
1.1 Organization and Program Information

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| Full Legal Name of Organization: Charles Sturt University |
| Operating Name of Organization: Charles Sturt University |
| Common Acronym of Organization: CSU |
| URL for Organization Homepage: www.csu.edu.au |
| Proposed Degree Nomenclature: Bachelor Primary Education Studies |
| Location: Charles Sturt University, Ontario Bay Area Learning Centre 860 Harrington Court Burlington, ON L7N 3N4 |
| Contact Information: Professor Bob Meyenn Provost and Special Adviser, Ontario Charles Sturt University, Bathurst NSW Australia 2795 Telephone: +61 2 63384 374 Cell: +61 413580416 Fax: +61 2 63384 838 E-mail: rmeyenn@csu.edu.au |
| Site Visit Coordinator: As Above |
| Anticipated Start Date: August 2010 |
| Anticipated Enrolment for the first 4 years of the program: Year 1 200; Year 2 200; Year 3 200; Year 4 200 (new enrolments) |
| Initial Tuition Fee: \$8,500 CAD (for a semester, full time) |

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2.1 Executive Summary

This appendix has been changed.

1. *Changes implemented during the current consent period: The degree has been modified in accordance with the accreditation (2005) and re-accreditation (2007) processes of the Ontario College of Teachers, our own Self-Study (2008) that forms a part of this Renewal of Consent process, and our on-going continuous improvement efforts.*
2. *Changes being proposed for implementation under the new consent: References to a concurrent mode of study are contained within this appendix. This is part of a separate Consent Variation application that was submitted to the Minister in July 2007.*

Proposed Credential Nomenclature

BPrimEdStud

Discipline/Field of Study

Elementary Teacher Education

Is work placement required for degree completion?

Yes

Anticipated Program Start Date

August 2010

OVERVIEW

Charles Sturt University (CSU) was established as Australia's 26th University on 19 July 1989 by the Charles Sturt University Act in the Parliament of the State of NSW. The Act brought together the Mitchell College of Advanced Education in Bathurst and the Riverina-Murray Institute of Higher Education in Wagga Wagga and Albury-Wodonga. These predecessor institutions, and CSU as it currently exists, have been providing post-secondary education in Australia for over 100 years.

The University operates main campuses in Albury-Wodonga, Bathurst, Dubbo, Orange and Wagga Wagga. CSU also operates from other locations including the City of Sydney, Manly, Goulburn, Canberra, Morpeth, Broken Hill and in Burlington, Ontario, Canada. The University's Vice-Chancellor and President is located on the Bathurst Campus.

As a publicly funded University, CSU is required to submit an Annual Report to the NSW Parliament and its annual accounts are audited by the NSW Auditor General. Annual Reports from 1997 to 2007 are available on the CSU Website at: <http://www.csu.edu.au/division/marketing/annualreports/>. The University must also meet a range of quality and accountability requirements that are set out in the Commonwealth Government's *Higher Education Support Act 2003*. The legislation requires that an institution receiving funding from the Australian Government must operate at an appropriate level of quality, must comply with an authorized accreditation authority listed on the Australian Qualification Framework register and must be audited by an independent quality agency.

In 2007, Charles Sturt University had a total of 33,926 students - 29,080 Australian and 4,846 international students. The international students are drawn from 16 countries with Canada the third largest country of origin for these students. The University has been graduating Canadian students since the early 1990s and in 2007 and 2008 graduated over 230 and 250 students respectively in Graduation Ceremonies in Burlington, Ontario.

The University's Mission and Academic Goals are set out in CSU's 2007-2011 Strategic Plan (<http://www.csu.edu.au/division/vcoffice/strategy-structure.htm>).

As "a national university for excellence in education for the professions, strategic and applied research and flexible delivery of learning and teaching", Charles Sturt University will:

1. Provide distinctive educational programs for the professions that prepare students for work and citizenship and which:
 - (a) Are recognised by, and developed in collaboration with, the professions, particularly through practicum placements;
 - (b) Are accessible to students who have the capacity for university study
 - (c) Foster ethical practice;
 - (d) Promote international understanding including opportunities for international exchange; and
 - (e) Maintain high levels of satisfaction among graduates, employers and the University' communities.
2. Conduct strategic and applied research of an international standard which:
 - (a) Creates new knowledge;
 - (b) Is applied for the benefit of our communities;
 - (c) Is responsive to emerging opportunities and challenges;
 - (d) Enhances collaboration with industry;
 - (e) Develops partnerships with professions, communities and other researchers;
 - (f) Facilitates opportunities for linkages with learning and teaching; and
 - (g) Focuses on agricultural sustainability, applied philosophy and public ethics, public and contextual theology, complex systems and professional practice.
3. Continue to lead in the quality provision of flexible delivery of learning and teaching which:
 - a) Is supported by well-researched curriculum and teaching methodologies;
 - b) Uses research and technology to be flexible and responsive to student needs and feedback;
 - c) Provides shared learning spaces and teaching experiences for students on and off campus; and
 - d) Builds communities of learning especially amongst dispersed students.

PROGRAM SUMMARY

The Bachelor of Primary Education Studies (BPES) is a one year full-time program that prepares graduates to teach in the Elementary schools of Ontario and beyond as Primary/Junior specialists. Graduates are also qualified to teach in NSW and other Australian states, the United Kingdom, and many other jurisdictions throughout the world. The program is fully accredited by the Ontario College of Teachers.

Candidates undertaking the program in the consecutive mode require a Bachelor degree from an approved university. Candidates enrolled in an appropriate Bachelor's Honours degree at McMaster University may undertake the program in the concurrent mode.

Practical and professional skills based on theoretical and conceptual understandings are the foundation of the program. The aim is to prepare transformative and reflective teacher practitioners ready to assume their first teaching position.

The program assists beginning teachers to develop task-appropriate characteristics such as enjoyment of intellectual challenge; critical reflection on policy, practice and curricula; the formulation of justifiable educational goals; a commitment to equity; and the capacity to

design, develop and deliver educational opportunities appropriate for achieving these goals. It is expected to develop early career teachers who are transformative practitioners, committed to social justice, environmental sustainability and capable of providing for the educational needs of diverse learners. There is also a focus on developing a pride and pleasure in the profession of teaching by emphasising the belief that by involvement in the education of children, graduates are contributing as purposeful and effective members of society.

As a result, cognitive and socio-cultural theories influence the design of the framework for this program. These two broad theories are woven into a common thread associated with the notion of promoting an authentic learning community. The central problem-based question that drives the program is **“How can we create an inclusive classroom as a learning community?”**

A central tenet of this program is the encouragement of diversity, the creation of learning communities, active engagement and on-going professional development which values the role of teachers in different settings. School Boards are the starting point for the creation of an interactive learning community, based on the premise of equal partnership, where all stakeholders contribute significantly to the development of the learning environment in which the Primary/Junior Candidates operate. Significant partnerships have been forged with the following School Boards: Halton, Halton Catholic, Hamilton-Wentworth, Hamilton-Wentworth Catholic, Dufferin-Peel Catholic, Peel, Upper Grand and Toronto.

To further support the learning community focus of the program time and resources have been devoted to creating partnerships between the school staff and Candidates. Candidates are placed in schools in team of 4-6 with each school having a Site Coordinator and each Candidate an Associate Teacher.

These key features of the program are based on international research and best practice in teacher education where the school is acknowledged as the primary site for professional knowledge production (Stenhouse, 1975; Lampert, 1997; Holm & Horn, 2003) - with teachers central to this development. Learning communities (Mitchell & Sackney, 2000) offer autonomy, empowerment and resilience within a collaborative learning environment which encourages the individual and collective learning of all stakeholders. The learning community encourages Associate Teachers, Faculty staff and Candidates to continually reflect on their practice and refine their views of learning. Within this community, Associate Teachers, Site Coordinators, and University academics model and support Candidates as they become immersed in the learning environment, and begin to verbalise their thinking in ways that make explicit current understandings of theory and practice. Candidates are challenged to construct educational meaning from their own experiences (Plourde & Osman, 2003).

Butt (1999) argues that the most powerful form of teacher development was the “continued facilitation of multiple forms of collegial relationships among peers and across role and stakeholder groups.” The fundamental premise of such relationships is “everyone in every role is prepared to take risks in a supportive environment.” Whitmore and Crowell (cited in Retallick et al., 1999) highlight the importance of context in a learning environment, particularly in mapping real-world experiences,

The classroom exists within the realities of the historical, cultural, and political contexts of its school and community ... the classroom rests in a zone where the tension between the forces of the social and the personal is clearly visible. It is only in this nested perspective that we can appreciate the complexities of inventing a classroom community (pp. 22-23).

Although it could be argued that many education programs across Ontario highlight the value of such classroom interactions, this program requires Candidates to make sense of school and community in an integrative manner, where all stakeholders (particularly Associate Teachers, Site Coordinators, Administrators and University faculty) have an active involvement in the implementation of the program.

- i. *Explain the relationship between the program and the University's mission and academic goals.*

The Bachelor of Primary Education Studies represents a firm commitment from CSU to develop high quality programs internationally and to engage with and in the regions where programs are delivered. CSU has committed to offering a range of programs in Ontario, and, in collaboration with the teaching profession, wants to continue to offer this program in Primary/Junior teacher education that integrates theory and practice-based perspectives in ways that bring together the rich, varied and innovative methods and traditions in teacher education from both countries.

This application for renewal of consent for the BPES program aligns with the University Strategic Plan's objectives that are aimed at improving demand from well-qualified students for our programs. By producing graduates who are committed to continuing personal and professional learning and growth and who aspire to positions as leaders and advocates in their field, this program is well-positioned to provide highly qualified teachers. The BPES program fits well with the University's mission and goals as the curriculum prepares graduates for work and citizenship, fosters ethical practice, and was developed in collaboration with local School Boards. The program has received accreditation (2005) and re-accreditation (2007) from the Ontario College of Teachers.

Table 1: Relationship between CSU Academic Goals and the BPES

| CSU Academic Goals | Related Element Of Program Design, Focus, and Delivery |
|--|---|
| 1. Provide distinctive educational programs for the professions that prepare students for work and citizenship and which: | |
| a) Are recognized by, and developed in collaboration with, the professions, particularly through practicum placements | This program has been developed in consultation and collaboration with local School Boards. Advice has also been obtained from key leaders in the local and regional education community. The relationship is further enhanced because Candidates undertake Practicum placements in eight local School Boards, and because staff are seconded to the program from School Boards. |
| b) Are accessible to students who have the capacity for university study | The BPES provides an opportunity for qualified individuals with a Bachelor's degree to progress onto this University degree that will provide them with the credential needed to teach in Primary/Junior schools in Ontario [and beyond]. |
| c) Foster ethical practice | The program is underpinned by the Ontario College of Teachers <i>Ethical Standards</i> . This maintains an on-going focus on the ethical dimensions of the work of teachers and teaching. |
| d) Promote international understanding including opportunities for international exchange | This is a central feature of the BPES. Issues of equity and social justice are threaded through all of the courses in this program. There are opportunities for international exchange for Candidates through Professional Experience in Australia and also for staff – Australians come to Canada to teach and research, and Canadians spend time in Australia learning more about Charles Sturt University. |
| e) Maintain high levels of satisfaction among graduates, employers and the University's communities | The collaborative manner in which the program has been designed helps to ensure the satisfaction of both graduates and employers. The existence of the Teacher Education Advisory Committee, an external advisory group which is made up of key stakeholders, also provides ongoing input and monitoring of the program. There are regular surveys of Candidates and alumni as part of CSU's on-going quality assurance procedures. The results of these surveys are used to inform and improve practice. |

| 2. Conduct strategic and applied research of an international standard | |
|--|--|
| a) Enhances collaboration with industry | <p>This program has been developed in collaboration with local School Boards, professional associations and other regional professional representatives. On-going academic input from members of the teaching profession is a key feature of the program.</p> <p>Candidates undertake substantial periods of Practicum each semester that further enhances links and collaboration between the professional education sector and the program. A sound research skill base is developed throughout the program, and the periods of Practicum enable Candidates to utilise and build upon this skill base ensuring profession-ready graduates who are able contribute research and scholarship to the community and profession upon graduation.</p> |
| b) Develops partnerships with the professions, communities, and other researchers | <p>The BPES program develops and sustains partnerships in several ways. The Candidates undertake Practicum experiences throughout the year in local schools. The Candidates thus become members of an extended learning community that includes their peer Candidates, Associate Teachers and Site Coordinators in host schools, and CSU Faculty members. The program has forged partnerships with local School Boards. These partnerships are further enhanced through the involvement of stakeholders in the profession in the Teacher Education Advisory Committee, through on-going program review and improvement, and through research and scholarship seminars and guest speakers. Joint research between CSU academics and members of the profession create additional links and partnerships.</p> |
| c) Focuses on....professional practice | <p>The courses Foundations 2: Practicum Seminar and Foundations 4: Practicum Seminar are aimed at synthesising the elements of the other courses in each semester, consolidating the information about professional practice, and examining how these issues play out in actual classrooms and schools.</p> <p>Candidates' practicum placements are also governed by the ethical standards of the profession, the Board and the specific school in which they are placed. The conceptual framework is underpinned by both the Ontario College of Teachers Standards of Practice and Ethical Standards, and these standards serve as referents in all the courses in the program.</p> |
| 3. Continue to lead in the quality provision of flexible delivery of learning and teaching which: | |
| a) Is supported by well-researched curriculum and teaching methodologies | <p>Curriculum design and pedagogies are shaped by current educational best practice and by the research literature about teacher education, changing views of the disciplines, and standards of professional practice. On-going review and evaluation is a key feature of the program, with quality assessed by CSU's internal quality assurance processes, the Ontario College of Teachers, PEQAB and the Ministry of Training, Colleges and Universities.</p> |
| b) Uses research and technology to be flexible and responsive to student needs and feedback | <p>CSU's on-line infrastructure, including its Sakai subject platform called Interact, is well-developed to provide an interactive, responsive and flexible learning environment. This on-line environment is used to enhance the extensive</p> |

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| | face to face contact that the program mandates. Continuous improvement processes within the program include graduate and employer surveys which evaluate the relevance and need of the program, as well as solicit feedback about the program. Individual courses undergo evaluation by Candidates after each offering and, upon completion, Candidates undertake an evaluation of the entire program. |
| c) Provides shared learning spaces and teaching experiences for students on and off campus | Shared learning spaces are provided through face to face classroom experiences, practicum placement experiences, collaborative projects, and the on-line environment of Interact for each course. CSU's on-line infrastructure, especially its course platform Interact, is widely used to enhance students' learning experiences utilizing a wide range of shared learning spaces including virtual lecture support, podcasts, real-time chat, asynchronous chat forums and bulletin boards. In addition, the campus has a wireless network, so all on-line resources are available from anywhere on campus and from anywhere outside of the university where students have access to the internet. |
| d) Builds communities of learning | On campus classes and on-line forums and collaborative tools allow Candidates to participate in a range of learning communities while at University, on Practicum placements and from home. |

ii. *Explain the relationship between the program learning outcomes and the curriculum design.*

The learning outcomes of the program reflect the Ontario College of Teachers (OCT) *Standards of Practice for the Teaching Profession* (2006) and the *Ethical Standards for the Teaching Profession* (2006). They also embrace the graduate attributes of Charles Sturt University (February 2006). Moreover, the outcomes take into account the theoretical foundations of the program (both from cognitive and social-cultural perspectives). The program's objectives foster the development of graduates who possess a foundation of knowledge and skills that enable them to:

1. *demonstrate an entry level understanding of professional teacher practice.*

Graduates will:

- Exhibit an understanding of the laws and regulations, as well as the socio-economic, cultural and political influences which set a context for Primary/Junior education in Ontario in particular, but also an awareness of broader contextual influences;
- Have an understanding of discipline content knowledge and be able to relate this to pedagogical content knowledge;
- Demonstrate an appropriate background in, and understanding of, the content, structure, purposes and values of the range of curriculum areas as outlined in Ontario curriculum documents.

2. *communicate and interact effectively with children and others. Graduates will:*

- Explain and negotiate goals and teachers' expectations;
- Develop supportive and appropriate relationships with children, and encourage positive behaviors;
- Contribute to the teaching and learning environment of the school;
- Communicate educational policies and student performance to parents and others responsible for students;
- Be an advocate for children and schools in the wider community.

3. *demonstrate an accurate understanding of the way children learn. Graduates will:*

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- Assess students in a variety of ways, including diagnostic assessment and profiling, as well as being capable of engaging in reflective appraisal and evaluation of teaching practices and contexts;
 - Plan an assessment program as an integral component of learning and teaching activities;
 - Provide detailed and accurate reports on student progress;
 - Use a social constructivist position as a design and delivery model for teaching;
 - Recognize the differential ways children learn.
4. *understand the characteristics, needs and interests of children. Graduates will:*
- Demonstrate a knowledge of child development and learning;
 - Appreciate the capacity of children to learn;
 - Recognize the diverse needs of individuals, and sensitivity to the special educational needs of some;
 - Apply psychological and sociological theories which inform these diverse attributes to design educational programs.
5. *create positive, stimulating, and authentic learning environments. Graduates will:*
- Demonstrate well developed pedagogical skills, including an ability to select from a variety of teaching and management strategies which are appropriate for diverse situations, and which acknowledge a student's developmental, cultural, and social status;
 - Demonstrate expertise in assessing the educational needs of individuals and groups using a broad psycho-social framework;
 - Be adaptable and competent in lesson planning and programming in ways that are appropriate in different contexts and that demonstrate attention to problem solving and critical, reflective thinking;
 - Be proficient in the use of educational technology to support and extend learning.
6. *develop and sustain commitments to social justice and equity, and treat children, parents and colleagues in accordance with these commitments. Graduates will:*
- Operate from an ethical position by treating students, parents and colleagues with respect, and act to overcome all forms of discrimination;
 - Demonstrate an understanding and acknowledgement of ethical considerations, and collaborate with other professionals, for the benefit of students and the school;
 - Recognize their shared responsibilities and leadership roles in facilitating students success;
 - Uphold and maintain ethical standards in the learning communities that emerge in the Program.
7. *cultivate understanding and respect for our nation's diverse cultural heritage, with particular attention to the cultures and perspectives of First Nations peoples. Graduates will:*
- Acknowledge and respect the cultural backgrounds and values of the pupils, parents and the broader community as they interact with their own values and the values of the school;
 - Recognize their own cultural assumptions and biases and those inherent within Canadian society, curriculum and practices in schools, and seek to redress disadvantage and discrimination.

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8. *articulate a personal philosophy of education based on personal experiences, educational theories, the research base, and Professional Experience opportunities in schools. Graduates will:*
- Be critically reflective practitioners responsible for their continuous professional learning and able and willing to acknowledge consequences of their decisions and actions for themselves and students;
 - Seek out opportunities for, and engage in, ongoing professional development;
 - Demonstrate an understanding of and commitment to the OCT Ethical Standards for the Teachers Profession (2006).
9. *value the pursuit of scholarly and intellectual endeavors. Graduates will:*
- Demonstrate an ability to critically analyze, debate and reflect upon experience, research findings and current developments in Education;
 - Engage in research and problem-based processes to promote their own professional development.

The Bachelor of Primary Education Studies is designed such that it can be provided as a one year consecutive program for Candidates with an appropriate Bachelor's degree or as a concurrent program for undergraduate students enrolled in appropriate degrees at McMaster University.

The CSU Bachelor of Primary Education Studies has three components which are covered in each of the two semesters of the program.

a) Foundation Education Studies

These courses provide theoretical, social and educational contexts for Candidates, make links between them and school structures and classroom practices, and focus more generally on issues of professional practice.

b) Curriculum Studies

The curriculum studies build on the key discipline areas in the Primary/Junior school curriculum, and the pedagogical perspectives applied throughout enable Candidates to make active links to their personal histories and experiences and those of others, as they construct their professional identity as inclusive teachers.

These courses link discipline knowledge, pedagogical content knowledge, curriculum statements, planning educational experiences and the procedural knowledge associated with implementing these experiences to a diverse range of students. Candidates take a course in each of the six curriculum areas in the Primary/Junior school – language and literacy, mathematics, science and technology, social studies, health and physical education, and the arts.

These courses are strongly linked, through the problem-based approach used, to the on-going in school experience that is provided throughout the program.

c) Practicum

The Practicum provides professional opportunities to learn about and apply the range of theoretical, conceptual, and procedural knowledge developed in the other courses in the program. The practicum is the opportunity for Candidates to make explicit their capacity to discern connections between theory and practice – i.e. their praxis.

Candidates will complete a minimum of 45 days of Block Practicum experience, split into four weeks in Term 1 in one school/division and five weeks in Term 2 in a different school/division. They will also spend 2 days of every week of the semester in their Host Schools. This time in schools provides an opportunity for Candidates to explore concepts, resources and strategies introduced in the academic component of the program.

Importantly, the Candidates will complete block Practicum experiences with the same class they are attached to for the weekly program. This structure adds to the depth and authenticity of the professional experience program, and provides the Candidates with the opportunity to develop a strong rapport with a cohort of children over an extended period of time - increasing the likelihood of the development of rich learning tasks that cater for the needs of individuals in these classes.

The design and sequence of the program is summarized below:

| Semester 1 | Semester 2 |
|--|--|
| <ul style="list-style-type: none"> • Foundations 1: Child Development and Classroom Management • Language and Literacy • Mathematics • Health and Physical Education • Foundations 2: Practicum Seminar | <ul style="list-style-type: none"> • Foundations 3: Inclusive Education and the Law • The Arts • Science and Technology • Social Studies • Foundations 4: Practicum Seminar |

Note: Students in the concurrent mode will complete the above courses in Semesters 7 and 10 respectively.

iii. Highlight the program strengths

The Bachelor of Primary Education Studies degree has significant strengths. The program provides Candidates with:

- the opportunity to reconceptualise learning and teaching to produce high quality graduates who have the desired knowledge, understanding, skills and commitment to make a significant contribution to the teaching profession;
- a balance of theoretical, conceptual and practice-based professional experiences, that facilitate opportunities for authentic and extended engagement within Primary/Junior education settings;
- a course in each of the six Primary/Junior school curriculum areas;
- a learning communities model that provides the context for all of the work that they do;
- learning experiences that are aimed to challenge and to engage them in critical reflection and analysis;
- extensive Practicum experiences that span the entire year of the program;
- access to the strong education histories and traditions of Canada and Australia;
- an opportunity for international exchange for Candidates and staff; and
- a model that reflects the principles of professional collaboration – in the development of the program, the delivery of the program, and the engagement with School Boards.

iv. Highlight the program outcomes and delivery methods

Courses in the program will employ a variety of delivery methods. The predominant methods will consist of:

- Face-to-face lectures/tutorials/workshops at the campus in Burlington while drawing upon CSU's leading edge expertise in new technologies to access teaching and learning resources. To facilitate access to these technologies, each enrolled Candidate is required to have a laptop with internet connectivity.
- Connection and contact through CSU's on-line course platform, *Interact*, with access available wherever there is internet connectivity.
- In-school instruction, observation and practice teaching in cooperation with the local School Boards.

PROFESSIONAL EXPERIENCES WITHIN THE PROGRAM

Professional experiences are an integral part of the program. Through professional experiences, Candidates have opportunities to consolidate their understanding of learning and teaching as they explore the 'practical implications' of the theory that underpins the advanced knowledge and skills that are developed through the program.

Professional experience occurs within both semesters of the program ensuring that Candidates have a well developed base of theoretical and practice-based knowledge and skills upon which to draw. Each Candidate undertakes professional experience in two different Primary/Junior schools with one experience in the Primary division and the other in the Junior division. Candidates are supported by CSU Faculty, Site Coordinators and Associate Teachers, as they engage in the implementation of the Ontario curriculum. Ongoing University-based seminars and regular meetings with faculty Supervisors provide support as well as opportunities for Candidates to reflect on their own professional practice.

Candidates complete a minimum of 45 days of Block Practicum experience, split into four weeks in Term 1 and five weeks in Term 2. Importantly, as indicated earlier, the Candidates will complete block practicum experiences with the same class they are assigned to for the weekly program. Teacher Candidates are placed by the University in schools in teams of approximately 4-6, based on the availability of spaces in relation to Candidate's preferences (geographic, transportation, Public/Catholic).

The placement of Teacher Candidates in schools in teams under the supervision of a *Site Coordinator* allows this team to contribute to the entire school community. Candidates are assigned to a 'home room' in which they will gradually begin to gain their direct teaching experience, including all 'teacher duties', with a specific group of students, but they also provide additional support to the school learning environment during their two-day a week practicum.

PROGRAM SUPPORT AND RECOGNITION FROM THE PROFESSION, OTHER INSTITUTIONS AND RELEVANT REGULATORY BODIES

Charles Sturt University has already established a close working relationship with Ontario College of Teachers as part of the initial accreditation (2005) and re-accreditation (2007) process for the Bachelor of Primary Education Studies. The Bachelor of Primary Education Studies program meets or surpasses all of the requirements of the OCT.

The Teacher Education Advisory Committee (TEAC) provides ongoing advice to the program. It has representatives from a range of stakeholders including the Public and Catholic School Boards where Candidates are placed and from which staff are seconded, Principals, Teacher Union officials, Candidates, Faculty, and community representatives.

Most recently, TEAC has suggested that the admission criteria for the BPES be broadened to include more qualified Candidates who are French-speaking, from diverse linguistic and cultural backgrounds, and those with majors in Maths, Science or Music.

EMPLOYMENT POSSIBILITIES FOR PROGRAM GRADUATES

Following the above advice from TEAC the program admissions process is giving priority to qualified applicants who are:

- French speakers
- People of diverse cultural and linguistic backgrounds
- People with undergraduate majors in Math, Science or Music

These are shortage/priority areas for employment in Primary/Junior schools.

A recent survey of three years of alumni [with a 47% response rate], highlighted that while the majority of graduates were working in Primary/Junior schools in Ontario, graduates were employed as itinerant teachers, as sessional or permanent staff at universities, working in educational outreach for NGOs, working for private tutoring companies, working as trainers in industry and the commercial sector, working in libraries and museums, and working in schools in other Canadian provinces and internationally.

Significantly, Statistics Canada noted in their report *Canada's Changing Labour Force, 2006 Census* (2008) that people in the core working-age group who had completed a postsecondary program in education had the lowest unemployment rate in the nation at 3.0%. Education credentials were seen as portable and prepare graduates for a range of employment opportunities.

CAPACITY TO DELIVER THE PROGRAM

CSU is a large multi-campus University with a commitment to serve the regions in which it is located. The University has a high level of internationalization with programs in 16 countries. It currently has an enrolment of approximately 34,000 students and is Australia's largest provider of distance education programs.

The University is an Australian Government funded University with an annual budget of \$282,000,000 and a net asset base of \$459,000,000.

CSU and its predecessor institutions have been providing high quality tertiary education for over 100 years – including over 50 years experience in delivering Teacher Education. The organisation's strength and capacity is detailed in its Annual Report to the NSW Parliament. A copy of the 2007 Report is available online at:

<http://www.csu.edu.au/division/marketing/annualreports/>

CSU has made a serious long-term commitment to its campus in Burlington. The Bachelor of Primary Education Studies has now completed its third year, attracting over 500 applicants annually. 112 students graduated from the first cohort in June 2006, 173 in June 2007 and 203 in June 2008. The University has invested significant resources in developing the facilities at the campus which include a sophisticated wireless computer network – taking advantage of the online support and learning technologies for which CSU is renowned.

PROJECTED ENROLMENT AND FACULTY GROWTH FOR FIRST FOUR YEARS

The Bachelor of Primary Education Studies had an initial intake of 110 Candidates. For the last three years the University has aimed for intakes of 200 Candidates. This level of intake will be maintained. Australian staff continue to be seconded to the Ontario campus and are complemented by staff seconded from the School Boards such as Halton DSB, Halton Catholic DSB and Hamilton-Wentworth DSB.

Enrolment and Staff Projection Table

| Year | On Campus Enrolments* | Full-time Staff | Part-time staff (F.T.E.) |
|-----------------|------------------------------|------------------------|---------------------------------|
| 2010 Semester 1 | 200 New | 8 | 1 |
| 2011 Semester 2 | 195 Cont | 8 | 1 |
| 2011 Semester 1 | 200 New | 8 | 1 |
| 2012 Semester 2 | 195 Cont | 8 | 1 |
| 2012 Semester 1 | 200 New | 8 | 1 |
| 2013 Semester 2 | 195 Cont | 8 | 1 |
| 2013 Semester 1 | 200 New | 8 | 1 |
| 2014 Semester 2 | 195 Cont | 8 | 1 |

*Full-time equivalent students.

3.1 Program Abstract

This appendix has been changed.

1. *Changes implemented during the current consent period: This abstract has been updated to reflect the Ontario College of Teachers (OCT) The Standards of Practice for the Teaching Profession. This followed accreditation by the OCT in 2004 and 2007.*
2. *Changes being proposed for implementation under the new consent: While there are no changes to the abstract proposed for implementation under the new consent it does refer to a concurrent mode of study. This is contained in a separate Consent Variation application that was submitted to the Minister in July 2007.*

The Bachelor of Primary Education Studies (BPES) is a one year full-time program that prepares graduates to teach in the Elementary schools of Ontario and beyond as Primary/Junior specialists. Graduates are also qualified to teach in NSW and other Australian states, the United Kingdom, and many other jurisdictions throughout the world. The program is fully accredited by the Ontario College of Teachers.

Candidates undertaking the program in the consecutive mode require a Bachelor degree from an approved university. Candidates enrolled in an appropriate Bachelors Honours degree at McMaster University may undertake the program in the concurrent mode.

Practical and professional skills based on theoretical and conceptual understandings are the foundation of the program. The aim is to prepare transformative and reflective teacher practitioners ready to assume their first teaching position.

4.1 Degree-Level Summary

This appendix has been changed.

1. *Changes implemented during the current consent period: The degree has been modified in accordance with the accreditation (2005) and re-accreditation (2007) processes of the Ontario College of Teachers, our own Self-Study (2008) that forms a part of this Renewal of Consent process, and our on-going continuous improvement efforts.*
2. *Changes being proposed for implementation under the new consent: Nil*

This appendix summarises the features of the Bachelor of Primary Education Studies which demonstrate that the knowledge and skill expectations of the Board's Degree Level standard are being met. An overview of the program's conceptual framework is provided as well as a table specifically addressing the Degree Level standard for a Bachelor's Honours degree.

Conceptual Framework

The conceptual framework for the Bachelor of Primary Education Studies draws on two perspectives and is driven structurally and procedurally through a problem-based approach around a central question: 'How can we create an inclusive classroom as a learning community?' The conceptual framework draws from both cognitive perspectives and socio-cultural perspectives. Most of the ideas that become part of each of the individual courses and the practices employed to link courses across the whole program are as a consequence of these two perspectives and the problem-based structure. Each perspective, and its link to producing professional practitioners, is outlined as follows:

Cognitive Perspectives: Since higher-order thinking is often evoked in situations that require problem solvers to complete realistic and authentic tasks (Cambourne, 2002; Luke, 2002; Lingard, Hayes, Mills, and Christie, 2006) many of the teaching-learning activities presented in the program require Candidates to solve problems that are detailed, sophisticated and transferable to real-life contexts. Moreover, Candidates are expected to solve problems in contrasting learning environments and regularly reflect upon these experiences as they attempt to formalise and make sense of these understandings.

Lesh (2000) argued that it is important for learners to develop conceptual frameworks for making sense of complex systems that are becoming increasingly common in everyday society. Schools increasingly reflect the complex systems of the cultures in which they exist (Darling-Hammond & Bransford, 2005). Within the CSU degree which will exist as part of a concurrent and consecutive program, Candidates are supported to develop sophisticated insights about pedagogy through assessment tasks that are rich, integrative and sensitive to the experiences the Candidates bring to the learning environments. Furthermore, in line with current views on cognition, different forms of cognitive demand are placed on the Candidates—with diverse, flexible assessment that requires critical thinking and application. According to Lesh (2000), this can be achieved by considering learning environments across a variety of written, spoken, constructed, or drawn media. Specifically, the program encourages Candidates to represent knowledge in different ways. This "representational fluency" provides a means by which they can come to understand these conceptual frameworks.

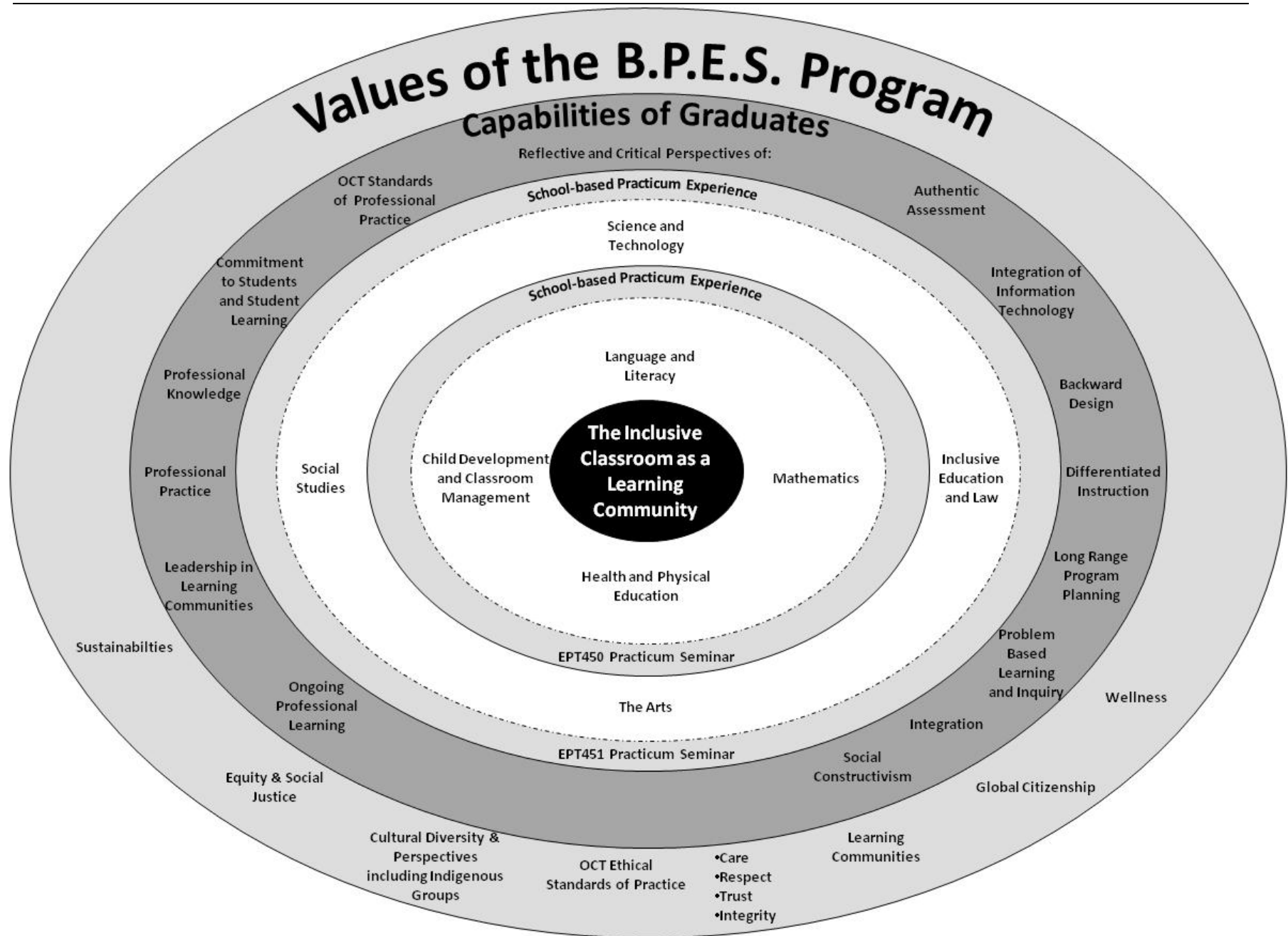
The program is structured such that Candidates develop increasingly powerful conceptual understandings by adapting (refining, revising, extending, integrating and differentiating) existing ideas and schemes across a number of frames. The *discipline frame* provides Candidates with in-depth understanding of the six areas of knowledge in the Ontario Primary/Junior curriculum. The *professional education frame* is built across the Bachelor of Primary Education Studies to provide opportunities for Candidates to engage in a range of experiences in the Primary/Junior classroom that offer authentic and practical learning opportunities that will be integrated into a common professional knowledge framework. These 'practice architectures' (Kemmis and Smith, 2008) show how the particular conditions for practice shape the possibilities of the resultant praxis.

Socio-cultural Perspectives: This program monitors the Candidates' engagement in problem solving in two ways—by considering both classroom practices and individual Candidate's diverse ways of participating in these contexts. As the program is structured upon a genuine partnership between school and University stakeholders, it is appropriate to adopt a situational-learning perspective to underpin the design (Cobb & Bowers, 1999; McConaghy, 2002). Lave and Wenger (1990) argued that situated learning is based on the principles that: 1) *knowledge needs to be presented and learned in an authentic context*; and 2) *learning requires social interaction and collaboration*.

This framework not only considers Candidates' development over time, it also coordinates a focus on both individual and collective activity. All components of any context (the activities, assistance from peers, Associate Teachers and Site Coordinators, instructor input) are interdependently involved in the change of the learner (Adams, Bondy & Kuhel, 2005). The collective activity considers Candidate-Candidate engagement and also context (in-school and University), and stakeholders' (academics and teachers) engagement. This focus is particularly important as Candidates make meaning in new contexts. Brown, Collins & Duguid (1989) emphasize the idea of cognitive apprenticeship that "supports learning in a domain by enabling Candidates to acquire, develop and use cognitive tools in authentic domain activities. Learning, both outside and inside school, advances through collaborative social interaction and the social construction of knowledge". It is also critical to explore and acknowledge that an individual's learning depends not only on the assistance and the context in which the learning is situated but is also influenced by the individual's history (Cope and Kalantzis, 2000; Wells, 2002).

The socio-cultural perspectives embedded within this program are enhanced by providing opportunities for Candidates to construct knowledge with a mix of discipline-orientated academic Faculty, professionally-oriented academic Faculty, Associate Teachers, peers, and children in classrooms. Hollins (2008) emphasizes the need to prepare teachers that are not only competent in their own subject but understand the cultural and social complexities of schools. This involves an examination of identities (Cornbleth, 2008; Keddie and Mills, 2007; Kumashiro, 2002; Luke, 2009), promotion of multiple perspectives (Eilam and Poyas, 2009; Hastings, 2008; Vavrus, 2002) and creating differentiated pedagogies (Bain, 2007; Tomlinson, 2003).

