About Commercial Micros & Short Courses [Non-Award]

How Charles Sturt Turns Industry Demand into Scalable Revenue

Context:

The Micros & Partnerships team sits within the Division of Learning and Teaching (DLT). By design, DLT brings together the core capabilities required to ensure Charles Sturt's educational offerings are high quality, credible, relevant and continuously improved, with appropriate academic and quality assurance oversight.

Over recent years, Charles Sturt has prototyped and tested different micro-credential and short course models. These experiences provided a clear growth pathway.

Purpose of this briefing

This briefing explains how Charles Sturt is scaling non-accredited professional education through a disciplined commercial product development model, and how Faculties can engage without carrying commercial burden.

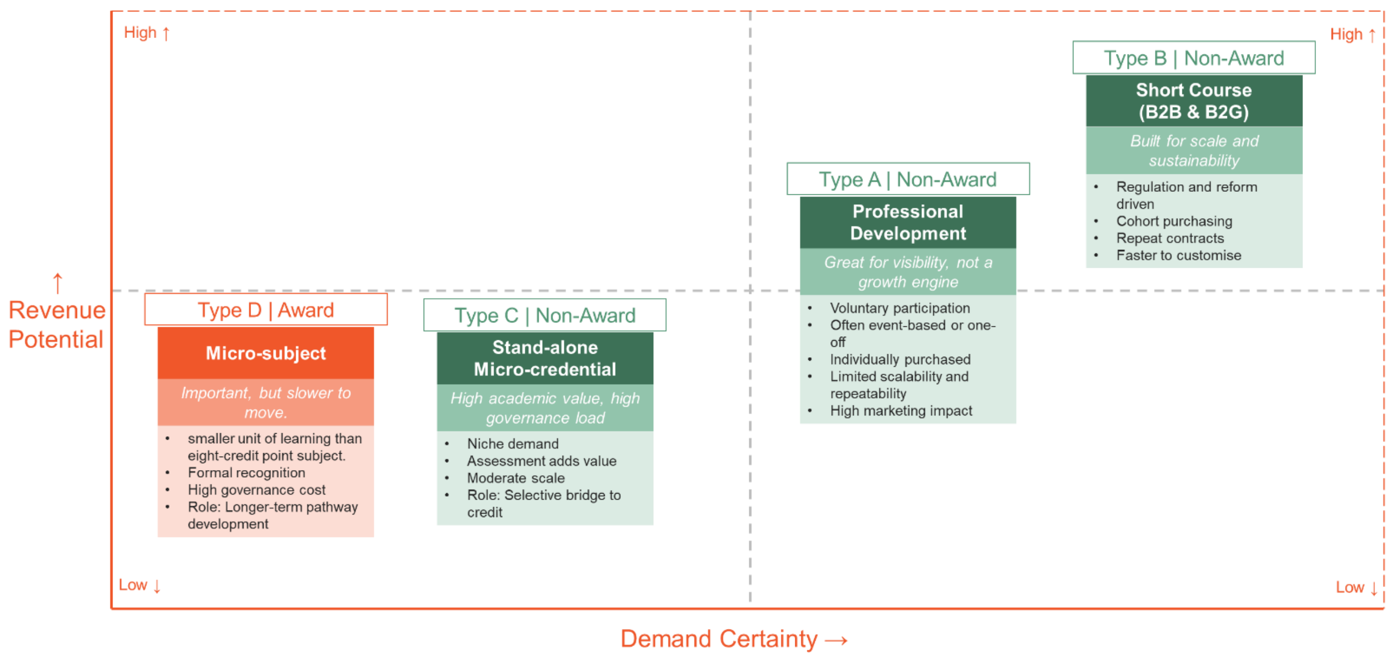
Key learnings so far:

Through earlier experimentation, we learned that while stackable and credit-aligned micro-credentials are valuable, they are also complex and costly to design, maintain and govern. Moving too quickly into this space, without an established market presence or a sustainable revenue base, introduced unnecessary risk.

Key Insight: Before expanding into complex, credit-aligned micro-credentials, the University needed a stable, scalable commercial base. That base sits in non-accredited, workforce-focused professional education commissioned by organisations, not individuals.

