

Course and Subject Delivery and Management Procedure

Section 1 - Purpose

(1) This procedure supports the [Course and Subject Policy](#) by setting out the requirements for academic management and delivery of courses and subjects.

Section 2 - Policy

(2) This procedure supports the [Course and Subject Policy](#) and should be read alongside that policy.

Section 3 - Procedure

Academic leadership roles

(3) The [Appointments Procedure - Academic Institutional Leadership Positions](#) defines the accountabilities of the following academic leadership roles:

- a. Associate Dean
- b. Sub-Dean
- c. Associate Head of School
- d. Course Director
- e. Head of Discipline.

(4) In addition, many academic staff have one or more of the following roles as part of their annual work allocation:

- a. Honours (or Dissertation) Adviser
- b. Subject Coordinator
- c. Subject convenor
- d. Workplace Learning Coordinator.

(5) Collectively these roles, together with senior academic leadership positions, make up the management structure for development, delivery, quality assurance and review of courses or subjects.

Academic calendar

(6) The Deputy Vice-Chancellor (Academic) will approve:

- a. the University's academic calendar for delivery of subjects and related activities, and
- b. the principles for the preparation of the academic calendar.

(7) These principles are defined within the [Academic Calendar Schedule](#), which states the scheduling rules and parameters for calculating the official dates of each standard teaching period.

(8) Student Administration is responsible for preparing the academic calendar dates each year, according to the principles and rules defined within the [Academic Calendar Schedule](#).

Variations to session dates for courses, subjects and classes

(9) For a delivery to take place other than according to the session dates in the approved academic calendar, the variation must have been approved by the Deputy Vice-Chancellor (Academic) or their nominee for such approvals. They may approve the following types of delivery outside standard session dates:

- a. offering a course or subject in a non-standard calendar such as an Australian offering in a term intended for offerings outside Australia, or an offering for students outside Australia in a domestic session, or offering a course in a combination of domestic sessions and international terms.
- b. start and end-dates for sessions outside the standard dates.
- c. scheduling a class for on-campus students outside of session dates.
- d. scheduling a intensive school, (online and/or on campus) outside the two-week intensive school period within each session or outside the periods designated for on-campus intensive schools outside of session dates.

(10) For the Deputy Vice-Chancellor (Academic) or their nominee to consider one of these types of request, the faculty must demonstrate that they have consulted all affected parties.

(11) The Deputy Vice-Chancellor (Academic) or their nominee will apply the following criteria in their decision:

- a. Academic quality will not be compromised but if possible enhanced by the delivery.
- b. The delivery will comply with the University's policies and procedures for student administration, learning and teaching, and staff conditions.
- c. The benefits of the proposed variation outweigh any additional resourcing such as formal exams.
- d. The delivery will meet professional registration or accreditation requirements (if the course has these) for non-standard dates or duration of study.
- e. The delivery will accommodate the needs of partners in the delivery for it to take place outside standard session dates.
- f. The delivery can be adequately resourced, for example with laboratory and/or classroom space.
- g. The delivery will not cause significant problems for delivering other courses or subjects, including timetabling of teaching space and support divisions' ability to support both deliveries.

School schedule of subjects

(12) Subject availability is managed by the schools, with the schedule for the following year confirmed in the preceding year and approved by the Head of School (or delegate) and scheduled in accordance with course structure. The Head of School will ensure that the academic lead assigned to each subject is qualified according to the [Academic Staff Qualifications and Expectations Procedure](#) set out in clause 26 below.

(13) The annual review period generally starts in May and ends in June each year. Core subjects must be offered every year.

(14) Subjects may be delivered in multiple modes of delivery within one teaching period (e.g. on-campus or online).

(15) Subject availability is subject to change. Students are offered flexibility to accelerate the path through their course. They should regularly review their enrolment pattern/study plan given the flexibility of the University's

offerings and the potential for unforeseen circumstances.

Changing the delivery mode of a subject after the commencement of the enrolment period

(16) The Head of School may approve (with endorsement from Executive Dean) changes to the delivery mode after the commencement of the enrolment period of a subject where there are sound academic and/or administrative reasons, including (but not limited to):

- a. changes in student enrolment,
- b. more efficient or effective teaching,
- c. availability of teaching expertise, and
- d. unforeseen or rare circumstances (i.e. damage to facilities or equipment).

