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## PURPOSE

This Plan outlines MGSM's Recognition of Prior Learning (RPL) requirements and processes. Through implementation of this Plan MGSM ensures that:

- applicants who are granted informal and non-formal RPL are not disadvantaged in achieving relevant program learning outcomes, relative to applicants who gain entry or credit on the basis of formal learning, and
- the integrity of MGSM programs and qualifications are not compromised.

## SCOPE

This Plan applies to RPL applications received and dated on or after 1 January 2015.

## WHAT IS RPL AND WHAT DOES IT ACHIEVE?

RPL is a competency-based assessment process used to determine if a student or prospective student has relevant, current and demonstrable skills and knowledge (prior learning) warranting a grant of RPL.

MGSM's RPL process ensures that applicants granted entry or credit into MGSM on the basis of RPL have skills and knowledge that are:

- *Current* – attained within ten years from the date of the RPL application<sup>1</sup>
- *Relevant* – that the prior learning is comparable or equivalent to:
  - the admission requirements of the program of study, and/ or
  - the learning outcomes of the program of study or its relevant components (units).
- *Demonstrable* – evidenced through a formal assessment of skills, application and underpinning knowledge by MGSM, through its RPL assessment process.

## SUMMARY OF RPL AT MGSM

### Types of RPL considered

MGSM will consider an applicant's competency gained through any combination of non-formal, informal and formal learning contexts.

- **Non-formal learning** – occurs through a structured program of learning but does not lead to a professionally accredited qualification.<sup>2</sup>
- **Informal learning** – occurs through work, social, family, hobby or leisure activities and experiences. Unlike formal or non-formal learning, informal learning is not organised or externally structured in terms of objectives, time or learning support.<sup>3</sup>
- **Formal learning** – occurs through a structured program of learning that leads to the full or partial achievement of an officially accredited qualification.<sup>4</sup>

### Instances in which an RPL assessment will be conducted

MGSM will assess an RPL application if the applicant has:

- met the requirements for entry into a specific MGSM program (assessed via admission into a MGSM program or via an applicant's program application form)<sup>5</sup> and
- applied for RPL via the [RPL application form](#).

### What RPL is used for

RPL can be used to gain:

- entry/ admission into a MGSM program of study, or
- credit towards a unit/s in a MGSM program of study, or
- an exemption<sup>6</sup> towards a unit or units within MGSM program.

### MGSM specific RPL principles

- Recognised prior learning may only be used once.
- Only in exceptional circumstances will non-professional learning experiences be considered.
- RPL grants for non-formal and informal prior learning will only result in Unspecified Credit without Designation,<sup>8</sup> Unspecified Credit with Designation<sup>9</sup> and/ or a unit substitution.
- Credit granted towards formal prior learning will result in 'Specified Credit' towards specific MGSM units of study or in a unit substitution.

### Examples of the types of prior learning considered by MGSM:

NON-FORMAL	INFORMAL	FORMAL
Any relevant program of learning that is structured in terms of objectives, time or learning support, which does not result in an accredited qualification, such as a Massive Open Online Course (MOOC) certificate, Executive or Community education/ training, etc.	Any relevant work, social, family, hobby or leisure activities and experiences, including but not limited to professional memberships, <sup>10</sup> volunteer experiences and self-employment.	Previous tertiary, graduate level study; industry certification(s) or professional training courses or programs resulting in accredited qualifications such as with CPA or ICAA. <sup>11</sup>

**Note:** For prior learning to be granted, the applicant must demonstrate that their previous learning experiences are equivalent to MGSM's graduate level courses in terms of content breadth and depth of learning as well as volume of learning (i.e. how long it took to attain the knowledge and/ or skills). MGSM may also consider the delivery mode of the learning and the prior learning assessment structure, where applicable (e.g. in the case of formal learning).

1. [RPL Policy](#)

2. Australian Qualifications Framework, Second Edition January 2013, Glossary of Terminology, page 98.

3. *Ibid*, page 96.

4. *Ibid*, page 95.

5. Applications for admission to MGSM are in accordance with the [Admissions Policy](#)

6. Where an exemption from a unit is given, there is no grant of credit but the applicant may substitute the unit with another unit, this is known as a substitution at MGSM. A substitution does not reduce the program volume of learning (length of study).

7. For example, if work experience is recognised for admission to a program in place of a formal qualification, the work experience cannot then be used for credit. Another example is, if a bachelor's degree is more than 10 years old (i.e. no longer current for the purposes of RPL), relevant work experience could be recognised to provide currency to prior qualifications. If used for currency, the work experience cannot then be used to further reduce the program volume of learning.

8. Where an applicant's prior Learning is assessed at an appropriate level and standard for an elective component of their Program of Study, [RPL Policy](#)

9. Where an applicant's prior learning is assessed as being at an appropriate level and standard for a component of their program of study and is equivalent to a recognised subject area in the program, [RPL Policy](#)

10. Membership in professional associations generally requires evidence of formal prior learning. As such, RPL applicants with professional memberships are encouraged to seek formal RPL at MGSM. If an applicant has a professional membership without formal learning evidence, their professional membership can be used to gain informal RPL. For instance, membership with CPA (other than Associate membership) will result in credit for up to 4 MGSM units, as will full ICAA membership (i.e. not provisional).

11. *Ibid*.

## APPLYING FOR AND ASSESSING RPL AT MGSM

### Non-formal and informal learning: Determining equivalency for entry and for credit

Applicants can apply to have their prior learning recognised to gain entry or credit into a MGSM program without a formal learning background, i.e. without having obtained an accredited qualification. In such instances, the applicant must demonstrate that they have non-formal or informal prior learning that can be evidenced as delivering learning outcomes equivalent to those required for:

- a) entry/admission into the relevant MGSM program of study, or
- b) credit to be granted for unspecified credit towards a component of the program.

To do this, an applicant must provide a written Self-Assessment Report (part of the RPL application form) to reflect their experience, in terms of what they have learnt and how that learning prepares them for the program in which they are seeking admission or credit. For example, **for entry** on the basis of non-formal or informal learning into a Graduate Certificate of Management, an applicant must demonstrate that their 'life experience' is equivalent to a Bachelor's Degree, AQF level 7 and must demonstrate a minimum of 2 years work experience at a managerial / professional level. The 'AQF level prior learning equivalence criteria' which such RPL applicants must satisfy are set out in Appendix 1 on page 7 of this document. Applicants must demonstrate that their prior learning (level and depth of knowledge, skills and application of knowledge and skills) satisfies the program specific criteria in Appendix 1, by addressing how they meet the criteria through the RPL self-assessment report. To demonstrate the work experience component of the entry requirements, noting that RPL can only be used once, where work experience is recognised for admission to a program in place of a formal qualification, the work experience cannot then be used for informal RPL credit. Further, where work experience is used for RPL, the necessary volume of prior learning must be specified and would normally be more than two years equivalent work experience in a relevant area.

Similarly, **for a grant of RPL credit** on the basis of non-formal and informal learning, an RPL applicant must demonstrate attainment of learning outcome(s) equivalent to the learning outcomes of the relevant MGSM program of study, set out in Appendix 2 on page 9 of this document. For instance, an applicant applying for non-formal or informal prior learning for MGSM's Graduate Diploma of Management needs to demonstrate that their prior learning satisfies at least one of the Diploma of Management's, 'For credit performance equivalence criteria,' in Appendix 2.

Where MGSM deems that the applicant has provided sufficient information and evidence demonstrating attainment of the required prior learning criteria for entry or credit, RPL will be granted. Only Unspecified Credit<sup>12</sup> will be granted for prior non-formal and informal learning.

### Formal learning: Determining equivalency for entry and for credit

To be granted **formal RPL for entry** into a particular MGSM program of study, an applicant must satisfy relevant entry requirements of the program of study. The relevant entry requirements are set out in Appendix 1 on page 9 of this document. A formal RPL applicant must provide evidence such as a transcript or testamur to demonstrate that they satisfy MGSM's formal prior learning criteria. When demonstrating attainment of work experience (where also required for entry) such as in the case of a Master of Business Administration, the applicant's CV/ resume will also be used as part of the assessment, albeit as proof of informal RPL.

Since RPL can only be used once, if an applicant's bachelor's degree is more than 10 years old (i.e. no longer current for the purposes of RPL), relevant work experience may be recognised to provide currency to prior qualifications. If used for currency, such work experience cannot then also be used for credit. In such instances, the assessor may determine that substitution(s) are appropriate, to prevent unnecessary repeated learning.

