

2013

ACADEMIC POLICY HANDBOOK

ROYAL INSTITUTE OF MANAGEMENT

Academic Policy Handbook of the Royal Institute of Management, Simtokha, BHUTAN



TABLE OF CONTENTS

Introduction to the <i>Academic Policy Handbook</i>	11
<i>Context, aspirations and values</i>	11
<i>Guiding principles informing the handbook</i>	12
<i>Responsibilities to students</i>	12
<i>Policy architecture and its rationale</i>	13
<i>Standardised nomenclature</i>	16
Courses	16
Units	16
Course and unit descriptors	16
Director	16
Faculty	16
Staff	16
The Department/Centre	16
Course Coordinator	16
Unit Coordinator	16
Academic period	16
Term	17
Examination	17
<i>Definition of terms</i>	17
Policy statement	17
Supporting research and analysis	17
Approval details	17
Related policies	17
Policy owner	17
Principles	17
Procedures	18
Governance, leadership and management policy set	19
Academic integrity policy	19

<i>Policy statement</i>	19
<i>Definitions</i>	19
Dishonest academic behavior	19
Plagiarism.....	19
<i>Supporting research and analysis</i>	20
<i>Approval details</i>	20
<i>Related policies</i>	20
<i>Policy owner</i>	20
<i>Principles</i>	20
<i>Procedures</i>	21
Institutional teaching and learning policy	25
<i>Policy statement</i>	25
<i>Definitions</i>	25
Learning	25
Teaching.....	25
<i>Supporting research and analysis</i>	25
<i>Approval details</i>	25
<i>Related policies</i>	25
<i>Policy owner</i>	26
<i>Principles</i>	26
<i>Procedures</i>	26
<i>Institute</i>	27
<i>Faculty</i>	27
<i>Course Coordinator</i>	28
<i>Faculty with course assistants</i>	29
<i>Unit Outlines</i>	29
Academic calendar policy	31
<i>Policy statement</i>	31
<i>Definitions</i>	31

Census date.....	31
Term.....	31
Teaching weeks.....	31
<i>Supporting research and analysis.....</i>	<i>31</i>
<i>Approval details.....</i>	<i>31</i>
<i>Related policies.....</i>	<i>31</i>
<i>Policy owner</i>	<i>32</i>
<i>Principles</i>	<i>32</i>
<i>Procedures.....</i>	<i>32</i>
Equity policy	33
<i>Policy statement.....</i>	<i>33</i>
<i>Definitions</i>	<i>33</i>
Discrimination.....	33
<i>Supporting research and analysis.....</i>	<i>33</i>
<i>Approval details.....</i>	<i>33</i>
<i>Related policies.....</i>	<i>34</i>
<i>Policy owner</i>	<i>34</i>
<i>Principles</i>	<i>34</i>
Procedures—refer to Framework for HR Policies, Procedures and Systems.....	35
Course development and monitoring policy	36
<i>Policy statement.....</i>	<i>36</i>
<i>Definitions</i>	<i>36</i>
Course.....	36
Unit.....	36
<i>Supporting research and analysis.....</i>	<i>36</i>
<i>Approval details.....</i>	<i>37</i>
<i>Related policies.....</i>	<i>37</i>
<i>Policy owner</i>	<i>37</i>
<i>Principles</i>	<i>37</i>
<i>Procedures.....</i>	<i>37</i>

<i>Approval</i>	38
New courses.....	38
Revised courses.....	38
<i>Monitoring</i>	38
Performance indicator data.....	38
<i>Appropriate sources of data</i>	38
3. Data collection and reporting	39
4. The annual course monitoring cycle	40
Quality assurance for governance, leadership and management.....	41
<i>Policy statement</i>	41
<i>Definitions</i>	41
Leadership.....	41
Governance.....	41
Management.....	41
The governing body of the Institute	41
<i>Supporting research and analysis</i>	41
<i>Approval details</i>	42
<i>Related policies</i>	42
<i>Policy owner</i>	42
Academic Committee principles	42
<i>Governance principles</i>	42
<i>Management principles</i>	43
<i>Procedures</i>	43
Student policy set	45
Admissions policy	46
<i>Policy statement</i>	46
<i>Definitions</i>	46
Admission.....	46
<i>Supporting research and analysis</i>	46
<i>Approval details</i>	46

<i>Related policies</i>	46
<i>Policy owner</i>	47
<i>Principles</i>	47
<i>Procedures</i>	47
Academic progress policy	49
<i>Policy statement</i>	49
<i>Definitions</i>	49
Academic period	49
Conditions of progress	49
Exclusion	49
Minimum standards.....	49
<i>Supporting research and analysis</i>	49
<i>Approval details</i>	49
<i>Related policies</i>	50
<i>Policy owner</i>	50
<i>Principles</i>	50
<i>Procedures</i>	50
Credit policy	53
<i>Policy statement</i>	53
<i>Definitions</i>	53
Accreditation of Prior Learning (APL).....	53
Accreditation of Certified Learning (APCL)	53
Accreditation of Prior Experiential Learning (APEL).....	53
Credit	53
Portfolio of evidence.....	53
<i>Supporting research and analysis</i>	54
<i>Approval details</i>	54
<i>Related policies</i>	54
<i>Policy owner</i>	54

<i>Principles</i>	54
<i>Procedures</i>	55
Student grievance policy	59
<i>Policy statement</i>	59
<i>Definitions</i>	59
Bullying.....	59
Discrimination	59
Grievance	59
Harassment	59
Vilification	60
<i>Supporting research and analysis</i>	60
<i>Approval details</i>	60
<i>Related policies</i>	60
<i>Policy owner</i>	60
<i>Principles</i>	60
<i>Procedures</i>	61
<i>Resolution of student grievances on academic matters</i>	61
<i>Appeal</i>	62
<i>Resolution of student grievances on administrative matters</i>	63
<i>Reporting and feedback</i>	63
Student misconduct policy	65
<i>Policy statement</i>	65
<i>Definitions</i>	65
Procedural justice	65
<i>Supporting research and analysis</i>	65
<i>Approval details</i>	65
<i>Related policies</i>	65
<i>Policy owner</i>	66
<i>Principles</i>	66

<i>Procedures</i>	67
Record keeping	69
Curriculum policy set	70
Qualification award policy	71
<i>Policy statement</i>	71
<i>Definitions</i>	71
Learning outcomes	71
Qualification level	71
Qualifications	71
Testamur	72
<i>Supporting research and analysis</i>	72
<i>Approval details</i>	72
<i>Related policies</i>	72
<i>Policy owner</i>	72
<i>Principles</i>	72
<i>Procedures</i>	73
<i>Qualifications awarded by RIM</i>	74
Course and unit specifications policy	81
<i>Policy statement</i>	81
<i>Definitions</i>	81
Learning outcomes	81
Constructive alignment.....	81
<i>Supporting research and analysis</i>	81
<i>Approval details</i>	81
<i>Related policies</i>	81
<i>Policy owner</i>	82
<i>Principles</i>	82
<i>Procedures</i>	82
Assessment policy.....	85
<i>Policy statement</i>	85

<i>Definitions</i>	85
Assessment task.....	85
Assessment processes	85
Assessment samples	85
Assessment outcomes	86
Academic penalty.....	86
<i>Supporting research and analysis</i>	86
<i>Approval details</i>	86
<i>Related policies</i>	86
<i>Policy owner</i>	86
<i>Principles</i>	86
<i>Procedures</i>	87
<i>Feedback to students</i>	88
<i>Managing submission and return of written assessment tasks</i>	89
<i>In-unit tests</i>	89
<i>Determination of final results</i>	89
Grading marks in percentages	90
<i>Retention of assessment records</i>	90
<i>Student appeals and grievances</i>	90
Examination policy	91
<i>Policy statement</i>	91
<i>Definitions</i>	91
Examinations.....	91
<i>Supporting research and analysis</i>	91
<i>Approval details</i>	92
<i>Related policies</i>	92
<i>Policy owner</i>	92
<i>Principles</i>	92
<i>Procedures</i>	92

Graduate attributes policy.....	94
<i>Policy statement.....</i>	94
<i>Definitions</i>	94
Graduate Attributes.....	94
<i>Supporting research and analysis.....</i>	94
<i>Approval details.....</i>	94
<i>Related policies.....</i>	95
<i>Policy owner</i>	95
<i>Principles</i>	95
<i>Procedures.....</i>	97

CONTEXT, ASPIRATIONS AND VALUES

The Royal Government of Bhutan has high aspirations for the Royal Institute of Management (RIM). This *Academic Policy Handbook* outlines the principles and procedures necessary for the Institute to achieve those aspirations.

The autonomous Institute envisages a future in which it is acknowledged and accredited as an institution that delivers quality leadership and management education. Consistent with this vision, it envisages attracting high-quality staff and students from across the world.

The Royal Government of Bhutan requires the Institute to satisfy the professional development needs for leadership and management. At the same time, it requires the Institute to consciously confront the challenge that is implicit in the concept of Gross National Happiness specified in paragraph 1.5 of the Tertiary Education Policy (TEP).

RIM offers highly defined professional education and training programmes. It is accredited to award its own degrees and is both a teaching and research institute as outlined in the TEP.

The Institute provides the knowledge, skills and values necessary to enable individuals to develop holistically and to achieve their potential in the service of a civil society (TEP 3.1). The Institute hopes that its graduates will be capable of leading Bhutan into a knowledge society as described in TEP 3.2. To help achieve this it focuses on developing productive, socially responsible, culturally grounded, ecologically sensitive and spiritually aware citizens.

The Institute provides an educational service to private and other governmental agencies. In addition to this it provides a professional and human resource development function for its employees thus enabling it to maintain a special relationship with the Royal Civil Service Commission.

GUIDING PRINCIPLES INFORMING THE HANDBOOK

There are several broad governing principles underpinning the policies contained in the *Academic Policy Handbook*. These draw on the best international accreditation frameworks as well as Bhutan’s Tertiary Education Policy, the Bhutan Qualifications Framework and the Bhutan Accreditation Council. In summary, these principles are:

1. Each policy should be informed by, and articulate, the developmental philosophy contained in the principles of Gross National Happiness.
2. Each policy should acknowledge the quality systems that are needed to guide the operation of the procedures.
3. RIM’s objectives for educational provision include cultivating in students the capacity for critical and independent thought and encouraging acceptance of the principles of lifelong learning.
4. RIM provides sufficient resources for its educational activities to achieve required student learning and other outcomes. It balances this need against other demands on its resources.
5. The policies expressly, and without reservation, acknowledge RIM’s responsibility for the quality of every educational program leading to the educational awards it issues.
6. There are several measures to promote academic integrity in student learning and teaching. These include academic governance safeguards and measures to prevent and detect cheating and plagiarism.
7. RIM has rigorous systems to ensure the integrity of student assessment and examination processes.
8. Educational programs apply the same academic standards to student learning—regardless of a student’s place of study or mode of study.
9. RIM implements appropriate academic policies on the awarding of multiple—combined, joint, dual and nested—awards. These policies also include awards offered in conjunction with another institution.

RESPONSIBILITIES TO STUDENTS

1. Students are informed about their contractual arrangements with RIM. They have ready access to information about all:
 - a. charges
 - b. conditions
 - c. refunds
 - d. other costs involved in studying with the provider
 - e. program-specific costs and tuition assurance arrangements.

2. RIM and its partners provide honest, accurate and adequate information for prospective and current students on all matters relating to their studies. This includes information on:
 - a. RIM and its standing
 - b. awards
 - c. program structures
 - d. program content
 - e. student support.
3. RIM monitors student satisfaction with the accuracy and completeness of the information provided to them before enrolment and during their studies. If internal processes fail to resolve a grievance RIM acts to improve the quality of this information.
4. Students have access to effective grievance procedures. These provide access to an independent third party that enables students to complain about any aspect of RIM’s educational operations without fear of reprisal.
5. RIM understands and meets the different learning needs of its different cohorts of students. It considers external benchmarks including the provision of orientation programs, transition support and ongoing academic learning and language support.
6. RIM has effective mechanisms in place to identify and assist students who are at risk of not progressing academically.
7. Students are informed of, and have access to, ongoing cultural and social support; and to personal support services such as counselling, health, welfare, and career services.
8. RIM has appropriate security arrangements for its campuses. In addition, it advises students of actions they can take to ensure their safety and security both on and off campus.
9. RIM ensures that students are allowed to participate in its decision-making processes and ensures there is an agreed form of student representation.
10. RIM clearly specifies the rights and responsibilities of its students—including their responsibilities for their own learning—and RIM’s responsibilities to students.

POLICY ARCHITECTURE AND ITS RATIONALE

The architecture for the *Academic Policy Handbook* is based on an analysis of key documents, such as the Bhutan Accreditation Council framework and consultations with key stakeholders. The authors were also cognisant of other international frameworks such as the national Tertiary Education Quality Standards Agency in Australia.

The *Academic Policy Handbook* draws heavily on the following documents:

- Royal Charter of the Royal Institute of Management (1990)
- the Constitution of the Kingdom of Bhutan (2005)
- the Tertiary Education Policy of the Kingdom of Bhutan (2010)

- Accreditation: Principles, Processes and Standards for the Tertiary Education Institutions in Bhutan (2012)
- the Bhutan Qualifications Framework: Point of Reference and Tertiary Education Qualifications in Bhutan (2012)
- the Advisory Council of The Royal Institute of Management (2001)
- Re-positioning the Royal Institute of Management in Pursuit of Good Governance (2009)
- Gross National Happiness Core Documents (2012)
- National Human Resource Development Policy of the Kingdom of Bhutan (2010)
- The Royal University of Bhutan: The Wheel of Academic Law (2008)
- Association of MBAs Criteria for the Accreditation of MBA Programmes (2012)
- Moving the RIM Organisational Development Plan 2005 Forward Through Faculty Deployment & Development (2009)
- Royal Institute of Management: Programme Profile 2011–12
- Framework for HR Policies, Procedures and Systems for the Royal Institute of Management (2011)
- Royal Institute of Management Academic Rules and Regulations (2010)
- the Rental Policy of the Royal Institute of Management (2011)
- RIM Trainee Disciplinary Rules and Regulations (2010)
- Policy on Faculty Research and Consulting (2010)
- Academic Calendar (2012)
- Course Approval Form (2012)
- University of Canberra Unit Template (2012).