The diagram that follows is a visual representation of the conceptual framework that our program is structured around and that guides our professional practice. The framework is built around a central problem, and considers the courses in the program, the attributes we are seeking to elucidate in our graduates [which include, but are not limited to the Ontario College of Teachers Standards of Practice] and the values that both frame and are evident through all of our work with the Candidates and other stakeholders [which include, but are not limited to the Ontario College of Teachers Ethical Standards].



| PEQAB Degree level standard for Bachelor Honours Degree | <i>Bachelor of Primary Education Studies</i> |
|--|---|
| <p>Depth and Breadth of Knowledge</p> <ul style="list-style-type: none"> a) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline; b) a developed understanding of many of the major fields in a discipline, including where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c) a developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; d) a developed, detailed knowledge of and experiences in research in an area of the discipline; e) developed critical thinking and analytical skills inside and outside the discipline; f) the ability to apply learning from one or more areas outside the discipline. | <p>The program reflects the most current theoretical/conceptual insights and professional practice within Primary/Junior education. It incorporates specialized knowledge of disciplines, and multiple perspectives on teaching and learning in schools. The program reflects a sociological interrogation of the cultural and political nature of schooling and of the psychological theories applied to child and adolescent development. This positions Candidates to demonstrate key concepts, methodologies and assumptions that both define the education of young children as a separate field, and also provide points of connection with other discipline fields of study. Helping to structure our conceptual framework are the <i>Standards of Practice</i> and <i>Ethical Standards</i> from the Ontario College of Teachers.</p> <p>The program builds on Candidates' existing discipline knowledge base and experience and extends this through further significant professional knowledge and the research base which underpins that professional knowledge. A focus on understanding and analyzing evidence-based practice, critical evaluation of different approaches to pedagogy and accessing and critiquing educational research permeate all courses. This is enhanced by a reflective stance which is both advocated, and modeled for Candidates throughout the Program.</p> <p>In addition to a solid theoretical and conceptual understanding of child development and psychology and the significant cultural and political milieu in which education exists within Ontario, Candidates engage in sustained periods of professional practice. These professional placements occur with the support of CSU faculty staff and in collaboration with a number of School Boards [eight Boards to date].</p> <p>The combination of practice-based and theoretical/conceptual experiences form the basis of Candidates' reflection on their own professional practice. This, in turn, will form the basis of a professional portfolio.</p> <p>The program draws on and informs sociological and psychological theory and in creative ways requires the development of complex pedagogical content knowledge across the six Primary/Junior curriculum areas.</p> |

| PEQAB Degree level standard for Bachelor Honours Degree | <i>Bachelor of Primary Education Studies</i> |
|--|---|
| <p>Knowledge of Methodologies</p> <p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b) devise and sustain arguments or solve problems using these methods; and c) describe and comment upon particular aspects of current research or equivalent advanced scholarship. | <p>Through cultural, social and political contexts, combined with theoretical frameworks, this educational program exposes Candidates to complex theories, research literature, approaches, methodologies and assumptions relating to professional practice associated with adolescent learning and the Ontario schooling system in which the practice will be explored. This is accomplished by a focus on the skills of critical and analytical thinking within an enquiry context using a problem-based model. The use of a problem-based approach facilitates an increasing expectation that these skills will be applied not only to various theories and approaches, but also to Candidates' own professional practice.</p> <p>Candidates will be required to draw on existing research and their own action research to solve professionally related problems. They will also identify the limits of that research and the applicability of the research across different professional contexts.</p> <p>Class-based exercises, assessment tasks and situated learning (McConaghy, 2002) embedded in a learning communities framework within courses and in schools, will provide opportunities for Candidates to engage in problem-solving at practical and abstract levels. Appropriate support will ensure that these experiences are undertaken in an ethical and professional manner, using the <i>Standards of Practice</i> and <i>Ethical Standards</i> from the Ontario College of Teachers as a basis.</p> |

| PEQAB Degree level standard for Bachelor Honours Degree | <i>Bachelor of Primary Education Studies</i> |
|---|---|
| <p>Application of Knowledge</p> <ul style="list-style-type: none"> a) The ability to review, present and critically evaluate quantitative and qualitative information to: <ul style="list-style-type: none"> i. develop lines of argument; ii. make sound judgements in accordance with the major theories, concepts and methods of the subject(s) of study; and iii. apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline. b) The ability to use a range of established techniques to: <ul style="list-style-type: none"> i. initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii. propose solutions; iii. frame appropriate questions for the purpose of solving a problem; iv. solve a problem or create a new work; and c) the ability to make critical use of scholarly reviews and primary sources. | <p>Through a combination of University classroom and professional practice experiences, Candidates will develop the skills and dispositions required to engage in sustained critical evaluation and problem-solving. Drawing on a range of recent and relevant research, particularly scholarly and primary sources, Candidates will develop and critique arguments, theories, approaches and assumptions.</p> <p>The periods of professional practice operating in parallel to the University classroom components of the program provide opportunities for Candidates to directly relate and transfer their classroom based experiences to authentic professional settings. During these placements, Candidates will be required to acknowledge and respond to knowledge in and from the field, and to incorporate this with theoretical approaches and assumptions. The integration of practical and theoretical knowledge and the application of this in professional settings is a central feature of the Bachelor of Primary Education Studies.</p> <p>The skills required to critique research (Foundation and Curriculum courses) and approaches to teaching (Curriculum and Practicum courses) will be developed throughout the program. The problem-based approach forces intersection of ideas, issues and techniques from foundation courses, practicum experiences, curriculum method courses and discipline knowledge into an integrated set of meanings which enhance a reflective, evidence-based disposition to professional practice.</p> |

| PEQAB Degree level standard for Bachelor Honours Degree | <i>Bachelor of Primary Education Studies</i> |
|--|---|
| <p>Communication Skills</p> <p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to a range of audiences.</p> | <p>The program provides a range of opportunities and challenges for Candidates as they develop and demonstrate their communication skills. Candidates will be required to complete oral, written and expressive assessment tasks and to communicate these to a range of audiences, including both professional and academic audiences.</p> <p>The act of teaching is an exercise in a highly complex set of communication skills. These skills will be directly assessed in the situated environment of classrooms through the practicum assessment processes.</p> <p>Candidates must also demonstrate effective communication skills in interactions with children, parents, peers, school communities and professional associations outside of classrooms in the wider school and school communities.</p> <p>The learning communities framework in which the program operates enhances this development in supportive and cooperative environment.</p> <p>Candidates will be required to demonstrate proficiency in the use of a range electronic information and communications technologies.</p> |
| <p>Awareness of Limits of Knowledge</p> <p>An understanding of the limits to their own knowledge and ability and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</p> | <p>The Bachelor of Primary Education Studies introduces Candidates to many of the ambiguities surrounding education, particularly issues surrounding children, cultural diversity and pedagogical models. In developing and supporting a range of arguments, Candidates will be required to analyze existing knowledge and research and to recognize the limitations of this.</p> <p>Candidates will also examine their own limitations in terms of knowledge and capability. Reflective and reflexive practice will form the basis of their ongoing work, culminating with professional portfolios that demonstrate their achievement of the Ontario College of Teachers <i>Standards of Practice</i> and <i>Ethical Standards</i>. The ability to critically reflect on one's practice is at the heart of the graduate attributes in this program's conceptual model shown above.</p> <p>They also focus on the analysis of their personal need for ongoing professional learning and development and to actively plot pathways to achieve it. Knowing when and how to access expert assistance will be an important element of both theoretical and practical components of the program.</p> |

| PEQAB Degree level standard for Bachelor Honours Degree | <i>Bachelor of Primary Education Studies</i> |
|---|---|
| <p>Professional Capacity/Autonomy</p> <p>a) Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ol style="list-style-type: none"> i. the exercise of initiative, personal responsibility and accountability in both personal and group contexts; ii. working effectively with others; iii. decision-making in complex contexts; <p>b) The ability to manage their own learning needs in changing circumstances both within and outside the discipline and to select an appropriate program of further study; and</p> <p>c) Behaviour consistent with academic integrity and social responsibility.</p> | <p>Candidates in the Bachelor of Primary Education Studies will demonstrate academic integrity and social responsibility throughout their candidature in accord with the Ontario College of Teachers <i>Ethical Standards</i>.</p> <p>The foundation courses within the program, through the use of indicative and real scenarios, are designed to introduce Candidates to concepts of ethics, social justice, legal and professional responsibility and advocacy required of Primary/Junior school teachers. These ideas are linked to practice through the curriculum courses, while the periods of professional experience provide opportunities for Candidates to contextualize and to conceptualize these issues in the context of Ontario school communities, and to consolidate their understandings of these issues in and through practice.</p> <p>The emphasis on learning communities at the heart of the conceptual framework for the program and the placement of Candidates in teams requires them to demonstrate appropriate skills of collaboration and the ability to work effectively with others. These skills will also be required as Candidates complete class exercises, group study and group assignments.</p> <p>A strong emphasis on life-long learning is a significant theme which is embedded in the program. Job-embedded learning, short course professional development programs and further formal study options are all explained and linked to on-going components of the developing professional. In addition, in each semester we offer our Candidates a day-long professional learning conference. In first semester it is an Equity and Social Justice conference and in second semester is an Integrated Curriculum conference.</p> |

4.2 Samples of Student Work

Charles Sturt University has on file and available upon request samples of student work as per the requirements of Appendix 4.2 and Benchmark 2 of the Degree Level Standard.

5.1.1 Admission Requirements Direct Entry

This appendix has been changed.

1. *Changes implemented during the current consent period: The requirements have been modified as a consequence of reviewing admission requirements of Ontario universities (June 2005), to more effectively identify high quality applicants (June 2005), and as a result of the Ontario College of Teachers accreditations (2004 and 2007).*
2. *Changes being proposed for implementation under the new consent: While there are no changes to the abstract proposed for implementation under the new consent, it does refer to a concurrent mode of study. This is contained in a separate Consent Variation application that was submitted to the Minister in July 2007.*

Consecutive Program

| | Program Admission Requirements |
|---|--|
| Academic | Applicants require: <ul style="list-style-type: none">• an approved Bachelor; and• a grade point average of at least 70 percent. <p>Note: Priority will be given to students with studies in French and preference for students with studies in Music, Mathematics or Science.</p> |
| Related work/volunteer experience (Supplementary Application) | Applicants are expected to have experience with children – either directly in schools or indirectly in related areas such as coaching, recreational camps or working with youth groups. They are also required to provide a statement on why they want to be a teacher. |
| Other (e.g., portfolio, specialized testing, interview, G.R.E., etc.) | Applicants meeting the above criteria will be interviewed prior to any offer of entry to the program. |

Concurrent Program

| | Program Admission Requirements |
|---|---|
| Academic | <ol style="list-style-type: none">1. Admission to relevant McMaster Honours program.2. Demonstrated ability to complete the required range of courses relevant to the concurrent pathway by the end of Semester 9 or documentary evidence which demonstrates, to the satisfaction of the relevant McMaster academic, that equivalent requirements have been met.3. Minimum cumulative average of 6.0 (on the McMaster scale) of the relevant McMaster Honours undergraduate degree required for continuation in the program. <p>Note: Priority will be given to students with studies in French and preference for students with studies in Music, Mathematics or Science.</p> |
| Related work/volunteer experience (Supplementary Application) | Supplementary application which includes a statement of intent and letters of reference. The statement and references will include information on the applicant's experiences of working with young people |
| Other (e.g., portfolio, specialized testing, interview, G.R.E., etc.) | N/A |

5.1.2 Admission Policies and Procedures for Mature Students

Applicants to the program must meet the admission requirements listed in 5.1.1. Hence, this category of students is ***Not Applicable*** for admission to this program.

5.2.1 Credit Transfer/Recognition Policies and Procedures

The Bachelor of Primary Education Studies is a one year (two semester) full-time degree program which consists of ten courses - including professional experience. Credit will not normally be granted in the program. In exceptional circumstances, where a Candidate has completed a course (or courses) at another university that is deemed to be equivalent, transfer credit may be granted.

In those exceptional circumstances, responsibility for the administrative procedures for assessing credit applications resides with the Academic Program Coordinator (Course Coordinator in CSU terminology). Courses for which students receive credit are recorded on the students' transcripts ensuring that credit is not awarded twice for the same learning. All credit policies and procedures are documented and are fully disclosed and prominently available in the University Handbook and Academic Manual. These policies and procedures include appeal provisions.

The Academic Program Coordinator receives induction and ongoing training in the application of CSU's credit arrangements. Additionally, the Head of School and the School and Faculty Assessment Committees regularly monitor and review credit decisions for consistency and accuracy.

A copy of CSU's *Credit Regulations* follow. These can also be found online at:

http://www.csu.edu.au/acad_sec/academic-manual/econtm.htm

CSU CREDIT REGULATIONS

As approved by the Academic Senate on 24 September 1991 (AS 91/140) and amended on 20 October 1992 (AS 92/208), 19 October 1993 (AS 93/225), 28 June 1995 (AS 95/73 and AS 95/96), 24 April 1996 (AS 96/33), 11 December 1996 (AS 96/317), 29 April 1998 (AS 98/57), 23 June 1999 (AS 99/79), 31 July 2002 (AS 02/79), 10 December 2003 (AS 03/110), 2 June 2004 (AS 04/51), 29 July 2004 (AS 04/69) and 13 April 2005 (AS 05/23).

1. THE NATURE AND APPROVAL OF CREDIT

1.1 The Nature of Credit

Students who receive credit in a subject are not required to complete that subject in order to qualify for the course award. Credit reduces the number of subjects required to be completed for an award.

Credit may be specific in that the individual subjects in which credit has been granted are identified by their code. Alternatively non-specific credit may be granted in which case the number of subject points of credit will be specified (eg 16 points of elective subjects).

1.2 Authority to Determine Credit

Credit may be determined by Faculty Boards operating within policy approved by the Academic Senate. Credit may also be determined by Student Administration Office staff (except proficiency credit) or the Course Co-ordinator, Sub-Dean or Dean within policy and delegations approved by the Faculty Board.

1.3 Types of Credit

Credit may be granted in three ways:

1.3.1 Transfer Credit

Transfer credit may be granted by virtue of subjects completed in another course at the University, or another educational institution approved by the University for the purposes of this regulation.

1.3.2 Proficiency Credit

Proficiency credit may be granted where students demonstrate proficiency in a subject to the satisfaction of the Course Co-ordinator.

1.3.3 Forward Credit

Forward credit is granted where students are permitted by the University to study concurrently at another institution, with the expectation that credit will be granted towards the University award when the concurrent studies are completed.

2. LIMITS ON THE GRANTING OF CREDIT

2.1 Partial Credit

Credit will not be granted for part of a subject.

2.2 Time Limit

For studies completed ten or more years ago, the student may be required to demonstrate that the content of the studies undertaken, has remained relevant and/or that he/she has kept abreast of developments in the field(s) covered by the studies, through continuing professional development, professional practice, or by some other means.

2.3 Maximum Credit

2.3.1 Undergraduate Courses

2.3.1.1 All Undergraduate Courses Except Add-on Bachelor (Honours) Courses

2.3.1.1.1 Maximum Amount of Credit that May be Granted

The University has endorsed the principle that the proportion of an undergraduate course, except for add-on Bachelor (Honours) courses, that a student must have completed at CSU during enrolment in their course in order to be eligible to take out a CSU award, must as a minimum be the equivalent of one year's full-time study at CSU (and noting that Enrolment Regulation 6.3 defines that a normal subject load is 32 points per Autumn/Spring session, or 64 points per year), where the remainder of the points in the course are awarded as credit. (Refer also to clause 2.3.1.3 for further regulations relating to credit in double degree programs).

The maximum amount of credit that may be granted in an undergraduate course (including a four-year bachelor degree with an integrated honours stream but not including add-on Bachelor (Honours) courses), shall be as detailed in the table below if:

- a) the subjects upon which the application is based were completed at an institution other than CSU; and/or
- b) the subjects upon which the application is based were completed at CSU and those subjects have been counted for a CSU award; and/or
- c) proficiency credit is being sought.

*The total point value of a four-year bachelor degree with an integrated honours stream includes the point value of the research component. See also clause 2.4 below.

| Course | Total Points in course | Total number of standard subjects in course | Amount of points that must be undertaken at CSU | Amount of points for which credit may be granted | Total number of standard subjects for which credit may be granted |
|--|--------------------------------|---|---|--|---|
| University Certificates | 64 | 8 | 64 | nil | nil |
| Associate Degrees/ Diplomas | 128 | 16 | 64 | 64 | 8 |
| 3 year Bachelor Degrees | 192 | 24 | 64 | 128 | 16 |
| 4 year Bachelor degrees (includes integrated honours) | 256 | 32 | 64 | 192 | 24 |
| Double Degree Programs | 240-272 * 256 (most common) | 30-34 32 | 64 | 176-208 192 | 22-26 24 |

*This is the standard range of points for double degree programs. However, a specific double degree program may contain fewer or more points depending on the requirements of each of the constituent courses.

Notwithstanding the maximum amount of credit that may be granted, the Academic Senate may approve a higher credit limit for particular courses or for particular student cohorts in a course for credit granted on the basis of a), b) and c) above.

2.3.1.1.2 Unlimited

The credit granted in an undergraduate course (including a four-year bachelor degree with an integrated honours stream), may exceed the maximum amount of credit granted in clause

2.3.1.1.1 (above) if the subjects upon which the application is based:

- a) were completed at CSU and those subjects have not been counted for a CSU award; or
- b) were completed at CSU as part of a lower level award which articulates with the course which is the subject of the application, irrespective of whether the student has graduated with the lower level award or not; or
- c) were CSU subjects completed at an affiliate institution under an Affiliation Agreement with CSU; or
- d) are a combination of the subjects which satisfy the requirements of clause 2.3.1.1.1 a)-c) above and this clause 2.3.1.1.2 provided that the points of credit approved under clause 2.3.1.1.1 a)-c) do not exceed the total number of points for which credit may be granted under that clause.

*The total point value of a four-year bachelor degree with an integrated honours stream includes the

point value of the research component. See also clause 2.4 below.

2.3.1.2 Fourth Year Add-on Bachelor (Honours) Courses

The credit granted in a fourth year, add-on Bachelor (Honours) course shall not exceed fifty percent of the total point value for the course.

The total point value of a four-year bachelor degree with an integrated honours stream includes the total point value of the research component. See also clause 2.4 below.

2.3.1.3 Double Degree Programs – Constituent Course Previously Completed

For students who hold (or who have completed the requirements of) a degree, from CSU or any other institution, that is the same as or the equivalent of one of the constituent courses in a double degree program (and who are not permitted to be admitted into the double degree program – refer to Admission Regulation 5.1.1.6) and who are admitted into the other constituent course, where it is offered as a separate course, the credit granted should take into account any equivalences that the double degree program has identified.

2.3.2 Postgraduate Courses

2.3.2.1 All Postgraduate Courses Except Research Professional Doctoral Programs and PhD and Master by Research

2.3.2.1.1 One Half Limit

The credit granted in a postgraduate course shall not exceed half (50 percent) of the total point value* of the course if:

- a) the subjects upon which the application is based were completed at an institution other than CSU; or
- b) the subjects upon which the application is based were completed at CSU and those subjects have been counted for a CSU award; or
- c) proficiency credit is being sought.

*The total point value of any course with a research component includes the total point value of the research component. See also clause 2.4. below.

Notwithstanding the one half limit, the Academic Senate may approve a higher credit limit for particular courses or for particular student cohorts in a course for credit granted on the basis of a), b) and c) above.

2.3.2.1.2 Unlimited

The credit granted in a postgraduate course may exceed one half (50 percent) of the total point value* of the course if the subjects upon which the application is based:

- a) were completed at CSU and those subjects have not been counted for a CSU award; or
- b) were completed at CSU as part of a lower level award which articulates with the course which is the subject of the application, irrespective of whether the student has graduated with the lower level award or not; or
- c) were CSU subjects completed at an affiliate institution under an Affiliation Agreement with CSU; or
- d) are a combination of the subjects which satisfy the requirements of the one half limit clause above and this clause provided that the points of credit approved under the one half limit clause does not exceed one-half of the total point value of the course.

*The total point value of any course with a research component includes the total point value of the research component. See also clause 2.4. below.

2.3.2.2 Professional Doctoral Programs

2.3.2.2.1 One-Third Limit

The credit granted in the coursework of a professional doctoral program shall not exceed one third (33.3

percent) of the total point value* of the program if:

- a) the subjects upon which the application is based were completed at an institution other than CSU; or
- b) the subjects upon which the application is based were completed at CSU and those subjects have been counted for a CSU award; or
- c) proficiency credit is being sought.

* The total point value of the program includes the research component. See also clause 2.4 below.

Notwithstanding the one-third limit, the Academic Senate may approve a higher credit limit for a particular program or for particular student cohorts in a program, for credit granted on the basis of a), b) or c) above.

2.3.2.2.2 Exceeding the One-third Limit

The credit granted in the coursework of a professional doctoral program may exceed one-third (33.3 percent) of the total point value of the program (which includes the point value of the research) if the subjects upon which the application is based:

- a) were completed at CSU and those subjects have not been counted for a CSU award; or
- b) were completed at CSU as part of a lower level award which articulates with the professional doctoral program, irrespective of whether the student has graduated with the lower level award or not; or
- c) were CSU subjects completed at an affiliate institution under an Affiliation Agreement with CSU; or
- d) are a combination of subjects which satisfy the requirements of the one-third limit clause, and this clause (exceeding the one-third limit), provided that in making this calculation the total value of points derived under the one-third limit clause above, does not exceed one-third of the points in the program.

* The total point value of the program includes the research component. See also clause 2.4 below.

2.3.2.2.3 Limits on Subject Levels

The basis upon which transfer or forward credit shall be awarded in a professional doctoral program shall be limited to subjects completed at doctoral or master level. Subjects completed at master level which may be the basis for credit in a professional doctoral program shall have been completed at a credit average (refer to clause 5.2.4.1.1 of the Admission Regulations) or better and may have been completed as part of a:

- a) graduate certificate or graduate diploma (in which case the University will need to satisfy itself that the subjects were taught at master level) or a master program; or
- b) master program which articulates as a whole or in part with the professional doctoral program; or
- c) master program which although it does not articulate with a professional doctorate program, embodies an essential component of the professional doctorate program.

2.4 Credit for the Research Component of a Course or Program

Credit may not be granted for the research component of an undergraduate or postgraduate course or program, only for the coursework component. The research component of a course or program includes all of the following types of examinable research work: dissertation, project, portfolio, thesis.

2.5 Credit for Undergraduate Subjects in Postgraduate Courses

In a postgraduate course, credit may not be granted for undergraduate subjects that have been completed as part of an undergraduate course where that undergraduate course is an admission requirement into the postgraduate course. In such instances the credit regulations pertaining to subject substitution will apply.

3. APPLICATIONS FOR TRANSFER CREDIT

3.1 Application Form

Applications for transfer credit shall be made on the appropriate form available from the Student Administration Office and must be lodged at the Student Administration Office.

3.2 Timing of Applications

Applications for transfer credit should be lodged at the same time as applications for admission to a course, but may be lodged at a later time.

3.3 Documents

3.3.1 General Requirements

Applications should be accompanied by:

- a certified copy of transcripts of academic qualifications, and any other supporting documents that may be appropriate, for example: an explanation of the grading system used if this is not provided on a transcript; and, when required
- a photocopy of subject outlines taken from an institution's calendar or handbook for the year in which the subjects were successfully completed;
- a certified translation if the transcript or other documents are not in English;
- other supporting documentation at the University's request.

3.3.2 Subject Outlines

Subject outlines provided should include:

- a detailed list of the topics covered in the subject;
- the size and duration of the subject (eg 3 hours/week for 15 weeks); and
- the prescribed textbook and recommended readings.

If the subject outlines do not include this information it should be supplied separately.

3.4 Determining Applications

Applications will be determined by Student Administration Office staff or the Course Co-ordinator, Sub-Dean or Dean within policy and delegations approved by the Faculty Board.

3.5 Notification and Recording of the Decision

Students will receive advice in writing from the Student Administration Office of the result of their application. Subjects for which students receive credit will be recorded as credit on the students' transcript and no grade will be shown for such subjects. (see also clause 6.2 below).

4. APPLICATIONS FOR PROFICIENCY CREDIT

4.1 Application Form

Applications for proficiency credit shall be made on the appropriate form available from the Student Administration Office, and must be lodged with the Student Administration Office.

4.2 Timing of Applications

Applications for proficiency credit may be lodged by students at any time, preferably before students are required to enrol in the subject.

4.3 Supporting Statement

Students should provide on the application form the basis upon which proficiency is claimed in the subject. Appropriate documents (eg a statement from an employer regarding work experience) should accompany applications.

4.4 Determining Applications

Applications will be referred to the Course Co-ordinator who shall determine in consultation with the Head of the teaching School whether the subject is open to an application for proficiency credit.

If a subject is open to proficiency credit, the Subject Co-ordinator will assess the students' proficiency. If an examination is necessary, the Subject Co-ordinator will set the examination and arrange for the students to be advised where and when it is to be conducted, and whether the examination is to be written or oral, or a combination of written and oral, or a demonstration of skill.

Where the examination is to be a written examination, the Subject Co-ordinator shall give a general indication of the format of the examination which may include for example:

- the number of questions;
- the marks allotted to each question;

- the type of answers required (multiple choice, short answers, essays);
- the materials to be provided by the University;
- the materials to be provided by the student.

The Course Co-ordinator will determine applications in the light of the recommendations made by the Subject Co-ordinator.

4.5 Notification and Recording Decisions

Students will receive advice in writing from the Student Administration Office of the result of their application. Where the application is successful, the subject will be shown as credit on the students' transcripts. No grade will be shown for such subjects.

5. APPLICATIONS FOR FORWARD CREDIT

5.1 Application

Students wishing to undertake studies at another institution to be credited towards a University award must apply in writing to the Student Administration Office.

5.2 Timing of Applications

Applications for forward credit must be made and approved before a student enrolls in and commences study in the subject offered at the other institution.

5.3 Determining Applications

Applications will be determined by the Course Co-ordinator, Sub-Dean or Dean, in consultation with the Subject Co-ordinator and within policy and delegations approved by the Faculty Board.

5.4 Notification and Recording Decisions

Students will receive advice in writing from the Student Administration Office of the result of their application. Subjects for which students receive forward credit will be shown as credit on the students' transcripts. No grade will be shown for such subjects.

5.5 Notification of Results

Students are responsible for presenting evidence to the University that they have passed the subject(s) at the other institution. Failure to do so by a date specified by the Student Administration Office will result in the cancellation of the forward credit.

6. CREDIT BETWEEN CHARLES STURT UNIVERSITY COURSES

6.1 Transfer Credit Applies

Students who are:

- permitted to transfer from one CSU course to another CSU course; or
- admitted to a CSU course having completed a CSU course which articulates with the course to which they have been admitted; or
- admitted to a CSU course having graduated from, or withdrawn from, or been excluded from a different CSU course

may apply for transfer credit in the CSU course on the basis of subjects completed in the earlier CSU course.

6.2 Graded Credit

A subject completed in the earlier course and approved for transfer credit in the new course shall be recorded on the transcript of the new course as graded credit.

6.3 Concurrent Enrolment

Where a student is concurrently enrolled in two or more courses and completes a subject in one course which he or she wants to count in the other course(s) as well, then that subject shall be recorded on the transcript of the other course(s) as graded credit.

6.4 Ungraded Credit

In some types of courses, it is not appropriate to identify for credit in the new course the individual

subjects completed in the earlier course, whether this earlier course is a CSU course or a course from another institution. Typically, this is because the new course is designed so that the earlier course itself comprises a standard component of the new course and it is completion of that component of the new course which is being shown as credit on the transcript of the new course. In such cases, the credit for the earlier course shall be recorded on the transcript of the new course as block credit. No grades are shown in block credit.

Examples of such courses are conversion course, upgrade courses and professional doctoral programs with a non-articulated master component (i.e., where an essential component of the professional doctoral program comprises a master degree completed prior to admission to the professional doctoral program, but where the credit awarded for the completed master degree is less than the total point value of the master degree).

7. CREDIT FOR OPEN LEARNING AUSTRALIA SUBJECTS

Subject to paragraphs 2 and 3 below, students who complete OLA subjects may apply to have those subjects credited to their CSU course and clause 2.3 above - Maximum Credit shall apply in such cases.

Where a student completes OLA subjects taught by CSU or designated as CSU subjects, the faculty may grant credit in such subjects over and above the limits specified in clause 2.3 above (in effect such subjects will be regarded as CSU subjects).

Credit for OLA subjects will not normally be granted for level 3 CSU subjects except where the OLA subjects are taught by CSU or designated as CSU subjects.

8. SECONDARY SCHOOL STUDIES

8.1 NSW Board of Studies Distinction Courses

The following Distinction courses offered by the NSW Board of Studies, are deemed to be equivalent to two standard, 8 point, level 1 subjects for the purposes of granting credit:

- Distinction Course in Philosophy
- Distinction Course in Comparative Literature
- Distinction Course in Cosmology.

The consideration of credit for these subjects in relation to specific courses is determined on a case by case basis within the Faculties concerned.

8.2 ACT Board of Secondary Studies Extension Units

ACT extension units completed by HSC students in the ACT will be regarded as university subjects for the purpose of granting credit.

9. SUBJECT SUBSTITUTION

9.1 The Nature of Subject Substitution

Subject substitution occurs where students are permitted to substitute a subject for a compulsory subject in which the students can demonstrate competence. Unlike credit, subject substitution does not reduce the number of subjects required to complete the course.

9.2 Limits on Subject Substitution

Subject substitution cannot apply to the research component of an undergraduate course or program, only to the coursework component. The research component of a course or program includes all of the following types of examinable research work: dissertation, project, portfolio, thesis.

9.3 Application

Applications for subject substitution must be made in writing to the Student Administration Office.

9.4 Timing of Application

Applications for subject substitution must be made and approved before the students enrol in the subject to be taken in lieu of the compulsory subject.

- 9.5 Determining Applications**
Applications will be determined by the Course Co-ordinator, Sub-Dean or Dean in consultation with the Subject Co-ordinator and within policy and delegations approved by the Faculty Board.
- 9.6 Notification**
Students will be notified in writing by the Student Administration Office of the result of their application.
- 10. REVIEW OF CREDIT AND SUBJECT SUBSTITUTION**
- 10.1 Right of Review**
Students aggrieved by a credit or subject substitution determination may apply for a review of the determination.
- 10.2 Applications**
Applications for review of a credit or subject substitution determination must be made in writing to the Student Administration Office. Reasons for the application and the grounds on which it is based must be given.
- 10.3 Timing of Applications**
Applications for review of a credit or subject substitution determination must be received within 30 days of the date of notification of the determination.
- 10.4 Deciding Applications**
Applications will be decided by the Faculty Board or under delegation by a sub-committee of the Board.
- 10.5 Notification**
Students will be notified in writing of the result of their application by the Student Administration Office.

5.2.2 Advanced Placement Policies

Applicants to the program must meet the admission requirements listed in 5.1.1.

There are no entrance examinations or advanced placements based on prior learning assessments in this program. This section is ***Not Applicable*** to this program.

5.2.3 (.1-n) Degree Completion Arrangements

This proposal contains no degree completion arrangements. This section is ***Not Applicable*** to this program.

5.2.4 (.1-n) Gap Analysis

As there are no degree completion arrangements in this proposal (as indicated in 5.2.3), a gap analysis is not necessary. This section is ***Not Applicable*** to this program.

5.2.5 (.1-n) Bridging Courses

There are no bridging studies proposed for this program. This section is *Not Applicable* to this program.

5.3 Promotion and Graduation Requirements

This appendix has been changed.

1. *Changes implemented during the current consent period: The requirements have been expanded to more fully describe the University's policies and procedures and to relate these requirements to the Canadian context. This change was implemented in January 2006.*

Promotions and Graduation requirements in CSU draw on a traditional Australian Higher Education grading system that differs from those commonly found in Canadian and other North American universities. There is no official Canadian Framework for interpreting Australian Grades, however there is long tradition of individual Canadian universities having their own methods of translating the grades and promotion and graduation requirements. Given that Canadian traditions are somewhat similar to other North American universities, the Volume on Australia, in the World Education Series of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) is considered by CSU as a reasonable authoritative source of comparison.

The key components of the CSU grading policy that impacts on the Promotion and Graduation Requirements are:

1. The pass/fail barrier in a course shall be established by criterion referencing alone so that:
 - a. there shall be no set failure rate;
 - b. the pass/fail criteria and standards remain constant in the course (during the period between major reviews of the course); and,
 - c. the pass/fail barrier requirements for each assessment task are communicated to candidates at the beginning of the session.
2. Subject to the determination of a Faculty to permit additional assessment, in specified courses offered in the Schools of the Faculty, a candidate who marginally fails will be offered the option of completing additional assessable work which, if completed at the prescribed standard, will result in the candidate passing the course.
3. Candidates who pass a course are awarded one of the following grades based on their overall achievement in the course. The grades awarded are:

| | |
|----|--|
| HD | High Distinction: an outstanding level of achievement in relation to the assessment process (85%-100%); |
| DI | Distinction: a high level of achievement in relation to the assessment process (75-84%); |
| CR | Credit: a better than satisfactory level of achievement in relation to the assessment process (65-74%); and, |
| PS | Pass: a satisfactory level of achievement in relation to the assessment process (50-64%). |

CSU Grading Policy ensures that the full range of percentage marks are used across undergraduate and post graduate programs and prescribe that generally the number of candidates in each category decreases from PASS to CREDIT to DISTINCTION to HIGH DISTINCTION. The average distribution of candidates across grades in the Faculty of Education across both undergraduate and post graduate programs over the last 15 years are: 5% - HD, 15%- D, 30%- CR, 40%- P.*

These percentage marks and categories of achievement do not readily align with those used in Canadian or other North American institutions, so commencing candidates will be provided with an Explanation Sheet setting out a comparison of these grades against typical North American grades and percentage marks. The relativity was developed after an analysis of publicly available information on Canadian University websites, additional grade distribution information found on some transcripts of candidates applying to CSU over the last 15 years, and the research and scholarly literature on grading and assessment issues in Canadian and other North American universities. Importantly, these relativities are consistent with the recommendations in the Volume on Australia in the World Education

* Note – these statistics were collected from the minutes of the Faculty of Education's Assessment Committee. At the times of collection 10% of students had either Failing grades or Grades pending

Series of the American Association of Collegiate Registrars & Admission Officers. An example of this Information Sheet is appended to the end of this section.

A summary grading guide is also included at the end of this section that would be used to guide course lecturers in the assessment of candidates.

4. CSU also uses Grade Point Averages within its Graduation Policy to identify candidates who will graduate with Distinction. At CSU, the Grade Point Average (GPA) is calculated by multiplying the numeric value of the grade by the point value of the course. The sum is then divided by the sum of the point values of the course.

The numeric values assigned to each grade:

| | |
|------------------|---|
| High Distinction | 7 |
| Distinction | 6 |
| Credit | 5 |
| Pass | 4 |
| Fail | 0 |
| Fail Withdrawn | |

The GPA is calculated correct to two decimal points. The maximum GPA is 7.00; the minimum GPA is 0.00. The courses included in the GPA are all courses graded with the following grades that are included in the program. This includes courses for which graded credit has been approved and failed courses which may have been passed at a later attempt.

| | |
|----|------------------|
| HD | High Distinction |
| DI | Distinction |
| CR | Credit |
| PS | Pass |
| FL | Fail |
| FW | Fail Withdrawn |

Courses not included in the calculation of the GPA include: courses for which ungraded credit has been granted; courses which are additional to program requirements; and courses which are graded in the following manner:

| | |
|----|------------------------|
| SY | Satisfactory |
| US | Unsatisfactory |
| AW | Approved Withdrawal |
| IP | In Progress |
| NA | Not Assessed |
| TA | To be Assessed |
| AA | Additional Assessment |
| GP | Grade Pending |
| SX | Supplementary Exam |
| AE | Additional Examination |

Summary of CSU Policy: Satisfactory Academic Performance

CSU policy on satisfactory academic performance does not vary across undergraduate and post graduate course work programs. Separate regulations exist for Research Higher Degrees such as PhD.

1. Candidate's academic progress will be evaluated using rules relating to course progression, key courses, professional experience components of programs, and performance in the first two years of study.

2. The University expects a candidate to progress through his/her program at a rate that will enable the candidate to complete the program in a specified maximum time (twice the standard time specified to complete that program).
3. A candidate shall pass each key course in his or her program at no more than two attempts. Key courses shall be identified by Faculties as those in which repeated failure by a candidate indicates that he or she is unlikely to master the knowledge and or skills necessary to successfully complete the program.
4. At the completion of their first calendar year of enrolment, a candidate who has not passed at least one course in his or her program will be notified by the Executive Director, Student Administration that he or she is "at risk" of exclusion from the program. An "at risk" candidate who fails to pass any course in the second calendar year of enrolment in his or her program shall be excluded from the program.

The specific satisfactory progress requirements applicable shall be conveyed to candidates in specific information supplied at the time of their first enrolment in the program.

Further details of CSU Policy on Satisfactory Academic Performance can be found at http://www.csu.edu.au/acad_sec/regulations.htm.

Summary of CSU Policy: Graduation

CSU policy on graduation does not vary across undergraduate and post graduate course work programs. Separate regulations exist for Research Higher Degrees such as PhD.

In order to graduate candidates must complete to the satisfaction of the Faculty, the requirements for the program as specified in the Regulations for the program published in the University Handbooks and elsewhere. For the purpose of this Regulation, candidates have not completed requirements for an award until all GP grades are converted.

Candidates in eligible programs, those comprising 64 points (8 course equivalent) or more, who have completed a minimum of the equivalent of one year's full-time study at Charles Sturt University, shall be considered for an award With Distinction if the candidate has achieved a Distinction-average as measured by CSU's calculation for a Grade Point Average.

Candidates in eligible programs who have completed less than the equivalent of one year's full-time study of their course at Charles Sturt University shall be considered for an award With Distinction if the candidate has achieved a Distinction-average (or equivalent as determined by the Dean) in their studies for which the credit was granted.

Further details of CSU Policy on Graduation can be found at http://www.csu.edu.au/acad_sec/regulations.htm

Requirements for the Bachelor of Primary Education Studies

| | <i>Level of Achievement</i> | |
|--|---|--|
| | <i>Promotion</i> | <i>Graduation</i> |
| Requirements for Courses in disciplines within the main field(s) of study are the same as overall achievement. | <p>At the completion of their first calendar year of enrolment, a candidate who has not passed at least one course in his or her program will be notified by the Executive Director, Student Administration that he or she is "at risk" of exclusion from the program.</p> <p>An "at risk" candidate who fails to pass any courses in the second calendar year of enrolment in his or her program shall be excluded from the program.</p> | The Bachelor of Primary Education Studies is the equivalent of a 1.25 year degree program completed in 1 calendar year. Candidates are required to successfully complete 80 points (equivalent of 10 CSU 8 point courses) to be eligible for graduation. |

CSU Ontario Grade Equivalence Table, Faculty of Education, CSU

| European Union | | Canadian | | | | CSU | | CSU calculation of Equivalent Canadian Grades | |
|----------------|---|-----------------------------|--|--|--|-----|--|---|-------------------------------|
| ECTS Grade | Recommend ECTS % candidates receiving grade | Typical Nth American Grades | Recommended % UG candidates receiving grade in Canadian University A | Recommended % UG candidates receiving grade in Canadian University B | Recommended % PG candidates receiving grade in Canadian University B | CSU | Actual average of Faculty of Education - over 15 years | Equivalent Canadian UG Grades | Equivalent Canadian PG Grades |
| A | 10 | A+ | 21-31 | 4-8 | 10-15 | HD | 5 | A+ | A+ |
| | | A | | 7-12 | 14-15 | D | 15 | A A- | A |
| | | A- | | 10-17 | 16-15 | | | | |
| B | 25 | B+ | 46-53 | 11-16 | 17-17 | CR | 30 | B+ B | A- B+ |
| | | B | | 15-16 | 16-16 | | | | |
| | | B- | | 14-12 | 14-10 | P | 40 | B B- C+ C C- | B B- |
| C | 30 | C+ | 13-25 | 11-7 | 8-7 | | | | |
| | | C | | 9-5 | 2-1 | | | | |
| | | C- | | 6-3 | 1-1 | | | | |
| D | 25 | D+ | 1.6-3 | 4-2 | | F | | D+ D D- | |
| | | D | | 3-1 | | | | | |
| | | D- | | | | | | | |
| E | 10 | | | | | | | | |
| FX | | | | | | | | | |
| F | | F | 2-6 | 6-1 | | | | | |
| | | | variation across Faculties/Level | variation across 4 levels | | | average across UG, PG & levels | | |

Grading guide within the Bachelor of Primary Education Studies

| Fail | Pass | Credit | Distinction | High Distinction |
|---|--|--|---|---|
| A marginally satisfactory or unsatisfactory level of achievement in relation to the assessment process | A comprehensive level of achievement in relation to the assessment process | A meritorious level of achievement in relation to the assessment process | A excellent level of achievement in relation to the assessment process | An exceptional level of achievement in relation to the assessment process |
| For example: | For example: | For example: | For example: | For example: |
| <ul style="list-style-type: none"> • Marginal or unsatisfactory understanding of the principal assumptions, methods and applications within business administration. | <ul style="list-style-type: none"> • A sound understanding of the principal assumptions, methods and applications within business administration. | <ul style="list-style-type: none"> • A very strong understanding of the principal assumptions, methods and applications within business administration. | <ul style="list-style-type: none"> • An extensive understanding of the principal assumptions, methods and applications within business administration. | <ul style="list-style-type: none"> • An exceptional understanding of the principal assumptions, methods and applications within business administration. |
| <ul style="list-style-type: none"> • Marginal or unsatisfactory understandings of connections within and across the discipline and other disciplines | <ul style="list-style-type: none"> • Clear evidence of comprehensive understanding of connections within and across the discipline and other disciplines. | <ul style="list-style-type: none"> • Broad evidence of strong understandings of connections within and across the discipline and other disciplines | <ul style="list-style-type: none"> • Ongoing evidence of excellent understanding of connections within and across the discipline and other disciplines | <ul style="list-style-type: none"> • Exceptional evidence of understanding of connections within and across the discipline and other disciplines |
| <ul style="list-style-type: none"> • Marginal or unsatisfactory ability to interpret and critically analyze relevant material | <ul style="list-style-type: none"> • Demonstrated ability to interpret and critically analyze relevant material | <ul style="list-style-type: none"> • Demonstrated strong ability to interpret and critically analyze relevant material over time | <ul style="list-style-type: none"> • Extensive ability to interpret and critically analyze relevant materials over time | <ul style="list-style-type: none"> • Exceptional ability to engage in critique |
| <ul style="list-style-type: none"> • Marginal or unsatisfactory ability to develop cohesive and sustainable arguments in relation to business administration issues | <ul style="list-style-type: none"> • Demonstrated ability to develop cohesive and sustainable arguments in relation to business administration issues | <ul style="list-style-type: none"> • Consistently very strong ability to develop cohesive and sustainable arguments in relation to business administration issues | <ul style="list-style-type: none"> • Extensive evidence of the ability to develop cohesive and sustainable arguments in relation to business administration issues | <ul style="list-style-type: none"> • Demonstrated exceptional achievement in the development of cohesive and sustainable arguments in relation to business administration issues |
| <ul style="list-style-type: none"> • Marginal or unsatisfactory ability to engage in problem-solving using a range of appropriate approaches | <ul style="list-style-type: none"> • Demonstrated ability to engage in problem-solving using a range of appropriate approaches | <ul style="list-style-type: none"> • Very strong ability to engage in problem-solving using a range of appropriate approaches | <ul style="list-style-type: none"> • Outstanding ability to engage in problem-solving using a range of appropriate approaches | <ul style="list-style-type: none"> • Demonstrated exceptional ability in problem-solving using a wide range of appropriate approaches |
| <ul style="list-style-type: none"> • Marginal or unsatisfactory levels of access and utilisation of scholarly and professional materials | <ul style="list-style-type: none"> • Sound levels of access and utilisation of scholarly and professional materials | <ul style="list-style-type: none"> • Meritosprious levels of access and utilisation of scholarly and professional materials | <ul style="list-style-type: none"> • Excellent levels of access and utilisation of scholarly and professional materials | <ul style="list-style-type: none"> • Consistently exceptional access to and use of scholarly and professional materials |

| <i>Fail</i> | <i>Pass</i> | <i>Credit</i> | <i>Distinction</i> | <i>High Distinction</i> |
|--|--|--|---|---|
| <ul style="list-style-type: none"> • Marginal or unsatisfactory appropriate use of sources in the development and support of scholarly arguments and positions | <ul style="list-style-type: none"> • Thorough use of sources in the development and support of scholarly arguments and positions | <ul style="list-style-type: none"> • Consistently very strong and appropriate use of sources in the development and support of scholarly arguments and positions | <ul style="list-style-type: none"> • Excellent use of sources in the development and support of scholarly arguments and positions | <ul style="list-style-type: none"> • Exceptional use of primary sources and evaluation of secondary sources to support arguments and positions |
| <ul style="list-style-type: none"> • Marginal or unsatisfactory ability to articulate appropriate processes of problem-solving in relation to research or professional problems | <ul style="list-style-type: none"> • Demonstrated ability to clearly articulate appropriate processes of problem-solving in relation to research or professional problems | <ul style="list-style-type: none"> • Consistently and very soundly demonstrated ability to articulate appropriate processes of problem-solving in relation to research or professional problems | <ul style="list-style-type: none"> • Outstanding ability to articulate appropriate processes of problem-solving in relation to research or professional problems | <ul style="list-style-type: none"> • Demonstrated exceptional ability in the articulation and use of appropriate problem-solving strategies and the framing of research questions and approaches |
| <ul style="list-style-type: none"> • Marginal or unsatisfactory ability to communicate effectively and with different audiences | <ul style="list-style-type: none"> • Demonstrated ability to communicate effectively and with different audiences | <ul style="list-style-type: none"> • Very strong demonstrated ability to communicate effectively with different audiences | <ul style="list-style-type: none"> • Excellent ability to communicate effectively and with different audiences | <ul style="list-style-type: none"> • Exceptional ability to communicate effectively with a range of audiences |
| <ul style="list-style-type: none"> • Marginal or unsatisfactory awareness of the limitations of knowledge. | General awareness and appreciation of the limitations of knowledge. | Very strong awareness of the limitations of knowledge, evidence of reflection on either the field of knowledge or the student's own knowledge. | Excellent awareness of the limitations of knowledge, evidence of reflection on both the field of knowledge and the student's own knowledge. | Exceptional critical appreciation of the limitations of knowledge – both in business administration and in the student. The ability to use this knowledge to frame philosophical and practical inquiry. |

6.2.1 Professional/Accreditation or Other Requirements

This appendix has been changed.

