RMIT Vietnam Manual: A Practical Guide for Staff

www.rmit.edu.au/staff/vietnam-manual
Introduction

Purpose
The RMIT Vietnam Manual covers the procedures that relate to student and academic administration activities for the programs RMIT offers in Vietnam at both the Hanoi and Saigon South sites. It provides guidance and instructions to RMIT staff on how student and academic administration and academic matters will be handled.

This manual is available on the RMIT Web site at: www.rmit.edu.au/staff/vietnam-manual

Target audience
The manual acts as a reference guide for:

- RMIT support staff
- RMIT program coordinators
- RMIT course coordinators
- RMIT student administration staff
- All personnel who handle student administration matters at RMIT Vietnam
- All personnel who handle student administration matters at RMIT Melbourne

Glossary
For an RMIT glossary of terms and acronyms, please go to the RMIT governance glossary web site at: www.rmit.edu.au/governance/glossary

Disclaimer:
The information contained in this document was correct at the time of printing. Staff should refer to www.rmit.edu.au/staff/vietnam-manual

Academic Registrar's Group
www.rmit.edu.au/academic-registrar
16 September 2008
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1. RMIT Overview

1.1 About RMIT University

www.rmit.edu.au/about

RMIT University was established in 1887 and is a leading international university that brings together a worldwide community of students and academics from a wide variety of cultural, linguistic and ethnic backgrounds. RMIT is a leader in the teaching of design, information technology, business, communication, engineering and science. Through its three academic portfolios:

- Business (BUS)
- Design and Social Context (DSC)
- Science, Engineering and Technology (SET)

the University provides education and training programs to Australian and international students across academic levels ranging from certificates and diplomas to bachelor degrees, masters degrees by research or course work, to professional or research doctorates.

Since its beginning, RMIT has demonstrated a continuing commitment to providing technical, vocational and professional education through the use of distance education designed to meet the needs of learners for whom traditional face-to-face learning at set times and set places was not appropriate.

RMIT offers education for employment, personal and community development and the resolution of real-world problems. The University’s strong local and international reputation is based on the quality of its teaching and its academic and research programs which are renowned for being technologically oriented, client focused, creative, innovative and practical.

Students and staff put a high value on creativity, cultural diversity, environmental care, ethical behaviour, fairness to all and a global outlook. These values underpin links with industry, community organisations and other education institutions and are expressed in the teaching and learning activities.

RMIT has more than 60,000 students undertaking university and vocational award programs in Australia and overseas and a further 40,000 clients through industry-focused training. More than 8,000 international students study in Melbourne, with a further 10,000 offshore with approximately 5,000 of these students studying on the Vietnam campus in Higher Education and English language programs. The University has agreements with more than 190 institutions internationally, that facilitate student and staff exchange and collaborative research. There is an extensive international alumni network which includes in excess of 120,000 RMIT graduates.
1.2 About RMIT International University Vietnam

Our history

www.rmit.edu.au/about/vietnam

RMIT International University Vietnam is the first, fully foreign-owned, international university operating in Vietnam. As the Asian hub of RMIT University, RMIT Vietnam shares in a long tradition of work-relevant education that utilises technology to both produce and disseminate knowledge throughout the world. In 2007, RMIT University celebrated its 120th anniversary. RMIT has just celebrated its 6th anniversary of campus operations in Vietnam. RMIT Vietnam’s first years of operations are characterised in one simple, yet powerful word – success. The challenge for the next five years is to maintain and to build on the success that is associated with the name – RMIT International University Vietnam.

Corporate profile

RMIT International University Vietnam (RMIT Vietnam) is the only fully foreign owned University in Vietnam. It delivers internationally recognised Australian degrees. RMIT Vietnam brings world class education to Vietnamese families and is proud to contribute to the social and economic development of Vietnam and the region by producing practical, competent and confident leaders and managers for the future.

Our vision

In 2010 RMIT International University Vietnam will be:

- A centre of educational excellence in the Asian region renowned throughout the world for its quality teaching and learning.
- Highly sought by students from around the world as the first choice provider of quality undergraduate and postgraduate education enriched by the cultural experience of life in Vietnam.
- A truly international community of scholars and students dedicated to the promotion of intellectual, cultural and economic development in the Asian region.
- A key to the success of RMIT University’s vision of being ‘Global in outlook and action, offering our students and staff a global passport to learning and work’¹ through quality international higher education teaching and research in partnership with RMIT Melbourne.
- Essential to capability building in Vietnam and the wider Asian region by providing timely and relevant industry solutions through education, training, and consultancy
- A developing research centre boasting specific expertise in research related to the development of Vietnam and the Asian region.

Our mission

RMIT International University Vietnam is the Asian hub of RMIT University, a global university of technology with its heart in the city of Melbourne, Australia.

As an internationally recognised Australian university based in Asia, RMIT Vietnam assists in the development of human resources in Vietnam and the region by providing opportunities for students

¹ RMIT 2010 Strategic Plan: Designing the Future
from around the world to belong to an international educational community that supports them to achieve their full potential as responsible, passionate and creative citizens who can shape a dynamic global future.

**Our core values**

The values of RMIT University form the basis for, and are embraced by, RMIT International University Vietnam. Our values include:

**Useful:**

- Our graduates are creative, skilled and highly employable.
- Knowledge and skills developed in our students are relevant and applicable to the needs of communities, industry and individuals.
- Our staff are outcome oriented and agile in their approach to meeting the needs of communities, industry and individuals.

**Creative:**

- Opportunities for students and staff to fulfil their potential are created.
- Innovative curriculum and research solutions are sought, applied and rewarded.

**Connected:**

- Students’ and families’ aspirations, experience and needs are central to evaluating our performance and shaping improvement.
- Industry and community are active partners in teaching and research.
- Global networks formed around enterprise, industry and communities underpin our operations.
- Team work is supported and encouraged.

**Fair:**

- Learning opportunities cater for a diverse range of students.
- Respect for all cultures is reflected in our work.
- Intellectual freedom and tolerance is nurtured and debate encouraged.
- A physically, culturally and socially safe work and study environment is provided for all staff and students.
- Ethical, honest and open dealings characterise relationships with students, staff and partners.

**Passionate:**

- Meeting the needs and aspirations of our students and partners is a top priority.
- Excellence in teaching, scholarship and research is rewarded and supported.
- Building and strengthening the community through producing first class citizens.
Our quality policy

All RMIT degrees offered in Vietnam are recognised by the Vietnamese Ministry of Education and Training (MoET). RMIT Vietnam has been awarded the ‘Golden Dragon Award’ three times since 2003 for excellence in education from the Vietnamese Ministry of Trade. The University also received Certificates of Merit from the Ministry of Planning and Investment in Hanoi and the Ho Chi Minh City’s People’s Committee for the University’s contribution to the social and economic development of Vietnam.

The same high quality international degrees are delivered in Australia and Vietnam and the qualification is awarded by RMIT University. The programs are designed by lecturers and professors from RMIT University and the delivery and assessment of the program is quality assured by RMIT University.

RMIT University regularly sends auditing lecturers to RMIT Vietnam to examine the delivery of courses on the Vietnam campus. In addition, student work is selected randomly each semester and sent to RMIT University to ensure the accuracy and standards of marking.

In addition to internal audits conducted by RMIT University and RMIT Vietnam, the Australian Universities Quality Agency (AUQA), an Australian Government quality control agency also conducts organisational audits of all Australian Universities. The audit results are published on their web site at: www.aqua.edu.au and also in the media. RMIT University has a strong reputation for its quality education and RMIT Vietnam is bound to maintain the same quality approach.

Academic lecturers are internationally qualified with overseas Bachelors, Masters or Doctoral degrees and have extensive experience in industry or higher education. They bring to their roles a thorough knowledge of business and industry and its application in the South East Asian region.

Core businesses

RMIT International University Vietnam is currently licensed to operate in Vietnam in order to conduct education and training activities for both undergraduate and postgraduate levels, scientific research and applied research in the areas of science and engineering, technology, economics, foreign languages and to provide services directly serving training and research and development in these areas.

1.3 About the Business portfolio

www.rmit.edu.au/bus/about

The RMIT Business (BUS) Portfolio is based in Melbourne’s CBD and is the largest business faculty in Australia, with around 500 staff working with approximately 19,300 students in Australia and overseas. The Business Portfolio encompasses education, research, training and consulting, and has a reputation for building links with business and industry. RMIT Business earns almost three-quarters of its annual revenue from non-Government sources and is highly entrepreneurial and innovative in its vision.
Innovation and entrepreneurship are at the forefront of the RMIT Business strategy for the future. RMIT Business’s strategic priorities for the next five years are:

- Rationalise, rebuild and refocus our suite of programs to ensure relevance and flexibility of student choice.
- Create an innovative portfolio, through research activity and the development of industry partnerships.
- Ensure student-centered approaches to learning and support services.
- Build financial viability and expertise in management of market growth.
- Be the choice provider of continuing education to individuals.

The Business Portfolio includes a TAFE (Technical and Further Education) School and a Graduate School, and four Higher Education schools, including:

- Accounting and Law
- Business Information Technology
- Economics, Finance and Marketing
- Management

RMIT Business also incorporates the Centre for Quality Management Research and three CRC programs – Construction Innovation, Smart Internet Technology and Interactive Design.

RMIT Business prides itself on its educational contribution to the global business community. The Melbourne campus is a popular destination for international students and the Portfolio is involved in educational partnerships throughout South East Asia including China, Hong Kong, Malaysia, Singapore, Vietnam and Thailand. A wide range of offshore programs, including articulation arrangements, are offered in collaboration with local institutions.

1.4 About the Design and Social Context portfolio

www.rmit.edu.au/dsc/about-dsc

The Design and Social Context (DSC) Portfolio encompasses RMIT University’s art, communication, design, education and social science discipline areas. There are currently nine schools delivering programs from apprenticeships through to PhDs, to approximately 19,000 students. Many programs articulate between TAFE (the Technical and Further Education sector) and Higher Education, creating pathways for further study. There is a vibrant research community attracting funding from a range of government and industry sources with close to 400 students enrolled in research degrees. It has a number of nationally and internationally recognised research centres: the Centre for Design, Centre for Applied Social Research, AHURI, Globalism Institute and the Centre for Rural & Regional Development.
1.5 About the Science Engineering & Technology portfolio

www.rmit.edu.au/set/about

The Science, Engineering and Technology (SET) Portfolio comprises ten schools delivering a broad range of programs in Science, Engineering and Technology at Apprenticeship, Certificate, Bachelor, Masters and PhD levels. Many programs articulate between TAFE and Higher Education, creating pathways for further study.

The SET Portfolio has a vibrant research community that attracts funding from a range of government and industry sources. The Portfolio has an annual budget of approximately $209 million and employs nearly 1,000 staff providing on and offshore programs to approximately 20,000 students.

1.6 About RMIT’s academic structure in Vietnam

RMIT University Vietnam has four Academic Centres that provide the key focus of all academic activity for the University. These Centres, established in 2008 are:

- Centre of Language and Learning
- Centre of Commerce and Management
- Centre of Technology
- Centre for Graduate Studies, Research and Development

Each Centre will be under the guidance of a Professor/Head of Centre who will provide academic leadership to all in the Centre and to the University in general. The Heads of Centre report directly to the Vice President Academic – Associate Professor Andrew Scown.

Please note: the recruitment process for the Heads of Centre is currently underway and it is anticipated that the Heads will be employed progressively from Semester 3, 2008 onwards.

Housed within each Centre are various academic programs that constitute the key work of the Centre. These programs are managed by experienced Program Managers (with Associate Program Managers in some programs) who are tasked with the day-to-day area administration required to ensure the delivery of quality teaching and learning.

The Program Managers for each Centre in 2008 are:

**Centre of Language and Learning** – Head – To Be Appointed

- **English Language Programs** – Executive Program Manager – Ms. Jan Butler
  - Academic English Programs – Associate Program Manager - HCMC – Ms. Jane Bywaters
  - Concurrent English Programs – Associate Program Manager - HCMC – Mr. Casey Scholz
  - English Language (AEP & CEP) – Associate Program Manager – Hanoi – Ms. Lauren O’Hern
Centre of Commerce and Management – Head – To Be Appointed

- **Commerce Programs** – Executive Program Manager – Mr. John Crook
  Associate Program Manager – HCMC – Mr. Hugh McCann
  Associate Program Manager – Hanoi – Mr. Michael Saram
- **Accounting Programs** – Program Manager – Mr. David Knock
- **Business Information Systems Program** – Program Manager – Mr. Chris Munro
- **Master of Business Administration Program** – Program Manager – Mr. Brian O’Reilly

Centre of Technology – Head – To Be Appointed

- **Applied Science – Information Technology Programs** – Program Manager – Mr. Barend Scholtus
- **Design- Multimedia systems Programs** – Program Manager – Mr. Don Gordon

The University is also supported by two key Academic Units:

- Organisational Research and Quality Development Unit
- Work, Careers, and Lifelong Learning Unit

- **Organisational Research and Quality Development Unit** - Director - Mr. Keith Inkster - is tasked with University wide research with particular focus on University surveys and other qualitative data to support an improvement of student learning outcomes and quality teaching. The dual role of the Centre provides an immediate site for quality development through teacher education, academic mentoring, supervised micro-teaching etc. in response to the student surveys and other feedback.

- **Work, Careers, and Lifelong Learning Unit** - Director - Mr. Kieran Brennan - provides the focus for all University industry engagement - including the placement of students in internships as part of their degree studies. The Unit also co-ordinates work for the RMIT Vietnam alumni, and the student mobility program for students/groups visiting RMIT Vietnam.

1.7 RMIT programs in Vietnam

The following programs are offered at RMIT Vietnam - listed under the Academic Centre in which the programs are housed.

1.7.1 Centre of Language and Learning

Academic English Programs (AEP):

- REW* – Level 3
- REW – Level 4
- REW – Level 5
- REW – Advanced 1 and 2
  (* REW = RMIT English Worldwide)
Concurrent English Programs (CEP):

-REW – Concurrent English Program – Modules 1 – 8

Students who satisfactorily complete the Academic English Programs through to Advanced 2 are considered to have an IELTS 6.5 equivalence and can seek direct entry into RMIT degrees on the Vietnam campus.

Students who satisfactorily complete the Academic English Programs through to Level 5 inclusive can enter the RMIT Diploma Programs on the Vietnam campus and proceed through a pathway of the Diploma (8 Units over 4 Semesters) with Concurrent English Programs (8 modules over 4 semesters) and upon satisfactory completion of both are entitled to seek RPL from the first year of the Bachelors degree in the same discipline, thus entering the Degree at the second year of tuition.

Direct entry to students who evidence an IELTS 6.5 with no band <6.0 is possible for the Undergraduate degree programs, and an IELTS 5.5 with no band < 5.0 for the Diploma programs.

The Centre of Language and Learning is also responsible for concurrent English throughout the University for all RMIT Vietnam students to ensure that they are maintaining and developing their capability and proficiency in using the English Language.

Graduate Certificate of Tertiary Learning and Teaching (96 Credit Points)

This program is mandatory for all academic staff at RMIT Vietnam and is delivered concurrently alongside staff teaching commitments to enable reflective practice and the possibility of mentoring/micro-teaching. The program is facilitated by staff from the Organisational Research and Quality Development Unit. (See also section 4.2)

1.7.2 Centre of Commerce and Management:

- Diploma of Commerce (96 Credit Points)
- Bachelor of Commerce (288 Credit Points)
- Bachelor of Business (Business Information Systems) (384 Credit Points)
- Bachelor of Business (Accountancy) (288 Credit Points)
- Bachelor of Communication: Professional Communication (288 Credit Points)
- MBA (288 Credit Points)
- MBA (Executive) (144 Credit Points)

1.7.3 Centre of Technology:

- Diploma of Design: Multimedia Systems (96 Credit Points)
- Bachelor of Design: Multimedia Systems (384 Credit Points)
- Bachelor of Applied Science: Information Technology (288 Credit Points)

1.7.4 Centre for Graduate Studies, Research and Development:

No academic programs at post-graduate research level are currently offered at RMIT Vietnam. The Centre houses the Vietnam node of the Global Cities Institute.
2. Academic administration overview

2.1 Roles and responsibilities

2.1.1 Academic program coordinator duties in Melbourne

The main activities and responsibilities of the Melbourne based Academic Program Coordinator include:

- Directly liaising with Melbourne and Vietnam campus Program Manager and personnel to ensure RMIT Vietnam’s Program Manager and personnel are supported. This may include visits, emails or telephone contact.
- Providing guidance and advice to Vietnam Campus Program Manager as required.
- Providing a single point of contact for all matters related to the program.
- Ensuring RMIT staff are informed about RMIT Vietnam practices and the level of support required.
- Liaising with RMIT course coordinators to ensure consistent development across the program. This can be done through regular team meetings or the provision of ad hoc individual advice where appropriate.
- Liaising with Academic Development Group (BUS and SET) to ensure development and updating of courseware.
- Ensuring communication from Vietnam is passed onto the relevant staff and managers.
- Addressing student concerns (through Program Managers or Director: Student Services, RMIT Vietnam).
- Coordinating moderation of assessment tasks in accordance with the RMIT Vietnam Moderation Policy.
- Determining (where appropriate) which courses will run each year.
- Offering advice on student selection and exemptions to RMIT Vietnam Coordinator.
- Providing regular reports/feedback regarding quality experienced by students to the Heads of School and Deans (Academic Development) of RMIT.
- Maintaining program quality.
- Developing documentation for program amendments.
2.2 Program and course coordination for RMIT Vietnam

2.2.1 Melbourne perspective on RMIT Vietnam

RMIT Vietnam has been operating since 2001 as an official campus of RMIT University. Vietnam staff are employed separately to those of RMIT in Melbourne and while not technically members of any RMIT school, Vietnam academics are school colleagues for teaching purposes.

From a Melbourne perspective, the Vietnam teaching model differs in several ways:

- classes consist of around 30 students
- the same academic has the students for all lectures, tutorials and lab classes in that course
- if there are more than 30 students enrolled in a particular course, then two or more classes are scheduled, with the same academic taking all classes (if possible).

To summarise, there is generally only one academic involved in teaching a particular course and they do so in smaller classes. Note: this does not apply to the Bachelor of Commerce where there are multiple sections of the one course being taught each semester.

RMIT Vietnam has three semesters per year:

- Semester 1 - February - PeopleSoft Code: 0891
- Semester 2 - June - PeopleSoft Code: 0892
- Semester 3 - October – PeopleSoft Code: 0893

These terms are most closely synchronised with Melbourne at the beginning of Semester 1 in February. Deadlines for exam preparation and moderation for RMIT Vietnam are not aligned with Melbourne in Semesters 2 and 3 in June and October.

2.3 Support from Melbourne for RMIT Vietnam courses

Support from Melbourne for RMIT Vietnam courses can be divided into three phases: a training phase, a maintenance phase and a transition phase.

2.3.1 Training phase – new course

The training phase takes place when a course is to be taught at RMIT Vietnam for the first time. This involves:

- sourcing all relevant teaching materials from Melbourne including:
  - lecture notes
  - tutorial materials
  - laboratory exercises
  - assignments
  - software
  - Blackboard materials etc

- working through the materials with the relevant RMIT Vietnam academic.
The training phase has often been conducted by Melbourne staff visiting RMIT Vietnam for a few days or via email or telephone.

In practice, the main issue is not information transfer but ensuring that the Vietnam academic understands how the assessment works and the main emphases and expected course outcomes.

**Important note**
Each offering of a course must have equivalent outcomes. However this does not mean that each course offering must have identical assignments or assessment weightings.

Assessment is developed by an identified process depending on the lifecycle of the course delivery at Vietnam and the level of experience of the Vietnam academics involved in teaching and/or coordinating the course.