The *Academic Policy Handbook* is based on consultation with the following identified key stakeholders:

- His Excellency Mr Lyonpo Dorji Wangdi—Minister of Labour and Human Resources and Chair of the Royal Institute of Management Board, Bhutan
- His Excellency Mr Thakur Singh Powdyel, Minister of Education, Bhutan
- Mr Pema Wangda Secretary—Ministry of Labour & Human Resources
- Madame Sangay Zam, Chairperson, Bhutan Accreditation Council and Secretary, Ministry of Education
- Dr Sonam Wangyel Wang, Director, Royal Education Council
- Mr Kinga Tshering, Druk Holdings Investment Infra, Education City
- Maina Kharga, Chief, Tertiary Education Division, Department of Adult and Higher Education
- Mr Bachu Phub Dorji, Commissioner, Royal Civil Service Commission
- Mr Karma Tshiteem, Secretary, Gross National Happiness Commission
- Phub Tshering, Secretary, General Bhutan Chamber of Commerce and Industry, member of the Board of the Royal University of Bhutan and the Royal Institute of Management

- Mr Yangka, Director, Royal University of Bhutan and member of the Royal Institute of Management Board of Directors
- Mr Karma Tshering, Director and Chief Executive Officer, Royal Institute of Management
- Mr Thinley Namgyal, Registrar, Royal Institute of Management
- Mr DP Mishra, Academic Committee member, Royal Institute of Management
- Mr Indraman Chhetri, Chief Planning Officer
- Sonam Choden, Registration Assistant

The RIM policy architecture is structured around Governance Leadership and Management, Student and Curriculum dimensions. Quality Assurance is embedded throughout the policies in their principles, decision-making structures, systems and procedures to ensure best practice in each policy area.

The architecture and organisation for the *Academic Policy Handbook* are:

GOVERNANCE, LEADERSHIP AND MANAGEMENT POLICY SET

Academic Integrity Policy

Institutional Teaching and Learning Policy

Academic Calendar Policy

Equity Policy

Course Development and Monitoring Policy

Quality Assurance for Governance, Leadership and Management

STUDENT POLICY SET

Admissions Policy

Academic Progress Policy

Credit Policy

Student Grievance Policy

Student Misconduct Policy

CURRICULUM POLICY SET

Qualification Award Policy

Course and Unit Specifications Policy

Assessment Policy

Examination Policy

Graduate Attributes Policy

STANDARDISED NOMENCLATURE

COURSES

A course is a sequence of units comprising a coherent and internationally recognised body of knowledge.

UNITS

Units are the smallest entity of a logically coherent body of knowledge.

COURSE AND UNIT DESCRIPTORS

These descriptors provide definitions and explanations of course content, pedagogical process and requirements for success in the course and unit. Each course and unit provides an explicit statement of content, process and outcome as well as criteria for successful completion.

DIRECTOR

The Director is the Chief Executive Officer responsible for the achievement of the Institute's goals in teaching, research and administration.

FACULTY

A faculty is all the academics employed in the Institute's departments and centres.

STAFF

This term refers to all non-faculty staff.

THE DEPARTMENT/CENTRE

Departments and Centres define the disciplinary structure of RIM. Each Department or Centre takes responsibility for programmes and research associated with its disciplinary interests.

COURSE COORDINATOR

The course coordinator is responsible for the academic and administrative management of a coherent programme of study leading to a qualification.

UNIT COORDINATOR

The unit coordinator is responsible for the academic and administrative management of a unit of study that contributes to an award or non-award programme of study.

ACADEMIC PERIOD

A single semester or term during which time a complete unit will be taught and assessed. For more information about the definition of terms and academic periods, see the Academic Calendar Policy

TERM

This is the period of time in which a unit is available and delivered. The terms Term and Semester are used interchangeably in the current RIM calendar

EXAMINATION

An examination is a formal formative or summative assessment undertaken individually and under invigilation.

DEFINITION OF TERMS

POLICY STATEMENT

This is a succinct statement intended to guide decision-making where specific situations are not explicitly covered in the policy or procedures.

SUPPORTING RESEARCH AND ANALYSIS

This is a summary statement of those documents and considerations that were used to develop the policy. For example, the Royal Government of Bhutan policy, national standards, RIM strategy, benchmarking against other Institutes and stakeholder input.

APPROVAL DETAILS

These state the approval body within the governance system.

RELATED POLICIES

These link the policy to other policies that reference, affect, or are affected by, this policy.

POLICY OWNER

The policy owner is the person responsible for the policy.

PRINCIPLES

These summarise the guiding ideas that underpin the policy.

PROCEDURES

These list the tasks associated with implementing the policy.



ACADEMIC INTEGRITY POLICY

POLICY STATEMENT

The purpose of this policy is threefold. It aims to:

- set out the Institute's commitment to the importance of appropriate acknowledgment of others' work
- respond to plagiarism and other forms of academic misconduct in a consistent and equitable manner
- outline the roles and responsibilities of staff and students in upholding the values of academic integrity.

This policy supports the development of Gross National Happiness by:

- identifying attributes that contribute leadership skills that support sustainable and equitable socio-economic development
- including attributes that explicitly refer to individual self-reliance, community participation, and moral responsibility for individuals, the community and the country.

DEFINITIONS

DISHONEST ACADEMIC BEHAVIOR

This means providing or seeking help from others during examinations. For example, carrying notes, references, and textbooks—unless authorised; or taking unauthorised materials into the examination hall. This definition also includes discussing examinations with others. Such dishonest academic behaviour shall be treated as a minor offence.

PLAGIARISM

This definition includes the:

- use of direct quotation or word-for word copying of all or part of others' work without identifying or acknowledging the citation/quotation
- abbreviation, paraphrasing, summarising or recapitulation of someone's original ideas without properly acknowledging the author(s) and the source(s)

- stealing or making any other effort to obtain any examination question papers or relevant materials in advance.

All such acts of plagiarism shall be treated as a major offence.

SUPPORTING RESEARCH AND ANALYSIS

The development of this policy was supported by:

- research from the International Center for Academic Integrity at Duke University
- the Royal Institute of Management Academic Rules and Regulations (2010)
- the University of Wollongong Academic Integrity Policy.

APPROVAL DETAILS

Academic Committee

RELATED POLICIES

This policy is linked to the:

- Student Conduct Policy
- Student Misconduct Policy
- Student Grievance Policy
- Institutional Teaching and Learning Policy
- Academic Progress Policy
- Assessment Policy
- Graduate Attributes Policy.

POLICY OWNER

Academic Committee

PRINCIPLES

1. Academic integrity is specifically expressed by five fundamental values. These are:
 - a. honesty
 - b. trust
 - c. fairness
 - d. respect
 - e. responsibility.

The Royal Institute of Management (RIM) supports the promotion of these values in all academic endeavours in teaching, learning and research. Students and staff of the Institute are expected to conduct themselves in a manner that reflects these values. This will help to ensure the protection of the Institute's reputation and entrench standards for current and future students and staff.

2. The values of academic integrity are intrinsically complemented by RIM's six core values. The Institute has identified these to enable students to develop personally and professionally as they progress through their courses. These six values will also equip students for roles in society and the workplace after they have graduated. They are:
 - a. excellence
 - b. discipline
 - c. innovation
 - d. teamwork
 - e. accountability
 - f. transparency.

The values of academic integrity are also related to RIM's Graduate Attributes as outlined in the Graduate Attribute Policy. RIM courses will support the development of graduates who possess:

- a. generic academic skills
- b. an awareness of the contexts, boundaries and limits of their knowledge
- c. self-motivated study skills and readiness to continue learning.

These include:

- a. communication and presentation skills
- b. information literacy
- c. an understanding of, and ability to undertake, one's own personal development interpersonal skills and awareness
- d. personal development and personal illumination.

PROCEDURES

1. All faculty and students must ensure that they understand and comply with legal restrictions and obligations; for example, copyright, relating to Academic Integrity.
2. The Institute has a responsibility to:
 - a. promote the values of Academic integrity
 - b. provide students and faculty with support and resources through explicit information and teaching
 - c. ensure that students develop the skills required to uphold the values of Academic integrity in all academic endeavours.

RIM will routinely use text-matching software to assist in the detection of breaches of academic integrity.

3. Faculty have a responsibility to:
 - a. design assessment tasks and study load so as to support Academic integrity and minimise opportunities for plagiarism and other forms of academic misconduct
 - b. inform all students of appropriate citation methods for their fields of study and provide clear examples of what is acceptable
 - c. clearly explain to students academic expectations and what constitutes plagiarism or other forms of academic misconduct
 - d. set appropriate conditions for group work and make clear the distinction between group work and individual work
 - e. actively seek to detect plagiarism
 - f. identify and act whenever plagiarism or other forms of academic misconduct are suspected.
4. Students have a responsibility to:
 - a. submit only work which properly acknowledges the ideas, designs, words or works of others and which is otherwise their own original work
 - b. avoid lending or otherwise providing original work to others for any reason except when work is provided to another student in the course of collaboration in group work assessment; subject to any requirements imposed on students in connection with such collaboration
 - c. have a clear understanding of assessment rules including assessment task requirements, appropriate source citation practice, and marking criteria
 - d. provide, when requested to do so—and where the item of work has been prepared electronically—an electronic copy of any work to academic staff involved in marking the work
 - e. be clear about the citation methods that are appropriate for their field of study
 - f. be aware of the collective responsibility of proper source citation in group assignments; and be able to support their claims of authorship in a group assignment
 - g. encourage other students to uphold the values of academic integrity and discourage other students from plagiarising or carrying out other forms of academic misconduct.
5. When a breach of academic integrity is detected:
 - a. each faculty, Course Assistant or any other person appointed as an examiner, evaluator or invigilator shall report the offence within three days from the date of detection to the relevant Head of the Department/Centre. The report will include evidence and a written explanation.
 - b. The Head of Department/Centre or their delegate will call an academic meeting of two faculty members—excluding the faculty member who made the claim of academic

misconduct—within one week to investigate and recommend appropriate disciplinary action to the Director.

- c. The academic meeting outlined in 5b will appoint a principal investigator who will also be the Chair of the academic meeting and who will observe the principles of natural justice, including:
 - i. informing all parties of the procedure being followed and providing them with access to relevant rules, standards, codes, policies, guidelines and procedures
 - ii. informing the respondent of any allegation made against them, and allowing time for a response in accordance with the timeframes stipulated by the academic meeting
 - iii. providing the respondent with the opportunity to state their case, provide an explanation and/or put forward a defence
 - iv. conducting a factual investigation of the allegation, interviewing all relevant and available parties and considering all relevant information
 - v. acting fairly, impartially and without bias by considering all relevant information—including any mitigating factors.

- d. Where student misconduct is found to have occurred, the following outcomes may be applied:
 1. Low-level outcomes:
 - i. submission of an alternative assessment task
 - ii. resubmission of assessment task with a mark penalty—up to 30 per cent of the assessment weight
 - iii. deduction of marks for assessment task
 - iv. zero mark in assessment task—providing that this will not automatically result in failure of the unit.

 2. Medium-level outcomes:
 - i. zero mark or reduced mark in unit.

 3. High-level outcomes:
 - i. reprimand from the Director
 - ii. deferred suspension by the Director subject to one or more conditions—for example, good behaviour, academic performance

- iii. immediate suspension by the Director—with or without also suspending any scholarship the student may hold
 - iv. expulsion from RIM by the Director
 - v. withhold official certification—for example, academic transcript, degree testamur—for up to six months
 - vi. denial or refusal to award degree by the RIM Board of Directors.
- e. All parties involved in matters of alleged student misconduct are obliged to preserve confidentiality and respect privacy in accordance with the Student Misconduct Policy and other relevant privacy legislation.

INSTITUTIONAL TEACHING AND LEARNING POLICY

POLICY STATEMENT

This policy states the aspirational principles for good teaching at the Royal Institute of Management (RIM) and outlines the procedures for the multiple levels of accountability for teaching and learning. It supports the development of Gross National Happiness by identifying staff attributes that contribute to the development of leadership skills to support sustainable and equitable socio-economic development. The policy includes attributes that explicitly refer to:

- individual self-reliance
- community participation
- moral responsibility for individuals, the community and the country.

DEFINITIONS

LEARNING

Conceptual change that takes place when students:

- understand the desired objectives
- are motivated to achieve them
- feel free to engage with the learning
- can work collaboratively and in dialogue with others.

TEACHING

Activity that enables students to achieve their learning objectives and outcomes.

SUPPORTING RESEARCH AND ANALYSIS

The policy is underpinned by:

- Geoff Scott's analysis of more than 90 000 students' conceptions of quality in teaching and learning
- the constructivist work of John Biggs (2001 and 1999)
- the policy framework of the University of Wollongong and the University of New South Wales.

APPROVAL DETAILS

Academic Committee

RELATED POLICIES

This policy is linked with the:

- Assessment Policy
- Student Grievance Policy
- Graduate Attributes Policy
- Examination Policy
- Academic Integrity Policy.

POLICY OWNER

Academic Committee

PRINCIPLES

1. Good teachers are committed, accessible and knowledgeable.
2. They clarify student expectations about the:
 - a. course
 - b. assessment
 - c. university rules
 - d. staff access
 - e. grievances.
3. Good teachers respect students' ability to learn by providing guidance and self-study materials.
4. They provide clear course and unit goals, outcomes and an appropriate variety of interactive, practice-oriented and problem-based learning methods linked to assessment methods.
5. Good teachers provide alternative perspectives on content and relevant social and professional contexts in teaching.
6. They stimulate intellectual challenges appropriate to the level of the student.
7. They provide learning based on explicit and up-to-date research on the essential capabilities for the early years of practice in the specific discipline or profession.
8. Good teachers address the close relationship between theory and practice in the context of the changing nature of professional knowledge.
9. Good teaching requires multiple levels of accountability to ensure the quality of the Institute's educational offerings.

PROCEDURES

The above principles are enacted through the multiple levels of accountability as shown below.

INSTITUTE

1. The Institute is responsible for ensuring the quality of its educational environment, infrastructure, policy and procedure such that students:
 - a. study in an academic environment which fosters their participation in rational debate and in which they can freely express alternative points of view
 - b. are considered for selection into courses or programs based on criteria that are valid, explicit, fair and reliable
 - c. enrol in courses and programs of study that are of high standard, satisfy relevant professional requirements, are up-to-date and based on research, study and discourse in the discipline
 - d. have reasonable access to appropriately qualified faculty staff and academic and learning support services
 - e. have reasonable access to materials, equipment and other resources to enable completion of academic courses
 - f. receive timely and:
 - i. complete, clear and accurate information about the content, objectives, cost and assessment tasks of courses
 - ii. appropriate feedback on assessment tasks
 - iii. appropriate information about administrative procedures that apply to them.
 - g. can provide feedback on the teaching and learning environment
 - h. study and work in a safe, harmonious, tolerant and productive academic environment.

