personal circumstances
- course structure, progression rules or subject availability preventing a full-time enrolment load
- implementation of an intervention strategy due to a risk of unsatisfactory academic progress

International students on an academic intervention can also study a reduced study load. Reduced study load must be approved by the Course Coordinator or the Academic Dean.

Overloading is to enrol in more than four (4) subjects in one academic semester which is only allowed during the final academic semester of the course. This option is normally limited to students who have successfully passed all of their subjects throughout the course and attained a Credit average or higher. Specific approval from the Academic Dean is required.

From enrolment until the publication of results, each academic semester runs 17 weeks in total; one (1) week of enrolment, 12 weeks of teaching, a short study-break (3 working days) and 2 (two) weeks of examinations followed by two weeks of assessment moderation and results ratification. Under the full-time study load, contact hours vary between 12 to 18 hours per week. In addition to the contact hours, every subject requires self-study and preparation. Together with the contact hours, each subject requires 125 hours of study in total and the study load for the course is 3,000 hours in total (24 x 125 hours). Acceptable variation to the total time commitment is in the range of $\pm 20\%$ which includes:

- a) teaching and non-teaching periods such as the mid-semester break;
- b) preparatory time leading up to the final examination/assessment; and
- c) the final examination period.

8. Compulsory Requirements for Completion

To complete the Bachelor of Business (Leadership and Management) a student must:

- Complete 360 credit points
 - With 120 credit points taken at each of first, second, and third-year levels (unless an approved exemption has been granted)
- Undertake the two capstone subjects that are required for the course
 - These subjects BBU3102 Applied Business Challenge A; BBU3103 Applied Business Challenge B.
- Undertake at least 50% of the course for a qualification awarded by AAPoly (according to AAPoly's Credit Transfer and RPL Policy).

An award is only conferred when the Academic Dean certifies that a student has completed all course requirements. An individual student must collectively complete (or be granted credit for) eight subjects in each year level (Introductory; Intermediate; Advanced), and complete the course within the approved maximum period of candidature (see section 6.1: Maximum Time to Complete).

8.1 Course Requirements

The Bachelor of Business (Leadership and Management) course has a series of six important core subjects:

- Introductory Level (2 x Gateway Subjects);
- Intermediate Level (2 x Cornerstone Subjects); and
- Advanced Level (2 x Capstone Subjects).

The inclusion of 'Gateway Subjects', 'Cornerstone Subjects' and 'Capstone Subjects' are designed to provide explicit learnings regarding the discipline areas, and higher education learning concepts – all aimed at developing students' abilities - assisting them on their study journey.

For students with advanced standing in disciplines other than Business/Management, the Gateway subjects (MGM1201 Introduction to Management; MGL1201 Integrated Business and Legal Perspectives) will generally not be exempted. AAPoly's Credit Transfer and RPL Policy and Procedure ensure that students have a minimum of 1.5 years engagement at AQF7 level should they be granted advanced standing from prior studies.

8.2 Requirements to Maintain Satisfactory Academic Performance

Students are required to maintain satisfactory academic performance and course progression. Unsatisfactory academic performance means that a student has not been successful in 50% or more of the subjects undertaken during any one semester, or, the student has failed a particular subject

more than two times. AAPoly will provide academic support and implement intervention strategies to give the student every opportunity to succeed in the course of study.

8.3 Subject Pre-requisites

Pre-requisite subjects prepare students for subsequent learning at the Intermediate (Year 2) and Advanced (Year 3) levels of the Bachelor of Business (Leadership and Management) course. They are necessary for the creation of strong foundation knowledge, are content-related in the discipline areas, and act as holistic course sequencers.

Table 1: Subjects with pre-requisites for the Bachelor of Business (Leadership and Management)

Subject Code	Credit Points	Subject Name	Pre-requisites	AQF 7 Subject Level
MGK2203	15	Consumer Behaviour	MGK1201 Marketing: Defined, Planned, and Delivered	Intermediate
MGM2204	15	Contemporary Issues in the Global Business Environment	MGM1201 Introduction to Management	Intermediate
BBU2101	15	Enterprise U	Min. 120 credit points	Intermediate
MGK2202	15	Entrepreneurship and Innovation	MGK1201 Marketing: Defined, Planned, and Delivered	Intermediate
AFA2202	15	Integrated Business Finance	AFA1201 Accounting for Managers	Intermediate
MGH2202	15	Negotiation in the Business Environment	MGH1201 Foundations of Human Resource Management	Intermediate
MGH2203	15	Organising People at Work	MGH1201 Foundations of Human Resource Management	Intermediate
MGM2202	15	Principles of Responsible Management	MGM1201 Introduction to Management	Intermediate
MGM2203	15	Project Management	MGM1201 Introduction to Management	Intermediate
MGH3204	15	Leadership & Engagement	MGM1201 Introduction to Management	Advanced
MGK3205	15	Digital Marketing and New Media	MGK1201 Marketing: Defined, Planned, and Delivered	Advanced
AFA3203	15	Financial Management	AFA1201 Accounting for Managers	Advanced
MGK3204	15	Public Relations	MGK1201 Marketing: Defined, Planned, and Delivered	Advanced
MGM3205	15	Strategic Thinking: Competitive Advantage	MGM1201 Introduction to Management	Advanced
BBU3102	15	Applied Business Challenge A	Min. 240 credit points	Advanced
BBU3103	15	Applied Business Challenge B	BBU3102 Applied Business Challenge A	Advanced
MGM3206	15	Change Management	MGM1201 Introduction to Management;	Advanced