1. It is not unusual for all assessment materials e.g. assignments, exams, mid-semester tests etc. to be generated by the Melbourne academic for the first semester that the course is offered in Vietnam. The precise way of determining assessment materials may vary from course to course depending on the expertise and experience of the academics involved.

2. The second time a course is offered in Vietnam, assessment is generated following a similar process. At this point, however the Vietnam academic may contribute to the content and design of these materials.

3. After that, the Vietnam academic may be invited to produce all assessment materials, which are then checked by the Melbourne academic before being released to the students.

At this point the course would be considered to be in the maintenance phase.

### 2.3.2 Maintenance phase

The maintenance phase is for subsequent offerings of a course that has already been taught at RMIT Vietnam, and hence is the most typical form of support. The main tasks here from a Melbourne perspective are:

- to respond to questions raised by the Vietnam academic
- to coordinate assessment between offerings and across multiple classes and it is the latter task that forms the bulk of the work.

In this phase the Vietnam academic may be required to produce all assessment materials, which are then checked by the Melbourne academic before being released to the students.

### 2.3.3 Transition phase

The transition phase is where there is a change in academic staffing in the course in Vietnam.

This situation can be approached in several different ways including:

- it can either be considered a return to the training phase, so that the Melbourne academic takes responsibility, or
- a more experienced Vietnam academic can act as a mentor for the new Vietnam academic.

In either case it is reasonable for the new Vietnam academic to expect a significant amount of support from someone more experienced in the teaching of the course.
2.3.4 Moderation of exams

A critical component of assessment in each of these phases is the moderation of exams. See the RMIT policy on the moderation of assessment at RMIT Vietnam (refer section 6.2.2). Once the exam papers have been marked by the Vietnam academic, a sample of the exams marked (typically two per grade level) are scanned and uploaded onto the secure server.

The Melbourne academic then logs into the server to view the exam scripts and marks, and verifies that the marking is in accordance with RMIT standards.

Please note: This may involve amending marks as appropriate, prior to official results release to students. A moderation report should be written for each course to inform Vietnam academic staff about issues relating to equivalence and comparisons with other offerings.

As there is generally only a short timeframe for moderation to be completed, it is critical that this is planned well in advance. This is especially important for the moderation period for Term 3 which often falls in January, when many Melbourne academics are on leave.

2.4 Key RMIT Vietnam contacts

- **Associate Professor Andrew Scown (VP Academic)**
  RMIT International University Vietnam
  702 Nguyen Van Linh Boulevard
  Tan Phong Ward, District 7
  Ho Chi Minh City, Vietnam
  Tel: + 84 8 776 1303
  Fax: + 84 8 776 1399
  andrew.scown@rmit.edu.vn

- **Keith Inkster (Director, Organisational Research and Quality Development)**
  RMIT Saigon South Campus
  Tel: + 84 8 776 1353

- **Kieran Brennan (Director, Work, Careers, and Lifelong Learning)**
  RMIT Saigon South Campus
  Tel: + 84 8 776 1355

- **Graeme Domm (Director, Communications)**
  RMIT Saigon South Campus
  Tel: + 84 8 776 1307

- **Chris Giaras (Director, Business Development)**
  RMIT Saigon South Campus
  Tel: + 84 8 776 1366

- **Steve Paris (Director, Student Services; Academic Registrar (Vietnam))**
  RMIT Saigon South Campus
  Tel: + 84 8 776 1320
  steve.paris@rmit.edu.vn
3. Program and course approval for new/changing programs

3.1 New programs for Vietnam

The process for seeking approval to offer a new program in Vietnam requires a Program Proposal and an updated Program Guide. The initial Program Proposal is prepared by RMIT Vietnam in consultation with the relevant academic portfolio in Melbourne for consideration by the Vietnam Board of Management, the relevant Academic Portfolio Board and Vice-Chancellor’s Executive (VCE).

This process is summarised in the Quick Guide to the Program Approvals Process available at: www.rmit.edu.au/governance/programapproval.

Once approval has been obtained from the Vietnam Board and VCE a Notice of Intent should be drafted in Vietnam and sent to the Policy and Programs Committee. This is sent jointly from RMIT Vietnam and the relevant academic portfolio.

The updated Program Guide is normally developed in Melbourne as it will be based on existing documentation for the program that is already available. This will contain information relevant to students undertaking the award in Vietnam. It also contains copies of the Part A Course Guides, Course data sheets and the completed ARG templates. The Program Guide and ARG Templates are processed in Melbourne through the relevant Academic Portfolio Board to Policy and Programs Committee. The templates are available as part of the Guidelines for Program Approval of HE Coursework Programs at www.rmit.edu.au/governance/programapproval.

3.2 Changes to programs

Amendments to the structures of award programs being offered at RMIT Vietnam need to be approved through the relevant Academic Portfolio Board in Melbourne. A significant shift in student demand, resources, or new mode of study should be referred by the Board to the Policy and Programs Committee.

Program Managers in Vietnam who wish to propose changes to current programs should approach the Program Coordinator in Melbourne and the Dean, Academic Development of the relevant Academic Portfolio in Melbourne in the first instance for advice on the appropriate documentation required and the process by which approval can be sought.

Details of how to propose changes to programs can be found at: www.rmit.edu.au/governance/programapproval.

3.3 Proposing new courses

Academic staff in Vietnam may propose new courses to be offered as electives. Details of how to propose new courses and the templates to be used to draft the new course guide can be found at: www.rmit.edu.au/governance/programapprovalguidelines.

Proposals for new courses should be sent through the Vice President Academic to the relevant Dean Academic Development in Melbourne. These will then be processed through the relevant Academic Portfolio Board so they can be formally approved.
3.4 Advice on policies and procedures

Vietnam staff wishing to obtain general advice on all policies and procedures related to the program and course approval process should contact the Academic Registrar’s Group, Course and Program Administration at: www.rmit.edu.au/academic-registrar/courseadmin.

3.5 Quick guide to program approvals

A Quick Guide to the Program Approvals Process can be found at: www.rmit.edu.au/governance/programapproval. However this is very comprehensive and many of the policy and procedures referred to here have little relevance for RMIT Vietnam.
# Quick Guide to the Program Approvals Process

The following table provides a brief summary of the various approval steps that are involved for each type of proposed program change.

<table>
<thead>
<tr>
<th>Proposal Type/Approval Steps required</th>
<th>New Program (including adding a new stream) or Change in Program Duration or Program for Delivery through Open Universities Australia (OUA)</th>
<th>New Vietnam offering of an existing Program</th>
<th>Program Title Change</th>
<th>Program Amendments</th>
<th>Offshore Programs</th>
</tr>
</thead>
</table>
| **Program Proposal**                 | 1. Portfolio Executive  
2. VCE                                                                                                                     | 1. Initial Proposal prepared by RMIT Vn (in consultation with Ac Portfolio in Melb.) for approval of Vn Board  
2. Portfolio Executive  
3. VCE                                                                                 | Not required | Not required UNLESS a significant shift in student demand, resources and/or shift in geographical location, or new mode of study, are anticipated as a result of the change. | 1. Expression of Interest  
2. International Implementation Plan (Note: IIP is equivalent to Program Proposal) |
| **Notice of Intent**                 | Policy & Programs Committee                                                                                               | Jointly from RMIT Vn and Ac Portfolio to Policy & Programs Committee | Policy & Programs Committee | Not required | Policy & Programs Committee |
| **Program Guide and ARG Template**   | 1. Portfolio Board  
2. Policy & Programs Committee  
3. Academic Board  
4. Council**                                                                  | 1. Portfolio Board  
2. Policy & Programs Committee  
3. Academic Board  
4. Council**                                                               | 1. Portfolio Board  
2. Policy & Programs Committee  
3. Academic Board  
4. Council                                                                  | 1. Portfolio Board**  
2. Policy & Programs Committee  
3. Academic Board  
4. Council**                                                               | 1. Portfolio Board  
2. Policy & Programs Committee  
3. Academic Board  
4. Council                                                                  |

**If one Academic Portfolio challenges an approval decision made by another Academic Portfolio then this will be mediated by a nominee of the Academic Board**

*Council approval is not required for proposals to deliver programs through OUA.

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**Quick Guide to the Approvals Process V2.2**  
RMIT University  
RMIT CRICOS provider number: 00122A  
www.rmit.edu.au/staff/vietnam-manual  

**Last Updated 18/07/2007**
# Decision Table for: New Programs, Program Amendments & Offshore Programs

<table>
<thead>
<tr>
<th>Proposal Type</th>
<th>Program Proposal</th>
<th>Notice of Intent</th>
<th>Program Guide and ARG Template</th>
<th>Course Guides (Part A)</th>
<th>HE Course Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Program or Additional Stream</td>
<td>New Program Proposal A financial forecast (FSG spreadsheet) is also required.</td>
<td>Yes, required.</td>
<td>Yes, required.</td>
<td>Part A Course Guides required for all courses in the program.</td>
<td>Yes, for all new and amended courses.</td>
</tr>
<tr>
<td>or Delivery of Program through OUA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Vietnam offering of an existing Program</td>
<td>Program Proposal (approvals from Nell. central services not required)</td>
<td>Yes, required.</td>
<td>Yes, required.</td>
<td>Part A Course Guides required for all new and amended courses.</td>
<td>Yes, for all new and amended courses.</td>
</tr>
<tr>
<td>New Program from Existing Courses</td>
<td>New Program Proposal A financial forecast (FSG spreadsheet) is also required.</td>
<td>Yes, required.</td>
<td>Yes, required.</td>
<td>No, not required.</td>
<td>No, not required.</td>
</tr>
<tr>
<td>Change in Program Duration</td>
<td>Program Proposal for Major Change A financial forecast (FSG spreadsheet) is also required. (Add Rationale Template for Program Duration Change)</td>
<td>Yes, required.</td>
<td>Yes, required.</td>
<td>Part A Course Guides required for all new and amended courses.</td>
<td>Yes, for all new and amended courses.</td>
</tr>
<tr>
<td>Change in Program Title</td>
<td>Not required.</td>
<td>Yes, required.</td>
<td>Yes, required.</td>
<td>No, not required.</td>
<td>No, not required.</td>
</tr>
<tr>
<td>Program Amendment</td>
<td>Not required UNLESS a significant shift in student demand, resources and/or shift in geographical location are anticipated as a result of the change. If required, use Program Proposal for Major Change.</td>
<td>Not required.</td>
<td>Yes, required.</td>
<td>Part A Course Guides required for all new and amended courses.</td>
<td>Yes, for all new and amended courses.</td>
</tr>
<tr>
<td>Offshore Coursework Programs (either TAFE or HE)</td>
<td>International Implementation Plan</td>
<td>Yes, required.</td>
<td>Yes, required.</td>
<td>No, not required but Part B of the Course Guides need to be written for the offshore offering.</td>
<td>Yes, for all new and amended courses.</td>
</tr>
</tbody>
</table>
4. Learning and teaching

4.1 Our approach to learning and teaching

RMIT’s vision for learning and teaching is built on an understanding that learning is an active, participatory process. Our approach to education is also characterised by a commitment to flexible study pathways which maximise choice between study and work, the provision of work-integrated and work-relevant education that produces graduates who are capable of working and contributing to communities internationally.

Curricula at RMIT are designed to enable graduates to develop the ability to deal effectively with novel situations in a changing work and social world. Programs at RMIT Vietnam include:

- An explicit capability approach where learning of discipline, profession or industry specific knowledge, abilities and skills is structured throughout the whole program and opportunities to integrate this learning in work- or community-relevant learning activities is provided; and,
- The alignment of learning outcomes with supportive learning activities, formative and summative assessment that is criterion referenced and valid (i.e. genuinely measures what it purports to measure).

Pedagogy at RMIT is characterised by a learning centred approach which recognises that the ultimate test of the effectiveness of learning and teaching is whether it has helped students to learn. Pedagogy at RMIT is also founded upon recognition and respect for student diversity so that learning opportunities cater for all, including those who may be disadvantaged. More specifically, we recognise that:

- Students enter RMIT with a wealth of experience and understanding and that our learning and teaching builds upon this.
- Learning and teaching is always a multilayered experience between teacher and students, students and students, students and teacher where all parties learn.
- Difference, whether cultural, social, in age or gender is a positive attribute of our learning environments and a resource that supports cultural and social awareness.
- Intellectual freedom is nurtured when multiple perspectives are engaged and debate is encouraged.

RMIT expects teaching staff at all levels to:

- Have a commitment to share their field of expertise and its relevance to professional practice or industry roles.
- Improve practice as a teacher through continuing professional learning and development and critical self reflection.
- Use a variety of teaching and assessment strategies, carefully chosen to facilitate intended learning outcomes including appropriate educational technologies.
- Actively involve students in learning through methods such as problem or project-based learning, case studies, role-play, discussion and debate.
- Provide formative feedback to students on their learning during each course.
- Listen to students, learn from them and use their feedback to make learning more effective.
- Engage in the scholarship of learning and teaching.

---

2 RMIT Learning and Teaching Strategy 2007-2010
4.2 Synopsis of RMIT Vietnam learning and teaching model

The teaching model at RMIT University Vietnam has evolved since the earliest concept of the University in Vietnam in the late 1990’s until today. In the founding model, teaching at RMIT Vietnam was to be a facilitated ‘on-line’ mode of teaching utilizing the technology of Tutored Videotape Instruction (TVI) that had gained fame at MIT. The teaching staff mix was to be 80% Vietnamese Nationals and 20% expatriate staff and all materials were to be televised from lecture theatres in RMIT Melbourne to the Vietnam site where the teachers, acting as learning facilitators, would have prepared the students with the capabilities to negotiate ‘on-line’ environments and to be self-directed learners who were able to work with the televised lectures and corresponding textbook content whilst seeking guidance and direction from the facilitators who would have the relevant discipline knowledge.

Over time, and with the knowledge and experience that the infrastructure for technology would not support reliable direct interaction between Melbourne and Vietnam, the model has evolved to be one of an inquiry based approach where students in Vietnam engage with lecturers in classrooms in face-to-face mode and where technology is used to support the work of the teacher and the process of learning for the student. These changes, sanctioned by the RMIT Vietnam Board of Management, are both a response to the learning needs of the students, the expectations of the parents and authorities in Vietnam as to what constitutes an International University environment, and a recognition that technology is not currently able to replace the strengths of a face-to-face teaching model. The current staffing mix sees over 90% Expatriate staff with less than 10% Vietnamese Nationals. All staff are qualified with either a Masters or terminal degree from an English speaking University (and an IELTS of 7.0+) and/or significant relevant industry experience for those courses where practical industry knowledge is essential to supplement the academic content.

All classes at the Vietnam campus are facilitated by RMIT Vietnam staff. Classes are capped at around 30 students per class session so as to enable the dialogue required to underpin an inquiry approach to learning. On occasions, multiple groups who are completing the same content at the same sequence may be brought together for a larger scale lecture/input after which they return to their class session where the materials presented are used as a basis for a workshop that supports the students in engaging with the concepts and content in their usual workshop style classes.

The Learning Hub is used as a repository for reusable learning objects, class communication, assignment drop box etc. The Blackboard software on the Learning Hub will be updated in February 2009 to align the version of Blackboard operative at both RMIT Melbourne and Vietnam campuses.

4.3 Graduate Certificate in Teaching and Learning and Professional Development

RMIT provides a Graduate Certificate in Tertiary Teaching and Learning that is available to all staff and mandatory for incoming academic staff. The program is described at:  
4.4 Professional development

RMIT Vietnam offers an induction program for staff. Sessions and workshops offered in the program cover four areas:

- Orientation to RMIT Vietnam,
- The Learning Environment at RMIT Vietnam,
- I.T. Skills Development and
- Teaching Methodology.

In addition to the induction program a series of ongoing workshops focusing on teaching methodology include:

- Increasing Student Interaction,
- 'Death-by-PowerPoint',
- Classroom Management,
- Learning Styles,
- Working with Second Language Users,
- Preventing Plagiarism and
- Reflective Teaching.

New lecturers are also observed by professional development staff as part of a ‘Critical Friend Program’. At the request of Program Managers, continuing lecturers may be assigned a ‘Critical Friend’ to observe their teaching and provide feedback.

An increased array of professional development options, specifically addressing support for staff e-learning development, will be provided from the RMIT Learning and Teaching website at: www.rmit.edu.au/teaching

For more information about professional development at RMIT Vietnam, contact the PD Coordinator, Peter Bainbridge, at peter.bainbridge@rmit.edu.vn

4.5 Teaching awards at RMIT Vietnam

The RMIT Vietnam Teaching Awards recognise, reward, and celebrate excellence in teaching practice. At RMIT Vietnam there are two categories of awards:

- Early Career Academic Awards and
- English Teachers.

RMIT staff and students are invited to nominate any individual lecturer. Nominees that accept are asked to submit an application. Applicants are short-listed by a selection panel consisting of the Awards Coordinator and three academic managers. Finalists are invited to make a presentation to the selection panel. The award is presented at the annual graduation ceremony.

For more information about Teaching Awards at RMIT Vietnam, email toy@rmit.edu.vn
4.6 Roles of academic development groups in Melbourne

The Business Portfolio Academic Development Group (ADG) are a team of educational and technical support staff working at portfolio level to assist academic and teaching staff in all aspects of teaching and learning. They provide informal advice and facilitate information/training sessions in a wide range of areas:

- Student engagement
- Online teaching
- Multimedia production
- Student learning support
- Academic process support
- Work-integrated learning (WIL)

All staff PD resources developed by the ADG are available for use in Vietnam. The multimedia production unit is able to contribute to projects for online resources that can be used across a range of locations including Vietnam and Melbourne.

The ADG is responsible for coordinating the handover of updated course content to Vietnam one month prior to the commencement of each semester. They also monitor compliance for course guide approval.

Members of the ADG travel to Vietnam on an irregular basis and can provide staff development on a ‘train the trainer’ model.

4.7 Academic IT in Vietnam

4.7.1 Academic integrity and Turnitin

The values of Academic Integrity are supported on all RMIT campuses via a common process describing the use of the Turnitin service. All details concerning the provision of this service on the Melbourne, Vietnam (and other) campuses are available at [www.rmit.edu.au/academicintegrity](http://www.rmit.edu.au/academicintegrity).

Staff who wish to use the service need to complete the Turnitin Application Form at: [www.rmit.edu.au/academicintegrity/turnitin/form](http://www.rmit.edu.au/academicintegrity/turnitin/form)

Usage of the Turnitin service must be consistent with the Guidelines for the use of Turnitin at RMIT, outlined at: [www.rmit.edu.au/academicintegrity/turnitin/guidelines](http://www.rmit.edu.au/academicintegrity/turnitin/guidelines)

Turnitin

The Turnitin service is available to all RMIT staff. The Turnitin software compares a submitted text assignment to content from the Internet and an extensive database that includes journals, textbooks and student assignments. The output is ranked in terms of text similarity between the assignment and external sources, allowing for the rapid identification of non-original work.
As a staff member, participation in the evaluation will provide:

- A rapid means for identifying the originality of submitted assignments
- The ability to more fully confirm the origin of content in assignments
- A resource for educating students on the importance of honesty in scholarship

Turnitin has been available on an expanding basis at RMIT Vietnam since 2007 to students enrolled in selected programs. As of Semester 1 2008, Turnitin has approximately 2000 users at the Saigon South and Hanoi sites across more than 20 courses. Turnitin will be used in all relevant courses of all programs by Semester 3 2008.

The processes implemented at RMIT Vietnam for using Turnitin represent a practical amplification of the guidelines described in the RMIT Academic Integrity web site, driven by RMIT Vietnam lecturers' and students' reaction to, and understanding of, Turnitin.

Training for staff situates Turnitin within the context of Academic Integrity. Orientation for students focuses on building understanding of the key report generated by Turnitin and using the information the report provides to correct problems in both writing and referencing.

