Program and Course Configuration Requirements

April 2018

RMIT
UNIVERSITY

Program and Course Configuration Requirements

RMIT University

Objective

These requirements support the [Program and course policy](#). They set detailed rules for program and course configuration, as per consultation with stakeholders, and support best practice of RMIT curriculum systems.

Scope

All programs and courses offered by RMIT Group institutions, except secondary education programs (VCE and VCAL) which are designed and delivered in accordance with the requirements of the relevant secondary education authority, and non-award programs including Foundation Studies and ELICOS which are delivered in accordance with the relevant national standards.

Unless specified otherwise, all instructions in this document apply to both higher education and vocational education programs.

Note: This document is not exhaustive and advice should be sought from the relevant University groups when required.

Program and course rules

- The *Program and course policy* provides the framework for program and course design.
- The [table of coursework program design requirements](#) in the *Program and course policy* sets out other detailed requirements for coursework program design.
- Vocational education program design must meet the Training Package or Accredited Course Requirements and be in aligned to feedback from industry, employer and other relevant stakeholder groups.

Contents

Contents

— Program configuration

Overview

1.1 Programs and plans are the primary elements of configuration in the University's student administration management system (SAMS).

1.2 A program is the fundamental unit of study into which an applicant may be admitted to be classified as an RMIT student and can lead to a University award. For award programs, the program also consists of courses and requirements that a student must complete to be eligible to be conferred with the relevant award.

1.3 Programs and plans are offered in accordance with the approved academic calendar for the delivery location, unless the Academic Registrar approves an exception.

1.4 Schools must arrange consultation with Course and Program Administration (CPA) in the Academic Registrar's Group (email: cpa@rmit.edu.au) early in planning changes to program structures or new program developments.

1.5 Program codes are used for the following purposes:

1.5.1 To distinguish programs in terms of college and school management, definition of program level, definition of program type, duration and total credit points (higher education) or hours (vocational education) required, and any other aspect that a government body or legislation requires RMIT to distinguish.

1.5.2 To identify replacements of nationally recognised VET training package qualifications and accredited courses, where the replacement program will have a new national ID and program structure.

1.6 Plans are used to:

1.6.1 accommodate a change to a program title

1.6.2 accommodate creation of a specialisation within a program, where the specialisation title is to appear on the transcript but not on the testamur

1.6.3 contain the structural requirements (core and optional courses) a student must fulfil to gain an award.

1.7 The location published for a plan in the Program Guide System must be the primary location at which the core courses for the plan are taught. Where a plan has CRICOS registration, the registration should include all locations at which students are required to attend classes.

Academic coding conventions

1.8 Program codes consist of five alphanumeric characters.

1.8.1 The code is usually a sequential number following a one-letter or two-letter prefix convention. See Appendix 1.

1.8.2 New program codes are assigned numbers sequentially based on the order in which the completed forms are received by CPA.

1.8.3 Administrative programs (codes commencing with EX, SA and XI) are exempt from the requirement to include numbers in their program code. Master by Research and PhD programs may be numbered based on their relationship to one another. For example, MR234 and DR234 are the Master by Research and PhD in Laboratory Clinical Science programs.

1.9 A plan code:

    1.9.1   defines plans in the curriculum data system

    1.9.2   is an alphanumeric code with a field length limit of ten characters.

1.10 When a plan is a sub-part of a program, the first five characters of a plan code refer to its owning program. For example, MC177NI and MC177NM are plans of program MC177.

    1.10.1   Plans for program offerings via Open Universities Australia are an exception.

1.11 A plan code may be the same five characters as its parent program code.

1.12 CPA has the discretion to choose how to code all the characters of the plan code. Following are some common plan codes:

    1.12.1   Adding the year to the plan. For example, 'P19' means the 2019 edition of that plan.

    1.12.2   If a plan is part of a double degree program, the last two letters of the plan code are 'DD'.

1.13 If a plan is created for a vocational education offering with an industry partner or enterprise client then the additional characters of the plan code may refer to the partner/client name.

1.14 Existing plans offered with a partner institution outside Australia may retain a partner designation. For example, BP999SIM for Singapore Institute of Management.

Award titles

1.15 Award titles are the title of the award as stated in full on the testamur.

    1.15.1   Refer to the table of award title abbreviations. for a list of award abbreviations.

1.16 A graduate shall receive an award under the title approved for that award and in the form approved by the University.