- 1. Changes implemented during the current consent period: The appendix has been updated to reflect the two accreditations undertaken by the Ontario College of Teachers since the program received initial Ministerial consent.*

Following a detailed submission and comprehensive review, the Bachelor of Primary Education Studies was successfully accredited by the Ontario College of Teachers for a two year period from 2005. A further review was conducted in 2007 and the program has been re-accredited for a further five years.



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

September 11, 2007

Dr. Rod Francis
Head of Ontario Campus, Associate Head of School
Charles Sturt University, Ontario
Bay Area Learning Centre
860 Harrington Court
Burlington ON L7N 3N4

Dear Dr. Francis,

Re: Accreditation Decision

Please find enclosed the written report of the decision issued by the Accreditation Committee on May 31, 2007 regarding the application for renewal of a program of professional education (consecutive) leading to a Bachelor of Primary Education Studies offered by the Faculty of Education, Charles Sturt University, Ontario.

In accordance with subsection 41(1) of Regulation 347/92, Accreditation of Teacher Education Programs, you may appeal the decision of the Accreditation Committee by delivering a Notice of Appeal to the Registrar within 60 days after receiving the written decision. The Notice of Appeal must set out the grounds for the appeal and the facts on which it relies, and be accompanied by the appeal fee prescribed in Section 23.14 of the College bylaws.

If no Notice of Appeal is received by the Registrar within the prescribed time period, the decision of the Accreditation Committee becomes part of the public record.

Should you have any questions, please contact Janis Leonard, Manager, Accreditation at 416-961-8800 extension 853, or toll-free in Ontario at 1-888-534-2222 extension 853.

I wish you success in the continued implementation of your program of professional education.

Sincerely,

A handwritten signature in black ink that reads "Gordon Hough".

Gordon Hough
Chair, Accreditation Committee

Encl.

Copy: Brian McGowan
Joe Jamieson
Janis Leonard

121 Bloor Street East, Toronto ON M4W 3M5
416-961-8800 1-888-534-2222 (ONTARIO) FAX/TELÉC. 416-961-8822
info@oct.ca www.oct.ca

Leadership Excellence Responsibility Leadership Excellence Responsabilité

Decision of the Accreditation Committee

For the reasons set out above, the Accreditation Committee finds that the program of professional education delivered in a consecutive mode by the Faculty of Education at Charles Sturt University, Ontario fully satisfies the requirements of Regulation 347/02, Accreditation of Teacher Education Programs, and grants general accreditation for a period of five years (May 31, 2012).



Dufferin-Peel Catholic District School Board

40 Matheson Boulevard West, Mississauga, ON, L5R 1C5, Tel: (905) 890-1221

February 23, 2009

Dr. Will Letts, PhD
Charles Sturt University of Ontario
860 Harrington Court
Burlington, Ontario
L7N 3N4

Dear Dr. Letts:

I am pleased, on behalf of the Dufferin-Peel Catholic District School Board, to write a letter in support of your Primary Education Studies Program. I have been intimately aware and familiar with your program since your university's inception here in Ontario. In my position as Superintendent of Human Resources, then as Associate Director of Education and now as Director of Education, I have been involved in the recruitment of teachers to our board over the last six years. In that capacity, I have had the opportunity to visit and to meet candidates from all faculties of education and also teachers who worked with faculty candidates in their practicum.

I would say, unequivocally, that the program at your Australian university exceeds the expectations that we as a system have for first year teachers entering our system of education. Candidates who graduate from your university have an excellent combination of the theoretical approaches to pedagogy and the practical applications that teachers must deal with in Ontario classrooms today. Both the length of the practicum, the course curriculum, the blending of your faculty from those who were practitioners in Ontario and the means of evaluating your candidates have all ensured that in Dufferin-Peel there is great demand for your candidates, your students, both in our practicum and as full-time hires.

We have witnessed each year the steady increase of candidates being selected from Charles Sturt University. As is my practice as Director, I meet each year with the students that we hire from various faculties and I continue to be impressed by the students from Charles Sturt University.

In a most recent conversation with first year hires, I asked a group of students who were from your university if they felt that your university prepared them for their first year of teaching and an over-whelming response was that they felt the program that they entered had in fact given them both the theoretical and practical knowledge to go into a classroom and to lead those students into a greater understanding of learning. I will say that when I asked the same question from other faculties, the response was not as supportive, and I am not surprised. I would continue to hope that the approach Charles Sturt University takes in your Primary Education Studies Program will be expanded to other areas of curriculum studies in the near future.

I am very pleased, as the Director, to have students hired for both permanent and long-term occasional positions in our board, and I know I speak for the administrators in our system who are eager to have your students in their practicum programs in our school system.

Continued goodwill.

Sincerely,

A handwritten signature in black ink, appearing to read 'John B. Kostoff', written over a horizontal line.

John B. Kostoff
Director of Education

JBK:al



Halton District School Board

Wayne Joudrie, *Director of Education*

Bruce Jones, *Chair of the Board*

February 18, 2009

Will Letts, PhD
Head of School
School of Education
Charles Sturt University Ontario
860 Harrington Court
Burlington, Ontario L7N 3N4

Dear Will:

On behalf of the Halton District School Board, it is my pleasure to support Charles Sturt University's Bachelor of Primary Education Students' Program.

Charles Sturt University's graduate students meet or exceed requirements in the field of practice training and move on to careers as highly valued staff members by future employers, professional licensing bodies or other educational institutions.

Students who have undertaken their in-school experiences and practicums in Halton schools are exceptional. This close relationship promotes and fosters an innovative link between the University and school-based stakeholders.

Halton District School Board staff secondments to Charles Stuart University have been so successful, extensions to several contracts have been granted.

Our Board fully endorses the exceptional, professional training provided by University's Bachelor of Primary Education Studies Program.

Sincerely,

Wayne Joudrie
Director of Education
Halton District School Board

J.W. Singleton Education Centre • 2050 Guelph Line, P.O. Box 5005, Burlington, Ontario L7R 3Z2
Phone: (905) 335-3663 • (905) 842-3014 • (905) 878-8451 Fax: (905) 335-9802 www.hdsb.ca



CHRIS SPENCE
Director of Education
TEL (905) 527-5092 EXT.2297 FAX: (905) 521-2539

February 25, 2009

Dr. Robert Meyenn, Provost,
Charles Sturt University Ontario,
860 Harrington Court,
Burlington, ON L7N 3N4

Dear Dr. Meyenn,

As HWDSB continues our association with Charles Sturt University's Ontario School of Education program for the third year, we are pleased to provide you with our assessment of the success of this partnership. We are very supportive of several components of the CSU program. The strengths that we have observed include the following:

- CSU is very supportive of the Associate Teacher in the provision of release time to allow for planning and collaborating with the site coordinator and the student teachers.
- The Paired Practicum model reinforces the collaborative culture that we are promoting at HWDSB.
- The use of instructors who are practicing classroom teachers, seconded to CSU, ensures that Teacher Candidates receive instruction from current practitioners, who have knowledge and experience of current best practice and instructional pedagogy.
- The leadership opportunity afforded to HWDSB teachers who are seconded to CSU has provided a valuable growth experience for our aspiring leaders.

The schools that have provided practicum placements for CSU students consistently report on the high caliber and quality of Teacher Candidates. We have found that schools who began providing Associate Teachers have continued to maintain their relationship with CSU.

We look forward to our continuing association with Charles Sturt University's Ontario School of Education.

For our students,



Dr. Chris Spence
Director of Education

100 MAIN STREET WEST, HAMILTON, ON L8P 1H6 TEL.: 905.527- 5092 FAX: 905 521-2539. www.hwdsb.on.ca

Students Achieving Their Full Potential!



Will Letts, PhD
Head of School
School of Education
Charles Sturt University Ontario

Monday March 2, 2009

Dear Will,

I wanted to express to you and your organization the great pride we have in being a host school for your University. Orchard Park has been hosting Charles Sturt candidates since the program's inception 5 years ago.

As the Principal of the school it is encouraging to hear of the tremendous skill with which your candidates arrive. I have had the opportunity to observe the candidates during their placements and am pleased to see professionals that are well prepared, organized and thoughtful in their approach to all staff and students.

My host teacher's often reflect on the level of knowledge each candidate brings to the school. It is clear to them that the course teachings offered at Sturt focus on excellent lesson design, solid assessment and evaluation practices, differentiated instruction and the importance of creating learning environments that are welcoming and conducive to each student learning to the best of their ability.

We also feel that the gradual release of the teaching practicum is outstanding. The candidates are supported by staff at their host school and stress the importance of feeling connected to their host school. They have had the time to develop relationships with staff and particularly their students.

I know as well that candidates are successful in their goal of attaining full time employment. I have had the opportunity to support teacher candidates in their quest for employment in mock interviews and observations. It is rewarding to hear of their success at Halton schools and celebrate their personal achievement. When a Charles Sturt candidate applies to a position at a Halton school it is widely known that their experiences at Charles Sturt have prepared them well for the joy of teaching as well as the demands of teaching.

Tel.: 905-331-7233

Fax: 905-335-8394



Planting Seeds for a New Tomorrow
5151 Dryden Ave., Burlington, Ontario L7L 7J3



Orchard Park will continue to offer placements for Charles Sturt candidates as we regard this opportunity as powerful and extremely rewarding. In fact we have made the decision to only offer placements for student teachers in your program. This decision is in response to the quality of the program, the skill of your candidates as well as the support your instructors offer to the candidates and our host teachers.

I commend you all on the development and execution of the program.

Sincerely,

Libby Stephenson
Principal
Orchard Park Public School

Tel.: 905-331-7233

Fax: 905-335-8394



Planting Seeds for a New Tomorrow
5151 Dryden Ave., Burlington, Ontario L7L 7J3

Will Letts, PhD
Head of School
School of Education
Charles Sturt University Ontario

Monday March 2, 2009

Dear Will,

J. M. Denyes has been hosting Charles Sturt candidates since the program's inception five years ago. I am pleased to have both hosted and worked with them since my arrival two years ago.

I have had many opportunities to observe and to speak with the candidates during their placements. They are well prepared and organized in their approach to staff and students at the school.

The course teachings being offered at Charles Sturt focus on excellent lesson design, solid assessment and evaluation practices, differentiated instruction and the importance of creating learning environments. The host teachers are impressed with the knowledge and commitment of the candidates.

I have hired two graduates for Long Term Occasional contracts. These new teachers excelled in the classroom and worked well with the staff and parents here. I am pleased to say that I have offered both of them a permanent contract.

J.M. Denyes will continue to offer placements for Charles Sturt candidates as we regard this as a great opportunity for both candidates and hosts.

Sincerely,



Lois Dickson
Principal
J.M. Denyes School

6.3.1 Program Level Learning Outcomes

This appendix has been changed.

1. *Changes implemented during the current consent period: As a result of our on-going quality assurance processes, including gathering evaluative data from teacher candidates, Associate Teachers, Site Coordinators, and Faculty members, we expanded upon the program outcomes in preparation for the Ontario College of Teachers reaccreditation process in 2007.*
2. *Changes being proposed for implementation under the new consent: Nil*

| Program Learning Level Outcomes | Courses, course segments or workplace requirements that contribute to this outcome |
|---|--|
| 1. Demonstrate an entry level understanding of teacher professional practice. | <ul style="list-style-type: none"> - <i>EPT450 Practicum Seminar and EPT451 Practicum Seminar and their concurrent practicum placements</i> - <i>Law exam in ESS450 Inclusive Education and the Law</i> - <i>Practicum goal setting each Term framed by the Ontario College of Teachers' Standards of Practice and Ethical Standards</i> |
| 2. Communicate and interact effectively with children and others. | <ul style="list-style-type: none"> - <i>Practicum Placements in both terms</i> - <i>EMM450 Mathematics</i> - <i>EML450 Language and Literacy</i> - <i>EMR450 Health and Physical Education</i> - <i>EMA450 The Arts</i> |
| 3. Demonstrate an understanding of the ways children learn. | <ul style="list-style-type: none"> - <i>Practicum Placements in both terms</i> - <i>EED450 Child Development and Classroom Management</i> - <i>EMA450 The Arts</i> - <i>EMH450 Social Studies</i> - <i>EML450 Language and Literacy</i> - <i>EMM450 Mathematics</i> - <i>EMR450 Health and Physical Education</i> - <i>EMS450 Science and Technology</i> - <i>Integrated Unit assignment in EMA450, EMH450 and EMS450</i> |
| 4. Understand the characteristics, needs and interests of children. | <ul style="list-style-type: none"> - <i>EDD450 Child Development and Classroom Management</i> - <i>ESS450 Inclusive Education and the Law</i> - <i>Practicum Placements in both terms</i> - <i>EMS450 Science and Technology</i> - <i>EMM450 Mathematics</i> - <i>EML450 Language and Literacy</i> - <i>EMR450 Health and Physical Education</i> |
| 5. Create positive, stimulating and authentic learning environments. | <ul style="list-style-type: none"> - <i>Integrated Curriculum conference in EPT451 Practicum Seminar</i> - <i>EMA450 The Arts</i> - <i>EMH450 Social Studies</i> - <i>EML450 Language and Literacy</i> - <i>EMM450 Mathematics</i> - <i>EMR450 Health and Physical Education</i> - <i>EMS450 Science and Technology</i> |

| | |
|--|--|
| 6. Develop and sustain commitments to social justice and equity, and treat children, parents and colleagues in accordance with these commitments. | <ul style="list-style-type: none"> - <i>EDD450 Child Development and Classroom Management</i> - <i>ESS450 Inclusive Education and the Law</i> - <i>Equity and Social Justice conference in EPT450 Practicum Seminar</i> - <i>EML450 Language and Literacy</i> - <i>EMA450 The Arts</i> - <i>Crawford Lake excursion in Term 2 in EMA450, EMS450 and EMH450</i> - <i>Practicum goal setting each Term framed by the Ontario College of Teachers' Standards of Practice and Ethical Standards</i> - <i>Integrated Unit assignment in EMA450, EMH450 and EMS450</i> |
| 7. Cultivate understanding and respect for our nation's diverse cultural heritage, with particular attention to the cultures and perspectives of First Nations peoples. | <ul style="list-style-type: none"> - <i>EMA450 The Arts</i> - <i>EMH450 Social Studies</i> - <i>EML450 Language and Literacy</i> - <i>Practicum Placements in both terms</i> - <i>Crawford Lake excursion in Term 2 in EMA450, EMS450 and EMH450</i> - <i>Integrated Unit assignment in EMA450, EMH450 and EMS450</i> |
| 8. Articulate a personal philosophy of education based on personal experiences, educational theories, the research base, and Professional Experience opportunities in schools. | <ul style="list-style-type: none"> - <i>EPT450 Practicum Seminar</i> - <i>EPT451 Practicum Seminar</i> - <i>Practicum goal setting each Term framed by the Ontario College of Teachers' Standards of Practice and Ethical Standards</i> - <i>Practicum Placements in both terms</i> - <i>EMR450 Health and Physical Education</i> - <i>EMA450 The Arts</i> |
| 9. Value the pursuit of scholarly and intellectual endeavours. | <ul style="list-style-type: none"> - <i>EMM450 Mathematics</i> - <i>EMS450 Science and Technology</i> - <i>EMR450 Health and Physical Education</i> - <i>Practicum goal setting each Term framed by the Ontario College of Teachers' Standards of Practice and Ethical Standards</i> - <i>Practicum Placements in both terms</i> - <i>Integrated Unit assignment in EMA450, EMH450 and EMS450</i> |

6.3.2 Course Descriptions

This appendix has been changed.

1. *Changes implemented during the current consent period: The program added another course [Inclusive Education and the Law] to the nine that were part of the original submission as a result of feedback leading up to the application for accreditation by the Ontario College of Teachers in 2004.*
2. *Changes being proposed for implementation under the new consent: Some of the course titles have been amended to make them more consistent across the program.*

| Year 1 Semester 1 | Course Title | Calendar Course Description |
|----------------------|--|---|
| | EED450 Foundations 1: Child Development and Classroom Management | This course will introduce students to the main concepts of human development and learning. Candidates will develop an understanding of individual differences, socio-cultural influences and relevant theories influencing child development, learning and behaviour. Strategies will be developed for using this information to build learning communities in which Candidates demonstrate both personal and social responsibility. |
| | EML450 Language and Literacy | This course is designed to equip Candidates with the skills and knowledge to become effective classroom practitioners in the teaching of literacy. There is an emphasis on the continuum of language literacy learning and the development of a community of learners. Being literate in today's society is incredibly complex involving a range of speaking, listening, reading, viewing, writing, representing. This course will enable candidates to focus on different processes of this complex task in a way that is manageable. |
| | EMM450 Mathematics | This course seeks to develop Candidates' knowledge and skills in the area of Primary/Junior mathematics education. Mathematics concepts and understandings are developed through a problem-solving context that explores the way children construct mathematical ideas. The first phase of the course describes how children construct mathematical ideas and challenges students to examine the way in which they personally make mathematical meaning. The second phase considers the mathematical knowledge and understandings children are generally expected to acquire in Primary/Junior school curriculum. Throughout the course, Candidates are encouraged to think about the way children construct mathematical ideas and understandings with the view of creating learning environments that are relevant, realistic, richly situated and authentic. |

| | | |
|--|---|--|
| | EMR450 Health and Physical Education | <p>This course aims to prepare Candidates for teaching Health and Physical Education in elementary schools in Ontario, while placing the Ontario Health and Physical Education curriculum in its wider educational and social context. The course has two major foci. First, it will introduce Candidates to the debates around the purposes and approaches to Health and Physical Education by placing the Ontario Health and Physical Education Curriculum in its wider curriculum and social context. Second, the course will connect general educational theories about learning with Health and Physical Education. A heavy emphasis of this course will be on providing Candidates with practical ideas and tools for planning and implementing successful Health and Physical Education lessons for Primary/Junior classrooms.</p> |
| | EPT450 Foundations 2: Practicum Seminar | <p>The Practicum Seminar courses are highly integrated with the in-school component of the program. Academic staff develop Candidates' knowledge and skills regarding their rights and responsibilities as Primary/Junior teachers in Ontario according to legislation and the Ontario College of Teachers <i>Standards of Practice for the Teaching Profession</i>. They are also introduced to assessment (formal and informal), reporting, lesson and curriculum planning. In this regard, students are introduced to the concept of Backward Design as it applies to individual lesson plans, and are introduced to the Ontario Provincial Report Card. The seminar also provides Candidates with the opportunity to consider what sort of teacher they want to become, reflect on practicum experiences, and chart their own progress in the form of a Growth Portfolio organized within the context of the Ontario College of Teachers <i>Standards of Practice for the Teaching Profession</i> and <i>The Ethical Standards for the Teaching Profession</i>. Strategies for building a classroom community will be explored and experienced (linked to Foundations 1: Child Development and Classroom Management). Candidates then apply this knowledge component in their practicum settings with the support of Site Coordinators and Associate Teachers.</p> |

| Year 1 Semester 2 | Course Title | Calendar Course Description |
|----------------------|-------------------------------|--|
| | EMA450 The Arts | The main aim of this course is to develop the Candidates' understanding of the role that the creative arts play in providing a balanced education for children, especially as a means of communication and expression. Candidates will acquire knowledge, skills and develop appropriate strategies to effectively teach art, music, dance and drama curricula in Ontario schools. Candidates will consider their own experience with the Arts, both personal and in their practicum schools, and how that may impact on their own comfort level when teaching the Arts in their own classroom. |
| | EMH450 Social Studies | This course is designed to provide Candidates with the opportunity to engage in and reflect upon the teaching of social studies in the elementary classroom. It requires students to become familiar with the Ontario Curriculum for Social Studies and to integrate this curriculum area within the wider curriculum of the elementary school. Candidates develop an understanding of the key social science concepts which include a strong emphasis on understanding community, citizenship, equity and social justice within an increasingly diverse and interdependent global society. The course encourages independent and collaborative learning, reflective practices for professional growth and the development of lesson plans and integrated units of study centred around inquiry methodologies. |
| | EMS450 Science and Technology | This course is designed to give Candidates a detailed understanding of what is involved in the teaching of Science and Technology in Ontario. An emphasis on developing notions of authentic technology education will form a strong part of this understanding. Practical models of pedagogy and assessment will be explicated throughout this course. Candidates will experience and observe modeled exemplars of good Science and Technology teaching. The Candidates will then be guided in the construction of their own practice and planning so that they will become confident and independent practitioners in elementary Science and Technology. Clear links to other curriculum areas will be made with particular emphasis on language and mathematics. |

| | | |
|--|---|--|
| | ESS450 Foundations 3: Inclusive Education and the Law | This course examines the political, social, historical context of education in Ontario. Legislative requirements, the role of teachers' federations and the Ontario College of Teachers will be explored. The trends that have led to special education legislation and the movement toward inclusive education will be highlighted. Candidates will gain experience in developing and implementing differentiated instruction for Primary/Junior classrooms in Ontario. |
| | EPT451 Foundations 4: Practicum Seminar | As with Foundations II, this course is highly integrated with the in-school component of the program. Candidates are supported in extending their knowledge of lesson planning from Term 1 to planning a unit comprised of a sequence of lessons focused on a particular topic, or area, of study. The principles of backward design will be applied to integrated unit plans in the other courses that includes differentiated instruction for a broad range of learners. Candidates are supported in their continuing reflection about their practicum experiences. They will be encouraged to consider what sort of teacher they want to become and to document their successes in a Presentation Portfolio organized around the Ontario College of Teachers <i>Standards of Practice for the Teaching Profession</i> and <i>The Ethical Standards for the Teaching Profession</i> . Strategies for building an inclusive classroom will be explored and experienced (linked to Foundations III: Inclusive Education and The Law and all three curriculum courses this term). |

6.3.3.1 Program Hour/Credit Conversion Justification

The Program does not include laboratory components.

6.3.3.2 Course Schedule

This appendix has been changed.

1. *Changes implemented during the current consent period: This schedule reflects both an increase of one course over the nine originally proposed, and a re-sequencing of some of the courses. Both changes were made in preparation for the application for accreditation to the Ontario College of Teachers in 2004.*
2. *Changes being proposed for implementation under the new consent: We have slightly altered some of the course titles to make them more consistent across the program.*

| Year and Semester | Course Title | Course Semester Hours | Course Prerequisites and Co-requisites | Proposed Instructor (or indicate if faculty to be recruited) | Highest Qualification Earned and Discipline of Study (or required of faculty to be hired) |
|----------------------------|--|------------------------------|---|---|--|
| YEAR 1 | | | | | |
| Semester 1 | EED450 Foundations 1: Child Development and Classroom Management | 36 | Nil | Dr Alison Lord | PhD (Early Childhood Education) |
| | EML450 Language and Literacy | 36 | Nil | Dr Christine Edwards-Groves | PhD (Culture, Learning and Cognition) |
| | EMM450 Mathematics | 36 | Nil | Dr Tom Lowrie | PhD (Mathematics Education) |
| | EMR450 Health and Physical Education | 36 | Nil | Dr Michael Gard | PhD (Physical Education) |
| | EPT450 Foundations 2: Practicum Seminar | 36 plus 44 days in schools | Nil | Mary Marshall | MEd (Curriculum) |
| Semester 2 | EMA450 The Arts | 36 | Nil | Dr Peter Wilson | DCA (Ceramics) |
| | EMH450 Social Studies | 36 | Nil | Dr Ian Hardy | PhD (Educational Policy) |
| | EMS450 Science and Technology | 36 | Nil | Dr Will Letts | PhD (Science Education) |
| | ESS450 Foundations 3: Inclusive Education and the Law | 36 | Nil | Dr Alan Bain | EdD (Special Education) |
| | EPT451 Foundations 4: Practicum Seminar | 26 plus 49 days in schools | EPT450 | Dr Pat Dickinson | EdD (Educational Psychology) |
| Total Program Hours | | 350 plus 93 days in schools | | | |

The Bachelor of Primary Education Studies is a one year graduate entry program designed to meet the regulatory requirements for the licensing of elementary school teachers in the as established by the Ontario College of Teachers. Consequently, courses in “Disciplines Outside the Main Field of Study” (DO) and courses in “Disciplines Outside the Main Field of Study but Linked” (DL), are not applicable to this one year program.

6.3.3.3 Graduate Academic Course Schedule

Not applicable

6.5.1 Support for Work Experience

This appendix has been changed.

1. *Changes implemented during the current consent period: The role descriptions and responsibilities have been modified/elaborated as a consequence of our on-going quality assurance processes, feedback from Site Coordinators, feedback from our Candidates and the Report of the Program Evaluation Committee Report (November 2008).*
2. *Changes being proposed for implementation under the new consent: Nil*

Candidates will complete a minimum of 45 days of Block Practicum experience, split into four weeks in Term 1 in one school/division and five weeks in Term 2 in a different school/division. They will also spend 2 days of every additional week of the semester in their Host Schools. This time in schools provides an opportunity for Candidates to explore concepts, resources and strategies introduced in the academic component of the program.

Importantly, the Candidates will complete block Practicum experiences with the same class they visit during the weekly program. This structure adds to the depth and authenticity of the professional experience program, and provides the Candidates with the opportunity to develop a strong rapport with a cohort of children over an extended period of time - increasing the likelihood of the development of rich learning tasks that cater for the needs of individuals in these classes.

Candidates are placed by the University in schools in teams of approximately 4-6, based on the availability of spaces and Candidates' preferences (geographic, transportation, public/catholic). In the second semester, Candidates move to a second school and a second division (i.e., junior if their first placement was primary, and vice versa).

The placement of Candidates in schools in teams under the supervision of a *Site Coordinator* allows this team to contribute to the entire school community. Candidates are assigned to a 'home room' in which they will gradually begin to gain their direct teaching experience, including all 'teacher duties', with a specific group of students, but they also provide additional support to the school learning environment during their two-day a week practicum.

The Site Coordinator

A *Site Coordinator* is established at each school to provide coordination and professional development for the team of Candidates that will be assigned to each school. The responsibilities of the Site Coordinator are:

- in conjunction with the Principal, orient the Candidate to the setting, including introductions to staff, provision of rules and expectations, explanation of roles and responsibilities (e.g., punctuality, daily sign in) and information about the location and borrowing of resources;
- liaise with University personnel on the progress of the practice teaching session;
- hold regular meetings with the Candidates, share resources, professional expertise;
- attend, or arrange for an alternate to attend, all Site Coordinator meetings;
- effectively communicate feedback from faculty to schools and vice versa;
- organize an efficient schedule of observations/feedback sessions, in collaboration with the Faculty Supervisor, for the 2-3 formal visits they provide each term;
- support the Associate Teacher in the writing of mid-session formative practice teaching reports (one page Status Report) and an end-of-session summative practice teaching report (Practicum Evaluation Report), and Developmental Support forms when necessary, ensuring that the reports are discussed with the Candidate and the Faculty Supervisor;
- deliver all of these forms in a timely fashion to the Practicum Coordinator;
- ensure that the Principal is also advised on the level of teaching competence and professional development of the Candidate;
- manage the allocation of supply teacher money provided by CSU Ontario for purposes of Site Coordinator meetings, meetings between Candidates, Associate Teachers, Site Coordinators, and Academic Faculty; and
- coordinate the submission of invoices each semester and ensure that they are delivered to the CSU Ontario Administrative Officer promptly for processing.

The Administrator

Although the Site Coordinator assumes the major responsibility for coordinating and supervising the group of Candidates while in the school, it is important that the Administrator officially welcomes the Candidates into the school culture. Administrators should also support the Site Coordinator by outlining the rules and responsibilities of Candidates while at the school, indicating that they are teachers in training and, as such, are expected to abide by all the expectations of the Ontario Teachers' Federation and the Ontario College of Teachers.

The Associate Teacher

Teacher Education at the CSU Ontario is a co-operative endeavour by the staff of the University and the staff of the Host Schools. In many ways, the Associate Teacher is the most influential colleague that Candidates meet during their program. In the classroom, the Candidates' attitudes and patterns of professional behaviour will be strongly influenced by their Associate Teacher. It is essential that the Practicum be viewed as a two-way process in which Associate Teachers open their teaching to the scrutiny of Candidates, as well as the reverse. Although the Associate Teacher does provide feedback and an evaluation of how well the Candidate has performed, it is hoped that they will be seen less as an evaluator and more as a mentor for the Candidate.

The Associate Teacher should:

- provide in advance information about the setting, including the background interests and abilities of the children in their classroom;
- provide information about the classroom program and school resources;
- attend training information activities related to Associate Teacher responsibilities;
- plan, in advance, the commencement and general structure of the teaching session;
- provide adequate time, information and resources to enable the Candidate to meet the requirements of the practice teaching experience;
- provide regular and detailed formative feedback on individual lessons both in writing and orally to the Candidate; and
- in collaboration with the Site Coordinator, provide formative feedback at mid-term (Oct./Feb.) and at the end of the first week of each block of teaching practice (One-Page Status Report) and summative feedback at the completion of each block (Practicum Evaluation Report).

The Faculty Supervisor (Academic Faculty)

The Faculty Supervisor also assumes a key role, observing Candidates in their school placements and facilitating sustained reflections by the Candidate on integration of theory and practice. They work closely with the Site Coordinator to identify strengths and weaknesses of the Candidates and to develop a support program to enhance the learning outcomes for all.

If the Candidate is experiencing difficulties in the school, it will be the Faculty Supervisor who works directly with the school to resolve issues in a co-operative and fruitful manner.

Typically the Faculty Supervisor is a member of the teaching staff of the University. As such, they are well-placed to lead reflective discussions with Candidates regarding their in-school professional experiences.

The Practicum Coordinator

The Practicum Coordinator is ultimately responsible for all aspects of the Practicum programs, working closely with University Faculty, School Board Authorities, and Host School partners (Administrators, Site Coordinators, Associate Teachers) along with Candidates to provide effective, mutually beneficial high quality experiences for all participants. Further responsibilities include:

- co-ordinate and monitor the development of practicum material across all programs and practicum courses offered by the CSU Ontario;
- co-ordinate the planning, preparation, implementation and evaluation of each professional experience;

- provide support as necessary to University and school-based colleagues as they develop and implement practicum policies, procedures and programs;
- chair committees and meetings that relate to the Candidates' practicum experiences;
- provide Candidates, Site Coordinators and University staff with relevant documentation related to assessment issues, as appropriate;
- work with Site Coordinators, Faculty Supervisors and Candidates to resolve conflicts that may arise in the practicum setting.

6.5.2 Work Experience Outcomes and Evaluation

This appendix has been changed.

1. *Changes implemented during the current consent period: Feedback from Associate Teachers, Site Coordinators and Teacher Candidates, gathered after each term, has been analysed and we have taken steps to elaborate the outcomes for Practicum and provide multiple methods for evaluating Teacher Candidates' success in meeting or exceeding those outcomes.*
2. *Changes being proposed for implementation under the new consent: Nil*

| Work Experience Outcomes | How work experience puts into practice the outcomes | Method of evaluating student during placement |
|---|---|---|
| Inform candidates of their development in relation to: <ul style="list-style-type: none"> • perceived motivation to teach • interaction with children • planning and preparation • communication skills • teaching skills • ability to organize in detail • management skills • insights and initiatives in the teaching/learning process • pupil outcomes • development as a staff member • the overall goals of the school and community • interactions with parents and other adults | <ul style="list-style-type: none"> • Candidate personal goal setting for each Term of practicum framed around the Ontario College of Teachers <i>Standards of Practice</i> and <i>Ethical Standards</i> • Discussion and refinement of personal goals in discussion with Faculty Supervisors • Regular small group meetings with Faculty Supervisors to reflect on practicum experiences • De-brief meetings after formal lesson observations | <ul style="list-style-type: none"> • Faculty Supervisor observations each Term • Associate Teacher observations and evaluation each Term • Practicum Status Report lodged mid-way through each Term of practicum • Practicum Evaluation Form lodged at the end of each term • Growth Portfolio at the end of Term 1 • Presentation Portfolio at the end of Term 2 • Implementation of a developmental Support Plan [if needed] |
| Require candidates to develop practical teaching skills at an appropriate pace; | <ul style="list-style-type: none"> • Regular small group meetings with Faculty Supervisors to reflect on practicum experiences • De-brief meetings after formal lesson observations | <ul style="list-style-type: none"> • Arts Portfolio assignment in EMA450 • Growth Portfolio at the end of Term 1 • Presentation Portfolio at the end of Term 2 • Microteaching assignment in EMS450 • Faculty Supervisor observations each Term • Associate Teacher observations and evaluation each Term |
| Require candidates to make explicit the links between the academic subjects and classroom practice; | <ul style="list-style-type: none"> • De-brief meetings after formal lesson observations | <ul style="list-style-type: none"> • Inquiry Lesson assignment in EMH450 taught in Practicum classroom • Microteaching assignment in EMS450 • Integrated Unit assignment in EMA450, EMH450 and EMS450 • Growth Portfolio at the end of Term 1 • Presentation Portfolio at the end of Term 2 |

| | | |
|---|---|--|
| | | <ul style="list-style-type: none"> • Faculty Supervisor observations each Term • Associate Teacher observations and evaluation each Term |
| Encourage continuing dialogue (based upon ongoing observation) between candidates and supervising personnel with the view to improving performance; | <ul style="list-style-type: none"> • On-going observation of each candidate's teaching practice by Associate Teacher throughout Term • Regular small group meetings with Faculty Supervisors to reflect on practicum experiences • De-brief meetings after formal lesson observations | <ul style="list-style-type: none"> • Candidate personal goal setting for each Term of practicum • Faculty Supervisor observations each Term • Associate Teacher observations and evaluation each Term • Site coordinators facilitating in-school dialogues • Practicum coordinator monitoring practicum to engage dialogues talking place • Regular Site Coordinators meetings here on campus for dialogue and communication |
| Lay the foundation for continuing study, research, self-evaluation and increasing effectiveness within the context of changing educational and social conditions; | <ul style="list-style-type: none"> • Regular small group meetings with Faculty Supervisors to reflect on practicum experiences • De-brief meetings after formal lesson observations • Candidate personal goal setting for each Term of practicum framed around the Ontario College of Teachers <i>Standards of Practice</i> and <i>Ethical Standards</i> | <ul style="list-style-type: none"> • Candidates' journals of reflections while in practicum placements • Growth Portfolio at the end of Term 1 • Presentation Portfolio at the end of Term 2 |
| Develop in each candidate a sense of responsibility for acquiring the professional and personal qualities and competencies necessary to begin a teaching career through the identification and evaluation of individual objectives; | <ul style="list-style-type: none"> • Regular small group meetings with Faculty Supervisors to reflect on practicum experiences • De-brief meetings after formal lesson observations • Candidate personal goal setting for each Term of practicum framed around the Ontario College of Teachers <i>Standards of Practice</i> and <i>Ethical Standards</i> | <ul style="list-style-type: none"> • Growth Portfolio at the end of Term 1 • Presentation Portfolio at the end of Term 2 • Faculty Supervisor observations each Term • Associate Teacher observations and evaluation each Term |

| | | |
|---|---|---|
| Assess all candidates in terms of their suitability , performance and effectiveness as teachers. | <ul style="list-style-type: none"> • Regular small group meetings with Faculty Supervisors to reflect on practicum experiences • De-brief meetings after formal lesson observations | <ul style="list-style-type: none"> • Faculty Supervisor observations each Term • Associate Teacher observations and evaluation each Term • Practicum Status Report lodged mid-way through each Term of practicum • Practicum Evaluation Form lodged at the end of each term • Growth Portfolio at the end of Term 1 • Presentation Portfolio at the end of Term 2 |
|---|---|---|

7.1.1 Quality Assurance Policies

This appendix has been changed.

1. *Changes implemented during the current consent period: The information has been updated to provide more detail on current University, Faculty and School quality assurance policies. This process is ongoing.*
2. *Changes being proposed for implementation under the new consent: As a consequence of the Program Evaluation Committee's Report (Nov 2008) some aspects of the existing quality assurance procedures will be given additional emphasis.*

UNIVERSITY QUALITY ASSURANCE

The Quality Assurance Principles of the Australian Vice Chancellors Committee encourage all Australian universities to monitor and review programs, teaching performance and assessment standards through collegial review and consultation with internal and external stakeholders and to make changes to improve quality and to respond to changes in pedagogy, learner needs and knowledge and practice.

Within the Australian Higher Education Context this happens through a variety of external and internal quality assurance processes. All Australian universities are subject to periodic external reviews by the Australian University Quality Agency. Under NSW state legislation all NSW public universities also submit an annual report to the NSW Parliament. Many programs are also accredited by state-based, national and international professional organizations. Internally, Charles Sturt University has its own quality assurance policies and procedures. The two peak University bodies to oversee quality assurance are the University Council, containing members external to the university appointed by the NSW Parliament, and the Academic Senate. University Council is responsible for quality assurance with regards to governance, management and financial sustainability. The Academic Senate is responsible for quality assurance of teaching, learning and research. The Vice Chancellor also leads a quality assurance process through the development, approval and publication of strategic and operational plans, including performance indicators and appropriate risk registers at the University, Divisional, Faculty and School Level. All of these quality assurance mechanisms with the exception of the Council, directly impact the standards of program delivery at CSU. Faculties also have quality assurance mechanisms and policies in relation to the development and approval of programs and courses, and to the assessment of student learning outcomes.

