Australian Institute of APPLIED BLOCKCHAIN

STUDENT HANDBOOK 2025

Australian Institute of Applied Blockchain
ABN: 27654488089
TEQSA Provider ID: TBA
CRICOS: TBA

Contents

WELCOME

Congratulations on being selected to study a revolutionary course at the Australian Institute of Applied Blockchain (AIAB).

This Student Handbook is designed for all current students, providing essential information and resources to guide you throughout your journey. It includes general information about your course, academic and personal support services at the Institute, your rights and obligations as a student, and links to more detailed information in specific areas.

Our new course in Applied Blockchain is truly revolutionary, offering a unique blend of cutting-edge technology and practical application. Students will benefit from an in-depth understanding of blockchain technology, its real-world applications, and its transformative potential across various industries. This course is designed to equip you with the skills and knowledge needed to excel in the rapidly evolving field of blockchain.

If any terms in this Handbook or other information provided during your studies are unclear, please consult the student services officers. The Handbook is updated annually. For significant changes to your course or critical updates, notices will be posted on the AIAB student portal through Meshed Ed and the learning management system Canvas. Additionally, you may receive email notifications. It is your responsibility to stay informed about any changes that may affect your studies. Therefore, regularly check your student email account, the AIAB Student Portal, and the AIAB website.

All Institute staff join me in welcoming you to the AIAB. We look forward to supporting you in your academic and personal success during your time with us.

Warm regards,

Chief Executive Officer

Australian Institute of Applied Blockchain ABN: 27 654 488 089
1 James Place Level 2, North Sydney NSW 2060
Web: Demo www.aiab.tech| E: info@aiab.tech|Phone: xxxxx
TEQSA Provider ID:
CRICOS Code: xxx

ABOUT AIAB

The Australian Institute of Applied Blockchain has applied to become a registered higher education provider under the *Tertiary Education Quality and Standards Agency Act 2011* (the *TEQSA Act*) in 2021 and is awaiting to be accredited to provide the Bachelor of Applied Blockchain

The Institute is also applying for approval to deliver courses to overseas students holding a student visa.

VISION

An influential educational institution, working ethically with emerging technologies for positive social, economic and community impact.

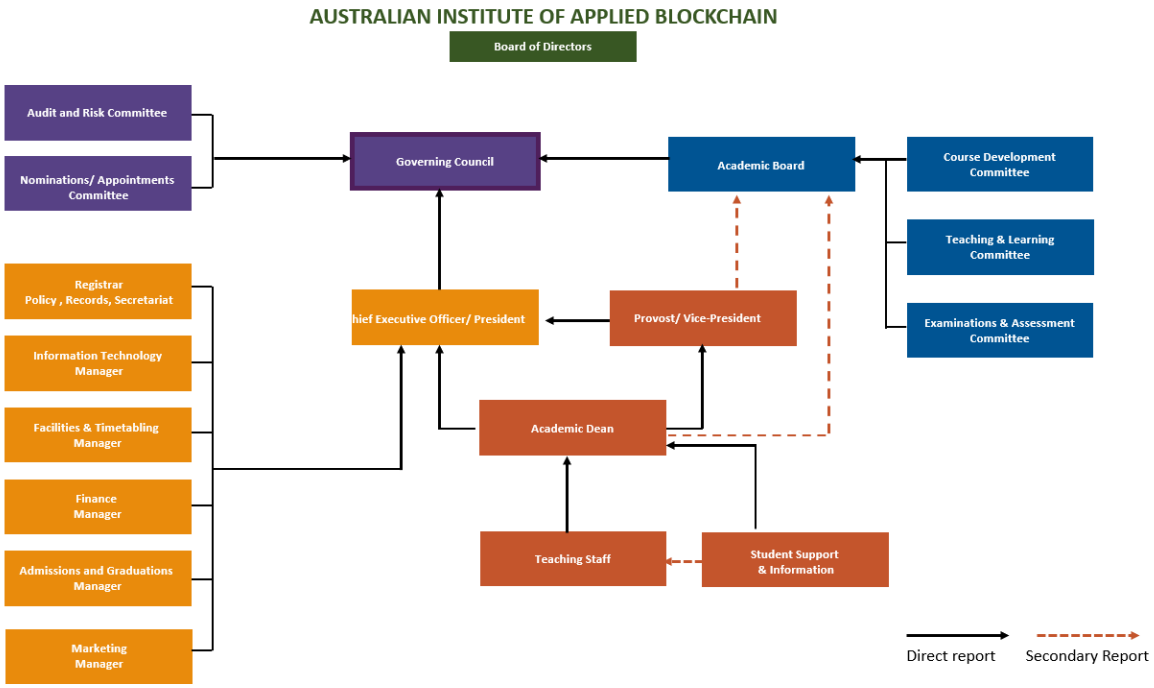
MISSION

Through the provision of high-quality education and insight, the Australian Institute of Applied Blockchain (AIAB) will:

- be recognised as contributing to the successful adoption and evolution of blockchain and related technologies ("Web3") in Australia and beyond.
- cater to international and domestic students who are seeking to access a rapidly growing area of employment, innovation and entrepreneurial contributions to society.
- equip students to be lifelong learners, adapting to changes in the business environment and emerging technologies.

The operationalising of the AIAB mission will promote seven core values (The seven Cs):

- Care: Recognising and affirming the efforts and contributions of each person as they participate and develop in their skills.;
- Curiosity: Attentive and open-minded exploration of the current world and the possibilities of technology and collaboration to make it better;
- Creativity: Bold and innovative thinking that explores change without being constrained by what is currently possible;
- Celebration: Actively seeking out positive contributions and energetically affirming them
- Commitment: Resilient determination and passion to do hard things and make a positive difference
- Courage: Bold engagement with difficult thinking and connecting to achieve high impact outcomes
- Collaboration: Broadly engaging with past, present and future students, staff and other collaborators to produce world's best practice outcomes.


AUSTRALIAN INSTITUTE OF APPLIED BLOCKCHAIN
Board of Directors
Audit and Risk Committee
Nominations/ Appointments Committee
Governing Council
Academic Board
Course Development Committee
Teaching & Learning Committee
Examinations & Assessment Committee
Registrar Policy , Records, Secretariat
Information Technology Manager
Facilities & Timetabling Manager
Finance Manager
Admissions and Graduations Manager
Marketing Manager
hief Executive Officer/ President
Provost/ Vice-President
Academic Dean
Teaching Staff
Student Support & Information
Direct report
Secondary Report

We encourage students to give feedback and get involved in decision making processes as much as possible, through participation in governance.

You can find out more about the role and operation of the key AIAB governing bodies by referring to the *AIAB Governance Framework* available at: https://www.aiab.tech. {to be updated once operational}

YOUR CAMPUS

The AIAB campus is located at	Level 2 at 1 James Place North Sydney
The email address for all general enquiries is:	info@aiab.tech
Emergency Contact phone number:	0414 946 123

North Sydney: CENTRAL AND ACCESSIBLE

- Approximately 1km of Sydney Central Business District (CBD)
- Easy Transport (upcoming metro), North Sydney Station
- Frequent bus services both private and public

LOCAL TRENDS

- Startups and creative industries
- Innovative buildings, spaces and laneways
- Vibrant nightlife and restaurant scene
- Boutique retail
- Café culture
- More information about North Sydney can be found https://www.northsydney.nsw.gov.au/

Our campus is within walking distance from the Victoria cross Metro Station, North Sydney train station, and is surrounded by shops, café and public transport.