    1.16.1   Graduates are entitled to use the approved title abbreviation for their award.

    1.16.2   All approved award titles for use on testamurs are recorded in the curriculum database (SAMS).

1.17 The case for new award titles specific to programs must:

    1.17.1   meet professional accreditation or national registration requirements for the program or

    1.17.2   meet at least one of the following four criteria to be considered:

        — Must be globally recognisedin specific relevant markets

        — Must be clearly distinguished from titles of other RMIT qualifications at the same level in the same market

        — Must makes clear the relationship with other RMIT qualifications to which this qualification is linked to in a pathway

        — Must be at the level of a discipline rather than a sub-discipline specialisation, and thus remains meaningful over the long term.

1.18 The Academic Registrar approves abbreviations of award titles.

1.19 For any program that has been accredited externally, the accredited title must be used as the award title. Nationally recognised VET training package qualifications and nationally accredited courses must have the title stated in the training package and accredited course documentation.

1.20 Coursework award titles may include a tag, i.e. an additional phrase in parentheses describing the discipline specialisation of the award.

1.21 Honours degree titles include the word '(Honours)' at the end of the title.

1.22 Where graduate certificates and graduate diplomas are exit awards from a master degree, or are part of a sequence leading to a master degree, their titles are consistent with the master degree title.

1.23 For doctoral degrees by research the title of Doctor of Philosophy is used.

Program title conventions

1.24 Formal program/plan/degree titles that are more than 100 characters long (including spaces) will be abbreviated to 100 characters.

1.25 Single degree program titles have the format [Type of program] + [program stem] e.g. Bachelor of Science.

1.26   All plans currently active under a single degree program must have the same current testamur title. Only discontinued plans in a program with an older program title may have a different testamur title from the current program's title.

1.27   All plans currently in effect under a double degree program code must have one of the two current titles of the component single degrees.

1.28   The transcript description of each plan under a program code must start with the parent program title but may add a tag.

1.29   In double degree program titles:

    1.29.1   the two single degree titles are separated by a forward slash e.g. Bachelor of Engineering (Mechanical Engineering) (Honours)/Bachelor of Business (Management)

    1.29.2   where the program's plans are managed by two different schools, the first degree noted in the program title is the one that is owned by the school that manages the double degree program as a whole. The order will not be changed if the other school takes over management of the double degree program.

1.30   In dual award programs (where the student receives two awards one from RMIT and one from either RMIT or another institution, and often from different sectors), the RMIT award title follows the same titling convention as single degree titles.

1.31   In joint award programs (where the student receives one award conferred jointly by RMIT and another institution), the title follows the same titling convention as single degree titles.

1.32   Should an ad hoc situation require a minor change to the convention of program/plan coding or titling in exceptional situations, this may be done at the discretion of the Academic Registrar. If the rules and convention need to change systematically, the Academic Registrar's Group will consult with relevant stakeholders.

1.33   Where a program title has changed and the owning school needs to update the program guide for a plan associated with a previous program title, please contact CPA.

1.34   Vocational education program titles are determined by the relevant qualification title in the training package or accredited course documentation.

Academic program creation and change rules

1.35   A new program code must be created for an existing program where:

    1.35.1   a current vocational education qualification is assigned a new national code by the government

    1.35.2   a program's AQF level changes

    1.35.3   the type of program changes (even if the program remains at the same AQF level e.g. changing a graduate diploma to a graduate certificate)

    1.35.4   the full-time program duration or credit points (in higher education programs) or nominal hours (in vocational education programs) required to complete the program change/s

    1.35.5   the program learning outcomes change significantly

    1.35.6   at least 25% of the core courses (by credit point value) for the program are different from existing programs.

Plan creation and change rules

1.36   Plans represent the curriculum required to complete the program. Changes to and creations of academic plans are normally processed for curriculum reasons rather than administrative reasons however, exceptions may be made when curriculum management systems do not provide an alternative mechanism for tracking student cohorts or facilitating student administration processes. Consult CPA for more information.

1.37   A plan change can trigger provider default under ESOS regulations.

1.38   A new plan must be created where:

    1.38.1   the program title of the parent program changes (this typically also requires a change to the degree title of the plan)

    1.38.2   the transcript title of a program or plan changes e.g. Bachelor of Applied Science (Food Science) becomes Bachelor of Food Science.