A summary of these external and internal mechanisms that impact program delivery are presented below.

Australian University Quality Agency

Charles Sturt University underwent a review by the Australian University Quality Agency (AUQA) in July 2004. The audit was conducted according to standard AUQA procedures, being based upon the University's self assessment in the form of a Performance Portfolio, supplementary material requested by the Panel and an Audit visit. The outcomes of the audit were reflected in the Audit Report, which was released in November 2004. In that report AUQA reviewed the following aspects of program delivery:

- Management of Learning and Teaching
- University Course Planning Committee
- Academic Senate and Teaching Related Sub-Committees
- Learning and Teaching Plan
- Course Profile
- The Student Experience
- Accreditation, External Accreditation and Review
- Subject Accreditation and Review
- Assuring Academic Standards
- Student Evaluation of Subjects and Teaching
- Flexible Learning
- Flexible Learning in an E-Environment

- Centre for Enhancing Learning and Teaching
- Performance-Based Funding for Teaching
- Outcomes
- Attrition

In the Audit Report, AUQA identified seven Commendations that were considered beneficially transferable to other organizational settings. The report also affirmed further areas for development already identified by CSU and made a series of recommendation for change and improvement. CSU Published a Progress Report in 2006 identifying progress in addressing the recommendations. A copy of the Audit Report is available at: <http://www.auqa.edu.au/qualityaudit/universities/> and a copy of CSU Progress report at: <http://www.csu.edu.au/division/plandev/publications/>

In 2009, CSU will undergo its next AUQA audit as part of the normal 5 year cycle. As identified in the University's response to the *Program Evaluation Committee's Report* (Nov 2008), CSU will utilize both its Self Study and the *Program Evaluation Committee's Report* as part of the preparation for the AUQA audit.

Annual Reports to NSW Parliament

As a publicly funded University, established by a NSW Act of Parliament in 1989, Charles Sturt University is required to submit an Annual Report to the NSW Parliament. Annual Reports contain information on Learning and Teaching as well as Strategic Directions, Performance Statistics, Corporate Governance, Research, Regional Engagement and Resources Management and Generation.

Annual Reports from 1997 to 2007 are available on the CSU Website:

<http://www.csu.edu.au/division/marketing/annualreports/>

External Accreditation of professional programs

Professional programs within the Faculty of Education comply with external quality assurance policies on program delivery through the program accreditation process. Faculty preservice education programs are either accredited through the NSW Institute of Teachers, or for our CSU Ontario programs, the Ontario College of Teachers.

Academic Senate

University Course Planning Committee

The University Course Planning Committee assures quality of the University Course Profile. Its terms of reference related to program delivery include:

- a) determine the University's course profile, including additions or phase-out of courses, and variations to location, funding source, mode, type of offering (i.e. session or trimester based) or Faculty ownership of a course and any other variations (including phase-out of a specialization, major or minor) that have resourcing implications;
- b) approve the University's strategic plan for the development of its course profile;
- c) review the implementation of the University's strategic plan for its course profile;
- d) consider and provide advice on proposals for external partnerships, new campuses and alternative modes of delivery from the point of view of the course profile; and
- e) have the responsibility to refer to the Vice-Chancellor and the Budget Committee matters for which budget, equipment and capital works requirements, as they relate to the course profile, cannot be addressed within normal operating budget.

Academic Programs Committee

The Academic Programs Committee shall have delegated authority from the Academic Senate with respect to all courses except Master Research Programs and Research Doctoral Programs, to:

- a) approve or otherwise proposals for new or revised courses, specializations, majors and minors (and the subjects that comprise them) for addition in appropriate cases to the University Register of Awards and Courses;

- b) approve or otherwise proposals to phase out courses, specializations, majors and minors (and the subjects that comprise them), subsequent to the decision of the University Course Planning Committee to allow such a phase out;
- c) conduct periodic audits of Faculties to ensure that the Faculties are systematically and effectively implementing quality assurance mechanisms with respect to the development of new courses, specializations, majors and minors and the review of existing courses, specializations, majors and minors and to report to the Academic Senate and the Vice-Chancellor the findings of such audits;
- d) arbitrate disputes between faculties with respect to service teaching and require faculties to review particular service teaching arrangements or to conduct such reviews itself; and
- e) monitor and implement where required those aspects of course approval and planning, such as attrition and course review schedules, where the committee is the operational link to Senate and/or management policy.

The Academic Programs Committee shall also:

- a) recommend, monitor and, where necessary, conduct audits on all policies, Rules and regulations of the Academic Senate, for advice to the Senate (except those relating to Master Research Programs and Research Doctoral Programs), with particular responsibility for policy in the area of course accreditation;
- b) consider matters referred to the Committee by the Academic Senate, Faculty Boards, University Course Planning Committee and the Vice Chancellor; and
- c) publish the minutes of its meetings on the World Wide Web for the information of the Academic Senate and the University generally.

Learning and Teaching Committee

The Teaching and Learning Committee has the following terms of reference

- a) Make recommendations to Academic Senate, monitor and, where necessary, conduct audits of the learning and teaching policy and learning and teaching planning for the University;
- b) prepare a draft Teaching and Learning Policy for consideration by Academic Senate;
- c) monitor the implementation of the University's Learning and Teaching Plan and provide reports to Academic Senate;
- d) make recommendations to Academic Senate on amendments to the Learning and Teaching Policy;
- e) receive reports via Faculty processes;
- f) provide advice on policy and criteria for the award of grants from the Scholarship in Teaching Fund;
- g) make recommendations to Academic Senate on policy, criteria and process for Teaching Excellence Awards;
- h) liaise with the Information and Learning Systems Committee to create effective links between learning and teaching policy and information and learning systems;
- i) identify and promulgate guidelines on good teaching and good teaching practices; and
- j) make recommendations to Academic Senate on Key Performance Indicators for learning and teaching.

FACULTY QUALITY ASSURANCE

The Faculties of CSU have a range of quality assurance policies in operation that impact upon program delivery. The Faculty Board, and its courses and assessment sub-committees carry the main responsibility for quality assurance of programs

The Faculty Board

The relevant terms of reference of the Faculty Board are to:

- advise the Academic Senate on the teaching and research profiles of the University within the Faculty;
- consider and make recommendations to the Academic Senate with respect to the approval of new and revised programs proposed by the Schools of the Faculty;
- consider and approve revisions in existing undergraduate programs which do not constitute a significant variation in the course content or pattern of the program which results in a major difference in length, level or purpose of that program;
- determine the requirements particular to the Faculty which will provide eligibility for entry to specific programs and where necessary, to admit students;
- determine the requirements particular to the Faculty for admission to programs with credit;
- establish and specify the membership and terms of reference of such committees as it deems necessary to assist in the furthering of the delegated responsibilities;
- receive minutes and reports from its several sub-committees;
- approve the conditions for any fellowship, scholarship or prize within the Faculty;
- submit recommendations to the Academic Senate or to the Vice-Chancellor on any matter affecting teaching, scholarship and research;
- exercise its authority in academic matters as prescribed in the Academic Regulations; and
- submit a report of its proceedings to the Academic Senate. Effective from the December 1996 meeting of Senate, the minutes of Faculty Boards are to be submitted to Senate via publication on the World Wide Web.

The Courses Committee of Faculty Board

The Faculty Courses Committee shall have delegated authority from the Faculty Board with respect to all programs except Master Research Programs and Research Doctoral Programs, to:

- approve or otherwise documentation for new or revised programs, specializations, majors and minors (and the courses that comprise them);
- approve or otherwise documentation to phase out programs, specializations, majors and minors (and the courses that comprise them), subsequent to the decision of the University Course Planning Committee to allow such a phase out;
- ensure that documentation for new or revised programs, specializations, majors and minors (and the courses that comprise them) include all certifications or attestations required to demonstrate conformity with Academic Senate and Faculty policies and procedures designed to ensure the quality of such programs, specializations, majors and minors including their relevance to the professions and industries they serve;
- ensure that details of programs and courses approved in documentation before it are consistent with the official, advertised content of these programs and courses published in the University Handbooks, CASIMS and other official publications and systems;
- provide to the Faculty Board and Academic Programs Committee, each as appropriate, a list of all program documentation approved, so that they may give final approval to program proposals;
- provide advice to members of the Faculty on program planning matters; and
- provide advice to staff of the University involved in the administration of programs approved by the Faculty, including clarification where required of approved program documentation.

The Assessment Committee of Faculty Board

The Assessment Committee shall have delegated authority from Faculty Board to:

- receive and consider the recommendations of the School Assessment Committees;
- award a final grade to each student enrolled in each course in the Faculty (the Dean of Faculty, as Presiding Officer of the Committee and acting on the advice of the relevant Head of School, has authority to approve late grades, changes to grades or conversions to substantive grades which require approval before the next meeting of the Faculty Assessment Committee. Such approvals will then be reported to the next meeting of the Committee for noting);

- decide applications from students for a review of grades and other grade changes recommended by the School Assessment Committee;
- decide appeals from students against the conditions of probation imposed upon them; and
- develop and implement processes within the Faculty which shall enable the Dean to satisfy the Academic Senate or any other body auditing the academic practices of the University, that Academic Senate and Faculty assessment policy and procedures are being followed in the Faculty.

Other Quality Assurance Mechanisms and Policies within the Faculty of Education

The Faculty of Education requires all staff to constantly review their teaching. Applicants for positions in the Faculty are required to provide information about their. Once employed, staff must maintain a teaching portfolio and undertake evaluations such as peer review, Harvard One Minute papers and reflective journals.

Student evaluation of courses is mandatory and staff are required to demonstrate to the Head of School what they have done as a result of student feedback.

At the program level, each program coordinator is required to furnish the Faculty of Education's Courses Committee with an annual report, covering a wide range of issues including the teaching of courses.

Each program has a program advisory committee (See Appendix 6.1.1) which includes student and staff representatives. Also, a regular item on the Faculty of Education's Courses Committee is an allowance for feedback from lecturers and students on any aspect of a program (including practice teaching).

7.1.2 Policy on Student Feedback

This appendix has been changed.

1. *Changes implemented during the current consent period: The information has been updated to reflect a change in Academic Senate Policy in 2004.*
2. *Changes being proposed for implementation under the new consent: CSU Response to the Program Evaluation Committee's Report (Nov 2008) – Section Two 2 (a).*

As approved by the Vice-Chancellor, endorsed by the Academic Senate on 02 June 2004 (AS 04/39) and amended by Academic Senate on 01 September 2004 (AS 04/99).

Online Evaluation Survey System

The Online Evaluation Survey System was trialled in Autumn semester 2005 and introduced across the University in Spring semester 2005. The primary purpose of a system of student subject surveys is the assurance and enhancement of quality in content and delivery. Information arising out of this process is provided to staff members to improve the quality of teaching and of subjects/courses in terms of their impact on matters related to student learning.

Student subject surveys are recognised as being only one means of ascertaining the quality and effectiveness of the teaching program. The results of student subject surveys must be seen in the context of the results of other methods, such as peer review, student review, group discussion and the processes of course review undertaken by the Faculty.

Academic staff use the results to:

- improve aspects of their teaching and subjects,
- enrich the study material and readings,
- refine the assessment component and
- reflect upon their teaching.

Evaluation of Learning and Teaching

All subjects at CSU are surveyed each time they are offered. The Online Evaluation Survey System allows academic staff to customise surveys and provides access for students to complete the surveys.

The surveys have 11 common Core Items which allow the University to compare student experiences across all subjects. Academic staff are able to add further items chosen from an item bank to seek feedback on particular aspects of the learning and teaching in their subjects.

Who Gets the Results?

The purpose of evaluation of learning and teaching is to assure and enhance the quality of the content and delivery of the University's subjects. The aggregated results of all subject surveys except where a single student enrolled are provided to Heads of Schools and academic staff members after final grades for the semester have been posted.

The University may use aggregated data from surveys for research purposes. These data will not identify any individual student in any way. Aggregated results by school are published on the learning and teaching website.

Results from surveys may also be used by the academic to support applications for contract renewal, probationary review, tenure, promotion or teaching excellence awards.

What Happens with Student Feedback?

Teaching staff use the information from the survey to improve the quality of learning and teaching at the subject level. Where it is appropriate, action that has arisen from student feedback will be noted in the next subject outline.

7.1.3 Student Feedback Instruments

This appendix has been changed.

1. *Changes implemented during the current consent period: The information has been updated to reflect a change in Academic Senate Policy in 2004.*

CSU Online Evaluation Survey System

The surveys have 11 common Core Items which allow the University to compare student experiences across all subjects. Academic staff are able to add further items chosen from an item bank to seek feedback on particular aspects of the learning and teaching in their subjects.

Online Evaluation of Subjects Current Core Questions

There are 11 current core questions.

1. I found this subject stimulated my learning.
2. The quality of teaching in this subject assisted my learning.
3. Teaching was clearly directed towards the objectives of the subject.
4. Clear guidelines were provided for all assessment tasks.
5. The assessment tasks assisted my learning.
6. I was given guidance on how to improve my work.
7. I received enough feedback to understand how my performance was being judged against the assessment criteria.
8. The workload was appropriate for a subject at this level.
9. The supporting resources in this subject (eg. handouts, study material, CD-ROM, online forums, overheads, presentation software, online offerings, etc.) facilitated my learning.
10. There were adequate opportunities for communicating with academic staff if the need arose.
11. I have developed my capacity to communicate my ideas/knowledge in this area more effectively.

Online Evaluation of Subjects: Categorised Item bank

Generic Skill Development

This category has **10** item bank questions.

1. The academic staff member's approach helped sharpen my analytic skills.
2. The academic staff member's approach helped develop my problem-solving skills.
3. The academic staff member's approach helped develop my confidence in tackling unfamiliar problems.
4. The academic staff member's approach enabled me to think critically about issues pertaining to the subject.
5. The academic staff member's approach helped me develop the ability to plan my own work.
6. Studying the subject has enabled me to develop analytic skills.
7. Studying the subject has enabled me to develop time management skills.
8. Studying the subject has enabled me to develop teamwork skills.
9. My capacity to work collaboratively has been enhanced through the ways in which this subject was structured.
10. By participating in this subject, I have developed my communication skills.

Global or Overall Effectiveness

This category has **3** item bank questions.

1. Overall, I would recommend this subject to other students.
2. Overall, I would like to take another subject from this academic staff member.
3. Overall, the academic staff member is a good teacher.

Academic Staff Member

This category has **10** item bank questions.

1. The academic staff member appeared knowledgeable with regard to the subject matter.
2. The academic staff member helped me to develop specific skills in this subject.
3. The academic staff member helped me to develop points of view in this subject.
4. The academic staff member helped me understand how professionals in this field acquire new knowledge
5. The academic staff member presented materials beyond the textbook.
6. The academic staff member appeared up to date with regard to the subject matter.
7. The academic staff member seemed enthusiastic in his/her teaching.
8. The academic staff member made provisions for the different backgrounds and interests of students.
9. I could contact the academic staff member in the specified contact hours.
10. The academic staff member was generally available to students seeking advice about the subject.

Assessment and Feedback

This category has **12** item bank questions.

1. The answers to test questions were adequately explained after any class test was given.
2. The academic staff member kept me informed about my progress in the subject.
3. Feedback on assignments was provided quickly enough to benefit me.
4. The relative weight given to the assessment tasks was appropriate.
5. The types of assessment used by the academic staff member were appropriate.
6. Assessment tasks contributed to my learning in the subject.
7. I had to undertake my own research to address the assessment tasks.
8. The assessment tasks were too easy for the level of the subject.
9. The assessment tasks were too difficult for the level of the subject.
10. The academic staff member provided adequate time for me to complete my assessment tasks.
11. The academic staff member returned marked assignments in a reasonable time.

12. The EASTS system was helpful in submitting assignments.

Communication Skills (Clarity of Instruction)

This category has **13** item bank questions.

1. Presentations made by the academic staff member were clear.
2. Presentations made by the academic staff member were to the point.
3. The academic staff member spoke at a pace that I found appropriate for my understanding.
4. My questions related to the subject were answered clearly.
5. In discussions, the academic staff member used strategies to encourage students to participate actively.
6. The academic staff member's use of examples helped my understanding.
7. The academic staff member was able to simplify difficult material.
8. The academic staff member provided sufficient opportunity for questions during class time.
9. The academic staff member made effective use of appropriate presentation tools while teaching.
10. The academic staff member made clear the practical application of this subject.
11. The academic staff member dealt with topics in sufficient depth.
12. The academic staff member provided adequate examples in his/her lectures.
13. The academic staff member told us what we could expect to learn as a result of taking this subject.

Subject Organisation (Organisation and Clarity)

This category has **6** item bank questions.

1. The academic staff member provided a helpful overview at the beginning of each class.
2. The academic staff member emphasised key points in lectures.
3. The academic staff member summed up presentations in a way that helped my understanding.
4. As the subject progressed I could see how the various topics were related to each other.
5. The academic staff member covered the topics in an organised manner.
6. The academic staff member appeared well prepared for each session.

Enthusiasm / Motivation

This category has **12** item bank questions.

1. The academic staff member was enthusiastic in his/her teaching.
2. The academic staff member dealt with topics in a manner that furthered my interest in the subject.
3. The academic staff member presented interesting ideas about the subject.
4. The academic staff member was able to further my interest in the subject.
5. The academic staff member motivated me to do my best work.
6. The academic staff member motivated me to reason in this subject.
7. I was encouraged to think for myself in this subject.
8. I was encouraged to think critically about the subject.
9. The academic staff member encouraged me to raise questions in the subject.
10. The academic staff member's approach encouraged me to take greater responsibility for my learning.
11. I was provided with exciting challenges in the subject.
12. The academic staff member used a variety of appropriate methods to involve me in learning the subject.

Interaction With Students (Rapport)

This category has **6** item bank questions.

1. The academic staff member related to students in ways that promoted mutual respect.
2. I felt free to express my own views in class.
3. The academic staff member helped to generate a climate that was conducive to learning.
4. The academic staff member had a good rapport with this class.
5. The academic staff member seemed genuinely concerned with students' progress.

6. The academic staff member behaved in an equitable way toward all students.

Impact on Students (Amount Students Have Learned)

This category has **8** item bank questions.

1. I learned a great deal from this subject because of the efforts of the academic staff member.
2. As a result of this academic staff member's teaching, I have positive feelings toward this field of study.
3. The academic staff member helped me to value new viewpoints in the subject.
4. The academic staff member, in the way she/he taught, contributed significantly to my professional training.
5. I have found myself questioning my beliefs as a result of studying this subject.
6. I learnt new ways to think through difficult issues in this subject.
7. I increased my understanding of ethical conduct through my studies in this subject.
8. The academic staff member was responsive to my learning needs.

Breadth of Learning

This category has **4** item bank questions.

1. I gained a greater understanding of the demands of professional practice through my studies in this subject.
2. I gained a greater understanding of regional issues and developments through my studies in this subject.
3. I gained a greater understanding of national issues and developments through my studies in this subject.
4. I gained a greater understanding of international issues and developments through my studies in this subject.

Learning Materials and Resources

This category has **21** item bank questions.

1. The learning materials guided me well through my learning in the subject.
2. The learning materials explained concepts clearly.
3. The learning experiences provided for in the learning materials helped my understanding.
4. The learning tasks were useful in aiding my understanding.
5. The non-assessed activities were useful in aiding my understanding.
6. The learning experiences provided for in the learning materials were interesting.
7. The study guide enabled me to understand the subject more comprehensively.
8. The academic staff member who taught me provided an adequate number of supplementary readings during the session.
9. The author of the learning materials provided a useful list of recommended reading.
10. The recommended reference materials were readily available.
11. The learning materials provided were consistent with the objectives of the subject.
12. The author of the learning materials structured them in a manner that facilitated my learning.
13. The author of the learning materials provided learning material that enabled me to explore issues in depth.
14. The academic quality of the learning materials was high.
15. The academic staff member who taught me provided adequate teaching support via the online forum and other means if applicable (eg. teleconferencing)
16. The academic staff member who taught me provided adequate teaching support via phone and email consultation.
17. The recommended resources in the subject were readily available to students.
18. The readings provided contributed to my understanding of the subject.
19. The text(s) contributed to my understanding of the subject.
20. The CD-ROM(s) provided contributed to my understanding of the subject.
21. The handouts provided contributed to my understanding of the subject.

Online Learning and Teaching

This category has **6** item bank questions.

1. Instructions from the academic staff member on how to use the online components were clear.
2. It was easy to find my way through the online content.
3. The academic staff member effectively integrated online components with other study materials.
4. The online references to other web sites were useful.
5. I enjoyed this form of online learning.
6. The online components were a valuable supplement to other learning materials for this subject.

Subject Forums

This category has **26** item bank questions.

1. I had the necessary skills to use the subject forum.
2. The academic staff member provided clear guidelines about how to interact using the subject forum.
3. Getting access to the online forum in this subject was easy.
4. The subject forum made it easy for me to communicate with the academic staff member.
5. The subject forum made it easy for me to communicate with other students.
6. The subject forum made it easy for me to ask for help.
7. The subject forum made it easy for me to get feedback from the academic staff member.
8. The subject forum made it easy for me to get feedback from other students
9. Overall, the benefits I received from the subject forum made its use worthwhile.
10. The subject forum was an appropriate way to support the learning activities.
11. The subject forum made learning in this subject interesting.
12. The subject forum allowed access to a range of resources otherwise not available.
13. The subject forum made it possible to communicate with experts and/or others outside the university.
14. Responses to my postings on the subject forum helped in my learning.
15. My understanding of the subject has improved because of the subject forum.
16. The subject forum was well managed by the academic staff member.
17. I would like to see the same subject forum approach used in other subjects.
18. On the whole, the use of the subject forum for an assignment was a positive experience.
19. I was challenged to think through issues more clearly when my contributions to a debate were sent to the forum rather than discussed face to face.
20. The forum discussion assignment allowed me to be more reflexive in taking a position in response to the discussion question
21. The online forum discussion provided a learning experience that allowed for an informed dialogue about a complex issue.
22. The online forum discussion provided a learning experience without the need to provide a “right” answer to the lecturer.
23. The online forum discussion assisted my analytic abilities.
24. The online forum discussion provided an opportunity for me to research prior to making a contribution to discussion.
25. I found the online forum discussion a preferable way to discuss issues because I do not usually speak up in class
26. Overall, I believe that the online forum discussion provided a challenging but beneficial learning journey.

Residential School

This category has **12** item bank questions.

1. The academic staff member at residential school provided clear explanation of subject matter.
2. The academic staff member at residential school provided interesting lectures.
3. The academic staff member at residential school provided stimulating tutorials.

4. The academic staff member at residential school provided meaningful practical activities.
5. The academic staff member at residential school was available for consultation.
6. The academic staff member at residential school possessed high-level communication skills.
7. The academic staff member at residential school imparted relevant practical knowledge/skills.
8. The academic staff member at residential school provided input that significantly enhanced my understanding of the subject.
9. The academic staff member at residential school was available for consultation.
10. The academic staff member at residential school possessed high-level communication skills.
11. The academic staff member at residential school imparted relevant practical knowledge/skills.
12. The academic staff member at residential school provided input that significantly enhanced my understanding of the subject.

Tutoring

This category has **10** item bank questions.

1. The tutor encouraged active participation in discussions.
2. The tutor helped students to improve their presentations.
3. The tutor clearly explained concepts I found difficult in lectures.
4. The tutor clearly explained any difficulties I found in texts and readings.
5. The tutor marked my assignments thoroughly.
6. The tutor returned marked assignments in a reasonable time.
7. The tutor provided feedback that facilitated my learning.
8. The tutor stimulated me to think in his/her sessions.
9. The tutor encouraged me to express my views on the topic in his/her sessions.
10. The tutor conducted the tutorials in a manner that was interesting.

Fieldwork

This category has **12** item bank questions.

1. My course studies adequately prepared me for the fieldwork.
2. I was aware of the objectives of the fieldwork for my learning.
3. My fieldwork was appropriate to my learning needs.
4. I received adequate support from the University during the fieldwork.
5. The fieldwork was clearly linked to the objectives of the course.
6. I was aware of the assessment criteria for the fieldwork.
7. I could see the links between my university-based studies and the fieldwork experience.
8. I was able to incorporate into the fieldwork what I learned in the theory.
9. My fieldwork enhanced my understanding of the theory.
10. The fieldwork was well organised.
11. The fieldwork was useful for developing the required skills.
12. I was clear about what I was required to do at the fieldwork.

Practicum

This category has **17** item bank questions.

1. My course studies adequately prepared me for the practicum.
2. I was aware of the objectives of the practicum for my learning.
3. My practicum was appropriate to my learning needs.
4. I received adequate support from the University during the practicum.
5. Practicum was clearly linked to the objectives of the course.
6. I was aware of the assessment criteria for the practicum.
7. I could see the links between my university-based studies and the practicum experience.
8. I was able to incorporate into the practicum what I learned in the theory.
9. My practicum enhanced my understanding of the theory.

10. The practicum was well organised.
11. The practicum was useful for developing the required skills.
12. I was clear about what I was required to do at the practicum.
13. The documentation for the practicum was clear
14. It was easy to find a suitable site for my practicum
15. It was easy to find a workplace supervisor for my practicum
16. The workplace was able to provide me with appropriate experiences to complete my practicum
17. It was easy to access documentation on the practicum from the practicum website

Clinical Placement

This category has **12** item bank questions.

1. My course studies adequately prepared me for the clinical placement.
2. I was aware of the objectives of the clinical placement for my learning.
3. My clinical placement was appropriate to my learning needs.
4. I received adequate support from the University during the clinical placement.
5. The clinical placement was clearly linked to the objectives of the course.
6. I was aware of the assessment criteria for the clinical placement.
7. I could see the links between my university-based studies and the clinical placement experience.
8. I was able to incorporate into the clinical placement what I learned in the theory.
9. My clinical placement enhanced my understanding of the theory.
10. The clinical placement was well organised.
11. The clinical placement was useful for developing the required skills.
12. I was clear about what I was required to do at the clinical placement.

Studio Practice

This category has **7** item bank questions.

1. The teaching provided me with the skill required at this level of study.
2. The studio practice has given me the confidence to produce material appropriate to this level of study.
3. My artistic skills have been developed as a result of the teaching in this subject.
4. I understand how theory and research are central to artistic processes.
5. I have developed team-working skills for live and mediated production.
6. The way in which they were conducted ensured that group critiques of my work were fair.
7. The way in which they were conducted ensured that group critiques of my work helped me to improve its quality.

Theatre Production

This category has **16** item bank questions.

1. The teaching provided me with the skill required at this level of study.
2. The teaching in this subject has satisfactorily covered the main aspects of theatre production at this level.
3. My artistic skills have been developed as a result of the teaching in this subject.
4. I understand how theory and research are central to artistic processes.
5. I have developed team-working skills for live and mediated production.
6. I can utilise a range of improvising and devising processes.
7. I have developed a coherent and extended understanding of dramatic structures.
8. I can analyse theatrical and drama-based events systematically.
9. I am competent to carry out a range of production roles in presenting live and mediated productions.
10. I can apply OHS criteria to live productions.
11. I can conduct risk analyses for live events.
12. I can carry out effective post production procedures for live events.

13. I am able to document artistic, and theatrical production effectively.
14. I can effectively analyse, synthesise and evaluate a wide range of material (texts, observations, interview, images, ideas, etc.) for live production.
15. The way in which they were conducted ensured that group critiques of my work were fair.
16. The way in which they were conducted ensured that group critiques of my work helped me to improve its quality.

TV Production

This category has **15** item bank questions.

1. The teaching provided me with the skill required at this level of study.
2. The studio practice has given me the confidence to produce material appropriate to this level of study.
3. The teaching in this subject has satisfactorily covered the main aspects of television production.
4. My artistic skills have been developed as a result of the teaching in this subject.
5. I understand how theory and research are central to artistic processes.
6. I have developed team-working skills for live and mediated production.
7. I can utilise a range of improvising and devising processes.
8. I am competent to carry out a range of production roles in presenting live and mediated productions.
9. I can apply OHS criteria to live and mediated productions.
10. I can conduct risk analyses for live and mediated events.
11. I can carry out effective post production procedures for live and mediated events.
12. I am able to document artistic, mediated and theatrical production effectively.
13. I can effectively analyse, synthesise and evaluate a wide range of material (texts, observations, interview, images, ideas, etc.) for live and mediated production.
14. The way in which they were conducted ensured that group critiques of my work were fair.
15. The way in which they were conducted ensured that group critiques of my work helped me to improve its quality.

Visual Arts

This category has **9** item bank questions.

1. The teaching provided me with the skill required at this level of study.
2. The subject has given me the confidence to produce material appropriate to this level of study.
3. My artistic skills have been developed as a result of the teaching in this subject.
4. I understand how theory and research are central to artistic processes.
5. I have developed team-working skills.
6. I can utilise a range of improvising and devising processes.
7. I can apply a range of research skills to my art-making.
8. The way in which they were conducted ensured that group critiques of my work were fair.
9. The way in which they were conducted ensured that group critiques of my work helped me to improve its quality.

Research Supervisor

This category has **10** item bank questions.

1. The research supervisor provided me with a perspective within which to view my research problem.
2. The research supervisor exhibited a familiarity with the recent advances in the broad subject area.
3. The research supervisor provided clear guidance on the type of research I should undertake.
4. The research supervisor provided clear guidance on the review of related literature.
5. The research supervisor provided clear guidance on the research design.
6. The research supervisor provided me with helpful feedback on my efforts.
7. The research supervisor assisted me in accessing whatever facilities are available.

8. The research supervisor stimulated my interest in research.
9. The research supervisor facilitated critical thinking that better enabled me to judge qualities of ideas/issues related to my research.
10. The capacity of the research supervisor to maximise my research potential was good.

Research Supervisory Team

This category has **12** item bank questions.

1. The research supervisory team provided me with a perspective within which to view my research problem.
2. The research supervisory team exhibited a familiarity with the recent advances in the broad subject area.
3. The research supervisory team provided clear guidance on the type of research I should undertake.
4. The research supervisory team provided clear guidance on the review of related literature.
5. The research supervisory team provided clear guidance on the research design.
6. The research supervisory team provided for adequate consultation time.
7. The research supervisory team provided me with helpful feedback on my efforts.
8. The research supervisory team assisted me in accessing whatever facilities are available.
9. The research supervisory team stimulated my interest in research.
10. The research supervisory team facilitated critical thinking that better enables me to judge qualities of ideas/issues related to my research.
11. The capacity of the research supervisory team to maximise my research potential was good.
12. The research supervisory team's teaching provided me with a clearer understanding of the key aspects of research.

Workplace Supervisor

This category has **10** item bank questions.

1. The workplace supervisor helped me formulate placement goals that were related to my learning needs.
2. The workplace supervisor clearly outlined what I was to do.
3. The workplace supervisor provided access to well-planned learning experiences.
4. The workplace supervisor ensured I had access to clear demonstrations in the use of equipment/materials.
5. The workplace supervisor encouraged my active participation in the work.
6. The workplace supervisor linked required actions to policy.
7. The workplace supervisor clearly demonstrated the application of theoretical knowledge to practical situations.
8. The workplace supervisor helped me to develop my problem-solving skills.
9. The workplace supervisor assisted me in coping with difficult situations.
10. The workplace supervisor gave me constructive feedback on my performance.

Workplace Supervisory Team

This category has **9** item bank questions.

1. The workplace supervisory team provided access to well-planned learning experiences.
2. The workplace supervisory team helped me formulate placement goals that were related to my learning needs..
3. The workplace supervisory team ensured I had access to clear demonstrations in the use of equipment/materials.
4. The workplace supervisory team encouraged my active participation in the work.
5. The workplace supervisory team linked required actions to policy.
6. The workplace supervisory team clearly demonstrated the application of theoretical knowledge to practical situations.
7. The workplace supervisory team helped me to develop my problem-solving skills.

8. The workplace supervisory team assisted me in coping with difficult situations.
9. The workplace supervisory team gave me constructive feedback on my performance.

Laboratory Work

This category has **8** item bank questions.

1. The academic staff member demonstrated familiarity with the laboratory equipment that students were required to use in this subject.
2. The academic staff member helped me develop confidence in laboratory work.
3. The academic staff member exhibited safety consciousness during laboratory work.
4. The academic staff member linked the practical exercises to the theoretical content of the subject.
5. The laboratory exercises were relevant to the subject content.
6. The laboratory exercises assisted in my understanding of the subject content.
7. Laboratory facilities were well ordered and organised
8. Laboratory facilities were adequate for class requirements

Clinical Staff

This category has **10** item bank questions.

1. The clinical educator clearly showed the application of theoretical knowledge to clinical situations.
2. The clinical educator encouraged active participation in the clinical sessions.
3. The clinical educator gave clear demonstrations in the use of clinical equipment/materials.
4. The clinical educator gave me constructive feedback on my performance in clinical sessions.
5. The clinical educator clearly demonstrated various treatment techniques.
6. The clinical educator linked treatment decisions to current research findings.
7. The clinical educator provided well-planned learning experiences in clinical sessions.
8. The clinical educator enabled me to evaluate treatment options competently.
9. The clinical educator helped me to develop my clinical assessment skills.
10. The clinical educator helped me to formulate therapy goals.

Interactive Video Teaching

This category has **11** item bank questions.

1. I could see the Interactive Video Teaching clearly on screen.
2. At the remote site, I could hear the Interactive Video Teaching lecture clearly.
3. I found Interactive Video Teaching was less effective because of student indiscipline at the remote site.
4. At the remote site, there were adequate microphones for students to interact with Interactive Video Teaching lecturer.
5. At the remote site, Interactive Video Teaching was effective because of good classroom management by the lecturer.
6. Interactive Video Teaching was appropriately paced to allow note taking.
7. Interactive Video Teaching was organised to allow students to raise questions.
8. Interactive Video Teaching was organised to allow students to discuss issues.
9. At the remote site, Interactive Video Teaching discussion was less effective because students all spoke at the same time.
10. Interactive Video Teaching was not effective in helping my learning in this subject.
11. At the remote site, Interactive Video Teaching was disturbed by erratic camera panning by the student operator.

Campus Facilities

This category has **4** item bank questions.

1. Access to computer facilities was sufficient for my learning needs.
2. The facilities provided for classes were well resourced.
3. Infrastructure for online learning was well resourced.
4. Infrastructure for online learning was well supported.

OASIS

This category has **5** item bank questions.

1. I found that the online assessment exercises available through OASIS helped my learning
2. I found the online assessment tasks available through OASIS were appropriately designed for this level of study.
The use of online multiple choice assessment (through OASIS) as a formative assessment tool (i.e. primarily as a learning tool) was an appropriate way of conducting assessment for this subject.
3. The use of online multiple choice assessment (through OASIS) as a summative assessment tool (i.e. counts towards your final grade) was an appropriate way of conducting assessment for this subject.
4. I found that there was adequate support available to me in completing the online assessment tasks for this subject.
- 5.

Student Experience Questionnaire: Core Generic Skills

This category has **6** item bank questions.

1. The course helps me develop my ability to work as a team member
2. The course sharpens my analytic skills
3. The course develops my problem-solving skills
4. The course improves my skills in written communication
5. As I do this course, I feel confident about tackling unfamiliar problems
6. My course helps me to develop the ability to plan my own work

Student Experience Questionnaire: Core Good Teaching

This category has **6** item bank questions.

1. The staff put a lot of time into commenting on my work
2. The teaching staff normally give me helpful feedback on how I am going
3. The teaching staff of this course motivate me to do my best work
4. My lecturers are extremely good at explaining things
5. The teaching staff work hard to make their subjects interesting
6. The staff make a real effort to understand difficulties I might be having with my work

Student Experience Questionnaire: Graduate Qualities

This category has **6** item bank questions.

1. The course provides me with a broad overview of my field of knowledge
2. The course develops my confidence to investigate new ideas
3. University stimulates my enthusiasm for further learning
4. I learn to apply principles from this course to new situations
5. I consider what I learned valuable for my future
6. My university experience encourages me to value perspectives other than my own

Student Experience Questionnaire: Learning Materials

This category has **5** item bank questions.

1. The study materials are clear and concise
2. It is made clear what resources are available to help me learn
3. Course materials are relevant and up to date
4. Where it is used, the information technology in teaching and learning is effective
5. The library resources are appropriate for my needs

Student Experience Questionnaire: Student Support

This category has **5** item bank questions.

1. The library services are readily accessible
2. I am able to access information technology resources when I need them
3. Relevant learning resources are accessible when I need them

4. Health, welfare and counselling services meet my requirements
5. I am satisfied with the course and careers advice provided

Student Experience Questionnaire: Library

This category has **3** item bank questions.

1. The library's online systems help me to locate relevant information for my study
2. I know how to access help from the library if I need assistance in using the services and resources that it offers
3. I am confident in locating relevant information for my study through the library

Student Experience Questionnaire: Learning Community

This category has **1** item bank questions.

1. I feel I belong to the university community

Student Experience Questionnaire: Academic Satisfaction

This category has **1** item bank questions.

1. I am satisfied with the quality of academic support provided by the University

Student Experience Questionnaire: Overall Satisfaction

This category has **1** item bank questions.

1. Overall, I am satisfied with the quality of this course

Guest Lecturers

This category has **8** item bank questions.

1. The guest lecturer appeared knowledgeable with regard to the subject matter.
2. The guest lecturer helped me to develop specific skills in this subject.
3. The guest lecturer helped me to develop points of view in this subject.
4. The guest lecturer helped me understand how professionals in this field acquire new knowledge
5. The guest lecturer presented materials beyond the textbook.
6. The guest lecturer appeared up to date with regard to the subject matter.
7. The guest lecturer seemed enthusiastic in his/her teaching.
8. The guest lecturer made provisions for the different backgrounds and interests of students.

Industry Placement

This category has **12** item bank questions.

1. My course studies adequately prepared me for the industry placement.
2. I was aware of the objectives of the industry placement for my learning.
3. My industry placement was appropriate to my learning needs.
4. I received adequate support from the University during the industry placement.
5. The industry placement was clearly linked to the objectives of the course.
6. I was aware of the assessment criteria for the industry placement.
7. I could see the links between my university-based studies and the industry placement experience.
8. I was able to incorporate into the industry placement what I learned in the theory.
9. My industry placement enhanced my understanding of the theory.
10. The industry placement was well organised.
11. The industry placement was useful for developing the required skills.
12. I was clear about what I was required to do at the industry placement.

Internship

This category has **12** item bank questions.

1. My course studies adequately prepared me for the internship.
2. I was aware of the objectives of the internship for my learning.
3. My internship was appropriate to my learning needs.
4. I received adequate support from the University during the internship.
5. The internship was clearly linked to the objectives of the course.

6. I was aware of the assessment criteria for the internship.
7. I could see the links between my university-based studies and the internship experience.
8. I was able to incorporate into the internship what I learned in the theory.
9. My internship enhanced my understanding of the theory.
10. The internship was well organised.
11. The internship was useful for developing the required skills.
12. I was clear about what I was required to do at the internship.

Partner Institutions

This category has **20** item bank questions.

1. I gained a greater understanding of the demands of professional practice through my studies in this subject.
2. I gained a greater understanding of national issues and developments through my studies in this subject.
3. I gained a greater understanding of international issues and developments through my studies in this subject.
4. Presentations made by the academic staff member were clear.
5. The academic staff member made clear the practical application of this subject.
6. The academic staff member dealt with topics in sufficient depth.
7. The learning materials guided me well through my learning in the subject.
8. The academic staff member appeared knowledgeable with regard to the subject matter.
9. The academic staff member helped me understand how professionals in this field acquire new knowledge.
10. Feedback on assignments was provided quickly enough to benefit me.
11. Feedback on assignments was provided in sufficient detail to benefit me.
12. The teaching schedule provided adequate time for me to complete my assessment tasks
13. Marked assignments were returned in a reasonable time.
14. Access to computer facilities was sufficient for my learning needs.
15. The classroom facilities provided were adequate for my learning.
16. Infrastructure for online learning was well resourced.
17. I could contact the academic staff member in the specified contact hours.
18. The academic staff member was generally available to students seeking advice about the subject.
19. I was able to use online learning resources from CSU.
20. The role that CSU played in developing this subject was made clear to me.

7.2.1 On-Line Learning Policies and Practices

While the Bachelor of Primary Education Studies is delivered in **face-to-face** mode, online teaching and learning will be incorporated across the program. Each student is required to have an laptop computer and internet connectivity. Competence and confidence in the use of information and communication technology is seen as essential for all students.

