Course and Subject Procedure - Delivery Management

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.

Scope

(2) This procedure applies to:

a. all award courses (including coursework and higher degree by research unless otherwise stated)
b. all award course and subject deliveries, including those delivered through partners.

Section 2 - Policy

(3) This procedure supports the [Course and Subject Policy](#).

Section 3 - Procedure

Part A - Academic and teaching staff

Academic staff qualifications and roles

(4) Award courses and subjects are overseen and delivered by appropriately qualified staff, including:

a. teaching staff and supervisors qualified and assessed in accordance with the [Academic Staff Qualifications and Expectations Procedure](#), [Higher Degree by Research Policy](#), and [Australian Qualifications Framework (AQF)](#)
b. an appropriately qualified academic lead assigned to each subject
c. for Indigenous Australian studies subjects, staff who have received professional development in Indigenous cultural competence
d. faculty and school roles such as Honours (or Dissertation) Advisers, subject coordinators, subject convenors, and work-integrated learning coordinators
e. academic leaders such as Executive Deans, Deputy Deans, Associate Deans, Sub-Deans, Course Directors, Heads of School, Associate Heads of School, and Heads of Discipline.

Part B - Course and subject scheduling arrangements

Academic calendar

(5) The Provost and Deputy Vice-Chancellor (Academic) approves the University's academic calendar for delivery of subjects and related activities, and the [principles for the preparation of the calendar](#).

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(6) 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 teaching periods

(7) Variations to the approved academic calendar for a course or subject delivery must be approved by the Provost and Deputy Vice-Chancellor (Academic) or their nominee. Variations include:

 a. offering a course or subject in a non-standard calendar, such as a domestic offering in a teaching period intended for international offerings, an international offering in a domestic teaching period, or course offering using a combination of domestic and international teaching periods
 b. start and end dates for outside the standard dates
 c. scheduling a class for on-campus students outside of teaching period dates
 d. scheduling an intensive school outside the standard intensive school periods.

(8) Variations will only be approved if:

 a. academic quality will not be compromised, and if possible enhanced by the delivery
 b. the delivery complies 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 meets any relevant professional registration or accreditation requirements for non-standard dates or duration of study
 e. the delivery will accommodate the needs of partners for it to take place outside standard teaching period dates
 f. they can be adequately resourced, for example with laboratory and/or classroom space
 g. they will not cause significant problems for delivering other courses or subjects, including timetabling of teaching space and support divisions' ability to support both deliveries
 h. the affected parties have been consulted.

Course and subject availability

(9) Available courses are listed in the course availability listing (CAL), which is reviewed annually for accuracy:

 a. the annual review is initiated by the Office of Planning and Analytics (OPA) through the provision of an Annual Course Availability Report to faculties, and the coordination of CAL meetings with faculties and divisions
 b. OPA provides the final CAL to the responsible Deputy Vice-Chancellor, the University Courses Committee and University Research Committee, for reporting to Academic Senate.

(10) Subject availability is managed by the schools. Each year, the Head of School (or nominee) will confirm the subject schedule for the following year, in accordance with course structure. When determining subject availability:

 a. the annual review period generally starts in May and ends in June each year
 b. core subjects must be offered every year
 c. subjects may be delivered in multiple modes of delivery within one teaching period (e.g. on-campus or online)
 d. students should be offered flexibility to accelerate the path through their course, and be advised of changes to subject availability to support this.

Changes to subject delivery mode

(11) A subject delivery mode may only be changed after the enrolment period has commenced if approved by the

Head of School (with endorsement from Executive Dean). Changes must be for 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
d. unforeseen or rare circumstances (e.g. damage to facilities or equipment).

(12) Decisions to change a delivery mode should consider the impact on:

a. costs to maintain multiple delivery modes if one mode has fewer than 10 students enrolled (and/or as identified by the optimisation evaluation)
b. student visa holders, due to limits on the number of online mode units they can complete as part of their course. Schools must consult the Office of Global Engagement and International Compliance if the change may affect international students
c. professional registration and/or statutory accreditation restrictions or requirements related to online modes
d. scholarship and early offer students
e. student graduation timelines if their remaining enrolment is affected
f. any partnership arrangements.