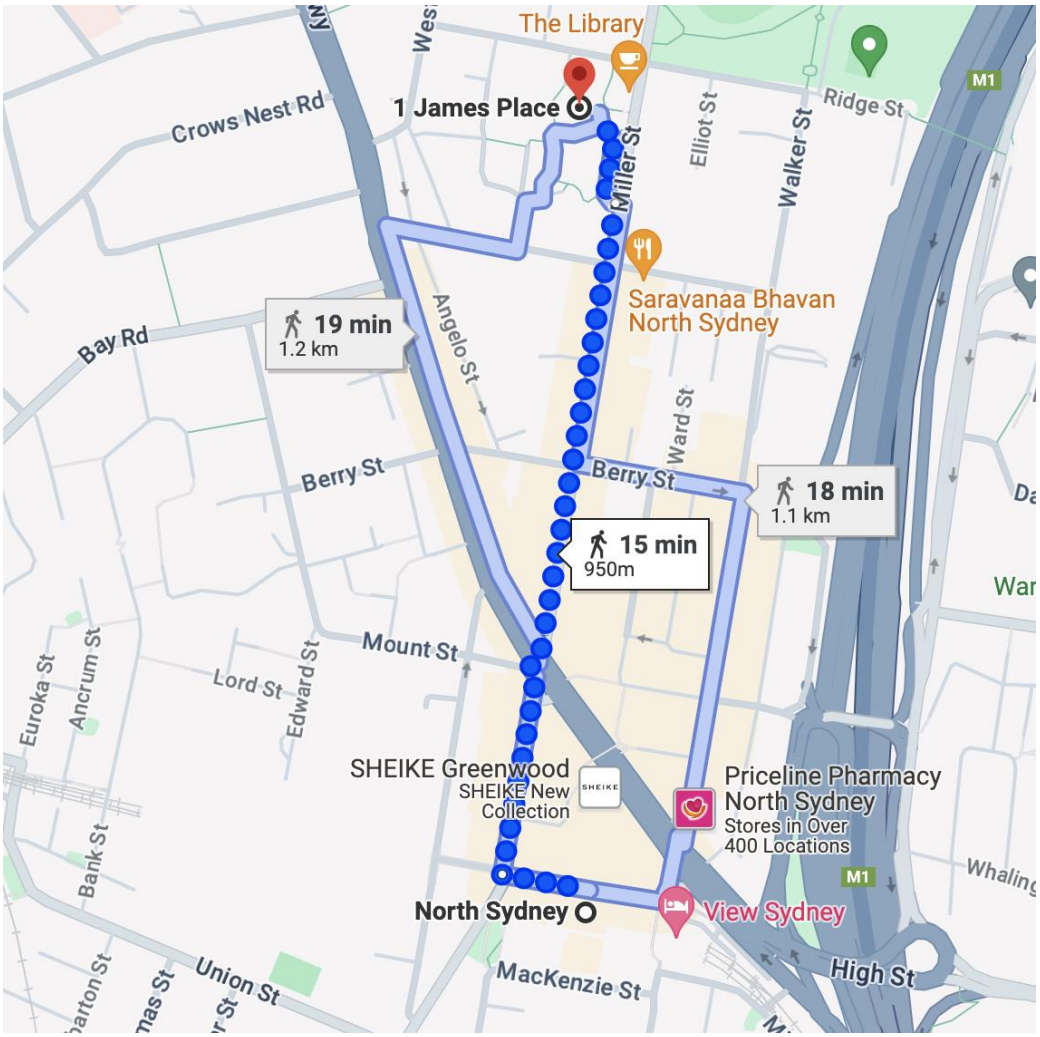
Classrooms on our campus are large and modern, furnished with projectors, computer, sound systems and other required classroom equipment.

There are also extensive amenities available for students.

- Free internet access, wireless connection available throughout the campus
- Disabled access
- Printing and Photocopying facilities
- Collaborative learning spaces
- Library and Quite study area
- Student lounges, and kitchen
- Stanton Library on the other side of the building

Some of the facilities including learning space, student lounges, and kitchens are to be shared between AIAB and TrEd College

Our campus will offer a resourceful learning environment from which to pursue your academic interests.


The Library
1 James Place
Crows Nest Rd
Ridge St
M1
Miller St
Elliot St
Walker St
Saravanaa Bhavan
North Sydney
19 min
1.2 km
Bay Rd
Angelo St
Ward St
Berry St
Berry St
18 min
1.1 km
15 min
950m
Mount St
Lord St
Edward St
Euroka St
Ancrum St
SHEIKE Greenwood
SHEIKE New
Collection
Priceline Pharmacy
North Sydney
Stores in Over
400 Locations
Bank St
M1
North Sydney
View Sydney
Union St
MacKenzie St
High St

YOUR CITY

SYDNEY IS A VIBRANT, MULTI-CULTURAL METROPOLIS, OFFERING WORLD-CLASS EDUCATION, A HIGH STANDARD OF LIVING, A MODERATE CLIMATE, AND A WEALTH OF ACTIVITIES TO ENJOY.

Dynamic, modern, and welcoming, Sydney consistently ranks as one of the world's most liveable cities. Known for its stunning harbor, iconic landmarks, and diverse culture, Sydney experiences an average of over 300 sunny days each year.

Outdoor activities abound, from relaxing at the famous Bondi Beach to exploring the Royal Botanic Gardens, kayaking on Sydney Harbour, or climbing the Sydney Harbour Bridge. The city's cultural and events calendar is packed with international festivals, major sporting events, world-class performances, and exclusive exhibitions. In Sydney's cultural precinct, you will find the world-renowned Sydney Opera House, the Art Gallery of New South Wales, and the Australian Museum.

Sydney boasts a strong safety record, efficient public transport, and international airport connections to most major cities worldwide. The city is also renowned for its exceptional shopping, dining, nightlife, and recreational facilities. Studying in Sydney provides a fantastic opportunity for travel and learning adventures.

LIVING IN SYDNEY

Sydney is the capital of New South Wales and is located on the east coast of Australia. With a population of over five million, it is a bustling and diverse city that combines a friendly atmosphere with a rich cultural scene and countless attractions. Sydney's mild climate, unparalleled lifestyle, and proximity to beautiful beaches make it one of the best places in the world to live and study. It is a green city with numerous parks, nature reserves, and famous tourist spots, such as the Sydney Opera House and the Harbour Bridge.

Sydney is also a global leader in sustainability, with numerous green initiatives and a strong focus on preserving its natural beauty. The city is home to an incredible variety of wildlife, with many parks and reserves dedicated to conservation.

Overview
- Population: Over 5 million
- Average age: 36 years old
- Average daily temperature: 15-25°C
- Average of over 300 days of sunshine per year

For more information about living and studying in Sydney, visit(https://www.cityofsydney.nsw.gov.au/).

WHAT TO DO IN AN EMERGENCY

If you witness or are involved in a critical incident on campus you should speak to the nearest staff member or contact the Reception Desk for help as soon as you can.

If it is an emergency (on or off campus) please call the most appropriate number below.

EMERGENCY CONTACTS

Issue	Contact
A life-threatening emergency	Police: 000 AIAB Reception:
Non-emergency assistance - all hours	Police Link: 131 444 AIAB Reception:
Emergency fire	000 AIAB Reception:
Ambulance – life threatening emergency	000 AIAB Reception:
Sexual assault Sexual assault services	Student Services Manager: Women's Legal Service NSW Telephone: (02) 8745 6900 Website: [https://www.wlsnsw.org.au External specialist services available at New South Wales Health: 1800 Respect (1800 737 732), 24-hour sexual assault and domestic violence support. Feel free to ask if you need further modifications! AIAB Reception:
General wellbeing support	Student Services Manager: AIAB Reception:

Counselling	External counselling service: Beyond Blue: Depression Anxiety Telephone: 1300 224 636 Website: www.beyondblue.org.au Lifeline Crisis and Suicide prevention Telephone: 131114 Website:https://www.lifeline.org.au/ 1800Respect: Telephone: 1800 737 732 Website: www.1800respect.org.au Relationships Australia: Telephone: 1300 364 277 Website: www.relationships.org.au
Crisis Support – all hours	Lifeline: 131 114 or online chat: www.lifeline.org.au/Get-Help/Online-Services/crisis-chat AIAB Reception:

When you are a witness to or are involved in a critical incident on campus you may be asked to complete a statement under the *Institute's Critical Incident Policy and Procedure.* This evidence is very important in helping the Institute review and improve its responses to critical incident on campus.

Key resources, policies, and forms	Helps with …
Critical Incident and Emergency Management Plan	Institute procedures and responsibilities for preventing and managing critical incident
Website	www.aiab.tech
Incident Reporting Form	From Student support officer

KEY STAFF CONTACTS

Position	Name / contact details
Reception	Name: TBA E: reception@aiab.tech
Chief Executive Officer	Name: Harmeen Kaur E: harmeen.kaur@aiab.tech
Academic Dean	Name: TBA E: Dean@aiab.tech
Provost	Name: Dr Leonard Webster E: len@aiab.tech

Position	Name / contact details
Student Service Officer	Name: TBA E:studentservice@aiab.tech
Student Service Manager	Name: TBA E: studentservice@aiab.tech
English Language Support Services	Name: E: support@aiab.tech
Student Administration Officer	Name: TBA E: admissions@aiab.tech
Librarian	Name: TBA E: library@aiab.tech
Student Learning Support Officer	Name: TBA E: support@aiab.tech
Marketing and Recruitment Officer	Name: TBA E: marketing@aiab.tech
Web and IT services	Name: TBA E: itsupport@aiab.tech

PRE-ARRIVAL INFORMATION

STUDYING IN AUSTRALIA

Many of our students will be studying in Australia for the first time. The Institute will support you through all of the services and programs outlined in this Handbook to adapt to the challenges of living and studying here.

The Australian Government also provides a website for international students that will provide you with information about studying in Australia, the cost of living, and such things as conditions that apply when you have accompanying family members.

ACCOMMODATION OPTIONS

Student Services staff will provide students with information to help new students organise accommodation prior to their arrival.

Options for accommodation include:

- Private rental and/or shared accommodation, and
- Homestay arrangements – living with an Australian family who provide accommodation and meals. This is sometimes a wise option if longer-term accommodation is taking a while to secure.

Sharing rental accommodation helps reduce costs. For more information see here.

COST OF LIVING

It is important to have an idea of how much it will cost you to live in Sydney, given your accommodation and lifestyle choices. You can estimate how much you will need to live comfortable by using the online calculator.