Figure 1 demonstrates market position of micros and short courses clearly. Credit-aligned and assessed micro-credentials sit in areas of higher complexity and lower demand certainty, while non-credit professional education is positioned where demand is more predictable and revenue potential is stronger.

Figure 1 : Micros and Short Course | Products Market Position: Demand vs Revenue



Our Strategic Shift and Early Results: Focus on B2B and B2G

Following the 2025 change proposal, the Micros & Partnerships team made a deliberate and decisive shift toward Business-to-Business (B2B) and Business-to-Government (B2G) market segments for professional education. This shift reflects a focus on *who commissions learning*, rather than changing the type of learning delivered.

Across the sector, much of the existing B2B and executive education activity is concentrated within large, metropolitan, research-intensive universities, particularly within the Group of Eight. These offerings are typically designed for executive cohorts, metropolitan contexts, and longer-form delivery models.

This concentration creates a gap in the market for applied, workforce-scale professional education designed for regional and distributed workforces. Charles Sturt is well positioned to serve this gap. Its regional footprint , applied academic capability, and long-standing relationships with regional public and community-sector employers align directly with these needs. In these contexts, practical outcomes, credibility, and relevance matter more than prestige or brand.

Segment Insights

Across health, education, justice, government, and community services, workforce learning demand is increasingly driven by regulation, reform, and service delivery requirements. In these contexts, training is commissioned to meet standards, manage risk, and support workforce capability, often at scale and within defined timeframes. Demand is organisational rather than individual, and purchasing decisions are typically made centrally.

Why Charles Sturt Is Focusing on B2B and B2G Market Segments

Business-to-Business (B2B) and Business-to-Government (B2G) refer to market segments, specifically *who commissions and pays for learning*, not the type of course being delivered. In these segments, learning is purchased by organisations to meet workforce, regulatory, and reform requirements, rather than by individuals for personal development.

There are clear, evidence-based reasons for focusing on these market segments as the primary growth pathway for micro-credentials and short courses. Compared to individual (B2C) markets, B2B and B2G segments provide stronger demand signals, higher delivery efficiency, and more consistent revenue potential.

Figure 2 : Scaling Benefits of B2B and B2G Sectors

Predictable Demand	Organisational Purchasing	Repeat Engagement	Scalable Pricing	Flexible Delivery
Demand is driven by regulation and external obligations, not individual choice.	Learning is commissioned at a cohort or organisational level, rather than through individual enrolments.	Engagement is repeatable and aligned to ongoing regulatory and reform cycles.	Pricing structures support scale and sustainable delivery over time.	Micros are not tied to university teaching sessions and can be delivered when and how the workforce needs them.

B2B and B2G segments provides a more reliable and scalable growth pathway for micro-credentials and short courses than individual (B2C) markets. As shown in Figure 2, organisational learning demand creates clear scaling advantages. Centrally commissioned purchasing, repeat engagement driven by regulatory and reform cycles, and flexible delivery models allow professional education to scale in a way that is difficult to achieve through individual enrolments.

For Charles Sturt, these scaling benefits align strongly with the University's applied, practice-led strengths and regional reach. Non-accredited professional education can be designed and delivered when the workforce needs it, rather than being constrained by academic calendars or teaching periods.

Together, this establishes a stable, defensible, and commercially sustainable professional education model, while remaining closely aligned with Charles Sturt's mission, academic credibility, and regional impact.

Where the Demand Is Coming From

Within the B2B and B2G market segments, the strongest demand for professional education is concentrated in sectors where learning is commissioned to meet regulatory obligations, support reform agendas, and manage workforce capability at scale. In these sectors, organisations are not seeking award-based study. Instead, they require structured, non-accredited short courses that can be deployed quickly, consistently, and across large or distributed workforces.

Table 1 : Micros and Short Courses Demand by Sectors

Buyer	Why they buy
Health & Care	Regulation, audit, safety, workforce capability
Government	Workforce reform, compliance, policy implementation
Councils	Cyber risk, governance, regulatory exposure
NDIS Providers	Mandatory standards, accreditation, quality assurance
Schools & ECEC	Child safety, trauma-informed practice, duty of care

These sectors are characterised by ongoing reform cycles, compliance requirements, and sustained workforce pressures. As a result, demand is organisational, repeatable, and well suited to Type B non-award short courses that focus on knowledge-building and practical application without the complexity of award-based delivery.

