Models of Engagement and Assessment Practices

Discover our three distinctive learning models designed to promote students as active participants in our learning community, each drawing on Charles Sturt University's strengths and regional focus.

Foundational Elements for All Models

These expectations apply across all coursework award courses, ensuring consistent quality, equity and a shared student experience across every Model of Engagement.

Accessibility and Equity
Courses apply Universal Design for Learning principles and provide reasonable adjustments for disability, caregiving responsibilities, work commitments and regional or remote contexts.

Cultural Safety and First Nations Knowledges
Culturally safe practices are upheld across curriculum, learning environments, assessment and support. First Nations knowledges are embedded with appropriate consultation, and Indigenous Cultural and Intellectual Property (ICIP) rights are respected.

Assessment Integrity
Assessment design includes identity verification and academic integrity safeguards appropriate to the mode of study.

Educational Technology
Courses use centrally supported, fit-for-purpose educational technologies, with clear student requirements and staff capability support to ensure accessibility, integrity and scale.

Digital Access
Courses specify minimum device and network requirements and provide low-bandwidth alternatives. All tools and learning materials are compatible with assistive technologies.

Staff Capability
Teaching staff engage in ongoing, mode-aware professional development that builds core capability, strengthens collaborative, course-level practice and connects academics to the broader support ecosystem.

WIL and Accreditation
Work Integrated Learning is designed and delivered in line with university policy and relevant accreditation and industry requirements.

In-Person Immersive

Distinctive Characteristics

- Require regular, predictable attendance on a primary campus, with learning delivered in face-to-face classes, labs, workshops and studios.
- Ensure at least 75% of learning hours occur on campus.
- Deliver core assessments on campus under supervision; online activities supporting learning but do not replace attendance.
- Use campus-based specialist facilities and environments, including labs, clinics, studios, equipment and physical learning spaces.
- Provide on-campus preparation for WIL placements, including labs, simulations and clinics leading into timetabled, supervised partner placements.
- Offer a campus-based student experience with orientation, mentoring, community activities and access to physical support services.
- Course entry preferred at pre-session 1.
- Follow structured, on-campus progression, with key checkpoints and program milestones delivered in person.
- Are CRICOS-compatible, with clear attendance expectations and sequencing requirements.

Model Delivery Essentials

To deliver this mode effectively, courses must:
- Publish timetables, assessment dates and campus locations at least six months in advance.
- Design face-to-face, activity-based learning that uses facilities, equipment and campus environments fully.
- Provide practical and supervised assessments on campus with supervisors present.
- Provide structured on-campus orientation for all commencing students.
- Embed an e-portfolio to capture evidence from labs, clinics, simulations, fieldwork and placements.
- Maintain teacher presence via drop-ins, in-class feedback and contact hours.
- Ensure all teaching venues meet accessibility and assistive technology standards.
- Publish technology requirements for on-campus classes and preparation activities.
- Offer campus-based mentoring, support services, pop-ups and drop-ins aligned to the timetable.
- Use analytics to trigger early intervention, particularly for missed practicals or attendance issues.
- Embed campus community, recognition and professional engagement activities (events, showcases, industry visits).

Operational Standards

To ensure every in-person learning experience is delivered consistently and at scale, core operational checks occur before and throughout the session. Teaching spaces, equipment, and accessibility features are confirmed ready, assessment arrangements are published, and online preparation materials meet accessibility requirements. Support pathways on campus and online remain current, visible and aligned to availability. Campus activities scheduled to build community, collaboration and professional networks

Operational checks include
- Classrooms and specialist facilities inspected and ready for teaching
- Supervisors assigned and assessment venues confirmed
- Online resources uploaded with captions and accessibility features
- Staff trained in active learning, assessment supervision, and engagement strategies
- At-risk students identified through analytics and provided prompt follow-up

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.

Fully Online

Distinctive Characteristics

- Learning is primarily asynchronous, with up to 10% scheduled synchronous activities.
- No mandatory campus attendance; WIL can be local, remote, or virtual.
- Assessments delivered online with approved authentication methods and leverage submission windows (48-72 hours) to accommodate work/caring
- Structure accommodates multiple entry points supported throughout the year.
- Flexible subject sequencing with clearly communicated prerequisites.
- Time-zone aware support with student queries receiving an initial response within 24 hours during business days.
- Not CRICOS-compatible (onshore).
- E-portfolio capture evidence including projects, placements and simulations.
- Time-zone aware online community events to foster engagement and connection.
- Recognition delivered virtually with awards, badges and spotlights.
- Professional engagement delivered online via time-zone aware seminars, panels, virtual mentoring.