Turnitin is used at RMIT Vietnam as an educative tool to enable students to self-detect potential plagiarism. Assessment deadlines are structured to help students detect writing and referencing errors with sufficient time to make necessary corrections. Students may then get assistance in revising their writing from the Learning Skills Unit or the Concurrent English Program staff.

The decision to use Turnitin on a particular course is taken by the Program Manager and Course Coordinator. All enrolled students on the course are then expected to submit work through Turnitin. This practice encourages consistency across the course and ensures students’ perceptions of fairness.

For more information about Turnitin at RMIT Vietnam, contact the Education Technology Coordinator, Robert Hollenbeck, at Robert.Hollenbeck@rmit.edu.vn.

### 4.7.2 RMIT Learning Hub

RMIT Vietnam students in the degree and Concurrent English programs currently have access to the RMIT Learning Hub. Online content at RMIT Vietnam consists of the material provided by course coordinators in Melbourne augmented with additional material specific to the RMIT Vietnam context. Content for the Academic English program, generated by both REW and Vietnam Centre of Language and Learning staff, is expected to be available to students in Semester 1, 2009.
4.8 Copyright

4.8.1 An overview of copyright for academic staff

Lyn Atkinson Academic Development Group  
RMIT Business

Adapted by Anne Lennox, Copyright Management Service, Educational Technology  
Advancement Group [EduTAG], with contributions from Bui Vo Minh Thanh, Special  
Assistant to President, (Governance, Compliance and Policy) copyright questions.

Important note: This is a general overview. You must check specific information from the  
Copyright Management website. There are excellent guides to most situations at:  
www.rmit.edu.au/copyright/informationguides

Further assistance is available from the Organisational Research and Quality Development Unit.  
Please direct any questions to Robert.Hollenbeck@rmit.edu.vn or RMIT Melbourne Copyright  
Management Service (CMS) at: copyright@rmit.edu.au

Important facts:

- The law is different with respect to placing material into the Learning Hub or any other web  
or network server (essentially re-publishing), compared with handing it out in either print or  
electronic (CD, flash drive) format.
- We are acting under the Law of Intellectual Property Vietnam (2006)\(^3\), which means that  
any copying for students must be done within the law and limits of the Law of Intellectual  
Property Vietnam.
- Anything completely written and produced by an employee of RMIT Vietnam is copyright to  
RMIT so can be published and distributed freely. Use the same standards of attribution  
and referencing that you expect of your students.

More information on referencing can be found at: www.rmit.edu.au/library/info-trek/referencing

Quick tips: Blackboard or other online provision

- You need explicit permission to upload slides or other material from publishers, even if from  
the set textbook. RMIT Melbourne Copyright Management Service (CMS) can do this for  
you.
- If you are using your own slides, but they include copies of diagrams or other materials  
from an external source, you must check the RMIT Vietnam Copyright Information Guides.  
Your slides will include the reference details of the diagrams as an example to your  
students of correct academic practice. The RMIT Melbourne Copyright Service can seek  
permission for you to use the diagram as you wish in your online class.
- Never load copies of published articles, book chapters etc onto the Learning Hub, without  
first checking the RMIT International Vietnam Copyright Guides, or alternatively seeking  
advice from Organisational Research & Quality Development Unit.
- When linking to external web sites, check the home page in case they specifically do not  
allow deep linking. Always open the external site in a new window, so it is not framed by  
any RMIT branding.

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\(^3\) Adapted from - Law on Intellectual Property No. 50/2005/QH11 of November 29, 2005
• For copies of any other audiovisual [CD’s, DVD’s or other movies] content that is copyright to a third party, you must seek permission. RMIT Melbourne Copyright Management Service (CMS) can do this for you.

• You must seek permission for any programs recorded from TV and Radio. The Law of Intellectual Property Vietnam (2006) does not allow for programs to be recorded and placed online in BlackBoard. Permission is required to place TV and Radio programs online. RMIT Melbourne Copyright Management Service (CMS) can do this for you.

Quick tips: print or electronic handouts

• You must not copy and hand out any article obtained from a library electronic database. Our licence with these companies specifies that only individual printings from the original database are allowed (so if you have 200 students you have to hit the print button 200 times, to keep their usage records accurate!).

• You may copy an article or book chapter if it exists in hard copy (check Copyright Guide or ask Bui Vo Minh Thanh).

Important points

The Law on Intellectual Property Vietnam has very important points that need to be taken into account when using copyright works as part of your learning and teaching materials to be provided to students. These points are listed below:

• You may copy a work such as an article, chapter, report, conference paper, images, and diagrams and alike if it is not prohibited to make copies of the work and the usage of such works is not for profit-making purposes and does not affect other rights of the copyright holders. When in doubt seek permission from the copyright holder the RMIT Melbourne Copyright Management Service (CMS) can do this for you.

• You are not allowed to do anything that will affect the normal use of the works, which would be considered in breach of the rights of the authors or copyright holders and must provide information about the name of the author and where the work is originated. Meaning you must not use the work in a way that would be considered outside of the normal use of the work such as altering or adapting the work into a new form such as transferring an article into an audio recording, and you must credit the author and publisher of the work.

• Each work used must contain a reference to the author and copyright holder of the materials such as, authors name, date the work was created, title of the work, publishing details (where published), and a reference to the part used (such as page or chapter numbers).

4.9 Library / Integrated Learning Centres

RMIT Vietnam has libraries, referred to as Integrated Learning Centres (ILC), at both Saigon South and Hanoi. These ILCs provide a place to study and to receive assistance from trained professionals with locating and using information.

Both ILCs have small print collections and are run independently of the Melbourne based Libraries, although, in many cases access to electronic databases is supported, within technical constraints such as bandwidth availability. In some cases, database providers may prohibit access to users outside Australia.

The ILCs are also responsible for the operation of the textbook rental scheme. See www.rmit.edu.vn/about.php?aid=100 for more complete details of the ILCs.
4.10 Guidelines for presentation of written work

All RMIT Business students are referred to the document *Written reports and essays: guidelines for referencing and presentation in RMIT Business* on the RMIT Web site at: www.rmit.edu.au/bus/bit/academicintegrity. An online referencing guide that incorporates the information in the first part of the above document is available at www.dlsweb.rmit.edu.au/bus/public/referencing/index.html. This resource presents the referencing rules in an easy to use online format that allows for quick access to the answers to a specific query. There are also interactive exercises for self directed student practice. The link can be added as a menu item in Blackboard.

4.11 Working effectively online across the twin hubs

The fact that RMIT Vietnam runs two separate versions of the Learning Hub on local servers in Saigon South and in Hanoi inhibits easy online collaboration, particularly between student groups across campuses. However Melbourne staff can be provided with access to the Vietnam campus Learning Hub for courses they moderate. For Business courses this can be facilitated through the ADG. RMIT Vietnam staff can also request access to the Melbourne Learning Hub for their course using their RMIT employee number. Requests should be sent to either Business ADG or the IT Helpdesk at: helpdesk@rmit.edu.au.

4.12 Work integrated learning and industry engagement development

Work integrated learning and industry engagement are significant components of the educational experience of RMIT, as is the attainment of a Global Passport. This commitment to providing students with the opportunity to apply the skills and knowledge gained in their studies and extend their cross-cultural and inter-country experience is supported by a number of initiatives including:

- Internships, co-operative year and work placements
- Discipline specific projects working with industry partners
- Inter-disciplinary projects working with industry partners

Supporting student mobility between the RMIT Melbourne and RMIT Vietnam communities is an important contributor to these initiatives. Support for international work integrated learning between Melbourne and Vietnam and across the broader region is being made available through the Work, Careers and Lifelong Learning Centre (WCLL) in Vietnam and the Learning and Teaching Development Unit in Melbourne.

The WCLL can also provide support for other forms of student mobility (such as study tours) between Melbourne and Vietnam.

Any international work integrated learning (WIL) or student mobility activity between Melbourne and Vietnam must be co-ordinated through the WCLL.

For more information contact Kieran.Brennan@rmit.edu.vn (WCLL, Vietnam) or Julie.D.Roberts@rmit.edu.au (LTDU, Melbourne).
5. Academic policies and procedures

5.1 Academic policies and procedures

5.1.1 Principles of assessment
Assessment is the main way that student progress through a course is documented. Good assessment encourages engagement, facilitates meaningful feedback and is flexible enough to accommodate a range of relevant situations.

RMIT’s Overarching Assessment Principles provide a comprehensive set of principles and effective checklist for what should be achieved by assessment. Assessment should:

- provide student engagement, encouragement and participation
- be manageable in terms of workload and learning outcomes
- be flexible and fair to accommodate relevant differences in student cohorts and learning needs
- provide feedback to students to facilitate future progress
- be reliable, valid and meaningful
- encourage integration of disciplines and be inclusive
- be relevant to the intersection of learning, expected learning outcomes, teaching and assessment.

Further information:

Overarching Assessment Principles
www.rmit.edu.au/policies

Regulation 5.4.1 – Assessment
www.rmit.edu.au/policies

Operating procedure Assessment General 7.32.1.1
www.rmit.edu.au/policies

5.2 Design of assessment

5.2.1 Assessment methods
The assessment tasks in a course are the key to measuring student understanding and their achievement of course capabilities. A range of assessment methods should be considered to ensure that all the learning objectives of a course have been adequately addressed and to cater for different styles of learning.
A range of resources are available to guide and assist staff in designing methods of assessment for a course including:

- Self and peer assessment
- Assessing Online
- Testing
- Open (divergent) questions
- Student Portfolios
- Developing Criterion Referenced Assessment
- Structure of the Observed Learning Outcomes (SOLO) taxonomy

Resources:

Learning and Teaching Development
www.rmit.edu.au/teaching/university services

Methods of Assessment
www.rmit.edu.au/policies

Assessment Design Checklist
www.rmit.edu.au/policies

5.2.2 Moderation and validation of assessment

Moderation is a process that is carried out to maximise consistency, fairness, flexibility and reliability in assessment. This is particularly important given the multiple campus offerings available at RMIT. It should occur in the design process and be ongoing in the delivery of courses and programs.

Validation ensures that assessment processes are internally and externally valid and appropriate to the stated outcomes. Validation is carried out as part of the design and regular review of programs and courses. Internal consistency ensures that the assessment is aligned with the course capabilities/competencies and external validation ensures that the assessment is aligned with industry and professional requirements.

Moderation and validation of assessment ensures that assessment:

- promotes, reinforces and rewards student learning
- is aligned with the learning outcomes and capabilities/competencies of each program or course
- is consistent with the Overarching Assessment Principles
- achieves the objectives of the Program Quality Assurance system
- meets the quality requirements of external agencies, including the relevant Standards of the Australian Quality Training Framework.

The Moderation and Validation Policy applies to all coursework programs.
Further information:
The policies and procedures listed below are available on the RMIT Policies web site at www.rmit.edu.au/policies

Policies:
Moderation & Validation of Assessment Policy

Moderation and Validation of Assessment - Higher Education

Moderation and Validation of Assessment - RMIT Vietnam

Assessment General – Operating Procedure 7.32.1.1

5.3 Grading of assessment

Results are released to students online after the official release date each semester/term in accordance with the RMIT Vietnam academic calendar.

An official transcript printed on polymer stock with advanced security features and containing the full academic record is provided to students after conferral of their award (graduation). Students may also request an official transcript from The Hub at any time upon payment of a fee.

A range of formally approved grades are used to record student performance in assessment.

5.3.1 Credit transfer and recognition of prior learning

Credit Transfer, Recognition of Prior Learning and Recognition of Current Competency are processes that provide formal recognition of the skills students have gained through formal and informal education and training, work and/or life experience.

Higher Education students may apply for credit towards their current program of enrolment.

The costs for assessment of credit/recognition vary depending on the type of credit and how many courses or modules/competencies sought. No charge is made for block credit granted on admission.

Detailed information is provided on the individual credit/recognition application forms available on the Current Students web site at: www.rmit.edu.au/students/forms.

All applications are lodged with the relevant Centre at RMIT Vietnam. Where there is an agreement between the relevant RMIT Melbourne School and the RMIT Vietnam Program Manager, assessment of credit transfers may be performed by the RMIT Vietnam Program Manager, otherwise applications are forwarded to the RMIT Melbourne School.

Further information:

Policies:
Recognition of Prior Learning and Credit Transfer Policy and Procedures
www.rmit.edu.au/policies
5.3.2 Grade point average system

In addition to standard grades, a system of Grade Point Average (GPA) is used for Higher Education programs to provide an internationally recognised measure of student performance in a program. The GPA score is recorded on the transcript of results.

GPA is used for a number of reasons, including ranking for:

- award of scholarships and prizes
- award of degrees with Honours and Pass with Distinction
- articulation from TAFE to Higher Education programs
- entry into Research programs
- entry into undergraduate and postgraduate programs at other Australian universities.

GPA is a numerical calculation, weighted by Student Contact Hours (TAFE) and Credit Points (Higher Education), of the mean of the grades received over a defined study period. RMIT uses a 4-point GPA scale.

The following method is used to calculate GPA. For each course:

- Multiply the number of Credit Points (Higher Education) by the GPA Result of the grade received. This determines the Grade Points for each course.
- Then divide the total Grade Points by the Credit Points (Higher Education) to determine the Grade Point Average.

5.3.3 Grades

Final grades:
The following tables provide a general overview of the range of grades available and their Grade Point Value. This table is intended as a guide only.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Result Range</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>High Distinction</td>
<td>80 – 100</td>
<td>4</td>
</tr>
<tr>
<td>DI</td>
<td>Distinction</td>
<td>70 – 79</td>
<td>3</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>60 – 69</td>
<td>2</td>
</tr>
<tr>
<td>PA</td>
<td>Pass</td>
<td>50 – 59</td>
<td>1</td>
</tr>
<tr>
<td>PX</td>
<td>Pass</td>
<td>50 - 100</td>
<td>Not included in GPA calculation</td>
</tr>
<tr>
<td></td>
<td>No higher grade available for this assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP</td>
<td>Supplementary Pass</td>
<td>Denotes a pass achieved via supplementary assessment</td>
<td>1</td>
</tr>
<tr>
<td>PC</td>
<td>Pass by Compensation</td>
<td>Denotes a pass awarded in place of an earned fail grade for a course on the basis of a student's overall performance in a program</td>
<td>0</td>
</tr>
<tr>
<td>NN</td>
<td>Fail</td>
<td>0 – 49</td>
<td>0</td>
</tr>
<tr>
<td>WDR</td>
<td>Withdrawn from course</td>
<td>Denotes that a student withdrew from the course after the census date but prior to the date for academic penalty</td>
<td>Not included in GPA calculation</td>
</tr>
</tbody>
</table>
Interim grades:
The following are interim grades which will change to a final grade either as a result of further action by the student or the lapse of a predetermined time period.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEF</td>
<td>Deferred Assessment – Denotes that a deferral has been granted to a formal examination or assessment via Special Consideration</td>
<td>Not included in GPA calculation</td>
</tr>
<tr>
<td>RW</td>
<td>Result Withheld – this grade may apply if results are pending due to an extension of time for an assessment, or if Supplementary Assessment has been granted by a School.</td>
<td>Not included in GPA calculation</td>
</tr>
<tr>
<td>NEX</td>
<td>Denotes that no assessment was scheduled for this course during the semester/term of enrolment</td>
<td>Not included in GPA calculation</td>
</tr>
<tr>
<td>DNS</td>
<td>Denotes that a student did not attend the scheduled assessment. This grade will be converted to an NN – Fail after a predetermined period of time.</td>
<td>Not included in GPA calculation until converted to NN grade</td>
</tr>
</tbody>
</table>

Credit transfer, recognition of prior learning/competency and externally assessed grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>EX</td>
<td>Exemption Granted</td>
<td>Not included in GPA calculation</td>
</tr>
<tr>
<td>BX</td>
<td>Block Exemption Granted</td>
<td>Not included in GPA calculation</td>
</tr>
<tr>
<td>EPG</td>
<td>External Pass Grade – For students engaged in exchange, study abroad and cross-institutional study</td>
<td>Not included in GPA calculation</td>
</tr>
<tr>
<td>EFG</td>
<td>External Fail Grade – For students engaged in exchange, study abroad and cross-institutional study</td>
<td>Not included in GPA calculation</td>
</tr>
<tr>
<td>ECP</td>
<td>External Compassionate Pass - For students engaged in exchange, study abroad and cross-institutional study</td>
<td>Not included in GPA calculation</td>
</tr>
</tbody>
</table>

Further information:

Procedures:
Grades for Recording Student Performance in a Course Operating Procedure 7.32.1.2
www.rmit.edu.au/policies
5.3.4 Awarding degrees with honours or pass with distinction

The following table provides an overview of the awards that may be granted with Honours or Pass with Distinction. In all cases the award is based on GPA calculation and can only be determined when all requirements of an award have been met.

These awards are managed by the Student Progress Committee at the end of each teaching period.

<table>
<thead>
<tr>
<th>Award Classification Level</th>
<th>GPA threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>All TAFE</td>
<td>Pass only</td>
</tr>
<tr>
<td>Associate &amp; Advanced Diploma</td>
<td>Pass only</td>
</tr>
<tr>
<td>Diploma</td>
<td>Pass only</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>Pass only</td>
</tr>
<tr>
<td>Bachelor Degree (3 yr normal duration)</td>
<td>Degree with Distinction</td>
</tr>
<tr>
<td>Bachelor Degree (4 yr normal duration or longer)</td>
<td>Honours 1st Class (H1)</td>
</tr>
<tr>
<td></td>
<td>Honours 2A (H2A)</td>
</tr>
<tr>
<td></td>
<td>Honours 2B (H2B)</td>
</tr>
<tr>
<td></td>
<td>Pass</td>
</tr>
<tr>
<td>Honours Degree (1 yr normal duration)</td>
<td>To be determined</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>With Distinction</td>
</tr>
<tr>
<td>Graduate Diploma</td>
<td>With Distinction</td>
</tr>
<tr>
<td>Master by Coursework</td>
<td>With Distinction</td>
</tr>
</tbody>
</table>

Further information:

Policies:
Awarding Degrees with Honours or Pass with Distinction policy (PDF 68.3kb 7p)
www.rmit.edu.au/policies

5.4 Assessment procedures

5.4.1 Management of borderline fails

All borderline fail scripts, whether major assessment or examination papers, are marked by a second examiner. The criteria for determining borderline is outlined in the Course Guides.

5.4.2 Conduct of assessment

The Academic Portfolio is responsible for determining the form and content of the assessment. Details of the form, criteria for marking, and weighting allocated to each assessment are published in the Course Guide. Most formal end of semester examinations are scheduled and conducted centrally. The examination timetable is published on Blackboard in week 8 of each semester and students notified by email.

5.4.3 Exam management – RMIT Vietnam courses delivered by the Business portfolio

Responsibility for the collection and transmission of all exam papers to RMIT Vietnam lies with the Academic Services Unit of the Office of the Pro Vice-Chancellor in Melbourne.
All exam papers must be submitted two weeks prior to the commencement of the exam period. Each course coordinator is asked to supply an electronic version of the paper, as well as an exam header sheet. The exam header sheet should contain all information relevant to staff in Vietnam, such as the length of the exam and whether it is an open or closed book exam. To ensure consistency and quality reproduction, academic staff are strongly encouraged to have an independent review of the exam paper and exam header sheet prior to forwarding both to the Academic Services Unit for secure transmission to Vietnam. Course Coordinators expected to submit an exam will receive email prompts in the period leading up to the deadline.

Exam assessment operating procedures
To ensure the integrity of the assessment process there are strictly enforced guidelines governing timing, conduct, behaviour, supervision, attendance, and items and devices prohibited from being taken into exams.

