



Charles Sturt
University

MEA ROADSHOW 2025 (JUNE-JULY)

Models of Engagement and Assessment Practices



Acknowledgement of Country



Welcome & Introduction

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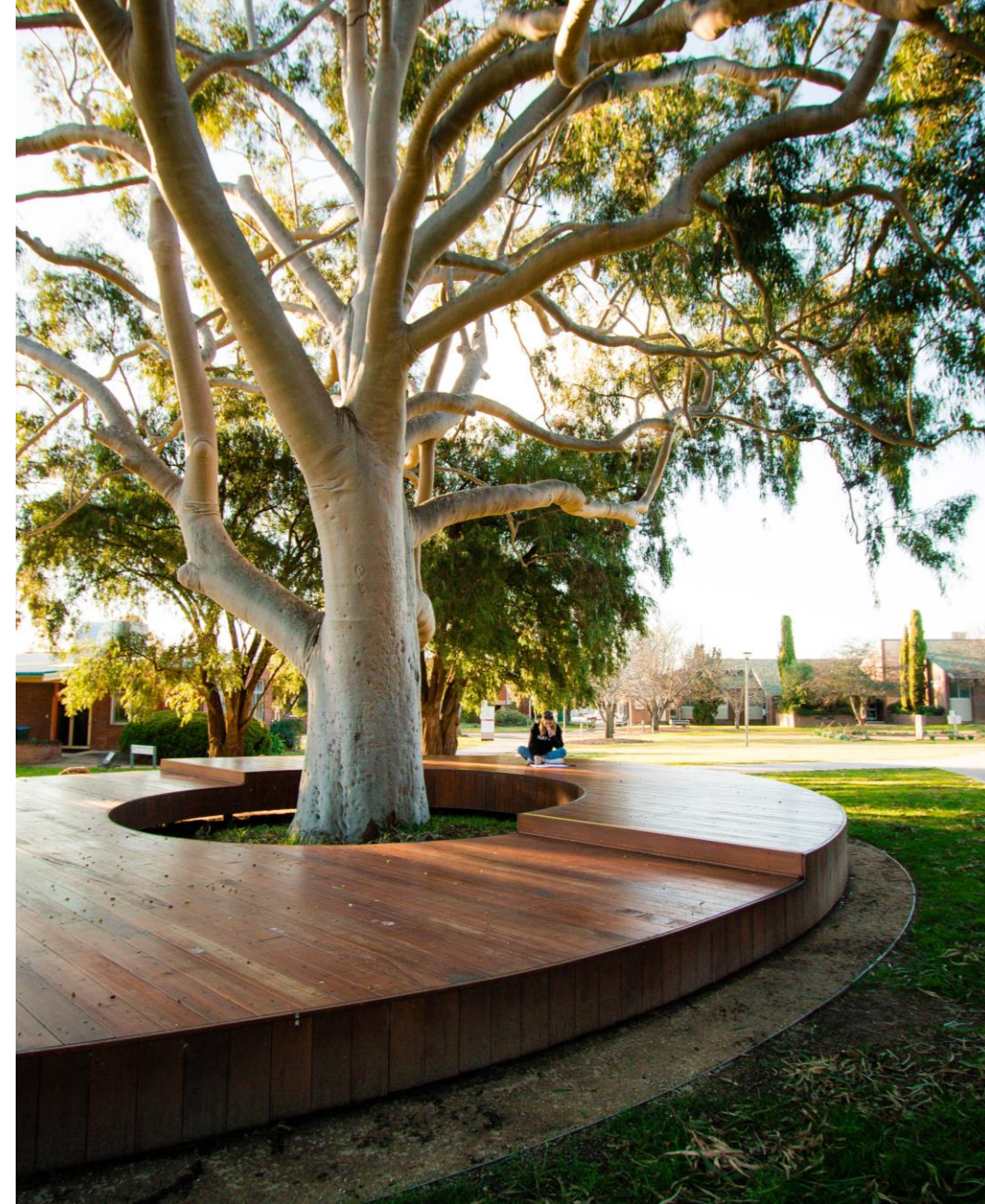
Pro-Vice Chancellor (Learning and Teaching)

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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 & Feedback

What is MEA?



Why the need for change?

Charles Sturt, like many universities, is navigating a rapidly evolving learning and teaching environment — which presents both challenges and exciting opportunities.

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.

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.

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.

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

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.