CLOTHING

Although Sydney's climate is generally moderate, it is sensible to be prepared with layers of clothing. Include both lightweight summer clothes (t–shirts, shorts, skirts or dresses) in your luggage, as well as cardigans, jumpers and jackets.

TRANSPORT

Every part of Sydney can be reached by the extensive public transportation system, which includes buses, trains, metros, ferries and taxis.

ARRIVAL

AIAB does not arrange airport service however in compelling circumstances, a member of our staff can meet you at the airport and transfer you to your pre-arranged accommodation. We can also assist you with your immediate basic needs such as changing money, buying food and any other items, and longer- term requirements such as opening a bank account, city familiarisation and information on the local transport system.

Key resources, policies, and forms	Helps with …
AIAB webpage	Information about pre-arrival and arrival services, including accommodation
Key Oz websites	General information about living in Australia
Request for airport pick up form	Airport pick up arrangements
Student Support Framework	Support programs and services available prior to and during your course

OUR COURSES

COURSE ACCREDITATION

The Bachelor of Applied Blockchain is awaiting processing with TEQSA. If approved, the course will be on TEQSA website (Insert accreditation TEQSA site)

Candidates are admitted to these awards according to the criteria set out in the Institute's Admission Policy and Procedure.

Detailed information about the Institute's courses, including course structure, subjects available and prerequisites is available in this Handbook and on our website at: www.aiab.tech

At the beginning of each subject, you will be given a Subject Outline which will provide you with full details of that subject including assessment requirements and Subject Learning Outcomes.

CREDIT ARRANGEMENTS

If you have successfully completed studies at a similar level as your intended course at AIAB, or with substantial relevant informal learning or professional experience, you may be eligible for credit towards your course.

If you are in this situation and have not applied for credit as part of your application to AIAB you should consult the Credit Policy and Procedure.

Students currently enrolled in one of our courses who are seeking to transfer to another course at the Institute may also be eligible for credit for successfully completed units of study under this Policy.

EMPLOYMENT OUTCOMES

Institute courses have been designed to equip our graduates with relevant skills and knowledge for contemporary marketing and IT careers. We expect our graduates to be employed in positions for each relevant course:

Bachelor of Applied Blockchain: AIAB aims to prepare work ready professionals. It is expected that graduates start a career to use blockchain technologies in business settings.

Key resources, policies and forms	Helps with …
Admissions Policy and Procedure	Entrance requirements, including English language, methods of application, responsible officers
Credit Policy and Procedure	Credit for prior formal study and professional experience, limits to credit, credit when transferring between courses

Credit Application Form	Applying for credit prior to being admitted to AIAB or as a student making an internal transfer
Webpage	Information about AIAB and its courses

COURSE DURATION AND MODE

Institute courses are available on a full-time basis for international students. Domestic students may enrol full-time or part-time. In full-time mode our Bachelor courses are of three years' duration.

Study periods comprise six semesters which run for 16 weeks including breaks and exam periods as follows:

Course duration	3 years/6 semesters
Semester composition	6-weeks delivery + 1-week semester break + 6-weeks delivery + 1-week study break + 2-week exam period
Subject composition	Tutorials and Lectures Face to Face at 1 James Place North Sydney
Workload requirements	Refer to your unit guide for the workload of each unit.

AIAB has put arrangements in place for students to be supported by online learning management systems. The learning management system is on Canvas platform with a unique log in ID for each student. The course material is to supplement the face-to-face classes.

ACADEMIC CALENDAR

The academic year begins in 2025 at the Institute ……

Semester	Dates for 2025	Dates for 2026
Semester 1	24 February – 6 June	23 February – 4June
Semester 2	28 July – 31 October	27 July – 30 October

ASSESSMENT

Assessment of learning is achieved by a combination of a variety of assessment techniques including practical and written examinations, individual or group presentations, reports, essays and assignments. Some assessment will require students to give presentations, and others to work in groups.

All assessment tasks are designed to help you achieve the learning outcomes for the individual subject and ultimately your course. Assessment scheduled early in each subject is designed to give you and your lecturer feedback about any particular areas that you will need to focus on in the subject.

In many subjects you will be expected to discuss your opinions, ideas, and perspectives related to the coursework, readings and assignments. The goal of classroom participation is to link theoretical learning with broad academic critical thinking skills.

We understand that this can be difficult for those whose first language is not English, or for those who come from a learning culture where there may be different practices.

As these are important competencies required for the workplace it is important that Institute students develop and enhance their knowledge, skills and confidence in these areas. Our academic and Learning Support staff will support you to develop your skills.

Students are advised to attempt all assessment tasks to maximise their learning opportunities and maintain progress at the required level.

All details of assessment for each subject are provided in the unit Outlines available on the Learning Management System on canvas.

Students who are concerned about results achieved for individual pieces of assessment are entitled to seek feedback on their performance from their lecturer, and if still dissatisfied may request a formal re-mark.

Key resources, policies and forms	Helps with …
Assessment Policy and Procedure	Design of assessment, student workloads, implementation of assessment, penalties for late submission, examinations, special consideration, Institute grading system
Assessment Review Policy and Procedure	Processes for seeking feedback and requests for formal review.
Assessment Moderation Policy and Procedure	Outlines the processes the Institute uses to quality-assure our assessment practices.
Request for Assessment Review Form	The form students should use to apply for a formal review of any decision related to assessment including late submissions, grades etc
Application for special consideration	When something happens that affects your ability to complete an assessment or examination to the best of your ability

Webpage	Provide the information on the courses and assessment process.

ACADEMIC INTEGRITY

The practice of good scholarship and academic integrity by all students and staff is regarded as critical at the Institute and is an area of particular focus in the Australian higher education sector at the moment. All Institute students and staff are expected to observe the highest ethical standards in all aspects of academic work. This means that all scholars are expected to:

- cite the work of others appropriately;
- not procure the services of others for the completion of any assessment (contract cheating);
- collaborate in the completion of assessment activities only where this is included in instructions for an assessment task;
- not falsify any data; and
- not take unauthorised materials into an examination.

We recognise that students may need training in good scholarship when newly enrolled in our courses, particularly the ways in which you acknowledge the work of others in specific disciplines. The Institute will provide you with information, resources and training in this and other aspects of good scholarship during your orientation program and through the Learning Management System at various points during your course.

You will also be required to submit all your assessments through the software Turnitin which helps you detect the possible instances where you have failed to acknowledge the work of others properly.

When academic misconduct is discovered, or an allegation is made, the Institute has processes in place for the proper investigation of such incidents and allegations. Outcomes from such investigations could be one of the following:

- no misconduct found, and perhaps a finding of poor scholarship and a requirement for further academic integrity training;
- Minor Academic misconduct
- Major Academic Misconduct.

Students should be aware that penalties for a positive finding of academic misconduct can range from a deduction of marks, failure in a subject through to suspension or exclusion from your course.

Key resources, policies and forms	Helps with …
Student Academic Integrity Policy and Procedure	Definitions of academic integrity and misconduct, process for investigation and determination, penalties for confirmed breaches.

GETTING STARTED AT THE INSTITUTE

NEW STUDENT CHECKLIST

There are a number of things you need to attend to when you first arrive at the Institute:

a. contact the Student Administration Officer to make sure we have your updated address and contact details
b. log in to your student email
c. collect your student card from Reception
d. register with the student association
e. make sure you have the details of the orientation program in your calendar

ORIENTATION AND TRANSITION

From the time you accept your offer of a course at the Institute we will start helping you to orient to your new life as a student with us and gaining the skills you will need to successfully complete your studies.

SUPPORT ON ARRIVAL

When you arrive in Sydney you have the option of arranging an appointment with our Student Service Officer to discuss any support that you may need to ease your transition to study and life in Australia.

ORIENTATION

The Institute orientation program is conducted before classes begin and is compulsory for all newly arriving students. The program provides an opportunity for you to meet key staff at the Institute, your fellow students and find your way around all the resources on campus. Information will be provided about student support services, facilities, healthcare, obtaining legal advice, what to do in an emergency, and contact details of key Institute staff.

You will learn about your rights and responsibilities as a student at the Institute, including information about grievances, appeals and the legal requirements regarding study and residence in Australia. There will be sessions about how to study successfully and, for international students, an introduction to Australian culture, society and life.

Students who arrive after orientation will be provided with copies of and links to all resources, including a link to online orientation.

A separate Course Advice Session is provided to students to ensure students are enrolled in both the correct course and units of study to optimise academic progress. For new students, these sessions provide an opportunity to meet academic and administrative staff and managers at the Institute and to have any queries or concerns resolved.

Key resources, policies and forms	Helps with …
AIAB Orientation Program	Outline of the program
Webpage: Student Support Services	A description of all the services available at the institute and links to relevant external services
Student Support Framework	The framework/policy for the provision of student support programs and services

IT ACCESS

Your letter welcoming you to the Institute will include details of how to access all key IT systems including your student email account and the Learning Management System.