For **formal RPL for credit**, MGSM will consider granting RPL where:

- the applicant has completed a qualification at a graduate level, i.e. at an AQF level 8 (*Bachelor's Honours Degree, Graduate Certificate and/ or Graduate Diploma*) or higher,<sup>14</sup> in a cognate<sup>15</sup> or aligned<sup>16</sup> discipline,
- the applicant demonstrates that the unit(s) of study they completed at the external institution had a 75% equivalency/match<sup>17</sup> with the Unit Learning Outcomes (ULOs) of the particular MGSM unit for which they seek credit. The MGSM ULOs which the student will need to match are located in Appendix 3 at page 11 of this document.

12. Unspecified Credit may be used towards satisfying elective components and general requirements of a MGSM program of study, [RPL Policy](#).

13. Where a substitution is granted, the applicant is exempted from taking the subject mapped but must substitute the subject with another MGSM unit of study. A substitution does not reduce the program volume of learning (length of study).

14. The skills and the application of knowledge and skills from the units of study must be at an AQF Level 8 or higher. This is because all MGSM units of study are at graduate level or higher.

15. A cognate discipline is a qualification in a discipline regarded as the same to the program in which a student seeks entry, exemption or credit. MGSM recognises Management, Business, Commerce, Finance, Marketing, Banking, Accounting, Economics, Actuarial Studies qualifications as cognate.

16. An aligned discipline is a qualification in a discipline other than Management, Business or Commerce, etc that MGSM recognises as reasonably aligned to a relevant MGSM program, that is, the discipline prepares students, in part, for the program of study.

17. In terms of duration (volume of learning), content delivery mode; depth, breadth, complexity and assessment structure. The unit must also have been completed within 10 years of the date of RPL application.



## Examples of evidence applicants must provide to support RPL application

When applying for any type of prior learning, the applicant must provide a combination of the following documents:

### For entry:

NON-FORMAL	INFORMAL	FORMAL
<ul style="list-style-type: none"> <li>Referee Reports x2</li> <li>Statement of Personal Aims and Achievements</li> <li>CV/résumé</li> <li>completed admission application form</li> <li>Training course certificate of completion/ attendance</li> <li>Training course outline</li> <li>RPL Referee Report<sup>18</sup></li> <li>RPL Self-assessment Report<sup>19</sup></li> <li>Work samples that demonstrate competency.</li> </ul>	<ul style="list-style-type: none"> <li>Referee Reports x2</li> <li>Statement of Personal Aims and Achievements</li> <li>CV/résumé</li> <li>completed admission application form</li> <li>RPL Self-assessment Report</li> <li>RPL Referee Report<sup>21</sup></li> <li>Work samples that demonstrate competency</li> <li>Professional membership documentation.</li> </ul>	<ul style="list-style-type: none"> <li>Referee Reports x2</li> <li>Statement of Personal Aims and Achievements</li> <li>CV/résumé</li> <li>completed admission application form</li> <li>Certified academic transcript/statement of results</li> <li>Certified testamur – i.e. official documentation confirming a qualification has been completed and granted</li> <li>Full course/ unit outline (<i>from the external institution</i>) for each completed unit for which RPL is sought, including information about the textbooks used and the number of hours face to face teaching.</li> </ul>

### For credit:

NON-FORMAL	INFORMAL	FORMAL
<ul style="list-style-type: none"> <li>Training course certificate of completion/attendance</li> <li>Training course outline</li> <li>RPL Referee Report<sup>22</sup></li> <li>RPL Self-assessment Report<sup>23</sup></li> <li>Work samples that demonstrate competency.</li> </ul>	<ul style="list-style-type: none"> <li>RPL Self-assessment Report<sup>24</sup></li> <li>RPL Referee Report<sup>25</sup></li> <li>Work samples that demonstrate competency</li> <li>Professional membership documentation.</li> </ul>	<ul style="list-style-type: none"> <li>Certified academic transcript/statement of results</li> <li>Certified testamur – i.e. official documentation confirming a qualification has been completed and granted</li> <li>Full course/ unit outline (<i>from the external institution</i>) for each completed unit for which RPL is sought, including information about the textbooks used and the number of face to face teaching hours.</li> </ul>

### Minimum study requirements<sup>26</sup>

When applying for RPL or assessing an RPL application, the minimum requirements for the award of a Macquarie University award<sup>27</sup> will be taken into account, these are:

AWARD TYPE	MINIMUM REQUIREMENTS FOR MACQUARIE UNIVERSITY AWARD*
<i>Graduate Certificate</i>	Applicant must complete at least 2 units at MGSM.
<i>Graduate Diploma</i>	Applicant must complete at least 4 units at MGSM.
<i>Master's Degree (Coursework)</i> of 2 full-time years in duration.	Applicant must complete at least 8 units at MGSM.

\*In all cases, where a graduate award has a Capstone or Professional-Practice unit requirement, the applicant must complete these units at MGSM.

18. s5 of RPL application form, in which a third party (such as, colleagues, managers or training instructors) reflects on the extent to which your prior non-formal and informal learning experience prepares you for the relevant MGSM program.

19. s4.2 B of RPL application form, used to address MGSM's non-formal and informal performance equivalence criteria

20. *Ibid.*

21. s5 of RPL application form, in which a third party (such as, colleagues, managers or training instructors) reflects on the extent to which your prior non-formal and informal learning experience prepares you for the relevant MGSM program.

22. *Ibid.*

23. s4.2 B of RPL application form, used to address MGSM's non-formal and informal performance equivalence criteria

24. *Ibid.*

25. s5 of RPL application form, in which a third party (such as, colleagues, managers or training instructors) reflects on the extent to which your prior non-formal and informal learning experience prepares you for the relevant MGSM program.

26. [RPL Policy](#), Schedule B

27. MGSM courses are accredited by Macquarie University, as such; the award received on completion of a MGSM program is a Macquarie University award.

## MGSM RPL ASSESSMENT PROCESS AND STANDARDS

The following section provides information about MGSM's RPL assessment process.

MGSM recommends that applicants follow the following steps in preparing an RPL application:

- Read the [RPL Management Plan](#) and [Student Information Sheet](#)
- Reflect on prior learning experiences and consider what evidence to provide and to what extent it demonstrates relevant competence.
- Collect and prepare the required supporting evidence.<sup>28</sup>
- Complete the [RPL application form](#), including the required documentary evidence<sup>29</sup> and return to MGSM for processing.

Once MGSM has received an RPL application, an acknowledgement of receipt will be sent to the applicant within 5 working days. Only complete applications will be assessed, that is applications with relevant supporting evidence.

Complete RPL applications must be submitted to MGSM by the application closing date for the next term of study which are published on the [MGSM website](#).

If the RPL application is complete (i.e. including the required evidence) it will be assessed by an MGSM academic staff member with expertise in the subject content. The assessor measures the evidence provided using appropriate and established methods and tools to ensure the prior learning is relevant and current.

All RPL assessments are assessed on their individual merit and the assessment outcomes subject to the approval of the Pro Dean or Director of the relevant Program.

In some instances, MGSM may require further information in assessing whether an applicant has attained the required competency to be granted RPL. MGSM may seek further information by asking the RPL applicant to:

- practically demonstrate their competency e.g. through simulations, role-plays and/ or projects , or
- present their competency orally (under academic observation), e.g. through an interview session.

Such supplementary processes allow MGSM to seek feedback or clarification from an applicant, where MGSM requires further information to complete an assessment. Where MGSM requests further information in the abovementioned manner, applicants will have an opportunity to participate in the process in person, via skype or by telephone.

## RPL ASSESSMENT OUTCOME

The academic determination made by MGSM in regards to the granting of RPL is final.

MGSM will provide applicants with written notification of the RPL application outcome promptly and within 28 days from the date of MGSM's acknowledgement of receipt of application notice sent to the applicant.

In the event that an RPL application is unsuccessful, the applicant will receive written notice of the outcome, including the reason(s) for the decision. If an unsuccessful applicant wishes to provide more evidence then a new full application should be submitted.

## APPEALING AN RPL DECISION (PROCEDURAL GROUNDS ONLY)

Applicants can only appeal an RPL decision on the basis of procedural error. The RPL appeal process is managed by Macquarie University's Academic Appeals Committee.

Applicants who wish to appeal an RPL decision are encouraged to contact MGSM in the first instance.

## HOW DECISIONS ARE DOCUMENTED AND AUDITED

A record of each individual RPL outcome will be entered into MGSM's applicant record management system (AMIS) and attached to the specific applicant's permanent file (together with the documentation used by MGSM in determining the specific outcome).<sup>30</sup>

This Plan and any RPL claims not covered in this Plan will be reviewed, approved and monitored by MGSM's Standards and Quality Committee (SQC) and the MGSM Faculty.