Early Validation and Wins

This strategic focus on B2B and B2G market segments has already been validated through early, high-confidence engagements, wins and outcomes.

- In Victoria, Charles Sturt secured a $1.9m government-funded mathematics micro-credential, delivered in partnership with the School of Education. The program was selected in preference to a metropolitan research-intensive university, reflecting the strength of Charles Sturt's regional education expertise, applied focus and competitive delivery model.
- In Queensland, Queensland Health commissioned a large-scale professional training program in ageing. The program draws on Charles Sturt's academic capability and experience in designing education for regulated health workforces, and is structured for system-wide rollout and ongoing delivery aligned with workforce and reform priorities.

Together, these engagements demonstrate Charles Sturt's ability to operate effectively in regulated, high-trust environments, particularly where regional reach, applied expertise and delivery at scale are required.

As professional education activity begins to scale across multiple sectors and partners, clarity and consistency in how offerings are defined and governed becomes critical. To support this, Charles Sturt applies a clear internal classification framework for micro-credentials and short courses.

Defining Micro-credentials and Short Courses at Charles Sturt

Across the higher education sector, there is no single, consistently applied definition of micro-credentials and short courses. While national and international frameworks provide high-level guidance, institutions interpret and operationalise these offerings differently based on their regulatory context, learner cohorts, and strategic intent.

In response, Charles Sturt has adopted a clear, practical classification that distinguishes between different forms of micro-credentials and short courses based on learning intent, volume of learning, assessment expectations, and recognition. This approach is designed to support consistent decision-making, clarify governance and approval pathways, and ensure offerings are aligned to learner needs, industry expectations, and institutional risk settings.

Rather than relying on generic labels, Charles Sturt groups non-accredited and micro-offerings into four defined Types (Type A–D). These Types represent an intentional progression from participation-based learning through to award-credit learning. Each Type carries different implications for academic oversight, quality assurance, delivery effort, and regulatory risk, while remaining consistent with the University's published definitions for micro-subjects, stand-alone micro-credentials, short courses, and professional development.

This Type-based framework provides a shared language for faculties, central teams, and governance bodies, reducing ambiguity and supporting scalable, fit-for-purpose delivery across the micro-credentials and short courses portfolio.

Table 2 :Micro and Short Course Types at a Glance

Type	Learning intent	CSU offering	What the learner can legitimately claim	Typical volume of learning	Credit status	Primary recognition
Type A	Participation-based learning	Professional Development	Participation in targeted professional learning	~1–10 hours	Non-award	Attendance / participation
Type B	Knowledge-building learning	Short Course	Learning and understanding of a defined topic or skill area	~5–25 hours	Non-award	Certificate of completion
Type C	Capability-verified learning	Stand-alone Micro-credential	Demonstrable capability against defined outcomes	~25–75 hours	Non-award (may articulate by agreement)	Digital badge with evidence
Type D	Credit-bearing learning	Micro-subject	Completion of an assessed university subject for credit	~40–60+ hours (minimum ~40)	Award credit	Academic record / transcript

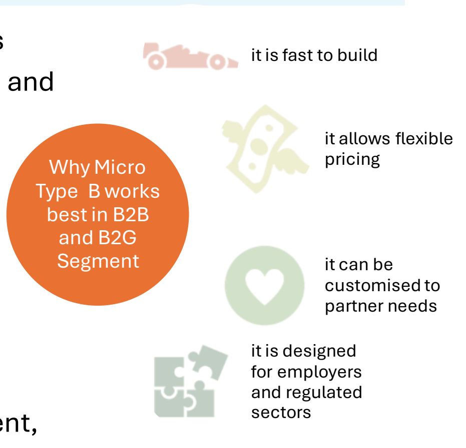
Note:

- Types A–C are non-award offerings, designed for flexibility, responsiveness, and workforce relevance.
- Type D offerings are award subjects, governed through formal curriculum approval processes.
- The distinction between Types is driven by the strength of the learning and skills claim being made, rather than delivery mode or format.