(13) Changes must be updated in the Subject Availability Listing and affected students must be notified following student communication protocols and processes to minimise the potential negative impact on the individual student.

Part C - Student learning experiences and engagement

Orientation and transition to study

(14) Faculties and schools will provide course-specific orientation information for commencing and transitioning students. General orientation information is coordinated and delivered centrally (see Orientation core requirements).

Consistency of delivery

(15) Subject delivery and student learning experiences will be consistent, regardless of delivery location or delivery mode, ensuring that students have comparable learning experiences, learning outcomes, and as far as possible, complete the same assessment tasks.

(16) Where it is necessary for one subject offering to use a different assessment task, it will assess the same learning outcomes, at the same level of challenge, as the task in other offerings of the subject.

Teaching staff accessibility and communications with students

(17) Students must have access to their subject coordinator, supervisor or other teaching staff for individual assistance with their studies outside of scheduled class/tutorial times, at a level consistent with the learning needs of the student cohort:

a. Subject coordinators and supervisors (including casual, partner and adjunct staff) must provide contact information and consultation times (see also the Course and Subject Procedure - Information and Representation).
b. Student enquiries must be responded to within three working days or, if the enquiry will take longer to answer, the student should be informed of steps being taken to respond.
c. Students must be informed of alternative arrangements for obtaining assistance if staff are unavailable or it is

not possible to respond within three working days.

Communication with students in correctional facilities

(18) Communication between the University and students in correctional facilities must be facilitated and approved by the correctional facility. Irrespective of any student request, the University will not communicate with or through a member of the student's family or other support network.

(19) Subject coordinators must contact the relevant person from the corrective facility (e.g. an education officer) to prepare and implement a communication management plan for any incarcerated students enrolled in their subject. The plan should include:

   a. the level of internet and computer access required for the student to complete the subject (for submission of assignments, accessing student communications, online tests/assignments, access to forum discussions, the subject outline and Interact sites)
   b. processes for applications for extensions or other flexible arrangements, including advice from the education officer should facility lockdowns or other requirements interfere with the student's study schedule
   c. provisions for the formal letterhead of the correctional facility to meet supporting documentation requirements
   d. the subject coordinator's University contact details only; personal email addresses or phone numbers must not be used
   e. arrangements for work-integrated learning and/or intensive schools requirements (noting that exemption from compulsory intensive schools should normally not be granted unless the student has previously attended the intensive school for a subject or completed the subject as part of a previous degree.)

(20) The University will not normally discuss or disclose information about students with an external party without the student's prior consent. However, at times it may be necessary and appropriate to discuss administrative matters with an education officer liaising with the University on behalf of an incarcerated student.

Courses in teach out - student requirements

(21) Where a course has been approved for teach-out, students currently enrolled in the course or offering must, as far as practicable:

   a. be informed about the need to discontinue it and arrangements for either teach-out or transfer to a different course or course offering and/or provider (including students who have deferred their enrolment), and
   b. be given a reasonable timeframe in which to complete it if they are provided with an option to remain in the course.

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

(23) See also (in Confluence – see Section 4):

   a. the Student Communication Work Instruction for students within phase-out courses
   b. the Faculty Course Administration Team Phase Out Courses Procedure

International study (student mobility and exchange)

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

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

Part D - Learning activity management

Intensive schools

(26) In August of each year, faculties must notify Student Administration of the dates and required campuses for all intensive schools the faculty intends to run in the following year. The proposed dates will be reviewed by relevant central divisions and may require adjustment in consultation with the faculty.

(27) Intensive schools:

a. will be held in the standard intensive school periods unless a variation is approved (see 'Variations to teaching periods' in Part B)
b. for commencing undergraduate students, must not be held before the start of their first teaching period
c. where not held online, should:
    i. minimise the time students will be away from home
    ii. avoid scheduling across public holidays
    iii. when held on campus, provide students with opportunities to use the library and student services.

(28) Student services and arrangements will be provided by the following units for scheduled and/or agreed on-campus intensive schools (as advised by Student Administration):

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

(29) The faculty must arrange necessary student support when intensive schools are held off campus, or at dates not agreed upon with central service divisions, including:

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

Work-integrated learning placements

(30) See the [Work-Integrated Learning Placement Delivery and Management Procedure](#).