MGSM will also annually report, its RPL outcomes to SQC, MGSM Faculty and Macquarie University's Academic Standards and Quality Committee, for noting.

## FURTHER INFORMATION

For further information or assistance, please contact the Student Services team at [studentservices@mgs.edu.au](mailto:studentservices@mgs.edu.au)

28. RPL applicants are responsible for identifying, gathering and presenting evidence to confirm their competence.

29. Applicants should note that in some instances, MGSM may seek to confirm the authenticity of evidence directly with the source. In such instances, the applicant's agreement and consent will be obtained.

30. MGSM handles all information related to RPL applications confidentially and in line with the Privacy and Personal Information Protection Act 1988 (NSW).

## APPENDIX 1 – FOR ENTRY AQF LEVEL PRIOR LEARNING EQUIVALENCE CRITERIA

MGSM PROGRAM OF STUDY	RPL REQUIREMENTS <sup>31</sup> FOR ENTRY	MINIMUM AQF QUALIFICATION TYPE (AND LEVEL)	FOR ENTRY AQF LEVEL PRIOR LEARNING EQUIVALENCE CRITERIA		
			KNOWLEDGE	SKILLS	APPLICATION OF KNOWLEDGE AND SKILLS
Graduate Certificate of Management <b>or</b> Graduate Diploma of Management	Prior Learning evidenced as delivering learning outcomes equivalent to a Bachelor's degree level (AQF Level 7) or higher <b>and</b> a minimum of 2 years of work experience at a managerial / professional level  <b>Or</b> A minimum of 5 years of work experience at a managerial / professional level, which is evidenced as delivering learning outcomes equivalent to a Bachelor's degree level (AQF Level 7).	Bachelor's Degree (Level 7)	Graduates at this level will have broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice.	Graduates at this level will have well-developed cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"><li>analyse and evaluate information to complete a range of activities</li><li>analyse, generate and transmit solutions to unpredictable and sometimes complex problems</li><li>transmit knowledge, skills and ideas to others.</li></ul>	Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility: <ul style="list-style-type: none"><li>in contexts that require self-directed work and learning,</li><li>within broad parameters to provide specialist advice and functions.</li></ul>
Master of Business Administration	Prior Learning evidenced as delivering learning outcomes equivalent to a Bachelor's degree level (AQF Level 7) or higher <b>and</b> a minimum of 2 years of work experience at a managerial / professional level.	(as above)	(as above)	(as above)	(as above)
Graduate Certificate Post - MBA	Prior Learning evidenced as delivering learning outcomes equivalent to a Master of Business Administration degree level (AQF Level 9) <b>and</b> a minimum of 2 years of work experience at a managerial / professional level.	Master's Degree (Level 9)	Graduates at this level will have advanced and integrated understanding of a complex body of knowledge in one or more disciplines or areas of practice.	Graduates at this level will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently: <ul style="list-style-type: none"><li>analyse critically, reflect on and synthesise complex information, problems, concepts and theories</li><li>research and apply established theories to a body of knowledge or practice</li><li>interpret and transmit knowledge, skills and ideas to specialist and non-specialist audiences.</li></ul>	Graduates at this level will apply knowledge and skills to demonstrate autonomy, expert judgement, adaptability and responsibility as a practitioner or learner.

31. Applicants must provide relevant evidence and demonstrate that their prior learning experiences satisfy the relevant entry requirements for the program for which they are applying. In doing so, applicants must refer to and address the relevant 'For entry AQF level prior learning equivalence criteria' in the RPL self-assessment report.

## APPENDIX 1 – FOR ENTRY AQF LEVEL PRIOR LEARNING EQUIVALENCE CRITERIA

MGSM PROGRAM OF STUDY	RPL REQUIREMENTS <sup>31</sup> FOR ENTRY	MINIMUM AQF QUALIFICATION TYPE (AND LEVEL)	FOR ENTRY AQF LEVEL PRIOR LEARNING EQUIVALENCE CRITERIA		
			KNOWLEDGE	SKILLS	APPLICATION OF KNOWLEDGE AND SKILLS
Master of Management	Prior Learning evidenced as delivering learning outcomes equivalent to a Bachelor's degree (AQF Level 7) or higher.	Bachelor's Degree (Level 7)	Graduates at this level will have broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice.	<p>Graduates at this level will have well-developed cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> <li>analyse and evaluate information to complete a range of activities</li> <li>analyse, generate and transmit solutions to unpredictable and sometimes complex problems</li> <li>transmit knowledge, skills and ideas to others.</li> </ul>	<p>Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> <li>in contexts that require self-directed work and learning,</li> <li>within broad parameters to provide specialist advice and functions.</li> </ul>
Graduate Certificate of Social Entrepreneurship	Prior Learning evidenced as delivering learning outcomes equivalent to a Bachelor's degree level (AQF Level 7) or higher <b>and</b> a minimum of 2 years of work experience at a managerial / professional level.	Bachelor's Degree, (Level 7)	Graduates at this level will have broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice.	<p>Graduates at this level will have well-developed cognitive, technical and communication skills to select and apply methods and technologies to:</p> <ul style="list-style-type: none"> <li>analyse and evaluate information to complete a range of activities</li> <li>analyse, generate and transmit solutions to unpredictable and sometimes complex problems</li> <li>transmit knowledge, skills and ideas to others.</li> </ul>	<p>Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:</p> <ul style="list-style-type: none"> <li>in contexts that require self-directed work and learning,</li> <li>within broad parameters to provide specialist advice and functions.</li> </ul>
Master of Social Entrepreneurship	(as above)	(as above)	(as above)	(as above)	(as above)



## APPENDIX 2 – FOR CREDIT EQUIVALENCE CRITERIA (NON-FORMAL AND INFORMAL RPL)

MGSM PROGRAM OF STUDY	FOR <u>CREDIT</u> PERFORMANCE EQUIVALENCE CRITERIA <sup>32</sup> (Source, MGSM Program Learning Outcomes)
Graduate Certificate of Management	<ul style="list-style-type: none"> <li>• Graduates will have the cognitive, technical and creative skills required to make independent judgements in changing internal and external environments.</li> <li>• Graduates will have the cognitive and technical skills to identify and analyse economic, institutional and cultural differences across regions and recommend solutions on how best to manage under these conditions.</li> <li>• Graduates can apply their cognitive skills to lead people and projects while maintaining personal responsibility and accountability.</li> <li>• Graduates can develop and communicate a business case and marketing plan for a new product, service or entrepreneurial venture, encompassing resource requirements and relevant milestones.</li> <li>• Graduates can conduct an analysis of the financial performance of an entity, advise on where potential future difficulties may arise, and make appropriate recommendations.</li> <li>• Graduates can review and critically evaluate the organisational structure of entities and identify areas for value enhancement.</li> </ul>
Graduate Diploma of Management	<ul style="list-style-type: none"> <li>• Graduates will have the cognitive, technical and creative skills required to make independent judgements in changing internal and external environments.</li> <li>• Graduates will have the cognitive and technical skills to identify and analyse economic, institutional and cultural differences across regions and recommend solutions on how best to manage under diverse conditions.</li> <li>• Graduates can apply their cognitive skills to lead people and projects while maintaining personal responsibility and accountability.</li> <li>• Graduates can create sustainable value by identifying and assembling the resources needed to design innovative systems and processes.</li> <li>• Graduates can develop and communicate a business case and marketing plan for a new product, service or entrepreneurial venture, encompassing resource requirements and relevant milestones.</li> <li>• Graduates can conduct an analysis of the financial performance of an entity, advise on where potential future difficulties may arise, and make appropriate recommendations.</li> <li>• Graduates can review and critically evaluate the organisational structure of entities and identify areas for value enhancement.</li> </ul>
Master of Business Administration	<ul style="list-style-type: none"> <li>• Graduates will have the cognitive, technical and creative skills required to design and implement effective business strategies to deal with changing internal and external environments.</li> <li>• Graduates will have the cognitive and technical skills to effectively manage operations when faced with economic, institutional and cultural differences across markets and regions.</li> <li>• Graduates can apply their cognitive skills to lead diverse organisations while maintaining a high level of personal autonomy and accountability.</li> <li>• Graduates can create sustainable value by identifying and assembling the resources needed to design innovative systems and processes.</li> <li>• Graduates can apply an advanced body of knowledge and research skills to synthesise complex information and critically analyse business problems.</li> <li>• Graduates can develop and implement a business case and marketing plan for a new product, service or entrepreneurial venture, encompassing resource requirements and relevant milestones.</li> <li>• Graduates can conduct an analysis of the financial performance of an entity, advise on where potential future difficulties may arise, and implement appropriate resolutions.</li> <li>• Graduates can review and critically evaluate the organisational structure of entities and lead areas in value enhancement.</li> </ul>
Graduate Certificate of Management Post-MBA	<ul style="list-style-type: none"> <li>• Graduates can draw on contemporary theories and practices in management to extend knowledge gained in earlier MBA studies.</li> <li>• Graduates can apply an expanded knowledge to business problems and scenarios, drawing on new fields of research in management.</li> <li>• Graduates can critically evaluate recent developments in management research.</li> <li>• Graduates will have the cognitive, technical and creative skills required to make independent judgements in changing internal and external environments.</li> </ul>