1.39   The minimum criterion for a new plan to be created where the program structure changes is that a transition table is needed in the program guide to guide enrolling students who last enrolled under the previous structure. A new plan should not, however, be created unless the structural changes are so great that it would be difficult to explain enrolment requirements to students with such a table.

1.40   A new plan will not be created:

    1.40.1   for purposes of administering student cohorts

    1.40.2   to distinguish different methods of delivery e.g. online versus face-to-face, or in a different language

    1.40.3   to distinguish cohorts of students admitted to a program with credit or exemptions.

1.41   A separate vocational education plan may be established to distinguish offerings to a specific enterprise client where the Academic Registrar approves this as necessary for administrative purposes.

Time-frames for changes to program structures

1.42   The RMIT accredited program submission deadlines calendar is published for the following year in September each year by Program Quality and Development.

1.43   As a general rule, enough time should be given for program structure changes to be approved and program guides published for Open Day each year.

Program structure models

1.44   To enable students to enrol online independently, minimise timetable clashes and avoid the need for specialised program advice to students. Programs should be structured as simply as possible.

1.45   Each plan will have a single program structure. Program structures will not include different versions of the structure for students with different characteristics e.g. there will not be different structures for full-time and part-time students, for students entering from different types of entry qualification or from entry qualifications completed at different institutions.

1.46   The list of core courses must be the same within the same program. Differences in core courses are allowed to satisfy a requirement imposed by a foreign government or a foreign professional accreditation body in a partner institution outside Australia or campus program plan offering.

1.47   An option choice is a choice of one or more courses from a list. Students must not be asked to choose courses from more than four option lists per year. Students may be asked to choose between option courses but only to make a single level of choices. Students cannot be asked to choose between options that are dependent on their already having made an optional course choice or on their having specific prerequisite study. Where students are invited to make repeated option choices from the same list of program or school options, these must be consolidated in a single list at the end of the program structure.

1.48   Coursework program structures must be consistent with one of the following program structure models:

    1.48.1   **Model A:** A list of core courses and University elective requirements in each year of the program.

    1.48.2   **Model B:** A list of core courses, option choices and University elective requirements in each year of the program.

    1.48.3   **Model C:** A list of core courses, University elective requirements and majors or minors in each year of the program.

1.49   See section below for configuration rules for majors and minors.

1.50   Exceptions to the above program structure models can be approved by the DVCE.

1.51   For vocational education programs, only option courses that will be delivered are included in the program structure. The fact that the training package includes an elective course is not a sufficient reason to configure it.

1.52   Elective units in a nationally recognised training package qualification or accredited course may be core courses in the RMIT version of the qualification or course.

Majors and minors

1.53   Only majors or minors can be used to denote specialisations within a program.

1.54   A major or minor:

    1.54.1   must contain the same courses and the same structure, no matter which program it is taken in

    1.54.2   may not share more than 50% of the courses (by credit points value) of another active or proposed major/minor

    1.54.3   may be taken in different programs, subject to the agreement of the relevant stakeholder schools/colleges.

1.55   Major/minor titles:

    1.55.1   should denote a specialised discipline or sub-discipline

    1.55.2   cannot be the same title as another major/minor in the same career at the same time

    1.55.3   cannot be too similar to the title of an existing major/minor

    1.55.4   can be the same title for both the major and minor when the minor is an abridged version of that major.

1.56   If the proposed title of a major/minor relates to a different academic field to the parent program, consultation is required with schools/colleges already teaching in the academic field.

1.57   A major/minor may be structured either as a single list of courses or may be split into year levels.

1.58   A course can be part of one or more majors/minors.

1.59   There must be no more than a single limited choice of options within each year level of the major/minor.

1.60   A single bachelor degree program may enable a student to obtain up to two majors and up to two minors.

1.61   A double bachelor degree program may enable a student to obtain up to two majors and up to two minors for each component single degree.

1.62   If a course is completed to fulfil the requirements of a major/minor, it cannot be counted again toward fulfilling the requirements of another major/minor.

1.63   A change to a major/minor that requires the creation of a new major/minor code is the same as guidelines for when a new program plan is required i.e. whether students who have partly completed the major/minor will be disadvantaged if required to complete the new requirements.

Degree code creation, change rules and coding conventions

1.64   Degree codes are the codes that designate the award linked to a plan. They are coded as six alphanumeric characters, using one of the prefixes listed in the appendix. The degree codes field can hold up to eight characters. New degree codes are numbered sequentially.