FACULTY

2. The Department/Centre is responsible for ensuring the quality of its educational policy and procedure. Its specific responsibilities include responding to student-initiated grievances or complaints in accordance with the Student Grievance Policy. It is also responsible for facilitating information sharing on best practice in teaching and assessment with colleagues as outlined in the Principles section of this policy. Finally, the Department/Centre is responsible for ensuring that:
 - a. Institute procedures for the approval of new courses are followed—see the Course Development and Monitoring Procedures
 - b. courses promote the development of the Department/Centre/discipline Graduate Attributes prepared in accordance with the Graduate Attributes Policy

- c. courses are aligned with the principles of good teaching and learning outlined in the Principles section of this policy
- d. courses are systematically reviewed in accordance with the Institute's Course Development and Monitoring Policy; and that improvements to individual units are communicated to students through Unit Outlines
- e. students are given adequate notice of quotas or availability of units before the completion of the previous session so that they can arrange their course plans to fulfil their study requirements
- f. all examinations and tests:
 - i. meet the stated learning outcomes of the unit
 - ii. are appropriate to the level of the unit
 - iii. are reviewed and approved within the Department/Centre to ensure they are clearly set out, free from error and are of a duration appropriate to the demands of the examination paper's content
- g. all assessment requirements are consistent with the Institute's Assessment Policy
- h. where appropriate, the establishment of criteria for assessing class participation
- i. a copy of each current Unit Outline for the session is held in a central location and is available to students, teaching staff, and administrative staff
- j. allegations of student misconduct are investigated in accordance with the Student Misconduct Policy.

COURSE COORDINATOR

3. The Course Coordinator is responsible for the academic integrity of units taught. Specific responsibilities include:
 - a. the preparation and distribution of a Unit Outline for each unit
 - b. ensuring that unit material is at an appropriate standard for both its level and the course in which it is offered
 - c. providing opportunities for students to develop the Graduate Attributes relevant to the unit
 - d. ensuring appropriate variation in assessment tasks when units are offered in successive semesters to avoid the potential for academic misconduct by students
 - e. submitting all examinations and in-session tests to the Head or their delegated authority for review and approval


- f. ensuring result spreadsheets are kept so that they are included in periodic IT back-up exercises
- g. archiving exam papers and results sheets in a central repository maintained by the Registrar's office within 21 days of the release of results
- h. ensuring that, where more than one staff member is teaching a unit, good processes and communication with other teaching staff are implemented. This will enable consistency in unit objectives, unit delivery, assessment and other quality control matters.

FACULTY WITH COURSE ASSISTANTS

4. Specific responsibilities of teaching staff include:
 - a. assessing students' work fairly, objectively and consistently
 - b. providing students with adequate and timely feedback on performance
 - c. implementing learning, teaching and assessment strategies that foster the development of the Department/Centre/Discipline Graduate Attributes relevant to the unit
 - d. communicating with the Course Coordinator about matters concerned with students' academic progress
 - e. granting extensions to students on standardised grounds agreed by faculty and endorsed by the Academic Committee
 - f. ensuring that all assessment work and other commitments are completed before departing on any granted leave; and that arrangements are made for another member of the teaching staff to answer any enquiries about unit results and exam results
 - g. notifying the Head, or their authorised delegate as appropriate, of potential or actual conflicts of interest which could unduly advantage, or disadvantage, a student
 - h. offering fair access to consultation with students by appropriate means during session. Appropriate means may include face-to-face, online, email, video-conference or telephone conference. It should also include provision for students to meet with teaching staff if required. The times and means of staff availability for consultation should be displayed publicly in the academic area and clearly explained in each unit outline.

UNIT OUTLINES

1. Unit outlines must be developed for each unit offered by the Institute.
2. Unit outlines must be distributed to students before the first week of session. Where assessment methods and practices are finalised after consultation with students enrolled in the unit, Unit Outlines must be distributed no later than the end of the first week of formal session.

3. Unit outlines may be distributed to students in either hardcopy or electronically. Where a Unit outlines is distributed electronically, a hard copy must be provided to students on request.
 4. After the Unit outlines are distributed to students, changes that might adversely affect students' engagement in the unit must only be made in exceptional circumstances. The following procedures must be undertaken before making the changes:
 - a. affected teaching staff must be notified of the intended change
 - b. all students enrolled in the unit must be consulted and have the opportunity to provide feedback
 - c. written approval must be obtained from the Head of the Department/Centre or their authorised delegate.
- 

ACADEMIC CALENDAR POLICY

POLICY STATEMENT

The Royal Institute of Management (RIM) follows a three-term calendar year for all award courses. The standard calendar supports student flexibility for full- and part-time study and enables the continual delivery of non-award, professionally oriented short courses outside of standard semesters. This policy supports the development of Gross National Happiness through its interest in supporting access to information in support of a sustainable economy and in the interest of equality of access.

DEFINITIONS

CENSUS DATE

The date in a semester on which enrolment is finalised and after which full payment for a unit is due.

TERM

This is the period of time in which a unit is available and delivered.

TEACHING WEEKS

These are the weeks in a term in which classes are scheduled.

SUPPORTING RESEARCH AND ANALYSIS

This policy is supported by the:

- RIM Calendar of Events (2012)
- Monash University Academic Policy and Semesters Policy
- University of Canberra Timetable Policy
- Curtin Academic Calendar and Class Timetabling Manual.

APPROVAL DETAILS

Academic Committee

RELATED POLICIES

This policy is linked to the:

- Admissions Policy
- Academic Progress Policy
- Course and Unit Specifications Policy

- Examinations Policy
- Assessment Policy
- Institutional Teaching and Learning Policy.

POLICY OWNER

Academic Committee

PRINCIPLES

1. RIM operates its award courses in a three-term calendar year.
2. The Academic Committee approves the calendar three years in advance on a rolling year basis.
3. A standard term is 13 teaching weeks.
4. An examination period of two weeks is scheduled in each semester.
5. Students will have one full study day between the last day of class and the beginning of the examination period.
6. Staff will have at least three working days to grade final exams before being required to submit term results.
7. New, non-standard terms will only be approved when the Academic Committee agrees that exceptional circumstances exist for variation from the standard; and for which a business case has been prepared and presented.

PROCEDURES

1. The Academic Calendar will communicate the date by which:
 - a. all offers of enrolment are made in writing
 - b. acceptance of offer must be made in writing
 - c. all fees and charges must be paid—census date.
2. Term dates, examination dates, orientation periods, and graduation ceremonies are to be included in the formal Academic Calendar and published on a rolling three-year cycle.
3. The Academic Calendar will state the date by which all student grades will be made available to students.
4. The Academic Calendar will state the date by which unit conveners must submit an examination request to the Registrar's office.

EQUITY POLICY

POLICY STATEMENT

The purpose of this policy is to inform students and staff of the Royal Institute of Management's (RIM's) approach to advancing equity in employment and education in the community. Consistent with the development philosophy for Gross National Happiness, RIM is committed to providing a safe, harmonious, supportive and productive environment for its students and staff. This environment is free from unfair treatment involving bullying, conflict, discrimination, harassment and vilification.

DEFINITIONS

DISCRIMINATION

When someone, or a group of people, is treated less favourably than another person or group because of a specific attribute such as their:

- age
- colour
- disability
- ethnic origin
- gender
- national origin
- race
- religious or political conviction; or any other characteristic.

SUPPORTING RESEARCH AND ANALYSIS

This policy draws on supporting research from the:

- National Centre for Equity in Higher Education
- Australian National University
- University of South Australia
- policy framework of the University of New England.

APPROVAL DETAILS

Academic Committee

RELATED POLICIES

This policy is linked with the:

- Bhutan Employment Act
- Assessment Policy
- Student Grievance Policy
- Examination Policy
- Academic Integrity Policy.

POLICY OWNER

Academic Committee

PRINCIPLES

1. The Royal Institute of Management has an express commitment to equal opportunity in education and employment for students and staff, and prospective students and staff. This commitment is underpinned by the values of:
 - a. academic integrity
 - b. respect in relationships
 - c. collegiality in the building of scholarship and learning.
2. The Institute will endeavor to improve access, participation and inclusion of particular equal opportunity groups who have traditionally been under-represented. It will do this by reviewing policy and practices and implementing special measures.
3. The Institute will eliminate discrimination on the grounds of :
 - a. age
 - b. colour
 - c. disability
 - d. ethnic origin
 - e. gender
 - f. national origin
 - g. political conviction
 - h. race
 - i. religion.

4. Equal opportunity means that staff and students experience fairness, impartiality and equal access to opportunities in education and employment at RIM.
5. Equal opportunity in employment is the principle of selecting and promoting staff on merit and precludes irrelevant personal attributes. Fair and transparent processes are applied in assessing a person's capacity to perform the inherent requirements of a position. These processes will consider the person's:
 - a. knowledge
 - b. skills
 - c. qualifications
 - d. experience
 - e. potential for future development.
6. Equal opportunity in education is the principle of selecting and assessing students on academic merit and precludes irrelevant personal attributes. Fair and transparent processes are applied in assessing a student's capacity against specified requirements to access and participate in educational courses.
7. RIM develops and implements workplace courses aimed at contributing to equal opportunity for all of its staff so that they can develop their knowledge, skills and aptitudes to the best of their ability.

PROCEDURES—REFER TO FRAMEWORK FOR HR POLICIES, PROCEDURES AND SYSTEMS

1. Faculty, staff and students will abstain from indulging in any activity or association that adversely affects the Institute, national sovereignty and integrity of Bhutan.
2. Faculty and staff should not misuse their official position and authority.
3. Faculty and staff should maintain the confidentiality of official information and decisions.

COURSE DEVELOPMENT AND MONITORING POLICY

POLICY STATEMENT

Courses are monitored annually through a data collection, reflection and improvement process that is a key component of the Royal Institute of Management's (RIM's) Quality Management system. Annual monitoring provides the opportunity to;

- respond promptly to both positive and negative student feedback
- respond to changes in the student profile or disciplinary environment
- align with the Institute's (and Department/Centre) strategic priorities—which are also monitored and updated annually.

This document outline course development and monitoring principles, procedures and requirements. Individual Departments and Centres provide current key dates for course and unit approvals and sources of further information.

The policy aligns with the development of Gross National Happiness by identifying attributes that contribute to the development of leadership skills to support sustainable and equitable socio-economic development. In addition, it seeks to include attributes that explicitly refer to:

- individual self-reliance
- community participation
- moral responsibility for individuals, the community and the country.

DEFINITIONS

COURSE

A course is a substantive area of study articulated in a sequence of units of study designed to achieve the area of study's learning objectives (University of California).

UNIT

A unit is a cohesive body of knowledge and the smallest programme of a course.

SUPPORTING RESEARCH AND ANALYSIS

This policy is underpinned by research in the:

- Australian Tertiary Education Quality Standards Accreditation Agency
- University of New England Program Monitoring Procedures
- University of Canberra Course Review Procedures.

APPROVAL DETAILS

Academic Committee

RELATED POLICIES

This policy links with the Institutional Teaching and Learning Policy and the Assessment Policy.

POLICY OWNER

Academic Committee

PRINCIPLES

1. The Head and Department/Centre are responsible for developing all new courses. The Head and Department/Centre to which courses are assigned are also responsible for ensuring that annual course monitoring is carried out. Each Department/Centre may elect to undertake the monitoring exercise in the way that best suits its:
 - a. structure
 - b. disciplinary groupings
 - c. governance processes
 - d. course and unit load
 - e. needs.
3. Proponents of courses need to establish the strategic, academic and business cases for the courses they propose to their Heads of Department/Centre.
4. New course concepts should be systematically and comprehensively examined before being offered to make them suit the context, be academically rigorous and financially viable.
5. Different layers of responsibility and accountability for the design and monitoring of new and revised courses ensure minimum levels of quality.
6. The course examination process aims to:
 - a. seek ways to disseminate and encourage good practice
 - b. be transparent
 - c. involve critical feedback to those involved in course delivery
 - d. use external reference points wherever possible
 - e. Use multiple data sources.

PROCEDURES

APPROVAL

NEW COURSES

- a. New course proposals are subject to a two-stage approval process. Academic staff contemplating a new course should consult their Head as early as possible. Contacting the Registrar is also recommended for advice on policies and business matters.
- b. Stage one is the development and consideration of the strategic, academic and business case for the new course. After Department/Centre endorsement, the stage one proposal and draft course viability template are forwarded to the Registrar. The Registrar will meet with the proponent and Head to discuss the course. The Registrar may also refer the proposal to the Director.
- c. The Director and Chair of Academic Committee formally endorse the stage one proposal. The course proponents then develop full course details in stage two. Documentation includes the full strategic, academic and business case for the course and course and unit descriptions.
- d. The Department/Centre considers the full proposal and full endorsements are sought from a range of stakeholders including the Head, the Registrar and Finances.

REVISED COURSES

- a. Most course revisions, and new and revised course components, go through a simpler approval processes. Only the Dean, Chair of Academic Committee and Registrar consider revisions by discussion—either individually or as a group—with the proponent of the change. The changes are then submitted formally to Academic Committee for approval to proceed. All course changes of strategic significance or that are part of a new course proposal should be subjected to the procedure as outlined for new courses.