You will be prompted at regular intervals to change the password to all the non-public IT systems that you will be required to access.

It is important to remember that the use of all Institute resources, including IT and learning resources, is governed by the Student Code of Conduct and related policies. You must never reveal your password to anyone. Reasonable personal use of the internet is allowed as long as provisions in relation to proper use are followed.

Key resources, policies and forms	Helps with …
Use of ICT Policy	Use of IT resources, passwords, security issues, proper use
Student Code of Conduct	Expected standards of behaviour and how allegations of general (non-academic) misconduct are managed at AIAB.
Website	Access to email, learning management system, library and instructions and user guides.

LIBRARY

The Library is your AIAB learning hub. All the physical resources in the Institute collection are located there as well as places for you to work both individually and collaboratively. Library staff are on hand to assist you to access and use any of the learning resources required for your course.

The learning resources for your course have been developed with reference to the latest developments in the disciplines of relevance to your course and to provide students with a wide range of perspectives to inform academic debate.

You are encouraged to give feedback on any aspect of the Institute's learning resources in the regular student feedback surveys that you will be asked to contribute to during your studies.

Key resources, policies and forms	Helps with …
Facilities and Resources Review Policy and Procedure	The Framework for ensuring the quality of all educational resources at AIAB
Library website	Access to the online collection and other learning resources

LEARNING MANAGEMENT SYSTEM

The AIAB Learning Management System (LMS) is an online learning platform where you will find all the learning materials and activities associated with each subject in your course and through which you will submit all your assessment (apart from major examinations).

The username and password for accessing the LMS is the same as the one you use to access your student email account. You can access the LMS on your mobile device but can only undertake any assessment activities via your laptop or desktop computer.

Instructions on accessing and using the LMS are given at the orientation before commencement of the course.

Key resources, policies and forms	Helps with …
Learning Management System website	All supplementary online resources for your subjects and course

STUDENT PARTICIPATION

AIAB BOARDS AND COMMITTEES

The Institute believes it is important for students to be involved in governance and activities to ensure that the student perspective is captured in key decisions made at course and institutional level. Participation in governance bodies is also a great way for students to develop professional skills and feel a part of the AIAB community.

STUDENT REPRESENTATIVE COUNCIL (SRC)

The Institute Student Representative Council is composed of three student representatives including a President who are elected for one year by currently enrolled students and may stand for re-election.

The main objective of the SRC is to provide an independent student forum for the expression of views and discussion of concerns impacting on student experience at the Institute, and for coordination of certain student initiatives.

Then Student Services Manager supports the SRC and reports any concerns and issues raised by them to the Executive Management Team.

Key resources, policies and forms	Helps with …
Webpage for Governance Framework	Understanding the key functions of the Academic Board and the Governing Council
SRC webpage	Current members and activities of the SRC
Student Representation Policy	How students can participate in Institute governance and the SRC

YOUR RIGHTS AND OBLIGATIONS AS A STUDENT

RESPECT, CONDUCT AND MISCONDUCT

The Institute has a responsibility and commitment to providing a supportive environment in which all individuals may flourish and achieve their goals no matter what background they come from or whether they are a student, staff member or visitor.

As a student at AIAB you are expected to treat all members of the community with respect and to abide by AIAB policies. The policies referred to below will help you understand what standards of behaviour are expected at AIAB, how allegations of misconduct are managed, what the consequences of confirmed breaches may be, and who to approach if you have any issues related to the conduct of any other person.

AIAB has a framework for the prevention of sexual misconduct, the response to reported incidents and the mitigation of the negative consequences of sexual misconduct when it occurs. The Institute aims to develop and maintain a culture of respect and safety within the organisation, and puts in place processes to prevent, prepare for, respond, and recover from sexual misconduct.

1. The Institute adopts a zero-tolerance approach to sexual harassment and sexual assault.
2. The Institute encourages the reporting of incidents, will support complainants, and will appropriately sanction perpetrators. This approach is consistent with the *Staff Code of Conduct,* the *Student Code of Conduct* and the law.
3. Where sexual misconduct takes place outside of the scope of the activities of the Institute, support will also be provided to victims.
4. In its approach to the prevention and management of sexual misconduct the Institute will:
    a. seek to prevent the occurrence of sexual misconduct across all areas of the Institute's operations, on campus and online;
    b. ensure that management is aware of its responsibilities for establishing controls and procedures for the prevention and detection of, response to, and recovery from instances of sexual misconduct;
    c. ensure staff members are aware of the Institute's expectation to report promptly and respond effectively to cases of sexual misconduct;
    d. treat all reports with confidentiality and care;
    e. provide assurances to staff, students, and the wider community that any suspected case of sexual misconduct will be fully investigated, and sanctions imposed, up to termination of enrolment or employment;
    f. provide integrated support to victims of sexual misconduct to enable recovery and resumption of studies or employment.

For further information please refer to AIAB's Sexual Assault and Sexual Harassment Prevention Policy and Procedure.

Key resources, policies and forms	Helps with …
Student Code of Conduct	Expected standards of behaviour of all Institute students
Student Misconduct Policy and Procedure	How allegations of general misconduct are managed at AIAB
Student Equity and Diversity Policy and Procedure	The values that all students are expected to uphold as a member of a diverse community built on respect for all.
Sexual Assault and Sexual Harassment Prevention Policy and Procedure	What is sexual assault and harassment, where to go for help and how allegations are managed for staff and students.
Student Grievances Policy and Procedure	How to approach an issue when someone else's conduct is causing concerns for you
Student Appeals Policy and Procedure	How to appeal decisions made under any Institute policies

INTELLECTUAL PROPERTY AND COPYRIGHT

INTELLECTUAL PROPERTY

As a student at the Institute, you own the intellectual property (IP) that you create during your studies, unless you make extensive use of the Institute's resources or use the Institute's pre-existing IP in the relevant piece of academic work. In such a case the Institute may seek to establish shared intellectual property with you through a written agreement endorsed and signed by you.

COPYRIGHT

Copyright law in Australia protects the rights of copyright creators and provides a framework for the appropriate use of other's intellectual property.

You will be provided with guidance on the lawful use of other's work by your teaching staff and staff in the Library. Notices in the Library will also remind you about lawful limits on copying and using material.

Key resources, policies and forms	Helps with …
Intellectual Property Policy and Procedure	Your rights and obligations as a AIAB student in relation to IP
Library webpage	Explanation of your copyright obligations

YOUR FINANCIAL RIGHTS AND OBLIGATIONS

The Institute has an obligation under the *Higher Education Standards Framework (Threshold Standards) 2021* and the *Education for Overseas Students Act 2000* to give students clear information about all fees and charges associated with their course and as much notice as possible when such fees and charges may be subject to change.

The Institute will advise students of all course fees and charges and the timeframe in which these must be paid through letters of offer and on our website.

The specific arrangements for the payment of fees and charges, and the circumstances under which refunds will be paid are outlined in the Fees Policy and Procedure, and the Refund Policy and Procedure.

Key resources, policies and forms	Helps with …
Fees Policy and Procedure	Overall arrangements for the setting and payment of fees
Refund Policy and Procedure	Grounds for issuance of refunds and method of application, tuition protection arrangements, consequences of non-payment
Fees webpage	All up-to-date information on fees and charges
Application for refund form	The form needed to apply for all refunds at the Institute

CHANGES TO YOUR ENROLMENT

The Institute recognises that events can occur in a student's life that may make it difficult for them to continue studying as planned.

Such events may require you to vary your enrolment in your course, either by deferring your original offer of a place, changing your subjects/study mode or taking a break from your studies.

The Institute's Enrolment Policy outlines the conditions that apply when you need to vary your enrolment.

In all circumstances you need to be aware of the critical dates for applying to make a change to your enrolment. The most important date is the Census Date each teaching period – changes to enrolment in your course after the Census Date could result in a failure being recorded on your academic record and ineligibility for a refund on units that you are unable to complete.

INTERNATIONAL STUDENTS

International students should be aware that there are specific conditions that apply to your enrolment and your ability to vary that enrolment under the conditions of your student visa.

Under the provisions of the National Code 2018 a Leave of Absence for international students can only be approved under 'compassionate and/or compelling circumstances'. Examples of such circumstances and how these must be evidenced are outlined in the International Student Enrolment Policy. Similarly, there are specific conditions that apply to international students who wish to transfer from the course for which their visa was issued.

International students are expected to complete their course within the duration indicated on their Confirmation of Enrolment. International students are expected to maintain continuous enrolment over the duration of their course. The Institute will only reduce, extend, defer, or suspend an international student's enrolment in limited and specified circumstances.

Students should consult the International Student Enrolment Policy for more information.

Key resources, policies and forms	Helps with …
International Student Enrolment Policy	International student admissions and course progression information
Fees Policy and Procedure	Information and processes concerning fees and costs at AIAB
Refund Policy and Procedure	Information and processes concerning course changes and any consequent refunds

SERVICES AND PROGRAMS FOR STUDENTS

The Institute has a range of services designed to support you both personally and academically during your enrolment.