Operating procedures for the conduct of examinations – staff information
Detailed operating procedures are available on the RMIT web site at: www.rmit.edu.au/academic-registrar/exams. These are a comprehensive set of procedures for staff involved with the conduct of examinations, including administrative and academic staff as well as examination supervisors. They provide detailed instructions on:

- Examination timetabling & venue locations
- Guidelines for the preparation of examination scripts
- Management of examination papers, venues & materials
- Appointment and training of examination supervisors
- Managing student attendance and misconduct during exams
- Emergency evacuation procedures
- Responsibilities of examiners.

RMIT Vietnam produces Instructions for Invigilators and Supervising Invigilators documents which are based on procedures followed at RMIT Melbourne, but are modified to accommodate the operational circumstances at RMIT Vietnam.

Examination operating procedures – students
A comprehensive set of procedures that provide detailed instructions for students are available on the RMIT Web site at: www.rmit.edu.au/students/exams/procedures. They provide details on:

- Timing of exams
- Reading time
- Exam timetables
- Student responsibilities
- How to manage a clash of exams
- Conditions of entry to exam venues
- Personal items allowed in exam venues
- Student identification requirements
- Rules of conduct
- Emergency procedures.
RMIT Vietnam produces an Exam Rules of Conduct document which is based on the Melbourne document, but is modified to accommodate the operational circumstances at RMIT Vietnam.

Further information:

Regulations:
Regulation 5.4.1 - Assessment
www.rmit.edu.au/policies

Procedures:
Exams – Staff Information
www.rmit.edu.au/academic-registrar/exams
(Under Administration heading, Log-in required)

Examination Operating Procedures – Students
www.rmit.edu.au/students/exams/procedures

Resources:
Course Guide Guidelines
www.rmit.edu.au/academic-registrar/course-guide-editing/guidelines

5.5 Special consideration and reasonable adjustment

5.5.1 Special consideration in assessment

Special Consideration is a process that enables the University to take account of unexpected circumstances such as serious illness, injury or bereavement that have affected a student’s performance in assessment.

Special Consideration is considered a significant form of adjustment and is only granted where a serious impact can be demonstrated.

RMIT Vietnam has a centralised Special Consideration process where applications are lodged centrally and considered by a panel with health and academic expertise, convened by the Academic Registrar (Vietnam).

Supplementary assessment can no longer be awarded as an outcome of Special Consideration.

Grading consideration is no longer available as a form of adjustment under this policy.

Application process:
Students must complete the Special Consideration Application Form available at www.rmit.edu.au/students/forms and submit to the Student Services Helpdesk, or directly to the Academic Registrar (Vietnam), no later than two working days after the examination that has been affected. Where the student has access to a scanner they may scan the form and supporting documents and email them directly to registrar@rmit.edu.vn.

All applications must be accompanied by independent substantiating documentation written in the language of instruction, or be accompanied by an authorised translation.
Outcomes:
Some of the possible outcomes of an application for Special Consideration include:

- Alternative Assessment
- Extension of Time (Greater than 7 calendar days – a separate extension process applies for shorter extensions)
- Equitable Assessment Arrangement
- Deferred or Re-sit Assessment
- Approval of Late Course Withdrawal Without Academic Penalty
- Application Refused

Communication:
All communication with students about lodged applications (including notification of the outcome) is made via the official RMIT student email account.

Further information:

Regulations:
Regulation 4.4.4 - The University Appeals Committee:
www.rmit.edu.au/policies

Policies:
Special Consideration in Assessment Policy:
www.rmit.edu.au/policies

Procedures:
Special Consideration in Assessment Procedures:
www.rmit.edu.au/policies

RMIT Special Consideration Web Site:
www.rmit.edu.au/students/specialconsideration

5.5.2 Deferred and re-sit assessment

A deferral of, or opportunity to re-sit a formally scheduled assessment activity or examination, is a major concession which may be granted as an outcome of a Special Consideration application.

A Deferred or Re-sit Assessment may apply to all coursework programs.

The need may arise due to unexpected or extenuating circumstances which:

- prevented a student from attempting a formally scheduled assessment task or examination,
- prevented a student from completing a formally scheduled assessment task or examination,
- had a serious negative impact on the student’s performance in an assessment task or examination.
The following deadlines for completion of Deferred and Re-sit assessments are strictly enforced:

- For programs with two main teaching periods per year (i.e. on-shore), Deferred and Re-sit assessments must be held by the end of the first week of the next semester.
- For programs with more than two main teaching periods per year (i.e. some off-shore programs), the Deferred and Re-sit assessments must be held within 4 weeks of the date of publication of results for the relevant semester.

The rationale for these deadlines is to ensure that students are able to make any necessary adjustments (subsequent to their performance in the Deferred or Re-sit assessment) to their next semester of study prior to the deadlines for adding and dropping courses.

Where a student passes a Deferred or Re-sit Assessment the full range of grades can apply, depending upon their performance.

**Application process:**
Students must apply for a Deferred or Re-sit assessment by submitting the *Special Consideration Application Form* available on the RMIT web site at: [www.rmit.edu.au/students/forms](http://www.rmit.edu.au/students/forms) and following the process outlined in this guide.

**Further information:**

**Policies:**
- Special Consideration in Assessment Policy: [www.rmit.edu.au/policies](http://www.rmit.edu.au/policies)

**Procedures:**
- Special Consideration in Assessment Procedure: [www.rmit.edu.au/policies](http://www.rmit.edu.au/policies)

**RMIT Special Consideration Web Site:**
[www.rmit.edu.au/students/specialconsideration](http://www.rmit.edu.au/students/specialconsideration)

**5.5.3 Extension of time for submission of assessable work**

Under certain circumstances students may apply for an extension of time to lodge submittable assessment tasks.

Short term extensions (up to a maximum of seven calendar days from the original due date) are managed by the Course Co-ordinator of the course. All other extensions are managed via the provisions of the centralised Special Consideration policy.

A new University-wide procedure was introduced from the beginning of 2008 to ensure consistency in the management of short term extensions. The procedure applies to all coursework programs.
Application process:

Short Term Extensions
(up to a maximum of seven calendar days from the original due date)

Students must complete and lodge the Extension of Time for Submission of Assessable Work form available at: www.rmit.edu.au/students/forms no later than one working day before the original submission due date. This form is lodged with the Student Liaison Officer for the Centre which offers the course. If a Centre does not have a Student Liaison Officer, the form should be lodged with the Administration Assistant for the program in which the student is enrolled. The Centre will advise the student of the outcome of their application within no more than two working days of the date of the application.

All Other Extensions
(more than 7 calendar days from the original due date)

All other applications for extension must be made via the normal Special Consideration process outlined in this guide.

If a student submits work late without having being granted an extension, penalties will be imposed (these are outlined in the relevant Course Guide) and in some circumstances late assignments will not be marked.

Further information:

Policies:
Special Consideration in Assessment Policy:
www.rmit.edu.au/policies

Procedures:
Extension of Time for Submission of Assessable Work Procedure:
www.rmit.edu.au/policies

Special Consideration in Assessment Procedure:
www.rmit.edu.au/policies

5.5.4 Equitable assessment arrangements

An Equitable Assessment Arrangement is an adjustment or alteration to the standard conditions or format of an assessment. It is designed to ensure equitable access to assessment to all RMIT students. It aims to lessen the impact of a disability or inability to participate in a standard assessment activity due to specific valid reasons to enable the student to be assessed in a fair way. It does not represent a weakening or lowering of the academic standard being assessed, it merely addresses the ability of a student to access and undertake the assessment effectively.

Equitable Assessment Arrangements differ from Special Consideration in that they are planned, proactive arrangements to ensure an equitable assessment environment rather than reactive processes to provide compensation for unexpected illness or hardship. Examples of where an Equitable Assessment Arrangement might be granted include where a student has a relevant learning disability, or is required to be absent from the University for professional reasons, including military or other essential service.
Application process:

Students must complete the Application for Equitable Assessment Arrangements form available at: www.rmit.edu.au/students/forms as soon as they become aware of the need and lodge it at The Hub (or other recognised service centre for RMIT Vietnam and offshore). Early notification enhances the ability of the University to provide a reasonable level of assistance to students. Where the application is lodged less than four weeks prior to the assessment there is no guarantee that the University will be able to offer a full range of assistance.

If an application is based on a learning disability, the Manager of the Disability Liaison Unit (or other recognised service provider offshore) in consultation with the student and the school, will recommend an outcome to the Academic Registrar. In all other cases the Academic Registrar (or nominee) will assess the application and decide the outcome.

Outcomes:

Some of the possible outcomes of an application for Equitable Assessment Arrangements include:

- Flexible conduct and supervision arrangements (e.g. where an examination paper is delivered to a remote location under approved supervision arrangements)
- Use of ergonomic furniture or special seating arrangements
- Use of a computer for a traditionally paper-based examination
- Use of adaptive technology
- Alternative format examination media (e.g. large print, audio, Braille, electronic)
- Additional reading and/or assessment time
- Rest breaks
- Assistance from Disability Support Workers (e.g. Scribes, Auslan interpreters)

Communication:

All communication with students about lodged applications (including notification of the outcome) is done via the official RMIT student email account.

Further information:

Regulations:
Regulation 4.4.4 - The University Appeals Committee:
www.rmit.edu.au/policies

Policies:
Equitable Assessment Arrangements Policy:
www.rmit.edu.au/policies

Procedures:
Equitable Assessment Arrangements Procedure:
www.rmit.edu.au/policies
5.5.5 Alternative assessment

An Alternative Assessment may be offered where a student is unable to complete an assessment task in its original form. Alternative Assessments are normally granted either via Special Consideration or an Equitable Assessment Arrangement.

In response to significant feedback from schools seeking guidance and resources to assist them in dealing with requests for alternative assessments important new work is currently being undertaken in this area by the Learning and Teaching Unit. It is anticipated that this work will lead to the establishment of a set of guidelines, resources and professional development programs to assist those responsible for responding to requests for alternative assessments.

**Application process:**
Students must apply for an Alternative Assessment Arrangement via either the Special Consideration Application form, or Equitable Assessment Arrangements form available at: [www.rmit.edu.au/students/forms](http://www.rmit.edu.au/students/forms) and process outlined in this guide.

**Further information:**
The policies and procedures listed below are available on the RMIT Policies web site at [www.rmit.edu.au/policies](http://www.rmit.edu.au/policies)

**Policies:**
Equitable Assessment Arrangements Policy
Special Consideration in Assessment Policy

**Procedures:**
Equitable Assessment Arrangements Procedure
Special Consideration in Assessment Procedure

5.5.6 Supplementary assessment

A Supplementary Assessment is an additional form of assessment designed to assist in determining whether a student has achieved the academic standard required for a pass level of achievement.

A Supplementary Assessment applies to coursework programs.
A Supplementary Assessment may be approved by the Head of School that owns the course and is normally only granted in the following circumstances:

- Where the student has participated in the course and assessment but there is inadequate evidence to determine whether the student has achieved a pass level in a course, or
- In the case of a dispute arising as a result of an assessment conducted by an external body or individual on behalf of the University, or
- On the recommendation of a Student Progress Committee or a Portfolio Appeals Committee or University Appeals Committee

Eligibility for a Supplementary Assessment is normally established by the Student Progress Committee of the School which owns the course and which meets following the main assessment period to review student academic progress. Students do not apply.

The form of the Supplementary Assessment (which may be in any suitable format) should be determined by the Head of the School that owns the course (or nominee) and, wherever possible,
be prepared by the original Assessor/Course Coordinator and must test the same areas of skill and depth of knowledge as the original assessment. In cases in which an assessment component or components have been failed (including hurdle requirements), the Supplementary Assessment must be for those components only.

Where a student passes the Supplementary Assessment they are awarded a grade of SP (Supplementary Pass), which attracts a Grade Point value of 1. No higher grade is available.

The University recently introduced a time limit by which all Supplementary Assessments must be carried out and a new grade of ‘SP’ to denote that a pass was gained via Supplementary Assessment (generating a Grade Point of 1).

Further information:
The policies and procedures listed below are available on the RMIT Policies web site at www.rmit.edu.au/policies

Policies:
Supplementary Assessment Policy

Procedures:
Student Progress Committee Terms of Reference

5.5.7 Pass by compensation

A Student Progress Committee may address an anomalous fail in an individual student’s academic history by the award of a Pass by Compensation.

A Pass by Compensation may be awarded in place of an earned fail grade for a course on the basis of a student’s overall performance in the program.

A Portfolio is entitled to declare that Pass by Compensation does not apply to a Program where legislative or external accreditation does not permit its use.

A Student Progress Committee may award a Pass by Compensation for a failed course where:

- The failed course is taken in the final semester of study and is the final requirement for a student to qualify for an award; and
- The failed course is weighted no more than 12 credit points or equivalent; and
- The student has a pass result of all other courses in the teaching period and the failed course has a result in the range of 45 to 49%.

Eligibility for a Pass by Compensation is determined by the Student Progress Committee that meets following the main assessment period to review student academic progress.

Where a Pass by Compensation is granted the grade of PC (Pass by Compensation) is recorded, which attracts a Grade Point value of 0.
Further information:
The policies and procedures listed below are available on the RMIT Policies web site at www.rmit.edu.au/policies

Regulations:
Regulation 5.4.1 - Assessment

Policies:
Pass by Compensation Policy

Procedures:
Student Progress Committee Terms of Reference

Operating Procedure Assessment General 7.32.1.1

5.6 Appeals against assessment outcomes

5.6.1 Procedure

Students cannot simply dispute the judgement of a lecturer in marking their assignment however they are entitled to seek a review of their final results where they believe:

- An error has occurred in the calculation of the grade e.g. in the transcription or addition of marks to generate the final grade (rather than a difference of opinion about the grade awarded); or
- The assessment did not comply with criteria published in the Course Guide; or
- The criteria published in the course guide does not meet the requirements of the relevant training package or accredited course (TAFE only); or
- The assessment did not comply with University Policies on Assessment (i.e. an error of process has occurred).

The Appeals Against Assessment policy and procedure applies to all coursework programs in all careers. The appeal process is staged and students are required to follow each stage in order to ensure their full entitlement to appeal is available.

Stage 1
Students must first seek a review of the result with the school that offered the course as a matter of priority after the date of official publication of the result. Students should do this immediately.

Stage 2
Students may appeal against an assessment outcome to the Portfolio Appeals Committee where:

- They can demonstrate that they have followed the provisions of Stage 1 above but believe that the matter has not been resolved at the school level; and
- They can demonstrate that the grounds for appeal exist.

The deadline for lodging an appeal against an assessment outcome with the Portfolio Appeals Committee is 20 working days after the date of official publication of the result.
Generally the Portfolio Appeals Committee is the ultimate avenue of appeal against results within the University unless there is evidence that there was a breach of University Regulation, Policy or Procedure in the handling of their appeal by the Portfolio Appeals Committee.

**Further information:**
The policies and procedures listed below are available on the RMIT Policies web site at [www.rmit.edu.au/policies](http://www.rmit.edu.au/policies)

**Regulations:**
- Regulation 5.4.2 – The Portfolio Appeals Committee
- Regulation 5.4.4 - The University Appeals Committee
- Regulation 5.4.1 - Assessment
- Operating procedure Assessment General 7.32.1.1

**Policies:**
- Appeals Against Assessment Policy

**Procedures:**
- Appeals Against Assessment Procedure

### 5.6.2 Portfolio Appeals Committee regulation

The Portfolio Appeals Committee is the peak body of review within the Academic Portfolio.

The Portfolio Appeals Committee is empowered to hear and make determinations on matters relating to:

- Recommendations of Student Progress Committees (with the exception of a recommendation for exclusion, which must be heard by the University Appeals Committee)
- Assessment proceedings in any course delivered by the Portfolio
- Outcomes of an application for recognition of prior learning and credit transfer
- Outcomes of program entry selection decisions.

At RMIT Vietnam, for the purposes of this regulation, the Academic Centres are considered the equivalent of a Portfolio. (Note that in other situations described in this Guide, the Centre is considered equivalent to a school).

Membership of the Committee comprises:

- Chairperson – Chair of the relevant Portfolio Board or nominee
- One member from the Academic Staff
- One member nominated by the Student Union Council who is an enrolled student

The grounds for appeal to this committee are stipulated in the relevant Policy. For example the grounds for appealing against an assessment outcome are contained in the Policy on Appeals Against Assessment.
Students must ensure that they clearly identify the ground/s under which their appeal is based in their appeal application and provide evidence to support their claim. Applications that do not establish grounds for appeal will not be heard by the Committee.

With some exceptions, and where the grounds exist, decisions of the Portfolio Appeals Committee can be appealed to the University Appeals Committee.

**Further information:**
The policies and procedures listed below are available on the RMIT Policies web site at www.rmit.edu.au/policies

**Regulations:**
Regulation 5.4.2 – The Portfolio Appeals Committee

Regulation 5.4.4 - The University Appeals Committee

Regulation 5.4.1 - Assessment

**Operating procedure Assessment General 7.32.1.1**

### 5.6.3 University Appeals Committee regulation

The University Appeals Committee is the peak body of appeal within the University on most student academic-related matters.

The University Appeals Committee is empowered to hear and make determinations on matters relating to:

- A decision of the Portfolio Appeals Committee where there is evidence of a breach of University Regulation, Policy or Procedure
- A decision to exclude a student for unsatisfactory academic progress
- The outcome of an application for Special Consideration
- The outcome of an application for Equitable Assessment Arrangements
- A decision of the Research Committee.

Membership of the Committee comprises:

- Chairperson – VP Academic or nominee
- A senior Academic Staff member (e.g. Program Manager) who has not previously been involved in the case being heard
- One member nominated by the Student Association who is an enrolled student. Until the Students Association is established, a student representative will be selected from those who have volunteered for the Student Staff Consultative Committee.

The grounds for appeal to this committee are stipulated in the relevant Policy. For example the grounds for appealing an outcome of a Special Consideration application are contained in the Policy on Special Consideration.

Students must ensure that they clearly identify the ground/s under which their appeal is based in their appeal application and provide evidence to support their claim. Applications that do not establish grounds for appeal will not be heard by the Committee.
Further information:
The policies and procedures listed below are available on the RMIT Policies web site at www.rmit.edu.au/policies

Regulations:
Regulation 5.4.2 – The Portfolio Appeals Committee:

Regulation 5.4.4 - The University Appeals Committee

Regulation 5.4.1 - Assessment

Operating procedure Assessment General 7.32.1.1

5.7 Academic progress

5.7.1 Student Progress Committee terms of reference

RMIT University believes the management of academic standards and the monitoring of academic progress are important enabling and proactive strategies to assist students to achieve their learning potential. The Student Progress Committee will determine results and awards made within a centre or program and will identify students whose academic progress is less than satisfactory and who may need appropriate learning support, resources and assistance.

The Student Progress Committee will also recommend to the Head of Centre to exclude a student who continues to make unsatisfactory progress (where applicable).

The Head of Centre (or nominee appointed by the VP Academic) will appoint the Student Progress Committee(s) from the following categories where applicable:

- Head of Centre or nominee (Chair)
- Program Managers
- Course Coordinators in relevant programs
- Other academic and teaching staff, and academic advisors
- Representatives of other schools involved in shared double degrees or service teaching courses

Further information:
The related policies and procedures listed below are available on the RMIT Policies web site at www.rmit.edu.au/policies

Policies:
Academic Progress Policy

Procedures:
Student Progress Committee – Terms of Reference
5.7.2 Management of academic progress

Management of student academic progress is a cornerstone of learning and teaching.

A new policy and procedure for managing student academic progress was introduced in semester/term 2, 2007 and applies to both Higher Education and TAFE programs.

The key objectives of the new policy are to:

- provide improved management of student academic progress; and
- improve student retention rates.