(17) In deciding to change the delivery mode, a Head of School (or delegate) in conjunction with the Subject Coordinator and Course Director should consider the impact of any decision on the following:

- a. The cost to the University of maintaining two delivery modes with fewer than 10 students in one mode (and/or as identified by the optimisation evaluation).
- b. Professional registration and/or statutory accreditation issues with students completing units in online mode.
- c. Potential impact on scholarship and early-entry students.
- d. Potential impact on student visa holders due to limits on the number of online mode units they can complete as part of their course (in accordance with the [Education Services for Overseas Students Act 2000](#) – schools must liaise with Office of Global Engagement and International Compliance).
- e. Potential impact on students' graduation timelines if their remaining enrolment is affected.
- f. The potential impact on any partnership arrangements.

(18) If such a circumstance occurs, any change must follow the Subject Availability Listing Amendments Procedure and the [Course and Subject Information Procedure](#), which includes the student management, support and communication process(es) to be followed with any potential negative impacts on individual students minimised.

Scheduling intensive schools

(19) In August of each year, each faculty will inform the Student Administration of the dates and required campuses of all intensive schools the faculty intends to run in the following year.

- a. The proposed dates will be reviewed by the central divisions that provide services for intensive schools and may be modified in consultation between these divisions and the faculty.

(20) Intensive schools will only be held in the fortnight allocated for them within sessions, or the breaks between sessions, unless the Deputy Vice-Chancellor (Academic) or their nominee approves a scheduling variation: see the section on variations to session dates above. Intensives may be delivered outside of the intensive schools fortnight.

(21) Intensive schools for commencing students will not be held before the start of their first session of enrolment.

(22) In addition, when scheduling intensive schools, faculties are expected to:

- a. minimise the time students will be away from home,
- b. avoid scheduling across public holidays, and
- c. where the intensive schools will be held on campus, provide students with an opportunity to use the library and student services, as follows:
 - i. where the intensive school is run over a long enough period of time, provide students with a break of two

hours for this purpose, or

- ii. where the intensive school is compressed into one or two full days, advise students beforehand that if they want to use the library and/or student services while on campus, they will need to arrive on the business day before the school or stay for the business day after the school.

Intensives school services

(23) When intensive schools are held on campus at times agreed with central service division, the following units will provide services necessary for students to undertake the learning and receive advice:

- a. Facilities Management
- b. Division of Information Technology
- c. Division of Library Services
- d. Student Administration
- e. Division of Student Success
- f. Residence Life.

(24) Student Administration will advise the relevant student services of the dates of on-campus intensive schools.

(25) When intensive schools are held off campus, or at dates not agreed with central service divisions, the faculty or relevant divisions will ensure that:

- a. learning spaces are adequate for the learning activity, and
- b. students have access to the services they need to participate, such as (where relevant) accommodation, catering, childcare, building access, library access, IT access.

Academic staff qualifications and equivalent professional experience

(26) The [Academic Staff Qualifications and Expectations Procedure](#) provides the requirements for ensuring staff teaching into accredited University courses and subjects are appropriately qualified in accordance with the Australian Qualifications Framework (AQF). It also defines the process for assessing staff for equivalence of a qualification and supplements the 'Minimum Standards for Academic Levels' in the [Charles Sturt University Enterprise Agreement](#) by providing more detail of the University's expectations of each academic level.

(27) The [Higher Degree by Research Policy](#) and [Higher Degree by Research Procedure](#) state requirements to be registered as a supervisor of higher degree by research students.

Indigenous Australian cultural competence

(28) The [Indigenous Australian Content in Courses and Subjects Policy](#) states requirements for professional development in Indigenous cultural competence, for staff who design and/or deliver Indigenous Australian studies subjects.

Student learning experiences

(29) See also the 'Workplace learning' heading and 'Learning resources' heading in this procedure.

Teaching staff accessibility and communications with students

(30) All Subject Coordinators (including casual, partner and adjunct staff) must provide contact information and consultation times, as set out in the [Course and Subject Information Procedure](#).

(31) Where a student contacts a teaching staff member for information, advice and/or support (except in online

teaching spaces) the teaching staff member must respond to the request within three working days, or:

- a. where an answer takes longer to obtain than three working days, students should be informed of steps being taken to respond to their enquiry
- b. if it is not possible to respond within three working days, students should be informed of alternative arrangements for obtaining advice during such periods.