9. Course Progression

The Bachelor of Business (Leadership and Management) course's standard study load per academic year is eight subjects equivalent to 120 credit points. It requires students to complete 120 credit points at each level of the course before proceeding to the next year level, unless an exemption has been approved by the Academic Dean. Each semester, a student is expected to study a full load of four subjects. Without credit from prior learning, a student will study four Year 1 subjects in semester one, most likely a combination of core and elective subjects (depending on subject timetabling).

9.1 A Typical 3-year Bachelor of Business (Leadership and Management) Course Progression (without subject credits from previous studies)

AQF 7 Subject Level	Year	Semester 1	Semester 2
Introductory	1	<ul style="list-style-type: none"> • MGC1201 Communication for Business Professionals (Core) • MGE1201 Economics for Business (Core) • MGM1201 Introduction to Management (Core) • MGK1201 Marketing: Defined, Planned, and Delivered (Elective) 	<ul style="list-style-type: none"> • ICT1101 Technology and Innovation (Core) • MGL1201 Integrated Business and Legal Perspectives (Core) • MGH1201 Foundations of Human Resource Management (Core) • AFA1201 Accounting for Managers (Elective)
Intermediate	2	<ul style="list-style-type: none"> • MGM2202 Principles of Responsible Management (Core) • MGH2202 Negotiation in the Business Environment (Core) • AFA2202 Integrated Business Finance (Elective) • MGK2202 Entrepreneurship and Innovation (Elective) 	<ul style="list-style-type: none"> • BBU2101 Enterprise U (Core) • MGH2203 Organising People at Work (Core) • MGM2203 Project Management (Core) • MGM2204 Contemporary Issues in the Global Business Environment (Elective)

Advanced	3	<ul style="list-style-type: none"> • MGM3205 Strategic Thinking: Competitive Advantage (Core) • BBU3102 Applied Business Challenge A (Core) • MGM3206 Change Management (Core) • MGK3204 Public Relations (Elective) 	<ul style="list-style-type: none"> • MGH3204 Leadership and Engagement (Core) • BBU3103 Applied Business Challenge B (Core) • AFA3203 Financial Management (Elective) • MGK3205 Digital Marketing and New Media (Elective)
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10.Approaches to Teaching, Learning and Assessment

10.1 Course Learning Philosophy

The Bachelor of Business (Leadership and Management) is an interdisciplinary business course, consisting of subjects drawn from the disciplines of Accounting, Economics, Entrepreneurship, Human Resource Management, Law and Marketing together with a specialist stream offered in Leadership and Management.

The course provides students with necessary knowledge and skills to meet the demands of contemporary and future business settings. This means education beyond lecture rooms that embraces life-long learning, creativity and reinventing ourselves both globally and within local diversity.

The subjects of the course offer a broad exposure to business with necessary specificity on business requirements (of a leadership and management focus) and will be studied in theoretical and applied contexts. The course seeks to explore a range of possible employment options, including various industries and job functions, from a management perspective. In addition, the course is designed to support those individual students who may seek to undertake further studies.

Learning at a Higher Education level is complex. For example, students have to:

- Know the content of the various subjects in a course and demonstrate this knowledge by way of the assessments schedule;
- Be familiar with the learning technology platform (such as the Moodle Learning Management System);
- Know and comply with organisational teaching policies, processes, etc.;
- Study with a diverse range of students, often from different countries;
- Work with a range of lecturers and content experts;
- Apply learnings in a practical way (for example, in the workplace).

Nothing about learning is automatic. We have to continually reflect on our learnings to be effective, especially as the business landscape changes very quickly. To help maximise a students' potential AAPoly has adopted a package of interwoven measures, all aimed at giving students the best opportunity for study success. These measures are further discussed in this section.

10.2 Progressive Learning

Year 1 Introductory Level Subjects introduce a set of discipline-oriented subjects, broadly aligned with business fundamentals. The Subjects provide the student with a broad and meaningful foundation of knowledge that is both theoretical and contemporary. It is at this Introductory Year that initial concept seeding for the Work Integrated Learning subjects, to occur in Years 2 and 3, is

undertaken. The Year 2 Intermediate Level Subjects build on the themes introduced in Year 1, while building competencies towards undertaking the Advanced Level Subjects in Year 3. Core and pre-requisite subjects have taken into consideration the likelihood of some students directly entering the Course at Year 2 owing to, for example, advanced standing. Year 3 Advanced Level Subjects define the desired Bachelor of Business (Leadership and Management) Course Learning Outcomes, which are also aligned with the Graduate Attributes. They prepare the students for transition to employment, by being ‘enterprise ready’, or for further studies. Management and leadership, therefore, are continuous themes in the subjects throughout the Advanced Level year.