MONITORING

PERFORMANCE INDICATOR DATA

1. Course monitoring is based on the annual collection and evaluation of key indicators of unit and course performance. The aim of this data collection is to facilitate reflection on the strengths of a course and to assist in determining priorities for the improvement of courses.
2. The data to be collected as part of course monitoring involves both qualitative and quantitative elements. These are typically considered to be critical to institutional performance as determined in international rankings and are as follows:

APPROPRIATE SOURCES OF DATA

Indicator	Data
Enrolment	Number of commencing students
Progress Rate	Percentage of students with a pass result in units enrolled in as part of their enrolment in the course
Retention Rate	The proportion of students from the previous year's enrolment who have either graduated or enrolled in a course at the same level
Student Satisfaction	Any student satisfaction data at unit and course level
Student Outcomes	Proportion of respondents in full-time employment—as a percentage of those available for full-time work
	Percentage of respondents in full-time or part-time further study
	Average starting salary for respondents in full-time employment
Financial	Programme income
Peer review	Unit and course review by internal and external peers including annual moderation of unit assessment
Advisory Council report	Relevant to industry and professional requirements

3. DATA COLLECTION AND REPORTING

Performance indicator data using the appropriate sources for data listed above are collected by the Registrar's Office from a range of existing Institute data sources and uploaded to the Institute's data warehouse system. Data reports are available electronically and can be downloaded. A printed Department/Centre report is provided to each Department/Centre each year using a traffic light system. Green means acceptable performance; orange means caution should be exercised and improvement plans drawn up; and red signifies urgent improvement is required.

4. THE ANNUAL COURSE MONITORING CYCLE

- a. The annual unit and course monitoring cycle uses the appropriate sources of data listed above and occurs in two reporting periods as follows:
 - i. Reporting Period 1: All units taught in the previous semester
 - ii. Reporting Period 2: All units taught in the previous calendar year.
- b. The Director, Registrar, Chair of the Academic Committee and the Dean of each Department/Centre, with their senior staff, present the best aspects of each course and those in need of improvement. They describe their annual results according to the traffic light system outlined above. The Dean will present the plan for enacting the improvement to the Academic Committee.
- c. Every third year of the cycle the Academic Committee—in consultation with the Advisory Council and other external stakeholders—conducts a full review of each course. This review assesses its internal and external impact and performance and, upon completion, is presented to the Board of Directors.

QUALITY ASSURANCE FOR GOVERNANCE, LEADERSHIP AND MANAGEMENT

POLICY STATEMENT

The Royal Institute of Management (RIM) aspires to be a leading international provider of higher education. This aspiration demands close attention to mechanisms for, and performance of:

- high quality governance
- management
- course development
- monitoring and accreditation.

A rigorous quality assurance process supports this aspiration and is consistent with the principles of Gross National Happiness in which good governance is central.

DEFINITIONS

LEADERSHIP

In the Institute context, leadership is the inspirational guidance enacted in systems, activities, practices and relationships across the Institute. It does not reside within the traits, actions and/or capabilities of 'leaders' in formal positions.

GOVERNANCE

In this context, governance involves the structure and process of authoritative decision making across issues that are significant for external as well as internal stakeholders within a university (Gayle, Tewarie, & White, 2003). Effective governance clarifies strategic directions, identifies priorities, and exerts sufficient control to manage outcomes.

MANAGEMENT

Management differs from governance in that its primary focus is on the implementation of decisions made through the governance process.

THE GOVERNING BODY OF THE INSTITUTE

This principally concerns the hierarchical arrangement between the Board of Directors, the Director, Registrar and Academic Committee.

SUPPORTING RESEARCH AND ANALYSIS

This document has adapted the Tertiary Education Quality and Standards Agency guidelines for quality assurance and good governance that draw on a range of international standards for higher education providers.

APPROVAL DETAILS

Academic Committee

RELATED POLICIES

This policy relates to the RIM policies of:

- Teaching and Learning
- Assessment
- Course Development and Monitoring.

POLICY OWNER

Registrar

ACADEMIC COMMITTEE PRINCIPLES

GOVERNANCE PRINCIPLES

1. RIM has a legally constituted governing body which is responsible for overseeing all of its strategic activities for which management is accountable. This includes responsibility for conferral of its awards.
2. RIM's governing body uses a full range of expertise for effective governance of the provider, including financial expertise and educational expertise, through its membership and/or through external advisors.
3. The Academic Committee governs all academic matters of the institute, concerning staff, students and academic matters.
4. Potential risks to RIM's educational operations are identified and prevented. If they cannot be prevented, every effort is made to minimise any adverse effects. Strategies are implemented to deal with risks.
5. The Institute's strategic directions are protected by the implementation of procedures to preserve confidentiality and to ensure that conflicts of interest are declared when they become apparent.
6. All of RIM's educational operations, including its governance, are systematically reviewed. Where appropriate, action is taken to improve Institutional performance.
7. RIM's governance has approved a roadmap that is well understood by internal and external stakeholders and indicates that RIM is clear about its future educational directions.
8. The Academic Committee protects the academic integrity, standards and quality of its educational activities through its academic governance arrangements. These include a properly constituted Academic Committee with appropriately delegated authority.
9. Academic governance arrangements demonstrate the effective development, implementation and review of policies for all aspects of:

- a. academic activities
 - b. the effective monitoring of academic standards
 - c. the maintenance and improvement of academic standards in accordance with external requirements and international norms.
10. The governance respects the values of the collegial scholarly community that makes up the Institute.
 11. There is a register of financial, and academic delegations outlining levels of responsibility and endorsed by the Board of Directors.

MANAGEMENT PRINCIPLES

1. RIM has the necessary positions, structures and reporting arrangements in place to manage all key aspects of its educational provision.
2. There is a register of delegations—academic, administrative and financial—approved by RIM’s Board of Directors.
3. The management respects the values of the collegial scholarly community that makes up the Institute. In particular, the management respects the rights and responsibilities of the faculties to teach and research in their areas of expertise without undue interference from the Institute.

PROCEDURES

1. Appropriate orientation and professional development are provided for all members of the governance and management systems of the Institute.
2. Academic and administrative systems, policies, procedures and practices ensure the effective and integrated management of RIM’s activities.
3. Adequate records are maintained for all aspects of RIM’s operations and there are effective arrangements for the security and confidentiality of all records.
4. RIM retains official academic records of its students. These include final assessments for each student in each unit of a course of study undertaken; and a register of all students eligible to be awarded a qualification for five years.
5. Using Appropriate Sources of Data found in the Course Development and Monitoring Policy, RIM maintains and uses detailed data on the:
 - a. enrolment
 - b. progress rate
 - c. retention
 - d. satisfaction
 - e. performance and outcomes of students and admissions standards.

6. RIM obtains and acts on regular, valid and reliable feedback from stakeholders about the dimensions in Appropriate Sources of Data found in the Course Development and Monitoring Policy. These stakeholders include students, graduates, employers and professional bodies.

RIM submits data for external comparative purposes. Where possible, it compares and benchmarks with other higher education institutions its performance on:

- a. teaching
 - b. student learning and engagement
 - c. graduate outcomes
 - d. research.
8. There are effective arrangements to manage each educational partnership with an institution that offers or manages RIM's educational courses. These include detailed formal contracts and arrangements to:
 - a. ensure that partners are of appropriate standing and reputation
 - b. ensure the provider's academic and administrative standards and policies are adhered to by partners
 - c. provide partners with information on the comparative performance of their student cohorts.

ADMISSIONS POLICY

POLICY STATEMENT

Admission to the Royal Institute of Management (RIM) is based entirely on merit. The Admissions policy ensures equality of opportunity to all applicants with excellent academic potential. It directs assessment of:

- applicants' previous academic achievement
- knowledge of a unit area
- commitment
- motivation
- responsibility
- ability to deal with the challenges of higher education.

The policy also supports the development of Gross National Happiness. It does this by focussing on equality of opportunity and by its interest in ensuring access to, and sharing of, the information required to move to a sustainable economy.

DEFINITIONS

ADMISSION

This means that a student is accepted into a programme of study having met the requirements for entry.

SUPPORTING RESEARCH AND ANALYSIS

This policy is supported by the:

- Tertiary Education Policy of the Kingdom of Bhutan (2010)
- Bhutan Qualifications Framework (2012)
- University of Aberdeen (United Kingdom) Admissions Policy
- Cambridge University Admissions Policy (United Kingdom)
- University of Western Sydney Admissions Policy (Australia)

APPROVAL DETAILS

Academic Committee

RELATED POLICIES

This policy is linked with the:

- Credit Policy
- Qualification Award Policy
- Institutional Teaching and Learning Policy.

POLICY OWNER

Academic Committee

PRINCIPLES

1. Admission to RIM is based entirely on merit.
2. Applications for admission are considered without regard to inappropriate considerations:
 - a. disability
 - b. ethnicity
 - c. gender
 - d. marital or socio-economic status
 - e. national origin
 - f. nationality
 - g. religious or political beliefs
 - h. sexual orientation
3. Minimum entry requirements for each course of study are outlined in the Course Specifications for each course.
4. In addition to the general admission requirements specified in this policy, a Department/Centre may seek approval for additional admission requirements to a particular course of study.

PROCEDURES

1. Each Course Specification will include details on the minimum requirements for admission.
2. Applicants may be regarded as eligible for admission to a course if they have:
 - a. achieved the minimum entry grade for the course specified in the Course Specification
 - b. completed equivalent qualifications and/or have vocational experience; and have achieved the required entrance standard set in the Course Specification
 - c. provided evidence for accreditation of prior learning as specified in the Credit Policy.
3. To be considered for admission to RIM, applicants must satisfy any course prerequisites and additional selection criteria established for entry to a particular course.
4. RIM will consider each applicant individually and assess them on their:

- a. academic record—for school leavers and for previous school leavers up to three years after graduation
 - b. school/college reference
 - c. submitted work—where requested
 - d. test results—where a written test forms part of the assessment
 - e. performance at interview if an interview is required
 - f. previous qualification from an approved higher education provider—for postgraduate course admission
 - g. evidence of appropriate general and professional qualifications or vocational experience that satisfies RIM that they have the capacity to undertake graduate studies—for postgraduate course admission
 - h. equivalent requirements for admission for all applicants.
5. In addition to the admission requirements above, overseas students applying to a course of study must meet the:
 - a. full cost of tuition and all other expenses associated with their education
 - b. requirements for English language or Dzongkha or both to the level prescribed in the Course Specifications.
 6. Where an applicant has completed previous studies in languages other than English or Dzongkha, RIM may require the applicant to demonstrate satisfactory command of either English or Dzongkha or both.
 7. RIM may grant deferred admission to a particular course for one year only from the time the offer is made.
 8. Applicants who receive a letter of offer may request a deferral by writing to the Registrar no later than one month before the published course start date.
 9. A person may apply for admission to single units offered by RIM without enrolling in an award course. A fee is charged for each unit studied.
 10. Non-award students must comply with all relevant RIM policies, rules and procedures.
 11. The Registrar offers places in courses of study.
 12. All offers are made in writing and acceptance must in writing. All fees and charges must be paid by the due date published in the Academic Calendar.

ACADEMIC PROGRESS POLICY

POLICY STATEMENT

Under the authority of the Royal Charter of the Royal Institute of Management (RIM), 1990, the Academic Progress Policy sets out the principles and standards required of RIM students to maintain satisfactory progress in their studies. It provides guidance about expectations of staff and students in improving student performance. The policy also describes the processes for students to be excluded from study where minimum standards are not maintained.

This policy supports the development of Gross National Happiness by:

1. encouraging students to think in a self-reflective way that supports sustainable and equitable socio-economic development
2. developing individual self-reliance, community participation, and moral responsibility for individuals, the community and the country
3. promoting holistic, lifelong learning.

DEFINITIONS

ACADEMIC PERIOD

A single semester or term during which time a complete unit will be taught and assessed. For more information about the definition of terms and academic periods, see the Academic Calendar Policy.

CONDITIONS OF PROGRESS

The basis on which a student may continue with units and courses at RIM once a breach to minimum standards has been advised.

EXCLUSION

This is a formal administrative intervention that removes a student from studies at RIM.

MINIMUM STANDARDS

These are the performance achievements necessary for continuing a course of study.

SUPPORTING RESEARCH AND ANALYSIS

This policy draws centrally on the (superseded) RIM *Academic Rules and Regulations* (2010).

APPROVAL DETAILS

RIM Academic Committee

RELATED POLICIES

This policy is linked with the:

- Student Misconduct Policy
- Institutional Teaching and Learning Policy
- Assessment Policy
- Academic Integrity Policy
- Credit Policy.

POLICY OWNER

Academic committee

PRINCIPLES

1. The Institute is focused on building the character of individual students and creating an environment conducive to learning and development.
2. One of the Institute's main goals is enhancing the efficiency and effectiveness of both the civil service and other sectors. To achieve this it expects students to commit to improving their professional knowledge and skills in management and public administration.
3. Students must take responsibility for their own academic progress.
4. RIM requires students to achieve minimum performance standards in attendance and academic achievement.
5. Assessment of minimum standards will occur at the end of each academic period in a course of study.
6. Students who do not meet minimum standards for academic performance and attendance will have conditions placed on their progress. They will receive written notification of these conditions and be advised that they are at risk of exclusion from a course of study.
7. Students may be permanently excluded from a course where they continue to fail to achieve minimum standards.

PROCEDURES

1. When students have completed an academic period, and achieved minimum standards, they will be promoted to the subsequent academic period.
2. The academic committee is the group presiding over the approval of student grades at the completion of each academic period.
3. For students to proceed to the next level of their course of study, they must achieve minimum academic standards. In each unit, the minimum standard of academic achievement is a mark of 50 per cent. Where necessary for achieving learning outcomes or professional accreditation

requirements, unit outlines may stipulate additional requirements for minimum academic standards.

4. Students must achieve minimum academic standards on the second attempt at a failed unit.
5. Students must not fail more than two units in any academic period.
6. Students must not undertake a unit when they have not successfully completed the prerequisite units.
7. Attendance is important to effective student engagement at RIM. In practice, this means that:
 1. unit coordinators will stipulate minimum attendance requirements for each unit in the unit outline. These are specified in the Course and Unit Specifications Policy.
 2. where appropriate, unit coordinators will prescribe sanctions for failure to meet the minimum attendance standards specified in the unit outline.
8. The Course Assistant for each course will compile attendance data at the end of each teaching period for distribution to the faculty, Finance Division and Registrar's Office.
9. A student who fails to achieve the minimum attendance requirement as specified in the unit outline because of:
 1. his or her own sickness—validated by a medical certificate
 2. the death of a member of their immediate family—father, mother, sister, brother, spouse or child and confirmed by a note from a family member—may apply to the unit lecturer to:
 - i. make up for the attendance shortage through extra academic works that are commensurate with the learning lost due to absenteeism and sit a special examination thereafter
 - ii. repeat the unit in the next available academic period.
10. If students fail to meet minimum standards, the following sanctions will apply and support offered:
 - a. the Unit Coordinator will advise students in writing of their failure to meet minimum standards within two weeks of the breach being recorded
 - b. students may appeal the advice as outlined in the Student Grievance Resolution Policy
 - c. where conditions are imposed on a student's progress, the student may seek, and be provided with, additional learning support from the unit faculty and staff.
11. When students fail to meet minimum standards for progress in a course of study, the following conditions will apply if:
 - a. a student fails to meet minimum standards in one or two units in a single academic period; they may repeat the unit/s when they are next available

- b. minimum standards in the unit are not successfully achieved on the second attempt, the student will be excluded from the course
 - c. a student fails to meet minimum standards in a unit due to conditions set out in 9.1 and 9.2 above, they will be given one opportunity to continue the course in the next academic period. Students who have been awarded a scholarship will retain the scholarship while they reattempt the unit.
12. All student grades will be made available by the date published in the Academic Calendar.