The following general information about CSU Online Learning and Teaching is provided for information.

CSU's online learning environment:

- allows students to communicate with their lecturer and other students in individual and group situations;
- provides access to the very latest information from a wealth of sources worldwide as well as to all of the electronic and paper-based resources in the CSU Library;
- improves collaboration and promotes active learning through providing places/spaces and particular tools for collaboration and project work;
- accommodates different learning styles by offering visual and audio visual environments in addition to plain text;
- facilitates the sharing of ideas and reduces the isolation of studying by distance through the use of Program, Course and Cohort-level online forums and blogs;
- allows access to international electronic journals and on-line discussion groups available only on the Internet; and
- provides students with downloadable software and software updates.

Student and Faculty Preparation and Orientation

Charles Sturt University provides substantial support for students and faculty in preparation for online teaching and learning. These include the following:

CSU Documents on Line

- CSU Guide to Learning (<http://www.csu.edu.au/division/studserv/guide>)
- Referencing Guide (<http://www.csu.edu.au/division/studserv/learning/referencing/>)
- Code of Conduct for Users of Electronic Facilities (http://www.csu.edu.au/about/code_conduct.htm)
- Online Learning at CSU (<http://www.csu.edu.au/division/studserv/online/>)

Course - Skills for Learning Online

This course introduces students to the online environment. Topics covered: using the CSU portal, username and passwords, forums, email, chat, web searching, web site evaluation and electronic referencing. This subject is self paced and requires approximately 13 hours to complete. It is taught online, so students must have access to the internet.

Staff Training

Division of Information Technology (DIT) offers a range of IT and Online Services for staff to assist with providing a flexible, progressive and innovative learning and teaching environment across all CSU campuses.

Additionally, the University's Centre for the Enhancement of Learning and Teaching (CELT) offers services in the development of learning materials including e-resources through its Learning Media Laboratories, the evaluation of learning and teaching, staff development for academics, and the application of technology in learning and teaching.

Reliable, Sufficient, and Scalable Course-Management Systems

CSU has been a leading provider of online learning and teaching materials for many years. Since delivering its first online materials in 1994 use of the CSU online learning environment has grown exponentially. The environment has progressed from a handful of hand crafted online materials to an

automated production system that delivers thousands of online subjects and resources each semester. As the environment has expanded so too has the need to provide round the clock access to our services. To meet these needs CSU has developed a comprehensive systems architecture that ensures our ability to meet the challenges of growth and reliability our community has come to expect. CSU's online learning environment was extended from January 2008 with the advent of **CSU Interact**. - CSU's term for Sakai (see www.sakaiproject.org). This provides access to a number of additional online tools such as a wiki, a blog, and online conferencing and podcasting facilities.

Accessible Technical Assistance for Students and Faculty

The IT Service Desk is the first point of contact for information or assistance for both staff and students of CSU with regards to CSU IT services and information. For CSU Ontario students this can be achieved through the online Service Desk Request form at http://www.csu.edu.au/division/dit/f_sdesk.html or through on-campus direct tie lines to the IT service desk and to the University central switchboard. On-campus CSU Ontario students can also access local IT support through the Reception Desk.

Ontario students also have access to an after-hours IT Service desk via email or telephone call. When students are off site, they are able to dial the Ontario campus main number (905 333 4955) and from the available options, choose to be transferred to either the University switchboard or to the IT service desk. Thus calls to CSU Australia are at no cost to the student. The time differences between Australia and Canada work well for after-hours support (approx 6pm through to 2am) Monday to Sunday.

Appropriate Hardware, Software, & Other Technological Resources and Media; and Well-Maintained and Current Technology and Equipment

The University provides a comprehensive suite of technologies aimed at supporting staff and students in a learning environment. The University operates significant computing and communications infrastructure in Australia. These range from Unix based mainframe equipment delivering core business applications (student administration processing, online services, finance, human resource management) through to front of office systems providing services including email, calendaring, shared file services, dial up services and remote access systems

The service provided at the Ontario campus are for the most part identical to those throughout the rest of the University as the technology used seamlessly integrates the Canada network with the Australian systems. For example; video conferencing, shared file and calendar facilities, printing, and integrated telephony are all provided.

Infrastructure specifically located on the Ontario campus includes a fully deployed, 54Mbps (802.11g) wireless network for both student and staff, network printing facilities, a full telephone system with automated attendant services with fallback trunking to Australia after hours, and full audio visual services provided to each teaching space (including data projectors and audio amplifiers). IT support is delivered by a series of service agreements between the University and the Bay Area Learning Centre together with hardware support contracts with Ricoh, Fibrewired (local network provider) and Instatel (local telephony provider).

The underlying technology to provide these services is continually being updated and developed and will updated to meet increased demand in 2009 (e.g. new and upgraded printers, and a modified network to cater for increased staff and students).

NOTE: Charles Sturt University has on file, and available upon request, copies of current software, hardware, and systems agreements that pertain to the delivery of electronic/on-line learning.

7.2.2 Academic Community Policies

This appendix has been changed.

1. *Changes implemented during the current consent period: The information has been updated to include details on CSU's online teaching and learning. This process is ongoing.*

The Bachelor of Primary Education Studies is delivered in **face-to-face** mode. However, online teaching and learning strategies are incorporated across the program to help ensure that Candidates have both competence and confidence in the use of information and communication technologies in their classrooms.

Given that the students are on-campus, the creation of an academic community among students, and between students and staff, is not an issue. Nevertheless, students are encouraged to make use of the following tools:

my.csu

This is each candidate's (and faculty member's) personalized area of the CSU web site and offers quick and convenient access to CSU online resources, communications and other relevant information such as timetables, exam results, finance balances and textbook lists. *my.csu* brings together information from a wide variety of sources into one convenient location. It can be customized to meet individual preferences.

CSU Interact

This learning environment has a range of features and tools that support the formation and development of learning communities. The main two communicative and collaborative features are Forums and Chat Spaces. In addition, CSU Interact also provides wiki, blog, online conferencing and podcasting features. Collectively used these features create a program-level culture of communication and collaboration among and between Candidates and faculty.

On Line forum

An online forum will be established at the Program-level to provide opportunities for Candidates and staff to interact about program-level issues.

8.1 Legal Characteristics

This appendix has been changed.

1. *Changes implemented during the current consent period: The enabling legislation now includes the Charles Sturt University By-law 2005.*

Charles Sturt University was established by an Act of the New South Wales Parliament and is an approved university within the Unified National System of Universities in Australia.

Extracts from the **Charles Sturt University Act 1989** and the **Charles Sturt University By-law 2005** are attached. Copies of the complete legislation can be found at:

<http://www.legislation.nsw.gov.au/fullhtml/inforce/act+76+1989+FIRST+0+N>

<http://www.legislation.nsw.gov.au/fullhtml/inforce/subordleg%2B691%2B2005%2BFIRST%2B0%2BN?>



An Act with respect to the constitution and functions of the Charles Sturt University; to make consequential amendments to certain other Acts; and for other purposes.

Part 1 Preliminary

1 Name of Act

This Act may be cited as the [*Charles Sturt University Act 1989*](#).

2 Commencement

This Act commences on a day or days to be appointed by proclamation.

3 Definitions

(1) In this Act:

commercial functions of the University means the commercial functions described in section 7 (3) (a).

Council means the Council of the University.

general staff of the University means staff other than the academic staff of the University.

major campus means a campus of the University at a location referred to in section 6 (a), (b), (c) or (d).

University means the Charles Sturt University established by this Act.

(2) In this Act, a reference to a graduate of the University is a reference to a person who is the recipient of a degree or diploma, or of such other award or certificate as may be prescribed by the by-laws, conferred or awarded:

(a) by the University,

- (b) by or on behalf of any former institution that has, pursuant to this Act or otherwise, become a network member of, or a part of, the University, or
 - (c) by any predecessor of any such institution.
- (3) In this Act:
- (a) a reference to a function includes a reference to a power, authority and duty, and
 - (b) a reference to the exercise of a function includes, where the function is a duty, a reference to the performance of the duty.
- (4) Notes included in this Act do not form part of this Act.

Part 2 Constitution and functions of the University

4 Establishment of University

A University, consisting of:

- (a) the Council,
 - (b) Convocation,
 - (c) the members of the academic staff of the University and such other members or classes of members of the staff of the University as the by-laws may prescribe, and
 - (d) the graduates and students of the University,
- is established by this Act.

5 Incorporation of University

The University is a body corporate under the name of the Charles Sturt University.

6 University campuses

The University is to have campuses at the following locations:

- (a) Albury,
 - (b) Bathurst,
 - (c) Dubbo,
 - (d) Wagga Wagga,
- and may have campuses at other locations.

7 Object and functions of University

- (1) The object of the University is the promotion, within the limits of the University's resources, of scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence.
- (2) The University has the following principal functions for the promotion of its object:
 - (a) the provision of facilities for education and research of university standard, having particular regard to the needs and aspirations of the residents of western and south-western New South Wales,
 - (b) the encouragement of the dissemination, advancement, development and application of knowledge informed by free inquiry,
 - (c) the provision of courses of study or instruction across a range of fields, and the carrying out of research, to meet the needs of the community,
 - (d) the participation in public discourse,
 - (e) the conferring of degrees, including those of Bachelor, Master and Doctor, and the awarding of diplomas, certificates and other awards,
 - (f) the provision of teaching and learning that engage with advanced knowledge and inquiry,
 - (g) the development of governance, procedural rules, admission policies, financial arrangements and quality assurance processes that are underpinned by the values and goals referred to in the functions set out in this subsection, and that are sufficient to ensure the integrity of the University's academic programs.

- (3) The University has other functions as follows:
- (a) the University may exercise commercial functions comprising the commercial exploitation or development, for the University's benefit, of any facility, resource or property of the University or in which the University has a right or interest (including, for example, study, research, knowledge and intellectual property and the practical application of study, research, knowledge and intellectual property), whether alone or with others,
 - (b) the University may develop and provide cultural, sporting, professional, technical and vocational services to the community,
 - (c) the University has such general and ancillary functions as may be necessary or convenient for enabling or assisting the University to promote the object and interests of the University, or as may complement or be incidental to the promotion of the object and interests of the University,
 - (d) the University has such other functions as are conferred or imposed on it by or under this or any other Act.
- (4) The functions of the University may be exercised within or outside the State, including outside Australia.

8 Facilities for students, staff and others

The University may, for the purposes of or in connection with the exercise of its functions, provide such facilities for its students and staff and other members of the university community as the University considers desirable.



Her Excellency the Governor, with the advice of the Executive Council, and in pursuance of the Charles Sturt University Act 1989, has approved the following By-law made by the Council of Charles Sturt University.

CARMEL TEBBUTT, M.P.,

Minister for Education and Training

Explanatory note

The object of this By-law is to repeal and remake the Charles Sturt University By-law 1995. This By-law deals with the following matters:

- (a) certain official members of the Council of Charles Sturt University (*the Council*) (Part 2),
- (b) the election and appointment of members of the Council (Part 3),
- (c) meetings of the Council (Part 4),
- (d) the constitution and functions of the Academic Senate of Charles Sturt University (Part 5),
- (e) the making of rules (Part 6),
- (f) the conferring of honorary awards (clause 115),
- (g) other minor, miscellaneous matters (Parts 1 and 7).

This By-law is made under the Charles Sturt University Act 1989, including section 31 (the general power to make by-laws).

Part 1 Preliminary

1 Name of By-law

This By-law is the Charles Sturt University By-law 2005.

2 Definitions

(1) In this By-law:

Academic Senate means the Academic Senate of the University established under section 16 of the Act.

associate of a person means any of the following:

- (a) the spouse, de facto partner, parent, child, brother or sister, business partner or friend of the person,
- (b) the spouse, de facto partner, parent, child, brother or sister, business partner or friend of a person referred to in paragraph (a) if that relationship is known to the person,
- (c) any other person who is known to the person for reasons other than the person's connection with the University or that person's public reputation.

casual vacancy in an office means a vacancy that occurs in that office otherwise than because of the expiration of the term of office of the person holding the office.

close of applications, in relation to an appointment, means the date and time determined by the Secretary by which applications must be received by the Secretary for the appointment.

close of nominations, in relation to an election, means the date and time determined by the returning officer by which nominations must be received by the returning officer for the election.

close of the ballot, in relation to an election, means the date and time determined by the returning officer by which ballot papers must be received by the returning officer for the election.

committee of the Council means a committee established by the Council under clause 4 of Schedule 1 to the Act.

Council Nominations Committee means the committee established by the Council under clause 21.

elected member means a person elected to the Council under section 9 (1) (d), (e) or (f) of the Act.

election:

- (a) in Part 2—means an election under section 10 or 11 of the Act, or
- (b) in Part 3—means an election under section 9 (1) (d), (e) or (f) of the Act.

external person has the same meaning as in section 9 (10) of the Act.

Note. Section 9 (10) of the Act provides that a reference to external persons is a reference to persons who are not members of the academic or general staff of the University or undergraduate or postgraduate students of the University.

notice means notice in writing.

polling day means:

- (a) in the case of an election conducted by postal ballot—the close of the ballot, and
- (b) in the case of an on-campus election—the date on which the ballot is held as determined by the returning officer.

returning officer, in relation to a particular function of the returning officer, includes a deputy returning officer, poll officer or other person who is authorised or directed by the returning officer to exercise that function.

Secretary means the Secretary to the Council appointed under clause 19.

the Act means the Charles Sturt University Act 1989.

(2) In this By-law, a reference to an authority, officer or office is to be construed as a reference to that authority, officer or office in and of the University.

(3) In this By-law, a reference to the holder of an office is to be construed as including a reference to any person appointed to act for the time being in the place of the holder of the office.

(4) Notes included in this By-law do not form part of this By-law.

8.2.1 Governance and Administrative Structure

This appendix has been changed.

1. Changes implemented during the current consent period: A new University Structure was implemented following the appointment of a new Vice-Chancellor in 2003.

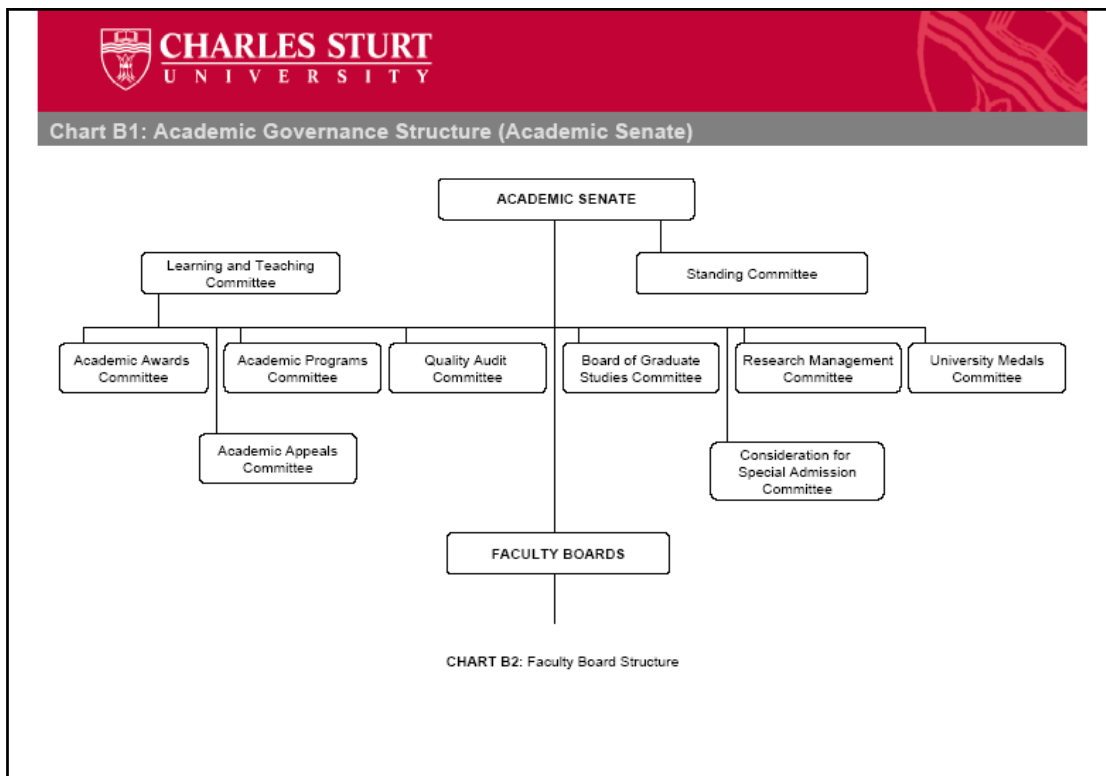
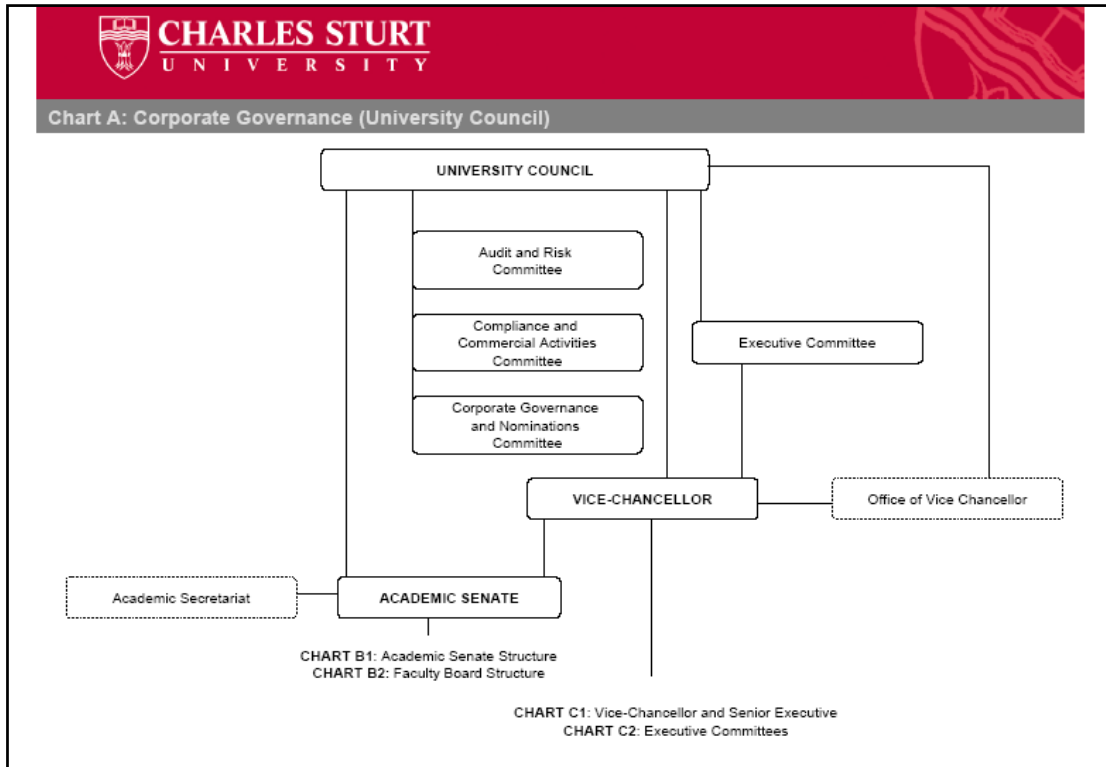


Chart B2: Academic Governance (Faculty Board)

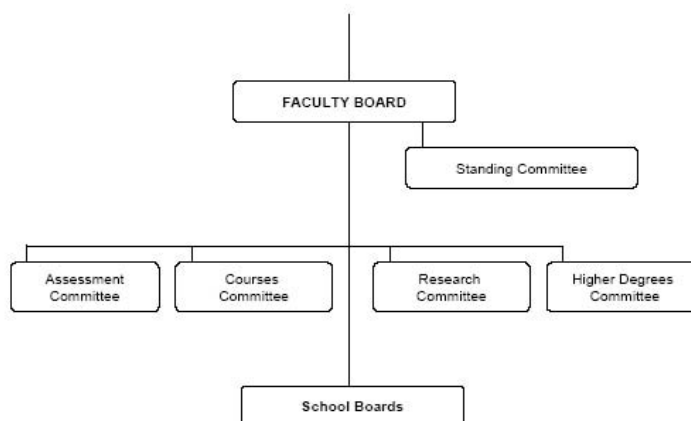


Chart C1: Management Structure (Senior Executive)

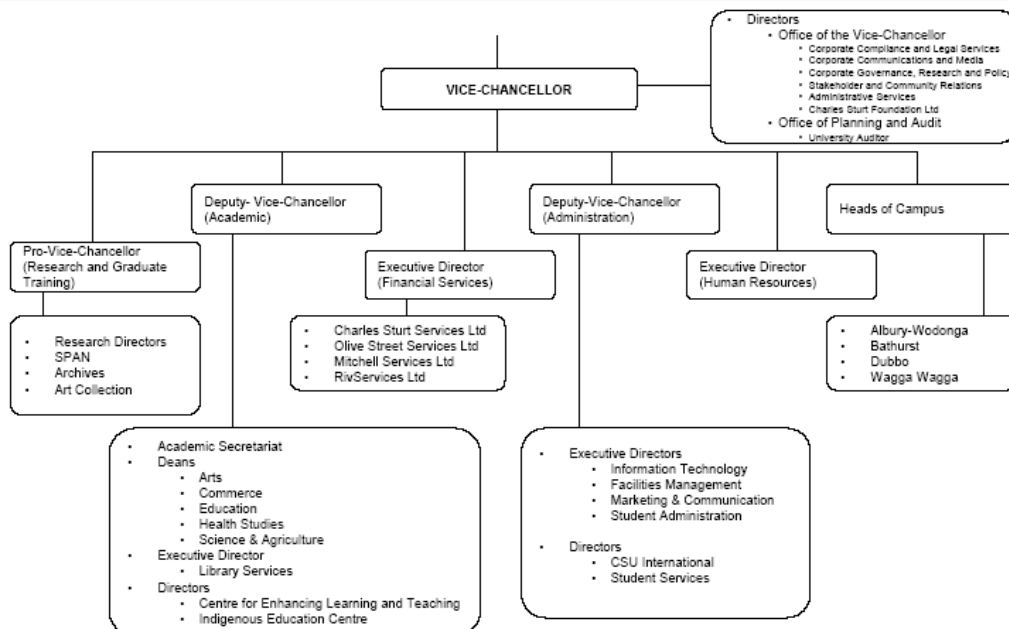
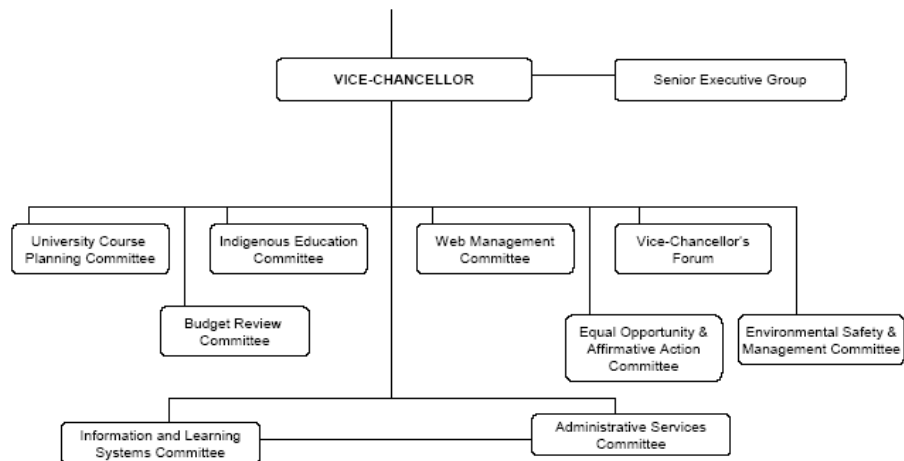




Chart C2: Management Structure (Executive Committees)



8.2.2 Responsibilities of Governing Bodies

This appendix has been changed.

1. *Changes implemented during the current consent period: The section has been updated to provide the most current information. This process is ongoing.*

University Council

The Council is the governing body of Charles Sturt University and is invested with all the authorities, functions and powers of the University. The Council is accountable to the University's stakeholders, and under the law, for ensuring that the University manages its resources in a manner that is best designed to fulfill the objects of the University set out in the Act.

Council has the following responsibilities:

- acts for and on behalf of the University in the exercise of the University's functions
- has the control and management of the affairs and concerns of the University
- may act in all matters concerning the University in such manner as appears to the Council to be best calculated to promote the object and interests of the University
- to monitor the performance of the Vice-Chancellor
- to oversee the University's performance
- to oversee the academic activities of the University
- to approve the University's mission, strategic direction, annual budget and business plan
- to oversee risk management and risk assessment across the University (including, if necessary, taking reasonable steps to obtain independent audit reports of entities in which the University has an interest but which it does not control or with which it has entered into a joint venture)
- to approve and monitor systems of control and accountability for the University
- to approve significant University commercial activities (within the meaning of section 24A)
- to establish policies and procedural principles for the University consistent with legal requirements and community expectations
- to ensure that the University's grievance procedures, and information concerning any rights of appeal or review conferred by or under any Act, are published in a form that is readily accessible to the public
- to regularly review its own performance to adopt a statement of its primary responsibilities
- to make available for members of the Council a program of induction and of development relevant to their role as such a member.
- provide such courses, and confer such degrees and award such diplomas and other certificates, as it thinks fit
- appoint and terminate the appointment of academic and other staff of the University
- borrow money within such limits, to such extent and on such conditions as to security or otherwise as the Governor on the recommendation of the Treasurer may approve
- invest any funds belonging to or vested in the University
- promote, establish or participate in (whether by means of debt, equity, contribution of assets or by other means) partnerships, trusts, companies and other incorporated bodies, or joint ventures (whether or not incorporated)
- establish and maintain branches and colleges of the University, within the University and elsewhere,
- make loans and grants to students
- impose fees, charges and fines

The University Council consists of the following members:

- **Official members (3)** – the Chancellor, the Vice-Chancellor, and the Chair of the Academic Senate.

- **Ministerial Appointed members (6)** – six persons appointed by the NSW Minister for Education and Training.
- **Council Appointed Members (4)** – four persons appointed by the University Council from among the graduates of the University.
- **Elected members (5)** – two members of academic staff of the University, elected by the academic staff of the University, one member of general staff of the University, elected by the general staff of the University, one undergraduate student of the University, elected by the undergraduate students of the University, and one postgraduate student of the University, elected by the postgraduate students of the University.

Academic Senate

The principal functions of the Academic Senate as the main academic body of the University are as follows:

- to advise the Council and the Vice-Chancellor on all matters relating to teaching, scholarship and research conducted at or in connection with the University,
- to ensure the high quality of teaching and learning within the University by developing and implementing appropriate policies,
- to determine lists of graduands of the University specifying the award and the level of award that each of the graduands is to receive,
- to advise the Vice-Chancellor on the teaching and research activities of the University and on the allocation of teaching and research responsibilities within the University's faculties,
- to consider and report on all matters referred to it by the Council or the Vice-Chancellor,
- to make recommendations to the Council or the Vice-Chancellor about academic standards or facilities at the University.

Academic Senate consists of the following members:

- elected member of the professoriate (Presiding Officer);
- elected member of the professoriate (Deputy Presiding Officer);
- Vice-Chancellor;
- Deputy Vice-Chancellor (Academic);
- Deputy Vice-Chancellor (Administration);
- Pro-Vice-Chancellor (Research and Graduate Training);
- Dean, Faculty of Arts;
- Dean, Faculty of Commerce;
- Dean, Faculty of Education;
- Dean, Faculty of Health Studies;
- Dean, Faculty of Science and Agriculture;
- one member elected by the Arts Faculty Board;
- one member elected by the Commerce Faculty Board;
- one member elected by the Education Faculty Board;
- one member elected by the Health Studies Faculty Board;
- one member elected by the Science and Agriculture Faculty Board;
- Executive Director, Library Services;
- Director, Aboriginal Education;
- Director, Centre for Enhancing Learning and Teaching (CELT);
- one undergraduate student nominated by the student associations;
- one postgraduate student nominated by the student associations.

Faculty Boards

Faculty Board shall:

- exercise such authorities as the Academic Senate shall delegate;
- be the principal academic body of the Faculty;
- advise the Academic Senate on all matters relating to teaching, scholarship and research delegated to the Faculty by the Council, the Vice-Chancellor, or the Academic Senate;
- advise the Academic Senate on the teaching and research profiles of the University within the Faculty;
- consider and report on all matters referred to it by the Academic Senate or the Vice-Chancellor;
- consider and make recommendations to the Academic Senate with respect to the approval of new and revised courses proposed by the several Schools of the Faculty;
- consider and may approve revisions in existing undergraduate courses which do not constitute a significant variation in the subject content or pattern of the course which results in a major difference in length, level or purpose of that course;
- determine the requirements particular to the Faculty which will provide eligibility for entry to specific courses and where necessary, to admit students;
- determine the requirements particular to the Faculty for admission to courses with credit;
- establish and specify the membership and terms of reference of such committees as it deems necessary to assist in the furthering of the delegated responsibilities;
- receive minutes and reports from its several sub-committees;
- approve the conditions for any fellowship, scholarship or prize within the Faculty;
- submit recommendations to the Academic Senate or to the Vice-Chancellor on any matter affecting teaching, scholarship and research;
- exercise its authority in academic matters as prescribed in the Academic Regulations; and
- submit a report of its proceedings to the Academic Senate. Effective from the December 1996 meeting of Senate, the minutes of Faculty Boards are to be submitted to Senate via publication on the WWW.

Faculty Board consists of the following members:

- Dean of the Faculty
- Heads of School of the Faculty
- Heads of Unit of the Faculty
- Professoriate of the Faculty
- those Sub-Deans of the Faculty that the Faculty Board deems appropriate.
- One nominee of the Information Learning Systems Group (ILSG)
- Up to three members of the Faculty nominated by the Dean of the Faculty
- two students enrolled in courses offered by the Faculty and nominated by the students' associations with one of the students being enrolled in a postgraduate course
- one representative of the Maldhan Gilanna – Indigenous Education Unit
- one academic staff member of each School of the Faculty (but not the Units of the Faculty) elected by the academic staff of the School

School Boards

School Board shall:

- be the principal academic body of the School, accountable for the quality of teaching, research and scholarship in the School;
- consider and make recommendations to the Faculty Board with respect to all matters relating to the courses taught by the School;

- exercise its authority in enrolment and other academic matters as prescribed in the academic Regulations;
- make recommendations to the Faculty Board pursuant to Clause 3.2 (b) of the Higher Degrees Committee terms of reference;
- establish such sub-committees as are deemed necessary to conduct the tasks delegated;
- submit the minutes or a report of its proceedings to the Faculty Board; and
- conduct a minimum of two ordinary meetings each calendar year, one in Autumn session and one in Spring session.

School Board consists of the following members:

- the Head of the School;
- the members of the Professoriate of the School up to a maximum of three elected by and from the Professors of the School;
- one third of the non-professorial academic staff elected by and from the School or ten members whichever shall be fewer (where one third of the total number is not a whole number, then the whole number next higher than one third of the total number);
- up to three students enrolled in subjects taught by the School nominated by the student unions of the University.

8.2.3 Reporting Structure

Refer to 8.2.1

8.3.1 Coordinated Business and Academic Plans to Support Program Quality

This appendix has been changed.

1. *Changes implemented during the current consent period: The information reflects the current **University Strategy 2007-2011** (endorsed by University Council in December 2005).*

In its **University Strategy 2007-2011**, Charles Sturt University sets four key objectives.

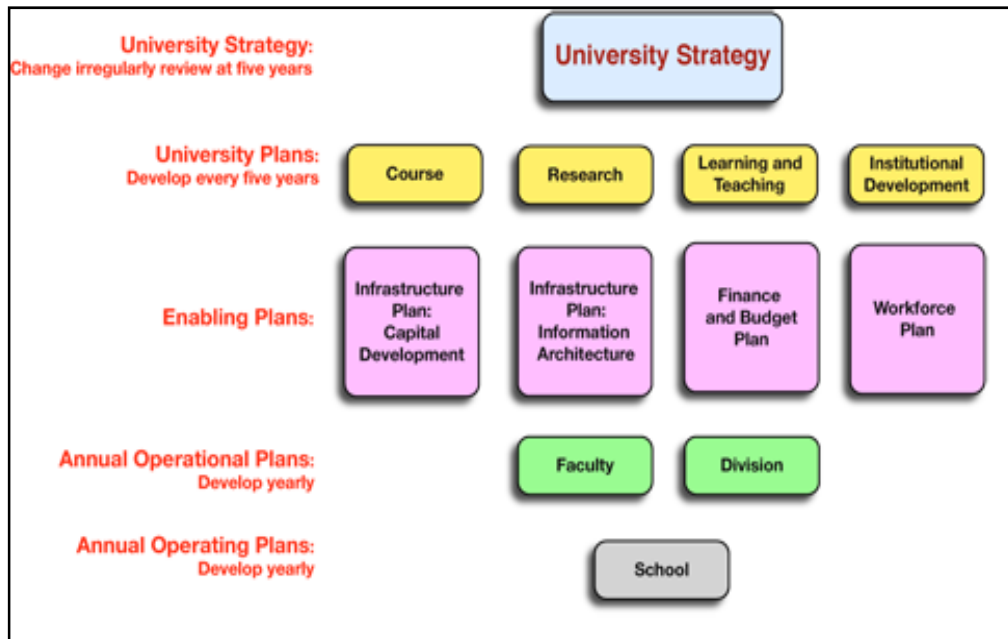
1. *Provide distinctive educational programs for the professions that prepare students for work and citizenship and which:*
 - Are recognised by, and developed in collaboration with, the professions, particularly through practicum placements
 - Are accessible to students who have the capacity for university study
 - Foster ethical practice
 - Promote international understanding including opportunities for international exchange, and
 - Maintain high levels of satisfaction among graduates, employers and the University's communities
2. *Conduct strategic and applied research of an international standard which:*
 - Creates new knowledge
 - Is applied for the benefit of our communities
 - Is responsive to emerging opportunities and challenges
 - Enhances collaboration with industry
 - Develops partnerships with professions, communities and other researchers
 - Facilitates opportunities for linkages with learning and teaching, and
 - Focuses on agricultural sustainability, applied philosophy and public ethics, public and contextual theology, complex systems and professional practice
3. *Continue to lead in the quality provision and flexible delivery of learning and teaching which:*
 - Is supported by well-researched curriculum and teaching methodologies
 - Uses research and technology to be flexible and responsive to student needs and feedback
 - Provides shared learning spaces and teaching experiences for students on and off campus, and
 - Builds communities of learning especially amongst dispersed students
4. *Continue to build institutional strength, reputation and sustainability by:*
 - Adhering to the concept of 'One University'
 - Creating a culture that is responsive to organisational change and renewal
 - Aligning institutional values, planning and performance through commitment to quality and continual improvement
 - Ensuring ethical and effective governance practices and the responsible stewardship of resources
 - Forming collaborative networks and alliances with other institutions, and
 - Attracting, retaining and developing committed, high quality staff and empowering them within a positive work environment

The **University Strategy 2007-2011** is underpinned by a framework of four University plans:

- Course Plan - responsibility of the Deputy Vice-Chancellor (Academic);
- Learning and Teaching Plan - responsibility of the Deputy Vice-Chancellor (Academic);
- Research Plan - responsibility of the Pro-Vice-Chancellor (Research and Graduate Training);
- Institutional Development Plan - responsibility of the Deputy Vice-Chancellor (Administration).

In addition, a number of subsidiary institutional wide plans also align with the University Strategy, providing indicators of performance, annual targets and a “bridge” to similarly aligned Faculty and Divisional annual Operational Plans. The development of the University Plans and Faculty/Divisional Operational Plans occurs within the University’s general planning, review and budget development processes.

These processes are summarized in the following diagram.



The Bachelor of Primary Education Studies is part of the Annual Operating Plan of the Faculty of Education. It is required to demonstrate how it supports the University Strategy 2007-2011. An annual budget for the program is also developed as part of the University’s Finance and Budget Plan.

The program is subject to the rigorous quality assurance processes of the University – in line with the goal of developing a more competitive course profile through course monitoring and renewal, and also through increasing the number of courses of national prominence.

8.3.2 Administrative Staff

This appendix has been changed.

1. *Changes implemented during the current consent period: The appendix has been updated to provide current University information. This process is ongoing.*

The duties and responsibilities of the senior administrative officers of the University are set out in the attached document **Accountability Statements for Executive and Senior Managers**.

The principal senior administrative officers are:

- Vice Chancellor
- Deputy Vice Chancellor
- Pro Vice-Chancellor
- Executive Director – Finance
- Executive Director – Human Resources
- Executive Director – Library
- Executive Director – Information Technology
- Executive Director – Facilities Management
- Executive Director – Student Administration
- Executive Director – Student Services
- Executive Director – Marketing and Communications

The qualifications of these senior administrative officers can be found in the CSU Handbook at: <http://www.csu.edu.au/handbook/handbook08/staff.html>



Accountability Statements for Executive and Senior Managers

| | |
|-------------------------------------|--|
| Version | 1.0 |
| TRIM file number | 05/XXXX |
| Short description | Accountability statements |
| Relevant to | All executive and senior managers and staff acting in those positions |
| Approved by | Executive Committee of Council |
| Responsible officer | Executive Director, Human Resources |
| Responsible office | Division of Human Resources |
| Date introduced | 18 November, 2005 (resolution EXE 05/106) |
| Date(s) modified | |
| Next scheduled review date | October, 2008 |
| Related University documents | <i>Charles Sturt University Act 1989</i> as amended <i>Charles Sturt University By-Law 2005</i> Executive Remuneration and Appointment Policy Procedure for Performance Based Remuneration and Performance Management for Executive and Senior Managers Policy on the Appointment of Heads of School Policy on the Appointment of Associate Deans and Associate Heads of School |
| Related legislation | |
| Key words | accountability statement, executive remuneration, acting appointments, executive manager, senior manager, middle manager, Vice-Chancellor, Deputy Vice-Chancellor, Pro-Vice-Chancellor, Dean, Executive Director, Head of School, Associate Dean, Associate Head of School |

VICE-CHANCELLOR

1 Assigned Responsibilities

The assigned responsibilities for the position of Vice-Chancellor at Charles Sturt University (CSU) are prescribed in the *CSU By-Law 2005*, Part 2 (17) (1) and (17) (3). These are set out below.

1.1 The Vice-Chancellor is responsible to the Council for:

- (a) the day-to-day management of the University and, in particular, for:
 - the academic, administrative, financial and other business of the University;
 - the general supervision of all persons in the service of the University; and
 - the welfare and discipline of the students of the University;
- (b) promoting the interests of the University; and
- (c) furthering the development of the University.

1.2 The Vice-Chancellor may, without specific appointment, exercise the right of membership of any committee of the University (other than a committee of the Council) and may, if he or she wishes to do so, preside at any meeting of such a committee at which the Chancellor or Deputy Chancellor is not presiding.

2 Specific Responsibilities

The Vice-Chancellor is responsible to the Council of the University for:

- (a) the ongoing implementation and review of the strategic plan to secure the University's future as the premier regional university in Australia;
- (b) keeping the Chancellor and Council fully informed on critical and agreed matters within the University;
- (c) providing leadership in the development and performance of the University's academic functions and related student activities;
- (d) providing effective management and supervision of the administrative, financial and other activities of the University including the determination of priorities for the effective allocation of resources and the physical development of the institution;
- (e) establishing management processes and monitoring systems which lead to the successful management of risk and which ensure legislative compliance;
- (f) providing leadership in the external relations of the University, locally, nationally and internationally by promoting and enhancing CSU and the Australian university system through effective participation in the activities of external bodies, the performance of other representative roles and contributing to community debate;
- (g) increasing the percentage of University income from sources other than government;
- (h) achieving high levels of performance by staff and fostering a positive organisational culture; and
- (i) ensuring that sound, contemporary employment principles operate within the University. In particular that the management, recruitment, training and development of staff are based on employment equity principles and that the University remains committed to the pursuit of social justice and the provision of equity of access and opportunity.

DEPUTY VICE-CHANCELLOR

A Deputy Vice-Chancellor is accountable for:

- (a) Managing change by anticipating and responding to developments within the external and internal environment that may impact on the University;
- (b) Leading and guiding the setting of the University's mission, values, priorities and goals;
- (c) Leading and guiding the development of policies and strategies that contribute to the achievement of the University's mission, values, priorities and goals;
- (d) Aligning organisational activities with the University's mission, values, priorities and goals through consultative planning and the management of performance;
- (e) Leading and promoting the development of a strong, responsive and accountable market/client focus;
- (f) Fostering University links into business, industrial and research communities;
- (g) Providing leadership and support for the development of staff, including the recognition of emerging talent;
- (h) Participating in the Performance Management Scheme for executive staff; and
- (i) Assisting in ensuring equity and occupational health and safety within the University.