In terms of learning outcomes, and being able to actually apply the knowledge and skills developed in this course, the subjects have been structured having regard to the Taxonomy developed by Bloom⁴, which considers: knowledge, comprehension, application, analysis, synthesis, and evaluation.

The course seeks to progressively develop competent and confident business professionals who are able to adapt to the challenges of new situations that they will face in dynamic commercial environments. Specifically, the curriculum and the manner of teaching and learning (e.g. Active Learning) seeks to build intellectual independence, to facilitate critical thinking, to apply sound commercial judgements and create a level of self-accountability for the students’ own learning.

10.2.1 Active Learning

Active Learning can be described as students doing things and thinking about what they are doing. The AAPoly approach, to focus on ‘Learning by Doing’, is to provide opportunities for students to think critically, become more aware of how best they learn and prepare for the challenges of professional situations or the challenge of further study. In the Bachelor of Business (Leadership and Management) course, students will be expected to utilise supporting information technologies provided by AAPoly in the course’s learning activities.

Active Learning activities range from the more simple, to the more complex, depending on the level of subject being studied (i.e. Introductory; Intermediate; Advanced level subjects).

10.2.2 Learning Approaches

Students of the Bachelor of Business (Leadership and Management) will experience a variety of teaching and learning approaches. Each approach will be tailored to the course’s core curriculum areas and specific cohort needs (see the Cohort Model section of this handbook for more details). Students are treated as ‘adult learners’ and are expected to take responsibility for independent learning, supported by teacher-directed learning activities and relevant resources.

The guiding principles for assessment are that assessments must support student learning and align with stated learning outcomes for the subject. Assessments should be in two broad categories:

⁴ Bloom, B. S. (1956). *Taxonomy of educational objectives, Handbook I: The cognitive domain*. New York: David McKay Co Inc.

formative (or developmental) and summative. For example, a presentation is an excellent developmental assessment task, whereas a group project or an exam at the end of the subject are examples of summative assessments where the focus is on consolidating knowledge, applying skills and confirming foundational understandings of the subject's content before moving on to advanced subjects or further pathways.

The approaches to teaching, learning and assessment throughout the Bachelor of Business (Leadership and Management) course include:

- **Active learning:** This includes lectures, class presentations, group discussions, tutorial work. This style of learning is designed to maximise understanding of the curriculum content and develop appropriate skills, where students are learning by doing. It is designed to provide an environment where students can ask questions and seek feedback as well as contribute to class discussion and apply theory to practice.
- **Blended delivery:** The course delivery includes the use of online resources. These are designed to enhance the student's learning experience by providing ongoing access to course resources and the flexibility to study when and where they find themselves. These may include resources such as lecture notes, videos, assessment preparation and interactive tools such as forums and blogs. The Learning Management System (using Moodle features) supports a virtual meeting space for lecturers and students, supporting peer communication and collaboration.
- **Problem-Based learning:** Problem-based learning engages students in analytical thinking, basic research and the development of solutions to real-world scenarios and situations.
- **Collaborative learning:** Working in groups, in class and in virtual meeting spaces, enables students to work in collaborative team-based tasks.
- **Assignments and projects:** These are either research or problem based, and will be undertaken on both an individual and team basis. These assessments will provide students with the experience of undertaking research and writing effectively to present findings and recommendations to a range of audiences.
- **In-class activities:** Formative in-class tests, quizzes, workshop and labs will provide early feedback on the understanding of the subjects' content and learning goals. The feedback will assist in further developing skills and abilities before summative tests are given. Early feedback builds confidence and provides directions, especially for transitional first year students.
- **Formal examinations and final projects:** These activities provide students with the opportunity to demonstrate their understanding and application of leadership and management principles related to either practical skills or theoretical knowledge both as a team and individually
- **Capstone experience:** The Business Challenge A and B subjects provide the capstone experience, where students will apply the knowledge and skills acquired throughout the course towards a real-world problem or opportunity. They will apply persuasive arguments to key stakeholders of their host organisations, to justify and implement business-enhancing opportunities.

- ***Field trips and experiential learning:*** An important aspect of learning within the BBUS (L&M) takes place outside the classroom. Many subjects offer students the opportunity to engage with the business and industry during field trips to visit industry practitioners, enterprises or contemporary service providers. Guest lecturers are invited to speak on relevant contemporary topics. Students experience theory in practice and learn directly from owners, managers, experts and specialists in the field.