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

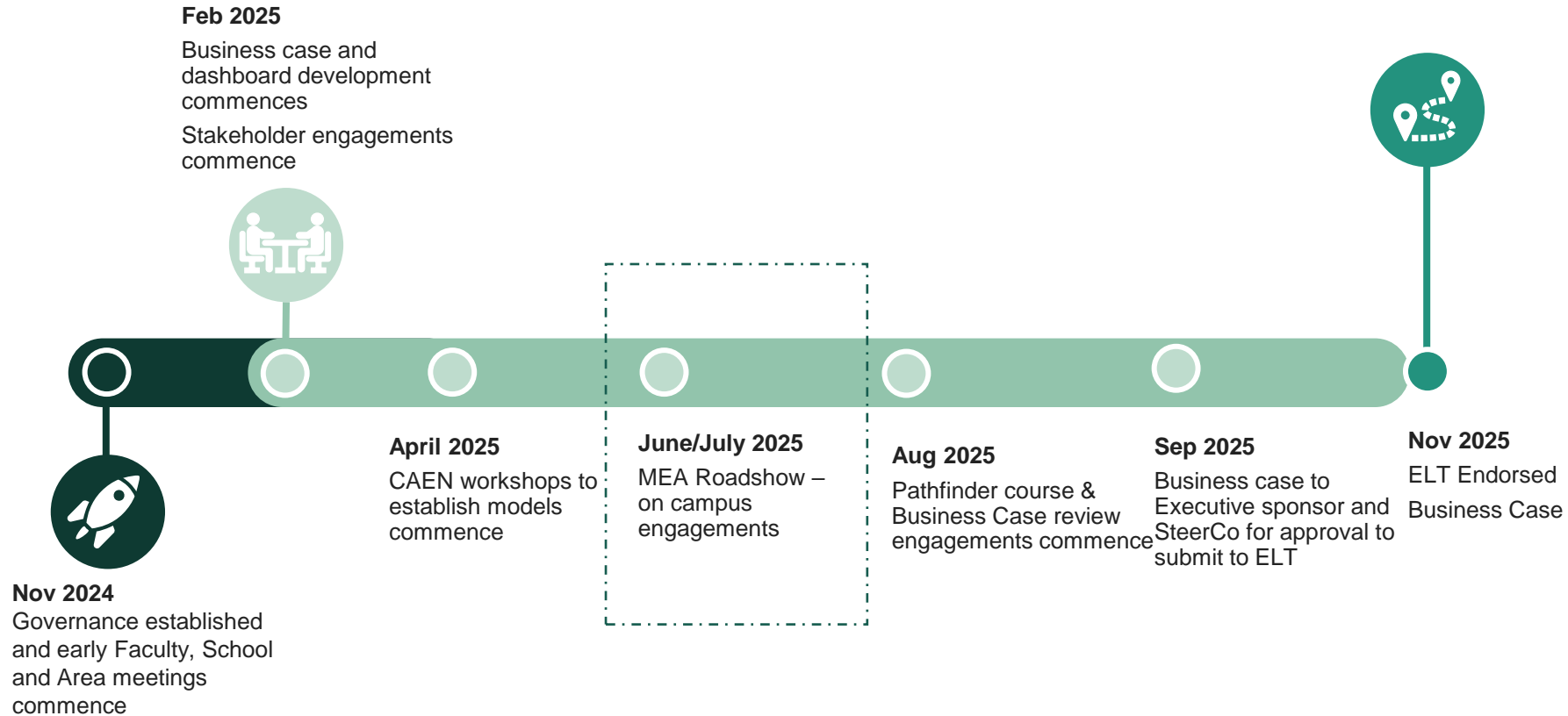
This group, with expertise across university areas, will be responsible for ensuring the MEA business case is robust, feasible, and aligned with priorities. The business case—a formal proposal outlining MEA's value, costs, and risks—is needed this year to secure executive approval, confirm resourcing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