CREDIT POLICY

POLICY STATEMENT

The Royal Institute of Management (RIM) is committed to holistic lifelong learning and the pursuit of vital literacies for wellbeing. Credit for learning undertaken, either formally or informally, before a course of study at RIM may be obtained through articulation, credit transfer and recognition of prior learning. Granting of credit will be provided in support of an academically sound and coherent course of study at RIM. This policy supports the development of Gross National Happiness through:

- recognition of lifelong learning
- strategies that develop individual self-reliance, community participation, and moral responsibility for individuals
- ensuring equal opportunity for those who learn outside of formal educational structures.

DEFINITIONS

ACCREDITATION OF PRIOR LEARNING (APL)

The formal recognition of prior learning gained outside RIM through formally assessed and certified courses.

ACCREDITATION OF CERTIFIED LEARNING (APCL)

Learning assessed and achieved through a formal course of study—typically further or higher education courses or professional courses.

ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING (APEL)

Formal recognition of prior learning gained outside RIM through other experience—for example, in work, the community or a related setting—which is aligned with the learning outcomes of a unit or course. To achieve recognition the prior learning must be judged and recognised by RIM to be worthy of credit contributing to an award.

CREDIT

This is the quantitative measure that represents the volume of learning or academic load to attain the set learning outcomes.

PORTFOLIO OF EVIDENCE

This is a collection of examples that may be compared with the learning outcomes of the unit and course for which credit is sought. A portfolio may include:

- work reports
- statements from supervisors
- achievements against key performance indicators
- video or audio evidence of work performance.

SUPPORTING RESEARCH AND ANALYSIS

Documents used in the development of this policy include the:

- Tertiary Education Policy of the Kingdom of Bhutan (2010)
- Bhutan Qualifications Framework: Point of Reference and Tertiary Education Qualifications in Bhutan.

APPROVAL DETAILS

RIM Academic Committee Meeting

RELATED POLICIES

This policy is linked with the:

- Admissions Policy
- Qualification Type Descriptors
- Unit and Course Specification
- Graduate Attributes
- Assessment Policy.

POLICY OWNER

Academic Committee

PRINCIPLES

1. Credits will be awarded based on two criteria:
 - a. the amount of time;
 - b. and effort a learner invests in carrying out the activities for demonstrating the understanding, application and creation of knowledge.
2. The teaching Department/Centre, with assistance from the Registrar's office, is responsible for determining the award of credit.
3. Credit is not awarded on the basis of experience *per se*. It is awarded on the basis of what is learned through reflecting on experience.

PROCEDURES

1. Prior learning may be accredited. The following table gives the maximum volume of learning that can be accredited at various levels and qualifications.

BQF Levels	Qualifications	Total Credit	Accreditation of Certified Learning	Accreditation of Experiential Learning
7	Master	180	60	60
	Postgraduate Diploma	120	40	40
	Postgraduate Certificate	60	20	20
6	Honours Degree	480	320	160
	Bachelor Degree	360	220	140
	Graduate Diploma	120	40	40
	Graduate Certificate	60	20	20
5	Diploma	240	120	60

2. For the other levels, the acceptance of APL towards further education awards shall be an admission decision based on each individual case. The maximum volume of APL outlined above is provided only for the guidance of applicants and faculties. It does not constitute an entitlement.
3. Applications for APL for taught courses shall be made before the student enrolls in the intended course of study for which they are seeking to transfer prior learning.
4. Students who apply for credit after the start of their course may be disadvantaged. For example, they may not be reimbursed for tuition fees already paid for modules from which they are subsequently exempted.
5. Applications for APL for taught courses must be made in the form of a written request that states the tertiary education award for which the student seeks APL. The request must submit evidence of prior learning in the form of award certificates or transcripts or a :

- a. copy of the curriculum/syllabus or course specification
 - b. piece of work or special assignment
 - c. portfolio of evidence—for prior experiential learning only
 - d. recommendation from the supervisor/s.
6. The content of accreditation of prior experiential learning submissions will vary in accordance with the nature of the experiences and the learning that has resulted from those experiences.
7. The assessment of credit toward a course does not guarantee that an offer of admission will be made.
8. When considering evidence for APCL, the Registrar’s office, in consultation with faculty assessors, will consider the following criteria:
- a. Confirm against a transcript of credit or award certificate that credit has been awarded by an agency or a recognised institution
 - b. Confirm against a transcript of credit or award certificate that the learning activity has been given a credit rating or:
 - i. judge the level and amount of credit on the basis of the year and volume of study at another recognised institution
 - ii. confirm the level and volume of study successfully undertaken in an overseas university or similar institution
 - c. assess the evidence submitted against the requirements and learning outcomes of the relevant degree course and the constituent modules
 - d. confirm that the learning has been in a unit area relevant to the course of study.
 - e. The APCL assessor in the Registrar’s office may request additional information from the applicant or consult with colleagues or other institutions if required.
9. Subject to relevance, credit for study at another institution will be given at the same or equivalent tariff and level as that awarded by the other institution.
10. Credit achieved at a higher level may exempt a student from modules at a lower level—that is, downgraded credit. However, it is not permitted to offset credit achieved at a lower level from modules at a higher level—that is, upgraded credit.
11. Students will not be granted more than one allocation of credit on the basis of a single learning activity.
12. Credit for prior learning can only be awarded for study that was completed no more than five years before the enrolment date for the intended course of study. An exception to this can be

made if the applicant can provide supporting evidence that describes how the prior learning has been applied actively and updated within the intervening period.

13. The content of APEL submissions will vary in accordance with the nature of the experience and the learning that has resulted from that experience. It might include the following elements:
 - a. a statement of claim
 - b. a brief curriculum vitae to provide a context for the claim
 - c. a reflection on the relevance of the learning to the course against which the claim is being made
 - d. an outcome cross-referenced to the full evidence
 - e. full evidence, for example, maintenance of a log book or a record of industrial experiences.

A portfolio of evidence may include, but is not restricted to:

- a. practice-based documents
 - b. reports based on reflection on practice
 - c. video/audio tapes and analysis relating to the learning outcomes
 - d. analysis of issues arising in preparation for practice
 - e. analysis and description of practice activities
 - f. analysis of training activities in relation to the practice
 - g. statements from line-managers in relation to practice.
14. There must be sufficient evidence to provide the Registrar's office, with support from the Department/Centre faculty, with the details of experiential learning to be considered for assessment leading to accreditation. The team will look for equivalencies of competence; for example, between learning at work and having gained a specific qualification. Evidence can be accepted from a wide range of sources, providing that it is:
 - a. sufficient—the portfolio should be concise and provide sufficient evidence for the purpose intended
 - b. recent—the currency of experience can determine its value
 - c. authentic—evidence may require endorsement or a reference from relevant sources
 - d. relevant—the specifications of a job or the requirements of a particular qualification will determine the relevance of the evidence.
15. APEL claims are subject to the same quality assurance processes as learning derived from taught courses of study. Evidence will be assessed by the Registrar's office, and verified by faculty other than those assisting the applicant with gathering evidence.
16. Requests for the accreditation of prior experiential learning by the Registrar's office include the following stages:
 - a. allocation of a member of faculty to advise the candidate

- b. specification of what the claim must entail; particularly clarity on the nature and purpose of evidence of learning to be submitted by the candidate
 - c. agreement of assessable work to be submitted; for example, a portfolio, presentation, submission of examples, examination results
 - d. agreement of submission dates
 - e. agreement of meeting arrangements—including monitoring progress towards submission, reviewing drafts et cetera
 - f. clarification of assessment arrangements—including assessment criteria, internal and external moderation
 - g. feedback to the claimant about shortcomings and, if the claim is rejected, additional evidence necessary for acceptance.
17. Academic transcripts will identify credit based on accreditation of prior learning. This will be differentiated from credit achieved through enrolment in, and completion of, RIM units.

STUDENT GRIEVANCE POLICY

POLICY STATEMENT

This policy explains the Royal Institute of Management's (RIM's) principles and procedures for student grievances. Consistent with the national development philosophy for Gross National Happiness, RIM is committed to providing a safe, harmonious, supportive and productive environment for its students and staff—free from unfair treatment involving bullying, conflict discrimination, harassment and vilification. This policy applies to student grievances about actions or decisions taken by RIM faculty and staff, including matters involving administration, learning and teaching and breaches of RIM policy. It also includes grievances about unit results and outcomes of student conduct hearings.

DEFINITIONS

BULLYING

This is unfair or unreasonable behaviour by an individual or group that belittles, intimidates, offends or scares someone to the extent that it potentially risks their health, safety or welfare—including their psychological or emotional health. It is important to note here that all violent behaviour, which is not self-defence, is unacceptable.

DISCRIMINATION

This occurs when someone is treated unfairly or differently because of their:

- age
- carer's responsibilities
- disability
- gender
- irrelevant criminal record
- marital status
- political belief
- religion.

GRIEVANCE

A grievance is a concern or complaint about unfair treatment involving bullying, discrimination, harassment and vilification.

HARASSMENT

This is unwelcome behaviour that makes a person feel apprehensive, belittled, intimidated or offended; and that a reasonable person—considering all the circumstances— would expect to cause apprehension, intimidation or offence.

VILIFICATION

Anything that happens publicly that could encourage hatred, serious contempt or severe ridicule of a person or group of people, because of their gender, medical status, race or religion.

SUPPORTING RESEARCH AND ANALYSIS

This policy draws on the assessment policies of the:

- Monash University Law Faculty
- University of Wollongong Grievance Policy
- University of Canberra Student Grievance Resolution Policy.

APPROVAL DETAILS

Academic Committee

RELATED POLICIES

This policy is linked to the:

- Assessment Policy
- Student Misconduct Policy
- Equity and Student Management Policy

POLICY OWNER

Academic Committee

PRINCIPLES

1. Where possible, the resolution of student grievances will be handled informally. The onus is on students, in the first instance, to seek informal resolution of grievances.
2. The emphasis is on resolving problems as close as possible to the source; and directing complaints to the most appropriate resolution mechanism for a specific grievance.
3. Grievances will be resolved expeditiously and with due regard for confidentiality. Students should feel secure in the knowledge that they will not suffer any form of disadvantage as a result of making a complaint.

4. Grievances about actions or decisions that are more than one year old will generally not be considered—except in the case of compelling and/or exceptional circumstances.
5. In general, RIM does not acknowledge grievances about academic judgment. The Institute’s position is that academic judgment is a proper part of higher education and the learning environment. Where differences in academic judgment lead to perceived discrimination or other negative consequences, a student is entitled to pursue a grievance under this policy.
6. Effective, reciprocal communication and feedback will underpin the relationship between all parties in the grievance process.
7. There will be appropriate recording and communication of the outcomes of student grievances to all relevant parties.
8. Staff will view grievances as valuable input to the continual improvement of courses, policies, procedures and services. They will monitor, and act upon, them accordingly.
9. Grievance procedures and the support available to students will be published to facilitate access to the grievance resolution process.

PROCEDURES

1. RIM has established resolution processes for academic and administrative matters.
2. A grievance about an academic matter might include, for example, decisions or actions of individual academic staff to do with:
 - a. credit
 - b. progress through a course
 - c. course completion
 - d. research student supervision
 - e. an apparent breach by a staff member in applying the Institute’s assessment or other academic policies.
3. A grievance about an administrative matter might arise due to a decision or action of an administrative unit of the Institute; for example, a decision not to permit a student to withdraw late from a unit despite extenuating circumstances.

RESOLUTION OF STUDENT GRIEVANCES ON ACADEMIC MATTERS

4. Students are encouraged, in the first instance, to attempt to resolve the matter informally with the individual closest to the source of the grievance. This may mean writing to the staff

member whose action or decision has led to the grievance or speaking to the staff member face-to-face.

5. If the grievance is not resolved to the student's satisfaction then the student should usually approach the relevant Course Coordinator in an effort to resolve the matter with the staff member concerned. This is consistent with RIM's preferences to resolve grievances informally wherever possible.
6. If the matter is not resolved to the student's satisfaction then the student may seek formal resolution of the matter by writing to the Head of Department/Centre about the dispute. Students will usually need to reveal their identity to the Head. However, every care will be taken to protect confidentiality.
7. The Head of Department/Centre may delegate responsibility for investigation and determination of the grievance.
8. The Head of Department/Centre, or their delegate, may take such action as he or she deems necessary to properly investigate the matter. This will usually include interviewing the student, seeking the view of the staff member who is the subject of the grievance and/or seeking the view of the relevant course coordinator. Where appropriate, consultation with the Registrar is advisable. Actions taken to resolve the grievance will be recorded.
9. The Head of Department/Centre is authorised to decide any student grievance matter. The Head of Department/Centre, or their delegate, will give the student—and other relevant parties, including the staff member who is the subject of the grievance—written notification of their decision and their reasons for the decision.

APPEAL

10. A student may appeal the final decision of the Head of Department/Centre to the Student Appeals Committee. The appeal must be in writing and should be submitted to the Registrar within 25 working days of the date of the written determination of the Head of Department/Centre or their delegate.
11. The Student Appeals Committee shall consist of the following categories of people:
 - a. a Chair of the Committee selected by the Chair of the Academic Committee
 - b. at least one member of academic staff—where possible, the faculty should be in a Department/Centre other than that from which the complaint arises
 - c. at least one student nominated by the Registrar.
12. The Student Appeals Committee would need a quorum of three to be operational.