Our Operating Focus

While all four Types play a role, the Micros & Partnerships team deliberately centres delivery on Type B non-award short courses as the primary operating model for B2B and B2G engagement.

Type B short courses enable Charles Sturt to respond quickly to workforce demand, deliver learning at scale, and maintain clear governance boundaries without the complexity of award-based delivery.



Stand-alone micro-credentials (Type C) and credit-bearing micro-subjects (Type D) remain important, but are used selectively where there is a clear strategic case and sustained demand. Free short courses are used primarily for awareness, engagement, and pipeline development.

When to Talk to Us

Faculties should engage with the Micros & Partnerships team when there is a genuine organisational opportunity for non-award professional education. In practice, this means:

- there is an identifiable Business-to-Business (B2B) or Business-to-Government (B2G) partner
- the learning need is linked to workforce capability, regulation, or reform
- there is a defined organisational context and budget

Where these conditions are present, the **Micros & Partnerships team provides end-to-end commercial product management as a service** for non-award short courses.

This means the team takes full responsibility for shaping, launching, and managing the product across its lifecycle, while Faculties contribute academic expertise where it adds the most value. Figure 3 below provides a high-level view of this end-to-end product lifecycle, showing how opportunities move from initial demand through to delivery and reinvestment, with clear decision points along the way. The table 3 below shows how responsibility is intentionally concentrated to reduce duplication, protect academic time, and maintain financial accountability across the full lifecycle.

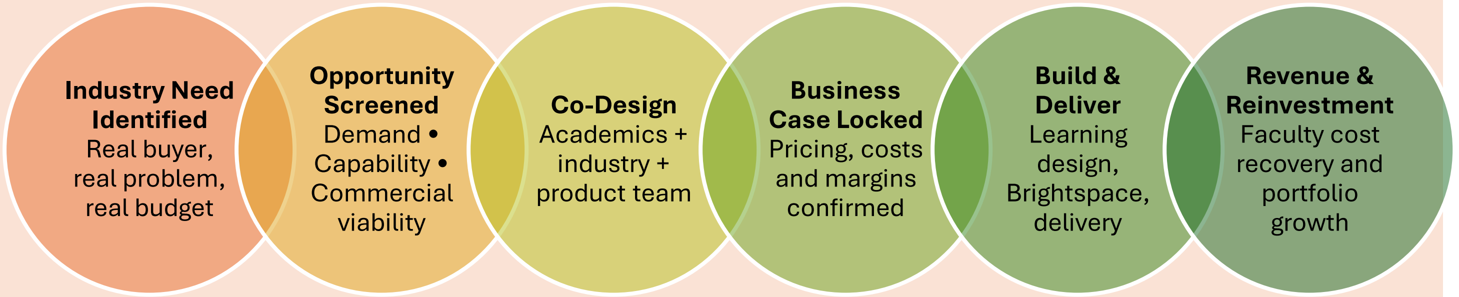


Figure 3 Micros and Short Courses Product Lifecycle

How Can Faculties Engage?

Faculties engage with the Micros & Partnerships team as academic partners, not as delivery owners. Our engagement model is deliberately simple: academic expertise is applied where it adds the most value, while commercial, operational, and delivery complexity is managed centrally.

> *"You bring the academic judgement and insight. We take care of the commercial and development mechanics."*

In practice, engagement usually begins in one of two ways:

- a Faculty identifies a genuine industry or government opportunity and brings it forward, or
- an opportunity from the central B2B or B2G pipeline is brought to a Faculty for academic input

In both cases, engagement is framed around contribution to learning quality and relevance, not ownership of delivery mechanics.

Where Your Involvement Matters Most

Academic involvement is focused across key stages of the product lifecycle, particularly where academic judgement, credibility and quality shape outcomes. This includes opportunity identification, product framing and co-design with partners, academic quality assurance, and endorsement of higher-value offerings.

Opportunity Identification	Product Co-Design with Partners	Quality Assurance and Delivery Input	Academic Endorsement
You help surface genuine industry or government demand and provide early judgement on academic fit and workforce relevance.	You shape the academic direction of the product by working with partners to frame the capability focus, translate workforce needs into learning outcomes, and guide delivery design so learning is practical and credible.	You provide academic oversight to confirm quality and readiness, and where appropriate, contribute expertise during delivery and continuous improvement.	For higher-value or strategic offerings, you confirm academic alignment and endorse progression at key decision points.