Model Delivery Essentials

To deliver this mode effectively, courses must:
- Publish course structure, assessment calendars and subject sequencing at least six months in advance.
- Design asynchronous, activity-based online learning with time-zone aware synchronous components as needed.
- Assessment and synchronous sessions distributed to avoid clustering.
- WIL pathway options clearly outlined.
- Provide structured online orientation for all commencing students, including LMS orientation, expectations and support.
- Maintain teacher presence via announcements, check-ins and multimodal messages.
- Publish technology requirements (bandwidth/device) in course brochure, subject outline and orientation.
- Ensure all media is accessible, with captions, transcripts and low-bandwidth/offline alternatives.
- Provide digital-first mentoring and time-zone aware support services.
- New teaching staff complete mode orientation before teaching
- Use analytics to trigger early intervention for at-risk students.
- Deliver virtual community, recognition and professional engagement events.

Operational Standards

To ensure every online learning experience is delivered consistently and at scale, core operational checks occur before and throughout the session. Synchronous sessions are scheduled or recorded across time zones, assessments and portfolio checkpoints are published, and all media and resources meet accessibility standards. Support pathways are current, visible, and aligned to student needs. Online events and mentoring opportunities are scheduled to foster connection and engagement.

Operational checks include

- LMS subject sites structured with approved mode templates and all tasks visible from Week 1
- Authentication methods documented for all assessments in Subject Outline
- Portfolio submission and review dates in calendar
- Actual sync/async ratio aligns with ≤10% synchronous specification
- Synchronous sessions recorded or accessible across time zones
- Staff trained in asynchronous pedagogy, online assessment design and security, accessibility and scalable facilitation
- At-risk students identified through analytics and provided timely follow-up
- Students receive technology support response within 24 hours.
- Digital-first mentoring and online support pathways tested and operational

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.

Combined

Distinctive Characteristics

- Deliver learning through sequenced online phases and on-campus intensive phases, with the phase pattern published well in advance.
- Require attendance at designated intensive or practical periods with dates and campus locations confirmed at least twelve months ahead.
- Use online assessment with authentication during online phases and supervised assessment during intensives.
- 24-hour support response during online phases. On-campus support available during intensive phases.
- Integrate WIL with online preparation, skill-ready intensives and in-person placements.
- Course entry preferred at pre-session 1.
- E-portfolio capture evidence from both online and intensive phases.
- Provide clear phase-based progression maps with the full intensive schedule published for the year ahead.
- Are generally not suitable for full CRICOS registration but may support individual subjects in exchange arrangements.
- Maintain teacher presence across both phases with continuity of communication and learning design.

Model Delivery Essentials

To deliver this mode effectively, courses must:

- Publish intensive dates, locations and progression maps at least twelve months in advance.
- Design activity-based online learning that builds toward intensive skill development.
- Provide structured pre-intensive preparation and post-intensive consolidation tasks.
- Ensure accessible learning and assessment across both phases, with captioned media and low-bandwidth options for online work.
- Provide phase-appropriate support, including a twenty-four hour response standard during online periods and on-campus support during intensives.
- Publish technology requirements for both phases and communicate any specialised equipment needed for intensives.
- Provide intensive planning support for students with access needs and offer documented equivalent pathways where required.
- Use analytics across phases to identify at-risk students, including missed preparation tasks or intensive attendance issues.
- Staff trained in designing learning that transitions smoothly between online and intensive phases.
- Maintain community and professional engagement activities in both phases, including online events and intensive-based showcases or networking.

Operational Standards

To ensure consistent delivery across both phases, core operational checks occur before, during and after each online and intensive period. Intensive dates and venues are confirmed early, accessibility and equipment checks are completed ahead of student arrival, and online phase materials meet digital accessibility standards. Assessment calendars align to phases and avoid clustering. Support pathways are clear, phase-specific and kept current. Community building and recognition activities are sustained across the full cycle of online and intensive learning.

Operational checks include

- Next 24 months of intensive dates are confirmed and published.
- Online content prepared with captions, transcripts and low-bandwidth alternatives.
- Subject site clearly organised by online vs. intensive phases
- Assessment authentication documented for online tasks and supervision arrangements confirmed for intensives.
- Pre-intensive preparation tasks visible in the subject site and completion monitored.
- Equivalent pathways arranged before intensives for students unable to attend.
- Teacher presence and communication maintained across both phases.

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.