PRO-VICE-CHANCELLOR

A Pro-Vice-Chancellor is accountable for:

- (a) Managing change by anticipating and responding to developments within the external and internal environment that may impact on the University;
- (b) Leading and guiding the setting of the University's mission, values, priorities and goals;
- (c) Leading and guiding the development of policies and strategies that contribute to the achievement of the University's mission, values, priorities and goals;
- (d) Aligning organisational activities with the University's mission, values, priorities and goals through consultative planning and the management of performance;
- (e) Leading and promoting the development of a strong, responsive and accountable market/client focus;
- (f) Providing leadership and support for the development of staff, including the recognition of emerging talent;
- (g) Participating in the Performance Management Scheme for executive staff; and
- (h) Assisting in ensuring equity and occupational health and safety within the University.

DEAN

A Dean is accountable for:

- (a) Managing change by anticipating and responding to developments within the external and internal environment that may impact on the University or a Faculty;
- (b) Leading and guiding consultative planning and the management of performance to set and implement Faculty goals and strategies that align with the University's mission, values, priorities and goals;

- (c) Leading and guiding the development and implementation of policies and procedures that contribute to the achievement of the University's mission, values, priorities and goals;
- (d) Managing the finances of a Faculty within the terms of the approved budget, and actively pursuing ways to increase University income and contain expenses at the Faculty level;
- (e) Developing an international focus for a Faculty and building links into business, industrial and research communities;
- (f) Leading and guiding the management and regulation of course development, program delivery and quality assurance within a Faculty;
- (g) Deploying staff and Faculty resources effectively;
- (h) Providing leadership and support for the development of staff within a Faculty, including the recognition of emerging talent in the areas of research, teaching and administration;
- (i) Participating in the Performance Management Scheme for executive staff;
- (j) Ensuring equity and occupational health and safety within a Faculty; and
- (k) Contributing to the overall management of the University, as part of the senior management team.

ASSOCIATE DEAN

An Associate Dean shall be accountable to the Dean of Faculty for the following:

1. General

- (a) Assisting the Dean in managing change by advising on developments within the external and internal environment that may impact on the Faculty;
- (b) Assisting the Dean in leading and guiding the development and implementation of policies and procedures that contribute to the achievement of the University's mission, values, priorities and goals;
- (c) Contributing to the overall management of the University, as part of the senior management team;
- (d) Acting as Dean in the absence of the Dean; and
- (e) Deputising for the Dean in circumstances where the Dean cannot be present.

2. Academic

- (a) Assisting the Dean with consultative planning and the management of performance to set and implement Faculty goals and strategies that align with the University's mission, values, priorities and goals;
- (b) Assisting the Dean in leading and guiding the management and regulation of course development, program delivery and quality assurance within a Faculty; and
- (c) Assisting the Dean in developing an international focus for a Faculty and building links into business, industrial and research communities.

3. Resources

- (a) Assisting the Dean in managing the finances of a Faculty within the terms of the approved budget, and actively pursuing ways to increase University income and contain expenses at the Faculty level; and

- (b) Advising the Dean on the effective deployment of Faculty resources.

4. Staff

- (a) Assisting the Dean in providing leadership and support for the development of staff within a Faculty, including the recognition of emerging talent in the areas of research, teaching and administration;
- (b) Advising the Dean on the effective deployment of staff;
- (c) Participating in the University's Performance Management Scheme; and
- (d) Assisting the Dean in ensuring equity and occupational health and safety within a Faculty.

HEAD OF SCHOOL

A Head of School is accountable to the Dean of Faculty for the following:

1. General

- (a) Academic leadership and administrative management within the School to which appointed; and
- (b) Maintaining and enhancing the School's academic, research and consulting services within the Faculty, and the School's relationship with the broader professional community.

2. Academic Leadership

- (a) Providing strategic direction to the School, consistent with Faculty and University plans and policies;
- (b) Promoting excellence in the School's teaching, research, scholarly and professional activities, and supporting the development of staff to achieve such excellence;
- (c) Leading effective collegial processes for the planning, development and monitoring of the School's academic activities, including chairing the School Board and School Assessment Committees;
- (d) Leading and guiding consultative planning and quality assurance processes in order to set and implement a School's objectives and strategies in support of the implementation of the Faculty's and University's strategic plans, taking account of the environments in which the School operates;
- (e) Undertaking continuing professional development in leadership and allied activities;
- (f) Encouraging collaboration within the School, and with other schools of the Faculty and other academic units of the University;
- (g) Promoting the University's links with communities, industry and professions to enhance the School's programs; and
- (h) Participating in the Performance Management Scheme.

3. Resources

- (a) Developing and managing the resources and infrastructure of the School;
- (b) Managing the finances of the School within its approved budget;
- (c) Examining and pursuing ways to increase University income and to contain expenses at the School level;

- (d) Preparing and administering approved budgets; and
- (e) Allocating resources to meet School requirements, consistent with financial delegations and accountabilities of the University.

4. Students

- (a) Administering courses, subjects and higher research degrees within the School, in accordance with the University's academic regulations and accountabilities;
- (b) Promoting the general welfare of students to ensure both environmental health and safety and access to equity requirements are met; and
- (c) Ensuring a responsive student-centred focus in School activities is fostered.

5. Staff

- (a) Fulfilling and managing human resource management requirements in respect to University policies and industrial instruments relating to academic and general staff of the School, including staff induction, probationary reviews, salary progression, management of leave, performance monitoring, performance management and outside professional activities;
- (b) Recommending amendments to the staff establishment of the School;
- (c) Participating in the recruitment and selection of academic and general staff for the School;
- (d) Leading and supporting the professional development of academic and general staff of the School;
- (e) Consistent with the Faculty's workload policy, formulating the School's workload guidelines and managing workload allocations of academic staff of the School;
- (f) Ensuring that all policies and procedures developed for, and implemented within, the School are consistent with equal opportunity and equity principles; and
- (g) Ensuring environmental health and safety requirements within the School are met.

6. Representing the School in the Faculty

- (a) Contributing to the direction, leadership and management of the Faculty;
- (b) Providing advice to the Dean on the needs of the School and on the alignment of Faculty and School plans;
- (c) Participating in collegial academic forums and committees of the Faculty, including the Faculty Board; and
- (d) Monitoring the implementation of Faculty and University policies within the School and providing advice on changes to such policies.

7. Representing the Faculty Externally

In conjunction with the Dean, representing the School to the external community by developing, promoting and maintaining links with appropriate industry, government, professional and community bodies; and seeking opportunities for the School to meet industry and community needs as well as obtain support for the resources of the School.

8. University Management

Contributing to the growth and development of the University through serving as an ex officio member on committees nominated by the Dean.

9. Heads of School, who hold a substantive academic appointment at **Level E**, will be required to contribute to the academic leadership of the University at a level beyond that of the School, and possibly even the Faculty, and make significant contribution to the operation of the University and the tertiary sector. These accountabilities would be decided in conjunction with the Dean and Deputy Vice-Chancellor (Academic).

ASSOCIATE HEAD OF SCHOOL

An Associate Head of School shall be accountable to the Dean of Faculty through the Head of School for the following:

1. Academic Leadership

- (a) Assisting the Head of School to provide strategic direction to the School, consistent with Faculty and University plans and policies;
- (b) Promoting excellence in the School's teaching, research, scholarly and professional activities, and supporting the development of staff to achieve such excellence;
- (c) Assisting the Head of School to provide effective collegial processes for the planning, development and monitoring of the School's academic activities, including chairing the School Board and School Assessment Committees in the absence of the Head of School;
- (d) Assisting the Head of School to provide consultative planning and quality assurance processes in order to set and implement a School's objectives and strategies in support of the Faculty's and University's strategic plans, taking account of the environments in which the School operates;
- (e) Undertaking continuing professional development in leadership and allied activities;
- (f) Encouraging collaboration within the School, and with other Schools of the Faculty and other academic units of the University;
- (g) Promoting the University's links with communities, industry and professions to enhance the School's programs;
- (h) Assisting the Head of School in the conduct of the University's Performance Management Scheme; and
- (i) Participating in the University's Performance Management Scheme.

2. Resources

- (a) Assisting the Head of School with the development and management of the resources and infrastructure of the School;
- (b) Assisting the Head of School to manage the finances of the School within its approved budget;
- (c) Assisting the Head of School to examine and pursue ways to increase University income and to contain expenses at the School level;
- (d) Assisting the Head of School to prepare and administer approved budgets; and
- (e) Assisting the Head of School to allocate resources to meet School requirements, consistent with financial delegations and accountabilities of the University.

3. Students

- (a) Assisting the Head of School to administer courses, subjects and higher research degrees within the School, in accordance with the University's academic regulations and accountabilities;
- (b) Promoting the general welfare of students to ensure both environmental health and safety and access to equity requirements are met; and

- (c) Assisting the Head of School to ensure a responsive student-centred focus in School activities is fostered.

4. Staff

- (a) Assisting the Head of School to fulfil and manage human resource management requirements in respect to University policies and industrial instruments relating to academic and general staff of the School, including staff induction, probationary reviews, salary progression, management of leave, performance monitoring, performance management and outside professional activities;
- (b) Assisting the Head of School in developing recommendations for amending the staff establishment of the School;
- (c) Participating in the recruitment and selection of academic and general staff for the School;
- (d) Assisting the Head of School in leading and supporting the professional development of academic and general staff of the School;
- (e) Consistent with the Faculty's workload policy, assisting the Head of School in formulating the School's workload guidelines and managing workload allocations of academic staff of the School;
- (f) Assisting the Head of School to ensure that all policies and procedures developed for, and implemented within, the School are consistent with equal opportunity and equity principles; and
- (g) Assisting the Head of School to ensure environmental health and safety requirements within the School are met.

5. Representing the School in the Faculty

- (a) Contributing to the direction, leadership and management of the Faculty;
- (b) Assisting the Head of School in providing advice to the Dean on the needs of the School and on the alignment of Faculty and School plans;
- (c) Participating in collegial academic forums and committees of the Faculty, including the Faculty Board; and
- (d) Assisting the Head of School in monitoring the implementation of Faculty and University policies within the School and providing advice on changes to such policies.

6. Representing the School Externally

In conjunction with the Dean and Head of School, representing the School to the external community by developing, promoting and maintaining links with appropriate industry, government, professional and community bodies; and seeking opportunities for the School to meet industry and community needs as well as obtain support for the resources of the School.

7. University Management

Contributing to the growth and development of the University through serving as an *ex-officio* member on committees nominated by the Dean.

8. General

- (a) Acting as Head of School in the absence of the Head of School; and
- (b) Deputising for the Head of School in circumstances where the Head of School is unavailable.

EXECUTIVE DIRECTOR

An Executive Director is accountable for:

- (a) Managing change by anticipating or responding to developments within the external and internal environment that may impact on the University or a Division;
- (b) Leading and guiding consultative planning and the management of performance to set and implement Divisional goals and strategies that align with the University's mission, values, priorities and goals;
- (c) Leading and guiding the development and implementation of policies and procedures that contribute to the achievement of the University's mission, values, priorities and goals;
- (d) Managing the finances of a Division within the terms of the approved budget, and actively pursuing ways to increase University income and contain expenses at the Divisional level;
- (e) Developing a responsive client focus within a Division;
- (f) Leading and guiding the management and regulation of the quality and delivery of services to a Division's clients and stakeholders;
- (g) Deploying staff and Divisional resources effectively;
- (h) Providing leadership and support for the development of staff within a Division;
- (i) Participating in the Performance Management Scheme for executive staff;
- (j) Ensuring equity and occupational health and safety within a Division; and
- (k) Contributing to the overall management of the University, as part of the senior management team.

MIDDLE MANAGER

A Middle Manager (i.e. a Director or Manager) is accountable for:

- (a) Managing change by anticipating and responding to developments within the external and internal environment that may impact on a Section;
- (b) Leading and guiding consultative planning and the management of performance to set and implement a Section's objectives and strategies that contribute to the achievement of a Division's goals;
- (c) Managing the finances of a Section within the terms of the approved budget, and actively pursuing ways to increase University income and contain expenses at the Section's level;
- (d) Ensuring the implementation of a responsive client focus at the Section's level;
- (e) Leading the management and regulation of the quality and delivery of services to a Section's clients and stakeholders;
- (f) Managing the staff and other resources of a Section effectively;
- (g) Providing leadership and support for the development of staff within a Section;
- (h) Participating in the Performance management Scheme for Heads of School and Middle Managers;
- (i) Ensuring equity and occupational health and safety within a Section; and
- (j) Contributing to the overall direction, leadership and management of the Division, as part of the management team.

8.4 Participation in Academic Policies and Standards

This appendix has been changed.

1. *Changes implemented during the current consent period: The appendix has been updated to provide current University information. This process is ongoing.*

As approved by the Academic Senate on 18 February 1992 (AS 92/20) and as amended on 15 December 1992 (AS 92/257), 15 June 1993 (AS 93/108), 19 October 1993 (AS 93/202), 27 April 1994 (AS 94/34), 24 August 1994 (AS 94/109), 13 December 1995 (AS 95/276), 24 April 1996 (AS 96/7, 96/9-10, 96/13), 25 June 1997 (AS 97/126), 28 October 1998 (AS 98/266), 28 April 1999 (AS 99/56), 27 October 1999 (AS 99/163), 13 September 2000 (AS 00/161), 6 December 2000 (AS 00/187), 28 March 2001 (AS 01/30), 13 June 2001 (AS 01/80, AS 01/85, AS 01/86), 1 August 2001 (AS 01/102), 12 December 2001 (AS 01/170 & 182), 3 April 2002 (AS 02/22), 5 June 2002 (AS 02/32-35), 31 July 2002 (AS 02/59), 4 September 2002 (AS 02/102), 11 December 2002, 2 April 2003 (AS 03/28), 7 April 2004 (AS 04/16), 2 June 2004 (AS 04/57), 1 June 2005 (AS 05/51), 10 August 2005 (AS 05/81), 7 December (AS 05/160), 9 August 2006 (AS 06/72 and AS 06/83) and 4 October 2006 (AS 06/105).

1. INTRODUCTION

This document explains the processes for the approval and review of awards, courses and fields of research within the University. The policy objectives which underlie these processes are as follows:

- to ensure the development of courses which
 - (i) are of high academic standard and which meet the needs of relevant professions or industry groups; and
 - (ii) fit the University's planning profile;
- to ensure that existing courses continue to meet these objectives;
- to ensure that consistency with regulations is maintained across courses concerning nomenclature and structure;
- to ensure the effective documentation of proposals for both new and modified courses; and
- to ensure that course accreditation processes enable timely introduction of new or modified courses within the University's framework of student induction and course delivery.

2. AUSTRALIAN QUALIFICATIONS FRAMEWORK

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) established a taskforce to develop an Australian Qualifications Framework (AQF).

The AQF provides descriptors for each qualification level. The descriptors define the qualifications in terms of:

- the characteristics of learning outcomes;
- the authority for those learning outcomes; and
- pathways to the qualification.

Detailed descriptions of each qualification level may be found on the AQF website.
(<http://www.aqf.edu.au/aqfqual.htm>)

Courses at CSU are expected to comply with AQF guidelines, and the attestation from the Dean of a Faculty proposing a course certifies that this is the case, for that course.

3. ACADEMIC GOVERNANCE

Note: Responsibilities and membership of the principal governing bodies were outlined in **8.2.1 Responsibilities of Governing Bodies**. Those bodies, as well as the additional committees listed below, all have representation from both academic staff and students of Charles Sturt University.

3.1 Board of Governors

Under the Charles Sturt University Act, 1989, the Board of Governors is responsible for:

The development of broad policies with respect to academic planning and the nature and standard of academic awards and generally defining the education profile of the University; (18(1)(c)).

The Board of Governors is presently (2007) known as the University Council.

3.2 University Course Planning Committee

The University Course Planning Committee was established by the Vice-Chancellor to “assist him in the planning and management of the University”. With respect to the approval of awards and courses, the Committee:

- determines their compatibility with the University's mission statement and educational profile;
- reviews evidence of their need and demand;
- evaluates their resource implications;
- determines their priority and date of introduction; and
- allocates load.

3.3 Academic Senate

The Academic Senate is the principal academic body of the University. As such, the Academic Senate ensures on behalf of the Board of Governors (now University Council) that:

- the structure and requirements of each course are consistent with the award to which it leads;
- the depth of content and standard of assessment of each course is appropriate to the award to which it leads;
- the Faculty providing the course has the academic staff and other resources to offer the course;
- the methods of course delivery are appropriate in achieving the purpose of the course;
- the course and the award to which it leads are consistent with the Australian Qualifications Framework.

In the case of undergraduate courses, postgraduate coursework courses and coursework professional doctorates, this role has been delegated to the Academic

Programs Committee.

3.4 Board of Graduate Studies

The Board of Graduate Studies is responsible for overseeing, and advising the Academic Senate on, the accreditation of research higher degree courses and research professional doctorates. In particular, the Board of Graduate Studies makes recommendations to the Academic Senate on all higher degree research program proposals and research professional doctorate proposals emanating from the Faculties and recommends changes to the Academic Senate's policy on course accreditation.

3.5 Academic Programs Committee

The Academic Programs Committee has delegated authority from Academic Senate with respect to the accreditation of all courses except master by research programs and research doctoral programs. In particular, the Academic Programs Committee approves or otherwise all course proposals for which it has delegated authority. It also provides advice to the Academic Senate on all proposed changes to academic policy, and has particular responsibility for recommending changes to the Academic Senate's policy on course accreditation.

3.6 Faculty Boards

The Faculty Boards for the Faculties of the University have delegated authority for the implementation of the teaching, scholarship and research policies prescribed by the Academic Senate.

Under their terms of reference as prescribed by the University Council, Faculty Boards are required to consider and make recommendations to the Academic Programs Committee, or to the Academic Senate [through the Board of Graduate Studies] as appropriate, with respect to the approval of new and revised courses proposed by the several Schools of the Faculty.

Faculty Boards also consider and may approve revisions in existing courses which do not constitute a significant variation (see clause 7.2) in the subject content or pattern of the course which results in a difference in length, or a major difference in level or purpose of that course.

3.7 Courses Committees of Faculty Boards

The Faculty Courses Committees have delegated authority from Academic Senate with respect to the approval of all course documentation except master by research programs and research doctoral programs.

The role of the Courses Committee for each Faculty Board is to:

make recommendations to the Faculty Board on additions and deletions to the course profile for the Faculty; and

make recommendations to the Faculty Board on all proposals for new or revised courses submitted for accreditation.

3.8 School Boards

School Boards are the principal academic body of each School. School Boards consider and make recommendations to the Faculty Board with respect to all matters relating to the subjects taught by the School and with respect to general matters relating to courses.

3.9 Course Committees

A Course Committee is established for each course or group of courses to advise the Faculty Board (or, for shared courses, Faculty Boards) through the Board's Courses Committee on the development and academic administration of the course or courses for which it is responsible.

3.10 Course Advisory Process

3.10.1 Objectives

- 1) To ensure that the academic standing of courses remains high. To this end, the advisory process chosen for the development and review of a particular course or courses will be one that assists in ensuring that:
 - the course is current and constitutes an intellectually challenging and stimulating learning experience;
 - the course has clear and appropriate aims and objectives;
 - the course content, including teaching and learning experiences and assessment strategies, is at an appropriate level and is consistent with the aims and objectives of the course; and
 - the teaching methods are appropriate for the course.
- 2) **To ensure that courses remain relevant to the professions and industries they serve. To this end, the advisory process chosen for a particular course or courses will be one that can provide an awareness of:**
 - the changing needs of the community;
 - the industry/professional reputation of the course;
 - the changing focus of those professions and industries; and
 - existing, emerging and potential markets.

3.10.2 Minimum Requirements

The minimum requirements of the policy are that, for every course, there must be:

- an identified advisory process in place;
- independent external experts included in that process; and
- records of all aspects of the process.

The advisory process chosen may be one that includes a number of courses or be specific to a particular course.

The advisory process chosen may also:

- provide avenues for community input into the enhancement and further development of courses
- encourage recognition of course by relevant bodies; and
- assist in promotion of courses.

It is the responsibility of the Faculty to ensure that the advisory process chosen for each course meets the minimum requirements of the policy and that in the advisory process overall there is the expertise to address all of the objectives of the policy.

Where a course includes specialisations, and a particular specialisation is being added to a course or is being reviewed individually, the advisory process requirements apply for that specialisation.

The records of the advisory process for a particular course will be kept in a “course portfolio” that will be located in the School office or the Faculty office, depending on the Faculty’s policy on this matter.

The details of the advisory process employed for a particular course will be set out in Course Approval and Course Review documents for the course and will describe the mechanics of this process and its outcomes. For a particular specialisation, these details will be set out in the equivalent field in the Course Modification document (to add a specialisation) and the Course Review document.

8.5.1 Library Resources

This appendix has been changed.

1. *Changes implemented during the current consent period: The appendix has been updated to provide current Library information. This process is ongoing.*
2. *Changes proposed for implementation under the new consent: Refer to CSU's Response to the Program Evaluation Committee's Report (Nov 2008) Section Two 4 (b).*

Introduction

The Division of Library Services has a specific Project Team overseeing and supporting the services for Ontario, and members are in frequent contact with the Librarian there. The physical collection at Burlington will continue to grow. Such growth will be informed by local academic staff and education standards.

In contrast, the virtual collection available to all Charles Sturt University students, regardless of location, is extensive.

Library services and collections are provided on the major campuses at Bathurst, Wagga Wagga, Albury, Thurgoona, Orange and Ontario to support the academic program of the University. There is no main CSU Library. The Division of Library Services provides a whole-of-university service. The entire collection totals over half a million volumes.

The Executive Director reports to the Deputy Vice Chancellor (Academic). The Division operates on the principle of 'one library' across its several campuses. Whenever it is feasible the Division of Library Services acquires resources in electronic format to enable staff and students to access information from any computer with an Internet connection.

Bachelor of Primary Education students in Ontario have access to chapters from books located at the other campuses through the intercampus photocopy facility. Most journal subscriptions are now accessible via the Internet. Journal articles from print-only titles on other campuses can be requested via the Library's web site and are delivered electronically via email to the student's desktop. All copying undertaken by the Division of Library Services complies with Copyright Law.

Services

Lending:

- Physical resources can be requested directly from the catalogue.
- Book chapters and articles can be requested from other campuses. These are scanned and emailed to the student.
- Books can be borrowed for a two week loan period, with two renewals.
- Renewals can be made online or can be requested via email or 905-333-4955 ext. 55107.
- Extended loans are available for students on practicum.
- Online resources are available 24/7.
- Students have free access to Burlington Public Library and Halton District School Board Library.
- Students with a visual disability may request delivery of documents in alternative formats.

Help:

- **Ask a Question (help desk)** – provides an online service where students can ask a librarian for help with a specific query or information need. Currently, questions are answered within 24 hours for Ontario students or on Monday morning after the weekend. The Library team are investigating an extension of this service to enable questions to be answered over the weekend.
- **KnowledgeBase** is a searchable database of questions and answers from the 'Ask a Question' service.

- **Live Chat** – Chat to Library staff in real-time. No downloads of personal information required to engage in the chat.
- **The Library forum** is another tool for asking questions, making comments, debating and searching for answers. Questions posted to the forum are often answered by other students.
- **How to use the Library** – is a collection of web pages located on the Library website at: <http://www.csu.edu.au/division/library/>. These pages provide students with a range of self help tools including FAQs, podcasts, guides and tutorials.
- **Bridgit web-conferencing software** is often used in conjunction with a telephone service. This enables staff to take 'control' of the student's desktop to demonstrate how to use particular databases, the catalogue, website, etc.

Communication:

- The Library blog <http://yourlibrarycsu.blogspot.com/> (or <http://www.yourlibrarycsu.blogspot.com/>) is a web log which provides regular posts (almost daily) on new resources (including frequent posts for Ontario resources), services, relevant current events, research initiatives and trends (available via RSS).
- The Library forum is primarily used by students to ask questions and make comments. Students frequently answer their colleagues' questions.
- LibraryNews@CSU is a quarterly newsletter (online and print) <http://www.csu.edu.au/division/library/about/publications/newsletter/index.htm>.
- The New Titles resource provides a weekly listing of new resources acquired by the Library (RSS feeds in are in development).
- Web 2.0 applications, such as blogs, podcasts, cloudtagging and RSS feeds are used for information, orientation, social networking and alerts.
- Other University communication channels ensure staff and students are informed of new and recommended services and resources. These include:

What's New and News – a daily CSU online 'newsletter'

CSU Students' forum

Mature Age Students' forum

Student Services publications (online and print)

Direct communication with subject coordinators and academics

Quality Assurance:

- Client satisfaction surveys are conducted every two years.
- Website usability testing is conducted every six months.
- A feedback option is incorporated into the 'Ask a Question' service which students use to comment on the response they received, timeliness, etc.
- A feedback option is incorporated into the revised online Library Tutorial.
- RefTracker, the tool which is used to manage all request forms, provides detailed statistics by study mode, School, status (PG, UG), etc.
- A website feedback link is located on every page on the Library website.
- The Library team is currently undertaking a project to develop a Quality Framework for the Division. This framework will be a mechanism for identifying, implementing, measuring, improving, tracking and managing quality.
- The Division of Library Services has an intensive staff orientation, development and training programme for the Library team.
- The Library team is currently revising performance competencies and benchmarks for a number of functional areas.

Information Literacy Training:

The Division of Library Services has a 'whole of cohort' approach to information literacy training. All training tools are developed for use by all students regardless of study mode or location. Face-to-face training has been phased out, with a few exceptions (students at risk, some DE students, indigenous students). Where possible the Library collaborates with subject coordinators in Ontario to embed Subject Support and information literacy training tools into an online subject (Interact). The Library also has a generic online tutorial that can be customised to suit the particular needs of a cohort. The tutorial incorporates an automated assessment quiz; marks for each student are forwarded to the subject coordinator.

In addition the Library offers the following tools to assist students with information literacy:

- Commerce Subject Support <http://www.csu.edu.au/division/library/find-info/subject/commerce.html> - this guide helps student through the information literacy process and includes interactive tutorials. These Subject Support guides are often embedded into subject outlines in Interact and are actively promoted by the subject coordinator.
- Watch-it tutorials (utilising Camtasia or Captivate) are used for catalogue functions, EndNote and key databases. These are multimedia instructional videos which take students through a topic step-by-step.
- SmartSkills – is another set of interactive information literacy tutorials which are self-paced and can be accessed on demand by students.
- Just-in-time, self help training – are short 'bite-size' guides and tutorials (podcasts, FAQs, tutorials, etc). This training is available in the How to use the Library section of the Library website and within context throughout the website.

Resources

- an Electronic Reserve (eReserve) service, which involves the digitisation of readings (journal articles, book chapters, conference papers etc.) as selected by academic staff, to supplement core materials. Readings are in pdf format for easy downloading by students. eReserve is searchable via the library catalogue and can be easily located by subject code, and by standard Author, Title & Subject searches. This very popular and ever-growing service enables on-campus and remote users to take advantage of the same reading material regardless of their location.
- extensive online databases, enabling remote access to a variety of journal indexes/abstracts and in many cases, full-text of journal articles, to all students. Examples on next page.
- SmartSearch, providing a single search interface for these database services.
- a growing collection of Electronic Books bringing key texts to the desktops of all students, regardless of location.
- online access to major reference resources such as the Oxford English Dictionary, Britannica, World of Learning, Europa World Yearbook and much more. We also have access to the online Oxford Reference Collection which contains a wide range of subject dictionaries, handbooks and encyclopaedias.

Current print holdings at CSU Ontario 3501 (as at 31.12.08)

- approximately 25 new titles are added weekly to the Ontario collection.

Number of Holdings (electronic) including program-specific databases:

- Total ejournals 43,400 (31.12.08) Including Taylor & Francis Education package, EBSCOhost Education Research Complete, ERIC documents, & ProQuest CBCA (Canadian)
- Total ebooks subs 4489 (31.12.08) –approximately 50 ebooks are added weekly to the Library collection. In addition EBL: access to 90,000 titles where usage will initiate a CSU purchase

8.5.2 Computer Access

This appendix has been changed.

1. *Changes implemented during the current consent period: The appendix has been updated to reflect the decision taken by the University in June 2005 mandating student laptops as a condition of entry to the program. It has also been updated as a consequence of the annual review of ICT on the campus. It should be noted that the Program Evaluation Committee's Report (Nov 2008 – page 6) indicated that “.....the facility is well equipped with hardware in the areas of information and communications technology.”*

The Bachelor of Primary Education Studies is delivered face-to-face. This involves a combination of traditional lectures and workshops, significant time in schools and the utilization of online teaching and learning strategies.

All students admitted to the program are required to have a laptop computer with internet access and a wireless card. (See specifications below.)

CSU Ontario, at its Burlington campus, has a state-of-the-art wireless network which has proven enormously effective in the Bachelor of Primary Education Studies. The Resource Centre also houses a suite of desktop computers, all with internet access, which students can access freely. Students have access to wireless printing facilities and there is an Information Technology support officer available onsite for both students and staff.

| SERVICE PROVIDED | TECHNOLOGIES AVAILABLE | LOCATION OF SERVICE |
|---|---|--|
| Access to Computers for student study | All students provide their own personal laptop computers | With student |
| Access to Library and Resource Centre information | Computers provided | Resource Centre |
| Access to the Internet Students and Staff | 'Free' Wireless services are provided for all students which provides full internet access for student laptops | Throughout Campus facilities |
| Printing Services for students and staff | 'Free' Printing services are provided via multiple high speed printers. Students connect to the printers via the wireless network | In 2 locations for Students and 2 locations for staff |
| CSU Online Services* (email, discussion forums, course and subject information) | Via the Wireless Internet facility | Throughout Campus facilities and whenever student is connected to the Internet |
| Telephone service | On site telephone system with 'free' tie-line services back to Australia | Number of phones located throughout the building |
| CSU IT Service desk | Free telephone service back to IT service desk in Australia and a online Web page where students can request support 24x7 | Australia |
| Local IT support | Web page for students to request 'on-site' IT support | Provided via the Bay Area Learning Centre (contractual agreement between CSU and BALC) |
| Video Conferencing | A Video conference unit is available for staff use. This unit can be use for academic or administrative use | Unit located in Staff Common Room |

*The CSU Online Services are a comprehensive suite of computer-based services provided to staff and students to assist in Learning and Teaching. These include:

my.CSU

A web portal providing access to numerous Online Services. My.CSU allows students and staff to access the various services described below.

Email

Students are able to send and receive email via a CSU provided email service or alternatively configure the system to forward email to another personal email address

Forums

A number of electronic theme based discussion forums enabling students (and staff) to interact. Students have automatic access to forums for their subject and campus together with the option to include themselves in a number of other general type forums.

Support and information links (Quicklinks)

A large number of 'links' allowing students to use numerous services such as:

- Personal details (enrolment, subject, course, Transcript)
- Support Systems (student administration, Library, IT, student services)
- Resource services (Library, Information Technology, Communication directory, policies, procedures etc)
- Knowledge services (user guides, help information)

Student Laptop Specifications

- Windows or Apple based Laptop
- Wireless built in (802.11g - 54Mbps or better) or wireless usb/pcmcia card (802.11g -54Mbps or better)
- CD Rom (highly recommended but not essential)
- USB Ports (highly recommended but not essential)
- Ethernet port (recommended but not essential)
- Modem (recommended but not essential)
- Windows XP Home or XP Pro (Windows 98, Windows ME and Windows 2000 are not acceptable)
- Apple OSX system 10
- Microsoft office 97 or better (will need to purchase)
- Internet Explorer 6.0 Service Pack 2 or better (free on web)
- Anti Virus software (any reputable product or AVG (free on web))
- Adobe acrobat reader (free on web)
- Printer Driver for CSU printer (Provided during orientation program)

8.5.3 Classroom Space

This appendix has been changed.

1. *Changes implemented during the current consent period: Prior to the implementation of the program in August 2005, the University took the decision to lease and renovate its own space. Additional space has since been acquired and renovated in both 2006 and 2007. The Program Evaluation Committee's Report (Nov 2008 – page 6) described the premises as: “....an inviting facility.”*

| Year | Number of Students (cumulative) | | Number of Classrooms (include seating capacity) | Location of Classrooms | |
|---------|------------------------------------|--------------|--|------------------------|-----------------|
| | | | | On site (√) | Other (specify) |
| Year 6 | SEM 1 200 | SEM 2 200 | 1 (200) 4 (50) 2 (25) | √ | |
| Year 7 | 200 | 200 | 1 (200) 7 (50) 2 (25) | √ | |
| Year 8 | 200 | 200 | 1 (200) 7 (50) 2 (25) | √ | |
| Year 9 | 200 | 200 | 1 (200) 7 (50) 2 (25) | √ | |
| Year 10 | 200 | 200 | 1 (200) 7 (50) 2 (25) | √ | |

8.5.4 Laboratories/Equipment (Where Applicable)

Not Applicable

8.6 Resource Renewal and Upgrading

This appendix has been changed.

1. *Changes implemented during the current consent period: The appendix has been updated to provide current University information. This process is ongoing.*

CSU Library has a policy of continual review and renewal of its holdings. It has an annual budget of \$9,000,000 AUD to support this process. Similarly, the Resource Centre at CSU Ontario, Burlington is incorporated into this process as course outlines are renewed and updated – with the collection being expanded automatically.

Computer access will be supported by the scalability of the existing wireless network installed at CSU Ontario, Burlington. It has the capacity to sustain 300 students simultaneously accessing the network via their laptops on site. A sophisticated print monitoring system, an extensive virus protection system (updated weekly), a voice over the internet protocol (VOIP) telephony system, and an advanced audio visual network (including videoconferencing to CSU in Australia) are all parts of the information technology present at CSU Ontario.

Arrangements are in place with the Bay Area Learning Centre for CSU to lease and renovate additional classroom and office space to meet any additional needs for our programs in Ontario.

Laboratories/Equipment – Not Applicable.

8.7 Support Services

This appendix has been changed.

1. *Changes implemented during the current consent period: The appendix has been updated to provide current University information. This process is ongoing.*

| Support Service | Brief Description of Service (Attach additional information as necessary.) |
|---|---|
| Academic Advising | Academic advising – this will be provided by all lecturers involved in the program. Students will have access to staff on a face-to-face basis during on-campus teaching sessions, and by electronic means via email at all times. The Program Coordinator will have responsibility for ensuring appropriate academic advice is readily available to all students. |
| Career Counseling | Career counseling – provided by the academic staff teaching in the program from both Charles Sturt University. Generic career advice is available through online services at CSU: http://www.csu.edu.au/division/studserv/careers/ |
| Personal Counseling | Personal Counseling – access to personal counseling will be coordinated by the Head of School, CSU Ontario. CSU Ontario has access to a range of counseling services, both online and face-to-face, and the Head of School will direct students to the most appropriate support service. Generic counseling advice is available through online services at CSU: http://www.csu.edu.au/division/studserv/counsel/ |
| Placement | Students will be supported in their professional placements by on-campus staff as well as Associate Teachers in the schools. Placements will be determined in consultation with students, academic program staff, School Boards (both Public and Catholic), school principals and faculty heads. |
| Services for Students with Disabilities | Charles Sturt University is committed to providing an inclusive educational environment which promotes awareness and understanding of issues for students with a disability. Students who have a physical or sensory impairment, a medical condition, learning disability, or mental health disorder which affects access to or participation in study or University life are strongly advised to contact one of the University's Disability Liaison Officers. The Disability Liaison Officer can assist students with: <ul style="list-style-type: none">general advice and assistanceissues around disclosure of your disability to other staff and studentssupport strategies in consultation with you and other relevant staff, according to your specific needs.assistance liaising with academic and administrative staffreferral and liaison with other relevant services or agenciesaccess to specialised resources and servicesinformation on campus access In addition, resources and services can be provided on an |

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| | <p>individual basis according to assessed need. Some examples that may be provided by the University are:</p> <ul style="list-style-type: none"> specialised equipment or furniture for use on campus assistive software alternative format study materials such as Braille, electronic, large print or audio peer note takers of lecture notes special provisions for exams library assistance. <p>CSU has also developed a Disability Action plan which is in the process of being reviewed to ensure relevance to the Ontario campus. Further information is available to students at:</p> <p>http://www.csu.edu.au/division/studserv/disability/</p> |
| Tutoring | <p>For students who feel they would like to boost their skills and knowledge, CSU offer several STUDY LINK subjects in the areas of online learning, academic skills development, maths, statistics, chemistry, physics, career management, personal development, and making the transition to tertiary study.</p> <p>A study skills adviser is also available, by appointment, to provide individual support in the areas of academic writing and referencing.</p> <p>Generic learning skills advice is available through online services at:</p> <p>http://www.csu.edu.au/division/studserv/learning/</p> |

In addition to the services outlined above, McMaster students in the concurrent program will continue to access the range of support services provided by McMaster while they are enrolled in the Bachelor of Primary Education Studies with CSU. CSU is currently negotiating an appropriate fee with McMaster University for these arrangements.

8.8 Policies on Faculty

This appendix has been changed.

1. *Changes implemented during the current consent period: The appendix has been updated to provide current University information. This process is ongoing.*

Academic Professional Credentials – academic staff are appointed on the basis of their academic qualification and/or professional expertise. They are appointed at levels A-E depending on qualifications and experience (per industrially agreed position classification standards). A copy of the *Policy on the standards, expectations and qualifications of academic staff* is attached. Positions must be advertised in national media and appointment adheres to a process based on Equal Employment Opportunity (EEO) principles. The Dean of the Faculty chairs all selection committees for new Faculty staff and the Faculty has to maintain a balance between staff with a high academic, research and publication record, and those with high levels of professional expertise and status within the teaching profession.

Research/Clinical/Exhibition Supervisors – N/A for this program.

File Evidence of Academic Credentials – The Human Resources Division of Charles Sturt University maintains a record/file on each employee/Faculty member of the University. This includes an academic and professional qualifications register. A copy of the *Guidelines on the administration and updating of the official listing of staff awards, titles and distinctions held for inclusion in the University Handbook* is attached.

Review of Faculty Performance – staff of the Faculty participate in a regular performance review process. This includes *Academic Staff Probation Policy* (attached), *Academic Staff Incremental/Progression Policy* (attached), *Performance Management Scheme: Procedure for Academic Staff* (attached) and the *Policy on Student Feedback* (refer to 7.1.2)

Maintaining Faculty Currency in their Field – through the Performance Management Scheme referred to above, staff must demonstrate that they have maintained currency in their field and must devise annual plans about which professional learning activities they will undertake in the year to come. Indeed they are required to contribute to knowledge generation and dissemination in their field by way of publication and presentation at conferences and seminars. Staff are also required to maintain knowledge and awareness of the School system by being involved in practice teaching supervision and conducting staff development programs for teachers and other educational professionals.

Faculty Teaching and Supervision Loads – the Faculty has a Staffing Formula which distributes fairly teaching, course/program coordination and other duties. A copy of this document is attached as *Faculty Staffing and Workload Allocation Policy*.

Faculty Availability to Students – staff are required to be readily available to students. The policy on *Minimum Standards For Communicating With Students* is attached.

Professional Development of the Faculty – regular staff development activities are conducted on a range of issues. Professional learning opportunities related to teaching, learning and course development are coordinated by a Division within the University called the Division of Learning and Teaching Services (for examples of services/offerings, see <http://www.csu.edu.au/division/lts/services/index.htm>). Professional learning opportunities related to research, scholarship, and supervision are offered by the University's Centre for Research and Graduate Training [for examples of services/offerings see <http://www.csu.edu.au/research/training/>].

Staff are also eligible to apply for a semester of study leave (sabbatical) every three years and this is a very important source of professional learning and development.



Policy on Standards, Expectations and Qualifications of Academic Staff

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| Version | 1.0 |
| TRIM file number | 05/XXXX |
| Short description | A policy on the standards, expectations and qualifications of academic staff that provides a foundation for and informs their probation, performance and promotion at Charles Sturt University (CSU). |
| Relevant to | All academic staff who hold a fixed term appointment or continuing appointment at CSU. |
| Approved by | Deputy Vice-Chancellor (Academic) |
| Responsible officer | Executive Director, Human Resources |
| Responsible office | Division of Human Resources |
| Date introduced | 18 November, 2005 (resolution EXE/106) |
| Date(s) modified | |
| Next scheduled review date | November, 2008 |
| Related University documents | Academic Staff Probation Policy, Procedure and Guidelines Academic Staff Promotion Policy, Procedure and Guidelines Performance Management Scheme: Policy for Executive, Academic and General Staff Performance Management Scheme: Procedure and Guidelines for Academic Staff Staff Recruitment and Selection Policy Code of Conduct for Staff |
| Related legislation | |
| Key words | policy, academic staff, promotion, probation, performance management, standards, expectations and qualifications |

1. PURPOSE

- 1.1 This policy outlines the standards, expectations and qualifications that apply to academic staff members of Charles Sturt University (CSU). It is in addition to the duties and responsibilities prescribed in the “Minimum Standards for Academic Levels” (located in the “CSU Enterprise Agreement”).
- 1.2 This policy should be used to provide a foundation for and inform the following CSU policies:
 - (a) Staff Recruitment and Selection;
 - (b) Academic Staff Probation;
 - (c) Performance Management; and
 - (d) Academic Staff Promotion.