English language, literacy and numeracy

(32) If teaching staff or supervisors become aware that students or Higher Degree by Research (HDR) candidates need support to improve their English language, literacy and numeracy (LLN) skills, they will refer them to [sources of support](#).

(33) Academic staff will monitor the LLN skills of students who enter the course with credit and so bypass early subjects designed to check LLN skills.

International study (student mobility and exchange)

(34) The Office of Global Engagement will maintain and publish to students a list of locations approved for international study.

(35) Where a student wishes to go on international study, they must first have the approval of the Course Director to do so.

Flexibility for elite athletes and performers

(36) The University is committed to providing reasonable flexibility for elite athletes and performers to fulfil their sporting or performance commitments while they are students.

(37) Accordingly, Course Directors and Subject Coordinators are expected as far as possible to enable these students to meet any attendance or participation requirements in other ways, either by adjusting or waiving the requirements for the student.

(38) To be eligible for such flexibility, the student must:

- a. be on the University register of elite athletes and elite performers maintained by the Student Liaison Officer (Elite Athletes and Sport), and
- b. provide satisfactory evidence of the relevant sporting or performance commitments to the Course Director or Subject Coordinator.

Service teaching

(39) Where one academic unit service-teaches a subject that is compulsory in another academic unit's course(s), major or specialisation, the service teaching unit must provide the relevant Course Director or (for a major) discipline lead, before the start of the relevant session or term, with details of any proposed changes made to the subject.

(40) To ensure high standards in teaching and research, and avoid duplication, specialists in a discipline or profession will normally be concentrated in a single academic unit. It should be unusual for an academic unit to employ academics in fields peripheral to its stated disciplines and professional courses.

- a. In HDR disciplines may come from across academic units or be external to the University.

(41) Faculties will negotiate teaching arrangements where courses need to include subjects in disciplines, professional studies or both, based in other faculties or another school in the same faculty.

(42) Where a discipline needs to be contextualised for a particular profession, the service teaching arrangement will provide for team teaching involving staff of both the discipline and the professional course.

(43) The [Indigenous Australian content in Courses and Subjects Policy](#) states which types of Indigenous Australian studies subjects and modules within subjects must be taught by the School of Indigenous Australian Studies.

(44) The following positions will arbitrate disputes over service teaching:

- a. for disputes between schools within a faculty, where the Heads of School have been unable to resolve them, the Executive Dean
- b. for disputes between schools in different faculties, the Executive Deans or, where the Executive Deans have been unable to resolve the matter, the Deputy Vice-Chancellor (Academic).

(45) The [Course and Subject Life Cycle Procedure](#) states detailed requirements for service teaching arrangements between academic units.

Workplace learning

(46) The [Course and Subject Procedure - Coursework Design](#) states the principles for design of workplace learning (WPL) subjects, and the criteria these subjects must meet to be classified as such.

- a. Where a WPL subject is a compulsory subject in an Australian Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registered course, estimated costings must be listed on CRICOS, in the student's written agreement, online course brochure (OCB) and on webpages. This includes if the course must be taken off-campus which means the student will incur accommodation and travel costs.

(47) The [Course and Subject Quality Assurance and Review Procedure](#) integrates the quality assurance of WPL subjects and quality of supervision of student experiences relevant to all stakeholders involved.

WPL academic management and support roles

(48) Titles of academic roles responsible for WPL vary between faculties and schools. In the provisions on WPL below, the title 'WPL coordinator' is used for academic roles that support students to undertake WPL, support placement provider staff to deliver WPL and ensure the monitoring of [academic integrity](#) is maintained as part of any arrangement. This title refers to roles titled 'WPL coordinator', other roles responsible for liaison with placement providers to set up and monitor WPL and, where other roles do not perform the required actions, the subject coordinator of the WPL subject.

(49) Titles of administrative roles that support WPL delivery and record keeping also vary. The term 'workplace learning team' is used for faculty or school professional staff who support WPL.

Scheduling WPL placements

(50) In WPL subjects where the faculty or school arranges students' placement, the Subject Coordinator will:

- a. in the subject outline, provide an indicative calendar of likely placement dates, and
- b. give students reasonable notice of their placement location (normally eight weeks notice), so they can book accommodation and travel if needed.