## APPENDIX 2 – FOR CREDIT EQUIVALENCE CRITERIA (NON-FORMAL AND INFORMAL RPL)

MGSM PROGRAM OF STUDY	FOR <u>CREDIT</u> PERFORMANCE EQUIVALENCE CRITERIA <sup>32</sup> (Source, MGSM Program Learning Outcomes)
Master of Management	<ul style="list-style-type: none"> <li>• Graduates will have the cognitive, technical and creative skills required to design and implement effective business strategies to deal with changing internal and external environments.</li> <li>• Graduates can critically evaluate and apply established frameworks to align people, processes, structure and strategy in order to maintain and advance organisations.</li> <li>• Graduates can identify strategic issues facing businesses and recommend actions for dealing with these issues.</li> <li>• Graduates can plan and set objectives and execute strategies that allow for team input and engagement while maintaining a high level of personal autonomy and accountability.</li> <li>• Graduates can identify cultural differences and critically analyse and evaluate their impact on business interactions, using insight from other cultures in decision-making.</li> <li>• Graduates can apply an advanced body of knowledge and research skills to synthesise complex information and critically analyse business problems.</li> <li>• Graduates can analyse and assess the ethical, environmental and social impacts of management decisions.</li> </ul>
Graduate Certificate of Social Entrepreneurship	<ul style="list-style-type: none"> <li>• Graduates can analyse and assess the ethical, environmental and social impacts of management decisions.</li> <li>• Graduates can develop and integrate a corporate social responsibility framework within an organisation.</li> <li>• Graduates can critically evaluate and apply established frameworks to align people, processes, structure and strategy in order to maintain and advance social enterprise.</li> <li>• Graduates can identify strategic issues facing social enterprises and recommend actions for dealing with these issues.</li> <li>• Graduates can identify cultural differences and critically analyse and evaluate their impact on business interactions, using insight from other cultures in decision-making.</li> </ul>
Master of Social Entrepreneurship	<ul style="list-style-type: none"> <li>• Graduates can design, develop and implement innovative projects to address social and environmental needs and develop a strategic plan to advance the vision and mission of a social enterprise.</li> <li>• Graduates can analyse and assess the ethical, environmental and social impacts of management decisions.</li> <li>• Graduates can develop and integrate a corporate social responsibility framework within an organisation.</li> <li>• Graduates can apply an advanced body of knowledge and cognitive skills to synthesise a wide array of information in order to make well informed decisions.</li> <li>• Graduates can critically evaluate and apply established frameworks to align people, processes, structure and strategy in order to maintain and advance social enterprise.</li> <li>• Graduates can identify strategic issues facing social enterprises and recommend actions for dealing with these issues.</li> <li>• Graduates can identify cultural differences and critically analyse and evaluate their impact on business interactions, using insight from other cultures in decision-making.</li> <li>• Graduates can apply an advanced body of knowledge and research skills to synthesise complex information and critically analyse business problems.</li> </ul>

32. Applicants must provide relevant evidence and demonstrate that their prior learning experiences satisfy the relevant for credit performance equivalence criteria (below) for the program for which they are applying. In doing so, applicants must refer to and address the relevant 'For credit performance equivalence criteria,' in the RPL self-assessment report. Where an RPL Professional Referee is used, the Referee should also evaluate the applicant on the same criteria as the program for which the applicant is applying for RPL in

### APPENDIX 3 – MGSM UNIT LEARNING OUTCOMES<sup>33</sup>

MGSM PROGRAM OF STUDY	FOR CREDIT PERFORMANCE EQUIVALENCE CRITERIA <i>(Source, MGSM Unit Learning Outcomes)</i>
<b>Strategic Human Resource Management – MGSM800</b>	<p>Learning outcomes for this unit centre on discipline knowledge and skills, critical and analytical thinking, effective communication and decision making. At the end of the course applicants will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and accurately use and apply key concepts and terms from within the discipline of strategic HRM.</li> <li>2. Critically reflect on their own organisation's approach to HRM and their individual approach to people management challenges within the teams that they lead.</li> <li>3. Assess the impact of proposed HR policy changes and the potential and unintended consequences of proposed changes on an organization's overall effectiveness.</li> <li>4. Demonstrate the capacity to mount an informed argument in support of (or against) a new HR policy or in relation to proposed changes to existing HR policies.</li> </ol>
<b>International Human Resource Management – MGSM802</b>	<ol style="list-style-type: none"> <li>1. Applicants learn to differentiate between domestic HRM and international HRM and explore the range of moderating factors influencing the utility of HR policies in different institutional and cultural contexts.</li> <li>2. Applicants apply their broader domain knowledge from HRM and the overall field of management to solve complex case scenarios.</li> <li>3. Applicants critically evaluate a range of approaches/policies MNCs use to address IHRM dilemmas relating to staffing, remuneration, training and development and performance management.</li> <li>4. Applicants articulate the implications of HRM policy changes and decisions on critical organisational behaviours such as retention and motivation and thus on business performance in international organisations.</li> </ol>
<b>Managerial Self-Development – MGSM806</b>	<ol style="list-style-type: none"> <li>1. Understand the role and practice of self-reflection and management of emotions in the development of managerial self-awareness.</li> <li>2. Understand the theory and principles of self-regulation as applied to managerial self-development.</li> <li>3. Critically reflect on one's managerial performance, specifically giving attention to the actions, feelings and thoughts associated with one's managerial performance.</li> <li>4. Critically reflect on the impact of one's managerial behaviour to significant stakeholders at work such as colleagues, subordinates, customers etc.</li> <li>5. Articulate insight into the nature of one's deficits and strengths.</li> <li>6. Understand the role of social cognitive theory and its implications for understanding one's development actions.</li> <li>7. Apply principles of social cognitive theory and self-development skills in the development of an action plan outlining specific measurable improvements in behaviour associated with self-awareness insights.</li> </ol>
<b>International Marketing – MGSM815</b>	<p>The learning outcomes for this unit centre on analysis, evaluation, judgement and communication:</p> <ul style="list-style-type: none"> <li>• To raise the participants' sensitivity to the complex business environment existing in the different international markets, including cultural, socio-economic, political, legal and competitive environment, as well as market conditions in a given host nation.</li> <li>• To improve the participants' marketing decision-making ability by solving complex international problems.</li> </ul> <p>Specific learning outcomes for this unit are as follows:</p> <ol style="list-style-type: none"> <li>1. Identification and analysis of the various dimensions of international business environment.</li> <li>2. Assessment of the levels of risks that exist in each of the dimensions of the international business environment.</li> <li>3. Assessment of the depth and quality of the would-be host market information and the identification of the necessity requiring further investigation.</li> <li>4. Conducting in-depth international marketing research to generate quality information in order to answer research questions relating to potential host market entry.</li> </ol>
<b>Marketing Research – MGSM816</b>	<ol style="list-style-type: none"> <li>1. To equip applicants with a sound understanding and appreciation of the marketing research process, as well as the necessary skills to exercise coordination and control over the marketing research function.</li> <li>2. To provide each participant with a hands-on experience in conducting real-time market research projects, via which the participants will gain and/ or enhance their skills in dealing with the critical issues associated with a real-time market research project.</li> <li>3. To give a sound conceptual understanding of the appropriate design of survey instrument and use of statistical methods and hands-on experience in handling social science data using those methods.</li> <li>4. To provide the applicants with an opportunity to present and to defend their research design and proposed methodology in front of a critical business audience.</li> </ol>
<b>Strategic Marketing – MGSM817</b>	<p>The expected learning outcomes for this unit centre on analysis, evaluation, judgement and communication. The learning outcomes for this unit are:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an appropriate knowledge of strategic marketing theories and practices.</li> <li>2. Critically apply key concepts and theories to analyse problems and make strategic recommendations.</li> <li>3. Analyse and argue a case using evidence, frameworks and enhanced critical thinking.</li> </ol>