13. The Committee will consider the merits of the case in full, including written documentation from the student. The Head of Department/Centre, or their delegate, must give the student an opportunity to present a case to the committee in person.
14. Otherwise, the committee may conduct the hearing in any way the Chair of the Committee deems appropriate. Thus, the Committee may invite the Head of Department/Centre, any relevant person or persons from the Department/Centre concerned—including the staff member who is the subject of the grievance—and any other persons to address the Committee.
15. Any party addressing the Committee may be supported or advised at the meeting by any support person—except a qualified lawyer acting in a professional capacity.
16. The student, the Head of Department/Centre, and any other party involved within the bounds of confidentiality shall be advised in writing, with reasons, for any decision. A decision of the Student Appeals Committee will be final and incontestable within the Institute.

RESOLUTION OF STUDENT GRIEVANCES ON ADMINISTRATIVE MATTERS

17. The resolution of student grievances about administrative matters will follow the same steps as the resolution of grievances about academic matters. The only difference between the two processes is that the Informal Resolution step of the academic grievance process is not included. Administrative decisions are often bureaucratic ones that are made independently of the specific officer who enacts them. Accordingly, it is not appropriate for students to attempt to resolve grievances with individual staff members. Rather, students should set out their grievance in a letter to the Registrar. The Registrar may delegate the investigation and decision-making role to other officers as appropriate.

REPORTING AND FEEDBACK

18. All meetings of the Grievance Committee and Student Appeals Committee will be supported by secretariat services provided by the Registrar's office.
19. All parties to the grievance may provide feedback to the Registrar on any aspect of the grievance process or investigation. In some circumstances, a serious failure of process can lead to a potentially serious injustice for a student or staff member. If the Registrar believes that this has occurred, he or she may order a reinvestigation of the grievance.
20. The Head of Department/Centre, or their authorised delegate, will provide the Academic Committee with an annual summary of student grievances received. The summary will contain the course of origin, the student level and gender, and any actions taken to address endemic issues and any other relevant statistic.
21. A record of the Institute's Student Appeals Committee's deliberations will be kept by the Institute. The Chair of the Committee will provide an annual summary of appeals considered by

the Committee to the Academic Committee noting the number of appeals dismissed and upheld.

STUDENT MISCONDUCT POLICY

POLICY STATEMENT

The Royal Institute of Management (RIM) is committed to providing all members of the RIM community with a high quality learning and living environment in which they feel safe and supported. The Student Misconduct Policy promotes academic achievement in an environment that:

- protects free enquiry
- is free from the threat of violence and intimidation
- respects the rights, welfare and opportunities of students
- provides fair and orderly resolution of conflict.

This policy supports the development of Gross National Happiness by promoting a dynamic culture that encourages mutual respect between superiors and subordinates for peaceful and harmonious existence. In the academic fraternity between faculty and student, this means there is a mutual respect so that each works in a harmonious environment. This culture draws from the wisdom of traditional and indigenous values and knowledge to develop appropriate policy for behavior. It establishes a system for effective and equitable governance and management of the social commons.

DEFINITIONS

PROCEDURAL JUSTICE

This means the establishment and use of fair processes for dispute resolution and the achievement of mutually acceptable and respectful outcomes.

SUPPORTING RESEARCH AND ANALYSIS

This policy draws on the:

- RIM Student Disciplinary Rules and Regulations (2010)
- Student Conduct Policy—James Cook University, Australia
- University of Minnesota Student Conduct Code
- Procedural Justice research and recommendations.

APPROVAL DETAILS

RIM Academic Committee

RELATED POLICIES

This policy links with the:

- Academic Integrity Policy
- Student Grievance Policy
- Academic Progress Policy
- Institutional Teaching and Learning Policy
- Assessment Policy.

POLICY OWNER

Academic Committee

PRINCIPLES

1. Students must not engage in conduct that:
 - a. contravenes Bhutanese law
 - b. is detrimental to the operation of the Institute, or causes damage to the Institute's property, environment or ecology
 - c. impairs the reasonable freedom of other people to pursue their studies, research, duties or lawful activities in the Institute or to participate in the life of the Institute.
2. The following behaviours and activities constitute an offence/act of indiscipline and will attract sanctions under this policy:
 - a. violation of Civil Service Training Rules, RIM circulars and RIM orders
 - b. obstructing an officer or employee of the Institute in the performance of their duties
 - c. physical assault in any form
 - d. practices derogatory to the status, dignity and honour of the faculty, staff and students at RIM
 - e. disruption of teaching, study assessment or research activity or the administration of the Institute
 - f. inappropriate use of the Institute's computing and communication facilities
 - g. knowingly withholding relevant information, or providing false or misleading information, for the purposes of academic progression or enrolment
 - h. illegal drug use, alcohol consumption and any other substance abuse
 - i. religious intolerance or communal hatred
 - j. possession of firearms—licensed or otherwise

- k. gambling of any kind
- l. willful destruction and unauthorized possession or movement of the Institute's property
- m. any other act that disrupts, or causes disruption, to the smooth functioning of the Institute and/or acts that would damage the Institute's reputation in society.

PROCEDURES

1. Any officer, employee, student or other member of the RIM community or public may submit allegations about the inappropriate conduct of a student.
2. These allegations must be brought to the Head of a Department/Centre for initial consideration under this policy.
3. The Head of Department/Centre, or their authorised delegate, may :
 - a. dismiss the matter if the allegation is found to be unfounded or trivial and send written advice to the person lodging the complaint
 - b. refer the matter to the Registrar for appropriate action
 - c. refer the matter to the RIM Student Conduct Committee.
4. On the Head's authority, allegations will be dealt with in a meeting of the RIM Student Conduct Committee.
5. The RIM Student Conduct Committee shall comprise the following members as well as any co-opted members as required:
 - a. a Chair of the Committee selected by the Chair of the Academic Committee
 - b. at least one member of academic staff—where possible, the faculty should be in a Department/Centre other than that from which the complaint arises
 - c. at least one member from the Registrar's office—where the case relates to an administrative issue
 - d. at least one student nominated by the Registrar.
6. The committee shall form and meet as and when required to hear and review cases of student misconduct and to discuss matters of common concern. The process to be followed is:
 - a. the elected Committee Chairperson will call the meeting and arrange for minutes to be taken as an official record of the meeting
 - b. a meeting will be convened within two weeks of an allegation being made to the committee

- c. the Chairperson will notify the student in writing of the allegation, in sufficient detail to enable the student to understand, prepare for, and respond to the allegation
 - d. a case shall be investigated with utmost care and sincerity. The party or parties involved shall be given adequate and reasonable opportunity to prepare a defence against any charge.
- 7. The Committee's recommendation shall normally be the basis for a disciplinary action to be taken by RIM.
- 8. The Student Conduct Committee will act as the advisory body in relation to student disciplinary issues for proper management of the Institute.
- 9. The Student Conduct Committee will be responsible for maintaining:
 - a. respect for accountability
 - b. discipline
 - c. professional standards
 - d. innovation and team spirit among students at RIM.
- 10. The Committee has two options if it deems that a student's alleged conduct affects the Institute's ability to discharge its duty of care to its students, staff or the community. It may suspend the student or restrict their enrolment until it finalises the matter.
- 11. When an allegation is made, the student concerned will be:
 - a. notified in writing of the allegations and the Conduct Committee role and processes
 - b. entitled to make representations to the committee—either in writing or orally or both
 - c. entitled to give and call evidence.

In addition, any student against whom an allegation of misconduct is made, may be assisted by a support person. This person may not take part in the proceedings except by express invitation of the Chairperson.

- 12. The Committee has the power to:
 - a. dismiss the case
 - b. exclude a student from the Institute either for a defined period or permanently
 - c. require rigorous social work for a minimum of two hours per day for 30 days

- d. fine and recover compensation claimed for the undue damages caused to the Institute's properties
 - e. any other activity deemed appropriate by the committee.
13. The Committee must notify the student, in writing, of the outcome within two weeks of the decision being made.
 14. A student may appeal the decision made by the Student Conduct Committee on the basis of procedural fairness in the process leading up to the finding. Notice of appeal must be made in writing to the Registrar within two weeks of the decision being made.
 15. The Student Appeals Committee will review appeals within two weeks of the appeal being received.
 16. The student, and the Chair of the Student Conduct Committee, will be notified in writing of the outcome of the appeal.

RECORD KEEPING

17. All meetings of the Student Conduct Committee and the Student Appeals Committee will be supported by secretariat services provided by the Registrar's office.
18. All parties to the allegations of misconduct may provide feedback on any aspect of the process of the investigation to the Registrar. In some circumstances, a serious failure of process can lead to a potentially serious injustice for a student or staff member. If the Registrar believes that this has occurred, he or she may order a reinvestigation of the grievance.
19. The Head of Department/Centre, or their authorised delegate, will provide the Student Conduct Committee with an annual summary of allegations received. The summary will contain the course of origin, the student level and gender, and any actions taken to address endemic issues and any other relevant statistic.
20. The Institute will keep a record of the Institute's Student Conduct Committee's deliberations. The Chair of the Committee will provide an annual summary of appeals considered by the Committee to Academic Committee noting the number of appeals dismissed and upheld.

QUALIFICATION AWARD POLICY

POLICY STATEMENT

The Royal Institute of Management (RIM) adheres to the Bhutan Qualifications Framework (BQF) for the allocation of qualification level, outcomes and descriptors of awards. All RIM awards must meet the entrance level, duration, learning outcomes and exit standards stated in the RIM Admissions and progress policies. The levels of the BQF have specified characteristic outcomes of the learning and/or competence that cover what is expected of students. The expected outcomes are:

- knowledge and understanding
- applied knowledge and skills
- communication and Information and Communication Technology (ICT) skills
- accountability and autonomy.

These descriptors guide progress between awards, course design and assessment.

This policy supports the development of Gross National Happiness by:

- promoting holistic lifelong learning
- developing graduates with personal characteristics of mindful leadership
- ensuring equality of opportunity
- ensuring access to, and sharing of, the information required to move to a sustainable economy.

DEFINITIONS

LEARNING OUTCOMES

These are statements that explain what students should know, understand and be able to do when they complete a period of study

QUALIFICATION LEVEL

This is an award level described with generic outcomes or a qualifications descriptor that characterises typical qualification.

QUALIFICATIONS

These are certificates, diplomas or degrees that are awarded. They affirm that a student:

- has successfully completed the study at the determined standard
- has satisfied the required level of achievement
- is able to take on a role, duty or work.

TESTAMUR

This is the official document that confirms that a qualification has been awarded.

SUPPORTING RESEARCH AND ANALYSIS

This policy draws on the:

- Bhutan Qualifications Framework: Point of Reference and Tertiary Education Qualifications in Bhutan (2012)
- International Standard Classification of Education (ISCED).

APPROVAL DETAILS

RIM Academic Committee

RELATED POLICIES

This policy is linked to the:

- Admissions Policy
- Teaching and Learning Policy
- Academic Progress Policy
- Assessment Policy
- Graduate Attributes Policy.

POLICY OWNER

Academic Committee

PRINCIPLES

1. RIM adheres to the BQF standards' criteria and descriptors.
2. Qualifications indicate positive achievement of learning outcomes—not compensation as a result of failure or coincidence
3. Learning outcomes are references for standard and quality. They also serve as guideposts for curriculum development in terms of teaching and learning, the determination of credits and the assessment of students. At RIM, learning outcomes are asserted in three categories:
 - a. levels of qualification
 - b. fields of study
 - c. courses.
4. Consistent with the RIM Credit Policy, students will be assessed and accredited for achievement of learning outcomes through:

- a. Accreditation of Prior Learning
 - b. Accreditation of Prior Certificated Learning
 - c. Accreditation of Prior Experiential Learning.
5. RIM issues testamurs for the conferral of awards aligned with the BQF levels 5 – 8:
- a. one testamur will be awarded for a single qualification
 - b. two testamurs will be awarded for a double qualification or a combined qualification—one for each award
 - c. testamurs will be forfeited where it is shown that an award has been improperly obtained or where RIM has presented an award in error.
6. RIM provides a range of professional short courses and programmes. These programmes may be aligned with any BQF level and offered as a non-award course or used in a portfolio of evidence for credit to award programs—as outlined in the Credit Policy.

PROCEDURES

1. To be eligible for award, every student must have undertaken the volume of work required for a course and passed all the units prescribed in the course of study.
2. The RIM award shall be awarded to the successful graduate on the RIM convocation day announced by the Institute.
3. RIM issues qualifications in BQF levels 5 – 8.

QUALIFICATIONS AWARDED BY RIM

BQF Level	School Education	Vocational Education	University Education	Monastic Education
8			Doctoral	Khenpo
7			Masters	Geshey
6			Bachelors	Tenchoe
5		ND1 & ND2	Diploma	Madhyamik

(Note: NC = National Certificate; ND = National Diploma)

BQF Level	Criteria
8	Level 8 qualifications recognise leading experts or practitioners in a particular field. Learning at this level involves the development of new and creative approaches that extend or redefine existing knowledge or professional practice.
7	Level 7 qualifications recognise highly developed and complex levels of knowledge that enable the development of in-depth and original responses to complicated and unpredictable problems and situations. Learning at this level involves the demonstration of high level specialist professional knowledge and is appropriate for senior professionals and managers.
6	Level 6 qualifications recognise a specialist high level knowledge in an area of work or study to enable the use of an individual's own ideas and research in response to complex problems and situations. Learning at this level involves the achievement of a high level of professional knowledge. It is appropriate for people working as knowledge-based professionals or in professional management positions.
5	Level 5 qualifications recognise the ability to increase the depth of knowledge and understanding in an area of work or study to enable the formulation of solutions and responses to complex problems and situations. Learning at this level involves the demonstration of high levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Qualifications at this level are appropriate for people working as higher-grade technicians, professionals or managers.

4. Descriptions of qualification levels offered at RIM:

a. Diploma (Level 5)

This level includes Diplomas of post-higher secondary education, foundation Degrees and higher national Diplomas.

Diploma holders are considered to have a Foundation Degree. The diploma is a specific level or qualification. It identifies an individual who has knowledge, practical skills, managerial abilities and more complex and higher responsibilities than those expected at the certificate level.

Diplomas are awarded to students who have demonstrated:

- i. knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ii. an ability to apply underlying concepts and principles outside the context in which they were first studied; including, where appropriate, the application of those principles in an employment context
- iii. knowledge of the main methods of enquiry in the unit(s) relevant to the named award, and the ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- iv. an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

- i. use knowledge, comprehension and practical skills at work
- ii. assess and make decisions autonomously while considering social, scientific and ethical issues
- iii. possess study skills in adapting to ideas, processes and new procedures for career development
- iv. acquire team and interpersonal skills that are appropriate to employment
- v. communicate effectively and be able to share information, ideas, problems and resolutions cogently to experts and non-experts
- vi. identify problems in their field of study.