Preparations for WPL

(51) WPL coordinators will ensure that, before students go on WPL, they are informed of:

- a. how to meet expectations of professional performance and behaviour at the level appropriate to their study,
- b. staff and placement providers provision the subject learning outcomes expected to complete the placement (subject),
- c. how to meet the standards expected by the placement provider and, where relevant, professional standards, and
- d. the scope of practice expected by their discipline.

(52) Workplace Learning Managers will ensure that measures are in place to prepare and monitor placements so that:

- a. students, staff and placement providers meet legal and ethical responsibilities,
- b. where an external placement site will host several students or a series of placements, its facilities are fit for their educational purpose and will accommodate the numbers of students and staff who use them,
- c. due diligence is paid to students, staff, clients and the workplace environment,
- d. there are arrangements to support and maintain contact with students,
- e. a WPL academic staff member or the WPL coordinator monitors each student's wellbeing as they undertake the placement,
- f. students receive educational and other support as needed,
- g. students have sufficient access to the University's learning management system and other online learning resources and services without unexpected costs while away at workplace learning,
- h. any critical incidents are managed promptly, and
- i. records of the placement are managed, archived securely and disposed of, as required by the University's record management policies.

WPL assessment

(53) Workplace learning, teaching and assessment strategies will ensure the student and University receive accurate, constructive feedback in time to support learning.

(54) WPL assessment should be conducted either:

- a. by the WPL coordinator or a suitably qualified academic, where possible incorporating feedback from the placement provider staff member(s) who supervise(s) the student during their WPL, or
- b. in a professionally accredited course, by a staff member of the placement provider who is registered as a professional in the relevant profession, at the level of registration to which the course leads, and has substantial professional experience.

(55) The [Assessment Policy](#) and [Assessment - Academic Progress Procedure](#) include other requirements specific to WPL assessment to ensure the appropriate learning outcomes and quality is delivered and should be viewed alongside this procedure.

WPL agreements with placement providers

(56) For each student's placement, the WPL coordinator and/or Workplace Learning Manager will ensure that, before the student goes on the placement, there is a WPL agreement for the placement, signed on behalf of the University and the placement provider and, where appropriate, the student.

- a. The standard university template for these agreements is available from the faculty's workplace learning team.
- b. Where the text of the template is not changed or new conditions added, the WPL coordinator can sign the agreement on behalf of the University.
- c. Where the template is changed, or new conditions added, or the placement provider asks that their own

template be used for the agreement, the workplace learning team will consult Legal Services about whether the agreement is suitable prior to signing by the Head of School, or nominee.

- d. Where the agreement is with a placement provider outside Australia, the WPL coordinator and/or Workplace Learning Manager must involve the Office of Global Engagement, who will negotiate the agreement and sign it on behalf of the University, in consultation with Legal Services.

(57) The workplace learning team will upload the signed WPL agreement to the University's agreement contract register in the records management system.

WPL risk management

(58) The University manages risk in relation to WPL placements in accordance with its [Risk Management Policy](#). The following specific requirements for managing risk apply to such placements:

- a. WPL coordinators will inform and prepare students, workplaces and WPL staff to respond to critical incidents in accordance with the [Critical Incident Management Guidelines](#).
- b. WPL coordinators will ensure that facilities, where external places are undertaken, are fit for their educational purposes and accommodate the numbers and activities of the students who use them by completing the appropriate checks/forms.
- c. Students and staff will follow health and safety procedures as required by WPL providers.
- d. WPL coordinators will collaborate with students and placement provider staff to identify and address risks to students on placement and staff who support them.
- e. The teaching school will advise the workplace of a serious and imminent threat to any person's health or safety, even if this involves sharing personal information as needed to give the advice. (Privacy legislation permits disclosure for this purpose.)

(59) The [Assessment Policy](#) and [Assessment - Conduct of Coursework Assessment and Examinations Procedure](#) state requirements for the process to be followed when a student going on WPL will place anyone at risk of harm.

(60) The [Student Misconduct Rule](#) states requirements for the process to be followed when a student continuing with WPL will place anyone or the good reputation of the University at risk of harm.

(61) Where a staff member believes that a student has committed misconduct when participating in WPL, whether at a University location or an external workplace, they should report the misconduct. The [Student Misconduct Rule](#) defines types of misconduct and how to report it.

