Charles Sturt University

MEA ONLINE ROADSHOW (AUGUST 2025)

Models of Engagement and Assessment Practices

Acknowledgement of Country

Welcome & Introduction

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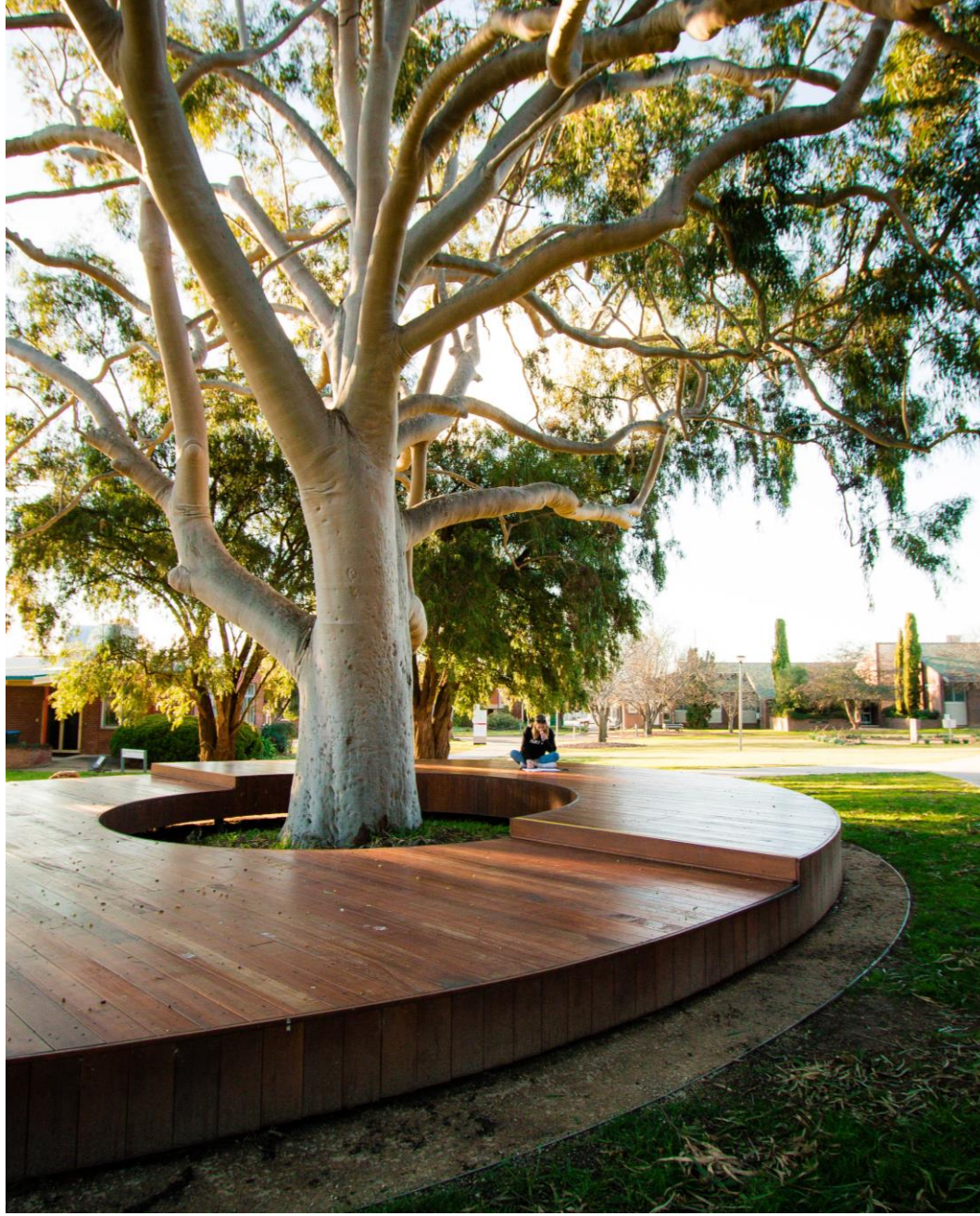

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About today

Purpose of the session

- To build awareness of the MEA (Models of Engagement and Assessment Practices) initiative.
- To share where we are up to, including key milestones, deliverables and emerging model characteristics.
- To outline how staff can get involved in the next phase of work.
- Invite feedback and local insights to inform the current phase of development.
- Answer your questions and clarify next steps.