Research projects

(31) Research projects and activities undertaken in a coursework subject (i.e. a non-research component subject) must comply with:

a. the requirements of the [Research Policy](#) and its supporting procedures, for example on matters such as ethics approval, research safety approval, Defence Trade Controls scrutiny, foreign interference, research data management, and authorship of research outputs

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b. the [Academic Integrity Policy](#) and [Academic Integrity Procedure](#) for training in research integrity.

(32) The Subject Coordinator is responsible for ensuring that:

a. any research student's conduct for a coursework subject complies with the requirements above
b. research supervision is carried out to an appropriate standard, and those supervisors are suitably experienced to do so
c. 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.

(33) See the [Assessment - Research Components of Coursework Courses Procedure](#) and [Higher Degree by Research Policy](#) and [Procedure](#) for research undertaken in research component subjects and courses.

Adjustments and alternatives to learning activities

(34) Adjustments and alternative arrangements for the following students will be considered and may be accommodated as far as reasonably practicable (subject to the inherent requirements of the course), to support attendance and participation requirements:

a. Students living with disability or a health condition, or providing ongoing, unpaid support to people who need help because of disability, mental illness, chronic or terminal illness, dementia or frail age.
b. Defence Force reservists
c. Elite athletes and performers
d. Students who have a conscientious objection to the use of live animals, animal tissue or animal products.

(35) The [Assessment Flexibility Procedure](#) and [Course and Subject Procedure - Conscientious Objections](#) provide further information about adjustments and alternative arrangements.

Part E - Learning support and resources

(36) Faculties and schools ensure that learning resources provided or required for a course or subject relate to the learning outcomes, are up to date and are accessible when needed. 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](#).

(37) 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 requiring reasonable adjustments and those who study off campus.

English language, literacy and numeracy

(38) English language, literacy and numeracy (LLN) skill development and assessment are integrated into course design requirements.

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

(40) Students who need support to improve their LLN skills will be referred to sources of support.

Readings and resource lists

(41) Where a subject has a reading and resource list, these must be made available to students in the Division of

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Library Services' reading list tool (Leganto) through the learning management system.

Copyright

(42) Subject Coordinators will ensure that learning resources provided to students via the learning management system or by any other means do not breach copyright. If they are in doubt, they should consult the University's [Copyright Service](#).

Educational technologies

(43) Educational technologies (ET) used for learning and teaching must be approved by the appropriate delegated authority in accordance with technology approval procedures. Staff must not enter on behalf of the University into any formal/legal technology contract.

(44) Staff who wish to review and/or adopt a new educational technology must engage with the Enterprise Architecture team to complete the technology approval procedure and associated template to support approval/review by the appropriate delegated authority.

(45) Educational technologies must:

a. meet the University's accessibility standards
b. provide a safe environment for students and staff
c. not replace the University's learning management system (LMS) as the subject's official online presence, or replace a major functionality of the existing LMS, and
d. protect students' personal information in accordance with University policy.

Recording lectures and teaching activities

(46) Recordings and associated information captured for teaching purposes 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.

(47) Each staff member or student who uses a recording software platform to record, edit, upload or distribute an audio or video recording must:

a. adhere to the University's [Intellectual Property Policy](#) and relevant copyright requirements of the University, and must also do this in distributing any recordings
b. inform participants 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
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.

(48) If a staff member or student believes that recorded material or an event captured using University software breaches copyright or privacy, or that the content is illegal or inappropriate, they can contact the Division of Information Technology service desk or SX Service Centre immediately to ask that the recording be quarantined.

(49) The relevant Head of School or Executive Director will be notified if a recording is quarantined, so they can decide whether the recording can be published or must be deleted.

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Section 4 - Guidelines and other supporting documents

(50) Detailed work instructions supporting this procedure 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 DIT Service Request to request access to the Faculty Administration Confluence page.

Section 5 - Glossary

(51) This procedure uses terms defined in the [Course and Subject Policy](#), as well as the following:

a. Elite athlete or performer – as defined in the policy library glossary.

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Author	Vanessa Salway Manager, Policy and Records
Enquiries Contact	Division of Learning and Teaching

Glossary Terms and Definitions

"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.

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