Interstate and international placements

(62) The University supports students to undertake WPL placements interstate or overseas. WPL coordinators will make arrangements to:

- a. ensure parity of learning outcomes with local placements, and
- b. adhere to the requirements of interstate and other countries' legislative requirements relevant to WPL.

WPL insurance

(63) The University's general insurance of students covers students who undertake approved WPL, whether with an external organisation or on campus. Insurance coverage starts when the WPL placement has been approved.

(64) In some cases, a student may undertake WPL for a subject after the end of the relevant session, when the student has begun a period of leave of absence. For the University's insurance to cover the student in such a case:

- a. the leave of absence itself must have been approved in writing (for example, in an email),
- b. the workplace learning must have been approved in writing as meeting specific WPL requirements of a specific subject, by the Course Director, Associate Head of School or Head of School, and
- c. both written approvals must be retained in the relevant student record keeping system.

(65) The following coverage will apply for students on WPL in Australia and while travelling directly to/from the workplace:

- a. general and products liability insurance,
- b. professional indemnity insurance,
- c. medical/veterinary malpractice insurance, and
- d. personal accident insurance (this last provides generic safety net cover only).

(66) Students are not covered by worker's compensation insurance unless they are also employees of the University. They must ensure they have access to Medicare and/or private health insurance to cover medical and hospital expenses. They should also seek professional advice on whether they need additional insurance (taking their personal circumstances into account), such as private health insurance and/or personal accident, trauma and/or income protection insurance.

(67) Students who undertake WPL placements outside Australia will be covered only by the University's general and products liability, professional indemnity and medical/veterinary malpractice insurances, provided that:

- a. the Office of Global Engagement has negotiated and approved their overseas WPL, and
- b. the student has registered their overseas placement program with Charles Sturt Global.

(68) The University's student personal accident insurance covers students only in Australia, so students going overseas must ensure they have adequate insurance cover, including travel and medical insurance. It is essential that students seek professional advice on this. The University Travel Office can help with travel insurance for travel that is arranged by or through them.

WPL access for students with a disability

(69) The University may support a student to have reasonable adjustments for their WPL, to accommodate a disability or long-term physical or mental health condition, or carer responsibility for an immediate family member who has a disability or long-term physical or mental health condition.

(70) To be considered for reasonable adjustments while on WPL, the student must have:

- a. registered with the Accessibility and Inclusion Support, provided the documents required for an assessment, been assessed by the Accessibility and Inclusion Support and been issued with a study access plan that includes the relevant adjustments, and
- b. consented in writing to the sharing of the study access plan with the relevant placement provider staff.

(71) The University will work with placement providers to provide reasonable adjustments, to ensure students with a study access plan can participate in WPL placements.

(72) Where WPL is a compulsory component in the course, course staff should consider the needs of students with a disability during enrolment, course planning and placement allocations.

WPL records

(73) Workplace learning teams, in collaboration with WPL coordinators, will ensure that the following records are

managed, archived and disposed of in accordance with the [Records Management Policy](#) and relevant retention schedules:

- a. records of student checks (including working with children checks),
- b. signed WPL agreements,
- c. WPL supervisor reports, and
- d. placement hours for course accreditation and professional registration requirements.

(74) Relevant data should be stored in InPlace (the University's WPL management system), from which data is uploaded to the University's records management system.

Learning resources

(75) The University provides access to learning resources for students, as set out in the [Information Technology Procedure - Acceptable Use and Access](#) and [Course and Subject Procedure - Coursework Design](#).

(76) A range of services are available, including Accessibility and Inclusion Support and Library Services, to reduce unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.

Copyright

(77) Subject Coordinators will ensure that their provision of learning resources to students via the learning management system or by any other means does not breach copyright. If they are in doubt, they should consult the University's Copyright Service. The [Intellectual Property Policy](#) states the detailed requirements. Refer also to the [Academic Integrity Policy](#).

Educational technologies

(78) Staff must not enter on behalf of the University into any formal/legal contract to provide or supply an educational technology (ET). Such contracts must be approved by the officer with the appropriate delegated authority, the Chief Information and Digital Officer.