What We Take Care of Centrally

Just as importantly, Faculties are not expected to manage the commercial or operational side of non-accredited delivery. To support effective academic engagement, the commercial and operational aspects of non-accredited professional education are managed centrally. The Micros & Partnerships team acts as the University's commercial engine and integrator, holding responsibility for delivery, coordination and financial accountability across the lifecycle of each offering.

With support from central enabling units, the team manages client engagement, pricing and contracting, platforms and enrolments, and budget and financial risk. This separation is intentional. It removes much of the administrative burden and delivery complexity that has limited earlier approaches and allows academic leaders to focus on academic contribution, quality and impact. Full view of central ownership across the product lifecycle is outlined in the **Product Lifecycle Ownership** table below

Table 3 Product Lifecycle Ownership (Non-Accredited Professional Education)

Product lifecycle stage	*What is managed centrally by the Micros & Partnerships team*
Opportunity identification	B2B and B2G relationship management, central pipeline oversight, opportunity triage and initial viability assessment
Commercial and product framing	Costing and pricing models, budget setting, commercial approvals and financial risk management
Co-design coordination	Structuring and facilitating co-design with partners and academics, aligning workforce need with academic input
Learning and delivery design	Instructional design, digital learning build, assessment design (where relevant) and delivery planning
Platforms and operations	Brightspace setup, enrolments, payments, badging, learner communications and analytics
Marketing and demand generation	Content-led marketing, thought leadership, webinars, lead nurturing and campaign coordination
Delivery management	Scheduling, delivery coordination, partner liaison and operational oversight
Quality assurance	QA checkpoints, academic sign-off coordination, learner and partner feedback

Financial management	Central management of budgets, invoicing, revenue tracking and cost control. Faculties receive direct cost recovery plus a 17% administrative overhead margin.
Governance and oversight	Oversight through the Micros Governance Group and University academic governance structures, ensuring quality, consistency and alignment with University standards.
Continuous improvement	Refresh cycles, product refinement and portfolio-level performance review

How We Work Together in Practice

When we work together on non-accredited professional education, the aim is to make engagement straightforward, and delivery disciplined. We do this by clearly separating where academic expertise is applied from where commercial and operational responsibility sits and then coordinating both through a shared lifecycle and governance model.

In practice, this means academic expertise is brought in at defined points to shape quality, relevance and credibility, while the Micros & Partnerships team holds end-to-end responsibility for coordination, delivery and financial accountability. All work moves through a shared pipeline, is visible across the University, and is managed as part of a portfolio rather than as isolated activity. The following principles explain how this plays out day to day.

One Client, One Relationship

We operate on a *one client, one relationship* basis. What this means in practice is:

- we coordinate engagement so each B2B or B2G partner has a single, clear point of contact
- we keep all activity visible through a shared CRM
- we manage opportunities as part of a portfolio, not as stand-alone initiatives

This helps us avoid duplication and mixed messages, reduces partner fatigue, and makes it easier to bring the right academic expertise together when work spans Schools or Faculties.

Co-Design Is How We Work

Co-design is at the centre of how we engage with partners. We use it most effectively with:

- government agencies
- health networks
- regional councils
- schools and system-level partners

By working alongside partners, we translate real workforce needs into practical learning solutions, informed by academic expertise and grounded in context. This builds trust, reduces procurement friction, and leads to work that partners are willing to repeat and renew.

We Deliver in Stages and Improve as We Go

Rather than designing everything upfront, we work in short, structured delivery phases. This staged approach reduces delivery risk, avoids over-building, and allows us to respond quickly as partner needs evolve. This allows us to:

- develop and test learning early
- get input from academics and partners along the way
- adjust as workforce needs change
- actively manage quality, timing and cost throughout delivery

For partners, this feels responsive and practical. For us, it reduces risk and supports delivery at scale without locking in assumptions too early.

Commercial Costing and Pricing Model

Commercial pricing for non-accredited professional education is built from the real cost of delivery. We start with what it genuinely takes to design and deliver quality learning, then apply consistent contributions to support institutional capability, governance and reinvestment.