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MGSM PROGRAM OF STUDY	FOR CREDIT PERFORMANCE EQUIVALENCE CRITERIA (Source, MGSM Unit Learning Outcomes)
<b>Advertising and Promotions Management – MGSM818</b>	<p>The outcomes provide the knowledge base for discriminating between good and bad strategies &amp; executions. On the completion of this unit, applicants will be able to:</p> <ol style="list-style-type: none"> <li>1. identify the key elements in determining an unique and effective brand positioning.</li> <li>2. determine the campaign target market.</li> <li>3. understand how the tone of voice of a campaign can affect the consumer perceptions of the brand.</li> <li>4. apply the most appropriate media vehicles to communicate to a specific target market, and effectively cost these to deliver the desired outcome.</li> <li>5. identify what goes into creating communications that not only get noticed, but deliver the desired target market response.</li> <li>6. critically reflect on some of the limits both legally and ethically that should be examined prior to running a promotional campaign.</li> </ol>
<b>Consumer Behaviour – MGSM819</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an enhanced depth and breadth of knowledge of, and vocabulary in, consumer behaviour theories and practices.</li> <li>2. Be aware of and understand a diverse range of current local and global changes and trends in consumer behaviour.</li> <li>3. Critically evaluate and apply key concepts and theories from behavioural sciences to analyse problems and situations in the marketplace.</li> <li>4. Analyse and argue a specific case using evidence, frameworks and enhanced critical thinking.</li> <li>5. Creatively integrate various theories and frameworks from the behavioural sciences to analyse, understand and make predictions about customer behaviour.</li> </ol>
<b>Marketing Management – MGSM820</b>	<ol style="list-style-type: none"> <li>1. Demonstrate an appropriate knowledge of, and vocabulary in, marketing management theories and practices.</li> <li>2. Critically evaluate and apply key concepts and theories to analyse problems and situations in the marketplace.</li> <li>3. Identify appropriate marketing activities to drive the creation of sustainable value across industries and contexts.</li> <li>4. Analyse and argue a case using evidence, frameworks and enhanced critical thinking.</li> <li>5. Be aware of and understand a diverse range of global marketing management practices.</li> </ol>
<b>Services Marketing – MGSM822</b>	<p>The expected learning outcomes for this unit centre on analysis, evaluation, judgement and communication:</p> <ul style="list-style-type: none"> <li>• Differentiation between constituent parts and relating the parts to the whole.</li> <li>• Creation on a set of criteria and evaluation against these criteria.</li> <li>• Recommendations on a suitable course of action.</li> <li>• Communication of disparate information in such a way as to enable management to make well-informed decisions.</li> </ul> <p>Specific learning outcomes for this unit are as follows:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an appropriate knowledge of services marketing theories and practices.</li> <li>2. Critically apply key concepts and theories to analyse problems and make recommendations.</li> <li>3. Analyse and argue a case using evidence, frameworks and enhanced critical thinking.</li> </ol>
<b>Customer Relationship Management – MGSM823</b>	<p>The learning outcomes for this unit centre on analysis, evaluation, judgement and communication:</p> <ol style="list-style-type: none"> <li>1. Articulate the strategy and frameworks of CRM and the relevance to business.</li> <li>2. Conduct analysis of the customer base and prospect universe, the customer lifetime value, customer portfolio and the sustainable value proposition.</li> <li>3. Apply techniques and implementations for building long-term relationships across broad set of customer touch points and interactions.</li> <li>4. Identify the organisational and IT capability required to support CRM and the new emerging practice of Customer Experience Management.</li> </ol>
<b>Doing Business in/ with China – MGSM824</b>	<p>The learning outcomes for this unit centre on analysis, evaluation, judgement and communication:</p> <ol style="list-style-type: none"> <li>1. Identify China's macro business environment, including political, economic, social-cultural, technological, and legal dimensions as they apply to setting up and operating a business in China.</li> <li>2. Identify and evaluate alternative solutions in dealing with challenges related to outsourcing in China.</li> <li>3. Identify and evaluate options and challenges for entering and operating a business in China.</li> <li>4. Participate in a business negotiation simulation with Chinese counterparts.</li> <li>5. Demonstrate initiative and originality in industry studies, drawing on the best available evidence and tools and communicate results in a written report of high professional standard.</li> </ol>

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MGSM PROGRAM OF STUDY	FOR CREDIT PERFORMANCE EQUIVALENCE CRITERIA <i>(Source, MGSM Unit Learning Outcomes)</i>
<b>Sales Management – MGSM826</b>	<ol style="list-style-type: none"> <li>1. Understanding of the theoretical frameworks around sales and the practical application of these frameworks to the day-to-day operation of the function.</li> <li>2. Understanding of the role of sales within the corporation, and the subtleties of the relationship of the sales function with other functions within the enterprise.</li> <li>3. Ability to evaluate various options for executing sales and apply the most suitable option in a variety of contexts.</li> <li>4. Understanding of the key elements of the sales process and the practical application of these elements in real business situations.</li> <li>5. Application of sales knowledge to the process of buying to enhance procurement effectiveness.</li> <li>6. Capacity for analysis of sales to inform strategic decision making.</li> </ol>
<b>Financial Management – MGSM835</b>	<p>The expected learning outcomes for this unit centre on analysis, evaluation, judgement and communication. Specific learning outcomes for this unit are as follows:</p> <ol style="list-style-type: none"> <li>1. Application of valuation tools and principles to a variety of business decisions including capital investments, pricing decisions and working capital management.</li> <li>2. Differentiation and appraisal of common investment evaluation techniques.</li> <li>3. Development and application of financial modelling techniques.</li> <li>4. Valuation of a corporate entity taking into account revenue and cost drivers, asset utilisation considerations, operating cash cycle and target capital structure.</li> <li>5. Determination of hurdle rates that should be applied to disparate projects taking into account incremental risk and cash flow considerations.</li> <li>6. Demonstration of how capital structure and distribution policies impact on the value of a corporate entity.</li> </ol>
<b>Investment Management – MGSM836</b>	<ol style="list-style-type: none"> <li>1. Review and examine selected recent advances in the theory and practice of investment management.</li> <li>2. Enhance their critical thinking by reviewing, analysing, explaining, discussing and critiquing a selection of recent research paper in the field, including a number of advances in techniques and models used in applied portfolio management.</li> <li>3. Identify important issues and limitation that can arise in the application of such techniques and methods.</li> <li>4. Enhancement in the appreciation of financial markets and the behaviour of market participants.</li> <li>5. Maintain ongoing professional competency, such as discovering, critically questioning, and finding support for, or criticism of, recent advances in applied portfolio management and other relevant topics.</li> <li>6. Recognise the essential contribution of research to competitive investment management performance in an environment of continuously developing financial markets.</li> </ol>
<b>Accounting for Management – MGSM840</b>	<p>The expected learning outcomes for this unit centre on creation, analysis, and use of accounting information for the purpose of managerial decision making. Specific learning outcomes for this unit are as follows:</p> <ol style="list-style-type: none"> <li>1. Applicants will recognise the importance of accuracy, objectivity, and faithfulness in the representation of accounting information, and how this relates to the reputation and long term value of the business.</li> <li>2. Applicants will demonstrate fluency for accounting concepts and develop the acumen in applying these to a wide array of transactions that may occur within a business.</li> <li>3. Applicants will demonstrate the ability to construct a set of financial statements, which include the Profit and Loss Statement, the Balance Sheet, and the Statement of Cash Flows.</li> <li>4. Applicants will dissect and interpret a set of financial reports using a portfolio of tools and techniques to examine the performance of the business, its strengths and weaknesses, and use this information to their strategic advantage.</li> <li>5. Applicants will be able to interpret some of the common internal management accounting reports at their disposal to make more informed and innovative business decisions.</li> <li>6. Applicants will be able to synthesise disparate (and sometimes conflicting) information using knowledge drawn from a wide range of quantitative and qualitative sources.</li> <li>7. Applicants recognise the risks in using inaccurate accounting information (or the incorrect use of accurate accounting information), and how this may negatively impact business performance and can recognise the limitations of any approach, and learn to exercise significant discretion and flexibility on a case by case basis.</li> </ol>