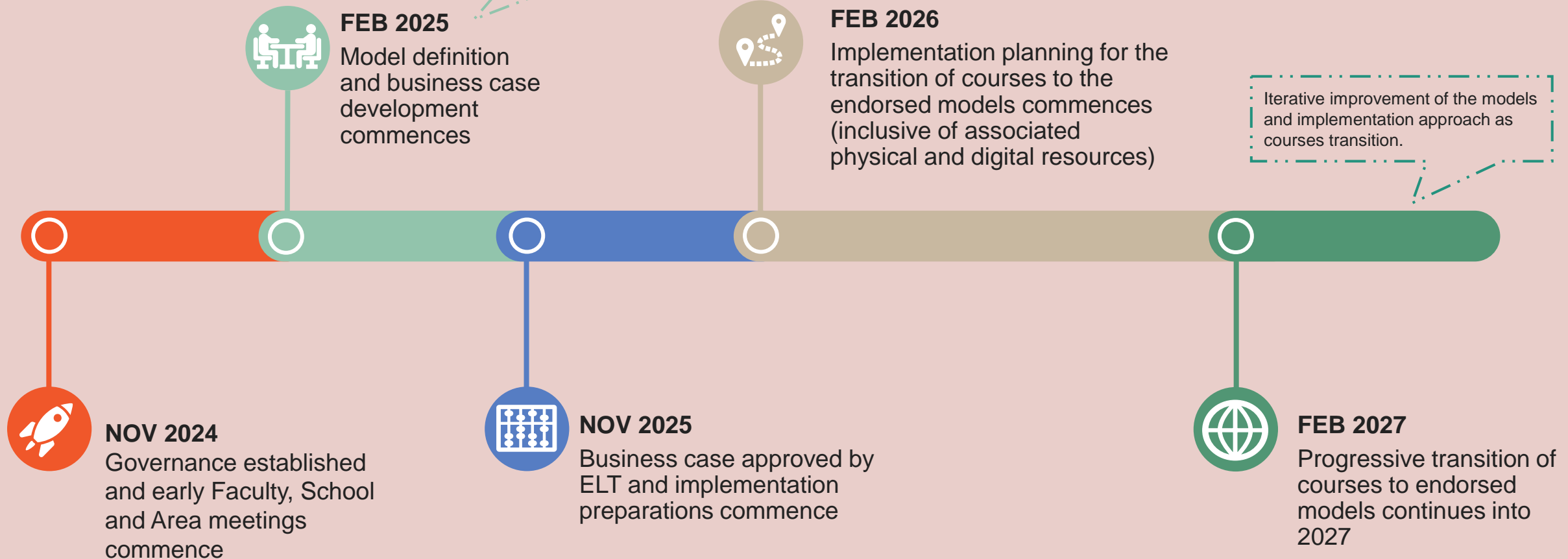
Timeline – MEA in 2025



MEA Roadmap



- ✓ Models co-designed with University stakeholders and SMEs.
- ✓ Programmatic assessment design considerations incorporated into the models.
- ✓ Pathfinder courses in the business case used to validate and refine the model, assess financial viability and identify key implementation considerations.



Current Focus: Establishing Models of Engagement frameworks



Models of Engagement – Fully Online



Description

The Fully Online model empowers students through a predominantly asynchronous learning experience designed for flexibility, ethical and critical development, and strong community connection.

Structured around clear progression points and authentic assessment, it minimises synchronous load while maximising personalised support and industry-aligned learning.

Through thoughtful use of technology, collaborative opportunities and scaffolded development of professional skills, this model creates a vibrant and inclusive online environment that fosters both academic excellence and graduate readiness.

Key Features

- At least 90% of the student workload is asynchronous, with a maximum of 10% formally planned synchronous activities
- Defined staff/student ratios
- Synchronous activities are primarily scheduled in the first year of UG, decreasing in later years and for G/PG
- Engagement via two levels of mentoring, including peer support; tailored well-being programme
- Programmatic assessment at two key stages per year
- Investment in technologies for secure program level assessment, peer connection and interaction
- PD for teaching staff to supporting development of teaching in an online environment

Models of Engagement – In-Person Immersive



Description

In-Person Immersive is a model designed around compelling in-person learning and teaching experiences, on-campus and beyond. Students will build professional and social connections, gain experience in leading-edge, industry-standard environments, and contribute to social and community outcomes in unique regional locations.

The model prioritises experiential learning, specialised facilities, First Nations cultural safety and peer collaboration, ensuring strong alignment with professional accreditation requirements and graduate employability outcomes.

While grounded in a traditional campus experience, the model integrates novel technologies (e.g., VR/AR, AI) to support learning where appropriate, and has portfolio-based assessment at its heart.

Key Features

- ~3 hours of weekly scheduled synchronous activity per subject
- Max. 25% of subject enrolments to be online (allowing flexibility where appropriate within elective sets)
- ESOS/CRICOS compatibility, subject to normal governance
- Staff-student ratio to be considered
- Single campus
- Library and other key campus locations central to course planning, with tailored model-specific support, affordable and safe accommodation, and a strong emphasis on peer learning and student life
- Whole-of-course assessment supported via e-portfolios

Models of Engagement – Combined Model



Description

At the heart of the Combined Model is a dynamic mix of self-paced learning materials and weekly live online sessions, complemented by regular in-person workshops (early sessions, CRICOS-registered courses) in a single location, progressing to an online-based model supported by intensives.

Students will be able to learn online and connect in-person, balancing study with personal, work, and family commitments.

Key Features

- Typically, an UG course would feature regular contact-intensive workshops in core subjects for the first three terms, followed by intensive-supported online study
- ESOS/CRICOS compatibility, subject to normal governance
- Single campus
- Two key assessment stages per year, coinciding with in-person activity, may be interdisciplinary and inter-year
- Course and peer mentoring as per fully online model
- Innovative course designs, based on blended learning and teaching and in-person intensives

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.

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.

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

Questions & Feedback