The policy promotes the early identification of students that are not achieving acceptable academic performance to enable the provision of proactive assistance and to ensure students are aware of the range of support services available to them at the University.

Among the key changes introduced with the new policy are:

- Greater clarity of the fact that two semesters or terms of unsatisfactory academic performance within the same Program can lead to a decision to exclude a student from their Program. These semesters/terms need not be sequential and the grounds for unsatisfactory academic performance need not be the same.
- A greater emphasis on early intervention and being proactive in advising students of relevant support services.
- Appeals against exclusion for established unsatisfactory academic progress are now lodged directly with the University Appeals Committee.
- A higher level of consistency in procedural arrangements.
- A single policy for both Higher Education and TAFE.

The University has a single institution-wide definition of unsatisfactory academic performance (refer to 5.7.3).

The Policy and Procedures clearly articulate the specific responsibilities of students and academic and administrative staff of the University in managing and monitoring academic progress.

There are two stages:

- **First stage: ‘at risk’ of unsatisfactory academic progress**
  The aim of this stage is to provide advice and offer support to a student identified as ‘at risk’ in time for them to be able to improve their performance in the following teaching period.

- **Second stage: established unacceptable academic performance ‘show cause’**
  Where a student is deemed to have established unacceptable academic progress, they will be required to ‘show cause’ why they should not be excluded from their program. This submission is the student’s opportunity to explain why they have made poor academic progress and what changes they will make to improve their academic performance.

Detailed templates and processes are used to ensure that all critical information is provided to assist students who are not achieving satisfactory academic performance and comprehensive terms of reference and guidelines have been developed to guide Student Progress Committees, the Academic Advisement staff, and academic staff who are required to meet with and advise students regarding their academic progress.
In addition to the Academic Advisement staff, academic support is available online to help students maximise their study success. A range of useful online learning resources are available which are designed to improve students’ general academic skills through interactive tutorials and printable handouts. Students can access these via RMIT’s Study and Learning Centre’s Learning Lab at www.dlsweb.rmit.edu.au/lsu/. Interactive tutorials are available on:

- Study Skills
- Writing Skills
- Assessment Tasks
- Maths Essentials

Some students may also benefit from non academic support such as student counselling.

Communication:

Aside from the important ongoing personal contact between students and their academic and Centre administrative staff, the primary means of formal communication with students regarding the management of academic progress is via the student email account. It is essential that students check their email account regularly and manage it responsibly.

Further information:

The related policies and procedures listed below are available on the RMIT Policies web site at www.rmit.edu.au/policies

Regulations:
Statute 5.4 – Academic Progress

Regulation 5.4.1 - Assessment

Regulation 5.4.4 - The University Appeals Committee

Policies:
Academic Progress Policy

Maximum Time Policy

Procedures:
Procedures for the Management of Unsatisfactory Academic Progress

Student Progress Committee – Terms of Reference

Academic Progress Correspondence and Proforma Templates

Operating procedure Assessment General 7.32.1.1
### 5.7.3 Definition of unsatisfactory academic performance for RMIT students

A student will be held to have an unsatisfactory academic performance when one or more of the following conditions are deemed to exist:

<table>
<thead>
<tr>
<th></th>
<th>Higher Education Coursework</th>
<th>TAFE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Domestic, Vietnam Campus &amp; International Off-shore students</td>
<td>International On-shore students</td>
</tr>
<tr>
<td>1</td>
<td>Has failed 40% or more of the enrolled course load in any given semester or teaching period.</td>
<td>•</td>
</tr>
<tr>
<td>2</td>
<td>Has failed to comply with conditions prescribed in an academic performance improvement plan.</td>
<td>•</td>
</tr>
<tr>
<td>3</td>
<td>Has failed a course for a second time.</td>
<td>•</td>
</tr>
<tr>
<td>4</td>
<td>Has demonstrated that progress through a program will not allow completion of the program in the maximum time allowed for that program.</td>
<td>•</td>
</tr>
<tr>
<td>5</td>
<td>Has demonstrated that progress through a program will not allow completion of the program in the expected duration for that program (as stated in the ECOE) and has not shown compelling circumstances to explain the lack of progress.</td>
<td>•</td>
</tr>
<tr>
<td>6</td>
<td>Has failed to meet progress requirements prescribed in the ESOS Act 2000 or other regulations that affect eligibility for an Australian student visa.</td>
<td>•</td>
</tr>
<tr>
<td>7</td>
<td>Has been deemed not yet competent in the same course/module/competency for the second successive enrolment</td>
<td>•</td>
</tr>
<tr>
<td>8</td>
<td>Has not met the timelines prescribed in the apprentices/trainees training plan.</td>
<td>•</td>
</tr>
<tr>
<td>9</td>
<td>Has attended less than 80% of the scheduled contact hours.</td>
<td>•</td>
</tr>
</tbody>
</table>

**Note:** • symbol denotes that the criteria applies to that student cohort
5.8 Student responsibilities

The University's assessment-related policies and procedures are designed to assist students achieve independent academic success.

5.8.1 Statement of student responsibilities

All enrolled students are bound by this statement that they accept on enrolment. In summary, RMIT students must:

- Participate fully as an independent and active learner
- Assume responsibility for the choices made in relation to their program of study
- Adhere to academic advice, the published program structure and study load requirements
- Comply with University regulations, policies and procedures
- Provide accurate and up to date information as required for enrolment
- Read your RMIT student email account at least weekly
- Accept responsibility for correcting any enrolment errors made
- Read and be guided by the official Course Guides.

Further information:

Statement of Student Responsibilities
www.rmit.edu.au/students/enrolment/responsibilities

5.8.2 Student charter

The RMIT Student Charter defines important aspects of the broader relationship between the University and its students.

The Charter includes the following student responsibilities:

- Be fully committed to your own learning, the decisions you take in relation to it, and the challenges involved
- Work with honesty and integrity
- Give and receive feedback about your experiences and participate in continuous improvement processes
- Treat all members of the University community with respect
- Value the diversity of students and staff
- Reject discrimination and harassment
- Champion independent thought
- Respect University facilities and resources, relevant policies, and follow safety and security advice
- Provide up to date, accurate and timely student information when required
- Accept responsibility for decisions made about courses and program choices.
The Charter includes the following RMIT responsibilities:

- To provide high quality and relevant programs, services and resources that meet students’ diverse needs
- To treat students with respect and take seriously the time and financial commitments made by students to undertake study
- To provide a safe, supportive and sustainable environment that challenges and empowers students
- To recognise, celebrate and support the diversity of students and staff on each RMIT campus
- To reject discrimination and harassment
- To expect and model academic integrity and honesty
- To provide all relevant information to inform students’ selection of programs
- To maintain effective systems of communication with students and provide timely and accurate information about students’ progress, programs and services
- To reflect on our practice, respond to feedback and continually improve the services and experience RMIT delivers to students
- To address problems and complaints fairly and promptly
- To support student organisations and include student voices in decision making
- To champion independent thought

Further information:

RMIT Student Charter
www.rmit.edu.au/students/studentcharter

5.8.3 Assignment coversheet

Students must attach a copy of the ‘Assignment Coversheet’ to the front page of all submissions for assessment. Students are required to keep a copy of all materials submitted as RMIT may retain assignments and project work.

A copy of each program’s ‘Assignment Coversheet’ form should be made available to students via their School / Centre or the Learning Hub.

A copy of the RMIT Assignment Coversheet is available on the RMIT Polices Web Site at: www.rmit.edu.au/policies under the Management of Plagiarism in Coursework Programs policy.

5.8.4 Plagiarism

Plagiarism is the presentation of the work, idea or creation of another person as though it is your own. It is a form of cheating and is a very serious academic offence that may lead to expulsion from the University. Plagiarised material can be drawn from, and presented in, written, graphic and visual form, including electronic data, and oral presentations. Plagiarism occurs when the origin of the material used is not appropriately cited.

RMIT has developed presentation standards for the submission of written work and these standards are applicable in all courses. An online referencing guide that incorporates the information in the first part of the above document, is available at: www.dlsweb.rmit.edu.au/bus/public/referencing/index.html
This resource presents the referencing rules in an easy to use online format that allows for quick access to the answers to a specific query. There are also interactive exercises for self directed student practice. The link can be added as a menu item in Blackboard.

Further information:

Policies:
Plagiarism Policy and Procedures
www.rmit.edu.au/polices

5.8.5 Academic conduct

Academic conduct refers to the need to adhere to the University’s guidelines, policies and regulations governing learning and assessment.

Plagiarism and cheating at examinations constitutes academic misconduct. It is an offence in an examination to have unauthorised materials or equipment that might be used for cheating, even if brought by accident. Providing assistance to another candidate during an examination is also not permitted. It is a student’s responsibility to ensure any material and equipment he/she brings into the examination room is authorised.

5.8.6 Student discipline

All students are also required to observe the broader legal and social behavioural codes whilst at the University.

A number of roles are specified in Regulation 6.1.1 that don’t have direct equivalents in Vietnam. A best fit approach is taken:

<table>
<thead>
<tr>
<th>Regulation 6.1.1 Role</th>
<th>RMIT Vietnam Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice Chancellor</td>
<td>President</td>
</tr>
<tr>
<td>Pro-Vice Chancellor (Students)</td>
<td>VP, Academic</td>
</tr>
<tr>
<td>Academic Registrar</td>
<td>Academic Registrar (Vietnam)</td>
</tr>
<tr>
<td>Senior Officer</td>
<td>A member of Senior Management</td>
</tr>
<tr>
<td>Discipline Panel</td>
<td>Senior Management and SSCC student reps</td>
</tr>
<tr>
<td>Discipline Board</td>
<td>VP Academic (or nominee), two Senior Officers,</td>
</tr>
</tbody>
</table>
<pre><code>                                       | student rep from a SSCC.                    |
</code></pre>

Further information:

Regulations:
Student Discipline - Statute 6.1
www.rmit.edu.au/policies

Student Discipline – Regulation 6.1.1
www.rmit.edu.au/policies
6. Academic administration in Vietnam

6.1 RMIT course coordinators

Each course at RMIT Vietnam is formally co-ordinated with an overall Course Coordinator appointed as the responsible person for overseeing that course. In courses where there are multiple-deliveries (sections) of the one course and/or the course is delivered on both the Saigon South/Hanoi sites of RMIT Vietnam, there is an officially appointed Course Coordinator who is responsible for providing academic leadership through coordination of their nominated course/s and ensuring quality outcomes are achieved in the delivery of the course/s by implementing quality improvement processes. A course co-ordinator is an appointed Position of Responsibility with these responsibilities reflected in work load allocation and remuneration.

For those courses where there is only single delivery (i.e. the one course delivered by the one person albeit perhaps in one or more sections) the lecturer delivering the course is deemed as the person responsible for delivery of the course and communication with RMIT Melbourne. In these courses there is no designated Position of Responsibility for course coordination and the overall coordinated delivery of the courses is assumed by the Program Manager.

Course Coordinators report to their relevant Program Manager. Whilst the majority of course coordinators are located on the Saigon South/Hanoi site, there are some courses where the coordinator is located on the Hanoi site.

Course Coordinators are the key point(s) of contact with their course coordinator counterpart at RMIT Melbourne. All academic communication relating to a particular course between staff at RMIT Melbourne and Vietnam is to be channelled through the relevant Course Coordinator on both campuses.

Course Coordinators are appointed on a 12 monthly basis through the process of internal advertisement/interview/selection.

6.2 Mode of delivery

As per the RMIT Vietnam teaching model (see Section 4.2) all classes are delivered in face-to-face mode by RMIT Vietnam teaching staff.

6.3 Assessment

All student assessment is forecast in the Course guides that are available to students at the commencement of each course. It is vital that these Course Guides are approved by the appropriate coordinator(s) at RMIT Melbourne in line with the scheduled dates so that they can be made available for students as per the course guide policy. The failure to receive authorisation from Melbourne to release a Course Guide to students is of great disadvantage to the students on the Vietnam campus.
6.4 RMIT resources

All prescribed (compulsory) textbooks for students on the Vietnam campus are purchased by the University and made available on a borrowing basis to students (see Section 9). The coordination of textbook requirements/purchasing is of vital importance to ensure that there is adequate time for budgeting/ordering/shipping of the texts to Vietnam (necessitated by the fact they are not commercially available in Vietnam and also for copyright compliance reasons).

All other resources (texts, DVD’s etc) that are suggested as recommended and/or supplementary materials for students are purchased by the ILCs in Vietnam for student/staff borrowing.

6.5 Online Learning / Blackboard

Deployment of Blackboard version 7.2 at RMIT Vietnam is currently planned for Semester 1, 2009 at both the Hanoi and Saigon South sites, pending successful conclusion of the roll-out process for version 7.2 in Melbourne. The installation of version 7.2 is expected to include the Campus LX add-on, which makes so-called ‘Web 2.0’ functionality, such as blogs and wikis, available to lecturers and students.

RMIT Vietnam students are nearly all from a NESB (Non-English Speaking Background). They live in a country where English is not spoken and where any immersion in the English language beyond the University is minimal. Accordingly, RMIT Vietnam provides significant English language preparation pre-entry into the Higher Education programs, as well as Concurrent English support for all students throughout their University career. The teaching model recognises this reality and tries to provide maximum opportunity to support students to both attain and maintain their English language proficiency throughout their studies at RMIT Vietnam.

6.6 Class scheduling

With the rapid growth of enrolments at RMIT Vietnam it is difficult to predict staffing/class schedules more than a semester out. Similarly, as enrolments in beginning courses in each program are tied to the successful completion of the English language requirement to enter that program, there is the need to stage enrolments around the assessment moderation/validation phases of the English language program.

Staff allocation is completed on a semester-to-semester basis and is overseen by the relevant Program Manager(s) working in cooperatively with the Director, People Services.

6.7 Terms and session

RMIT Vietnam works on a tri-mester year with all students being able to complete up to 3 semesters in a calendar year. This is very important both from a viability perspective for the Vietnam campus but also from an educational perspective. As RMIT Vietnam students are domiciled in a non-English speaking environment there is the need for consistency and repetition to maintain their proficiency in the English language. The three teaching blocks each year supports this immersion whereas a two semester year with a large gap between semesters would necessitate refresher courses in English for Academic purposes.

The RMIT Vietnam calendar follows the RMIT Melbourne academic calendar as close as possible in terms of the provision of teaching/assessment/moderation blocks etc.
6.8 Scholarships

The RMIT Vietnam Board of Management approves on an annual basis as part of the business plan for the forthcoming year the number and mix of scholarships to be awarded at RMIT Vietnam. In 2008 there are 30 full scholarships available for students to undertake their entire degree (including English language preparation as necessary) at RMIT Vietnam. There are occasionally other scholarships available for study at RMIT Vietnam that are externally funded from corporate and/or philanthropic organisations.

6.9 Internships/co-op placements

In line with the RMIT policy on Work Integrated Learning, all students on the Vietnam campus are provided with opportunities to be engaged in workplace preparation through both the various activities embedded in coursework and also through the ‘industry placement’ element of their program. In the main, all students on the Vietnam campus are interned with a company in Vietnam for an agreed period ranging from a semester for Bachelor of Commerce students up to a year for some other degrees.

During this time the students are supervised by an RMIT Vietnam lecturer and are required to complete project work that provides the opportunity for reflection on action in the workplace.

RMIT Vietnam supports industry engagement through its Work, Careers, and Lifelong Learning Unit (WCLL). As well as coordinating all the industry engagement/internships for the students, the Unit also coordinates the:

- Workplace Preparation Programs (skills workshops, interview training etc) for students through their University enrolment
- Alumni function and acts as a coordinating focus for all industry engagement in Vietnam
- Study tours.
7. Student administration overview

7.1 General student administration

Campus maps
Detailed information and campus maps can be found at: www.rmit.edu.au/about/sites
and for Vietnam at www.rmit.edu.vn/campusmap.php.

Important dates - Academic Calendar

- **RMIT Melbourne - Academic Calendars/important dates**
The Academic Calendar outlines official dates for terms and semesters, mid semester breaks and examination periods. A more detailed calendar incorporating key administrative dates has been developed to assist staff with planning for activities associated with the student lifecycle across the year can be found at: www.rmit.edu.au/academic-registrar/academic_calendars

- **RMIT Vietnam - Academic Calendars/important dates**
RMIT International University Vietnam has three semesters per calendar year with intakes planned for each semester (subject to demand). Important dates can be found at: www.rmit.edu.vn/importantdate.php. The full Academic Calendar is available to staff and students on RMIT Vietnam’s Blackboard. On completion of RMIT Vietnam’s new web site, the Academic Calendar will be available from there.

- **Staff and student administrative forms**
All student forms can be accessed in PDF at: www.rmit.edu.au/students/forms. However, many of these forms have Melbourne specific information (contact details, deadlines etc.) that can be confusing to students. RMIT Vietnam therefore makes customised forms available via RMIT Vietnam’s Blackboard. On completion of RMIT Vietnam’s new web site, the forms will be available from there.

Staff forms and information can be accessed on the RMIT Vietnam ‘Shared’ network volume in the People Services directory. On completion of RMIT Vietnam’s new web presence, the staff forms and information will be available from there.

Additional ’Need to Know’ information about student administration and how things work at RMIT University can be found on the Current Students web site at: www.rmit.edu.au/students/administration

- **Student Exchange Program**
RMIT Melbourne and RMIT Vietnam have a specific Student Exchange agreement in place. The original agreement stated that eight student semesters could be exchanged in each direction each calendar year. That is, each campus can send up to eight students to the other campus for one semester, or four students for two semesters etc. Melbourne students interested in this exchange program should contact the Education Abroad group, while Vietnam students should contact Student Services.

- **Overseas Study and Work Program (Education Abroad)**
RMIT Vietnam students can also take advantage of the Education Abroad options offered to RMIT Melbourne students. There are a number of different options available for students who wish to have an international experience.
Additional information relating to study abroad opportunities for students can be found at: [www.rmit.edu.au/international/educationabroad](http://www.rmit.edu.au/international/educationabroad). The web site includes information about:

- Offshore partners and programs
- Travel and country information
- Key international associations
- International Relations
- International delegations and official visitors to RMIT
- ESOS and student visa compliance
- Proposal for student exchange

Information on student exchanges for RMIT Vietnam students can be found at: [www.rmit.edu.vn/international.php](http://www.rmit.edu.vn/international.php)

Information for RMIT Melbourne students wishing to study abroad at RMIT Vietnam can be found at: [www.rmit.edu.vn/studyabroad.php](http://www.rmit.edu.vn/studyabroad.php)

**Student Rights and Responsibilities**

Detailed Information related to the following, can be found on the RMIT Policies web site at: [www.rmit.edu.au/policies](http://www.rmit.edu.au/policies).

- Complaints (also see Section 8.3 of this document)
- Policies and procedures (also see Section 5 of this document)
- Privacy Policy
- Statement of student responsibilities (also see Section 5.8 of this document)

**Student Cards**

All RMIT students are issued with a student card, and should carry it with them. A student must produce their student card for identification when:

- seeking service from the Student Services Helpdesk
- using the ILC, computer centre and other campus facilities
- entering an examination.

Student ID cards are produced by RMIT Vietnam Student Services. English students receive an RMIT Vietnam Student ID card with their Application/English ID number. Higher Education students receive an RMIT University Student ID card with their PeopleSoft generated Student ID. The design of both ID cards is very similar to the ID cards Melbourne students receive, but without the bar code.

Students may obtain replacement cards from the Student Services Helpdesk if their card is lost, stolen, or damaged.

**Timetables**

Class timetables are prepared by the RMIT University Vietnam Timetabler in the Property Services Group. The Timetabler uses Syllabus Plus to generate the timetables and manage ad hoc bookings of academic rooms.
Students select their timetable using the RMIT Vietnam Student Timetabling System (STS). The STS uses the timetable generated in Syllabus Plus, together with enrolment information drawn from the RMIT Vietnam Student Records System (SRS) to allow students to choose their class groups (sections).