SUPPORT SERVICES

The following table summarises all support services offered by the Institute.

Support Service	Description
Student Administration	Professional support staff provide timely advice to students on matters related to their enrolment and will assist students in making appointments for other support services, including with academic staff. Student Administration offers advice on visa conditions, including employment rights and conditions, and on avenues for resolving issues arising in relation to employment (e.g. Fair Work Ombudsman). Student Administration provides advocacy and other support for complainants and appellants.

Support Service	Description
Reception services	All new students arriving from outside Sydney will be provided with information about the local area and services including assistance with accommodation options prior to their arrival. International students will be met at the airport and taken to their accommodation and provided with assistance with all immediate needs.
Orientation Program	Students are provided with an Orientation Program at the beginning of each semester. This will include coverage of the nature of the course and learning expectations as well as an introduction to academic learning and personal support services and local and cultural orientation. This information will also be provided on the Institute's website.
Student Support Team	The Student Support team is located at the college at all times and is available for one- on-one consultation by appointment or by referral from academic staff and can assist students face to face or by phone or online. The Student Support team provides English Language Proficiency support through informal social gatherings as well as formal workshop sessions. The Student Support team also provides scheduled academic learning support workshops in literacy and numeracy and other areas such as report and essay writing and academic integrity. These workshops will be advertised via the Learning Management System (LMS).
Academic Staff	Academic staff are available for individual student consultation in accordance with the *Staff Consultation Policy*.
Library	Physical access to the Library resources and Librarian will be in accordance with the campus opening hours. The Institute also provides online access to a number of databases and learning support material is provided via the LMS. The Librarian will assist students in accessing research materials for their studies.
Learning Portal – Learning Management System	The Institute's Learning Management System portal is the primary site for provision of course information and learning resources to students.
Counselling Services	The Institute will assist students in accessing the services of a contracted private provider at a reasonable cost where needed.
Student Policies	The Institute has a number of easily accessible student-facing policies to assist and guide students in their time at the Institute. These are available via the Institute website.
Student Representatives	The Institute's *Student Representation Policy* provides for active engagement of students in the governance of the Institute. Student Representatives are a major mechanism whereby students can raise their concerns and seek solutions at the Institute.

STUDENTS WITH A DISABILITY

The Institute aims to develop and maintain a culture of respect of diversity within the organisation. In relation to students with disabilities this means that the Institute puts in place processes that as much as possible give students with disabilities opportunities on the same basis as students without disabilities, including comparable access, services and facilities, and the right to participate in education unimpeded by discrimination.

The Institute adopts a zero-tolerance approach to discrimination on the basis of disability, including discrimination, harassment or victimisation of a student's associate who has a disability (such as a relative or carer). This approach is consistent with the *Staff Code of Conduct*, *Student Code of Conduct* and related legislation.

The Institute will take reasonable steps to ensure that students with disabilities are provided with opportunities to realise their individual potential through their participation in education on the same basis as students without disabilities.

The Institute will make reasonable adjustments to assist a student with a disability to apply for admission, to participate in the Institute's courses, and to use facilities or services on the same basis as a student without a disability.

Key resources, policies and forms	Helps with …
Student Support Framework	List of academic and non-academic support available to AIAB students
Student Disability Policy and Procedure	Ensuring that all students, including students with disabilities, enjoy the benefits of education and training in an educationally supportive environment that values and encourages participation by all students.

YOUR ACADEMIC PROGRESS

The Institute provides every opportunity for students to succeed in their studies to graduate from their award within the maximum allowed time, independent of their background. The Institute has the expectation that students will make every effort to excel in their coursework.

Key principles informing this Policy are:

- all students are informed about requirements to achieve satisfactory progress before the commencement of study;
- the Institute will document and monitor each student's progression;
- all students will have access to clearly defined, equitable and fair processes for handling matters in relation to assessment and academic progress issues, including avenues of appeal against significant decisions;
- the Institute is committed to providing early feedback to students to ensure that they are given every chance of success.

- the Institute supports students' progress through the provision of reasonable access to academic staff and support services;
- student support services address both personal and academic development of the student and any special needs that they may have;
- intervention will be employed at any time that a student is deemed as being at risk.

PROGRESS DIFFICULTIES

STUDENTS AT RISK

In the case where a student fails to meet minimum academic standards in any term of study, they are deemed to be 'at risk' and will be supported in the Institute that has student support policies and procedures in place.

Students do not achieve minimum academic standards and are deemed 'at risk' where they:

- Fail fifty percent or more of their enrolled subjects in any term; and/or
- Fail the same subject more than once; and/or
- Fail to make sufficient academic progress to complete the course within the maximum candidature.

The Academic Dean will review students who have been identified as 'at risk' after publication of results for each term of study and will:

- Advise students in writing of their failure to meet minimum academic standards and require students to attend an academic counselling session. The purpose of academic counselling sessions is to allow Course Coordinators, student support officers and students to negotiate appropriate support and an intervention strategy to improve academic progress over the following semesters of study;
- Enrol the student in the Monitoring Academic Progress support program.

MONITORING ACADEMIC PROGRESS (MAP)

The goals of the MAP program are to identify issues limiting the capacity of students at risk to progress in their studies and to provide appropriate advice and support to assist these students to improve their academic results in the following term. This support may include:

- Academic skills workshops and support sessions;
- Individual case management;
- Peer support or mentoring arrangements;
- Minimum class attendance requirement;
- Personal counselling;
- Reduced study load;
- Changes in course enrolment;
- Conditions on enrolment;
- Any combination of the above.

Student counselling sessions and attendance at support sessions will be monitored and recorded in the student file by Counsellors and Course Coordinators. These records will be reviewed by the Teaching and Learning Committee in order to assess academic progress as a consequence of intervention strategies.

COMPLETION AND QUALIFICATIONS

Students are eligible to graduate with their awards when they have met all the rules for course completion and meet a range of other criteria outlined in the *Qualifications Issuance Policy and Procedure*.

Students will be provided with a range of academic certification on graduation which will include a full academic transcript, an official testamur, and an Australian Higher Education Graduation Statement.

Key resources, policies and forms	Helps with …
Academic Progression and Students At Risk Policy and Procedure	Academic Progress in your course, and how our studies are supported
Assessment Policy and Procedure	How students are assessed, how to complete your assignments at AIAB
Qualifications Issuance Policy and Procedure	Course Completion

FEEDBACK AND COMPLAINTS

There are various channels for students to provide feedback to the Institute on their experiences. These include student representation on governing bodies and through student surveys that are administered at the completion of each subject.

Where students are dissatisfied with an aspect of the Institute's services, facilities or academic delivery they may lodge a complaint via the channels outlined in the AIAB website on

AIAB's *Student Grievance Policy and Procedure* applies to:

- prospective students of the Institute;
- currently enrolled students;
- graduates of the Institute whose enrolment ended no more than six months before the grievance was lodged.

The grievance process should be used by students to raise concerns about the quality of their experience at the Institute, or issues in relation to standards, behaviour or process. Processes to handle the following issues are outlined in the respective policies:

Key resources, policies and forms	Helps with …
Student Grievance Policy and Procedure	All complaints and appeals
Academic Progress and Students at Risk Policy and Procedure	Academic progress
Student Academic Integrity Policy and Procedure	Academic integrity
Assessment Review Policy and Procedure	Assessment
Sexual Assault and Harassment Prevention Policy and Procedure	Sexual assault or harassment
Refund Policy and Procedure	Student refunds
Student Misconduct Policy and Procedure	Student Misconduct

Student Appeals Policy and Procedure	Decisions made by the Institute arising from other student-related policies

LEGISLATION GOVERNING YOUR STUDY AT THE INSTITUTE

As a student at the Institute, you are also required to comply State and Commonwealth legislation stipulated by the Government.

All staff and students at the Institute are required to be aware of their rights and responsibilities under the following Commonwealth and State legislation (principal and amendment acts).

- Higher Education Standards Framework (Threshold Standards) 2021 (Cth)
- Tertiary Education Quality and Standards Agency Act 2011 (Cth)
- Education Services for Overseas Students Act 2000 (Cth)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth)
- Racial Discrimination Act 1975 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Disability Discrimination Act 1992 (Cth)
- Disability Standards for Education 2005 (Cth)
- Australian Human Rights Commission Act 1986 (Cth)
- Workplace Gender Equality Act 2012 (Cth)
- Age Discrimination Act 2004 (Cth)
- Anti-Discrimination Act 1991 (Qld)

Copies of legislation documents are available at the following websites:

- www.comlaw.gov.au – all Federal legislation documents

The legislation (Principal and Amendment Acts) that governs the Institute's compliance as a registered provider of education and training for both domestic and overseas students includes:

Australian Qualifications Framework

- TEQSA Act 2011
- Higher Education Standards Framework, including the Threshold Standards
- Education Services for Overseas Students (ESOS) Act 2000 including amendments and related acts such as the ESOS Regulations (2001) National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (National Code 2018)

National Code of Practice

The National Code of Practice for Registration Authorities and Providers of Education and Training for Overseas Students 2018 established under Commonwealth law (the ESOS Act, 2000 and ESOS Regulations 2001) sets out standards (specifications and procedures) for the conduct of registered providers and the registration of their courses. You are encouraged to review the many quality standards set out in the National Code.