10.3 Experiential and Work-Integrated Learning

We prepare students for work place success beyond just teaching them a course of study. So, for students considering enrolling in the Bachelor of Business (Leadership and Management) it is important to understand the structure of this course, the different components, and how they all fit together.

Any business degree should include genuine experience of today's business environment. A sound academic understanding is just one element. To ultimately be successful, students must also be able to demonstrate their proficiency in a range of other competencies including teamwork, effective communication, cultural acuity, a proactive and entrepreneurial attitude and willingness for self-accountability.

As students progress through the course, they will gain 'real life' experience that a lecture room setting alone is unable to provide. Observing and experiencing the application of practical skills, such as planning, negotiation, collaboration, spatial awareness and emotional intelligence will give insight into the average day in a workplace setting.

Experiential learning (essentially learning by doing and reflecting) is embedded the following subjects and is essential to uniting the theoretical and practical aspects of the course.

- BBU2101 Enterprise U (a minimum completion of 12 subjects are a pre-requisite)
- BBU3102 Applied Business Challenge A (a minimum completion of 16 subjects are a prerequisite)
- BBU3103 Applied Business Challenge B (BBU3102 Applied Business Challenge A)

With their work and study related components, these subjects integrate and contextualise knowledge derived from the course in a professional environment. The two year-3 capstone subjects are designed to assist students with transitioning from their identity as students to their forthcoming professional identities. The subjects compositionally perform a key function towards the holistic, whole-of-program design of the course.

10.4 Key Features of the Bachelor of Business (Leadership and Management) Work Integrated Learning (WIL) Subjects

The Bachelor of Business (Leadership and Management) WIL subjects aim to prepare students for the decision-making demands of the workplace. Key features of the WIL subjects include:

- Understanding the context within which ‘business’ is conducted and the nature and process of ‘doing business’ in the coming decade to 2025.
- Developing students’ ability to integrate theoretical and practical knowledge by giving emphasis to the connection of theory and practice;
- Conceptual ‘scaffolding’ for students’ critical and reflective practice;
- Seeking to stimulate an entrepreneurial attitude and enhance this within students;
- Seeking to explore, identify, and harness potential leadership and management qualities within students;
- Seeking to support students in their pathway into the workforce or further study.

The following Table shows the general overview of the content and outcomes of the WIL subjects for the Bachelor of Business (Leadership and Management):

Table 2: The Bachelor of Business (Leadership and Management): Work Integrated Learning Subjects

Subject	AQF 7 Subject Level	General Overview of Content
BBU3102 Applied Business Challenge A	Advanced	<p>Applied Business Challenge A is the first part of the capstone experience. This subject aims to teach the fundamentals of reasoning, and critical thinking, evaluating arguments and logic across a range of disciplines.</p> <ul style="list-style-type: none"> • Builds on the learnings gained from previous subjects, in particular Enterprise U BBU2101, especially around the themes of the business and the professional environment, coupled with the personal knowledge and skills required for professional practice. • Encourages, develops and facilitates the student’s

		<p>ability to think creatively, clearly, laterally and strategically about business models and solutions to business problems and real world situations.</p>
<p>BBU3103</p> <p>Applied Business Challenge B</p>	<p>Advanced</p>	<p>Applied Business Challenge B provides a platform for the development and application of knowledge and skills crucial for the future business professional in a variety of ways, including through opportunities for work-integrated learning, research, volunteering and other challenges. The subject provides flexibility through a choice of two capstone challenges:</p> <ul style="list-style-type: none"> • Business Project Challenge (Individual Assessment); • Research Project Challenge (Individual Assessment). <p>Students will select the challenge that best positions them for entry into the workforce or further study.</p> <ul style="list-style-type: none"> • Builds on learnings gained from previous subjects, including effective researching, high levels of communication, effectively working with others in a team environment, creative presentations (including accompanying visuals) and listening to and learning from others. • The major component of this subject is a project, based on a current real-world problem, which will challenge and reinforce graduate capabilities, towards career-readiness, continuous professional development and/or future academic studies.

Challenges that were once met by students on their own (e.g. finding appropriate employment) are now supported as an organisational concern as they prepare for being work ready upon graduation.

This is another reason why Work Integrated Learning (WIL) is so important to the future job prospects of students on the one hand, and future business prosperity on the other.

10.5 The Cohort Model

There are strategies that allow AAPoly to assess the needs and preparedness of individual students in the design of transition support. Where possible, individual needs are identified at admission and the necessary support is provided to students according to their individual and cohort needs. AAPoly engages with students individually at numerous points of the student life cycle and assist them in their overall educational experience.

From orientation to completion our team makes sure students' needs are identified and supported. A cohort is students who are treated as a group in a course of study. The cohort concept came as educators and psychologists began to better understand how people learn. One of the key factors in learning is the impact of community—the people whom we learn with and from. Cohort programs were developed in response to the basic facts about human nature and learning—i.e. people learn better in groups. Thus, the underlying benefit of a cohort model is the fact that people learn better when they study as part of a group—a cohort. Cohort programs provide an active, interactive, and dynamic setting for students to expand their knowledge and skills. In addition to the lecturer-student model of learning, cohort programs bring students together to build community, foster creativity, build leadership skills and encourage greater progress⁵.