1.65   A new degree code must be created:

    1.65.1   where the program title changes

    1.65.2   where the AQF level of the program changes

    1.65.3   for every national ID of a vocational education qualification even if these programs share the same program title.

1.66   A new degree code may be created where a replacement version of the program has a different program duration and/or credit points total. For example, replacement of a one-and-a-half year master program with a two year master program.

1.67   Some program plans may be attached to a 'No Award' administrative degree code.

    1.67.1   For a student to be recorded as having completed a program in SAMS, a degree record needs to be created. This SAMS requirement applies even for a student in a non-award program. In these cases, even if degree codes are configured to enable program completion, this does not confer an RMIT degree to the students.

Principles for establishing effective dates of programs and plans

1.68 The effective date of a program/plan must enable admissions for the first teaching period in which the program/plan will be taught, and the need to display the correct teaching period of enrolment in all relevant systems.

1.69 The maximum effective date of a plan attached to a program may not be later than the maximum effective date of its parent program.

1.70 In assigning effective dates to approved new programs/plans, CPA takes into account:

1.70.1 the semester of the first intake

1.70.2 when admission applications open for the relevant semester of the first intake

1.70.3 the date of RMIT Open Day (for Australia-based programs/plans)

1.70.4 the Enrolment Online opening day for the relevant semester (for programs/plans that use Enrolment Online)

1.70.5 any government deadlines for reporting and publishing of new program/plan information

1.70.6 any fundamental changes to relevant terms and sessions in student management systems.

1.71 Program title changes require new plan codes and their effective dates follow the above set of rules, not the rules for changes to programs/plans in the next section.

1.72 In assigning effective dates to approved changes to programs/plans, CPA takes into account:

1.72.1 the semester that the change applies to

1.72.2 the first active effective date of any new courses

1.72.3 the effective date of any course changes

1.72.4 rules on when government-reportable field fields can be changed e.g. ASCED and CRICOS

1.72.5 government deadlines for reporting and publishing of program/plan information

1.72.6 any fundamental changes to relevant terms and sessions in student management systems.

1.73 In assigning effective dates to approved discontinuations and inactivations of programs/plans, CPA takes into account:

1.73.1 the last possible intake semester

1.73.2 CRICOS de-registration dates

1.73.3 the program expiry date (vocational education)

1.73.4 whether there are higher-level programs that could still exit into this program (for the inactivation of an exit point program)

1.73.5 any fundamental changes to relevant terms and sessions in student management systems.

1.74 When other RMIT systems request changes to SAMS effective date practice, CPA will consider the request based on the needs of all affected systems.

Inactivation and reactivation

1.75 Discontinued programs or plans are inactivated when it can be confirmed that no current enrolment or related current student records exist in that program or plan. Enrolments in discontinued programs are monitored once a year by CPA for the purpose of inactivation or on ad hoc request from schools and colleges.

1.75.1 Schools may request ad hoc reactivation of plans for the purpose of completing students who have been confirmed to have already completed degree requirements

1.75.2 On inactivating a program or plan in SAMS, CPA should archive related program guides.

1.76 A proposal to reactivate an inactivated program/plan needs to go through the same process as a new program/plan.

1.77 A proposal to reopen admission to a discontinued program/plan also needs to go through the same process as a new program/plan.

Government reporting attributes (ASCED and CRICOS codes)

1.78   The Australian Standard Classification of Education (ASCED) is a statistical classification used by the Australian Bureau of Statistics (ABS) for collection and analysis of data on educational activity and attainment.

    1.78.1   ASCED includes two classifications: Level of Education and Field of Education.

    1.78.2   See the [ABS site](#) for further information.

1.79   All RMIT programs and courses have an ASCED code.

    1.79.1   The ASCED codes for higher education programs, plans and courses are nominated by the college at the point of program creation.

    1.79.2   The ASCED codes for vocational education programs, plans and courses are determined by the relevant government agency.

1.80   If a change to the ASCED code is required, CPA can only act on approval from Analytics and Insight. Changes to the ASCED code for a course can only be done on certain effective dates as determined by Analytics and Insight.

1.81   Changes to ASCED codes are processed for future calendar years only, due to the impact on fees, reporting and enrolment processes.

    1.81.1   An ASCED code change that causes a HECS band ID change can only be done for the following year.

1.82   The Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) is managed by TEQSA and ASQA, who assess all applications for inclusion on the register.

