## Considering Opening a Program to International Onshore Students?

### Issues to consider

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Why is the program being opened to international students? Identify the key outcomes expected, eg. Increasing student numbers, building strategic partnerships, financial profitability, developing market position, alignment with RMIT’s strategic directions and priorities or Commonwealth and state priorities.</th>
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| Market analysis | - What is the international market demand for this program? Evidence?
- Who are the likely competitors – both locally and internationally? How is this proposed program different from its competitors?
- What is the evidence that international student demand currently exists? How significant is the demand? Is demand largely local or global?
- Who are the target students? e.g. location, age, specific need?
- What is the evidence that the demand for the program will be sustained or have grown beyond the duration of one program iteration?
- What are the employment outcomes / professional recognition etc?
- What are current employment rates within the sector?
- Does this address an area of current or future skill shortage?
- Provide a projection of international student numbers. |
| Overseas Recognition and Professional Status | Is this program recognised overseas? (industry/ professional associations, registration bodies)
Will the program meet the professional accreditation requirements? Locally and internationally? |
| Campus and Student Support Services | What are the locations and campuses where the program will be offered? Are there support services available to international students at this campus? Are there other international students there? |

### Further information

Contact Marketing and Communications, International Services

ISIS: International Student Information and Support Area: www.rmit.edu.au/isis
| Capacity, Resource and Capability | Is there the capacity to cope with increased enrolments in this program?  
| | Is there a quota (in general; on international places)? Consider studio space; OH&S requirements; work placements.  
| | Is there existing staff capability to deliver the program to international students? Will new staff need to be hired?  
| | Have staff had ESOS training? If not, what strategies are proposed?  
| | Can staff provide information to international students about where to access assistance with:  
| | - improving English language skills  
| | - Australian study and assessment styles  
| | - attendance and academic progress issues  
| | - accommodation issues  
| | - welfare issues  
| | - visa issues  
| | Staff training is available through Open Program:  
| | The ESOS Act: The Administrator's Guide to International Education  
| | www.rmit.edu.au/PC/OPENPROGRAM  
| | ESOS and Student Visa Compliance information:  
| | www.rmit.edu.au/international/esos  
| Articulation | Will there be an existing program that articulates into the new program? Or will this new program articulate into another program?  
| | Articulation information:  
| | www.rmit.edu.au/international/articulationagreements  
| Entry Requirements and Intake | Consider the:  
| | - Academic requirements: grade point average / grade average.  
| | - English language requirements.  
| | - Other, such as: interview; folio; work experience.  
| | When will the intakes be: Feb / July, or both? When would the first intake be?  
| | Check current entry requirements for similar programs:  
| | www.international.rmit.edu.au/info/noosr/entrycountry.asp  
| Program Structure | International students are granted a visa for the expected duration of the program. The expected duration is based on the minimum time it takes to complete the program when studying full-time and progressing normally throughout the program.  
| | What happens if an international student fails a course and needs to repeat it? Will this interrupt their progression through the program? |
| Work Component | • Will the program contain a work component?  
  • TAFE-based programs with work-based training components have specific requirements (i.e. attendance monitoring).  
  • Are you able place students in workplaces? | Work component information for TAFE programs: www.rmit.edu.au/international/cricos |
|----------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Mode of Delivery | What delivery modes are proposed and why?  
  International students are restricted to: minimum of one face-to-face course per compulsory semester; and their total program cannot contain more than 25% online / distance courses. Does the program delivery account for these limitations? | |
| Attendance | Attendance needs to be monitored for VET, VCE, foundation and most non-award programs. Does this apply to your program? Have you specified a staff member who will be responsible for monitoring attendance? | See the RMIT Attendance Procedure on the policy website: www.rmit.edu.au/governance/policies/lit/studentattendance |
| Exit Points | Will there be opportunity for early exit points? | |
| Additional Costs | Will there be additional costs (i.e. material fees) for students? | For more information on other expenses, see: www.rmit.edu.au/programs/fees/other |
| Risk Management | Are there any specific risks that will apply to international students? How will they be managed? | |
| Marketing | • Will significant resources be required for marketing?  
  • Are there funds available to support this marketing?  
  • Will funds be available for scholarships? | International marketing information: www.rmit.edu.au/id |
| Monitor and Review | Who will monitor international student enrolments and progress? When will there be a performance review? | |