The cohort model argues that this is a more beneficial form of learning—the togetherness model. As students study together, they develop relationships—a form of learning, which transcends course material, and morphs into life skills training. In this way, cohort programs more accurately train students in on-the-job skills and prepare them to function more effectively in their communities, families, and workplaces. Cohorts are appealing to adult learners because of the peer support they offer. Educational cohort models purposefully group students to enter and pursue a program of study together. These students are characterised by shared experiences and interactions, collective efforts, and a mutual commitment to an educational goal. Studies on program completion show that peer relationships, in the form of meaningful professional and personal connections, are associated with increased motivation for learning, persistence in the face of challenges and success in program completion.

10.6 Assessment Methodology

The Bachelor of Business (Leadership and Management) has been designed for students to be able to demonstrate their abilities with advanced knowledge and inquiry as follows:

⁵ Barnett, B. G., Basom, M. R., Yerkes, D. M., & Norris, C. J. (2000). Cohorts in educational leadership programs: Benefits, difficulties, and the potential for developing school leaders. *Educational Administration Quarterly*, 36(2), 255-282.

- Students exhibit interest and motivation to learn about past, current and future issues in management and leadership practice in business locally and globally;
- Students demonstrate competent communication skills, the ability to synthesise issues and, through the application of critical thinking, demonstrate judgment in identifying challenges of new situations in dynamic business environments;
- Students acquire new knowledge through research skills facilitated by exposure to applied research problems, the research process and business workplaces;
- Students incorporate new knowledge, share this knowledge with their peers and, as a result, increase their overall discipline knowledge base.

10.7 Assessment Approach

To achieve the course objectives, the following strategies have been integrated into the design of the Bachelor of Business (Leadership and Management):

- Development of progressive problem-solving skills through subject design, subject scaffolding and a variety of assessment types;
- Fostering research inquiry through the development of research skills and critical thinking through exposure to appropriate problems, case studies as well as industry/work place engagements;
- Collaborative effort through knowledge building and sharing.

10.8 Academic monitoring, intervention and transition support

In addition to academic counselling at enrolment (each semester), students can access academic or personal counselling support at any time. Students who are not attending classes regularly are referred to the Student Counsellor who assesses the student's particular circumstances and whether they have impacted on their academic progress. Student Services staff is available to discuss study options and the requirements and procedures concerning leave from studies or making changes to study plans or courses. Students are advised about these support resources at their orientation and also in their orientation pack (Where do I go for help?). Lecturers and Academic Course Coordinators are available to students for queries about their course, timetable or general study progress. Student mentors play an integral part in supporting other students with their transition experience.

AAPoly provides students with equivalent experience regardless of the cohort attributes and mode or place of delivery.

11. Calculation of Grade Average

Students will receive a point allocation for completed assessments on the following basis:

Grade	Meaning	Grade Points
HD	High Distinction	4 points
D	Distinction	3 points
C	Credit	2 points
P	Pass	1 point
F	Fail	0 point

12. Research Inquiry

An underpinning of the Bachelor of Business (Leadership and Management) course design is that students develop an interest of inquiry/research into contemporary issues that may have influence on the discipline. This also accords with the Australian Higher Education Standards Framework, which specifically identifies research and research training among its seven domains.

Each subject from the Intermediate Level (Year 2) onwards includes topics that seek to explore:

- Past, current and/or future challenges
- The development of contemporary industry practices
- Emerging trends

The learning outcomes of the course are framed by the disciplinary Threshold Learning Outcomes for the Bachelor Level of Study and AAPoly's Teaching and Learning Plan Framework, and are in Constructive Alignment with AAPoly's Graduate Attributes. The Course has been benchmarked to ensure that it is consistent with current academic and industry requirements.

Research Inquiry at AAPoly is encouraged in students through the following mechanisms.

- Teaching methods that encourage active learning and reflective thinking
- Topics covered to heighten students' interest in the ways in which management in the contemporary business sector is affected by and reacts to external influences (e.g. globalisation)
- Assessments requiring students to formulate critical thinking and problem-solving skills

Finally, the course is delivered within a framework of responsible business to enable students to practice business in an ethically and socially responsible manner in a professional working environment.

13. Academic Integrity

AAPoly is committed to creating a teaching and learning environment that encourages and supports intellectual and personal growth. We have very high standards and high expectations for those who choose to study with us. We are primarily an academic and learning community – students'

academic achievements are based on academic integrity: accountability; honesty; respect; responsibility, and trust.