The ESOS Act and National Code are also published at the following location: https://www.dese.gov.au/esos-framework

Department of Home Affairs

The Institute will undertake to inform students of the following:

- changes to student visa conditions as advised by the Department of Home Affairs (DoHA)
- changes to the student's enrolment
- breaches by students of student visa conditions relating to satisfactory academic progress.

The PRISMS Administrator (the Student Services Manager) has access to the functions in order to report student changes. Student course variations include:

- student failed to meet course requirements, including those outlined in the progression Policy and Procedure;
- student completed course early;
- student did not commence course;
- student course cancelled, but provider is still operating;
- student left provider (transferred to a course at another provider);
- student unable to start course (course suspended);
- student enrolled in another course (at the same provider);
- student Deferring/Postponing Studies;
- student Notified Cessation of Studies.

Changes to a student's course or breaches of visa conditions will be reported to DoHA, via the PRISMS system located online at: https://prisms.education.gov.au.

If a student makes any other change to their course/enrolment as listed above, the following procedure applies. Once formally advised of changes by the student and confirmed by the Course Coordinator, the Registrar reports this through the PRISMS system. If a student changes his or her course or enrols for another course with the Institute a new Confirmation of Enrolment (COE) is issued. The student is advised to submit the new COE to DoHA to advise them of the change of course. A new visa may need to be issued.

ASSOCIATED INFORMATION

Related Internal Documents	
Related Legislation, Standards and Codes	Tertiary Education and Quality Standards Agency Act 2011 Higher Education Standards Framework (Threshold Standards) 2021 TEQSA Guidance Notes: Education Services for Overseas Students Act 2000 National Code of Practice for Providers of Education and Training to Overseas Students 2018 Disability Discrimination Act (1992) Disability Standards for Education 2005
Date Approved	19/06/2024
Date Endorsed	19/06/2024
Date of Effect	1st Semester upon TEQSA Approval
Date of Review	December 2025
Approval Authority	Governing Council
Document Custodian	Chief Executive Officer

ADMISSION REQUIREMENTS

To be eligible for admissions to the Bachelor of Applied Blockchain applicants are required to hold the following:

- successful completion of Year 12 or equivalent with a minimum ATAR of 60; or
- successful completion of an equivalent overseas secondary qualification and attainment of the ATAR equivalent; or
- satisfactory completion of an accredited Tertiary Preparation Program or a Foundation Year Program offered by an Australian university or other accredited institution that would enable students to gain entry to an Australian university; or
- satisfactory completion of at least one year of accredited full-time study at a registered institute of tertiary education at AQF level 4 (Certificate IV) or above in Australia; or
- admission to candidature for an undergraduate degree at an Australian university.

Admission requirements are further described in the *Admission Policy and Procedures*

ASSUMED KNOWLEDGE

Students are assumed to have:

- basic numeracy skills of fundamental arithmetic - addition, subtraction, multiplication, and division;
- the ability to reason and to apply simple logical concepts; and
- the ability to apply, in context, a combination of different discipline-based knowledge and skills

ENGLISH LANGUAGE REQUIREMENTS

English Language Requirements are specified in the *Admission Policy and Procedures*.

Students whose first language is not English or who have not completed prior studies in English must demonstrate competency in the English language. English proficiency can be demonstrated by providing proof of an International English Language Testing System (IELTS) test result (or equivalent alternative test result as defined by regulations of the Australian authorities) that meets the minimum level of English proficiency of EAP IELTS overall score of 6.5 with no individual band lower than 6.0.

Students who do not meet the specified English proficiency requirements will need to successfully undertake an ELICOS (English Language Intensive Courses for Overseas Students) program with academic components i.e. undertake an EAP (English for Academic Purpose) with a recognised provider.

CREDIT FOR PRIOR LEARNING

Conditions and procedures for application for Credit for Prior Learning are described in the *Credit for Prior Learning Policy and Procedures*.

COURSE STRUCTURE

This course is designed as a three-year full-time program delivered over six semesters.

Each Semester will run for thirteen weeks, which includes twelve weeks of delivery and one week of examinations, if relevant. Each subject will have three contact hours per weeks and students are expected to undertake a further seven hours of self-directed study.

To meet the degree requirements for the Bachelor of Applied Blockchain a student will need to complete 24 subjects that includes a Capstone Subject.

Course Structure:

Year	Semester	Unit Code	Unit Title
1	Semester 1	ITB101	Introduction to Blockchain
		BKC102	Blockchain Key Concepts
		BDP103	Blockchain Networking Design Principles
		IOT104	Decentralised IoT Data
	Semester 2	TOB105	Tokenisation on the Blockchain
		FSC106	Foundations of Smart Contracts
		MLB107	Machine Learning on the Blockchain
		AIB108	Ethical and Trustworthy Artificial Intelligence on the Blockchain
2	Semester 1	BVD201	Understanding Blockchain Value Drivers
		VPD202	Value Proposition Design
		DBM203	Disruptive Blockchain Business Modelling
		TBN204	Transitioning to a blockchain network
	Semester 2	IOT207	Merging IoT & Blockchain
		FRS205	Developing Blockchain Functional Requirements Specifications
		BMP206	Evaluating Business Model Performance
		GOV208	Blockchain Governance
3	Semester 1	BOP301	Blockchain Network Operations
		BIS302	Blockchain Interoperability & Scalability
		DIF304	Decentralised Finance - DeFi
		BSC305	Blockchain Smart Cities Application
	Semester 2	HUM306	Blockchain Humanitarian Application
		BSC307	Blockchain Supply Chain Application
		BAG308	Blockchain Agriculture Application
		CAP309	Reflective Portfolio/Capstone

Unit Descriptors

ITB 101 – Introduction to the application of blockchain

Blockchain technologies are increasingly impacting the way governments, industry, financial markets, state economies and business in general operate. Blockchain has moved from being a novel technology into increasing positioning within mainstream application underpinning cryptocurrencies, extending into enterprise networks and replacing traditional centralised systems with decentralised networks, fiat currencies with digital currencies, disrupting traditional business models and the way value is exchanged. Blockchain promises a 'New Flow of Execution and Value' that make it a revolutionary technology that promises to disintermediate the 'trust layer' through the codification of intermediaries and workflows.

This unit introduces students to the foundations of Blockchain Technologies. Students will develop an understanding of the genesis of blockchain, intrinsic design principles and characteristics of blockchain, a range of real-world applications of blockchain showing how technologies such as blockchain can be leveraged to create digital innovation and transformation within every sector.

BKC 102 – Blockchain Key Concepts

Blockchain technologies are disrupting traditional centralised systems with decentralised networks enabling new disruptive business models. Networks are becoming democratised through consensus of the transactions and the state of ownership of assets being transacted resulting in unalterable records and a chronological chain of custody of assets exchanged on the blockchain.

This unit introduces students to the Key Concepts of Blockchain. Students will develop an understanding of the difference between centralised and decentralised networks, how consensus is democratising transactions on the blockchain, how the blockchain records ownership and handles transfer of assets, and the importance of the integrity of transaction data for the integrity of a blockchain system.

BDP 103 – Blockchain Network Design Principles

Like all networks, blockchains are defined by several core design principles. It is these core design principles that form the basis of blockchain architecture and its unique technology stack, commonly referred to as the Blockchain Stack when describing the moving parts of a blockchain network.
This unit introduces students to the Core Design Principles of a blockchain network. Students will develop an understanding of the design principles that enable the creation and management of distributed ledgers, the interoperability between blockchains, legacy and enterprise systems as well as third party 'oracles'. This unit provides insights into blockchain's ability to create trust and certainty through workflow automation and disintermediation of trusted third parties as well as autonomous design principles of Decentralised Autonomous Organisations (DAOs) and Decentralised Autonomous Agents (DAAs). These design principles are captured logically in the Blockchain Stack.

IOT 104 – Decentralised IOT Data

Blockchain is founded on a decentralised network with characteristics that include pseudonymous participation, codified trust with the disintermediation of traditional trusted third parties and most importantly, immutable data and transactional histories. IoT ecosystems are historically siloed and can generate and gather enormous volumes of transactional data. The devices connected in IoT ecosystems have increasingly more sophisticated embedded systems and are playing an integral role in 'edge computing' where they enable the capture, storing, processing and analysis of data where the data is generated, instead of in a centralized data-processing warehouse.

Blockchain provides an ideal environment for IoT ecosystems to take advantages of the decentralised characteristics of blockchain.

