College of Science, Engineering and Health

Guidelines for Consistent Frameworks of Course Delivery and Assessment
Revised 2010

NOTE: These revised Principles are to be used for the RMIT University TAFE and HE program enrolment period for 2010 and beyond, subject to further revision.

1. Standardised delivery

HE courses

A 12 credit point face to face delivery HE course must be no more than 5 hours of teacher guided contact in class per week, or the equivalent duration for a whole semester for courses that are delivered in concentrated mode.

Students are expected to spend at least 1 hour of self-directed learning for every 1 hour of teacher guided class contact. In general, students are expected to spend more time on self-directed learning, up to 2 hours for every 1 hour of teacher guided class contact, to achieve high levels of academic results and as they progress through to the later years of their program.

For Associate Degrees, students are expected to spend a minimum of \( \frac{1}{2} \) hour in independent study for every hour of teacher guided contact hour in class.

TAFE and HE courses

Courses must provide a variety of delivery modes and should never be a single mode of delivery (e.g. lectures only) in order to provide alternate learning mechanisms for students.

2. Standardised assessment

TAFE and HE courses

Courses must use a variety of assessment tasks and should never be a single mode of assessment (e.g. examination only).

The end of semester assessment must be no more than two hours of examination (for a 12 credit point course or any TAFE course) and weighted at no more than 60% of the assessment.

There must be no more than three assessable tasks during the semester. Note that regular (e.g. weekly) laboratory reports or online quizzes may be categorised as a single task.

There must be at least one assessable task weighted at least 15% for the course completed (issued, assessed and returned) in the first half of the semester.

Undergraduate and Postgraduate courses may be co-delivered—same content and same location—however assessment tasks must reflect different learning outcomes and graduate capabilities for each cohort (UG or PG).

Exceptions

The process to consider exemptions to the College of Science, Engineering and Health (SEH) course delivery and assessment guidelines will be based on submission to the Academic
Development Committee. Each submission will be considered on a case by case basis. The submissions must provide the course codes and titles, a list of the codes and titles of all affected programs, the background to the submission, the justification for the exemption and supporting documentation as attachments.

The justification for exemptions should be one of the following:

1. The course load or assessment is specifically required by an external professional accreditation. The requirement must be based on a current accreditation of the program that is mandatory for graduates to enter professional practice and/or guarantee international mobility.
2. The course is a workplace or a clinical placement, or an equivalent Work Integrated Learning course held on campus provided as an alternative for students.
3. Laboratory, practical, workshop or field work (only) courses, on condition that other requirements are fulfilled.
4. Fee for service or non-award courses provided to an external body based on specified requirements.

3. Implementation

The process to implement the new guidelines is as follows:

1. The Academic Development Group will prepare a checklist to be used as a guide for course co-ordinators to ensure their courses and course guides conform to the new guidelines.
2. Heads of Schools will ensure that courses are revised by the appropriate timelines outlined below and that the course guides are signed off by Heads during this change process.
3. Dean (Academic Development) will arrange for an audit of course guides at the beginning of each semester and report to the College of SEH Executive on compliance with the new guidelines.
4. Implementation timeframes for the new delivery and assessment guidelines have been agreed as outlined below.

4. Minor changes

All minor/fine tuning changes to courses to meet the new delivery and assessment guidelines must be implemented in 2008. For courses delivered in Semester 1 2008 the changes must be reflected in the Course Guide Part B and the delivery in that semester and similarly, semester 2 courses must be revised in time for semester 2 2008.

5. Major changes

Where there are major changes to course or assessment load and/or program structural changes needed, these must be implemented in 2009 or 2010. To achieve this, Schools need to have all of these changes approved by the College of SEH ADC no later than May 2008 or May 2009 respectively.

Revised Principles approved at SEH College Board Meeting 05/10 on 24 June 2010