Outcomes for you

- ✓ Understand how MEA will support more coherent, future-focused course design and assessment.
- ✓ Learn about opportunities to influence the design and implementation of the models.
- ✓ Connect your local knowledge to a university-wide initiative shaping how we teach, assess and support student learning.

Agenda

#	**Item**
1.	Acknowledgement of Country
2.	Agenda
3.	What is MEA?
4.	Our Journey to Date
5.	Current Focus: Model Definition
6.	Impacts and Opportunities
7.	Questions and Feedback

What is MEA?

Why the need for change?

Key drivers for change:

1. Unclear and inconsistent student experiences

- Prospective students often can’t easily see where, how, or in what mode they will study their course — making informed decision-making difficult.
- For current students, the mode or location of study can shift unexpectedly during the course, leading to reports of disengagement and confusion.

2. Limited ability to plan and align

- Without consistent models of engagement, it’s challenging to effectively coordinate our campus spaces and IT resources across the university.

3. Financial and operational pressure

- We must be more strategic in how we design and deliver courses, use resources, and meet student needs efficiently.

4. Unrestricted variation

- Course delivery modes vary widely today, making it harder to ensure equity, quality and student support across regions and disciplines.

5. AI is reshaping assessment

- The rise of AI requires us to rethink how we assess learning across an entire course holistically, not just subject-by-subject, to ensure integrity and relevance.

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What is MEA?

The Models of Engagement and Assessment Practices (MEA) initiative is Charles Sturt's strategic approach to creating clearer, more consistent and sustainable ways of delivering coursework degrees across the university.

MEA defines three distinct Models of Engagement to guide how students learn and engage:

- Fully Online
- In-Person Immersive
- Combined

Each model will include a framework of characteristics across teaching, assessment and student engagement.

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What is MEA?

- MEA empowers staff to focus on meaningful, impactful teaching, tailored to when, where and how students learn—whether regionally, nationally, or internationally.

- Students are at the heart of MEA, with improved clarity to help them make informed study choices, engage fully, and prepare for success beyond university.

- Over time, MEA will also support better alignment of campus facilities, digital environments and resources to enhance learning experiences.

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What will the initiative deliver?

- ✓ Defined standards and characteristics for each model of engagement
- ✓ Progressive course transition to aligned models
- ✓ Collaborative co-design and implementation planning with staff across faculties, schools and central teams
- ✓ Clear course information for students – setting expectations for engagement and learning experience
- ✓ New assessment principles and guidelines, including staged, programmatic assessment
- ✓ Feedback loop to inform academic policy and continuous model improvement
- ✓ Infrastructure and support alignment to match the needs of each model

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Our Journey to Date

MEA in 2025

Strategic alignment

MEA is a Tier 1 priority initiative under the Education Strategy, supporting Vision 2030 and our long-term goals for innovative, inclusive and impactful learning and teaching across the university. This strategic positioning ensures MEA is integral to our future success and commitment to students.

Strong governance foundations

Governance for MEA has been established through the Division of Learning and Teaching, including:

- A Steering Committee to provide strategic oversight and alignment with university priorities
- A Project Control Group to manage operational delivery, monitor risks, and track progress
- Regular sponsor meetings to support decision-making, ensure visibility and maintain momentum
- A structured cadence of reporting and review to ensure accountability, transparency and responsiveness to emerging needs

Setting timelines and milestones

Defining clear project phases and key deliverables to guide MEA's development throughout 2025 and beyond. The focus this year is on analysis, requirements gathering and preparing a robust business case to support future implementation of the models.

Developing an MEA dashboard

Creating a data-driven tool to support faculty leadership in making informed decisions on course transitions and timing—this will also feature as a key component of the business case.

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MEA in 2025

Forming collaborative working groups:
Establishing dedicated groups of stakeholders across faculties, schools and central areas as follows:

Curriculum and Assessment Expert Network (CAEN)

Commenced a series of workshops with academic and professional staff across CSU to start preparing model definitions. These sessions have been crucial in shaping the early definitions and characteristics of the Models of Engagement, ensuring the approach is grounded in practical experience and expertise.

MEA Business Case Planning and Review Group

This group, with expertise across university areas, will be responsible for ensuring the MEA business case is robust, feasible, and aligned with priorities. The business case—a formal proposal outlining MEA's value, costs, and risks—is needed this year to secure executive approval, confirm resourcing for 2026 and beyond. Engagements are yet to commence.