This unit introduces students to the concept of decentralising IoT Data. Students will develop an understanding of Requirement Engineering in the context of blockchain-enabled IoT, a model for blockchain-enabled IoT, and applications of the volumes of data gathered from within blockchain-enabled IoT ecosystems. Students will also gain an understanding of the role of blockchain-enabled IoT data in enabling Decentralised Autonomous Organisations (DAOs)

TOB 105 – Tokenisation on the Blockchain

In the blockchain ecosystem, tokens are digital assets that enable information and value to be transferred, stored, and verified in an efficient and secure manner. Tokens can take many forms and can be programmed with unique characteristics that expand their use and application. Tokens are categorised into classes such as security tokens, utility tokens, and cryptocurrencies which have implications for a wide array of sectors in terms of increasing liquidity, improving transaction efficiency, and enhancing transparency and provability to assets.

This unit introduces students to the key principles behind digital tokens on a blockchain and students will develop an understanding of token classes, the role of tokens within a blockchain network, cryptography and Public Key Infrastructure and the need for, and applications of digital wallets

FSC 106 – Smart Contracts for Automation, Disintermediation and Trust

A Smart Contract is a computer program that is written in machine readable language that other machines can understand. Smart contracts reflect agreements between parties compiled in the form of business logic. The fundamental idea is that Smart Contracts will automatically execute according to the instruction that is coded in them and is activated when certain conditions are satisfied. They are deterministic and enforceable, which means that all coded contractual terms perform as specified and expected. They have become a fundamental tool that delivers many of the value drivers of blockchain.

This unit introduces students to the characteristics of Smart Contracts and how to design a Smart Contract Specification. Students will develop an understanding of how Smart Contracts are codifying trust within transactions, their ability to automate multi-party workflows and to extend blockchain activities off-chain. Students will also develop an understanding of how Smart Contracts are underpinning Decentralised Autonomous Organisations, on-chain governance activities, and form foundation of Decentralised Autonomous applications better known as dApps.

MLB 107 – Machine Learning on the Blockchain

Machine learning (ML) models can use the data stored in a blockchain network for generating insights and making predictions as well as for the analysis of that data. The blockchain can gather data from a range of different sources such as sensors, smart devices, IoT devices as well as transactions on the blockchain. The ML models can apply the data for real-time data analytics or predictions. Storing the data in the blockchain network helps reduce the errors of the ML models because the data in the network will not have missing values, duplicates, or noise in it which is a primary requirement for the ML model for giving a higher level of accuracy. Blockchain provides trustworthy data to the ML models.

This unit introduces students to fundamentals of Machine Learning and predictive modelling within a blockchain application. Students will develop an understanding of how machines learn, blockchain architecture that supports the merging of machine learning and blockchain technologies. Students will also investigate applications of data and predictive analytics within a blockchain application.

AIB 108 – Ethical and Trustworthy Artificial Intelligence on the Blockchain

Artificial Intelligence (AI) delivers on the promise of technology. It's promise to free people from the constraints of time by enabling them to offload tedious or repetitive labour to machines. AI helps to identify patterns at microscopic and macroscopic levels, which humans are not inherently suited to perceive. AI can forecast problems, and it can correct errors. It can save money, time, and even lives.
When merged with blockchain and machine learning (ML), AI is a beneficiary of the data stored in a blockchain network using machine learning to generate insights and make predictions that can inform and activate the AI. The blockchain gathers data from a range of different sources such as sensors, smart devices, IoT devices as well as transactions on the blockchain and the ML models can apply the data for real-time data analytics or predictions, fuelling the AI in real time.

This unit introduces students to fundamentals of Artificial Intelligence (AI) and the relationship between AI, ML and blockchain. Students will develop an understanding of how AI aligns to organisational objectives and the need for ethical and trustworthy AI.

BVD 201 – Understanding Blockchain Value Drivers

Blockchain is a catalyst for innovation in the world of digital infrastructure. The technology promises greater transparency, automation, and inclusiveness through its decentralised way of operating. This is leading to new, disruptive, and sustainable business models driven by value drivers specific to blockchain technologies.

In this unit students will learn about Blockchain Value Drivers and how they can be applied to create new ways of creating value and business models.

VPD 202 – Value Proposition Design

One of the main reasons ideas and blockchain applications fail is that they do not create sufficient, sustainable value. Additionally, when moving from centralised systems to decentralised blockchain systems, there must be a compelling reason to make that transition, or the transition would be merely 'busy work'. Value is created by solving problems, and logically, the bigger the problem solved, the greater the value created.

Proper value design will avoid wasting time with ideas that won't work. Value creation is a non-linear process of Value Proposition Design. Compelling value propositions must be at the centre of every disruptive blockchain driven business model.

This unit introduces students to the process of Value Proposition Design. Students will develop an understanding of the importance of Value Proposition Design and the systematic application of tools and design processes.

DBM 203 – Disruptive Blockchain Business Modelling

Blockchain has some very specific and unique value drivers that enable new ways of doing business. This is disrupting traditional business models. Still, many blockchain start-ups fail and two of the main causes for failure are:

1. Limited or poor understanding of how to apply blockchain.
2. No model for sustainable value creation and delivery

There remains confusion between Business Models (strategic) and Business Plans (operations)
This unit takes a strategic approach to understanding, designing, and implementing disruptive business models that utilise blockchain to create value, build new business or transform existing organisations.

TBN 204 – Transitioning to a Blockchain Network

Blockchain business models are disruptive by nature of their unique value drivers. These value drivers require changes to technology, business processes and organisational competencies. Invariably blockchain networks result in higher levels of process automation and disintermediation of traditional trusted third parties where 'trust' is required. Blockchain brings new flows of process execution, and new methods of value exchange. This digital transformation will disrupt existing business models and as a result will require careful planning when transitioning the organisation to the new blockchain driven business model and network.

In this unit students will learn an approach to preparing an organisation for a transition of all or part of the operations to a blockchain network. Students will develop an understanding of how to define transition requirements and organisational readiness for digital transformation in key areas of strategy, business process and technology.

IOT 207 – Merging IOT and Blockchain

The Internet of Things (IoT) is growing at an incredible rate. According to Statista, the number of IoT devices worldwide is forecast to be more than 29 billion IoT devices in 2030. IoT devices are used in all types of industry verticals and consumer markets, with the consumer segment accounting for around 60 percent of all IoT connected devices, and this share is projected to stay at this level over the next ten years.

IoT is transforming and optimizing manual processes to include them as a significant part of the digital era, generating volumes of data that when processed, provide exceptional levels of knowledge. This huge volume of data can be used as part of machine learning (training and validating data) and AI (predictive analytics) strategies. Historically many these IoT ecosystems are purpose built as 'black boxes' and subsequently exist within silos.

In this unit students will explore IoT as an ecosystem and blockchain architectures that facilitate the merging of IoT and blockchain and the subsequent benefits that could be derived from such a merge.

FRS 205 – Developing Blockchain Functional Requirements Specifications

One of the most common reasons the implementation, deployment and ultimate adoption of a system fails is due to the lack of clarity and understanding between expectation and the final systems design. It is critical that development teams see what the strategist sees, understands users' needs and how they will be implemented. These are the cornerstones of developing a blockchain network that stays truly aligned to the approved business model.

Accurate Functional Requirements form the foundation for further development of appropriate and viable technical specifications.

In this unit students will learn an approach to developing a blockchain network functional requirements specification. Students will develop an understanding of how to scope a blockchain network implementation, identify, prioritise and document functional and non-functional requirements. Students will also learn the benefits of using stories to inform development teams and presenting acceptance criteria for acceptance testing.

BMP 206 – Evaluating Business Model Performance

Blockchain and DLT (distributed ledger technologies) are enabling new and exciting business models. They are disrupting existing traditional business models and how value can be created and delivered.
Creating new Business Models is a strategic activity and is not to be confused with a Business Plan (which serves as a collection of plans designed to bring the Business Model to life) Subsequently, Business Model performance is assessed against the Outcomes & Deliverables established when generating the Business Model. These are not the typical metrics used to assess a Business Plan such as Sales, Costs, Profit, market share etc… but rather, key behaviours and deliverables expected of the business model.

This unit discusses an approach to the review of Disruptive Business Models deployed on a blockchain. The purpose of review is to determine whether the new business model was successful in disrupting existing business models and markets, and therefore considers disruption as a key performance metric for review.

GOV 208 – Blockchain Governance

Blockchain is a catalyst for innovation in the world of digital infrastructure. The technology promises to give control of data back to the people through its decentralised way of operating and the greater transparency and inclusiveness it delivers. This is leading to a reorganisation of power away from traditional centralised governance. At the practical level, blockchain governance operates in very different ways.

On-chain governance codifies whatever has been enshrined in the protocol.
Off-chain governance encompasses all the influence and decisions that are taken outside of the blockchain protocol. Often, these are much more relevant however they are invisible because they are not traceable.

In this unit students will learn about Blockchain Governance at both network and ecosystem levels. Students will develop an understanding of how to best apply on-chain governance policies and an approach to ‘stewardship’ of the greater blockchain ecosystem.