A core value of academic work at any Higher Education organisation is academic integrity. It is an important part of academic life and it is essential to both academic thought and practice. Presenting work for assessment that does not acknowledge the contribution of others within that work can compromise academic integrity. This can include:

- Cheating (for example, in an exam);
- Copying or submitting parts of computer files as if they are one's own (for example, web pages);
- Plagiarism (for example, representing the work of another person as one's own work)

Intellectual dishonesty is a serious academic offence and will be considered for disciplinary action by AAPoly. To help maintain academic integrity, students need to make sure they:

- understand and apply referencing to all the sources used in assignments (AAPoly utilises APA referencing);
- produce work that clearly distinguishes between one's own ideas and the work of others;
- do not use pre-written or on-demand papers from cheating sites.

AAPoly utilises assignment lodgment and submission services such as Turnitin. One of the most common causes of difficulty that might lead to students giving consideration to taking inappropriate 'short cuts' with their work is ineffective or inadequate study habits, for example superficial study practices and last minute 'cramming'. AAPoly has intervention programs and, during semester, lunch-time help sessions towards helping students with creating effective study habits.

14. Bachelor of Business (Leadership and Management) Subjects: General Overview

AFA1201 Accounting for Managers (Elective)

Year of Subject Progression: Introductory

Subject Prerequisites: Nil

Subject Description: This subject introduces students to accounting concepts and skills to enable informed business decision-making. Students are introduced to the use of financial information as a management tool for planning, profit and loss analysis, and budget decision-making.

ICT1101 Technology and Innovation (Core)

Year of Subject Progression: Introductory

Subject Prerequisites: Nil

Subject Description This subject introduces students to the adoption and diffusion of technology and innovation in a rapidly changing competitive global environment. Students are exposed to a range of tools and technologies that demonstrate the strong relationship between innovation and technology for both new and established businesses. The subject has a key focus on how dynamic technology is integrated into businesses, the role of business information systems, the trends to greater mobility, and the ways that technology can deliver services needed to improve business competitiveness.

MGC1201 Communication for Business Professionals (Core)

Year of Subject Progression: Introductory

Subject Prerequisites: Nil

Subject Description: This subject introduces students to the higher education environment. It focuses on the academic and interpersonal skills required for successful completion of university study. It focuses on the improvement of core communication competencies through the development of oral and listening skills and academic and professional writing and referencing skills; the development of critical thinking and reasoned argument; and the application of communication theory, including basic interpersonal skills and self-management, and principles of group dynamics.

MGE1201 Economics for Business (Core)

Year of Subject Progression: Introductory

Subject Prerequisites: Nil

Subject Description: This subject introduces students to the economic concepts, theories and relevant tools that can be used in analysing and solving problems. The subject provides students with the opportunity to explore fundamental economic problems within the contemporary business environment. It provides students with a foundation understanding of microeconomics concepts and principles (including demand, supply, price mechanisms, elasticities, market structures and market failure) and macroeconomic concepts and principles.

MGH1201 Foundations of Human Resource Management (Core)

Year of Subject Progression: Introductory

Subject Prerequisites: Nil

Subject Description: This subject introduces students to human resource management and how it integrates and interrelates with other management functions within a modern organisation. The key focus areas include: human resources policies, procedures and practices in a modern workforce environment; workforce planning; training and development; performance management and appraisal; employee relations; managing workforce diversity; and, occupational health and safety.

MGL1201 Integrated Business and Legal Perspectives (Core)

Year of Subject Progression: Introductory

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Subject Prerequisites: Nil

Subject Description: This subject introduces students to the business landscape with a focus on core legal and regulatory issues in the private, public and not-for-profit sectors. It provides students with the opportunity to explore an interdisciplinary approach to business and legal concepts as they apply to contemporary organisations. Students have an opportunity to explore ethics and risks and their role within business and society.

MGK1201 Marketing: Defined, Planned and Delivered (Elective)

Year of Subject Progression: Introductory

Subject Prerequisites: Nil

Subject Description: This subject introduces students to contemporary theory and concepts of marketing. Students will have an opportunity to integrate marketing concepts with hands-on problem solving skills through discussions, cases and projects. Students will be introduced to theories underpinning market segmentation, marketing mix, as well as consumer needs and values as they shape marketing strategies.

MGM1201 Introduction to Management (Core)

Year of Subject Progression: Introductory

Subject Prerequisites: Nil

Subject Description: This subject introduces students to management concepts and strategies. It aims to provide students with a foundation in skills and knowledge with a focus on the contemporary roles and functions of managers. The subject explores the context surrounding management practice and the dynamic role of the external environment and internal environment in which organisations operate.

AFA2202 Integrated Business Finance (Elective)

Year of Subject Progression: Intermediate

Subject Prerequisites: AFA1201 Accounting for Managers

Subject Description: This subject enables students to gain financial management knowledge and skills. The subject has a focus on cash flow forecasting, financial management tools, investment, the tax environment, funding and capital management, to enable financial decision making. Upon completion of this subject students will be able to apply current financial theory within the changing world's economic conditions.