Academic staff have access to both the STS and a Class Lists module in the SRS, where they can obtain a list of students in the class groups they are teaching. All staff can log in to the STS to view class schedules for each course, room, or teacher.

### 7.2 Application and admissions

#### 7.2.1 Guiding principles

The procedures for student selection at RMIT University Vietnam are guided by the Agreement:

*Co-ordination of Academic Programs between Royal Melbourne Institute of Technology and RMIT International University Vietnam Ltd (2001)*.

In this agreement the Obligations of RMIT Vietnam regarding student selection are specified (sec 2.) outlining that RMIT Vietnam must at its own cost “review each application for entry a Program to ensure that each applicant is eligible for entry in accordance with prescribed selection criteria developed jointly by RMIT Vietnam and RMIT Australia and more particularly described in Schedule 2: and implement student exchanges with RMIT at RMIT Vietnam as mutually agreed; (sec. 2).

Schedule 2 to this agreement lists the entry requirements to Programs at RMIT University Vietnam. For undergraduate programs students must:

- have a proficiency of English at IELTS Score of 6.5 (with no band less than 6.0) level or higher to commence the program,
- pay the fees imposed by RMIT Vietnam for the program,
- pass the equivalent of the Vietnamese High School examination or the RMIT Vietnam University Preparatory Program (Certificate) at a standard considered appropriate by RMIT Vietnam.

Schedule 2 continues (sec. 3) – The selection of applicants for entry into the programs is solely and completely in accordance with the criteria set by RMIT Vietnam at its discretion - this discretion will be exercised reasonably, bearing in mind the principles laid down in this agreement.

#### 7.2.2 Relevant policy

Student Selection and Admissions at RMIT University Vietnam will follow the general policy and procedures for RMIT University. The relevant policy is ‘Student Selection and Admissions, v1.4 – 4 July, 2005’ and any changes that follow. This policy can be found on the RMIT Policies web site at [www.rmit.edu.au/policies](http://www.rmit.edu.au/policies).

With regard to specific selection criteria for entrance into undergraduate programs at RMIT University Vietnam the following categories for selection will form the basis for offering a student a place in an undergraduate program at RMIT University Vietnam.

Selection into Post-graduate programs at RMIT University Vietnam will follow the general entrance requirements as prescribed by RMIT University Melbourne.
7.2.3 Application processing

An RMIT Vietnam Student Recruitment Consultant works with a prospective student to complete their application package. The package includes the completed form and all attachments (transcripts, English certification, QPT result, etc). The application package is then submitted to the Admissions department, who will check the application is complete.

If not complete, the application will be returned to the Student Recruitment Consultant.

If complete, the Application details will be entered into the Admissions module of the RMIT Vietnam Student Records System (SRS). Admissions staff will then determine the selection category the application falls into (see next section) and whether the prospective student is “clearly in”, clearly out” or “border-line”.

Applications for direct entry to a higher education program received by Admissions on or prior to the Application Closing Date, and applications for entry to a higher education program via the REW English pathway, are then forwarded to the Program Manager (or nominee) for approval prior to offer letters being generated.

Applications for direct entry to a higher education program received by Admissions after the Application Closing Date will be treated similarly but forwarded to the Program Managers (or nominee) labelled as “Late”. The Program Manager (or nominee) does not need to process these applications until after the Enrolment Day for the program, at which time it can be determined whether there are sufficient places available in the program to approve the application. A late enrolment fee will be payable by prospective students who have their late applications approved.

7.2.4 Academic selection

Please note: Category A – G applies to students applying to RMIT University Vietnam on completion of their Year 12 High School studies in Vietnam. Category H applies to students who have completed high school or undertaken post-secondary education in countries other than Vietnam.

Category A: Student has an average of 7/10 or above for Year 12 High School studies (may need to meet specific high school profile standards for some degree programs), and an IELTS 6.5 (or equivalent). Student is offered direct entry into a degree program.

Category B: Student has an average of 7/10 or above for Year 12 High School studies (may need to meet specific high school profile standards for some degree programs), but IELTS less than 6.5 (or equivalent) but equal to or better than IELTS 5.5. Student is offered a place either in a degree program conditional on satisfactory completion of appropriate REW English level, or offered a place in a diploma program.

Category C: Student has an average of 7/10 or above for Year 12 High School studies (may need to meet specific high school profile standards for some degree programs), but an IELTS less than 5.5 (or equivalent). Student is offered a place in either a degree program conditional on satisfactory completion of REW English level 6.2, or a diploma program conditional on satisfactory completion of REW English level 5.

Category D: Student has an average of 6.0 – 6.9/10 for Year 12 High School studies and equal to or better than IELTS of 5.5 (or equivalent). Student qualifies for direct entry into a diploma program.

Category E: Student has an average of 6.0 – 6.9/10 for Year 12 High School studies but an IELTS less than 5.5 (or equivalent). Student is offered a place in a diploma program conditional on satisfactory completion of REW English level 5.
Category F: Student has an average of 5.0 - 5.9/10 for Year 12 High School studies and has achieved a satisfactory grade in an approved aptitude test, and equal to or better than IELTS of 5.5 (or equivalent). Student qualifies for direct entry into a diploma program.

Category G: Student has an average of 5.0 - 5.9/10 for Year 12 High School studies and has achieved a satisfactory grade in an approved aptitude test, but has an IELTS less than 5.5 (or equivalent). Student is offered a place in a diploma program conditional on satisfactory completion of REW English level 5.

Category H: Students who apply for an undergraduate program at RMIT University Vietnam that have completed high school or undertaken post-secondary education in countries other than Vietnam, or at an international school in Vietnam, will need to meet the general entrance requirements for undergraduate entrance to RMIT University Melbourne. Students applying from Australia must meet the requirements for entry into an RMIT undergraduate program at RMIT Melbourne. Students from other countries must satisfy the entrance requirements for entry to an undergraduate program at RMIT Melbourne. Generally these requirements are the same as for those for students from Vietnam seeking direct entry into RMIT University Vietnam.

Diploma graduates entering a degree program
A student who successfully completes the eight academic courses of a diploma program may graduate with a higher education diploma. A student who successfully completes the eight academic courses AND the eight Concurrent English courses in a diploma program will be automatically eligible for entry into the third semester of the associated degree program. Diploma students who intend to enter a degree program must complete enrolment forms for the degree program.

Additional requirements
For some programs there could be additional requirements specified for entrance into a program that ensure that applicants meet the required pre-requisites to demonstrate their capacity for success in that program. These requirements will be specified on a program-by-program basis and advertised widely with all student recruitment and marketing materials.

7.2.5 Approval of applications by Program Managers

The final decision on whether a student is admitted or not to a program is made by the Program Manager of the program (or nominee). Applications for approval will be sorted and labelled by Admissions staff under the following categories:

- clearly in
- clearly out
- borderline.

While the clearly in applications received by the application closing date will normally be automatically approved, the decision about whether or not to admit borderline cases or late applications will be made by Program Managers or their nominees. Approval decisions by Program Managers (or nominees) should be made within three business days of the Program Manager (or nominee) receiving the application (as per RMIT Melbourne procedures).
7.2.6 Offers

On receipt of the approved applications from the Program Manager, offer letters will be generated and sent to the prospective students. Offers will be either unconditional or conditional. An offer may be conditional due to one of the following:

a) Completion of REW English Level 5 for diploma applicants;
b) Completion of REW English Level 6.2 for degree applicants;
c) Submission of IELTS 5.5 certification by a specific date for diploma applicants (subject to approval of special circumstances by Academic Registrar (Vietnam) or nominee);
d) Submission of IELTS 6.5 certification by a specific date for degree applicants (subject to approval of special circumstances by Academic Registrar (Vietnam) or nominee);
e) Submission of other academic or English certification by a specific date (subject to approval of special circumstances by Academic Registrar (Vietnam) or nominee).

7.2.7 Acceptances

When a prospective student accepts an unconditional offer they will be included in the list of new higher education enrolments for the coming semester (see section 8.3). When a prospective student accepts an offer that was conditional on completion of a REW English level they will be enrolled in an REW English course at the level indicated by their Quick Placement Test or other valid English certification.

Prospective students that accept an offer for a diploma program will also be conditionally accepted into the associated degree program.

7.2.8 Deferrals

Prospective students that have received an offer but have not yet enrolled into a higher education program may defer their enrolment by submitting a Deferment Application to the Admissions department.

7.3 Enrolment

7.3.1 Student enrolment process

When an unconditional application is approved for entry in the next intake, or the condition on a conditional application is projected to be satisfied prior to the next intake, the prospective student appears in a list of projected new students. This list is used for the generation of Student ID numbers and enrolment forms, as described in the following sections.

7.3.2 Student ID numbers

Using application data managed in the Student Record System (SRS), staff at RMIT Vietnam produce a list of projected new students for each site as spreadsheets and forward these to Enrolment and Records in Melbourne.
Each ID spreadsheet contains the following personal information about accepted applicants:

- name (family, middle, given)
- date of birth
- gender
- citizenship
- mailing address.

The program that the student has been accepted into and the site they intend to study at are also included on this spreadsheet.

Enrolment and Records staff use the Search Match function of PeopleSoft to establish whether an accepted applicant is a new or existing RMIT student. This function compares an applicant’s name, date of birth, and gender, against all existing students on PeopleSoft in order to determine whether the student has previously been allocated an RMIT student ID.

On the basis of the personal details supplied on the ID spreadsheet, staff at Enrolment and Records create a new RMIT ID number for all new students and enter/update personal information for new/existing students. Students in the list are then admitted into the RMIT program they have selected.

### 7.3.3 Enrolment forms

Following completion of the ID spreadsheet, ID numbers and program details for all applicants are forwarded to Business Systems and Compliance (BSC) which is part of Student Systems and Processes in the ARG. BSC use this information to generate pre-populated PDF enrolment forms for all projected enrolling students. Enrolment and Records return these PDF enrolment forms via email to RMIT Vietnam in time for the scheduled enrolment period.

The ID spreadsheet is also sent to RMIT Vietnam where it is imported into the Student Record System (SRS) in order to add Student IDs to application records.

RMIT Vietnam follows an academic year different from that of RMIT onshore and RMIT offshore partner institutions. The academic year is divided into three teaching sessions:

- VN1 runs from late February to late May
- VN2 runs from mid June to late September
- VN3 runs from mid October to mid January.

New and continuing students complete enrolment documentation at the Saigon South and Hanoi sites during the scheduled enrolment period. The enrolment documentation includes the:

- Statement of Student Responsibilities
- Enrolment and Statistical Data Forms
- Course Selection Template

After the semester census date, which is approximately a month into the teaching session, RMIT Vietnam couriers all completed enrolment forms to Enrolment and Records in Melbourne. Copies are also kept on the students files at the respective RMIT Vietnam campus.
Enrolment and Records transfer the personal information and statistical data from the enrolment forms to PeopleSoft. The Statistical Data forms are an Australian Federal Government requirement and, as such, students must complete all relevant questions.

Enrolments and Records confirm that all relevant forms have been signed by the student. A staff signature is also required on the Course Selection Template.

If the student has indicated on the enrolment form that they wish to change their address or emergency contact, this is adequate permission for an amendment of their PeopleSoft record. A student’s name or date of birth is never amended without sighting a copy of their Passport or ID Card.

RMIT Vietnam typically provides a copy of a new student’s Passport or ID Card with the enrolment form. Although this is not a requirement, it does prevent name and date of birth issues arising at a later date.

Program and course information are not coded at this stage of the enrolment process.

### 7.3.4 Course selection

For new students, Course Selection Forms are pre-prepared based on the standard program structure for the program the student is enrolling in. The same course enrolments are automatically created on the Student Records System (SRS) for students entering a program. The forms, and the SRS enrolments, may be altered if enrolling students have exemptions, or intend to study part time.

The re-enrolment of continuing students for the next academic year is done by the student and an academic staff member experienced with the student’s program. They sit together and enter the courses into a Course Selection form that looks like the screen on the SRS. Three copies of the Course Selection form are then printed. One is for the student to keep, one to be filed with a copy of the enrolment forms in Vietnam, and one to be sent with the enrolment forms to Melbourne.

As course enrolments are provided to Melbourne electronically, the printed sheets are primarily for the students’ information and to go on their file.

### 7.3.5 Class numbers

Associated with the Course Selection process is the need to request and assign class numbers for each course delivery at RMIT Vietnam. Currently this process involves producing a list of courses that are running in the forthcoming semester/s, sending the list to an administrator in the school to which the program or course belongs, receiving the list back and importing the class numbers into the SRS.

Please note: The process of requesting class numbers from administrators at RMIT Melbourne is problematic, with too many contact points and frequent staff changes. A review of this process is currently being sought.

### 7.3.6 Orientation and welcome letter

Immediately prior to the beginning of the semester, new students are invited to an Orientation Day. Here they receive an Orientation package including welcome letter, Student Diary, and other useful information. Sessions on who’s who, what services are available, and program information are held, as well as network login/email/Blackboard/timetabling system familiarisation labs.

Please note: Growing student numbers have necessitated a rethink of the approach to Orientation and the event is likely to be expanded in scope in Semester 3 of 2008.
7.3.7 Student Diary

An RMIT Vietnam Student Diary is produced annually and distributed to all new and continuing students at no charge. The Diary is produced by the Communications department in association with Student Services.

7.3.8 Enrolment Spreadsheet

Approximately a fortnight after the session census date, RMIT Vietnam forward the Enrolment Spreadsheet containing the finalised course enrolments for both sites to the RIUV email account at: riuv@rmit.edu.au. This spreadsheet is generated from the Vietnam’s Student Records System (SRS) three times a year in VN1, VN2 and VN3.

The Enrolment Spreadsheet is separated into the following tabs:

- Program Details
- Class Details
- LOA/Cancellations
- Exemptions

The Enrolment Spreadsheet is redirected to BSC where a report is run to determine the program status of all students, using the Program Details tab of the spreadsheet. A report detailing students with an inactive status is returned to Enrolment and Records.

Enrolment and Records investigate the PeopleSoft records of these students to determine whether they should be active for the relevant session. Frequently the student is inactive as they have taken leave from, or cancelled their program, prior to Enrolment and Records receiving the Enrolment Spreadsheet.

If the student is inactive due to a coding error, or they did not appear on the ID Creation spreadsheet, they are quick admitted into the nominated program and their status is resolved.

After the resulting program issues have been resolved, BSC runs a ‘robot’ which uploads all class enrolments appearing on the Class Details tab onto PeopleSoft. This process can take up to a week.

Upon completion, BSC provide a report to Enrolment and Records detailing class issues that emerged during the uploading process. Enrolments and Records QA all successful enrolments and, in addition, examine and resolve consequent issues.

The LOA/Cancellations tab of the Enrolment Spreadsheet lists all students who are currently recorded as being on leave, or have cancelled their program, in SRS. These requests are processed by Enrolments and Records if the relevant documentation, such as a completed Leave of Absence or Cancellation form, has been received. When the relevant documentation is absent, LOA or Cancellation documentation is sought from RMIT Vietnam.

The Exemptions tab of the Enrolment Spreadsheet records all students that have received a credit exemption on SRS for the academic session. Enrolment and Records confirm the students appearing on the tab match PeopleSoft records and existing documentation. Missing credit transfer documentation is requested from RMIT Vietnam via the RIUV email account at: riuv@rmit.edu.au.
7.3.9 Document tracking

Enrolment and Records operate a separate Document Tracking System (DTS) for all documentation relating to RMIT Vietnam students. Each form (or electronic request) received is assigned to a batch and entered onto the DTS by Enrolments and Records staff. In this way, Enrolments and Records are able to monitor the progress of each form or request (not yet processed, in progress, under QA, complete, or issue) and record its current location. If an issue arises with a form, a comment is entered against the form on the DTS, explaining the issue and any action that has been taken to resolve it.

All original paperwork pertaining to RMIT Vietnam students remains within the Vietnam unit and does not pass through Enrolment and Records in Melbourne.

Currently RMIT Vietnam staff do not have access to the DTS.

7.3.10 Filing

Once complete, all paperwork is filed in individual student folders and stored in the filing cabinets allocated to RMIT Vietnam at Enrolment and Records.

In addition, electronic copies of all Vietnam-related documentation, spreadsheets, and other work is stored securely in the RMIT Vietnam folder within the Enrolments and Records folder, in the shared I:Drive.

Copies of all enrolment related forms are also filed in the student's file at the relevant RMIT Vietnam campus.

7.3.11 Leave of absence and cancellation of enrolment

Students submit Leave of Absence (LOA) and cancellation documentation at both sites of RMIT Vietnam. Forms are then scanned and forwarded as PDFs to Enrolments and Records in Melbourne via the RIUV email account at: riuv@rmit.edu.au. These forms are printed and batched on the Document Tracking System (DTS) before being processed on PeopleSoft by Enrolments and Records.

LOAs must be approved and signed by an academic from the student's nominated program and signed by the student. A cancellation only requires a student signature.

Incomplete forms, such as those missing a student or academic signature, are issued and amended copies requested via the RIUV email account.

- Leave of absence

  What is the difference between a leave of absence and deferment?

  Once enrolled in an academic program, a leave of absence can be granted to suspend studies for a period of up to one year, and permits re-entry to the program at an agreed date.

  If a student has already received an offer for a place in an academic program, but hasn't enrolled, it may be possible for the student to defer the start of their studies for up to one year.
• Cancellation of enrolment

If a student wishes to cancel their enrolment, they must do so prior to the relevant census date in that session or they will remain liable for the fees for that session, even if they do not wish to continue with their studies. To cancel their enrolment they must complete a Cancellation of Enrolment form and submit it to the Student Services Helpdesk prior to the relevant census date.

7.3.12 Change of personal information

The Change of Personal Information (CPI) form is completed to inform RMIT that a student’s address, emergency contact, phone number needs to be updated, or that their personal information (name, title, date of birth or gender) needs to be amended. In the case of an amendment request for name and date of birth, a copy of the student’s passport or National ID card will be required to accompany the CPI.

Students are able to submit CPIs at both Hanoi and Saigon South sites of RMIT Vietnam. Forms are then forwarded to Enrolment and Records in Melbourne as a PDF via the RIUV email account at: riuv@rmit.edu.au. These forms are printed and batched on the DTS, before being processed on PeopleSoft by Enrolment and Records. A CPI only requires the student’s signature.

An incomplete CPI, such as a name change request without accompanying Passport or ID Card, is issued and additional documentation is requested via the RIUV email account.

7.3.13 Credit transfer

RMIT Vietnam students are able to apply for a credit transfer or recognition of prior learning in order to have prior work experience, study undertaken in another RMIT program, or study undertaken at another institution recognised by the University.

RMIT makes a distinction between four types of credit transfer:

• Block Credit
• Single Course Credit
• Recognition of Internal Credit
• Recognition of Prior Learning.

A student must complete the correct application type in order for it to be processed.

• Block Credit
  This is used when a student is seeking credit for a group of Higher Education courses (typically a semester or academic year) taken against an academic program.

• Single Course Credit
  This is used when the student is applying for credit for a single course taken at an academic institution.

• Recognition of Internal Credit
  This is used when a student has undertaken prior study in another academic program at RMIT, within the same career.

• Recognition of Prior Learning
  This is used when a student is claiming credit against their RMIT program on the basis of prior work or life experience.
Students must submit their claim for a credit transfer along with supporting documentation to Admissions as part of their initial application, or to the relevant Centre at RMIT Vietnam if they have already enrolled. In some cases academic staff at RMIT Vietnam may be given the authority to approve credit transfers. If not, the application is forwarded to the Program Leader in Melbourne.