    1.82.1   All programs delivered to overseas students must have CRICOS registration, as determined by the *Education Services for Overseas Students Act 2000* (ESOS Act).

1.83   Where a program plan has CRICOS registration, the registration must include all locations at which students are required to attend classes.

1.84   Major changes to a program, such as changes to the program structure and volume of learning, may impact the CRICOS registration.

    1.84.1   Compliance, Risk and Regulation (CRR) must be consulted to ensure that the required notifications are sent to the relevant ESOS agency.

    1.84.2   Contact cricos@rmit.edu.au for advice and/or to provide notification of program changes.

1.85   If a program is CRICOS registered, and any course in that program is to move to a new campus where the program is not CRICOS registered, the college academic development/academic services group must inform Compliance Risk and Regulation (cricos@rmit.edu.au).

    1.85.1   The notification and change of CRICOS registration must take place before the change is implemented.

    1.85.2   This may also apply if a new core course is added to that program structure at a campus where the program is not CRICOS registered.

Exceptions

1.86   Exceptions to program configuration rules may be made at the discretion of the Academic Registrar.

1.87   In support of a request for an exception, evidence should be provided to CPA of a directive from:

    1.87.1   a government body to which RMIT is answerable.

    1.87.2   a professional or government accreditation body which accredits the program in question.

    1.87.3   the DVCE.

Course configuration

Course and course offering coding conventions

2.1 Courses are defined on the curriculum data system by a six-digit SAMS-assigned course ID number (it may have a leading zero) and the formal course title.

2.2 Course codes for individual course offerings consist of a subject code (three to four alphabet characters) and a catalogue number (four to five alphanumeric characters).SAMS fields permit up to eight subject code characters and up to ten catalogue number characters.

2.3 A course code must be unique to one course offering at all times. It may never be repeated as another offering within the same course, or within any other course, regardless of effective date.

2.4 CPA chooses the subject code for a new course offering, taking into account the ASCED code that the college/school nominates for the course offering.

2.4.1 The college/school should nominate the ASCED code for a higher education course offering on the basis of the course academic content, bearing in mind the HECS band that will result. The intended subject code should not drive the nomination of the ASCED code.

2.4.2 ASCED codes for vocational education courses are determined by ASQA.

2.5 The catalogue number of a new course offering is assigned based on the next number available for the same subject code. Numbering starts at 1000 for each subject code. A vocational education course can have an alpha character after the four digits.

2.6 New subject codes may be created at the discretion of the Academic Registrar.

2.7 Should an ad hoc situation not covered by the course coding conventions in this section require a minor change, this may be done at the discretion of the Academic Registrar. If the convention needs to be changed systematically, the ARG will consult with relevant stakeholders.

Course titling conventions

2.8 Courses that are considered standard-titled courses (see Appendix 2) are exempt from these course titling rules.

2.9 For higher education courses and accredited vocational education courses, a course title must be unique within its subject code and within the same career type.

2.9.1 Example 1: A school may offer two different courses called 'Clinical Microbiology' under the same subject code ONPS if one of those courses is an undergraduate course and the other is a postgraduate course.

2.9.2 Example 2: A school is not permitted to create two different courses called 'Finance Models' in the same postgraduate career. If the courses are actually different courses to be taken in different programs, they need to be differentiated further in the course titles.

2.10 Titles of courses in nationally recognised training package qualifications and accredited courses or VET Skill Sets, and in VCE programs, must be identical to the title of a unit or competency. In vocational education courses the short description of the course begins with the national ID of the module.

2.11 More than one vocational education course may share the same course title where these refer to the same vocational education unit, but need to be offered in different schools, or have different scheduled contact hours. These courses must have the same National Course Code.

2.12 Mobility courses such as courses involving travel should be titled after the discipline or area of learning.

2.13 School codes or names and college codes or names are not included in course titles.

2.14 Where students can take the same research component course repeatedly across multiple semesters there is no need to differentiate the titles of the offerings. Students can enrol in the course and receive different grades each time it is taken.

2.15 If the same course is to be taught by a different school (for example, the same vocational education module in the TAFE career) then a new course ID may be created for it.

2.16 A request to re-use the title of an inactive course, for a proposed or existing course, may be considered where (as determined by the course approval authority):

2.16.1 the contents, outcomes, and assessment of the new course are significantly different from those of the old course – so that the new course cannot be considered the equivalent of the old course and

2.16.2 there is no alternative similar title that would be appropriate in describing the contents of the new course.