Pathfinder Courses

Pathfinder courses have been nominated in consultation with Faculty leadership, engaging Course Directors, Heads of Discipline and key course staff. Their course-level insights are vital for validating the MEA models, identifying operational considerations and supporting the development of an evidence-based business case. Engagements currently underway.

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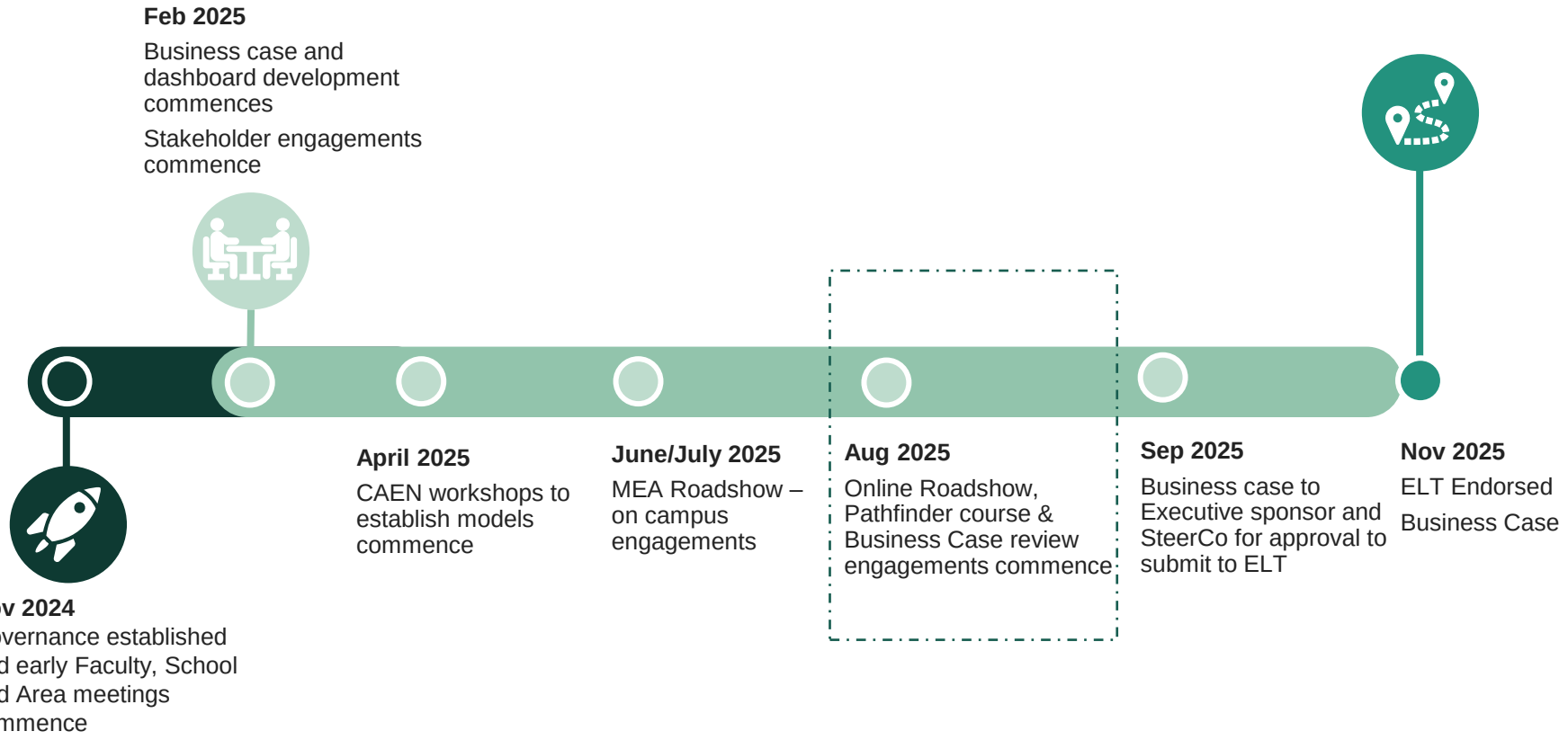
Timeline – MEA in 2025