BOP 301 – Blockchain Network Operations

Blockchain Networks are decentralised in nature. As a technology, they are disruptive in how they create and deliver value to their participants. The blockchain technology stack has an architecture with several characteristics that are unique to blockchain networks, including a distributed network of nodes, consensus protocols, wallets, tokenomics, PKI and unique flows of execution for transactions, to name but some. Regardless, they remain a network and as such require administration and management to keep them operational.

As with centralised networks administration is required to keep the network operational and available. Blockchain functions are often autonomous and deterministic, activated through Smart Contracts which require a level of autonomous governance. Blockchains by nature function across multiple jurisdictions and multiple regulatory environments.

In this unit students will learn about Blockchain Network Operations, Network components and architecture, and a framework for the successful operation of a blockchain network. This unit views Network Operations from the perspective of a network operator (administrator) and not from a technical code base.

BIS 302 – Blockchain Interoperability and Scalability

Blockchain interoperability is characterised by a wide variety of methods that enable blockchains to communicate, share digital assets and data and work together more effectively, making it possible for one blockchain network to share its economic activity with another. Typically, interoperability allows transmitting data and assets across different blockchain networks, Enterprise and Legacy systems, and third-party oracles.

Interoperability is not something inherent in all blockchains because each blockchain is built with different standards and code bases. It can be said that most blockchains are naturally incompatible, and all transactions must be done within a single blockchain.

Interoperability is crucial because it's one of the key benefits of blockchain technology, applying decentralized open-source technology that enables transactions and sharing that is interoperable across systems, enabling more users, businesses, and institutions to stay interconnected.
Blockchains are fundamentally different from traditional networks in terms of computing, so scalability will require these new networks to be able to process transactions, store data, and reach consensus as additional users are added to the network.

In this unit students will learn about the concepts of Interoperability and Scalability in the context of blockchain networks as well as the 'Oracle Problem' created through interoperability. Students will also learn the value of developing Strategic Networks that will build and protect critical interoperability cross chains and with external oracles, that also impact scalability of the blockchain network and broader ecosystem.

DFI 304 – Decentralised Finance - DeFi

The decentralized finance (DeFi) movement began gaining traction in the aftermath of the financial crisis of 2008. However there had been other attempts to create a digital currency predating the 2008 crisis. Before Bitcoin, there were other attempts to create a form of digital currency. The "cypherpunk" movement began back in the 1980s, founded by programmers who were concerned that the growing presence of personal computers would eventually lead to increased government surveillance and decreased personal privacy and freedom.

Coming to a head with the 2008 crisis, this event is considered the catalyst for the crypto currency revolution kicked off by Satoshi Nakamoto's whitepaper which proposed the creation of a decentralized digital currency that we now know as Bitcoin. From that idea, not only was the entire blockchain and cryptocurrency industry spawned, but also the progression of the idea of decentralized finance.
Cryptocurrencies on their own only address one facet of finance: the storage and transfer of funds. Clearly this is an important daily function, but it is also only the most basic function of money. A truly decentralized financial system must enable people the opportunity to transact, invest, lend, borrow, and earn interest from their assets in a decentralized manner.

DeFi is evolving to address the current limitations and failings of centralized financial institutions, and how the technologies can be leveraged to create digital innovation and transformation within the financial sector.

As a result, DeFi is disrupting the main financial Primitives including:

- Payments
- Lending and borrowing
- Insurance

- Digital Currency exchanges

In this unit students will learn about the major financial primitives being disrupted by DeFi and the current risks posed through DeFi. Students will also learn about the impacts of DeFi on financial inclusion.

BSC 305 – Blockchain Smart Cities Application

By 2050, almost 70% of the world's population is projected to live in urban areas. In a world of continuous disruption, cities need to be dynamic and adaptive. Smart city projects propose to meet the needs of urban people and to improve their quality of life. Sustainability, energy efficiency, and a green environment are the major aspirations of Smart Cities.

Challenges, including air quality, energy efficiency, urban mobility, safety, and security, can be overcome to make the smart cities concept a reality. The major challenge faced by the smart cities is data privacy and security, and a Smart City environment completely relies on data to meet the needs of a growing urban population.

Secured connectivity and IoT technology are the factors mandatory for real-time deployment of Smart Cities. To achieve this, blockchain is integrated with the IoT in the Smart City environment. The key elements of blockchain technology including distributed ledger, immutable transactional records, and smart contracts, makes the smart environment more reliable and secured. In this unit students will learn about how a Smart City can deploy technologies to monitor its community and provide sustainable and affordable solutions to the urban spaces.

HUM 306 – Blockchain Application – Humanitarian Disaster Relief

The world's population requiring humanitarian assistance has been growing in recent years due to events like climate-caused disasters and socio-economic impacts of events such as the COVID-19 pandemic, and wars. These have only increased the burden on the humanitarian community, who now needs to assist more people with the same or fewer resources.

Add to this the possibility of corruption, aid not reaching those most in need, dilution of aid through administrative burden, recipient gender inequality, impacts on communities and local shops in their economic recovery and generating a market stimulus for local businesses and recovering economies.
In this unit students will learn how Blockchain is shifting the flow of aid from centralised systems and processes to transparent decentralised systems and automated process, with a focus on aid cash programming.

Students will also learn how blockchain can inherently bring transparency and inclusion into aid programs while at the same time addressing community economic impacts. A significant move towards inclusion, transparency, and accountability.

BSC 307 – Blockchain Supply Chain Application – Food Traceability

With ever-changing consumer preferences, an increasingly diverse range of food products is sourced from around the world. They may be mixed, sorted, extracted, and processed by local, and sometimes transient, operations, multinational corporations, and everything in between. Systems to capture, store, and share data is needed to accommodate the scale and sophistication of these operations while still being able to function as a system.

Promoting improved traceability from a food safety standpoint is not effective, since very few companies will ever need to use their traceability systems to respond to a food safety concern. Despite some visible outbreaks,

the food supply is quite safe, and all participants in the food supply chain work diligently to protect the public from foodborne illness. Instead, the benefits of good recordkeeping and access to information is creating operational, logistical, economic, and marketing opportunities, depending on the point in the supply chain.

Traceability is a by-product of good recordkeeping and is typically called upon in the 'last mile' of the supply chain. In more recent times, public pressure has forced the issue of traceability past the tipping point, and the food industry is being forced to address the challenges and seize the opportunities.
Blockchain is shifting how and what data is shared throughout the food supply chain, moving from siloed, opaque data traditionally held on paper or internal, centrally controlled databases to a more open, transparent system.

In this unit students will learn about the drivers and complexities in tracing foods, the nuances and challenges of downstream information when recalling food. Students will learn how blockchain is being applied to enable trustworthy, timely and immutable downstream information. To improve food safety through traceability.

BAG 308 – Blockchain Agriculture Application Case Study – Smart Farming

By 2050, The United Nations predicts that the human population will pass 9 billion people. The need for food will of course grow putting pressure on the world's farms to produce sufficient food. Available and current farmed land will need to produce more food, increase yields, and maximise production. Farmers are looking to technology rather than intuition and experience to develop precision farming methods and help with decision-making and profitability.

Challenges of financial and agricultural risk compounded by a diminishing workforce are forcing farmers to embrace Smart Farming and Agriculture for solutions. The Internet of Things connected through blockchain networks is proving to be a viable solution to these challenges.

Secured connectivity and IoT technology are the factors critical for real-time deployment of Smart Farming Methods. To achieve this, blockchain is integrated with the IoT in the Smart Agriculture environment. The key elements of blockchain technology including distributed ledger, immutable transactional records, smart contracts, and access to real-time data makes the smart environment more reliable and secured.

In this unit students will learn about how Smart Farming Methods and Smart Agriculture can be deployed to monitor crops, maximise yields, address a changing workforce and create a world where farming is intelligent and connected.

CAP 309 – Capstone

The Capstone is a compulsory unit of the students' educational programme, completed in the final semester and provides evidence of achievement of all course outcomes. In this unit students will create a Blockchain Business Model and present that model to an actual or simulated panel of investors or senior management. The Capstone requires students to have a thorough understanding of Applying Blockchain to solve problems and create sustainable value.

The Capstone has two assessable tasks:

1. A Reflective Portfolio (collection) of artefacts that have been identified and collected by students throughout the course and represent self-selected key areas of learning, interest and applied blockchain application. The Reflective portfolio requires students to review the collected artefacts and reflect on how these artefacts have assisted the development of new understandings of applied blockchain concepts and their application.

2. The capstone Project requires a research-based presentation that is informed by theoretical frameworks learned throughout the course and founded/illustrated in the artefacts accumulated into the student's reflective portfolio (see task 1).

Students are required to make a Presentation that challenges them to 'Pitch' a blockchain application idea to an actual or simulated 'Panel' of investors / senior management. Student's Pitch will include a Q&A Session where they will be required to discuss and influence the 'Panel' regarding the proposed Business Model and associated Value Propositions because of Applying Blockchain Technologies.

CHANGE HISTORY