New course creation

2.17 A college may provide a rationale for creation of a new type of administrative course which will be considered by CPA.

2.18 A new course ID must be created where a higher education course changes its credit point value or a vocational education course changes its nominal hours.

2.18.1 A new course ID must be created where a course is offered for different academic career types. For example, the creation of a postgraduate version of an undergraduate course.

2.19 Changing a course title does not automatically warrant creation of a new course.

2.20 The contents and learning outcomes of a course may change slightly from year to year. For details of approval authority for course change, see Table 2 in the Program and course policy.

2.21 The following test is applied to decide whether the contents and learning outcomes have changed enough to warrant creation of a new course:

— If a student completed a course in a previous year then discontinued the program and is now being readmitted to the program, would the student be required to retake the course? If yes, then the new version of the course should be approved and configured as a new course. If no, then it is still the same course and retains the same course ID.

2.22 Mobility courses do not need to be configured as a new course offering because of a change in destination.

2.22.1 Multiple classes can be set up for a mobility course to enable different sets of students to travel to different locations.

2.23 Where a vocational education module/competency is configured as one course, the course will not be split into two different course IDs for administrative reasons.

New course offering creation

2.24 New standalone courses and course offerings should be approved by the relevant college pro vice-chancellor.

2.25 A new course offering must be created when:

2.25.1 an existing course will be offered at an additional campus or via an RMIT Online partner

2.25.2 a course offering is moved to a different campus.

2.26 Where the course is a core course for a program that is CRICOS registered, moving the course to another campus may require a change to the CRICOS registration.

Course characteristics and attributes

2.27 A course characteristic is one of the various system fields that define something about a course.

2.28 Certain course characteristics must be uniform across all offerings of the same course:

2.28.1 academic career type

2.28.2 managing school and college

2.28.3   ASCED code and band ID

2.28.4   course requisites.

2.29   A course attribute is a specific flag at course level in SAMS and applies to all offerings in the course.

2.29.1   Course attributes may be used to flag:

2.29.2   a work integrated learning course

2.29.3   a course counted toward the weighted average mark calculation to establish the honours level of bachelor honours programs.

Course management

2.30   A course and all its course offerings can only be managed by one school.

2.31   A college office may choose to manage a course rather than assigning it to one of its schools.

2.32   Certain administrative courses (e.g. credit transfer courses and certain student mobility courses) are considered to have no true owner and are assigned to the school code 'RMITU'.

2.33   If a school wishes to take over a course offering within another school's course (rather than take over the course as a whole), a new course must be created.

Changes to courses

2.34   Changes of course title that affect a program structure are considered a change to a program structure and must therefore meet the deadline for program structure changes.

2.35   Changes to the credit points value of a higher education course, or the nominal hours of a vocational education course, require creation of a new course and may require the inactivation of the existing course.

2.36   Changes to a course title apply to all offerings of that course.

2.36.1   If a course with a title change is taught (whether as a core or elective option) in a program managed by another school, the proposing school is responsible for informing the other school in time for the relevant program guides to be refreshed.

2.37   Changes that affect certain government reporting fields of a course (whether directly or indirectly) must be made in time for the relevant governmental reporting deadline as interpreted by the Analytics and Insight team.

2.38   Changes to the ASCED code may in some cases affect the HECS band ID of the course. If this is the case then the rules that govern the timing and allowable changes to governmental-reporting fields would also apply.

2.39   Changes to a course characteristic should be made before class scheduling for the year in question is opened. This is because scheduled classes derive many of their characteristics from the course and course offering configuration.

2.40   Changes to different course characteristics are subject to different deadlines. Whether changes can be made after the deadline depends on multiple factors:

2.40.1   Whether there is a significant disadvantage to students and/or staff if the change is not made.

2.40.2   The number of students and staff affected.

2.40.3   Whether the class scheduling for the relevant semester has commenced.

2.40.4   Whether students have enrolled in classes for the course in future semesters.

2.40.5   The impact on other business process managed by the ARG.

2.40.6   Whether a practical workaround is available or not.

2.41   The authority and deadline to change a course attribute depends on the course attribute in question.

Standard course weighting

2.42   All courses in undergraduate and postgraduate programs must be 12 credit points or a multiple of 12 credit points. Zero credit point courses are not permitted.