(79) The set of established educational technologies can be found in the Educational Technologies Register. Staff who wish to review, adopt, or both, new ET must:

- a. complete a risk and capability assessment through collaboration with the Enterprise Architecture team and provide this to the Head of School and then, for approval, to the Head Enterprise Architect, Division of Information Technology,
- b. ensure that the ET meets the University's accessibility standards,
- c. establish rules for engagement in the ET to create a safe environment for students and staff,
- d. monitor student and staff use of the ET regularly to check that these rules are being followed,
- e. not use an ET as a subject's official online presence in place of the subject site in the University's learning management system,
- f. protect students' personal information entrusted to the University from being publicly revealed,
- g. state in the subject outline if an assessment activity involves using an ET,
- h. not use the ET to return assignments without the approval required in the [Assessment - Conduct of Coursework Assessment and Examinations Procedure](#),
- i. ensure that the ET is at no cost to the student, and
- j. have an alternate plan in case the ET is unavailable, mainly where it is used in the assessment.

(80) Use of an ET should be evaluated as part of subject reflection: see the [Course and Subject Quality Assurance and Review Procedure](#).

Use of CSU Replay or other lecture recording software

(81) CSU Replay recordings and associated information created using any CSU Replay component are the intellectual property of Charles Sturt University. They remain Charles Sturt University copyrighted material, even when downloaded to a device external to University systems. The [Intellectual Property Policy](#) states the detailed requirements.

(82) Each staff member or student who uses CSU Replay or another software platform to record, edit or upload an audio or video recording must:

- a. adhere to the University's [Intellectual Property Policy](#) and any relevant copyright processes of the University, and must also do this in distributing any recordings,
- b. inform verbally anyone they are recording, that they are recording and, if the person asks that their image or voice not be recorded, must not record that person's image or voice, and
- c. if they intend to publish a recording to an audience beyond students enrolled in the relevant course and staff who teach in the course, obtain consent to publish it from anyone who appears or is heard in the recording, before publishing it.

(83) If a staff member or student using CSU Replay to record material or an event believes there has been a breach of copyright or privacy, or that the content is illegal or inappropriate, they must contact the Division of Information Technology service desk or Student Central immediately to ask that the recording be quarantined. Other staff or students may ask that a recording be quarantined for the same reasons.

(84) The CSU Replay system administrator will immediately notify the relevant Head of School or Executive Director if a recording is quarantined, so they can decide whether the recording can be published or must be deleted.

(85) The CSU Replay System Officer may move or copy files between presenter accounts only if directed by the presenter or relevant Head of School or Executive Director.

Research

(86) Where a course requires students to undertake research, the research must comply with the requirements of the [Research Policy](#) and its supporting procedures, for example on matters such as:

- a. ethics approval for research in areas of known ethical complexity,
- b. research safety approval for research involving radioactive material or human biological specimens,
- c. Defence Trade Controls scrutiny for research that may involve controlled technologies,
- d. present no potential breach of foreign interference,
- e. research data management, and
- f. authorship of research outputs.

(87) The [Academic Integrity Policy](#) and [Academic Integrity Procedure](#) state requirements for students to have training in research integrity before they undertake research.

(88) The Subject Coordinator is responsible for ensuring that any research students' conduct for a coursework subject complies with these requirements in accordance with the [Higher Degree by Research Policy](#).

(89) The Subject Coordinator, Course Coordinator or Sub Dean in the case of HDR students, is responsible to ensure that research supervision is carried out to an appropriate standard, and those supervisors are suitably experienced to

do so.

(90) The Subject Coordinator is responsible for ensuring that facilities where research activities are undertaken are fit for their research purposes and accommodate the numbers and activities of the students (and staff, where appropriate) who use them by completing the appropriate checks/forms. Refer to the [Outside Professional Activities Policy](#) for details on research placement/activities.

(91) The [Assessment - Research Components of Coursework Courses Procedure](#) states requirements to ensure compliance of research projects in research component subjects.

Teach out for a discontinued course

(92) If a course is discontinued, the relevant Associate Dean (Academic) must ensure that impacted students and relevant stakeholders are appropriately advised and managed to advise and enact the change. This includes providing advice on alternative arrangements or options, which may involve transferring to another course or continuing under the designated period to allow completion.

(93) The Course Director (under the guidance of the Associate Dean (Academic)) is responsible for student teach out plans, ensuring the provision of subject availability to ensure their completion and that student communications are timely and appropriately enacted.

(94) If such a circumstance occurs, any change must follow the Student Communication Work Instruction for students within phase-out courses and the [Course and Subject Information Procedure](#).