BBU2101 Enterprise U (Core)

Year of Subject Progression: Intermediate

Subject Prerequisites: A minimum of 180 credit points (12 subjects)

Subject Description: This cornerstone subject will enable students to gain a personal understanding of the factors that facilitate the development of enterprising behaviours. Key focuses of the subject are personal attributes required for an enterprising mindset and the discovery,

generation and commercialisation of ideas. Upon completion of this subject, students will have had an opportunity to acquire specific enterprise knowledge and skills. Students will be able to develop creative confidence and self-awareness to enable future entrepreneurial behaviour and innovative thinking.

MGH2202 Negotiation in the Business Environment (Core)

Year of Subject Progression: Intermediate

Subject Prerequisites: MGM1201 Introduction to Management; MGH1201 Foundations of Human Resource Management

Subject Description This subject enables students to develop and apply skills and knowledge in various negotiation contexts, including commercial, legal and labour relations contexts in both domestic and international settings. Students will be exposed to core negotiation frameworks, strategies and tactics through a series of practical negotiation simulations, with the opportunity to reflect on their own capacity to negotiate effectively in a cross-cultural and rapidly changing environment

MGH2203 Organising People at Work (Core)

Year of Subject Progression: Intermediate

Subject Prerequisites: MGH1201 Foundations of Human Resource Management

Subject Description: This subject enables students to develop knowledge and skills applicable to contemporary organisational design, development and practice. The subject covers topics such as individual behaviour, personality, perception, values and attitudes, ethics, motivation, job satisfaction, leadership, group and team dynamics, power and politics, and organisational culture. Through this subject students will gain the skills and knowledge and apply it to the contemporary workplace.

MGK2202 Entrepreneurship and Innovation (Elective)

Year of Subject Progression: Intermediate

Subject Prerequisites: MGM1201 Introduction to Management

Subject Description: This subject introduces students to a range of entrepreneurial skills. It addresses areas such as innovation, creativity, business planning, financing and creating new venture opportunities, risk and rewards and the role of an intrapreneur within the government and not-for-profit sectors in Australia and globally.

MGK2203 Consumer Behaviour (Elective)

Year of Subject Progression: Intermediate

Subject Prerequisites: MGK1201 Marketing: Defined, Planned and Delivered

Subject Description: This subject enables students to gain knowledge and skills in understanding individual and group consumer decision making and behaviour and the implications of this for consumer-driven marketing strategies. Additionally, understanding the external and internal

influences on customer choice patterns and decision-making, influences such as memory, perception, motivation and attitudes, as well as processes and tools that drive influences, form part of the teaching and learning mix.

MGM2202 Principles of Responsible Management (Core)

Year of Subject Progression: Intermediate

Subject Prerequisites: MGM1201 Introduction to Management

Subject Description This subject enables students to examine the role of ethical, socially responsible and sustainable business practices and explore the relationship between business, society and the global environment. There will be a focus on contemporary issues in business, the need for action on and solutions to current problems in the world, and the responsibility involved in global citizenship.

MGM2203 Project Management (Core)

Year of Subject Progression: Intermediate

Subject Prerequisites: MGM1201 Introduction to Management; ICT1101 Technology and Innovation

Subject Description This subject enables students to adapt and apply contemporary project management tools and frameworks for effective business project management. Upon completion of this subject students will be able to recognise the nature of projects and project management and apply the principles to professional practice.

MGM2204 Contemporary Issues in the Global Business Environment (Elective)

Year of Subject Progression: Intermediate

Subject Prerequisites: MGM1201 Introduction to Management

Subject Description: This subject enables students to actively explore current business trends in a rapidly changing global business environment. Students will be required to evaluate, analyse and predict contemporary issues and challenges with a focus on competing in the global market place. A core component of this subject will be its focus on cross-cultural challenges, internationalisation and global operations management.

AFA3203 Financial Management (Elective)

Year of Subject Progression: Advanced

Subject Prerequisites: AFA1201 Accounting for Managers

Subject Description Upon completion of this subject, students will be able to develop and apply financial management knowledge and skills to identify key issues and challenges in the banking, finance and commercial sectors. The key focus areas of this subject include the impact of global finances; the treatment of market futures; regulatory reforms including both the corporate government debt market; monetary policy; interest rates and their impact on business; risk management; and, behavioural finance.

BBU3102 Applied Business Challenge A (Core)

Year of Subject Progression: Advanced

Subject Prerequisites: A minimum of 240 credit points

Subject Description: This capstone subject is the first part of the Applied Business Challenge experience (see also BBU3103). This subject aims to teach the fundamentals of reasoning, critical thinking, evaluating arguments and logic across a range of disciplines. This subject employs a design thinking approach to help students to develop a constructive and effective approach to finding and designing their future pathway after the completion of their degree. Students are introduced to the qualitative and quantitative applications of research methods in business related areas.