2.42.1 The only exceptions are courses:

— required to have zero EFTSL consumption for Higher Degree by Research students in higher doctorates e.g. internships

— configured for preparatory English courses offered by RMIT Vietnam

— to mark a student's enrolment in approved external study

— to mark a visitor's enrolment in an internship at RMIT.

2.43 As a general guide for higher education courses, the student workload in each multiple of 12 credit points should be 120 hours.

Course requisites

2.44 Course requisites are defined at course level.

2.45 Course requisites may be approved where a student's success in a course is dependent on prior knowledge that must be demonstrated by successful prior completion of a specified RMIT course (prerequisite) or concurrent enrolment in a specified RMIT course (corequisite).

2.46 All course requisites are stated in the Part A course guide.

2.47 Where a specific previous course is required the Part A course guide must include the specific course ID.

2.48 A course guide course requisite statement must state clearly what type of course requisite it is e.g. 'Enforced requisite', 'Required prior study' or 'Assumed knowledge':

2.48.1 **Enforced requisites** – students are not permitted (by Enrolment Online) to enrol in these courses until the prerequisite is satisfied by a pass grade in a specified RMIT course, or credit granted for the prerequisite course, or the specified corequisite is concurrently enrolled.

2.48.2 **Required prior study** – students are expected to have completed (or demonstrate concurrent enrolment in) the specified study and may be directed to amend their enrolment if requirements are not met.

2.48.3 **Assumed knowledge** – the course assumes that students have specific skills or knowledge.

2.49 Enforced requisites:

2.49.1 apply to all students enrolling in all offerings of the course – the requisite cannot be enforced for one offering or class and not for another

2.49.2 are system-enforced at enrolment

2.49.3 must be approved by the relevant Deputy Pro Vice-Chancellor, Learning and Teaching for coursework courses, or by the relevant Deputy Pro Vice-Chancellor, Research and Innovation for courses related to research programs before the enforced requisites are configured for enrolment.

2.50 Approval will only be granted where an enforced requisite is necessary:

2.50.1 for reasons of safety

2.50.2 because it is required as a condition of external accreditation

2.50.3 because it is required by legislation or regulation

2.50.4 for another pressing educational reason accepted by the Deputy Pro Vice-Chancellor, Learning and Teaching.

2.51 A student who does not meet an enforced requisite may seek a waiver from the executive dean/head of school or nominee by demonstrating that they have met the requirements other than through completion of the specified RMIT course/s. The student is responsible for gaining such a waiver in time to meet enrolment closing dates.

2.52 Where waivers of an enforced requisite are approved for a significant proportion of students enrolling in a course, the Academic Registrar may remove the system enforcement of the requisite.

2.53 Where an assumed knowledge requisite is stated, students are responsible for deciding whether they meet the requirements.

2.53.1 Students are not entitled to additional assistance or consideration if they decide to undertake the course without the assumed knowledge that is stated.

2.54   Course requisites for existing courses may be reviewed annually in time for any changes to be made before enrolment for the next academic year.

2.55   For some older courses where one course ID still has multiple career types, the requisite statement stated applies only to all offerings in that same course ID in the same career type. For example, if an older course ID has course offerings for both the UGRD and PGRD career types.

2.56   Course requisites are not used as a course sequencing tool: a program structure exists for that purpose. For example, if a program structure already states 'in year one, take course A; in year two, take course B', it is unnecessary to create a prerequisite for course B that states 'must have completed course A'.

System-enforced requisites

2.57   System-enforced requisite statements must follow the following rules and formats:

    2.57.1   They must be stated in terms of another RMIT course, identified by its course ID number.

    2.57.2   Vocational education course requisite statements must also state the national ID of the course.

    2.57.3   In the course guides course requisite statement, the school must create a hyperlink from the requisite course ID to the course guide of that requisite course. Academic staff can find the course ID by searching on the course code in the Course and Program System.

    2.57.4   They must be simple in logic, involving at most a single level and/or logic statement. For example:

        — One-level (acceptable): (Course B or Course C) and (Course D or Course E).

        — Two-levels (too complex): ((Course G or Course H) and Course I) or (Course J and (Course K or Course L)).

    The logic is system-enforceable by SAMS. CPA will advise the proposer if the requisite statement is not system-enforceable.

    2.57.6   Anti-requisite statements cannot be used. Forexample, "Student must not have completed Course X if they wish to enter Course Y".

    2.57.7   Do not include a requirement that students are enrolled in a particular program (as the SAMS class Reserve Cap functionality should be used instead).