(95) The [Course and Subject Life Cycle Procedures](#) state the accreditation requirements to discontinue and phase out a course.

(96) The Faculty Course Administration Team Phase Out Courses Procedure (in Confluence) provides further detailed guidance on student management and communications.

Section 4 - Guidelines and other supporting documents

(97) Detailed work instructions are maintained in the Knowledge Base (in Confluence under Faculty Admin) by the functional area supporting the specific task.

Staff who require access to the Confluence pages above should log a DLT Service Request (Cherwell) to request access to the Faculty Administration Confluence page.

Section 5 - Glossary

(98) Most terms used in this procedure are defined in the glossary section of the [Course and Subject Policy](#). For the purposes of this procedure, the following additional terms have the definitions stated:

- a. Convening school - the school that administers the subject; see also teaching school.
- b. CSU Replay - content creation functionality that is part of the University's online learning environment, and which can also be added as audio/video capture software to personal computers. CSU Replay's components include Replay Central (Ecosystem server), Replay Capture Appliance, Replay Podium Capture, Replay People and Content Recording, Personal Capture, External Media Ingest, Interact interface, iTunesU interface,

Interactive Video Teaching recording.

- c. Elite athlete or performer: as defined in the policy library glossary.
- d. External education technologies – online and mobile technologies which allow user participation and interaction and are not integrated with Charles Sturt University systems, are not centrally supported by the Division of Information Technology or Division of Learning and Teaching, and have not been centrally assessed by these divisions. These technologies include participative technologies in the virtual or physical classroom, collaboration tools, blogging, pod/vodcasting and curation tools, learning analytics and adaptive learning technologies, social networks synchronous chat systems, social bookmarking, file sharing, communication tools and instant messaging.
- e. Host faculty – the faculty responsible for administering a shared course.
- f. Placement provider – a business or organisation that provides a placement to a student.
- g. Shared course – a course developed, delivered and reviewed in collaboration between two faculties.
- h. Teaching faculty – the faculty that manages the course in question, or to which the teaching school belongs.
- i. Teaching school – the school that teaches the subject offering in question; see also convening school.
- j. Work Integrated Learning (WIL) - any learning activity in which students engage in realistic work activities or activities closely related to work.
 - i. WIL activities include workplace learning and simulated work activities such as simulated workplaces, role-plays and case studies.
 - ii. A WIL activity must involve partnership between the teaching school and an employer to design, deliver and/or assess students' performance in the activity.
- k. Workplace Learning (WPL) - a type of WIL activity in which students experience an occupational role and its responsibilities in a real workplace or community service. To be considered WPL, a learning activity must meet:
 - i. the definition of WIL above, and
 - ii. the detailed requirements for subject design of WPL in subjects stated in the [Course and Subject Procedure - Coursework Design](#).
- l. Workplace learning (WPL) coordinator – as defined in the WPL academic management and support roles section of this procedure.
- m. Workplace learning (WPL) team – as defined in the 'WPL academic management and support roles' section of this procedure.

Status and Details

Status	Current
Effective Date	1st July 2022
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Unit Head	Janelle Wheat Pro Vice-Chancellor (Learning and Teaching)
Author	Kerrilyn Toal Communications, Policy and Project Officer
Enquiries Contact	Division of Learning and Teaching

Glossary Terms and Definitions

"Subject convenor" - means a member of the academic staff of a faculty, appointed by the head of the teaching school, who is responsible to the head of the teaching school for coordinating the academic administration of a subject across all campuses and in all modes it is offered.

"Elite athlete or performer" - includes anyone who has been registered by the University as an elite athlete, pre-elite athlete, elite sports support person or elite performer, which are defined as follows: Elite athlete - a person competing at the highest level of their sport, either as a national representative or as a professional sportsperson. To be considered an elite athlete, a person will normally have been recognised as such by a national sporting body or professional sports organisation. Pre-elite athlete - a person who has been recognised by a regional academy or state or national sporting organisation for their potential to attain high honours in their sport, and has been placed in the academy's or organisation's program to develop this potential. Elite sports support person - a referee, coach, official or someone in another support role, working at the national representative level of a sport or in a professional sports organisation, with travel and training commitments similar to those of an elite athlete. Elite performer - someone who has performed in extensive or significant productions or performances at a state, national or international level.