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MGSM PROGRAM OF STUDY	FOR CREDIT PERFORMANCE EQUIVALENCE CRITERIA <i>(Source, MGSM Unit Learning Outcomes)</i>
<b>Business Performance Measurement and Management – MGSM842</b>	<ol style="list-style-type: none"> <li>1. Be able to apply strategic profitability analysis and economic value added analysis to evaluate the adequacy of shareholder value performance, diagnose root cause factors that influence business effectiveness, and prioritise actions for improvements.</li> <li>2. Recognise flaws on contemporary approaches to manage costs and be able to apply activity based management techniques to appropriately evaluate and improve business efficiency at an activity level.</li> <li>3. Be able to apply integrated performance measurement and management analysis to distil competitive strategy and business model decisions into key elements and develop key performance indicators that align to these.</li> <li>4. Be able to adapt performance measurement systems to unique individual organizational contexts and identify how they can be used effectively to incentives and control desired actions.</li> <li>5. Understand how performance measurement systems can be adapted to drive intellectual capital management and implementation of particular corporate social responsibility strategies.</li> </ol>
<b>Economic Context of Management – MGSM845</b>	<p>The expected learning outcomes for this unit centre on analysis and evaluation of the global economic environment along with the ability to apply tools and techniques from economics in a business environment which will aid stakeholder value enhancement. Specific learning outcomes enable applicants to:</p> <ol style="list-style-type: none"> <li>1. Apply the laws of supply and demand to their business models.</li> <li>2. Describe the conduct of monetary policy in Australia, China, and USA.</li> <li>3. Examine the advantages and disadvantages of different fiscal policies, with particular emphasis on the Australian economy.</li> <li>4. Explain the twin deficits relationship and its importance in government and central bank fiscal and monetary policy.</li> <li>5. Consider the cause and effect of the Global Financial Crisis, and its complex residual outcomes.</li> <li>6. Develop econometric models of the Australian, Chinese, and USA economies.</li> </ol>
<b>Competitive Intelligence – MGSM846</b>	<p>The expected learning outcomes for this unit centre on data research, application of appropriate frameworks for analysis, critical evaluation and judgement, communications and engagement. Applicants will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand a CEO's strategic/ tactical challenges and questions.</li> <li>2. Develop relevant search, collection, analysis and reports to unravel the complexity.</li> <li>3. Integrate and synthesize intelligence from diverse sources to develop insights and advise on critical decision making for the future.</li> <li>4. Develop options and recommendations for choice of strategies and tactics.</li> <li>5. Formulate, recommend, present, articulate at appropriate executive forums and levels.</li> <li>6. Demonstrate professional, legal, ethical approach in intelligence gathering and management.</li> </ol>
<b>Entrepreneurial Finance – MGSM847</b>	<ol style="list-style-type: none"> <li>1. Articulate the specific differences that new ventures display when compared to existing, operating businesses.</li> <li>2. Apply models of financing and valuation to new ventures which do not possess demonstrable financial history.</li> <li>3. Construct the frameworks and approach for new ventures to address raising finance.</li> <li>4. Understand how complex, ambiguous and/or subjective information is applied and assessed in structuring a venture investment transaction.</li> <li>5. Critically evaluate a new ventures proposition from both an investor's and a founder's perspective.</li> <li>6. Experience the detailed negotiation embodied in making/obtaining an investment into a New Venture.</li> </ol>
<b>Strategic Finance – MGSM848</b>	<p>The learning outcomes for this unit centre on analysis, evaluation, judgement and communication. Specific learning outcomes for this unit are as follows:</p> <ol style="list-style-type: none"> <li>1. Application of tools for measuring and modelling specific risk in projects, including Monte Carlo simulation.</li> <li>2. Identification of how strategic decisions can be viewed as a combination of option valuation principles.</li> <li>3. Examination and application of the concepts and valuation principles of real options within a framework that views investment opportunities as a collection of options on real assets.</li> <li>4. Demonstration of how real options can be applied to a number of business situations including acquisition strategies, deal structuring and managing external relationships.</li> </ol>

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MGSM PROGRAM OF STUDY	FOR CREDIT PERFORMANCE EQUIVALENCE CRITERIA <i>(Source, MGSM Unit Learning Outcomes)</i>
<b>Strategic Frameworks – MGSM850</b>	<p>Applicants will conduct a comprehensive strategic analysis of an industry/sector or company in which they:</p> <ol style="list-style-type: none"> <li>1. Describe and explain the strategy adopted (by a competitor or its competitors) in terms of the Porter model of competitive behaviour, the concepts of competitive strategy discussed in the course, and the company's resulting performance.</li> <li>2. Examine company performance from financial, social and environmental perspectives taking into consideration profitability, market share, growth, product range, innovation, reputation, industry position, leadership contribution, etc.</li> <li>3. Make major strategy recommendations that would improve the firm's competitive position or address potential opportunities or challenges in the industry.</li> <li>4. Applicants will present strategic recommendations to a forum comprising colleagues, the lecturer and an industry expert and will develop skills in a range of communication techniques including audio-visual material, role play, surveys, and questioning.</li> <li>5. Applicants use a variety of case studies and a computer simulation to define a significant business issue, analyse the situation, set priorities and recommend appropriate action.</li> <li>6. Applicants develop their leadership skills and are able to use these to produce strategic change within an organisation, an industry/sector and the broader community. The environmental and social implications of corporate and business unit strategies are emphasised.</li> </ol>
<b>Competition and Strategy in Asia/Pacific – MGSM857</b>	<p>The expected learning outcomes of this unit centre on critical analytical and integrative thinking, effective communication and judgment capability. Specific learning outcomes for this unit are as follows:</p> <ol style="list-style-type: none"> <li>1. Apply strategy frameworks to understand how contextual, cultural, and governmental differences shape competition in the Asia Pacific region.</li> <li>2. Demonstrate understanding of the key Asian management systems and the impact of these differences on the execution of business strategy.</li> <li>3. Relate national competitive advantage and latecomer advantage to the development of global incumbents (multinational corporations); and to the subsequent rise of global challengers (the Dragons and Tigers).</li> <li>4. Articulate the role of firm capabilities and country level strategy on global inter-firm networks, and cluster dynamics, as a source of advantage.</li> <li>5. Critically reflect on the issues relating to global leadership and changing organizational forms for competing in the Asia Pacific region.</li> <li>6. Demonstrate an appropriate knowledge of, and vocabulary in, global strategic management theories and practices in the context of the Asia Pacific region.</li> </ol>
<b>Corporate Acquisitions – MGSM858</b>	<p>The expected learning outcomes for this course centre on the strategic and financial analysis of a prospective business acquirer and the identification and evaluation of a potential target, together with the development of an acquisition deal structure and rationale which can enhance the shareholder value of the acquirer. The possible motives for the acquirer's management are examined in light of the relatively high rate of M&amp;A failures. Specific learning outcomes include:</p> <ol style="list-style-type: none"> <li>1. To critically evaluate the motivation for acquisitions.</li> <li>2. To prepare alternative valuations based on a range of approaches.</li> <li>3. To describe different deal structures and prepare a recommendation based on the characteristics of the acquirer, the target, and financial market circumstances.</li> <li>4. To consider the acquirer's business strategy and develop an acquisition strategy which meets its shareholder return requirements.</li> <li>5. To examine the key legal and financial issues which will form part of the acquisition's due diligence process.</li> <li>6. To prepare an integration plan in anticipation of a successful acquisition.</li> </ol>
<b>New Enterprise Management – MGSM859</b>	<ol style="list-style-type: none"> <li>1. Understand the nature of new enterprise formation.</li> <li>2. Apply tools and models to assist in the assessment of the feasibility of a new enterprise.</li> <li>3. Exhibit substantial financial, marketing and strategy knowledge in the preparation of detailed business plans and business models.</li> <li>4. The ability to manage/mitigate risk factors at each of the 5 phases of a new enterprise's life cycle.</li> <li>5. Apply key principles to grow the new venture via expansion into international markets.</li> <li>6. Understand whole-of-venture value creation.</li> <li>7. Understand the legal and regulatory requirements applicable to the structuring and management of new ventures.</li> </ol>