The Micros & Partnerships team has developed a commercial costing and pricing model that makes these elements explicit. It recognises academic effort, institutional support and delivery risk, and provides a consistent basis for pricing, decision-making and scale.

Rather than relying on ad-hoc arrangements or unrecognised goodwill, the model ensures products are self-sustaining, academic contribution is properly costed, and growth can occur without eroding quality or staff capacity. A high-level view of the model is outlined below.

Cost Recovery and Margin Structure

Pricing reflects the full lifecycle of effort required to design, deliver and sustain non-accredited professional education. Direct delivery costs are identified first, covering the academic and design work required to build and deliver the product. Consistent contributions are then applied to support administration, platforms, quality assurance and governance, alongside a margin to enable reinvestment, growth and delivery risk management.

Together, these components form the final price presented to partners. A high-level breakdown of the cost recovery and margin structure is outlined in Table 4.

Table 4 : Micros cost recovery and margins

Cost layer	What this includes	How it is used
Direct delivery costs	Product design, development, QA testing, delivery, academic time, subject matter experts, facilitation and learning design across the product lifecycle	Forms the base cost of delivering the product properly
Administrative overheads (17%)	School-level academic governance, coordination, teaching oversight and disciplinary assurance	Applied on top of direct costs to recognise Faculty administrative and governance effort
University infrastructure contribution (35%)	IT platforms, finance, legal, procurement, data, enterprise systems and corporate support	Applied on top of direct costs to support institutional capability
Profit margin (30% of direct costs)	Reinvestment, platform capability, portfolio growth and delivery risk	Applied to direct costs to ensure sustainability and scale
Total client-facing price	Sum of direct costs plus all applied overheads and margin	Final price presented to the partner

Appendix A

Faculty FAQ: Micro-credentials and Short Courses at Charles Sturt

This appendix provides additional guidance to support consistent interpretation and application of Charles Sturt's micro-credentials and short courses framework. It is intended to assist academic staff, professional staff, and governance bodies by clarifying common questions, approval expectations, and the rationale underpinning the four Type classifications outlined in Table 2.

This appendix should be read in conjunction with the main paper and is designed to reduce ambiguity.

Conceptual Logic and Type Framework

Charles Sturt's micro-credentials and short courses framework distinguishes offerings using four defined Types, Type A to Type D. This classification is based on a **progressive learning and recognition model**, rather than delivery format or modality.

The framework reflects a clear progression in both learning intent and recognition:

Participation → Learning → Verified Capability → Award Credit
(Learn → Practise → Prove → Credit)

As offerings move across this continuum, there is a corresponding increase in:

- learning effort,
- assessment rigour,
- strength of learner claims, and
- institutional and regulatory risk.

Each Type represents a distinct point along this progression and is differentiated by the nature of the learning experience, the legitimacy of the claim a learner can make upon completion, and the level of governance and quality assurance required.

- **Type A** focuses on participation in professional learning activities, where the primary outcome is exposure to ideas, practices, or updates in a field.
- **Type B** focuses on structured knowledge-building, where learners engage with defined content and learning activities to develop understanding of a topic or skill area.
- **Type C** focuses on verified capability, where learners are assessed against defined outcomes and can demonstrate competence in specific skills or practices.
- **Type D** focuses on award-credit learning, where learners complete assessed subjects that contribute formally to a higher education award and are governed through standard curriculum approval processes.

This Type-based approach provides a shared and practical language for faculties, central teams, and governance bodies. It supports consistent classification, proportionate oversight, and clear decision-making across a diverse portfolio of micro-credentials and short courses, while remaining aligned with Charles Sturt's published definitions and regulatory obligations.

Governance and Approval Pathways (By Type)

Table A1: Governance Expectations by Type

Type	Offering	Credit Status	Primary Governance Pathway	Who Is Involved	Rationale
Type A	Professional Development	Non-award	Operational approval	Central team or unit owner	Participation-only learning, lowest academic and regulatory risk
Type B	Short Course	Non-award	Light academic endorsement	Faculty lead with central oversight	Knowledge-building without strong skills claims
Type C	Stand-alone Micro-credential	Non-award	Academic design approval and QA	Faculty subject matter expert, DLT QA	Verified capability claims require defensible assessment
Type D	Micro-subject	Award	Formal curriculum approval	Faculty committees and Academic Board	Impacts award integrity and AQF alignment

Key principle:
Governance effort scales in proportion to the **strength of the learning claim** and associated institutional risk.