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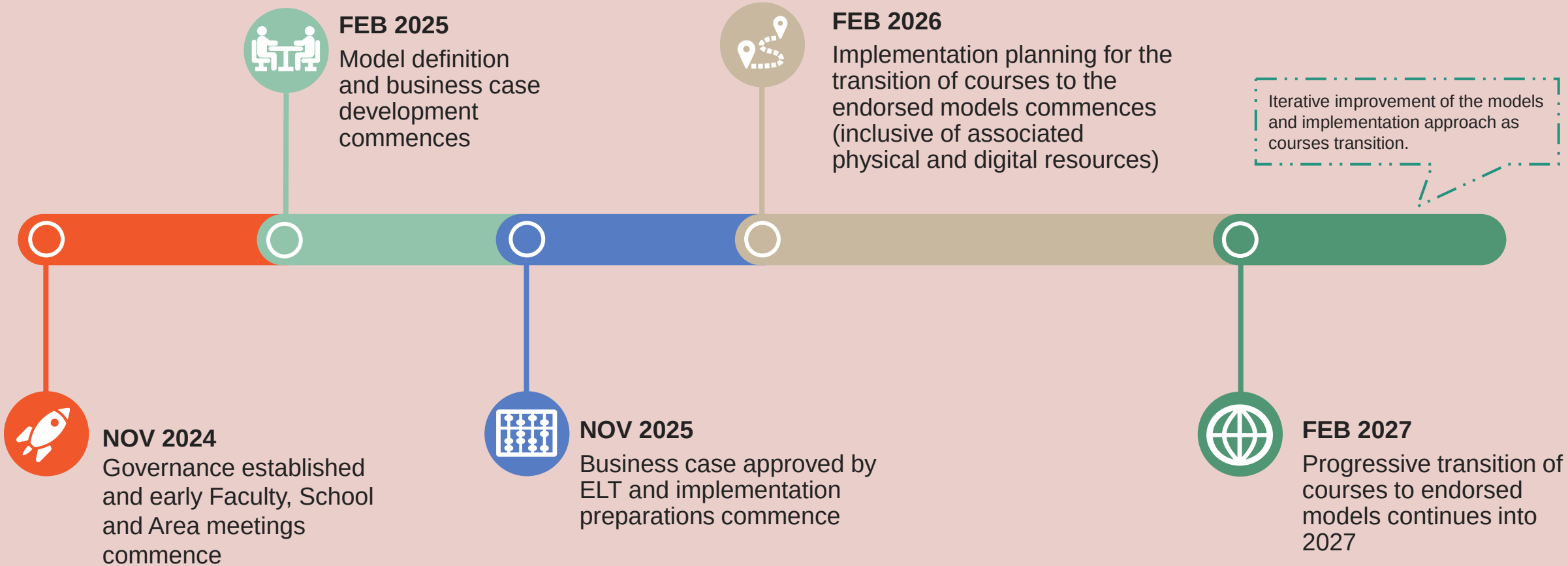
MEA Roadmap



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Current Focus: Establishing Models of Engagement frameworks

Fully Online
Your learning, your way

A flexible and supportive online learning experience that moves with you - designed to connect you with others, immerse you in purposeful learning and prepare you for your career, wherever you are.

Fully Online: Key Attributes

Course Structure

- Entirely online across all course years.
- At least 90% asynchronous workload, up to 10% planned synchronous.
- No single-campus requirement.

Assessment & Feedback

- Early assessments unweighted; programmatic feedback integrated.
- Authentic, career-linked assessment twice yearly.
- Secure authentication technologies as required.

Learning Experience

- Strong teaching presence via sequenced interactions and media-rich content.
- Focus on practical skills, industry relevance, peer collaboration, and cultural safety.
- Tailored onboarding for digital confidence.

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Fully Online: Key Attributes

Staff Experience

- Dedicated PD in online pedagogy and large cohort teaching.
- Appropriate staff–student ratios for scalable online delivery.
- Analytics to inform student progress and enable early intervention.

Technology & Access

- Consistent LMS and collaboration tools.
- Tools for virtual activities and simulations.
- Embedded e-portfolios.
- Inclusive design supporting diverse needs.

Support & Engagement

- “Virtual campus” experience.
- Dedicated online wellbeing program with proactive outreach.
- 24-hour response to student queries.
- Peer, course-based, and industry mentoring.
- Virtual social events to counter isolation.

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In Person Immersive

You have to be there

A connected in person learning experience where you learn face to face, build lasting friendships and professional networks, and gain real world experience that prepares you for your career — all in inspiring regional campuses and community settings.