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MGSM PROGRAM OF STUDY	FOR CREDIT PERFORMANCE EQUIVALENCE CRITERIA <i>(Source, MGSM Unit Learning Outcomes)</i>
<b>Strategic Management – MGSM860</b>	<ol style="list-style-type: none"> <li>1. Understand the nature of strategic leadership and decision making, and its role and importance to organisational alignment and strategy.</li> <li>2. Develop a global, ethical, sustainable strategic mindset.</li> <li>3. Apply frameworks, concepts, and theories to strategy execution.</li> <li>4. Understand the logic of organisational value creation as the interplay between strategic global and industry forces, customers' value propositions and the firm's internal resources.</li> <li>5. Demonstrate increased tolerance for decision making under high levels of ambiguity, and uncertainty.</li> <li>6. Manage a virtual software company over 16 simulated quarters using strategy formulation, and more particularly strategy implementation skills to achieve short-term and long-term goals.</li> <li>7. Consider the advantages/disadvantages of competition vs. collaboration when placed in an oligopoly situation.</li> <li>8. Build on professional, commercial experience to synthesise multiple data sets overlaid with ethical considerations.</li> </ol>
<b>Managing Change – MGSM866</b>	<ol style="list-style-type: none"> <li>1. Discipline knowledge and skills: Applicants will understand key concepts in change management, including:               <ol style="list-style-type: none"> <li>a) Mapping Change (gap, force field and route analyses)</li> <li>b) Leading Change (degrees of control – designer to emergent; forms of control – coercive to participative forms of influence)</li> <li>c) Evaluating Change (levels of knowledge – technical, practical and theoretical; creation of learning spaces).</li> </ol> </li> <li>2. Critical, analytical and integrative thinking: applicants will develop a full understanding of intellectual, emotional and action skills and capabilities for the practical management of change.</li> <li>3. Effective communication: applicants will understand the key role of framing, rhetoric and ritual-like performance in communication and influence.</li> <li>4. Engaged and responsible, active and ethical citizens: applicants will understand the non-rational dimension of personal, organizational and social life, the barriers this creates for progressive change in all these areas, and the enrichment of work and enhancement of work/life that this understanding can bring about.</li> <li>5. Capable of professional and personal judgment and initiative: the course will develop an appreciation of managing change as a reflective practice, and provide experiential education in the exercise of judgment-in-context through action research.</li> </ol>
<b>Executive Coaching – MGSM867</b>	<ol style="list-style-type: none"> <li>1. Applicants will apply correct coaching theory and practice to act, do and develop a range of approaches to coaching.</li> <li>2. Applicants will be able to apply Action Learning approaches to managerial practice.</li> <li>3. Applicants will identify skills required for a Cognitive Behavioural Approach to Coaching.</li> <li>4. Applicants will articulate the importance of transformation and learning through reflection on lived experience to management.</li> <li>5. Applicants will critically analyse the role of language in management through an ontological approach to coaching.</li> <li>6. Applicants will question accepted beliefs and investigate different perspectives regarding people, management, leadership, communications and themselves.</li> </ol>
<b>Strategic Corporate Social Responsibility – MGSM868</b>	<ol style="list-style-type: none"> <li>1. Gain an understanding of strategic CSR and its various components and trends.</li> <li>2. Learn how to work with stakeholders to achieve a stronger social impact.</li> <li>3. Be able to define, explain and develop strategic social responsibility.</li> <li>4. Understand business ethics and make ethical decisions.</li> <li>5. Communicate the multi stakeholders approach to CSR and map their own organisation.</li> <li>6. Engage others in CSR and lead organisational change towards a sustainable organisation.</li> <li>7. Analyse cases of social responsibility and irresponsibility and communicate their learning.</li> </ol>
<b>Social Entrepreneurship – MGSM869</b>	<ol style="list-style-type: none"> <li>1. Explain the theories and definitions of social entrepreneurship, social sector and social movement as well as social policy and social impact.</li> <li>2. Demonstrate the ability to manage resources such as human resources (employees and volunteers) and financial resources (e.g. selling products and fundraising).</li> <li>3. Critically reflect on complex and often conflicting issues (such a profit and social impact) and develop creative solutions.</li> <li>4. Assess traditional and contemporary frameworks for analysing the structure of organisations and their position in order to develop strategies that achieve organisational resilience.</li> <li>5. Apply leadership theories to the context of social leadership, including leading a social enterprise, a not-for-profit or a social movement.</li> <li>6. Measure and analyse social impact through existing tools to demonstrate understanding and the ability to create social impact.</li> <li>7. Communicate a social enterprise plan clearly to different stakeholders.</li> <li>8. Demonstrate a high level of professional and personal judgement through engagement in the social sector as leaders with an impact on social policy.</li> </ol>

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MGSM PROGRAM OF STUDY	FOR CREDIT PERFORMANCE EQUIVALENCE CRITERIA (Source, MGSM Unit Learning Outcomes)
<b>Organisational Behaviour – MGSM870</b>	<ol style="list-style-type: none"> <li>1. Applicants will understand and be able to articulate a variety of the theoretical frameworks and research findings about human behaviour within organisations.</li> <li>2. Applicants will be able to apply micro, mezzo, and macro perspectives to critically explore and analyse organisational problems and phenomena.</li> <li>3. Applicants will be able to demonstrate contingent perspectives of theoretical frameworks in exploring organisations' problems and phenomena.</li> <li>4. Applicants will understand the critical importance of people management and leadership to the efficient and effective operation of organisations.</li> <li>5. Applicants will be able to engage in practical and contingent applications of organisational behaviour principles and theories within their own work experiences for managing and leading people and organisations successfully.</li> <li>6. Applicants will critically reflect on OB theories and their applications from cross cultural and ethical perspective in developing their knowledge on leadership and management.</li> </ol>
<b>Managerial Psychology – MGSM871</b>	<ol style="list-style-type: none"> <li>1. Knowledge of various psychological perspectives.</li> <li>2. The ability critically to evaluate psychological theories and research findings.</li> <li>3. The ability to apply various psychological perspectives to management.</li> <li>4. An understanding of the ethical dilemmas involved in the application of psychology to management.</li> <li>5. An appreciation of the important difference between applying psychology to oneself and to professional colleagues.</li> </ol>
<b>Leadership and Motivation – MGSM876</b>	<ol style="list-style-type: none"> <li>1. Understanding the theoretical and research contributions to leadership and motivation.</li> <li>2. Thinking critically and creatively about leadership and motivation.</li> <li>3. Acquiring or improving one's rhetorical skills.</li> <li>4. Facilitating transfer of learning to applied situations.</li> <li>5. Appreciating the difference between management and leadership.</li> </ol>
<b>Public Performance for Managers – MGSM877</b>	<p>Public Performance for Managers is concerned to examine the choices available to the manager in persuading others through the medium of language in a public performance. Learning outcomes for this unit centre on research, analysis, evaluation, informed judgement, demonstration and performance. On successful completion, applicants will:</p> <ol style="list-style-type: none"> <li>1. Understand the choices of communication strategies available to the manager in key situations where public performance is utilised.</li> <li>2. Synthesize methods used for more than 2,000 years and apply these to present day managerial situations.</li> <li>3. Promote an understanding of effective verbal communication and develop verbal performance and language skills.</li> <li>4. Develop a sensitivity to language and its value as a means of persuasion.</li> <li>5. Understand the Greek and Roman foundations of the public performance in classical oratory.</li> <li>6. Understand the extensive techniques involved in writing and delivering a great speech.</li> <li>7. Apply verbal persuasive techniques based upon the fields of Logic, Reasoning and Classical Rhetoric.</li> </ol>
<b>Managing with a Global Mindset – MGSM879</b>	<ol style="list-style-type: none"> <li>1. Develop the hands-on skills needed to succeed in new and unfamiliar environments.</li> <li>2. Acquire skills of rapid adaptation to new business environments.</li> <li>3. Develop empathy skills for communicating effectively across difference.</li> <li>4. Learn to identify differences (of culture, gender, age and race) as entrepreneurial opportunities rather than threats.</li> <li>5. Learn how to implement sustainable team building across difference.</li> <li>6. Acquire the skills to "read", interpret and scan unfamiliar business environments.</li> <li>7. Develop perspective, broaden one's mindset and critical thinking skills.</li> <li>8. Learn how to embrace the non-familiar.</li> <li>9. Develop the resilience needed for effective operation in an international business environment.</li> </ol>
<b>Negotiation; Theory and Practice – MGSM884</b>	<ol style="list-style-type: none"> <li>1. Understand and be able to accurately use and apply key concepts and terms from within the discipline areas of negotiation and conflict resolution and be able to plan and conduct an effective negotiation in a business or interpersonal context.</li> <li>2. Critically reflect on their own and their organisation's approach to negotiation via effective debriefing and by reviewing their own approach against established frameworks of negotiation.</li> <li>3. Interpret dimensions of the wider social context that impact on negotiation effectiveness including group dynamics, interpersonal relations, cultural rules and norms, individual motivations and business imperatives.</li> <li>4. Demonstrate an ability to discern ethical issues in negotiation and to recognize the foundations of their own ethical reasoning when working through problematic scenarios in negotiation.</li> <li>5. Develop individual priorities for their own development in the areas of negotiation, interpersonal communication, problem solving and conflict resolution.</li> </ol>