Once an application has been approved by the Centre or school and entered on the SRS, the credit transfer application is forwarded to Enrolment and Records for processing on PeopleSoft.

Credit transfer applications are received by Enrolments and Records through the RIUV email account at: riuv@rmit.edu.au, entered on the DTS for tracking, and forwarded to the Credit Transfer team for processing. On occasion, school staff in Vietnam may forward applications directly to the Credit Transfer team but this is not accepted as standard practice.

In the event that an issue arises with a credit transfer application, the credit transfer team in Melbourne provide a summary of the issue to Enrolment and Records staff, who then follow up the issue with RMIT Vietnam. All completed forms are returned to Enrolments and Records and filed in student’s individual folders.

7.3.14 Results processing online

Enrolment and Records receive the grades spreadsheet from RMIT Vietnam approximately six weeks after the end of each semester. Before reaching Enrolments and Records and final grades, they first undergo a process of moderation. This spreadsheet contains the combined results for all classes held at both the Hanoi and Saigon South sites of RMIT Vietnam.

Enrolment and Records staff use a web-based interface, Results Processing Online (RPO), to upload all results into PeopleSoft. Results are added on a class by class basis.

BSC produce a missing grades report at various intervals throughout the academic year. This report detects all missing, invalid and temporary grades in a specified Vietnam session or sessions. All such grades are checked by Enrolments and Records staff, and relevant advice or documentation is sought from RMIT Vietnam as necessary.

7.3.15 Issue resolution / enrolment amendments

All issues with a student’s record are investigated by Enrolment and Records staff as they are detected. Commonly occurring issues include:

- discrepancies in name spelling
- incorrect name order
- incorrect date of birth
- incorrect gender
- students not active in their nominated program
- missing or incomplete documentation (such as EVFs, Cancellations, and LOA forms)
- missing grades.

If an issue can’t be resolved by checking existing documentation in a student’s file (held at Enrolments and Records in Melbourne), Enrolment and Records seek clarification or further documentation from RMIT Vietnam. In some cases an email clarification from RMIT Vietnam is sufficient to resolve the issue. In the case of missing or incomplete documentation, a form or other type of document is usually required.
No amendments are made to a student’s name, date of birth or citizenship on PeopleSoft without Enrolment and Records staff having first sighted a copy of the student’s passport or National ID card.

On occasion, advice on issues (particularly regarding points of policy) may be sought from the Director of Student Services at RMIT Vietnam, or from senior RMIT staff members. Such communication is generally undertaken by the Vietnam Coordinator in Enrolments and Records.

The progress of each form with an issue is tracked using the Document Tracking System (DTS). Comments detailing the issue and resulting actions will be recorded against the specific form. As each issue is resolved, a further comment is entered explaining the actions that were taken in order to resolve the issue, and the form is marked as complete on the DTS.

Following the completion of the work cycle for a given semester, all outstanding issues are compiled in an issues spreadsheet which is sent to RMIT Vietnam. This spreadsheet contains a description of each issue and clear instructions on the steps required by RMIT Vietnam staff in order to resolve it. These issues are then closed as requested resolution is received by Enrolments and Records.

7.3.16 Duplicate IDs

Duplicate IDs occur when a student is not recognised as an existing student during the Search Match function of the Application Process. This can be due to inaccurate information being provided, such as reversed name order or the student not volunteering their existing RMIT Student ID, and results in one student being assigned multiple IDs.

Enrolment and Records are responsible for merging all of the duplicate IDs for RMIT Vietnam students according to Duplicate ID procedure. Merged IDs are then returned to the Duplicate IDs team for Quality Assurance. Where necessary, Enrolments and Records notify RMIT Vietnam of any change to students’ records.

7.3.17 Recording the death of a student

It is the intent of the University to respond quickly and sensitively when advised of the death of a student, ensuring no further distress to relatives. The appropriate procedures to follow are outlined in the Death of a Student procedure on the RMIT Policies web site at: www.rmit.edu.au/policies.

7.3.18 Program transfer

Students wishing to transfer to a new program must apply again to RMIT Vietnam as a new student and go through the standard selection process. If successful, the student will be entered into their new program in Vietnam on the Student Records System (SRS), and their details will be included, along with other commencing students, on the application spreadsheet, which is sent to Melbourne. This information is used to enter the students into their new program on PeopleSoft in a new career.

Students changing program are then required to complete a cancellation form for their old program, which is then entered onto the SRS in Vietnam and PeopleSoft in Melbourne.

In order to reduce bureaucracy, if a student applies for entry into a diploma program as one step in the pathway to a degree program, that information is captured on the application form and subsequently on the SRS. When these students are enrolled in a diploma program, they are also conditionally enrolled on the SRS in the relevant degree program to aid forward planning. On successful completion of the diploma program, their enrolment in the degree program is confirmed and this information transferred to PeopleSoft via the enrolment spreadsheet.
7.3.19 RMIT Vietnam email account

riuv@rmit.edu.au

The RIUV email account is the established first point of contact for all Vietnam-related enquiries. Enrolment and Records staff monitor the email account on a daily basis and respond to all queries.

The RIUV account is the primary means by which Enrolments and Records correspond with RMIT Vietnam regarding general administrative matters. The account is also used regularly to communicate with RMIT Vietnam staff regarding issues with student records. All spreadsheets containing student information (enrolments, grades, etc) as well as PDF forms and other student documentation are received by Enrolments and Records via the RIUV account.

In addition, queries are also regularly received from the Hub and from a range of other areas of RMIT.

Copies of all email correspondence and documentation received through the RIUV email account are electronically filed for future reference.

7.4 Exam Awards and Graduations

7.4.1 Application for award

Students who complete their program in January (Session 3) and May (Session 1) are invited to submit an Application to Graduate form. The students who may potentially complete their program in September (Session 2), based on a projection by the Student Records System (SRS), will also be invited to submit an Application to Graduate.

7.4.2 Exiting with intermediate award

A student in a degree program who has satisfied the academic criteria for the associated diploma program, may, due to academic difficulties or financial hardship, choose to exit with a diploma award. These students should also submit an Application to Graduate, naming the intermediate award they wish to graduate with.

Policy governing this situation is in need of clarification. The option is offered based on a determination by the Academic Registrar (Melbourne).

7.4.3 Graduation ceremonies

RMIT Vietnam holds a graduation ceremony for each site once per year at the end of November. Unlike other offshore graduations, the RMIT Vietnam graduations events are arranged by RMIT Vietnam.
7.4.4 Production of testamurs and transcripts

Lists of students who have applied to graduate, and who have qualified to graduate according to the Student Records System (SRS) records, are sent to each Program Leader in Melbourne, (or their nominee), to confirm completion of their program against the PeopleSoft records, and assign a Pass or Pass with Distinction level. These lists are also used to cross check with the PeopleSoft records to ensure that the data is correct and accurate i.e. student number, name, name order, program etc., and that all courses are recorded and have grades assigned. For RMIT Vietnam specifically, the name order of Vietnamese students on PeopleSoft can be problematic.

Once the validation is complete, the testamurs (certificates) are ordered through an external printer and they are produced, sealed and packaged and sent to Exams, Awards and Graduations.

The list with the conferral information i.e. certificate number, is then uploaded to the Graduation Database.

The certificates and the presentation diploma holders are checked and couriered to RMIT Vietnam in preparation for the ceremonies.

The official completion transcripts are printed approximately six weeks after the conferral date and couriered to RMIT Vietnam for distribution to students. It is not possible to print transcripts before a conferral date.

7.4.5 Graduation upload to PeopleSoft

The list of students is provided to the data verification team within Exams, Awards and Graduations for the graduation upload process to PeopleSoft. The data verification team analyse each student record to ensure that the data is complete (i.e. check whether there are any missing results or credit transfers outstanding etc) for each student. The conferral information is then uploaded to PeopleSoft i.e. conferral date, testamur number etc.
8. Quality Assurance

8.1 RMIT planning framework and quality management system

RMIT’s strategic plan, *RMIT 2010: Designing the Future* sets out the University’s vision, mission and aspirations, and the priority activities which are being enacted to achieve them. Cascading from the strategic plan is a suite of companion organisational plans and strategies:

- *Business Plan 2008-2010*
- *Academic Plan 2006-2010*
- *Learning and Teaching Strategy 2007-2010*
- *Research and Innovation Strategy 2005-2010*

Portfolio, school/group, and individual work plans are derived from these overarching plans, and link local activities to organisational objectives.

This suite of plans forms the basis of the University’s Planning Framework. All RMIT plans can be accessed at [www.rmit.edu.au/planningresearch/rmitplans](http://www.rmit.edu.au/planningresearch/rmitplans).

A suite of key performance indicators (KPIs) to measure RMIT’s performance against these plans objectives described in the RMIT Strategic Plan, Business Plan and Academic Plan are available from [www.rmit.edu.au/planningresearch/kpi](http://www.rmit.edu.au/planningresearch/kpi).

RMIT’s quality management framework has two main components:

1. A quality improvement system which comprises processes and practices for reviewing and improving what the University does and ensuring that the University meets the regulatory requirements of its stakeholders. This system engages with the full scope of activity at RMIT: learning and teaching, research, and the processes and activities which support this work, in both higher education and TAFE.

   Examples include:

   - the University’s cyclical organisational review process, involving seven yearly external and internal evaluation of each school and service area. RMIT Vietnam stakeholders provide input to these where relevant. Further details are at [www.rmit.edu.au/quality/organisational-reviews](http://www.rmit.edu.au/quality/organisational-reviews)
   - twice yearly quality management reports to the Vice-Chancellor’s Executive
   - internal reviews of processes and activities commissioned by University Executive from time to time

2. Quality assurance of this system, primarily integrated into University governance arrangements. For example, outcomes and progress against performance indicators are reported regularly to Council and Academic Board. Quality assurance also encompasses external validation and review of processes and activities, such as 5-6 yearly audits by the Australian Universities Quality Agency and re-registration of RMIT as a registered training organisation under the Australian Quality Training Framework, see [www.rmit.edu.au/quality/auqa](http://www.rmit.edu.au/quality/auqa).
8.2 Program management and review

8.2.1 Relevant RMIT policies, procedures and guidelines

All RMIT policies and procedures are available on the RMIT Policies web site at: www.rmit.edu.au/policies.

The University’s Program Quality Assurance (PQA) Policy provides the governing framework for processes in relation to the educational design, implementation and currency of RMIT programs. PQA is applied over an annual cycle to all RMIT TAFE and HE award coursework programs, onshore, offshore and all modes of delivery, whether offered by RMIT or in partnership with other providers.

The policy provides for annual review of all programs – refer to program annual review procedures and the program annual review report template on the Policies web site for more information.

Each RMIT coursework program should be supported by an Advisory Committee. Procedures for Program Advisory Committees are available on the Policies web site.

Guidelines for program management are available on the Policies web site. These guidelines contain key responsibilities for course and program coordinators and leaders as well as an overview of what needs to be included in program logs (a filing system - either paper or electronic - that maintains a current record of all relevant program-related information).

8.2.2 Implementation at RMIT Vietnam

RMIT Vietnam, as a campus of RMIT in Melbourne, mirrors the practices of Melbourne where the governing framework follows Melbourne governance as it relates to academic matters, with the exception of Vietnam personnel requirements. For operating purposes in RMIT Vietnam, there are a few exceptions beyond those of local implementation:

- the PVC role is assumed by the Vice President Academic, and
- the calendar changes accommodate three teaching sessions per year at RMIT Vietnam.

The Program Annual Review follows standard process with reports being provided on an annual basis. RMIT Vietnam is proceeding with forming Advisory Committees to supplement information learned from students and supervisory staff. Vietnam’s knowledge management process includes student and staff feedback on course and program relevance, enhanced with direct contact by RMIT Vietnam program managers and course coordinators who maintain ongoing contact with Melbourne colleagues to ensure equivalence of course delivery. This information is documented on paper and/or electronic program and course logs.
8.3 Student feedback

8.3.1 Relevant RMIT policies and procedures

All students should have an opportunity to provide feedback on their experience at RMIT. The University employs a range of feedback mechanisms, including surveys, focus groups, comments, Student-Staff Consultative Committees and other participatory activities. The Student Feedback Policy is available at: www.rmit.edu.au/governance/policies/lt/studentfeedback.

There are a number of supporting procedures also available at the above web address, and these are:

- Course level student feedback procedures, that cover the systematic collection, analysis and reporting of course level student feedback.
- University and program student feedback procedures, that cover the systematic collection, analysis and reporting of University and program level student feedback.
- Establishment and operation of Student-Staff Consultative Committees procedures, that specify how these committees should be established and operate.

RMIT’s Student Complaints policy and procedures are available on the RMIT Policies web site at: www.rmit.edu.au/governance/policies/lt/studentcomplaints. These documents outline the principles for managing complaints effectively and efficiently, and provide an opportunity for feedback to improve practice.

8.3.2 Implementation at RMIT Vietnam

All students at RMIT Vietnam have multiple opportunities to receive feedback on their RMIT Vietnam experience. Student Experience surveys from RMIT Melbourne are administered once a year at RMIT Vietnam following RMIT Melbourne’s practice, and the Course Experience Survey is administered for each course at least once a year. The Course Experience Survey data collected at RMIT Vietnam has been enhanced with more detailed analysis to provide better feedback from the student entered comments, and is joined by a newly developed proxy for overall survey response confidence. Elements of the Course Experience Survey regarding 'teaching' and 'satisfaction' are briefed by each course leader respectively to each lecturer. Overall values are summarized to the course and program level, and made available internally to all students as feedback.

Feedback from each program’s Student Staff Consultative Committee is collected each semester to be actioned for all RMIT Vietnam programs. The committee process differs slightly from RMIT Melbourne in that fewer numbers of students and the compressed three-semester year often does not permit a full selection/voting process. Notwithstanding, the consultative processes are formally administered and the minutes note the issues, with the actions recorded in course logs.

Handling student complaints generally follows the process described in the flow chart referred to above with some exceptions:

- Not all roles specified have equivalencies in Vietnam. Portfolio Student Complaints Liaison Officers and a University Complaints Manager will be appointed as student numbers justify these positions.
- There is no Student Union at RMIT Vietnam to provide student representation. Until the establishment of an official Student Association, student representatives are drawn from Student Staff Consultative Committees.
9. University resources

9.1 Textbooks

At RMIT Vietnam, textbooks are purchased by the University, then leased to students. So, any change of textbooks can have a significant resource impact. An agreement was reached between RMIT Vietnam and RMIT Melbourne which states that textbooks can only be changed once per calendar year. Notice of a textbook change must be given to course coordinators in Vietnam in October of the year prior to the textbook change to allow time for textbook purchases to be included in the annual business planning and budgeting process.

Business portfolio textbooks
For any textbook change request associated with a course delivered by the Business portfolio, course coordinators are asked to forward all details to the Academic Services Unit in the Office of the Pro Vice-Chancellor in Melbourne before October 31 to be considered for the following academic year. A consolidated list will be compiled and forwarded to RMIT Vietnam. Staff can contact BUS Academic Services by emailing bus.academicservices@rmit.edu.au.

9.2 Student services

RMIT Vietnam strives to provide the same range and level of student service as those enjoyed by students in Melbourne.

9.2.1 The Hubs

At RMIT Vietnam, the Student Services Helpdesks (one at each site) fulfil the same role as the Hubs in Melbourne, albeit on a smaller scale. A similar range of services is available, plus services for English program students, and a sports equipment lending facility.

9.2.2 Integrated learning centres

The Integrated Learning Centres (ILC) at the Saigon South and Hanoi sites support the teaching, research, and scholarly activities of students and staff at RMIT Vietnam. They provide access to:

- electronic information sources
- general and textbook collections
- computers
- printers
- periodicals
- study areas.

The ILC’s also provide face to face, telephone, and email reference and research services to students.
9.2.3 Student charter

As a campus of RMIT University, RMIT Vietnam promotes the official Student Charter.

9.2.4 Counselling and career advice

Student counselling services are offered at both RMIT Vietnam sites by qualified and experienced counsellors. The Counselling Services Coordinator holds a psychology doctorate and has extensive experience in youth mental health issues.

The Work Careers and Lifelong Learning Unit provides career advice together with overseeing alumni, industry liaisons and internship programs.

9.2.5 Student leader recognition

The RMIT Vietnam Student Leadership Recognition Award is intended to provide recognition of students’ leadership contributions to student organised events and activities. It has similar goals to the LEAD program in Melbourne, though its scope is more appropriate for RMIT Vietnam’s current size.

The certificates bear the RMIT Vietnam logo and are signed by the RMIT Vietnam President. Certificates will be awarded for the demonstration of outstanding leadership skill in student club or extracurricular projects or activities, including projects in the community. Criteria for the nomination and selection of a student for a Student Leadership Recognition are detailed in the Policy and Procedures which can be found on the RMIT Vietnam web site:

Student Leadership Recognition Policy

Student Leadership Recognition Nomination and Selection Procedure
Appendix A

A Guide for online academic processes at the start of semester in Vietnam

Course guides

Course guides for an upcoming semester can be edited at any time. The person responsible for a course in Vietnam should aim to update the course guide as soon as they know what changes will be required, but no later than one week before the start of semester.

1. Log into the editing system.
2. Select the part B guide for the appropriate study period.
3. If you do not have the correct editing rights, contact Bich Tran.
4. Copy part B values from the previous period and edit as required.
5. Submit for approval, notifying the Melbourne course coordinator via email (from within the system if possible, otherwise separately). This should be done no later than one week before the start of semester.

The approved guide will appear on the RMIT web site within approximately 15 minutes. Create a link for your students from within the Blackboard course site.

Background information on the editing system

What is it?
A web based application that allows data entry into the specified fields for RMIT official course guides. Official course guides are published to the RMIT web site.

How does it work?
There are two parts to the system:

- The editing and approval system: academics enter the information and have it approved.
- The publishing system: takes approved course guides and publishes them to the RMIT website.

How are course guides set up?
In the editing system, the academic sees two parts:

- Part A or Course Overview: this is general information for prospective students. There is only one version of the Part A available at any time. The course overview information applies to all offerings of a course (i.e. for all locations and careers). It is identified by the 6 digit course ID number.
- Part B or Course Detail: a new document is generated for each course offering in every teaching period. They contain specific information such as assessment details and the teaching schedule relevant to that particular course.

On the website, a student sees:

- Course Overview: general information plus links to specific semester offerings.
- Course Guide: a single document that combines the overview with the specific offering information.

Please note: Higher Education course guides require login for access.
What are the different status labels about?

In the editing system, documents have one of 5 different status labels:

- **New**: blank document created automatically from PeopleSoft for each possible semester and offering.
- **Draft**: someone has started to edit it and made at least one save.
- **Pending**: the editor has sent it on to be approved.
- **Approved**: authorised and published to the web.
- **Suspended**: At the end of the first week of any semester all guides that are not approved will be suspended. Most of these will be for courses that are not actually being taught.

Who has what rights?

Rights are allocated on a school basis, so if you have a particular right you can use it for any course owned by that school. The system does track e number, date and time of all edits, so nobody can change your course information without you knowing.

Academics and teachers need to know about rights for Part A and/or Part B and who can edit and/or approve documents. These rights are as follows:

- **Part B edit rights**: most academics and teachers will have these. The person teaching the course in a particular location will usually edit the Part B information.
  
  Please note: you can’t edit a part B unless it has an approved Part A.

- **Part B approval rights**: usually the coordinator in Melbourne will approve the Part B for all locations.

- **Part A edit rights**: usually course coordinators will develop the information in the Part A.

- **Part A approval rights**: often schools limit this to program leaders or teaching and learning coordinators.

The special editor is someone, usually at portfolio level, who is allowed to break the rules. Contact your special editor if you need to move an approved guide back to draft to effect further changes.