In-Person Immersive: Key Attributes

Course Structure

- In-person learning across all years and levels of the course.
- Max. 25% online enrolments (e.g. electives). ESOS/CRICOS compatibility.
- Single campus location with regional and community focus~3 hours weekly scheduled synchronous activity per subject (more for lab-based subjects).

Assessment & Feedback

- Aligned assessment across in-person and online components.
- Authentic, career-linked assessment with attendance incentives.
- Twice-yearly programmatic assessment with e-portfolio integration.
- Scaffolded feedback and professional skill documentation throughout the course.

Learning Experience

- Practical, clinical, and place-based teaching aligned with accreditation requirements.
- Peer collaboration, cultural safety, and professional skill development prioritised.
- Experiential learning using specialised facilities and VR/AR/AI technology.
- Cohort building and onboarding to foster academic skills and belonging.

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In-Person Immersive: Key Attributes

Staff Experience

- PD focused on in-person pedagogy and large cohort strategies.
- Staff–student ratios appropriate to hands-on learning.
- Analytics used for early intervention and personalised support.

Technology & Access

- Consistent LMS and ed-tech tools with BYOD support, reliable Wi-Fi, and device charging.
- Industry-leading facilities designed for sustainability and student-centred learning.
- E-portfolios embedded for professional development.
- Lecture recordings used with care, not a substitute for attendance.

Support & Engagement

- On-campus wellbeing and community-based activities integrated into student life.
- Library central to support delivery, plus informal learning spaces.
- Industry mentoring embedded on campus.
- Social events and community-based activities to foster connection.

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Combined
Learn online, connect in person

A balanced and integrated experience that blends flexible online study with immersive in-person learning — supporting your progress, your connections and your career goals, wherever you are.

Combined: Key Attributes

Course Structure

- In-person during set teaching periods, plus online study (discipline specific).
- ESOS/CRICOS compatibility as appropriate.
- Single campus, with options for intensives, fieldwork, remote sites.
- Blend of async materials, scheduled face-to-face sessions and workshops.

Assessment & Feedback

- Aligned assessment across in-person and online components.
- Authentic, career-focused tasks.
- Twice-yearly programmatic assessment with e-portfolio integration.
- Scaffolded feedback and professional skill documentation throughout the course.

Learning Experience

- Intensive workshops with practical, hands-on learning.
- Online group work, projects, peer review.
- Place-based and community-based learning.
- Specialised facilities and immersive tech (VR/AR/AI).
- Cohort building and onboarding for in-person elements.

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Combined: Key Attributes

Staff Experience

- PD in both in-person and online. pedagogy
- Staff–student ratios as appropriate.
- Analytics used for early intervention and personalised support.

Technology & Access

- Consistent LMS and ed-tech tools.
- Technologies to support appropriate practical learning in online components.
- E-portfolios embedded for professional development.
- Lecture recordings used with care, not a substitute for attendance.

Support & Engagement

- Wellbeing program for both on-campus and online.
- 24-hour response to queries.
- Course mentors for all students.
- Intensives and industry engagement to build community.
- Proactive online wellbeing support.

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Impacts and opportunities for you

MEA: What it means for you

From 2027, all coursework award courses will progressively align to one of the new Models of Engagement — bringing greater clarity and consistency to course delivery. Any exceptions will be thoughtfully considered in partnership between faculties and the Provost/DVCA.

Why MEA matters

- Reduces inconsistency and sets clear expectations, easing cognitive and administrative burden for staff and students.
- Co-designed models support pedagogical clarity and alignment, enabling more efficient planning.
- Access to shared resources and tools aligned to each model helps deliver quality learning more sustainably.
- Structural consistency creates space for discipline-specific creativity and innovation in delivery.

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MEA: What it means for you

- **You will be supported every step of the way through tailored transition planning, targeted professional development and clear, ongoing communication.**
- There will be genuine opportunities to shape how the models are implemented in your course or discipline — ensuring they reflect your context, students and academic values.
- **Our students will benefit** from greater clarity in course design, delivery mode, and what they can expect across the full course of study.

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Impacts and opportunities

Opportunities to Get Involved

- ✓ Engage with model details at a dedicated Education Strategy event following business case endorsement
  - ➢ Provide feedback on the Models of Engagement through this consultation processes
- ✓ Collaborate with the MEA team and faculty leadership to support course transitions from 2027 and beyond.
- ✓ There will be future roadshows to keep you informed as well as provide Q&A opportunities.
- ✓ Reach out to us at MEA@csu.edu.au

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Questions & Feedback