BBU3103 Applied Business Challenge B (Core)

Year of Subject Progression: Advanced

Subject Prerequisites: BBU3102 Applied Business Challenge A

Subject Description: This capstone subject is the second part of the Applied Business Challenge experience (see also BBU3102). This subject provides a platform for the development and application of knowledge and skills crucial for the future business professional in a variety of ways, including opportunities for work-integrated learning, research, volunteering and other challenges. The major component of this subject is a project, based on a current real-world problem, which will challenge and reinforce graduate capabilities, towards career-readiness, continuous professional development and/or future academic studies.

MGH3204 Leadership and Engagement (Core)

Year of Subject Progression: Advanced

Subject Prerequisites: MGM1201 Introduction to Management

Subject Description: Upon completion of this subject students will be able to critically analyse and apply conventional and alternative perspectives on leadership and motivation in diverse organisational contexts. This subject is designed to be interactive and examine current principles and practices of leadership and motivation that are vital for aspiring leaders of the future. Through a range of experiential activities focused on leadership concepts, character and competencies, students are empowered to develop their potential for growth as a strategic leaders.

MGK3205 Digital Marketing and New Media (Elective)

Year of Subject Progression: Advanced

Subject Prerequisites: MGM1201 Introduction to Management;
ICT1101 Technology and Innovation

Subject Description: Upon completion of this subject students will be able to develop and utilise skills and knowledge in the area of e-marketing and e-business. This subject focuses on various methods of digital and direct marketing as part of an enterprise's marketing strategy. It is designed

to enable students to creatively plan, effectively implement, and critically evaluate the performance of different digital and direct marketing strategies.

MGK3204 Public Relations (Elective)

Year of Subject Progression: Advanced

Subject Prerequisites: MGK1201 Marketing: Defined, Planned and Delivered

Subject Description Upon completion of this subject, students will be able to critically analyse and apply the necessary skills for strategy writing, budgeting, image building and social engagement. The subject offers real-life case studies, simulations and experiential learning to develop critical, analytical and creative thinking and effective communication capabilities as required by the industry and in accordance with ethical public relations practice.

MGM3205 Strategic Thinking: Competitive Advantage (Core)

Year of Subject Progression: Advanced

Subject Prerequisites: MGM1201 Introduction to Management

Subject Description Upon completion of this subject, students will be able to develop and apply the necessary skills and knowledge for the creation and discovery of a sustainable competitive advantage on a national and global scale. This subject will focus on business strategy, the external and internal industry environment, organisational performance, industry and stakeholder analysis, organisational performance and business decision making.

MGM3206 Change Management (Core)

Year of Subject Progression: Advanced

Subject Prerequisites: MGM1201 Introduction to Management; MGH1201 Foundations of Human Resource Management

Subject Description: Upon completion of this subject, students will be able to develop and apply effective leadership and change management skills at both an individual and organisational level. The main goal of this subject is to enable students to predict and implement change within the rapidly changing organisational environment and in response to changing expectations of stakeholders.

15. Recognition of Prior Learning or Advanced Standing

AAPoly offers all students the opportunity to apply for Academic Credit Transfer and/or Recognition of Prior Learning prior to their enrolment into a course of study. Applications based on prior academic achievement will be assessed on how comparable and equivalent the learning outcomes, volume of learning, content and learning and assessment approaches are to AAPoly's own course.

AAPoly accepts as a guiding principle that there should be access pathways between the VET and Higher Education sectors, having regard to the principles of the Australian Qualifications Framework. But AAPoly also understands that there is a tension between VET and Higher Education - in that VET qualifications are primarily based on a curriculum of competency based training.

Prospective students who have completed post-secondary studies either in Australia or overseas are eligible to apply for recognition of prior learning or advanced standing. If subject credits are granted, the overall study duration of the course will be adjusted accordingly.

For credit recognition towards the Bachelor of Business (Leadership and Management) (being a 3 year Degree Course), where the applicant is coming from the same or a related discipline, AAPoly follows the Australian Qualifications Framework as a basis for consideration:

- Up to 8 subject credits for a Diploma linked to a three-year Bachelor Degree
- Up to 12 subject credits for an Advanced Diploma (or Associate Degree) linked to a three-year Bachelor Degree
- Vocational (VET) units will be mapped in detail against subject learning outcomes and will be considered on a case-by-case basis.

Higher education diplomas, advanced diplomas or associate degrees credits will be considered if there is 80% comparable content at the same Australian Qualification Framework level. Completed vocational qualifications in a cognate area or prior relevant qualification and relevant work experience may be considered for an awarded credit. AAPoly will not automatically grant credits to those seeking to enter the Bachelor of Business (Leadership and Management) on the basis of prior learning with a Vocational qualification and no credits will be considered for qualifications below AQF5. AAPoly's Credit Transfer and RPL Policy and Procedure ensure that students will have a minimum of 1.5 years engagement at the Australian Qualifications Framework Level 7 level should they be granted advanced standing from prior studies.

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