Frequently Asked Questions

1. Are micro-credentials simply small subjects?

No.
Only **Type D (Micro-subjects)** are subjects in the academic sense. Types A–C are **non-award learning offerings**, even though they may share design features such as structured content or assessment.

2. Why do short courses and stand-alone micro-credentials appear similar?

They may appear similar in format, but they differ in **intent and claim strength**.

- **Type B (Short Course):**
  The learner can legitimately claim *they have learned about a topic*.
- **Type C (Stand-alone Micro-credential):**
  The learner can legitimately claim *they can demonstrate a defined capability*.

The distinction lies in **assessment depth and defensibility**, not delivery mode.

3. Do all micro-credentials lead to degree credit?

No.
Only **Type D (Micro-subjects)** automatically carry credit.

Type C (Stand-alone Micro-credentials) may be considered for credit recognition in the future, but this is not guaranteed and requires a separate academic decision.

4. Does every offering require full curriculum approval?

No.
Approval pathways are **proportionate**:

- **Type D** requires full curriculum approval.
- **Type C** requires academic oversight and quality assurance.
- **Types A and B** require lighter endorsement appropriate to their lower risk profile.

This approach avoids unnecessary burden while maintaining academic integrity.

5. Why would the University offer short courses if stand-alone micro-credentials exist?

Short courses (Type B) allow Charles Sturt to:

- respond quickly to emerging workforce needs,
- support continuing professional development,
- test market demand before investing in deeper credentials, and
- provide accessible learning options for time-poor learners.

They often act as **entry points** into more substantial learning pathways.

6. How is academic workload considered across Types?

Workload expectations increase progressively from Type A to Type D, reflecting:

- learning volume,
- assessment complexity, and
- quality assurance requirements.

This ensures that academic effort is aligned to educational value and risk.

7. Can delivery mode (online, intensive, blended) change the Type?

No.
Delivery mode does not determine Type.
Type is determined by **learning intent, assessment expectations, and recognition**, regardless of whether delivery is online, face-to-face, or blended.

8. Why does Charles Sturt use a Type framework instead of a single definition?

The Type framework provides:

- clarity across a diverse portfolio,
- flexibility to meet different learner and industry needs,
- consistency in governance and decision-making, and
- a shared language across faculties and central teams.

This avoids overgeneralisation while supporting scalable delivery.

The Type A–D framework is intentionally designed to support clarity, proportional governance, and strategic flexibility. It does not constrain innovation; rather, it ensures that learning offerings are **appropriately governed based on what they promise to learners and external stakeholders**.

Appendix B: Governance, Roles and Embedded Quality Assurance

1. Governance Framework for Commercial Non-Award Products

This appendix outlines how commercial non-award products are governed, how responsibilities are shared, and how quality is protected at every stage. Our model is designed to enable scale without compromising academic integrity, financial discipline, or institutional risk settings.

Commercial Micros and Short Courses operate within a structured governance model designed to:

- Protect academic integrity
- Manage commercial and operational risk
- Ensure financial transparency
- Enable scalable and repeatable delivery
- Provide clear accountability across DLT and Faculties

Governance is structured across four levels:

1. Vision and Strategic Direction

Non-Accredited Education Acceleration Team (NEAT) Governing Board

Provides:

- Strategic direction and prioritisation
- Alignment to University strategy
- Portfolio oversight
- Approval of major commercial initiatives

Membership typically includes:

- DVC / PVC representation
- Faculty leadership
- Director, Educational Technologies and Innovation
- Executive Director, Division of Customer Experience
- Academic Strategy representation
- Corporate stakeholders as required (Finance, Legal, DIT)

2. Commercial Product Ownership

Provides:

- Demand pipeline management
- Opportunity validation
- Capability and capacity assurance
- Strategic alignment review

Includes:

- School leadership (per opportunity)
- Micros & Partnerships team
- Associate Director Micros
- Director, Educational Technologies and Innovation
- Associate Director Curriculum Development

This layer ensures that:

- Opportunities are viable before design begins
- Academic leadership is engaged appropriately
- Risk exposure is understood early

3. Commercial Product Management (Operational Layer)

Held centrally by the Micros & Partnerships team within DLT.