Diploma holders shall have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study with the ability to apply those principles more widely. They will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field. Holders of qualifications at

this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

b. Bachelor Degree (Level 6)

This level includes Bachelors Degrees, Bachelors Degrees with Honours, Graduate Certificates and Diplomas, and Professional Graduate Certificates.

A Bachelors degree prepares students for general employment, entry into postgraduate courses and research as well as highly skilled careers. It enables individuals to assume responsibilities that require great autonomy in professional decision-making.

The Bachelors Degree is conferred on individuals who are able to:

- i. demonstrate knowledge and comprehension on fundamental principles in a field of study, acquired from advanced textbooks and other resources
- ii. use their knowledge and comprehension through methods that indicate professionalism in employment
- iii. argue and solve problems in their field of study
- iv. demonstrate techniques and capabilities for searching and using data to make decisions having considered social, scientific and relevant ethical issues
- v. communicate effectively and convey information, ideas, problems and solutions to others
- vi. apply team and interpersonal skills which are suitable to employment
- vii. possess independent study skills to continue further study with a high degree of autonomy.

Typically, the holders of the qualification will be able to:

- i. apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding; and to initiate and carry out projects
- ii. critically evaluate arguments, assumptions, abstract concepts and incomplete data, make judgments, and frame appropriate questions to achieve a solution, or identify a range of solutions, to a problem
- iii. communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

The Bachelors Degree holders shall have the qualities and transferable skills necessary for employment requiring:

- i. the exercise of initiative and personal responsibility
- ii. decision-making in complex and unpredictable contexts
- iii. the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Holders of a Bachelors Degree will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, reach sound judgments and to communicate them effectively.

Holders of a Bachelors Degree shall have the qualities needed for employment in situations requiring the exercise of personal responsibility and decision-making in complex and unpredictable circumstances.

Bachelors Degrees form the largest group of higher education qualifications. Typically, learning outcomes for these courses would be expected to be achieved on the basis of study equivalent to three full-time academic years. They lead to awards with titles such as Bachelor of Arts, BA (Hons) or Bachelor of Science, BSc (Hons). In addition to Bachelors Degrees at this level are short courses and professional 'conversion' courses. These are based largely on undergraduate material and are usually undertaken by graduates in another discipline and usually lead to Graduate Certificates or Graduate Diplomas.

c. Master Degree (Level 7)

This level includes Masters Degrees, Integrated Masters Degrees, Postgraduate Certificates, and Postgraduate Diplomas.

A Masters Degree provides for the furtherance of knowledge, skills and abilities obtained at the Bachelors level. The entrance to masters is usually based on proven capabilities to pursue postgraduate studies in the selected fields.

A Masters Degree is conferred on students who are able to:

- i. demonstrate continuing and additional knowledge and comprehension above that of the Bachelors Degree and who have the capacity to develop or use an idea; usually in the context of research
- ii. use their knowledge and comprehension to solve problems related to the field of study in new situations and multi-disciplinary contexts

- iii. integrate knowledge and manage complex matters
- iv. evaluate and make decisions in situations with no, or limited, information by considering social responsibilities and related ethics
- v. deliver clearly the conclusion, knowledge and the rationale to experts and non-experts
- vi. demonstrate study skills to continuously progress on their own with a high degree of autonomy to do so.

Typically, holders of the qualification will be able to:

- i. deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- ii. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- iii. continue to advance their knowledge and understanding, and to develop new skills to a high level.

Masters Degree holders will have the qualities and transferable skills necessary for employment requiring:

- i. the exercise of initiative and personal responsibility
- ii. decision-making in complex and unpredictable situations
- iii. the independent learning ability required for continuing professional development.

Students at this level will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. These graduates will have the qualities needed for employment in circumstances requiring sound judgment, personal responsibility and initiative in complex and unpredictable professional environments.

Masters Degrees are awarded after completion of taught courses, courses of research or a mixture of both. Some Masters Degrees like MPhil will require longer, research-based courses.

Masters Degrees are distinguished by an increased intensity, complexity and density of study. They include planned intellectual progression that often includes a synoptic/research or scholarly activity.

Some Masters courses may be offered in the form of Integrated Masters covering several levels most of them at level 6.

d. Doctoral Degree (Level 8)

A Doctoral Degree provides for the further enhancement of knowledge, skills and abilities obtained at the Masters level. It generally provides the graduate with the ability to conduct independent research.

This level of qualification is conferred on students who are able to:

- i. show a systematic comprehension and in-depth understanding of a discipline and mastery of skill and research methods related to the field of study
- ii. demonstrate a capacity to generate, design, implement and adopt the integral part of research process with scholarly strength
- iii. contribute to the original research that has broadened the boundary of knowledge through an in-depth dissertation, that has been presented and defended according to international standards; including writing in internationally refereed publications
- iv. critically analyse, evaluate and synthesise new and complex ideas
- v. communicate with peers, scholarly communities and society at large about the field of expertise
- vi. promote technological, social and cultural progress in a knowledge-based society in the academic and professional contexts.

Typically, the holders of this level qualification will be able to:

- i. make informed judgments on complex issues in specialist fields, often in the absence of complete data; and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences
- ii. continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

Holders of Doctoral Degrees will have the qualities and transferable skills necessary for employment in professional or equivalent environments. This type of employment requires the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations.

Doctoral Degrees are awarded for the creation and interpretation, construction and/or exposition of knowledge that extends the forefront of a discipline—usually through original research.

Holders of Doctoral Degrees will be able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding. They will have the qualities needed for employment that requires both the ability to make informed judgments on complex issues in specialist fields and an innovative approach to tackling and solving problems.

Doctoral courses that may include a research component but which have a substantial taught element—for example, Professional Doctorates— usually lead to awards that include the name of the discipline in their title. For example, EdD for Doctor of Education or MD for Doctor of Medicine. Professional Doctorates aim to develop an individual's professional practice and to support them in producing a contribution to professional knowledge. The titles PhD and DPhil are commonly used for Doctoral Degrees awarded for original research.

Higher Doctorates may be awarded in recognition of a substantial body of original research undertaken over the course of many years. Typically a portfolio of work that has been previously published in a peer-refereed context is submitted for assessment. Most higher education awarding bodies restrict candidacy to graduates or academic staff of several years' standing.

COURSE AND UNIT SPECIFICATIONS POLICY

POLICY STATEMENT

Course specifications provide a standard format for describing the Royal Institute of Management (RIM) courses that are taught and for which awards are presented. All award courses offered for delivery will be defined within these specifications. The Unit Specifications Policy defines each unit available within the course. This policy supports the development of Gross National Happiness by promoting holistic life-long learning and by facilitating a system for effective and equitable governance and management of the social commons.

DEFINITIONS

LEARNING OUTCOMES

These are statements of the skills, knowledge and values that are taught, practised and assessed within a unit. They can be demonstrated and measured to show a student's successful achievement in a unit of study.

CONSTRUCTIVE ALIGNMENT

This refers to the internal consistency within a course of study. It demonstrates agreement between:

- unit content
- unit learning outcomes
- teaching and learning
- assessment
- course outcomes.

SUPPORTING RESEARCH AND ANALYSIS

This policy is informed by:

- the programme specifications of the University of Reading in the United Kingdom
- the University of Essex in the United Kingdom.

Constructive alignment is instrumental to the policy.

APPROVAL DETAILS

Academic Committee

RELATED POLICIES

This policy is linked to the:

- Credit Policy
- Institutional Teaching and Learning Policy
- Graduate Attributes Policy
- Academic Progress Policy
- Assessment Policy.

POLICY OWNER

Academic Committee

PRINCIPLES

1. The requirements for successful completion of an award course are specified for all courses of study at RIM.
2. The requirements for successful completion of a unit—as specified in the Institutional Teaching and Learning Policy—are specified for all units of study at RIM.
3. The principles of constructive alignment underpin the development of courses, units, teaching and learning activities and assessments at RIM.
4. The development and monitoring of all courses of study will be subject to quality assurance processes at faculty and Department/Centre level. This will ensure relevance, currency, coherence, level of outcome, administrative rigour.
5. All units in a course of study will be subject to quality assurance processes at Department/Centre level to ensure course integrity.
6. The Registrar’s office is responsible for collecting and archiving all records pertaining to course and unit development and delivery.

PROCEDURES

1. All courses at RIM adhere to the Bhutan Qualifications Framework standards for total credit:
 - a. Masters: 180
 - b. Postgraduate Diploma: 120
 - c. Postgraduate Certificate: 60
 - d. Honours Degree: 480
 - e. Bachelors Degree: 360
 - f. Graduate Diploma: 120
 - g. Graduate Certificate: 60
 - h. Diploma: 240.
2. All units at RIM adhere to the Bhutan Qualifications Framework standards for unit credit: 15 credit points per unit.
3. One credit point is equivalent to 10 hours notional learning time.

4. Each course will be defined in a standardised template that specifies:
 - a. the Department/Centre responsible for its development, delivery and monitoring
 - b. the length of the course
 - c. the name of the Course Coordinator
 - d. any accreditation requirements and authority
 - e. summary of course aims
 - f. summary of graduate attributes
 - g. summary of course content
 - h. course structure by year, credit and unit level
 - i. progression requirements
 - j. admission requirements
 - k. Dzongkha and/or English language requirements for admission
 - l. course outcomes—knowledge, skills and other attributes
 - m. teaching/learning methods and strategies.
5. Each unit within a course of study will be defined in a document that specifies:
 - a. the unit level and credit
 - b. any prerequisites
 - c. the offering Centre
 - d. a summary of the syllabus
 - e. contact hours
 - f. the mode of instruction
 - g. learning outcomes.
6. Each unit will be supported by a standard unit outline which will include the:
 - a. unit title
 - b. unit reference code
 - c. teaching period and year of offer
 - d. level and credit value
 - e. unit coordinator's name and contact details
 - f. administrative contact details
 - g. any costs associated with activities in the unit
 - h. unit description and learning outcomes
 - i. list of required texts and materials
 - j. delivery mode
 - k. timetable of learning activities
 - l. unit assessment including:

- i. assessment item description
 - ii. due date
 - iii. weighting within the unit—to 100 per cent
 - iv. identification of the learning outcome/s the assessment item addresses
 - v. identification of the graduate attributes the assessment item
 - vi. special assessment requirements—if any
 - vii. supplementary assessment criteria
 - viii. requirements for academic integrity
 - m. graduate attributes developed in the unit
 - n. workload
 - o. participation requirements
 - p. withdrawal from a unit.
7. Each unit of study includes a volume of learning equivalent to 15 credit points.
8. Each course of study and each unit will be developed and monitored as described in the Course Development and Monitoring Policy.

ASSESSMENT POLICY

POLICY STATEMENT

This policy describes the Royal Institute of Management's (RIM's) approach to effective assessment and the principles underlying assessment practice. Specific responsibilities for assessment processes and procedures for faculty are also described here.

DEFINITIONS

ASSESSMENT TASK

Assessment tasks are activities that students are required to complete to an official record of achievement or certification of competence in a unit. These can include, for example:

- examination or test
- take-home examination
- quiz
- assignment
- essay
- research report
- client project
- on-the-job performance
- demonstration
- folio of creative work
- performance
- written or oral presentation
- participation in a group project.

ASSESSMENT PROCESSES

The assessment process is a description of the schedule, method, allocation of marks and criteria for marking assessable work that is contained in the Unit outline.

ASSESSMENT SAMPLES

These are examples of work completed by former students, and made available with their permission that serve as an example of level of achievement for future students.

ASSESSMENT OUTCOMES

These include examination grades and performance scores on each cohort that undertakes the unit and course.

ACADEMIC PENALTY

A fail grade awarded as a consequence for undesirable behaviour if the student has not withdrawn from the unit.

SUPPORTING RESEARCH AND ANALYSIS

Documents used in the development of this policy include Russell's (2008) analysis of good practice in assessment and the:

- Royal Institute of Management Academic Rules and Regulations (2010) Chapters 3 and 7
- work of Professor Chris Rust of the Centre of Excellence in Teaching and Learning in the United Kingdom
- University of Canberra Assessment Policy
- University of Wollongong Assessment Policy.

APPROVAL DETAILS

Academic Committee

RELATED POLICIES

This policy is linked to the:

- Student Misconduct Policy
- Institutional teaching and learning policy
- Academic Progress Policy
- Academic Integrity Policy
- Graduate Attributes Policy.

POLICY OWNER

Academic Committee

PRINCIPLES

1. The Institute values good assessment practice and is committed to providing an effective learning environment for its students.
2. Assessment items, and the teaching methods and content of each unit, will be explicitly aligned with one or more unit learning outcomes.
3. The performance of each student in group work is individually assessed against the learning outcomes of the unit independently of the assessment of other students in the unit. Triangulation of assessment in group work is encouraged—for example, students, faculty and, where appropriate, professional supervisors.
4. Students will be provided with timely and constructive feedback on assessment items that is explicitly related to the learning outcomes of the unit. Feedback will support student learning and include advice on how performance can be improved.
5. Student performance is recorded in the form of marks and grades in consistent with a set of agreed standards. These standards are applicable across all disciplines and professional fields.
6. The standard of assessment in a unit will be equivalent wherever and however the unit is delivered. Assessment will be moderated to ensure that judgments of students' performance are consistent, transparent, reliable and valid.
7. Consistent with RIM's accountability policies—to students, staff and the community— records must be kept of assessment processes, samples and outcomes. The Registrar's office will be responsible for all record keeping for a period of five years.
8. The Department/Centre and Academic Committee provide quality assurance for assessment processes and outcomes.
9. Continuous assessment is highly desirable for all units within RIM. This is to enable students sufficient time to receive, absorb, and reflect on feedback so that they can progress through the unit.

PROCEDURES

1. Assessment methods must be appropriate for the intended learning outcomes for a unit and/or course.
2. Clear criteria must be developed for marking all assessment tasks in a unit and details of the criteria must be communicated to students in the unit outline.
3. No single assessment task will count for more than 70 per cent of the final mark for the unit; except in units designated as research or creative projects.
4. All faculty members shall use a system of continuous assessment. These assessment tasks will be comprised of:
 - a. a series of assignments
 - b. tests or quizzes
 - c. presentations
 - d. class participation
 - e. panel discussions

- f. group and individual project works
- g. term/semester examination.