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MGSM PROGRAM OF STUDY	FOR CREDIT PERFORMANCE EQUIVALENCE CRITERIA <i>(Source, MGSM Unit Learning Outcomes)</i>
<b>Operations Management – MGSM890</b>	<ol style="list-style-type: none"> <li>1. Understand the strategic role and objectives of operations.</li> <li>2. Prioritise performance objectives depending on the organisation's customers, competitors and the position of its products and services in their life cycle.</li> <li>3. Manage the design activity, e.g. the stages which are involved in designing any product, service or process.</li> <li>4. Identify existing process and information flows of business units to enable identification of bottlenecks, problem areas and activities and paths that could be rationalised or improved.</li> <li>5. Understand the fundamentals of operations planning and control.</li> <li>6. Understand the concept and implications of supply chain management especially in the global context.</li> <li>7. Apply the principles of just-in-time for both services and manufacturing.</li> <li>8. Understand the management of quality initiatives through TQM approaches and quality assurance/ accreditation methods.</li> <li>9. Critically reflect operations challenges in a global environment and interrelate the impact of developments made in the operations area with other functional areas and with overall corporate strategy.</li> </ol>
<b>Operations and Logistics Strategy – MGSM891</b>	<p>The expected learning outcomes for this unit centre on analysis, evaluation, judgement and communication:</p> <ol style="list-style-type: none"> <li>1. Apply concepts of operations strategy – consider issues in operations and supply chain strategies, and assess core competencies.</li> <li>2. Identify senior managements' role in leading, shaping and implementing operations and supply chain strategies over time. <ul style="list-style-type: none"> <li>• Structure the Operating System through:</li> <li>• Considering changing and evolving value chains,</li> <li>• Comparing and contrasting vertical integration and outsourcing opportunities,</li> <li>• Considering distribution strategies, strategic sourcing and procurement alternatives, and</li> <li>• Comparing and contrasting in-shoring and off-shoring strategies.</li> </ul> </li> <li>3. Analyse the success of different business models and their impact on organisational strategy, supply chain design, and operations strategy.</li> </ol>
<b>Management of Service Operations – MGSM892</b>	<ol style="list-style-type: none"> <li>1. Define and manage the concept of service, service system, service value creation, service supply chain, service value networks.</li> <li>2. Articulate the elements of service design and service delivery design, including service blueprinting and innovation in services.</li> <li>3. Apply quality frameworks in services, including GAP-analysis and various quality improvement methodologies to measure service quality and productivity.</li> <li>4. Reflect on new business paradigms/ models in relation to service value chain development and service delivery, considering globalisation of services and human and social aspects.</li> <li>5. Differentiate amongst various service strategies and be able to combine formal business models with models of human behaviour.</li> <li>6. Apply these concepts and principals to assigned cases, and to the management, design and development of a new service concept.</li> </ol>
<b>Supply Chain Management – MGSM893</b>	<ol style="list-style-type: none"> <li>1. Become familiar with the strategies available to manage a supply chain.</li> <li>2. Learn to recognise opportunities and challenges in the management of supply chains.</li> <li>3. Understand the concepts, frameworks, tools, and techniques needed to analyse an existing supply chain.</li> <li>4. Be able to redesign an existing supply chain or design an entirely new one that is either efficient or responsive, as appropriate.</li> <li>5. Become aware of emerging supply chain strategies facilitated by internet technology.</li> <li>6. Understand the complex issues of a global supply chain, including supply management, logistics, technology and integration.</li> </ol>



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MGSM PROGRAM OF STUDY	FOR CREDIT PERFORMANCE EQUIVALENCE CRITERIA <i>(Source, MGSM Unit Learning Outcomes)</i>
<b>Management of Innovation – MGSM897</b>	<p>The expected learning outcomes for this unit centre on analysis, evaluation, judgement and communication. Through this course applicants will:</p> <ol style="list-style-type: none"> <li>1. Become familiar with the sources of innovation, including access to open innovation and networking requirements.</li> <li>2. Successfully handle the management of innovation by devising an effective process and climate for innovation before the design of products and services.</li> <li>3. Manage the creation and sharing of knowledge an intellectual property, while recognising the risks of technology transfer.</li> <li>4. Become familiar with the different innovation patterns in Asia, Australia and other countries.</li> <li>5. Recognise, and relate to, a range of entrepreneurs (e.g. social, serial) in the start-up of innovative ventures.</li> <li>6. Find a potentially disruptive new market for an existing or adapted technology/ product/ service/ process.</li> <li>7. Effectively link creativity, innovation and entrepreneurship to achieve business competitiveness.</li> </ol>
<b>Project Based Management – MGSM906</b>	<ol style="list-style-type: none"> <li>1. Develop the skills required of leaders in order to appropriately use Project-based management approaches to make well-informed and financially robust operational, tactical and strategic decisions and carry out implementation.</li> <li>2. Learn how to assess the implications of project-based management decisions from a whole entity perspective, across a wide spectrum of stakeholders and cultures.</li> <li>3. Enhance project-based decision making by taking into account the interests of all stakeholders.</li> <li>4. Adopt a forward-looking perspective of the impact of project-based management decisions on the competitive position and performance of an organisation.</li> </ol>
<b>Information and Decision Analysis – MGSM960</b>	<p>The expected learning outcomes for this unit centre on analysis, evaluation, judgement and determining effective outcomes in decision making through quantitative techniques:</p> <ul style="list-style-type: none"> <li>• Understanding the nature of how science can be applied to assist in solving both simple and complex problems facing business and industry.</li> <li>• Creation of quantitative models and evaluating these to determine optimal solutions.</li> <li>• Recommendations on a suitable course of action.</li> <li>• Communication of results from these models in such a way as to enable management to make well-informed decisions.</li> </ul> <p>Specific learning outcomes for this unit are as follows:</p> <ol style="list-style-type: none"> <li>1. Identification of key quantitative techniques and how they have been previously applied in business and industry.</li> <li>2. Development of a business strategy that will enable the entity to operate more efficiently.</li> <li>3. Development of an understanding of ethical behaviour when it comes to scientific analysis. This includes discussions on scientific fraud, how to avoid it and case studies where it has occurred in the past.</li> <li>4. Assembling of information and applying judgment to model business problems by considering relevant parameters in order to provide an insight for management into their possible solution.</li> <li>5. Construction of specific criteria for using various quantitative techniques, including how to test the assumptions of the models and whether a model is appropriate for a given situation.</li> <li>6. Development of an expertise in several commercial statistical and quantitative computer programs so that even complex problems can be solved quickly and efficiently.</li> </ol>

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MGSM PROGRAM OF STUDY	FOR CREDIT PERFORMANCE EQUIVALENCE CRITERIA <i>(Source, MGSM Unit Learning Outcomes)</i>
<b>Leadership and Innovation in Healthcare – MGSM986</b>	<ol style="list-style-type: none"> <li>1. Understand the structure of the Australian health system, including its evolution and ongoing development, size, structure, organisation, policy aspects, economics, legal framework, ethical issues, the role of technology and ways to improve health systems for the future.</li> <li>2. Understand health policies and systems in other countries.</li> <li>3. Identify and examine the opportunities and threats to Australian healthcare and develop appropriate strategies to address these.</li> <li>4. Develop leadership and management skills and use these to produce effective change within individual healthcare organisations, the industry/sector and the broader community.</li> </ol>
<b>Law and Management – MGSM987</b>	<p>The learning outcomes for this unit centre on analysis, evaluation, reasoning, judgement and communication, and include:</p> <ol style="list-style-type: none"> <li>1. Impart a working knowledge of the law to managers, including understanding how the legal system works, how law is interpreted and developed, and the reasoning processes involved with the law.</li> <li>2. Explore the underpinnings of the law as it impacts on management, including an awareness of the linkages between moral and legal responsibilities, the system of social controls embodied in the law, the impact of law on economic effectiveness of business, and the social and political context within which the law operates.</li> <li>3. Identification of several specific areas of the law, including contract law, torts and negligence, business law, the legal duties and responsibilities of managers and responsibilities for honesty and fair dealing.</li> <li>4. Awareness and identification of the ever-changing nature of the law, and the effect of these changes on the business environment enabling managers to respond effectively to and predict changes in the law that may affect them.</li> <li>5. Understanding how to use the law as a resource and tool in business and management.</li> </ol>

33. Applicants must provide relevant evidence and demonstrate that their prior learning experiences satisfy the relevant for credit performance equivalence criteria (below) for the program for which they are applying. In doing so, applicants must refer to and address the relevant 'For credit performance equivalence criteria,' in the RPL self-assessment report. Where an RPL Professional Referee is used, the Referee should also evaluate the applicant on the same criteria as the program for which the applicant is applying for RPL in.