Responsible for:

- End-to-end commercial product management
- Lifecycle coordination from discovery to continuous improvement
- Risk, cost and delivery oversight
- Financial model application and margin protection
- Coordination across design, systems, marketing, finance and legal

This is delivered as a service to Faculties.

Faculties contribute academic judgement and expertise.
DLT manages commercial complexity.

4. Central Support Functions

Provided through DLT and University corporate services:

- Educational design and LMS integration
- Brightspace systems support
- Marketing and customer experience support
- Financial assurance

- Legal review and contracting
- Supplementary specialist capability as required

This ensures products are:

- Governed
- Compliant
- Professionally delivered
- Scalable

2. Roles and Responsibilities

Faculties

Faculties provide:

- Academic leadership and subject matter expertise
- Quality oversight of learning content
- Endorsement of academic standards
- Participation in design sprints and review processes

Faculties are not expected to:

- Manage commercial modelling
- Manage marketing or contracting
- Coordinate operational delivery
- Carry commercial risk

Academic effort is focused where it adds the most value.

Micros & Partnerships (DLT)

Micros & Partnerships provides:

- Commercial opportunity validation
- Market research and TAM/SAM analysis
- Product structure and pricing design
- Business case development
- Go / No-Go discipline
- Sprint management and coordination
- Risk management
- Financial modelling and cost recovery application
- Launch coordination
- Performance tracking and data review
- Continuous improvement planning

We operate as the commercial product engine.

DLT Design and Systems

DLT contributes:

- Educational design expertise
- Learning experience architecture
- Brightspace LMS integration
- Assessment and media support
- Quality and usability review

This ensures learning integrity is embedded, not added later.

3. Embedded Quality Assurance Model

Quality Assurance is not a single checkpoint.
It is embedded across the entire product lifecycle.

The lifecycle includes:

1. Pre-Discovery
2. Discover
3. Design
4. Decide
5. Develop
6. Deliver & Launch
7. Continuous Improvement

At each stage, a defined Quality Assurance question must be answered before progression.

Lifecycle Quality Gates

1. Discover

QA Question:
Is there validated market demand with clear organisational commissioning intent?

Evidence required:

- Stakeholder validation
- Demand signals
- Commercial viability indicators

2. Design

QA Question:
Is the proposed product academically sound, financially viable, and aligned to strategic priorities?

Evidence required:

- Product structure
- Pricing model
- Margin and cost recovery confirmed
- Faculty endorsement

3. Decide (Go / No-Go)

QA Question:
Do we have an approved business case and capacity to deliver safely?

Evidence required:

- Business case signed
- Governance approval
- Risk assessment completed

4. Develop

QA Question:
Does the learning experience meet academic standards and delivery readiness criteria?

Evidence required:

- Peer review
- Design quality review
- LMS integration testing
- Academic sign-off

5. Deliver & Launch

QA Question:
Are delivery systems, learner support and performance metrics in place?

Evidence required:

- Launch readiness checklist
- Operational support confirmed
- Feedback mechanisms active

6. Continuous Improvement

QA Question:
Is the product delivering impact, margin and learner value?

Evidence required:

- Financial performance
- Completion rates
- Satisfaction metrics
- Partner feedback
- Improvement actions logged

4. How Quality is Protected at Scale

The model protects quality by:

- Separating academic judgement from commercial risk
- Using defined lifecycle gates
- Embedding peer review in development
- Applying a transparent financial model
- Operating as a managed portfolio, not ad-hoc courses
- Tracking data continuously

This allows Charles Sturt to scale professional education without compromising integrity.

5. Summary

The Micros & Partnerships model provides:

- Structured governance
- Clear roles and accountability
- Embedded quality assurance
- Transparent commercial discipline
- Repeatable lifecycle management

DLT and Micros & Partnerships deliver this as an integrated service model to Faculties.

The result is:

A governed, sustainable, outcome-focused commercial engine for non-award professional education.