In 2008, special editors are:

- John Benwell (DSC portfolio)
- Michael Abulencia (SET portfolio)
- Lyn Atkinson (Business portfolio)

Refer to Appendix B: *Editing RMIT course guides* for more details on how to edit course guides.
Blackboard preparation
You should review your Blackboard at the start of each teaching period. You need to think about how it looks to a student:

- Is it friendly and welcoming?
- Is the contents well organised and easy to find?

It is easy to let things get untidy as you add them during the semester. Take an hour to think about what should and should not be there.

1. Delete old announcements (remember the View All tab) and add a new welcome.
2. Make sure the Staff Information is up to date.
3. Make sure there is a link to the current course guide, and no previous guides are visible to students.
4. Ensure only current assessment information is available.
5. Think about menu structure and folder structure within pages.
6. Think about the order of menu items and items within each page. Turn off unused menu items.
7. Check all your external links. Are they still valid and do they open in a new window?

Refer to Online @ RMIT Vietnam
Appendix B

Editing RMIT course guides: information for staff in Vietnam

1. Detailed instructions for editing

Point the browser to www.rmit.edu.au/academic-registrar/course-guide-editing.

There are some useful links from this page.

1.1 The first link is to the login screen. Enter your RMIT login and password (your e number as you use it for library access). Your local IT Resource Centre can reset your password if you have forgotten it and did not set a challenge question on the RMIT web site at http://www.rmit.edu.au/its/password.

1.2 The system automatically starts at the Part B search page. Enter your course code.

1.3 Select the link for the appropriate term, eg Viet2 2007.
1.4 Click on Edit Screen.

1.5 If you are dealing with a completely new course, you would start entering data in the required fields at this stage. However it is usually easier to start by copying Part B values from a previous version.

1.6 Search for a previous semester or a similar offering from another campus.

1.7 Select the link to the appropriate guide.
1.8 Make sure it has the content you want, and then click on Copy Values.

![Image of the Copy Values button in a web interface]

Note the warning message that this process will overwrite other values. It copies EVERYTHING. That is why you do this step first, before you add anything for the current semester.

1.9 Now you will need to edit the fields to make the information relevant for the current semester. Note that sometimes the editing bars do not appear for all the fields. Clicking the browser Refresh button or the Save Changes button should fix the problem.

![Image of the Save Changes button in a web interface]

1.10 Make the necessary changes. Remember to click Save Changes often. See hints on using tables and adding references at the end of this document.

1.11 When you are sure your guide is complete and ready for approval, click the Submit for Approval button. Note that you will not be able to re-edit the guide unless the approver returns it to you for further updates, or someone with special editing rights releases it.
1.12 Make sure you exit the application by using the button, and then the Logout button.

2. Hints on special features: tables

Tables can be inserted in the Teaching Schedule. Note these tables are designed for the Web, not for a Word document, and they have fewer formatting features available.

2.1 Press the Insert/Edit Table button located at the end of the tool bar.

2.2 Enter the number of rows and columns, and then press OK.

2.3 Enter text into the cells, placing a space at the end of each cell.

To format text, highlight it and then use the toolbar at the top of the text entry box.
2.4 To access the table editing functions, right click inside the table to display the menu and select the required option.

2.5 To delete the table, click on the border so that small white squares appear at the corners of the table, then press the delete key. In some browsers you will need to ensure that there is text in the table before you can delete it.

2.6 Press [Save Changes].

3. Hints on special features: inserting textbooks and references

Note that these must be done one at a time, to ensure a format that enables the library to extract a report and hence ensure the availability of all references.

3.1 Press either Add Prescribed Text or Add Reference.
3.2 Enter the details of the reference, either by typing the text or cutting and pasting from another document. You can then format the text using bold and *italics*. The ISBN can be added, but it’s not mandatory. Once the data has been entered press Add Prescribed Text or Add Reference.

3.3 Continue steps 1-4 until all references are entered.

3.4 Press Back to Part B.

3.5 Press Save Changes.

4. Making the published guide available to your students

The simplest way is to put an announcement on your Blackboard and / or an item under Course Information.

Some sample announcement text is as follows:

Official RMIT course guides for Vietnam are now available from the RMIT Melbourne web site. You will need to log in using your RMIT student number and password (as you do for library databases). Alternatively, a copy of the course guide has also been loaded to Blackboard.

4.1 To find the correct course guide URL to link to in your Blackboard message above, go to the RMIT web site at: [www.rmit.edu.au/programs/courseshe](http://www.rmit.edu.au/programs/courseshe).

You will see this screen:

<table>
<thead>
<tr>
<th>Prescribed Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISBN</td>
</tr>
<tr>
<td>1234567890</td>
</tr>
</tbody>
</table>

The reference will appear in a list, and has links to edit or delete if required.
4.2 Select the correct semester (Viet2 2008).

**Course Title: Introduction to Organisational Behaviour**

**Part A: Course Overview**

**Course ID:** 001369

**Course Title:** Introduction to Organisational Behaviour

**Credit Points:** 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Campus</th>
<th>Career</th>
<th>School</th>
<th>Learning Mode</th>
<th>Teaching Period(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSM2301</td>
<td>RMIT IRE Campus</td>
<td>Undergraduate</td>
<td>630H Management</td>
<td>Face-to-Face</td>
<td>Viet2 2007</td>
</tr>
<tr>
<td>BUSM1093</td>
<td>Bundoora Campus</td>
<td>Undergraduate</td>
<td>630H Management</td>
<td>Internet</td>
<td>Sem 1 2008, Sem 1 2007</td>
</tr>
<tr>
<td>BUSM1054</td>
<td>City Campus</td>
<td>Undergraduate</td>
<td>630H Management</td>
<td>Face-to-Face</td>
<td>Sem 1 2008, Sem 2 2008, Sem 1 2007</td>
</tr>
<tr>
<td>BUSM282</td>
<td>East Gippsland TAFE Bairnsdale</td>
<td>Undergraduate</td>
<td>630H Management</td>
<td>Face-to-Face</td>
<td>Sem 1 2008, Sem 1 2007</td>
</tr>
</tbody>
</table>

You will need to log in – use your e number and password.

4.3 Scroll to the bottom of the page and note the URL in the footer.

In this case www.rmit.edu.au/courses/busm23010792
- i.e. in the format course code year semester code.

Insert this as an external link in the Course Information page and or into the announcement (as above).

If you want to load a copy to Blackboard, copy and paste from the web site into a Word document. Make it obvious to the students that the official version is the one on the web site.

You must remove any previous course guides from Blackboard. Use edit mode and make them unavailable.
Important tips for editors

- **Save often!!** The system does not do regular automatic saves like Word. It is up to you to guard against accidental disasters.
- Navigate through the application using the buttons in the system. *Never use the browser back button!*
- Make sure you **exit via the Logout button**, or the guide will be locked to all other users, including the person meant to approve it!
- **Use the edit bar within the system for all formatting**, including bullet points. If you cut and paste the editing from a Word document, you can introduce control characters that may do very strange things when your guide appears on the web.
- **References** must be entered one at a time, so the library can extract a report of the information to ensure their collection matches the student needs. The system will talk to Endnote if you use it. See the specific ‘How To’ guide from the Course Guides web site.
- **Tables** can be used in some fields. The table function is not as flexible as the one in Word because it is designed to convert to html for the web.
- The **Copy Part B** function is a great help. When you have to enter data for a new semester, simply copy all the values from a previous guide and make any necessary changes.

Additional information and support is available at: [http://www.rmit.edu.au/academic-registrar/course-guide-editing/support](http://www.rmit.edu.au/academic-registrar/course-guide-editing/support)

More information:

- Refer to: [http://www.rmit.edu.au/academic-registrar/course-guide-editing/support](http://www.rmit.edu.au/academic-registrar/course-guide-editing/support) for specific details on how to use the editing application.
- There is online help about content available by clicking the ‘?’ icon next to each field.
- Also check out the **guidelines** to writing course guides prepared by the Learning & Teaching group available at: [http://www.rmit.edu.au/academic-registrar/course-guide-editing/guidelines](http://www.rmit.edu.au/academic-registrar/course-guide-editing/guidelines)
# Appendix C

## Procedure: Moderation and validation of assessment – RMIT Vietnam

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Moderation and Validation of Assessment – RMIT Vietnam</th>
</tr>
</thead>
</table>

### Operational Responsibility
Schools

### Related Policy
Moderation and Validation of Assessment

## PROCEDURE STATEMENT

### Intent
To ensure that there are consistent moderation processes in place for programs and courses delivered at RMIT Vietnam and that the processes promote fairness, consistency and reliability of assessment grading and comparability of assessment within courses across multiple markers, campuses and sites, and student cohorts.

### Procedure Scope
All courses delivered by RMIT Vietnam.

There are procedures in place for the moderation of assessment in Higher Education and TAFE. The requirements of these procedures are valid for RMIT Melbourne and RMIT Vietnam.

This procedure relates to the coordination of moderation between RMIT Melbourne and RMIT Vietnam. Course and Program Coordinators should also refer to the procedures for moderation in Higher Education or TAFE as appropriate.

### Exclusions
There are no exceptions.

## PROCEDURE STEPS AND ACTIONS:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Approved texts</td>
<td>Course Coordinator, RMIT Melbourne</td>
<td>At least one week prior to the start of the semester</td>
</tr>
<tr>
<td>The texts to be used in the coming year are confirmed with the RMIT Vietnam staff in time for booksellers / publishers to be notified.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course Guides</td>
<td>Course Coordinator, RMIT Melbourne, and RMIT Online</td>
<td>Prior to the start of the semester</td>
</tr>
<tr>
<td>Course guides, including details of assessment tasks, are finalised in consultation with RMIT Vietnam staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once confirmed the course guides are made available through the RMIT Vietnam Blackboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Assessment Instruments</td>
<td>Course Coordinator, RMIT Melbourne</td>
<td>At least two weeks prior to the start of the semester</td>
</tr>
<tr>
<td>Overall responsibility for the course rests with the RMIT Melbourne Course Coordinator, who may delegate to the RMIT Vietnam Course Coordinator tasks relating to the setting and moderation of assessment instruments and marking. Items to be moderated are identified and agreed prior to the start of semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal assessment tasks are prepared by Vietnam staff and submitted to the Course Coordinator, Melbourne, for moderation and approval. Where necessary the Melbourne Coordinator provides advice on marking schemes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When the assessment tasks for a course include a final examination, experienced RMIT Vietnam staff contribute to the content of the examination, including solutions and marking schemes. Final approval rests with the RMIT Melbourne Course Coordinator.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Procedure Steps and Actions:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Final Moderation:</td>
<td>RMIT Vietnam Program Coordinator</td>
<td></td>
</tr>
<tr>
<td>The RMIT Vietnam Program Coordinator provides the RMIT Melbourne Program Coordinator with:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ A spreadsheet of all results in all classes;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Details on the marking scheme used; and,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ One sample of marked examinations and / or final assessment items from each band of results from each class:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ High Distinction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Distinction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Fail.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This arrangement may be amended by the Melbourne Program Coordinator after discussion with Melbourne Course Coordinators.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Melbourne Program Coordinator provides the documentation to the Moderator and negotiates a timeframe for the completion of the moderation process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Student Progress Committee is the final arbiter of grading decisions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Discrepancies in moderation</td>
<td>Moderator</td>
<td></td>
</tr>
<tr>
<td>The Moderator will immediately advise the RMIT Melbourne Program Coordinator and the appropriate RMIT Melbourne Course Coordinator when discrepancies between their marking and those of the marked assessment items are found.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The RMIT Melbourne Program Coordinator will notify the RMIT Vietnam Program Co-ordinator of problems or inconsistencies and make them aware of a possible delay in the release of results for the relevant course (see Transcripts of Results and Moderation).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching staff at RMIT Vietnam who would normally teach or mark in the field of study being assessed may be requested to re-mark the remainder of papers not sent to RMIT Melbourne for moderation, in accordance with the comprehensive marking scheme and criteria supplied by the Course Coordinator. (Papers sent for moderation will have already been re-marked by the RMIT Melbourne Course Coordinator).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Quality Assurance</td>
<td>RMIT Vietnam Program / Course Coordinators</td>
<td></td>
</tr>
<tr>
<td>The RMIT Vietnam Program and Course Coordinators will provide the RMIT Melbourne Program and Course Coordinators with details of how any problems or inconsistencies identified during the moderation process have been managed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A report will be prepared by the RMIT Melbourne Program Coordinator including all issues identified during the moderation process; staff responsible for resolution; actions taken; and agreed final results.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The report will be endorsed by RMIT Melbourne</td>
<td>All Coordinators</td>
<td></td>
</tr>
</tbody>
</table>
**PROCEDURE STEPS AND ACTIONS:**

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Coordinators and RMIT Vietnam Program and Course Coordinators.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7. Transcripts of Results and Moderation</strong></td>
<td>RMIT Vietnam Program Coordinator</td>
<td></td>
</tr>
<tr>
<td>Students should not be advised of any results, either interim or final, until the moderation process is completed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderation that requires assessment items to be remarked will delay the release of results for that course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In such cases a grade of “Result Withheld” will be allocated to all students enrolled in the course concerned.</td>
<td>All Coordinators / RMIT Vietnam Academic Registrar</td>
<td></td>
</tr>
<tr>
<td>After the authorisation of the report on the moderation process, confirmed results will be entered onto the Academic Management System and transcripts produced for students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8. Enrolment and Moderation</strong></td>
<td>All Coordinators / RMIT Vietnam Academic Registrar</td>
<td></td>
</tr>
<tr>
<td>Enrolment in courses for the following semester should not be delayed or altered because of discrepancies in results identified during the moderation process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students should be enrolled in their scheduled courses as normal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The exceptions will be for courses that are formally identified as prerequisites for courses offered in the following semester. Where a student has failed a prerequisite course their enrolment should be altered to add the failed course and withdraw from the course that requires prerequisite studies to be successfully completed.</td>
<td>Program Coordinators, RMIT Vietnam and RMIT Melbourne. RMIT Vietnam Academic Registrar</td>
<td></td>
</tr>
<tr>
<td>Finalisation of results and moderation will be completed prior to the last date by which students may add a new course for the next semester.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Supporting Guidelines, flow-charts, check-lists, etc**

**Links to related forms, records and electronic databases**

**PROCEDURE FURTHER INFORMATION**

<table>
<thead>
<tr>
<th>Commencement Date</th>
<th>2007</th>
<th>Review Date:</th>
</tr>
</thead>
</table>

**REVISION HISTORY – managed by University Policy Officer**

<table>
<thead>
<tr>
<th>Revision Ref. No.</th>
<th>Approved / Rescinded</th>
<th>Date</th>
<th>Committee / Board</th>
<th>Resolution Number</th>
<th>Document Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Approved</td>
<td>4 Dec 2006</td>
<td>Academic Board</td>
<td>10.5</td>
<td>AB11–141/06</td>
</tr>
</tbody>
</table>
## ACCOUNTABILITIES

<table>
<thead>
<tr>
<th>Implementation:</th>
<th>Deans (Academic Development)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compliance:</td>
<td>Heads of School</td>
</tr>
<tr>
<td></td>
<td>Program Coordinators – Melbourne</td>
</tr>
<tr>
<td></td>
<td>Course Coordinators – Melbourne</td>
</tr>
<tr>
<td></td>
<td>Program Coordinators – Vietnam</td>
</tr>
<tr>
<td></td>
<td>Course Coordinators – Vietnam</td>
</tr>
<tr>
<td>Development / Review:</td>
<td>Deputy Vice-Chancellor (Academic)</td>
</tr>
<tr>
<td>Approval authority:</td>
<td>Academic Board</td>
</tr>
<tr>
<td>Interpretation and advice:</td>
<td>Manager, Academic Policy and Secretariat</td>
</tr>
<tr>
<td>Data collection and analysis:</td>
<td>Quality Consultancy Unit</td>
</tr>
</tbody>
</table>

## WHO SHOULD KNOW THIS PROCEDURE?

Deans (Academic Development), Heads of School; Program Coordinators in Melbourne and Vietnam; Course Coordinators in Melbourne and Vietnam

## EFFECTIVENESS OF THIS PROCEDURE

How will the efficiency and effectiveness of this procedure be measured?

Student Feedback as measured by relevant items in the CEQ and program and course level surveys.

Reduction in the number of complaints/appeals arising from inconsistent or unclear assessment practices.

## PROCEDURE SUPPORTING INFORMATION

<table>
<thead>
<tr>
<th>Definitions and acronyms:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Words For Search Engine</td>
<td>Moderation; Vietnam</td>
</tr>
</tbody>
</table>
Appendix D

Copyright quick guide – photocopying guidelines for staff

COPYRIGHT QUICK GUIDE
Photocopying guidelines for staff

RMIT International University Vietnam staff are able to photocopy a reasonable portion of print and graphics for educational purposes.

Education purposes are defined as:

- The copy is made and used for teaching purposes
- The copy is made and used as part of a course of study
- The copy is made and retained in the library for use as a teaching resource
- Self-photocopying of one copy for individual scientific research and teaching.

All works photocopied for teaching purposes must incorporate a credit / reference statement using standard referencing styles, with the following information:

- authors name
- date the work was created
- title of the work
- publishing details (where published)
- and a reference to the part used (such as page or chapter numbers).

Print copying limits

Hard copy [print] works (works that originate in a hard copy format). Copying under this licence relates to copying works from a hard copy format to hard copy format [photocopying], also hard copy to digital copy [scanning for intranet].

- 1 chapter or 10% of the number of pages in a published edition.
- 1 journal article or more if they relate to the same subject matter. When relying of the same subject matter provision, ensure you define the subject narrowly.
- Artistic works, such as a diagram or figure that accompanies or explains text copied, or that has not been separately published. The Law of Intellectual Property Vietnam does not allow for architectural works, or works of fine art [paintings, sculptures alike], or computer programs to be reproduced for teaching purposes.
- The whole of a literary or dramatic work published in an anthology, such as a poem or play, if that work comprises no more than 15 pages of the anthology.
Electronic copying limits


- Web pages, news articles and reports.
- All of an artistic work. The Law of Intellectual Property Vietnam does not allow for architectural works, or works of fine art [paintings, sculptures alike], or computer programs to be reproduced for teaching purposes.
- 1 journal article or more if they related to the same subject matter.

More information is available at the following website: www.rmit.edu.au/copyright

This notice is to be placed on all works in the Intranet:

<table>
<thead>
<tr>
<th>Law on Intellectual Property of Vietnam</th>
</tr>
</thead>
<tbody>
<tr>
<td>WARNING</td>
</tr>
<tr>
<td>This material has been copied and communicated to you by or on behalf of RMIT University pursuant to Law on Intellectual Property.</td>
</tr>
<tr>
<td>The material in this communication may be subject to copyright under the Law. Any further copying or communication of this material by you may be the subject of copyright protection under the Law on Intellectual Property.</td>
</tr>
<tr>
<td>Do not remove this notice</td>
</tr>
</tbody>
</table>
# Appendix E

## RMIT Vietnam academic calendar 2009

### Academic Calendar 2009

<table>
<thead>
<tr>
<th>learning</th>
<th>week</th>
<th>starting</th>
<th>mon</th>
<th>tue</th>
<th>wed</th>
<th>thu</th>
<th>fri</th>
<th>sat</th>
<th>sun</th>
</tr>
</thead>
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### Semester 1
23 Feb 2009 - 29 May 2009

### Semester 2
22 Jun 2009 - 25 Sep 2009

### Semester 3
19 Oct 2009 - 22 Jan 2010

- Student and Staff Orientation
- Results Issued
- Final day for adding courses
- Tuition Fee Invoices sent
- Census Date. Fee Payment Deadline
- Public or University holidays
- Melbourne holidays (bold border)
- Tet
- Course Experience Surveys
- Course review - No formal classes
- Examinations
- Moderation and Results entry