2. SCOPE

This policy applies to all academic staff who hold a fixed term appointment or continuing appointment at CSU.

3. PRINCIPLES

This policy is based on principles of:

- (a) academic freedom of association, enquiry and expression in a manner consistent with a responsible and honest search for and dissemination of knowledge and truth as embedded in the CSU Code of Conduct;
- (b) recruitment, retention and development of high performing academic staff members who contribute to CSU’s mission;
- (c) fairness and flexibility in workplace arrangements; and
- (d) organisational and staff productivity and performance.

4. QUALIFICATIONS

4.1 Level A

- (a) An honours degree or higher qualification; an extended professional degree; a postgraduate diploma appropriate to the relevant discipline area; or equivalent accreditation and standing;
- (b) The **capacity** to undertake, under supervision, teaching and research or professional or creative activity; and
- (c) The capacity to work as part of a team of academic staff.

4.2 Level B

- (a) A doctoral or masters qualification appropriate to the relevant discipline area or equivalent accreditation and standing; and

- (b) A **record** of research or professional or creative achievements relevant to the discipline area, which demonstrate a capacity to make an autonomous contribution.

4.3 Level C

- (a) A doctoral qualification relevant to the discipline area; or equivalent accreditation and standing; and
- (b) A record of **significant** achievement relevant to the discipline area, and at a national level, in the scholarship of teaching and/or research or professional or creative work.

4.4 Level D

- (a) A doctoral qualification relevant to the discipline area; or equivalent accreditation and standing; and
- (b) A record of academic achievement of national and/or international standing through **outstanding** contributions, including academic leadership, to the scholarship of teaching and/or research or professional or creative work.

4.5 Level E

- (a) A doctoral qualification relevant to the discipline area; or equivalent accreditation and standing;
- (b) A record of academic achievement of national and/or international standing through **distinguished** contributions, including academic leadership, to the scholarship of teaching and/or research or professional or creative work; and
- (c) Recognition as a leading authority in the relevant discipline area.

5. STANDARDS AND EXPECTATIONS

5.1 A Level A academic is expected to

- (a) contribute, under supervision and often as part of a team, to academic activities, which may include teaching, research or professional or creative activity;
- (b) contribute to the academic administration of teaching. This may include subject coordination from Academic Level A, Step 6;
- (c) supervise honours theses and masters projects but would not normally be expected to undertake research higher degree supervision; and
- (d) undertake professional development, including, where appropriate, higher degree study, to enhance his/her skills in teaching and/or research or professional or creative activity.

5.2 A Level B academic is expected to:

- (a) undertake independently academic activities in his/her discipline, which may include teaching and/or research or professional or creative activity;

- (b) contribute to the development of his/her discipline through research or professional activity or creative work; and
- (c) have the capacity to:
 - contribute to the scholarship of teaching in his/her discipline;
 - teach effectively at undergraduate, honours and postgraduate levels; and
 - undertake academic management and leadership to promote high quality in subject delivery and development.

5.3 A Level C academic is expected to:

- (a) make a significant contribution to his/her discipline at a national level;
- (b) expand knowledge or practice in his/her discipline through original contributions in the scholarship of teaching and/or research or professional or creative work;
- (c) provide leadership in his/her discipline in the scholarship of teaching and/or research or professional or creative activity;
- (d) promote high quality in course delivery and development; and
- (e) have the capacity to:
 - coordinate award programs of CSU, or to lead and manage small research teams; and
 - teach effectively at all levels, including higher degree supervision.

5.4 A Level D academic is expected to:

- (a) make an outstanding contribution to his/her discipline, which is recognised at national and international levels, in the scholarship of teaching and/or research or professional or creative activity;
- (b) make substantial contributions to the advancement of his/her discipline, profession and organisational unit through leadership in the scholarship of teaching and/or research or professional or creative activity; and
- (c) have the capacity to lead and manage significant academic organisational units, and to contribute to the leadership and collegial life of the University and his/her profession or discipline.

5.5 A Level E academic is expected to:

- (a) provide leadership in his/her discipline or field, within and outside the University, to foster excellence in the scholarship of teaching and research or professional or creative activity;
- (b) make original and distinguished contributions, which are recognised at national and international levels, to the scholarship of teaching and/or research or professional or creative activity; and
- (c) make significant contributions to the leadership of CSU in the promotion of excellence in academic activities, and to have the capacity to lead and manage major academic units or activities.



CSU Staff List Guidelines

| | |
|-------------------------------------|---|
| Version | 1.0 |
| TRIM file number | 05/XXXX |
| Short description | Guidelines on the administration and updating of the official listing of staff awards, titles and distinctions held for inclusion in the University Handbook. |
| Relevant to | Human Resources staff |
| Approved by | Executive Director, Human Resources |
| Responsible officer | Director, Human Resource Services |
| Responsible office | Division of Human Resources |
| Date introduced | 16 December, 2005 |
| Date(s) modified | |
| Next scheduled review date | December, 2008 |
| Related University documents | CSU Staff List Policy CSU Staff List Procedure Charles Sturt University Handbook Academic Manual |
| Related legislation | |
| Key words | guidelines, Handbook, Staff List, Association of Commonwealth Universities, qualifications, academic awards, titles, distinctions |

1. PURPOSE

These guidelines describe the process for the inclusion of staff qualifications and titles, and the correct placement of the Faculties and Divisions and their staff within them.

2. SCOPE

These guidelines apply to Human Resources staff responsible for the checking and documentation of staff lists.

3. REFERENCES

These guidelines should be read in conjunction with the Explanatory Notes published annually by the Association of Commonwealth Universities (ACU);

4. GUIDELINES FOR UPDATING THE STAFF LIST

4.1 Staff grouping

- 4.1.1 All entries are arranged in alphabetical order, commencing with the Faculty headings and followed by the Schools belonging to each Faculty.
- 4.1.2 Research Centres and their staff are listed separately after the Faculty lists.
- 4.1.3 Academic staff are listed alphabetically within Schools. Academic staff permanently attached to Schools will not be listed within a Research Centre; only the director of a Research Centre will be listed twice (once under the appropriate School and once under the Research Centre). (Note: ACU policy refers to Department which is synonymous with School in CSU. While some Schools are unofficially grouped into Departments, until such time as such a structure is officially recognised at CSU, no sub-groupings within Schools are indicated.)
- 4.1.4 Staff (whether academic or general) attached permanently to Faculty Offices are listed under the appropriate Faculty heading immediately prior to the School listings.
- 4.1.5 Staff appointed full-time to Divisions appear under the appropriate Division, and Divisions are listed alphabetically after the Faculty and Research Centre lists.

4.2 Inclusion of names

- 4.2.1 Surnames, followed by initials, are included under the relevant School/Division in alphabetical order with groupings according to status (i.e. Professors, Associate Professors, Principal Lecturers, Senior Lecturers, Lecturers, Associate Lecturers, or Senior Administrative Officers, Administrative Officers, Administrative Assistants or Senior Technical Officers, Technical Officers etc). The Head of School is listed first, regardless of substantive status (a deliberate departure from ACU policy).
- 4.2.2 Members of the **academic staff** to be included in the Staff List are as follows:
 - (a) Full-time and fractional time members of the academic staff are included.
 - (b) Staff appointed for one year, or on an annual basis are not named.

- (c) Junior staff such as temporary assistants and demonstrators are not listed.

4.2.3 Members of the **general staff** to be included in the Staff List are as follows:

- (a) Normally, full-time and fractional time members of the general staff are included at level 5 or higher only.
- (b) Staff appointed for one year, or on an annual basis, are not named.
- (c) General staff may be listed at lower than level 5, provided they work in the general area of Student Services (e.g. Counselling, Health Service, Accommodation).
- (d) Graduate Assistants attached to a Faculty or a School are listed under the appropriate Faculty or School.
- (e) School Liaison Officers are listed in the Student Administration section.

4.2.4 Fractional time (part-time) members of staff, conjoint appointments and secondments are included, identified by the 'dagger' symbol, providing the appointment is for more than one year; fractional time staff are only included if holding the equivalent of at least a 0.5 FTE position.

4.2.5 Visiting staff are only listed if they hold a temporary appointment as a member of CSU's teaching/research staff.

4.2.6 Emeritus Professors and honorary staff (University Fellows, etc) are only listed if they are actively participating in the teaching or research work of CSU.

4.2.7 A vacant post is indicated by dots, thus:, not as 'to be appointed' or 'vacant'.

4.2.8 Where a Chair or other post has a distinct title, the title of the 'named position' is incorporated within the listing (e.g. Smith Professor of).

4.2.9 Staff absent on study leave, secondment, government duty, etc will be indicated by adding '(on leave)' to a staff member's listing, but only where the person will be on leave for the greater part of the 12 months following the publication of the Handbook.

4.2.10 Staff who will no longer be in a post following the publication of the Handbook will not be listed.

4.2.11 Persons seconded to CSU from elsewhere will be listed as '(on secondment from [name of institution])'.

4.3 Inclusion of academic awards, titles and disciplines

4.3.1 Academic awards after names are only included if granted by:

- (a) a university (or a constituent part of a university);
- (b) any legally-established non-university body in a Commonwealth country (e.g. Australian College of Advanced Education, Australian TAFE, UK Council for National Academic Awards); or

- (c) the state, in a non-Commonwealth country.
- 4.3.2 For awards granted in Australia, the Register of Australian Tertiary Education (RATE) published by the Australian Education Council lists awards that are recognised and thus eligible for inclusion in the Staff List. (The RATE document is included in the CSU Academic Manual, Section L2.)
- 4.3.2.1 In this policy, 'Certificate' is used as a generic term to include various levels of such an award. The RATE document lists three levels in Australia, *viz.* Certificate, Advanced Certificate and Graduate Certificate.
- 4.3.2.2 Since the lowest level of Certificate is listed as normally requiring Year 10 entry plus three (3) semesters of study, it does not equate to Year 12; accordingly, such awards are not listed in the Staff List.
- 4.3.2.3 Certificates, both pre-service and post-basic, in nursing that were undertaken through hospital-based programs of study are not included in RATE, and are thus not listed in the CSU Staff List. However, since Nursing is a registrable profession covered by the *Nurses Act*, nursing academics will be identified by the inclusion of RN immediately after the person's name, and before any other qualifications are listed.
- 4.3.2.4 Non-university awards and qualifications such as 'barrister-at-law', 'solicitor of the Supreme Court of NSW', CPA, C.Chem., C.Phys., C.Eng., etc are not listed in RATE and accordingly are not listed in the Staff List. However, a person holding a Fellowship of the CPA (FCPA) for example will have such a distinction listed.
- 4.3.3 The names of the awarding institutions for qualifications to be cited under sub-clauses 4.3.1 and 4.3.2 of these Guidelines shall be included, in italics, as follows.
- 4.3.3.1 The awarding institution (or, for state degrees, Universities where studies leading to them were undertaken) should be given for all qualifications except those awarded by CSU; these qualifications should be listed after all others and without the name of CSU appearing, e.g. degrees of someone with an MA of Sydney and a PhD of CSU will appear in the Staff List of CSU as MA *Syd.*, PhD, whilst if the person was employed at Sydney University, it would appear as PhD *C.Sturt*, MA. However, if someone has the same degree from two different universities, both places will be named, e.g. MA *Camb & C.Sturt* for someone employed at CSU.
- 4.3.3.2 Only the highest qualification in the same discipline area from the same institution, other than a doctorate, shall be listed. (e.g. a Bachelor of Arts, a Master of Arts and Doctor of Philosophy from The University of Sydney would be listed as MA PhD *Syd*).
- 4.3.3.3 The abbreviations of awarding institutions will be as listed in Appendix A to the Explanatory Notes of the ACU.
- 4.3.3.4 Bachelor and postgraduate degrees may indicate honours if the word 'honours' is included in the full name of the degree (e.g. MEdAdminHons).
- 4.3.3.5 Degrees awarded 'honoris causa' will be listed with 'Hon' before the degree.

- 4.3.4 Titles may be inserted where appropriate (e.g. Canon, Rev, Hon etc); military or service rank/title is only listed for active members of the defence forces/services, etc if on secondment to CSU. Courtesy titles such as Mr, Mrs, Ms, Miss are not listed.

4.4 Order of placement

Confirmed qualifications and distinctions will appear in the following order of placement:

4.4.1 Non-academic Honours

Honours conferred by the Australian Government or the Crown (e.g. AM, MBE, etc). Normally, Australian honours take precedence over all others.

4.4.2 Degrees

Degrees awarded are listed in ascending order of importance (i.e. Bachelor, Master, Doctorate, Higher Doctorate), but see sub-clause 4.3.3 (a) of these Guidelines for exceptions.

4.4.3 Diplomas

- 4.4.3.1 Diplomas awarded by accredited tertiary institutions are listed in ascending order of importance (e.g. Associate Diploma, Diploma, Graduate Diploma).
- 4.4.3.2 Where two (2) or more diplomas are awarded by the same institution, the name of the institution is only included once.
- 4.4.3.3 Diplomas awarded by CSU will not indicate the awarding institution.
- 4.4.3.4 When an Associate Diploma is given full credit in a higher qualification (e.g. bachelor degree), or a Graduate Diploma in a Master degree, then only the higher qualification will be listed.

4.4.4 Certificates

- 4.4.4.1 Certificates awarded by accredited tertiary institutions will be listed in ascending order of importance, *viz.* Advanced Certificate and Graduate Certificate.
- 4.4.4.2 A Graduate Certificate that is given full credit in a higher level award (e.g. Graduate Diploma or Master degree) will not be listed.
- 4.4.4.3 Certificates awarded by CSU will not indicate the awarding institution.

4.4.5 Non-University Distinctions

- 4.4.5.1 Only Fellowships (i.e. Fellow of [Institute/Society]) of learned bodies of high standing and distinctions as cited in Appendix B of the Explanatory Notes of the ACU are listed.
- 4.4.5.2 Where a staff member holds more than one Fellowship, they are listed with Australian ones taking precedence.

4.4.6 Discipline Area

Within Schools, the academic Staff List will indicate the academic discipline to which the staff member has been appointed (e.g. History, Biochemistry, Wine Science, Early Childhood Education, Primary Education, Psychiatric Nursing, etc).

4.5 Acceptable punctuation

4.5.1 All full stops and most commas are omitted from abbreviations for degrees, diplomas, certificates, honours, fellowships and memberships, e.g. PhD, not Ph.D.

4.5.2 A comma is used after:

- (a) each honour (if any), but not after the last unless it is followed by a qualification (e.g. Smith, L., CBE, BA);
- (b) the name of the awarding institution (e.g. Hunt, J.J., MA PhD *Tor.*, FRSCan);
- (c) a degree if followed by a fellowship or membership (e.g. Jones, K., MA PhD, FRS); and
- (d) each fellowship (if any) - except the last (e.g. Knight, R., MB ChB, FRACP, FRCP).

4.5.3 Full stops are used after the name of the awarding institution if the name is abbreviated (e.g. MA Syd. or BSc Lond.).

5. ADMINISTRATION PROCEDURE

5.1 The Division of Human Resources advises CSU employees that the staff list will be updated and to ensure that their qualification records, etc are u- to-date.

5.2 Upon production of original documentation confirming new qualifications, memberships and titles, the Human Resource Services staff update the individual records of each employee requiring changes. A verified copy of the documentation is kept on the employee's personal file for future reference.

5.3 The Manager, Human Resource Systems, via the Alesco system, extracts current data showing qualification details, Division/Faculty structure and details of the positions within each structure, etc. The extracted data is then manipulated into a final document to be made available to the Editor of the Handbook for inclusion in the next edition of the Charles Sturt University Handbook.

6. VERIFICATION OF QUALIFICATIONS

6.1 Qualifications will only be listed in the official staff list if the original document or an original transcript confirming that completion/awarding of the degree has occurred or will occur, has been provided to the Human Resources office for verification.

6.2 Qualifications can be verified in the following ways:

- (a) an original transcript confirming qualifications are presented in person by the employee at their campus Human Resources Office for verifying and copying;

- (b) an original degree confirming qualifications are presented in person by the employee at their campus Human Resources Office for verifying and copying; or
- (c) a letter from an awarding institution confirms that the individual has completed and has been or will be awarded the degree(s).



Academic Staff Probation Policy

| | |
|-------------------------------------|---|
| Version | 1.0 |
| TRIM file number | 05/XXXX |
| Short description | A policy on the probationary process for continuing and fixed-term academic staff appointments. |
| Relevant to | Academic staff of CSU |
| Approved by | Executive Committee of Council |
| Responsible officer | Executive Director, Division of Human Resources |
| Responsible office | Human Resources |
| Date introduced | 18 November, 2005 (resolution EXE 05/106) |
| Date(s) modified | |
| Next scheduled review date | November, 2006 |
| Related University documents | Applicable industrial instrument (i.e. Enterprise Agreement, Australian Workplace Agreement or contract of employment) Academic Staff Probation Procedure Academic Staff Probation Guidelines Policy on Standards, Expectations and Qualifications of Academic Staff Code of Conduct for Staff Induction and Development Program |
| Related legislation | |
| Key words | policy, academic staff, probation, probationary review, Probation Review Committees |

1 PURPOSE

This document sets out Charles Sturt University's (CSU's) policy on academic staff probation, which includes setting appropriate objectives consistent with CSU's expectations, reviewing the performance of academic staff during the probationary period, ensuring performance is aligned with CSU's values, assisting academic staff with professional development, and making decisions on the continuation and confirmation of their employment.

2 SCOPE

This policy applies to all academic staff on probation.

3 PRINCIPLES

3.1 This policy is based on principles of:

- (a) recruitment, retention and development of high performing academic staff who contribute to CSU's mission and operate in accordance with its Code of Conduct;
- (b) recognition of diversity in the ways in which academic staff contribute to CSU's mission and the wide variety of academic work that is appropriate to that mission; and
- (c) commitment to a fair, equitable, transparent and confidential process with respect to all decisions made concerning probation and confirmation or termination of appointment.

3.2 At any time during a probationary period, CSU may confirm or terminate the employment of a probationary employee.

3.3 Performance management shall commence after confirmation of appointment.

4 DEFINITIONS

4.1 **Probation** is an extension of the appointment process and offers a period of mutual testing, during which time decisions on continuation of employment beyond the period of probation can be made. During a period of probation, an employee shall be required to demonstrate that he/she has satisfactorily performed the duties and responsibilities determined by CSU for his/her position.

4.2 **Academic staff** refers to employees of Charles Sturt University who are employed at Academic Levels A to E.

4.3 The **supervisor** is normally the Head of School for level A, B and C employees and normally the Dean of Faculty for level D and E employees.

5 RESPONSIBILITIES

5.1 The **Executive Director, Human Resources** is responsible for:

- (a) developing, reviewing and overseeing the implementation of the policy, procedure, guidelines and *proforma* for probationary reviews; and
- (b) appointing an Executive Officer from the Division of Human Resources to observe at each Probation Review Committee and provide advice as needed.

5.2 The **Head of School** is responsible for:

- (a) managing the employee during the probationary period, including overseeing induction, clarifying duties and expectations, setting objectives, assisting with professional development, and providing feedback and/or formal counselling on performance; and
- (b) establishing a Probation Review Committee for each academic staff member on probation in his/her School. This Committee will review and make recommendations concerning level A, B and C employees on probation.

5.3 The **Dean of Faculty** is responsible for:

- (a) ensuring that each Head of School in the Faculty establishes a Probation Review Committee for each academic probationary employee in his/her School;
- (b) approving Probation Review Committee recommendations for level A, B and C employees to continue their probationary appointment until the next review;
- (c) submitting Probation Review Committee reports recommending confirmation of appointment of level A, B and C employees to the Deputy Vice-Chancellor (Academic) for approval; and
- (d) endorsing Probation Review Committee recommendations for termination of appointment of level A, B and C employees and forwarding them to the Deputy Vice-Chancellor (Academic) for his/her endorsement.

5.4 The **Deputy Vice-Chancellor (Academic)** is responsible for:

- (a) approving the procedure, guidelines and *proforma* for probationary reviews;
- (b) approving confirmation of appointment of level A, B and C employees for both continuing and fixed term appointments, including employees whose continuous service arising from two (2) or more appointments at CSU totals at least three (3) years, or who have previously held a continuing position for at least three (3) years in an institution of higher education acceptable to CSU; and
- (c) endorsing Deans' recommendations for termination of appointment of level A, B and C employees and forwarding them to the Vice-Chancellor for decision.

5.5 The **Vice-Chancellor** is responsible for:

- (a) establishing and presiding over a Probation Review Committee for level D and E employees on probation;
- (b) approving confirmation of appointment of level D and E employees, including employees whose continuous service arising from two (2) or more appointments at CSU totals at least three (3) years, or who have previously held a continuing position for at least three (3) years in an institution of higher education acceptable to CSU; and
- (c) making a decision about recommended termination of appointment of level A to E employees.

- 5.6 The **University Council** is responsible for approving the policy for Academic Staff Probation.

6. PROBATION REVIEW PERIOD

6.1 Fixed-term appointments

Unless waived by the University in part or full, the following periods of probation shall normally apply to academic staff on a fixed-term appointment:

| 1. Contract Period | 2. Period of Probation |
|---|-------------------------------|
| 3. Less than 2 years | 4. 3 months |
| 5. 2 years but less than 3 years | 6. 6 months |
| 7. 3 years but less than 4 years | 8. 12 months |
| 9. 4 years or more | 10. 12 to 18 months |

6.2 Continuing appointments

- 6.2.1 Unless waived by CSU in part or in full, academic staff on a continuing appointment shall normally serve a period of three (3) years' probation.
- 6.2.2 Confirmation of appointment would not normally be approved before completion of at least 18 months' probation for employees at levels B, C, D and E, or completion of three (3) years' probation for employees at level A.
- 6.2.3 Probation shall not extend beyond three (3) years, with the exception of leave periods without pay, which will have the effect of suspending the probationary period for the period of absence.
- 6.2.4 Where a continuing appointment follows a fixed-term appointment, then the probationary period shall be adjusted to take account of the previous probation served. The total period of probation to be served will be equivalent to the period of probation for a continuing appointment.

7. PROBATIONARY REVIEW AND DEVELOPMENT

- 7.1 While on probation, academic staff will participate in a process of review and development to assist them to meet the requirements of his/her appointment.
- 7.2 The probation review process involves formal reviews during the period of probation, which will be used to:
- (a) inform CSU's determination about whether or not an employee performs at the appropriate standard for continuation of probation until the next review or confirmation of his/her appointment;
 - (b) assist in the achievement of CSU's goals and objectives;
 - (c) align demonstrated capacities of employees with CSU's mission and strategic priorities;
 - (d) clarify CSU's expectations of the employee;
 - (e) assist an employee to develop and perform to his/her full potential;

- (f) provide constructive feedback about performance and progress, and recognise high performing employees for their positive achievements or contributions to CSU;
 - (g) enable individual employees' performance problems to be identified and addressed at an early stage; and
 - (h) provide access to appropriate professional development activities.
- 7.3 Probation reviews will be conducted in accordance with CSU's commitment to equal employment opportunity, and take into account the level of appointment, the opportunities available to the employee during the probationary period, the employee's experience before appointment, and his/her approach to academic work.

8. PROBATION CRITERIA

- 8.1 The criteria for confirmation of a continuing or fixed-term appointment shall be made known to the successful applicant at the time of making an offer of employment.
- 8.2 Confirmation of a probationary appointment is dependent upon the employee:
- (a) satisfactorily performing the duties and responsibilities of the position to which he/she is appointed;
 - (b) complying with any special requirements or conditions attached to the offer of appointment and/or probation review reports;
 - (c) meeting the standards, expectations and qualifications determined by CSU for his/her level of appointment (refer to the "Standards, Expectations and Qualifications of Academic Staff Policy");
 - (d) meeting the agreed expectations, objectives and professional development activities; and
 - (d) maintaining conduct consistent with the "Code of Conduct for Staff".
- 8.3 For a fixed-term appointment of less than three (3) years, successful completion of the Foundations of University Learning and Teaching (FULT) program is a minimum requirement of probation.
- 8.4 For continuing appointments and fixed-term appointments of three (3) years or more, the employee will be required, as a minimum, to:
- (a) successfully complete the Tertiary Teaching Colloquium (TTC) or its equivalent; and
 - (b) use systematic feedback from students and CSU's teaching evaluation instruments to reflect on and enhance teaching; and/or
 - (c) provide evidence that he/she has the capacity to meet either the Research Productive or Professional Activity criteria of the CSU Performance-Based Funding model:
<http://www.csu.edu.au/research/policy/index.htm>
- 8.5 If an academic staff member has successfully completed a fixed-term appointment and is then employed in a continuing appointment, the employee will be required to successfully complete the TTC if he/she has not previously done so.

9. PROBATION REVIEW COMMITTEES

- 9.1 The number of formal reviews to be conducted by a Probation Review Committee will normally be as follows:
- (a) three (3) reviews for employees serving three (3) years' probation;
 - (b) two (2) reviews for employees serving 18 months' probation, and
 - (c) one (1) review for employees serving 3, 6 or 12 months' probation.
- 9.2 Additional reviews may be held.
- 9.3 A Probation Review Committee may recommend at any review that:
- (a) a probationary appointment continue to the next review and/or provide conditions that the employee is required to meet;
 - (b) confirmation of appointment be approved; or
 - (c) a probationary appointment be terminated.
- 9.4 To ensure due process with respect to all decisions made on the continuation, confirmation or termination of an appointment, CSU will advise an employee of any adverse statement, finding or recommendation contained in a probationary report, and provide him/her with an opportunity to submit a written response to it before a decision is reached.
- 9.5 A Dean shall not be bound by the recommendation of a Probation Review Committee. The Deputy Vice-Chancellor shall not be bound by the recommendation of a Dean or a Probation Review Committee. The Vice-Chancellor not be bound by the recommendation of the Deputy Vice-Chancellor (Academic), a Dean or a Probation Review Committee.
- 9.6 The decision of the Vice-Chancellor to terminate the employment of a probationary employee shall be final and not subject to internal appeal or review.

ACADEMIC STAFF INCREMENTAL PROGRESSION POLICY

As approved by the Board of Governors on 19 October 1995, resolution BG95/168

1. INTRODUCTION

1.1. Incremental progression is designed to acknowledge that staff gain additional skills, experience and knowledge over time and therefore make an increased contribution to the University.

1.2. All salary points above the bottom salary point are annual incremental points in each of the Levels A, B, C and D. It is envisaged that most academic staff will proceed through the incremental range to which they are appointed without interruption.

1.3. Academic staff shall be entitled to progress annually within the salary range for their level until the maximum salary point is reached, on the basis of satisfactory performance in the criterion areas defined in *Section 2.0 - Progression Criteria*. Satisfactory performance for the purpose of incremental progression is defined as:

“continuing development in the skills, experience and knowledge which staff should acquire over time and the increased contribution to the University which this should allow them to make”.

1.4. Incremental progression is meant to reflect satisfactory performance at the appropriate level for the staff member's appointment. That is, it is to be consistent with the staff member's duties and responsibilities and the Position Classification Standards, in the major areas of academic activity as defined by the *Progression Criteria*. It is recognised that career paths for academic staff are diverse and that multiple pathways of progression should be catered for, rather than requiring equal performance in all possible areas.

1.5. The procedures for incremental progression assume that role clarity and feedback are part of the normal operations of every Head of School and Faculty Dean, and that decisions will be made to recognise achievements which may advance the careers of staff and provide guidance which may lead to further development and improvement.

2.0 PROGRESSION CRITERIA

2.1 In order to achieve progression to the next salary point on an incremental scale, a staff member is expected in the preceding year to have shown satisfactory performance within most, but not necessarily all, of the following criterion areas:

2.1.1 undertaken such teaching duties as may have been allocated by the Head of School or Faculty Dean in consultation with the staff member.

2.1.2 contributed, through research, scholarly writing, publication, creative work in the arts, professional practice or in other ways to the advancement of and application of knowledge.

2.1.3 participated in the administration of the University and/or provided leadership and undertaken such administrative duties as might have been assigned by the Head of School or Faculty Dean.

- 2.1.4** participated in a scheme for staff appraisal for development purposes, if such a scheme is available, and undertaken such professional or personal development activities as might have been agreed during that process.
- 2.1.5** contributed service to the relevant discipline through professional activity, continuing education, consultancy, conference organisation or other similar activity relevant to the work of the University.

3.0 RECOMMENDATION AND DECISION

3.1 GENERAL

- 3.1.1** The review of a staff member's performance is principally the responsibility of the Head of School (or Supervisor), who will consult with the staff member and, if necessary, any other relevant senior academic staff.
- 3.1.2** If a staff member is absent from the University and not contactable at the time the procedure would normally apply, then a positive decision may be processed in their absence, but a negative recommendation shall be dealt with when they are available next.
- 3.1.3** A decision shall be made prior to the end of the incremental period as to whether the increment is to be awarded or denied. To this end, the staff member and their Head of School will convene a meeting normally not less than six weeks before the staff member's increment date. At this meeting the Head of School and the staff member will review the staff member's performance against the progression criteria over the period since the last increment was awarded or the staff member was appointed/promoted to their present level, whichever is applicable. The meeting will also be used to agree on or confirm the duties and responsibilities of the staff member for the coming twelve months.
- 3.1.4** In assessing the staff member's performance for the award or denial of an increment, due consideration shall be given to equal opportunity principles.

3.2 POSITIVE RECOMMENDATION AND DECISION

- 3.2.1** Where the Head of School is satisfied that the staff member has met the progression criteria and has provided during the incremental year appropriate evidence that this is so, such as student evaluation of subjects, peer reviews, testimonials of awards granted and copies of research publications, invitations and similar awards, a recommendation shall be made to the Faculty Dean that an increment be awarded. In doing so, the Head of School shall ensure that their recommendation is recorded on the proforma issued by the Division of Personnel Services and that the signature (and comments) of the staff member is also recorded.
- 3.2.2** After approving the Head of School's recommendation, the Faculty Dean shall forward the proforma (and any related statements and correspondence) to the Personnel Office on the campus at which the staff member is located for appropriate administrative action, including advice to the staff member and the relevant Head of School.

3.3 NEGATIVE RECOMMENDATION AND DECISION

- 3.3.1** Where the Head of School is not satisfied that the staff member's performance has justified the award of an increment the following procedures shall apply:

- The staff member shall be informed in writing by the Head of School of their concerns, which should be expressed in terms of the progression criteria, and be given an opportunity to raise mitigating circumstances or ongoing academic or professional development of which the Head of School might be unaware. The Head of School shall make a recommendation after receiving and considering any such representations.
- The Head of School shall record on the proforma issued by the Division of Personnel Services that the increment for the staff member is to be denied and, in addition, shall provide a separate, detailed statement on their reasons for making the recommendation. The proforma and the statement made by the Head of School shall be referred to the staff member for comment and signature. The staff member shall have two calendar weeks in which to provide a written response on the Head of School's statement and recommendation.
- After receiving the staff member's response, the Head of School shall forward the proforma and any other related statements and correspondence to the Faculty Dean for decision.

3.3.2 Before coming to a decision on the Head of School's recommendation, the Faculty Dean shall consult with the staff member and the relevant Head of School and, if necessary, any other relevant senior academic staff.

3.3.3 The Faculty Dean shall advise the staff member and the relevant Head of School in writing of their decision and include in that advice the reasons for denying the increment and an outline of a plan of action (including staff development and training) to enable the staff member to attain the level of performance required to achieve an increment at the next scheduled review date.

3.3.4 In denying a staff member's increment, the Faculty Dean shall implement one of the following options:

- a) deny increment until the next due date; or
- b) conduct a further review after a shorter period, with a view to granting the increment from a new date.

3.3.5 The proforma and all statements and correspondence pertaining to the staff member shall be forwarded to the Personnel Manager on the campus at which the staff member is located for appropriate administrative action, including advice to the staff member on *Section 4 - Review Process*, and for placement on the staff member's personnel file.

4.0 REVIEW PROCESS

4.1 Where an increment is denied, the staff member may make a request to the Vice-Chancellor to review the Faculty Dean's decision.

4.2 The Vice-Chancellor shall conduct the review expeditiously and ensure that natural justice is given to the staff member.

4.3 The review and decision of the Vice-Chancellor shall be based on the documentation submitted to the Faculty Dean under Section 3.3 of this policy.

- 4.4** The staff member may request an interview with the Vice-Chancellor, and will be entitled to have a member of the full-time academic staff of the University accompany them at the interview.
- 4.5** The Vice-Chancellor may make any enquiries and/or seek such clarification as deemed necessary before making a decision.
- 4.6** The decision of the Vice-Chancellor shall be final and, if the decision is that the increment be awarded, then it shall take effect from the staff member's review date.
- 4.7** The Vice-Chancellor shall advise the staff member and the relevant Faculty Dean and Head of School in writing of his/her decision.
- 4.8** All correspondence in respect to the review process of the staff member shall be forwarded to the Personnel Manager on the campus at which the staff member is located for placement on the staff member's personnel file and, if necessary, appropriate administrative action.

5.0 CONSISTENCY OF ADVICE AND RECOMMENDATIONS

A Head of School is to ensure that, where applicable, their recommendation with respect to incremental progression is not inconsistent with that expressed in a Probationary Review Report of a staff member employed on a tenurable appointment. The possibility of a seemingly divergent recommendation under the policy on *Academic Staff Incremental Progression - Policy and Procedures* is not precluded. However, the reasons for any apparent divergence must be clearly explained to the staff member and documented in the relevant recommendation.

6.0 THE RELATIONSHIP OF THIS POLICY TO AN ACADEMIC STAFF APPRAISAL SCHEME FOR DEVELOPMENT PURPOSES

The policy on *Academic Staff Incremental Progression - Policy and Procedures* is separate from any academic staff appraisal scheme for development purposes. However, participation in any such scheme and the staff development activities arising therefrom is a progression criterion area to be taken into account in incremental progression decisions.



Performance Management Scheme: Procedure for Academic Staff

| | |
|-------------------------------------|---|
| Version | 1.0 |
| TRIM file number | 05/XXXX |
| Short description | Procedure on planning, reviewing and developing academic staff performance at Charles Sturt University. |
| Relevant to | All academic staff holding a continuing appointment and those employed on fixed-term appointments who have successfully completed probation. |
| Approved by | Vice-Chancellor |
| Responsible officer | Executive Director, Human Resources |
| Responsible office | Division of Human Resources |
| Date introduced | 18 November, 2005 |
| Date(s) modified | |
| Next scheduled review date | November, 2008 |
| Related University documents | <p>Applicable industrial instrument (i.e. CSU Enterprise Agreement, Australian Workplace Agreement or common law contract of employment)</p> <p>Performance Management Scheme: Policy for Academic, Executive and General Staff</p> <p>Performance Management Scheme: Guidelines for Performance Management Supervisors of Academic Staff</p> <p>Performance Management Scheme: Performance Report Form for Academic Staff</p> <p>CSU's Guidelines on the Management of Unsatisfactory Performance</p> <p>Induction and Development Program</p> |
| Related legislation | |
| Key words | policy, performance management, performance planning, performance review, professional development, academic staff |

1. PURPOSE

This procedure describes how to implement the Performance Management Scheme for academic staff.

2. SCOPE

2.1 This procedure applies to all academic staff, including academic research-only employees, who hold a continuing appointment or a fixed-term appointment at CSU and have successfully completed probation.

2.2 This procedure does not apply to casual staff.

3. PARTICIPANTS

3.1 There are two major participants in the performance management process – the **employee** and the nominated **performance management supervisor**, who is normally the Head of School. Both are responsible for completing the performance management documents and actively participating in performance management discussions.

3.2 In most cases, the performance management supervisor will be the employee's immediate supervisor.

3.3 Where an employee has worked to a significant extent over the year for two (2) or more supervisors, these supervisors will liaise so that all aspects of the employee's work can be considered at the one meeting with one (or more, if the employee agrees) of the supervisors.

3.4 To manage workloads, the Dean of Faculty or Head of School may allocate performance management responsibilities over a two (2) year period, where employees have stable teaching, research and/or administrative workloads. Such a change must be by mutual consent between the performance management supervisor and employee, and may revert to an annual cycle for a specified or indefinite period of time, at the request of either person.

3.5 At the request of the employee or supervisor, a **senior academic** may be nominated by the Dean to assist the performance management process. The senior academic will have a facilitation or mediation role. He/she will be concerned with the performance management process rather than its content, and will ensure that the meeting is conducted constructively and assist in the resolution of any difficulties that may occur.

3.6 Where a **mentor** has been assigned to an individual employee, the mentor may, at the invitation of the employee and with the agreement of the supervisor, participate in the performance management process. The mentor's role is to provide guidance and assistance, not to be an adviser, advocate, representative or delegate.

3.7 By mutual agreement, the employee or supervisor may also invite another employee of the University to participate in a **support** role in the performance management process. The support person may include the supervisor's immediate supervisor.

4. PERFORMANCE MANAGEMENT PROCESS

4.1 The performance management process consists of events that occur before, during and after the annual performance management meeting, in accordance with the cyclical stages

of Plan, Implement, Review and Improve. (For details of the performance management cycle, see Appendix 1 of the Performance Management Scheme: Policy.)

4.2 Preparation for the meeting

- 4.2.1 The performance management supervisor organises a mutually convenient time and a non-threatening venue, free from interruptions and distractions, for a performance management meeting.
- 4.2.2 The employee prepares a draft performance report (using the prescribed Performance Report Form for Academic Staff) to review his/her performance and professional development over the past year, and to plan performance objectives and professional development for the coming year.
- 4.2.3 In addition to the employee's draft performance report, documents required at performance management meetings may include:
 - (a) the Policy on Standards, Expectations and Qualifications for Academic Staff;
 - (b) the operational/business plan for the School or Faculty;
 - (c) the Performance Rating Scale;
 - (d) the annual workload agreement; and
 - (e) evidence to support the employee's performance in some or all of the following academic activities over the past twelve (12) months to two (2) years, whichever is relevant:
 - a portfolio of teaching, research and/or professional or creative activities; and
 - where relevant, evidence of meeting the teaching active criteria (<http://www.csu.edu.au/division/celt/>) and/or the research productive criteria (<http://www.csu.edu.au/research/policy/index.htm>) or professional activity criteria (http://www.csu.edu.au/division/deputyvc/acad/professional_activity_criteria.doc) of CSU's performance-based funding model.

4.3 Performance management meetings

- 4.3.1 All scheduled annual/biennial performance management meetings are to be completed by **31 March** of each year.
- 4.3.2 The draft performance report is used in annual/biennial meetings as the basis for discussion and reaching agreement about performance achieved over the past year and plans for the coming year.
- 4.3.3 Based on the agreement reached, the performance management supervisor concludes the meeting by discussing and recording his/her rating of the employee's overall performance (in accordance with the Performance Rating Scale and the Policy on Standards, Expectations and Qualifications of Academic Staff) and recommendations for appropriate action. (See Appendix 1 of this Procedure for the Performance Rating Scale.)

4.4 Following the meeting

- 4.4.1 The agreed performance report (which includes the work plan, professional development plan and performance rating) is finalised, signed by the appropriate people, and forwarded to the employee, supervisor and Dean (where requested) for reference and implementation.
- 4.4.2 Actions approved by the Head of School or Dean in relation to resources, support and/or rewards are implemented.

4.5 Annual Faculty participation report

The Report Form for Academic Staff Participation in Performance Management is completed by all Deans and Heads of School, and submitted to the Director, Organisational Development, Division of Human Resources by **31 May** of each year to satisfy reporting requirements to the Vice Chancellor and University Council against CSU's key indicators of context and performance and to assist with the planning of professional development activities.

4.6 Annual report to the Vice-Chancellor

The Division of Human Resources submits an Annual Report about participation in the Performance Management Scheme for the previous year to the Vice-Chancellor by **31 July** of each year.

5. CONFLICT RESOLUTION

- 5.1 The Performance Management Scheme attempts to resolve problems, in the first instance, in the workplace. The nominated senior academic, who has knowledge of the participants and the workplace, should therefore be the first resource. The Division of Human Resources is also available, upon request, to help resolve any difficulties with the process, participants or nominated senior academic.
- 5.2 If problems arise during the performance management meeting, the supervisor and employee each have the right to adjourn the meeting and arrange a third person to be part of the interview process. The third person should be agreed to by the supervisor and employee.
- 5.3 The third person, who should be selected for his/her skills and abilities in resolving difficulties, may include the nominated senior academic, a representative from the Division of Human Resources, or an employee representative who is a member of CSU's staff.
- 5.4 The performance management meeting is to be re-convened with the additional person in attendance within two (2) weeks of the adjournment.