    2.57.8   Do not state that a course lecturer or dean/head of school has the right to override course requisites (because they can do so by default, this statement does not add value).

    2.57.9   Do not specify a grade or mark level in the requisite course.

    2.57.10   Do not state two courses as co-requisites of each other.

2.58   Courses that are offered by an external institution/RMIT partner cannot be used as system-enforced requisite courses.

Class dates and intensive classes

2.59   Regular terms and academic sessions are those published annually by the Academic Registrar.

2.60   Classes based on a regular term or session have the same start dates, end dates and key administrative dates as the term or session. For these dates, see the relevant RMIT academic calendar.

2.61   Classes may be dynamically dated for specific purposes such as intensive delivery or to enable rolling enrolments. Dynamic dating of classes must comply with the following rules:

    2.61.1   The class start-date is the first day of learning activities.

    2.61.2   In coursework courses, the class end-date is the date on which the last assessment task occurs, or the last assessment item is due, whichever is later.

Supporting resources

- Related policy: *Program and course policy*
- Related policy processes: *Program and course approval processes*

Accountability

- Approved: [Date of approval]
- Approval authority: Academic Registrar
- Operational responsibility: Program and Course Administration, ARG
- Contact: cpa@rmit.edu.au

Appendices

— Appendix 1

Program code prefix conventions

Prefix	Program type
AD	Associate degree
BH	Bachelor honours (if a double degree program contains an honours degree, it is coded as BH)
BP	Bachelor pass
C	Vocational education certificate, diploma, advanced diploma
DP	Higher education diploma
DR	PhD
EL	ELICOS
ES	Enabling skills
FS	Foundation Studies
GC	Graduate certificate
GD	Graduate diploma
MC	Master by coursework
MR	Master by research
N	Non-award programs
OL	Bachelor degree OUA programs
OU	Master degree OUA programs
S	Vocational education skill-set programs

No longer used

Prefix	Program type
DOC	Doctoral degree
NA	Non-classifiable program
PH	Doctor of Letters
T	Vocational education units (superseded by Skillset S-programs)

Vocational education program code prefix conventions

Prefix	Program type
C0	Graduate diploma/certificate (Vocational Education) and programs whose title starts with the phrase "Course in…": e.g. Course in Basic First Aid.
C1	Certificate I
C2	Certificate II
C3	Certificate III
C4	Certificate IV
C5	Diploma
C6	Advanced diploma
S0	Skill Set (Vocational Education)

Degree program code prefix conventions

Prefix	Program type
AD	Associate degree
BCH	Bachelor pass
BHN	Bachelor honours
CT	Vocational education certificates, Foundation Studies
DIP/DPE	Diploma
ELICOS	ELICOS
GCR	Graduate certificate
GDP	Graduate diploma
MAS	Master degree (coursework and research)
NA	No award received (an administrative degree code)

Appendices

Appendix 2

Standard titles – courses

It is important to use standard titles for placement/internship, advanced, research or external courses. This ensures that the courses are easily recognisable to all staff and students of the University.

The following standard titles should be used:

Coursework placements and internships
- Professional Practice in [Discipline or Topic]
- External Practicum in [Discipline or Topic]
- Professional Project in [Discipline or Topic]
- [Discipline] Field Education
- Internship in [Discipline]
- Work Experience in [Discipline]
- [Discipline] Work Placement

Advanced, external and studio courses
- Elective in [Discipline or School]
- Independent Study in [Discipline]
- External Studies in [Discipline] (for a course taught by a partner institution outside Australia that is not an RMIT course)
- [Discipline] Studio
- [Discipline or Topic] Project

Research courses other than Higher Degree by Research program thesis/project courses
- Graduate Research Internship
- Research Methods in [Discipline]
- Qualitative Research Methods in [Discipline]
- Quantitative Research Methods in [Discipline]
- Research Project in [Discipline]
- Research Strategy in [Discipline]
- Honours Project in [Discipline]
- Honours Thesis in [Discipline]
- Masters Coursework Thesis in [Discipline]
- Minor Thesis in [Discipline]

Higher Degree by Research program thesis/project courses
- PhD Thesis/Project [credit points]
- Masters Research Thesis/Project [credit points]

Exchanges and study tours
- Inbound Exchange course in [School]
- Outbound Exchange course in [School]
- Study tour in [Discipline]

Appendices

Appendices

0405 0418