All faculty members shall assess students' performance using at least two of these methods.

5. Each year another faculty member with expertise in the unit will moderate at least one example of each letter grade. This moderation will be presented during the annual course review. Where there is a consistent discrepancy, grades will need to be adjusted accordingly.
6. Group work must be assessed in a way that enables the real contribution of each member of the group to be determined. Group work must not constitute more than 50 per cent of assessment for a unit unless approved by the Head of Department/Centre or their authorised delegate.
7. The Course Assistant will inform the faculty about any attendance shortfall —where required and described in the unit outline—before completion of every unit. This is described in the Academic Progress Policy.
8. Where scaling is used in a unit, the method of scaling must be clearly stated in the Unit outline and must preserve the rank order within a cohort.

FEEDBACK TO STUDENTS

9. Appropriate and useful feedback on performance in each assessment task—with the exception of a final examination—must be provided to students.
10. Feedback on at least one assessment task must be provided before the deadline for students to withdraw from a unit without academic penalty.
11. Feedback on assessment tasks must be provided in time to enable students to improve their performance in areas of knowledge or skills development before further assessment.
12. Unless otherwise specified in the unit outline, assessment tasks—with the exception of a final examination—must be marked and made available for collection within 21 days of the submission date. Shorter turnaround times are desirable.
13. A student's final mark in a unit can be determined in several different ways. For example, by:
 - a. a combination of examination and practical work
 - b. using assessment tasks
 - c. group work.

If the final mark for a unit includes assessment tasks and an examination, the assessment tasks must be marked and returned to the student before the examination.

Assessment tasks for a final examination in a unit must be marked and made available for collection before the start of the examination period.

14. Except in units that use pass/fail or satisfactory/unsatisfactory as part of their grading system, assessment tasks must be awarded a numerical mark.

15. Following the release of results, students have the right to obtain their final examination marks from the relevant faculty. If they are not available, the Head of the Department/Centre, or their authorised delegate, is responsible for making them available.

MANAGING SUBMISSION AND RETURN OF WRITTEN ASSESSMENT TASKS

16. Each academic unit must have written procedures that are outlined in the unit outline for the submission and return of written assessment tasks. These will provide safeguards against claims of non-receipt and non-return.
17. Where assessment tasks are submitted electronically, an appropriate system for receipting must be used.
18. Dates and times for submission of assessment tasks must be specified in the unit outline for each unit.
19. Students who do not meet the specified deadline for an assessment task will be penalised as specified in the unit outline.
20. Each faculty may give extensions for all assessment other than examination. When this is done, due regard must be given to the principles of equity, consistency, and transparency.

IN-UNIT TESTS

21. The faculty teaching the course is fully empowered to determine the venue, date and time for assessing students' performance provided that:
 - a. this does not adversely affect available resources
 - b. this does not adversely affect the work of the Registrar's office
 - c. assessment proposals are reasonable to the students.
22. In-unit tests shall be supervised by the faculty teaching the course, another nominated faculty, course assistant and/or member of the Registrar's Office. Any arrangements made for in-test supervision must be considered in the context of the requirements set out in this and the Equity Policy.
23. The dates and times for in-session tests must be specified in the unit outline in accordance with the Institutional Teaching and Learning Policy and the Unit and Course Specifications Policy. Alternative arrangements for students who are unable to attend in-session tests must be made in accordance with the Equity Policy.

DETERMINATION OF FINAL RESULTS

24. Except for when a unit is marked as pass/fail or satisfactory/unsatisfactory, an overall mark will be determined, declared and released for each unit in which a student is enrolled.
25. Students' marks shall be converted into a letter grade according to the numerical equivalences listed below where the pass mark in each unit is 50 Per cent.

GRADING MARKS IN PERCENTAGES

High Distinction	HD	85–100
Distinction	DI	75– 84
Credit	CR	65– 74
Pass	P	50– 64
Fail	N	0– 49
WH		Special circumstances such as extensions to submission items
NN		Fail result based on non-participation in a unit
NX		Fail result based on failure to reach pass grade in a unit having completed all the unit assessment requirements
NC		Fail result based on failure to complete one or more of the assessment requirements for a unit
NW		Fail result based on written notification of withdrawal from a unit after the due date

26. The unit coordinator, with the approval of the Registrar’s office, may recommend a withheld result where a student has achieved 50 per cent of the marks allocated in assessment items.
27. Unless otherwise approved, the final assessment mark for each student in a unit shall be determined on the scale of zero to 100 per cent by the methods specified in the unit outline.
28. Where an incorrect grade or mark has been declared due to an administrative error, the Academic Committee must approve the amended result(s) for late or amended results.

RETENTION OF ASSESSMENT RECORDS

29. As a matter of good administration, faculty and the Registrar are required to retain assessment documents.

STUDENT APPEALS AND GRIEVANCES

30. A student who has a complaint about adherence to any of this policy should be referred to the grievance resolution procedures and the procedures of the Department/Centre responsible for the unit. These are contained in the Student Grievance Policy.

EXAMINATION POLICY

POLICY STATEMENT

The purpose of the Examination Policy is to ensure an equitable process of conducting examinations in a manner that supports the Royal Institute of Management's (RIM's) commitment to academic integrity. Consistent with the developmental philosophy for Gross National Happiness, RIM is committed to providing a safe, harmonious, supportive and productive environment for its students and staff. This policy specifically supports the development of Gross National Happiness by including values that explicitly refer to individual self-reliance and moral responsibility for individuals, the community and the country. This policy outlines the required conduct of students undertaking examinations at RIM. It also directs staff and students to Institute policies and procedures and other requirements that specify acceptable and unacceptable student conduct in examinations, and the management of examinations.

DEFINITIONS

EXAMINATIONS

Examinations are a form of assessment that students are required to complete to measure their knowledge, skill and attitudes in a unit area. They may be administered orally, on paper, on a computer, or in a confined area that requires the student to physically perform a set of skills. Examples of examinations include, but are not limited to:

- standard written tests
- multiple-choice tests
- practical examinations
- quizzes
- reviews
- on-line examinations
- oral examinations
- take-home examinations.

SUPPORTING RESEARCH AND ANALYSIS

This policy draws on the:

- Royal Institute of Management Academic Rules and Regulations
- work of Professor Chris Rust of the Centre of Excellence in Teaching and Learning in the United Kingdom

- University of Wollongong Examination Policy
- University of Canberra Examinations Policy.

APPROVAL DETAILS

Academic Committee

RELATED POLICIES

This policy is linked to the:

- Assessment Policy
- Equity and Student Management
- Student Grievance Policy
- Student Misconduct Policy.

POLICY OWNER

Academic Committee

PRINCIPLES

1. This policy aims to ensure equity in all areas of the Institute. It aims to ensure compliance with relevant policies, guidelines and procedures so that universal principles are applied consistently with fairness and impartiality.
2. The Examinations Policy aims to promote academic integrity by adherence to the five fundamental values of honesty, trust, fairness, respect and responsibility. The Institute supports the promotion of these values in all academic endeavours. RIM's students and staff are expected to behave in a manner that reflects these values to ensure the protection of RIM's reputation and standards for current and future students and staff.

PROCEDURES

1. In consultation with the Registrar, the faculty teaching the course is fully empowered to make all decisions related to assessing students' performance. That is, they are empowered to determine the venue, date and time for assessment provided that this has no adverse resource implications and is reasonable to the students.
2. All examinations should be centrally managed and controlled by the Registrar's office.
3. Unit conveners should submit an examination request by the date specified in the academic calendar so that an examination timetable can be prepared by the Registrar's office.

4. Where a student considers that the examination timetable causes him or her a serious individual scheduling difficulty, the student shall advise the faculty immediately and request that alternative arrangements be made.
5. The faculty teaching the course, or any nominated faculty, shall supervise semester/term examinations. Wherever possible, external-to-faculty invigilation is desirable. Other members of academic and/or administrative staff may be present with the permission of the faculty teaching the course.
6. Students must produce identification for each examination if requested. Where the identification provided is not clear, additional proof of identity may be requested.
7. In exceptional circumstances, and with prior permission from the Institute, a special examination may be organised by the faculty. For example, if a student becomes ill or suffers a personal emergency, they could be allowed to sit a special examination if they had fulfilled all the required attendance for the unit as described in the Unit outline.
8. Students sitting an examination must not:
 - a. have in their possession any material that is not authorised by the Examination Procedure
 - b. communicate, or endeavour to communicate, with any person other than the examination supervisor or examiner, in any form including, but not limited to, oral, written, visual, electronic or telephonic communication
 - c. give, or endeavour to give, assistance to any other student unless expressly approved by the examination supervisor
 - d. accept, or endeavour to accept, assistance from any other student, unless expressly approved by the examination supervisor
 - e. permit any other student to read, copy from or use their examination question or answer paper unless expressly approved by the examination supervisor
 - f. use any other material belonging to, or written by, another student or another person unless expressly approved by the examination supervisor
 - g. send, receive or access, or endeavour to send, receive or access, any source of stored electronic information during the examination unless expressly approved by the examination supervisor
 - h. cause a disturbance or behave in a manner likely to disturb any other student.

GRADUATE ATTRIBUTES POLICY

POLICY STATEMENT

The Royal Institute of Management (RIM) is committed to educating the whole person. It aims to do this by producing productive, socially responsible, culturally grounded, ecologically sensitive, and spiritually aware citizens prepared to contribute to the knowledge society.

This policy sets out RIM's approach to producing graduates with:

- desired personal attributes
- a balanced world view
- high levels of analytical and creative skills
- leadership skills and a broad range of competencies.

The graduate attributes policy supports the development of Gross National Happiness by:

- a. identifying attributes that contribute to the development of leadership skills to support sustainable and equitable socio-economic development
- b. including attributes that explicitly refer to:
 - ii. individual self-reliance
 - iii. community participation
 - iv. moral responsibility for individuals, the community and the country.

DEFINITIONS

GRADUATE ATTRIBUTES

Graduate attributes are also described as generic, transferable, or lifelong learning skills. They are also linked to the concepts of personal attributes and graduate competencies and capabilities (Sumison & Goodfellow, 2004). Graduate attributes are skills and attitudes that will equip graduates to make a relevant contribution to the professions they choose and the society in which they live.

SUPPORTING RESEARCH AND ANALYSIS

This policy is derived primarily from the Tertiary Education Policy of the Kingdom of Bhutan, 2010.

Development of the policy also referenced Accreditation: Principles, Processes and Standards for the Tertiary Education Institutions in Bhutan (2012). It aligns with RIM's vision, mission and goals as outlined in Re-positioning the Royal Institute of Management in Pursuit of Good Governance (2009).

APPROVAL DETAILS

Academic Committee

RELATED POLICIES

This policy links with the:

- Assessment Policy
- Unit and Course Specifications Policy
- Institutional teaching and learning policy
- Credit Policy.

POLICY OWNER

Academic Committee

PRINCIPLES

1. In addition to developing students' extensive expertise in specific fields of studies, RIM commits to supporting students' holistic growth in broad life skills including:
 - a. analytics
 - b. writing
 - c. communication
 - d. aesthetic sensibilities
 - e. information technology.

Consistent with the principles of Gross National Happiness, RIM graduates will possess strong leadership skills. These will enable them to be entrepreneurs and create opportunities for themselves and others.

Their strong leadership and entrepreneurial skills will enable them to:

- a. improve society
 - b. protect the environment
 - c. lead the socio-economic development of Bhutan and the world.
2. The generic attributes policy applies to every course and unit within RIM. The development of generic attributes also occurs through non-course activities within the Institute. Each unit outline identifies the ways in which graduate attributes are taught, practised, and assessed within the unit.
 3. Expectations of graduates

RIM courses support the development of graduates who possess:

- a. generic academic skills including:
 - i. critical reasoning
 - ii. analysis and evaluation
 - iii. handling of evidence
 - iv. identifying problems and appropriate solutions
 - v. conceptualisation

- vi. synthesis
- vii. creativity, innovation and entrepreneurship
- b. an awareness of the contexts, boundaries and limits of their knowledge including:
 - i. an appreciation of the limitations and provisional nature of knowledge acquired
 - ii. recognition of ethical implications and constraints of knowledge acquired and an awareness of its social and environmental implications
- c. self-motivated study skills and readiness to continue learning including the:
 - i. ability to study independently
 - ii. ability to find information independently from relevant sources; and to select appropriate ways of analysing and structuring that knowledge
 - iii. ability to acknowledge one's own ignorance
 - iv. possession of an enquiring mind
 - v. recognition of the need to learn throughout life
- d. communication and presentation skills including the ability to:
 - i. communicate in all modes appropriate to the matter studied in English or Dzongkha or both
 - ii. engage in debate in a professional manner in English or Dzongkha or both
 - iii. communicate technical knowledge to a lay audience in English or Dzongkha or both
- e. information literacy that includes:
 - i. knowledge of, and ability to use, information technology relevant to the unit studied
 - ii. information search and retrieval
 - iii. communication tools
- f. an understanding of, and ability to undertake, one's own personal development that includes:
 - i. self-reflection and self-criticism
 - ii. intellectual maturity, judgment and autonomy
 - iii. a readiness to understand and respond to change
 - iv. a capacity to challenge received wisdom and the ability to initiate change
- g. interpersonal skills and awareness that includes:
 - i. leadership
 - ii. working in a team
 - iii. sensitivity to the views of others; and an awareness of how others interpret their own behavior
 - iv. appreciation of the influence of cultural differences on personal interactions, negotiation, relationship to clients, networking, and the recognition or support of leadership

- h. personal development and personal illumination that includes a sense of:
 - i. service
 - ii. moral responsibility for himself/herself, for other people, for his/her community and for the country.

PROCEDURES

1. Every unit delivered at RIM will explicitly and specifically address the ways in which graduate attributes are to be taught, practised and assessed.
2. A section of the unit outline will identify which graduate attributes are taught, practised and assessed and how this is achieved.
3. Course design will require explicit reference to the attributes developed in graduates of the course.
4. Each course approved will illustrate how the full complement of graduate attributes is to be addressed through unit content, delivery and assessment.
5. Student course evaluations will include a section that asks the student to respond about their level of satisfaction with the ways in which generic skills were taught, practised and assessed in the course.