6. ACCESS TO PERFORMANCE MANAGEMENT DOCUMENTS

- 6.1 Access to an employee's performance management documents is limited to the employee, the employee's supervisor/Head of School, the Dean, and officers whose duties require them to have access to these documents for the purposes of administration, rewarding performance or managing unsatisfactory performance.

- 6.2 Copies of the agreed performance management documents are to be retained only by the employee, the employee's supervisor and the Dean.

7. UNSATISFACTORY PERFORMANCE

- 7.1 The purpose of the Performance Management Scheme is to develop employees to their full potential and help them overcome any performance problems at an early stage. Performance problems should therefore be addressed immediately and not saved until the next performance management meeting.
- 7.2 The Performance Management Scheme is not to be used for dealing with unsatisfactory performance.
- 7.3 If an employee's performance is deemed to be unsatisfactory in relation to the performance requirements in the Performance Rating Scale, then the supervisor should contact the campus Director, Human Resource Services for advice about the unsatisfactory performance procedure.
- 7.4 Unsatisfactory performance is managed through a separate disciplinary procedure, in accordance with the provisions in "CSU's Guidelines on the Management of Unsatisfactory Performance" and in consultation with the campus Director, Human Resource Services or nominee.
- 7.5 When the specified performance problems have been satisfactorily resolved, the employee is eligible to participate in the Performance Management Scheme again.

Faculty of Education
Education Schools Common Workload Allocation Policy

25th January, 2008

Preamble

This document describes a common workload allocation or staffing policy for the Faculty of Education.

The policy specifies the main tasks that should be included when calculating an individual academic staff member's workload and the workload points to be allocated to each task. The policy deliberately leaves some elements at the discretion of the individual School. The policy also does not specify the processes or procedures to be used in each School to determine which subjects an individual academic staff member will be allocated to. These processes differ across Schools. Each School will maintain a school specific policy supplementing this policy.

Underlying Framework

Academic workloads are negotiated within the framework of the current Enterprise Agreement between the University and the National Tertiary Education Union (NTEU). The current Enterprise Agreement (2005-2011) states that the Head of School will:

establish guidelines for workload allocation through consultation with employees of the School, taking into account the teaching, research scholarship, professional consultancy, professionally-related community service and administrative requirements of the School and the need for flexibility, equity, consistency, balance and transparency in the guidelines (p. 26).

This common policy is consistent with this general principle. Academic workloads within this policy include components from all of the listed categories.

The rationale for a Faculty of Education staffing policy which is common to schools involved with Teacher Education is that staff now teach across common subjects and so should have academic workload points allocated according to a standard set of principles.

Annual Workload

Under this policy, each academic staff member is allocated a total annual workload of 35 *Workload Points*. This workload includes **specified workload tasks**, such as teaching and administrative duties as well as **unspecified workload tasks** such as research, professional activities and staff development. For most academic staff the 35 workload points will be made up as follows:

24 points for teaching and administrative duties (as specified below)

8 points for research or professional activities

3 points for staff development

Heads of School have discretion under this policy to vary the proportion of the annual workload allocated to teaching, administration, research, professional activities and staff development for individual academic staff. For example, this may occur to acknowledge the greater proportion of research activity expected of professorial staff, to account for research centre fellowships or secondments, or to allow for the achievement of specific goals established through the performance management process.

Accountability

Academic staff are accountable to their Head of School for all allocated workload, including specified workload tasks and unspecified workload tasks. Through the performance management processes, academic staff are required to demonstrate that they have completed their specified workload tasks at a sufficient level of quality. Importantly, academic staff are also required to demonstrate the outcomes of their research or professional activities and also that they have undertaken appropriate staff development activities.

Additional Principles

1. The approach to staffing is annual, with the session loads averaged across both sessions of the academic year to total 35 workload points. Workload would NOT normally be carried over to the following year.
2. A standard teaching and administration load is a minimum of 24 workload points per year. Although the intention of this policy is that the standard teaching and administrative load of 24 workload points be spread evenly across two sessions, individual academic staff may at times be allocated a greater load in one session than the other. Additionally some staff will occasionally be required to carry out some teaching beyond the normal Autumn and Spring sessions.
3. The School allocates 8 workload points to research and professional activity and 3 workload points to staff development each year.
4. Where an academic staff member is allocated teaching and administrative duties that result in their annual workload allocation being greater than 35 workload points, they will be able to employ casual teaching assistance to reduce their teaching load and to bring their effective workload down to 35 points.

Workload Allocation for Specified Workload Tasks

The following table shows the workload points for specified teaching and administrative workload tasks.

| Education Schools Common Staffing Policy – Teaching and Administration Workload Point Allocations | |
|--|---|
| Task | Workload Point Allocation |
| On Campus Teaching | 1 point per subject plus 1 point per 13 students Includes preparation, presentation, consultation, marking and management of casual teaching staff. Assumes 8cp subjects – pro-rata for other subjects. |
| Distance Education or Offshore Tutorial Teaching | 1 point per subject plus 1 point per 13 students Includes development and updating of subject material, facilitation, consultation, marking, residential school teaching and management of casual teaching staff. Assumes 8cp subjects – pro-rata for other subjects. |
| Developing a new subject | 3 points maximum, where not directly funded by faculty |
| Supervision | 1.25 points per FT PhD/MEd(Hon)/EdD student per session 0.63 points per P/T PhD/MEd(Hon)/EdD student per session 0.4 points per MEd project student spread over 1 or 2 sessions 1 point per Honours student spread over 3 sessions 0.2 points for Lit Review supervision All points are to be shared between the supervision team. |
| Course coordination for cross-campus courses (for 2008 and 2009 only) | Up to 2 points per session in addition to the points for course advising |
| Course advising for cross-campus courses | Up to 1 point plus 1 point per 75 students per session (reduced if specific administrative support provided, for example reduced to 1 point per 150 students where course manager support is provided) |
| Course coordination for single campus courses | Up to 1 point plus 1 point per 75 students per session (reduced if specific administrative support provided) |
| Subject convenorship | 0.5 points per subject, unless directly funded by the faculty |
| Course review | 3 points Distributed between ‘principal’ members involved, where not directly funded by the faculty. |
| Preparation for Canada | Up to 2 points in previous session at the Head of School’s discretion in circumstances where clearly justifiable. |

In addition to the administrative and other roles listed in the above table, certain other tasks or roles may be allocated points at the discretion of individual schools. Such tasks or roles include:

Committees chairs

Staffing coordinator

Professional experience liaison

New academic staff

Nominated researchers (ie. special research allocation)

Thesis examination

Notes

1. An academic staff member teaching both a distance and an on-campus cohort within the one subject will be allocated one point for each cohort in addition to the per student points.
2. Where more than one person is allocated to teach in a subject, they will share (pro-rata) the one point per subject and the one point per 13 students rather than each being allocated the one point per subject.
3. The specific break-up of workload points for tasks such as marking, preparing distance materials, forum facilitation, consultation and face-to-face teaching is up to the discretion of individual schools.
4. Course coordination of closely related courses or articulated sets of courses will carry a single workload point plus one point per 75 students rather than a point per course. This will also apply in cases where there are more than one variation of a course (phase out).
5. Where a course is offered on more than one campus there will be a workload point for each campus' course coordinator (or course advisor depending on the final term to be used).
6. Where a person coordinates a course offered in both distance and on-campus modes, they will be entitled to only a single point plus one point per 75 students rather than one point per mode of offering.
7. Where an assistant course coordinator is appointed to assist a course coordinator on the same campus, the two people will share the course coordination allocation for the course.
8. The way in which supervision workload is shared between the supervision team is at the discretion of the individual school.
9. The workload points for revising distance teaching materials are allocated as part of the points for teaching the subject. It is intended that the revision of these materials will normally be carried out in the session where the subject is taught.
10. It is recognised that traditionally print based distance teaching has been less time consuming than on-campus teaching. The rationale for bringing distance workload allocation in line with on-campus teaching workload is that from 2008 there is an expectation of greater degrees of proactive facilitation of distance student learning using the Interact environment and a richer array of learning resources.
11. The rationale of using the allocation of 1 workload point per subject plus 1 workload point for each 13 students recognises that there is a core workload within any subject offered.

1. MINIMUM STANDARDS FOR COMMUNICATING WITH STUDENTS

As approved by the Vice-Chancellor on 14 August 1998, and amended by Academic Senate on 26 July 2000 (AS 00/123, AS 00/126 and AS 00/128), 28 March 2001 (AS 00/35), 3 April 2002 (AS 02/18), 11 December 2002 (AS 02/115) and 7 December 2005 (AS 05/166).

1.1 Objectives

The objective of this policy is to facilitate effective and timely communication by students with academic staff by:

- taking account of the various means of communication that are available (synchronous, eg face to face and telephone, and asynchronous, eg email, fax, online, web forum);
- acknowledging the diversity of student cohorts in both their support needs and communication patterns;
- ensuring that students receive prompt response to communications with staff and are adequately informed of approved staff absences and procedures for obtaining advice during such periods; and
- identifying the means by which students enrolled in specific subjects are informed of the details of teaching staff (their names and full contact details).

1.2 Minimum Requirements

- 1.2.1 Academic staff must set aside time, using the guidelines below, to communicate with students during the session. Where a staff member, appointed on a casual basis, acts as Subject Coordinator, the Head of School must ensure that the staff member is accessible to students through CSU online, email and telephone.

Staff must respond to communications from students (except those on forums) at least within three working days. Where an answer takes longer to obtain students should be informed of steps being taken to respond to their inquiry.

1.2.2 Mode of Contact

Students and staff should be encouraged to use email and web forums rather than the telephone as their regular mode of contact. Consultation hours may be provided if a significant cohort in a subject lack electronic communication access.

1.2.3 Information to be Included in Subject Outlines

Subject outlines must include school office numbers as well as the name of the lecturer(s) who will teach the subject and the lecturer(s)' email address(es), phone number(s) and consultation hours (if provided). Where this information is not available when the subject outline is prepared, advice on how and when the information will be provided to students shall be included in the subject outline (refer L6.3, clause 1.3.2 Subject Outlines).

1.2.4 Staff Available for Consultation

Students are to be advised of the full range of teaching staff available for consultation. Students from Partner Institutes are not normally permitted to contact CSU staff members directly.

1.2.5 Communicating with Offshore Students

Communication with offshore students should be by email or fax. Offshore students should normally expect to receive a reply within three working days.

1.2.6 Use of Subject Forums

Academic staff teaching a subject must use the forums that are linked to their online supported subjects as a major form of communication with students, and respond to forum messages at least within a week of posting.

1.2.7 Students have a reasonable expectation that they can contact academic staff throughout their enrolment in a subject. When academic staff are unable to respond to electronic or phone messages within specified time (eg, because of absence on approved University business, illness etc) appropriate information shall be provided to students through out-of-office message, postings to forum or answer phone messages. The message must advise how soon messages will be responded to and for any absence of more than a few days indicate other contacts. The School Office should also hold this information.

1.2.8 Staff should make themselves available for face to face consultation to on-campus and residential school students. Subject to the agreement of the Head of School staff may choose to provide set consultation hours or respond to specific requests. Internal students must be able to gain a face to face appointment with their lecturer or tutor within a week of requesting it in person or by email.

1.2.9 Where a student needs to make telephone contact with a staff member but is unable to do so, they should contact the School Office. The School Office will advise the student of a time and number at which the staff member will be available. In making such a request students must clearly specify their own availability and contact details.

- 1.2.10 If, after following the steps set out in this policy for contacting lecturers, students believe that the minimum standards have not been observed, they may bring the matter to the attention of the Head of School responsible for the teaching of the subject.
- 1.2.11 If a staff member is experiencing unreasonable demands on their time under this policy, they may seek the approval of the Head of School to vary the requirements within the broad framework provided by this policy.
- 1.2.12 DE Forums: a subject co-ordinator or nominee is expected to respond to students postings to the subject forum at least once per week during teaching weeks.

1.3 Use of Subject forums When Communicating With Students

Academic staff shall not censor the comments posted by students on online subject forums except where such comments are in breach of CSU Web policy of Australian law.

8.10 Enrolment Projections and Staffing Implications

This appendix has been changed.

1. *Changes implemented during the current consent period: The University determined in 2006 to limit the maximum student enrolment to 200 per cohort so as to carefully manage school practicum placements.*

| | | | Staffing Requirements – Projected | | | | | | |
|----------------------------------|-------|-------|---|-------|---|-------|--|--|---------|
| Cumulative Enrolment (Full Time) | | | Cumulative Full-time Faculty Equivalents (F.T.E.) | | Cumulative Part-time Faculty Equivalents (F.T.E.) | | Add columns to account for technical support, teaching assistants, and so on | Ratio of Full-time Students/ Full-time Faculty | |
| | Sem 1 | Sem 2 | Sem 1 | Sem 2 | Sem 1 | Sem 2 | | Sem 1 | Sem 2 |
| Year 6 | 200 | 200 | 9 | 9 | 1 | 1 | 4 | 20.00:1 | 20.00:1 |
| Year 7 | 200 | 200 | 9 | 9 | 1 | 1 | 4 | 20.00:1 | 20.00:1 |
| Year 8 | 200 | 200 | 9 | 9 | 1 | 1 | 4 | 20.00:1 | 20.00:1 |
| Year 9 | 200 | 200 | 9 | 9 | 1 | 1 | 4 | 20.00:1 | 20.00:1 |
| Year 10 | 200 | 200 | 9 | 9 | 1 | 1 | 4 | 20.00:1 | 20.00:1 |

9.1 Program Design and Credential Recognition

This appendix has been changed.

1. *Changes implemented during the current consent period: The appendix has been updated to reflect the two accreditations undertaken by the Ontario College of Teachers since the program received initial Ministerial consent.*

The program design conforms to the standards set down by the Ontario College of Teachers and meets the requirements for registration as a teacher in the primary and junior divisions. The program was initially accredited by the College in 2004 for a two year period. It was re-accredited in 2007 for a further five years.

Graduates of the program not only meet the requirements for registration in Ontario but also in other jurisdictions world-wide such as Australia, the UK, and many states of the USA.

10.1.1 Current Regulatory or Licensing Requirements

This appendix has been changed.

- 1. Changes implemented during the current consent period: The appendix has been updated to reflect the two accreditations undertaken by the Ontario College of Teachers since the program received initial Ministerial consent.*

Current standards for the licensing of elementary school teachers in the Primary/Junior divisions are set by the Ontario College of Teachers.

The program conforms to these standards. It was initially accredited by the College in 2004 for a two year period. It was re-accredited in 2007 for a further five years.

10.1.2 Letters of Support from Regulatory/Licensing Bodies

This appendix has been changed.

- 1. Changes implemented during the current consent period: The appendix has been updated to reflect the accreditation undertaken by the Ontario College of Teachers in 2007.*

A copy of the Accreditation Letter from the Ontario College of Teachers for the Bachelor of Primary Education Studies is attached. This is for a period of five years – through to May 31, 2012.

11.1 Periodic Review Policies and Schedule

This appendix has been changed.

1. *Changes implemented during the current consent period: The appendix has been updated to provide current University information. This process is ongoing.*

CSU has University-level and Faculty-level policies and procedures for the periodic review of its programs. The following section sets out the Faculty-level policies, then the University-level policies and procedures.

In these policies and procedures, the Australian terminology is used, for translation in the Ontario context “course” = “program” and “subjects” = “course”.

Faculty-Level Policies and Procedures

In line with University policy the Faculty of Education reviews all courses on a 5-year cycle unless required to do so on a shorter cycle by Professional Accreditation bodies. As part of these reviews the Faculty assesses

1. the continuing contribution of the program to the University’s Mission, Strategic Plan, Courses Plan and Teaching and Learning Plan and the ongoing financial sustainability of the program. These plans can be found at: http://www.csu.edu.au/division/plandev/strategic_planning/ . This work analysis is undertaken by the Faculty Course Advisory Committee.
2. the academic quality of the program and its graduates. This work is carried out by the Faculty Courses Committee.

These assessments are based on the development of a course review process and report led by the Course Coordinator in collaboration with relevant senior Faculty officers.

The Faculty manages its course review/development work through the following processes:

- in consultation with the Dean and the Faculty Executive Officer, the Quality Assurance Officer prepare each year a Course Review Schedule and a New Courses Schedule to be presented to the August meeting of the Courses Committee for noting;
- that the Course Review Schedule include the listing of the courses to be reviewed in the following academic year together with a recommended time-line for submissions to the Courses Committee, Faculty Board and the Academic Programs Committee;
- that the New Courses Schedule include the listing of any new courses planned for introduction in the year beyond the next together with a recommended time-line for submissions to the Courses Committee, Faculty Board and the Academic Programs Committee;
- that Co-ordinators of courses listed for review prepare a brief (1-2 pages) preliminary document for inclusion in the minutes of the October meeting of Courses Committee;
- that Co-ordinators of the courses listed for review in the following year attend the October meeting of Courses Committee to participate in preliminary discussions about the impending reviews. The notes of these discussions are to constitute the official briefing of the Co-ordinators by the Courses Committee;
- that the time-line for each course on the Course Review Schedule include at least one interim submission to the Courses Committee, this to be a 1-2 page summary of discussions held, advice proffered by an external advisory panel and issues requiring resolution

The Faculty of Education also provides a set of guideline for Course Coordinators who are undertaking Course Review. These follow.

Guidelines for Course Reviews in the Faculty of Education

The following set of guidelines has been developed to assist those undertaking a Course Review. The following guidelines should be viewed as a source of advice with an understanding that each review is a unique process informed by a variety of sources and circumstances:

- give due consideration to ‘visioning’ the new version of the course and, in so doing, think deeply about educational and instructional design issues

- consider complexity and time needed to undertake the review/development. Then consult with the Dean/Head of School/Faculty Executive Officer about required submission dates for desired starting dates – keeping in mind both internal and external (e.g., professional accreditation) timeframes. Consequently, devise a time-line (see Appendix A – Example of Time-line).
- in consultation with Sub-Dean (Quality), map time against tasks and develop an action sheet. Identify others within the University who might be implicated in the process e.g., service lecturing staff, capital works, Centre for the Enhancement of Learning and Teaching (CELT) , Division of Information Technology (DIT) and the Learning Materials Centre (LMC) and provide relevant staff with advance notice of review.
- in consultation with relevant person (e.g., Head of School/Sub-Dean), frame a budget based on the time-line in consideration of your advisory process (refer to the suggestions below)
- seek approval for expenditure budget including a staffing allowance to support the review process
- discuss with relevant Sub-Deans e.g., Sub-Dean (Learning and Teaching) and/or (Professional Experience) about the review, implications and opportunities
- give attention to relevant regulatory issues (e.g., AVCC guidelines re accreditation and students with disability) and collect relevant documents for distribution to team members
- be conversant with the Australian Qualifications Framework (AQF) to ensure that courses fit within the AQF guidelines
- identify what, if any, professional accreditation processes need to be addressed. If appropriate notify the agency to ensure that CSU is working from the latest regulations and timeframes.
- familiarise yourself with the Course and Subject Information Management System (CASIMS) and in so doing call on the assistance of designated CASIMS administrators within your School and/or Faculty
- in consultation with Sub-Deans (Quality) and (Learning and Teaching), identify what documentation will be required to be compiled to meet internal approvals processes e.g., Business Case for Faculty Course Advisory Committee, University Course Planning Committee, CASIMS for Senate; and/or course development documentation that elucidates philosophical, conceptual, regulatory, or research-based information for rationale, graduate attributes, course and instructional design, modes of delivery etc. Specific information that is required for professional accreditation needs to be communicated to staff, stakeholders, and partners.
- in consultation with Sub-Deans (Quality) and (Learning and Teaching) identify appropriate members for an internal Course Review Team to assist with the review process and report; and an External Course Advisory Committee that will evaluate the Course Review Report and other information made available through meetings with faculty members, students, graduates, employers and administrators.
- consider value of, and mechanisms for engaging in, research/development as part of the review process. Identify any ethical and practical issues around the collection and analysis of relevant data. Think about seeking additional funds from Learning and Teaching Development or Research Development funding sources for this work [see for an example of such a process: Hardy, I., & Smith, E. (2006). Contesting tertiary teaching qualifications: An Australian perspective. *Teaching in Higher Education*, 11(3), 337-350].

Advisory Process:

1. Sources of advice
 - Internal sources (including current and ex-students, staff members, and administrative reports)
 - Members of CELT and DIT if considering innovations in mixed modes or online modes of teaching and learning
 - External sources (academics external to CSU, industry/employer stakeholders, practitioners, and representatives from professional bodies,)

- Corpus of relevant literature – including broad literature on teaching and learning in higher education, professional education, flexible learning, new technologies for teaching and learning, discipline-specific literature.
2. Possible approaches to data gathering/consultation (see Appendix B – Examples of Advisory Process Strategies)
 - Examination of previous review documentation, especially materials pertaining to your course
 - Scheduled discussions on a regular basis with a Working Party
 - Analysis of course performance data e.g., Student Experience Questionnaire (SEQ) and Course Experience Questionnaire (CEQ) , results and other course data held by the Office of Planning and Audit (e.g., admissions, retention figures, graduation rates, and demographics),
 - Student surveys
 - Staff discussions
 - Focus group meetings with a range of stakeholders
 - Individual interviews
 - Advisory panel (including written submissions)
 - Maintenance of records of the process of the review (e.g., minutes of meetings).
 3. Examples of issues to be addressed at course level
 - Rationale (including philosophical, conceptual, professional or research-based for course and instructional design)
 - Graduate attributes (including CSU, professional standards, or course specific ones)
 - Admissions criteria and Structural features of the course
 - Instructional design features, modes of delivery,
 - Content, pedagogies, assessment practices, professional experience, and partnerships
 - Graduate standards (at terminal stages to ensure degree level standards are being met)
 - Subjects – contribution to overall course goals and standards etc
 - Sustainability issues – re use off resources (human, IT, infrastructure, financial)
 - Sustainability issues – re links to CSU research strengths.
 4. Using CASIMS
 - Inspection and consideration of previous course review documents generated through CASIMS
 - Review of the guidelines pertaining to the use of CASIMS and the requirements associated with particular fields in CASIMS – see Complete CASIMS Field Guidelines at http://www.csu.edu.au/acad_sec/CASIMS/
 - Seeking input from designated CASIMS administrators.
 5. Regulatory control
 - Familiarisation with the approval process that applies to your review, noting the committee approval procedure/structure and ensuring that the time-frame set allows for a document submission to committees such as Courses Committee, Faculty Board, and Academic Programs Committee
 - Conforms with regulatory requirements (see e.g., professional accreditation policies and CSU Academic Regulation L1.1 and focus on Course Accreditation Policy section 4.10, if appropriate).
 6. Implementation
 - Consider the preparation of phase-out documents
 - Ongoing meetings of the Working Party to monitor the implementation process, with particular reference to individual subject development

- Maintain contact with reference group
- Advise all enrolled students of new course arrangements
- Map the transition from the old course to the new course and inform the students of their prospective patterns of study
- Prepare any course modification documents on the basis of implementation

Time-line for the review

| | |
|-----------|---|
| July | Preliminary discussions with members of the Faculty about the review and its implications |
| August | Survey Faculty staff and a sample of students and graduates |
| September | Course Coordinator to examine documentation from a sample of similar programs offered by other institutions, including the University of Sydney |
| October | Meeting of a Working Party to consider issues pertinent to the review and the information obtained from the surveys and document analysis |
| November | Development of a draft document, generated through CASIMS, using input from the Working Party |
| December | Meeting of an Advisory Committee to react to the draft document and offer comments about possible changes to this document |
| February | Gaining feedback from the Faculty about the revised document and the implications of its contents |
| March | Penultimate version of the document submitted to Courses Committee. |

University-Level Policies and Procedures

When a program or a specialisation within a program, is due for a major review, a Course (or Specialisation) Review document will be commissioned. Such a document will normally be prepared by the appropriate Sub Dean who may be assisted by a working party. The procedures for a major review of a course or specialisation will be similar to the Course Accreditation procedures involving the Faculty Board and, as appropriate, the Academic Programs Committee or the Academic Senate. A copy of those policies and procedure follow. Sections dedicated to Research Degrees have been removed.

CSU POLICY ON COURSE ACCREDITATION AND REVIEW

As approved by the Academic Senate on 18 February 1992 (AS 92/20) and as amended on 15 December 1992 (AS 92/257), 15 June 1993 (AS 93/108), 19 October 1993 (AS 93/202), 27 April 1994 (AS 94/34), 24 August 1994 (AS 94/109), 13 December 1995 (AS 95/276), 24 April 1996 (AS 96/7, 96/9-10, 96/13), 25 June 1997 (AS 97/126), 28 October 1998 (AS 98/266), 28 April 1999 (AS 99/56), 27 October 1999 (AS 99/163), 13 September 2000 (AS 00/161), 6 December 2000 (AS 00/187), 28 March 2001 (AS 01/30), 13 June 2001 (AS 01/80, AS 01/85, AS 01/86), 1 August 2001 (AS 01/102), 12 December 2001 (AS 01/170 & 182), 3 April 2002 (AS 02/22), 5 June 2002 (AS 02/32-35), 31 July 2002 (AS 02/59), 4 September 2002 (AS 02/102), 11 December 2002, 2 April 2003 (AS 03/28), 7 April 2004 (AS 04/16), 2 June 2004 (AS 04/57), 1 June 2005 (AS 05/51), 10 August 2005 (AS 05/81), 7 December (AS 05/160), 9 August 2006 (AS 06/72 and AS 06/83) and 4 October 2006 (AS 06/105).

1. INTRODUCTION

This document explains the processes for the approval and review of awards, courses and fields of research within the University. The policy objectives which underlie these processes are as follows:

- to ensure the development of courses which
 - (i) are of high academic standard and which meet the needs of relevant professions or industry groups; and
 - (ii) fit the University's planning profile;
- to ensure that existing courses continue to meet these objectives;
- to ensure that consistency with regulations is maintained across courses concerning nomenclature and structure;
- to ensure the effective documentation of proposals for both new and modified courses; and
- to ensure that course accreditation processes enable timely introduction of new or modified courses within the University's framework of student induction and course delivery.

2. GLOSSARY

A Glossary of Terms can be found in Section C1 of the Academic Manual.

3. AUSTRALIAN QUALIFICATIONS FRAMEWORK

The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) established a taskforce to develop an Australian Qualifications Framework (AQF).

The AQF provides descriptors for each qualification level. The descriptors define the qualifications in terms of:

- the characteristics of learning outcomes;
- the authority for those learning outcomes; and
- pathways to the qualification.

Detailed descriptions of each qualification level may be found on the AQF website. Courses at CSU are expected to comply with AQF guidelines, and the attestation from the Dean of a Faculty proposing a course certifies that this is the case, for that course.

4. ACADEMIC GOVERNANCE

4.1 Board of Governors

Under the Charles Sturt University Act, 1989, the Board of Governors is responsible for:

The development of broad policies with respect to academic planning and the nature and standard of academic awards and generally defining the education profile of the University; (18(1)(c)).

The Board of Governors is presently (2006) known as the University Council.

4.2 University Course Planning Committee

The University Course Planning Committee was established by the Vice-Chancellor to “assist him in the planning and management of the University”. With respect to the approval of awards and courses, the Committee:

- determines their compatibility with the University's mission statement and educational profile;
- reviews evidence of their need and demand;
- evaluates their resource implications;
- determines their priority and date of introduction; and
- allocates load.

4.3 Academic Senate

The Academic Senate is the principal academic body of the University. As such, the Academic Senate ensures on behalf of the Board of Governors (now University Council) that:

- the structure and requirements of each course are consistent with the award to which it leads;
- the depth of content and standard of assessment of each course is appropriate to the award to which it leads;
- the Faculty providing the course has the academic staff and other resources to offer the course;
- the methods of course delivery are appropriate in achieving the purpose of the course;
- the course and the award to which it leads are consistent with the Australian Qualifications Framework.

In the case of undergraduate courses, postgraduate coursework courses and coursework professional doctorates, this role has been delegated to the Academic Programs Committee.

4.4 Board of Graduate Studies

The Board of Graduate Studies is responsible for overseeing, and advising the Academic Senate on, the accreditation of research higher degree courses and research professional doctorates. In particular, the Board of Graduate Studies makes recommendations to the Academic Senate on all higher degree research program proposals and research professional doctorate proposals emanating from the Faculties and recommends changes to the Academic Senate's policy on course accreditation.

4.5 Academic Programs Committee

The Academic Programs Committee has delegated authority from Academic Senate with respect to the accreditation of all courses except master by research programs and research doctoral programs. In particular, the Academic Programs Committee approves or otherwise all course proposals for which it has delegated authority. It also provides advice to the Academic Senate on all proposed changes to academic policy, and has particular responsibility for recommending changes to the Academic Senate's policy on course accreditation.

4.6 Faculty Boards

The Faculty Boards for the Faculties of the University have delegated authority for the implementation of the teaching, scholarship and research policies prescribed by the Academic Senate.

Under their terms of reference as prescribed by the University Council, Faculty Boards are required to consider and make recommendations to the Academic Programs Committee, or to the Academic Senate [through the Board of Graduate Studies] as appropriate, with respect to the approval of new and revised courses proposed by the several Schools of the Faculty.

Faculty Boards also consider and may approve revisions in existing courses which do not constitute a significant variation (see clause 7.2) in the subject content or pattern of the course which results in a difference in length, or a major difference in level or purpose of that course.

4.7 Courses Committees of Faculty Boards

The Faculty Courses Committees have delegated authority from Academic Senate with respect to the approval of all course documentation except master by research programs and research doctoral programs.

The role of the Courses Committee for each Faculty Board is to:

make recommendations to the Faculty Board on additions and deletions to the course profile for the Faculty; and

make recommendations to the Faculty Board on all proposals for new or revised courses submitted for accreditation.

4.8 School Boards

School Boards are the principal academic body of each School. School Boards consider and make recommendations to the Faculty Board with respect to all matters

relating to the subjects taught by the School and with respect to general matters relating to courses.

4.9 Course Committees

A Course Committee is established for each course or group of courses to advise the Faculty Board (or, for shared courses, Faculty Boards) through the Board's Courses Committee on the development and academic administration of the course or courses for which it is responsible.

4.10 Course Advisory Process

4.10.1 Objectives

- 1) To ensure that the academic standing of courses remains high. To this end, the advisory process chosen for the development and review of a particular course or courses will be one that assists in ensuring that:
 - the course is current and constitutes an intellectually challenging and stimulating learning experience;
 - the course has clear and appropriate aims and objectives;
 - the course content, including teaching and learning experiences and assessment strategies, is at an appropriate level and is consistent with the aims and objectives of the course; and
 - the teaching methods are appropriate for the course.
- 2) To ensure that courses remain relevant to the professions and industries they serve. To this end, the advisory process chosen for a particular course or courses will be one that can provide an awareness of:
 - the changing needs of the community;
 - the industry/professional reputation of the course;
 - the changing focus of those professions and industries; and
 - existing, emerging and potential markets.

4.10.2 Minimum Requirements

The minimum requirements of the policy are that, for every course, there must be:

- an identified advisory process in place;
- independent external experts included in that process; and
- records of all aspects of the process.

The advisory process chosen may be one that includes a number of courses or be specific to a particular course.

The advisory process chosen may also:

- provide avenues for community input into the enhancement and further development of courses
- encourage recognition of course by relevant bodies; and
- assist in promotion of courses.

It is the responsibility of the Faculty to ensure that the advisory process chosen for each course meets the minimum requirements of the policy and that in the advisory process overall there is the expertise to address all of the objectives of the policy.

Where a course includes specialisations, and a particular specialisation is being added to a course or is being reviewed individually, the advisory process requirements apply for that specialisation.

The records of the advisory process for a particular course will be kept in a “course portfolio” that will be located in the School office or the Faculty office, depending on the Faculty’s policy on this matter.

The details of the advisory process employed for a particular course will be set out in Course Approval and Course Review documents for the course and will describe the mechanics of this process and its outcomes. For a particular specialisation, these details will be set out in the equivalent field in the Course Modification document (to add a specialisation) and the Course Review document.

5. APPROVAL OF COURSES

This section applies to courses as defined in (a) and (b) of the definition of “award course” in the glossary. The approval of courses as defined in (c) of the definition of “award course” in the glossary is covered in Section 6.

5.1 Course Structures

5.1.1 Standard Courses

For each level of award offered by the University there is a standard course structure. A standard course may be specified in terms of: the number of points required to complete the course; or the number of standard subjects or their equivalent required to complete the course.

The following standard courses apply:

| Award | Standard Course Points | Standard Subjects (or equivalent) |
|------------------------------|-------------------------------|--|
| Professional | 192 | 24 |
| Doctorate (see note 1) | | |
| Master (2 year) (see note 2) | 128 | 16 |
| Master (1.5 year) | 96 | 12 |
| Master (1 year) (see note 2) | 64 | 8 |
| Graduate Diploma | 64 | 8 |
| Graduate Certificate | 32 | 4 |
| Bachelor (4 year) | 256 | 32 |
| Bachelor (3 year) | 192 | 24 |
| Associate Degree | 128 | 16 |
| Diploma | 128 | 16 |
| University Certificate | 64 | 8 |

Note 1 – The minimum duration of study for the awarding of a professional

doctorate, where a student has only a three-year undergraduate degree as the basis for admission, shall be four years FTE. Credit granted in a professional doctorate program shall be calculated on the basis of this rule.

Note 2 - The minimum duration for a Master degree is one-year full-time equivalent (FTE), and the maximum duration is two years FTE. Where a one-year Master program is proposed, a Faculty must demonstrate via the assessment and admission requirements that it meets the AQF criteria for a Master-level award.

5.1.1.1 Graduate and Postgraduate Courses

The University makes a distinction between graduate and postgraduate courses.

A *graduate* course is one in which ‘new’ knowledge is acquired by the student, or more precisely where the knowledge acquired in the course does not specifically build upon that acquired by the student in their undergraduate qualification(s) and/or professional or other experience.

A *postgraduate* course is one in which the knowledge acquired by a student builds directly upon their undergraduate qualification(s) and/or their professional or other experience. All postgraduate (as opposed to graduate) awards shall therefore not have subjects at lower than level 4 (i.e. they should not contain subjects the substantive content of which is at the level of undergraduate study).

The nomenclature of graduate and postgraduate courses reflects the category of course. For example, a graduate course will normally have ‘graduate’ as a first term in the nomenclature (e.g. graduate certificate). Similarly a postgraduate course will normally have ‘postgraduate’ as the first term in the nomenclature (e.g. postgraduate certificate). Nomenclature may sometimes vary from this principle.

Both for graduate and postgraduate courses, the minimum admission requirement is a Bachelor degree, or the equivalent skills and knowledge. For a postgraduate course, Faculties shall set admission requirements which will allow students admitted to have a reasonable expectation that they will graduate from the course.

5.1.2 Standard Subject

A standard subject is an 8 point subject taught over one session. An equivalent standard subject may be a half standard subject or a subject whose point value is a multiple of eight. Examples include:

- half standard subject 4 points;
- double standard subject 16 points;
- quadruple standard subject 32 points.

An equivalent standard subject of 16 or more points may be taught over more than one session. From 2006 subjects may also consist of 12 points.

5.1.3 Courses and Subject Levels

5.1.3.1 Articulation

Prior to 2006, the University allowed a proportion of subjects at a lower level to the course in which they were articulated, to be included in that course in an articulation arrangement. These proportions have now been replaced with the specific requirements below.

- 1) Where undergraduate subjects are part of a graduate certificate program, that program can only be used as part of the basis for admission to a Master program, not as an articulated course. In such cases the duration of the Master program may be adjusted accordingly i.e. a shorter duration may be appropriate.
- 2) All graduate certificates and postgraduate certificates articulated with a one-year (full-time equivalent) Master program shall contain only postgraduate (i.e. not undergraduate) subjects.
- 3) All non-articulated graduate certificates shall contain a maximum of two standard-weighted subjects at the lowest or introductory level (currently level 1) and a minimum of one standard-weighted subject at level 3 and above.
- 4) All graduate diplomas articulated with a Master program shall contain a maximum of two standard-weighted undergraduate subjects.
- 5) All non-articulated graduate diplomas shall contain a maximum of two standard-weighted subjects at the lowest or introductory level (currently level 1) and a minimum of four standard-weighted subjects at level 3 or above.
- 6) In a postgraduate (as opposed to graduate) course for which a three-year undergraduate degree is the minimum admission requirement, credit shall not be awarded for subjects completed in the fourth year of undergraduate study and delivered at fourth-year level (and usually also coded at level 4) unless these subjects are at a demonstrably equivalent level to the relevant postgraduate subjects.

5.1.3.2 Undergraduate Subjects in Graduate Certificates and Graduate Diplomas

Where undergraduate subjects are part of a graduate certificate program, that program may only be used as part of the basis for admission to a Master program, not as an articulated course. In such cases the duration of the Master program may be adjusted accordingly i.e. a shorter duration may be appropriate.

Where undergraduate subjects are used in graduate certificates or graduate diplomas, these subjects shall retain their undergraduate subject coding.

5.1.4 Double Degree Programs

5.1.4.1 Definition

A double degree program is a program which combines all of the components of two separate bachelor degree courses (each referred to in this context as a constituent course) into a single program such that the overall duration of the program is shorter than the sum of the constituent courses whilst still meeting all of the requirements of each of those constituent courses.

Students completing a double degree program graduate with a separate award for each of the constituent courses in the double degree program.

5.1.4.2 Requirements of the Constituent Courses

The primary rule for a double degree program is that all of the requirements of each of the constituent courses must be met. This means that, in a specific double degree program, every component of each of the constituent courses must be able to be found. Course components include one or more core subjects, any elective sequences (i.e., sets of specialisations, majors, minors or, for the Bachelor of Business course, joint studies) and restricted elective or free elective options.

For each component, this is achieved through either:

- i) the inclusion of that component of a constituent course in the double degree program exactly as it is in the constituent course; OR
- ii) the identification, for the component in a constituent course, of **an equivalent** of that component in a component of the other constituent course, and the inclusion of that equivalent component from the other constituent course in the double degree program so that it serves to meet this requirement for both constituent courses.

5.1.4.3 Duration and Point Value

There is no prescribed duration or point value for a double degree program. Whilst the most common model is a four-year, 256 point (32 standard subjects) double degree program based on two three-year degree programs, the duration and point value of a specific double degree program is determined by those reductions in time and point value made possible by the presence of common subjects (i.e., the same subject is part of both constituent courses), identification of equivalent subjects or components, and/or genuine overlap of components.

Thus, for example, the common features and/or equivalences for a specific double degree program may mean that that program comprises 248 points (31 standard subjects) and be of four year's duration, with one session in the program containing three subjects instead of four.

Where a constituent course has specialisations, and some of these specialisations overlap more than do others with the components of the other constituent degree, students undertaking the more overlapping specialisations in the double degree program will be required to complete fewer points than those undertaking the other specialisations. This is because the corollary to the rule that all requirements of both constituent courses must be met is that no student in a double degree program can be required to undertake more than is required by the course requirements of each of the constituent courses.

5.1.4.4 Equivalent Components

The identification, for components of one constituent course, of equivalents in components of the other constituent course relates to how specific the components of each constituent course are (and, in particular, whether individual subjects are specified in a component), and to the purposes for which each component is included in the course (for individual subjects that are core components of a course, this will also relate to the aims and objectives of the subject and to the level of the subject).

Equivalence for each type of component may be met as follows:

- i) Core subject(s) - either an equivalent subject, or a number of subjects which together meet the aims and objectives of the core subject, in the other course must be identified. Where a core subject is a practicum subject, its equivalent in the other constituent course would also need to be a practicum subject, such that the practicum subject being included in the double degree program also serves to meet the requirements (aims and objectives, level, proportion of the course it represents, etc.) of the practicum subject that is not being included.
- ii) An elective sequence component (i.e., a set of specialisations, majors, minors or (in the Bachelor of Business) joint studies) – equivalence is possible either when some of the subjects in an elective sequence component in one constituent course are not specified by code/title or when the discipline areas only (rather than specific subjects) for an elective sequence component are specified, and there are subjects in the other constituent course that meet the specifications (subject or discipline area) of the elective sequence component. Where subjects in an elective sequence component are specified, these subjects would either have to also be offered in the other constituent course (i.e., they are common subjects, not equivalences) or specific subject equivalence would have to be identified as for core subjects above. See also clause 5.1.4.5 on minors.
- iii) Restricted elective(s) - where these subjects are specifically identified in a constituent course, the same conditions for equivalence apply as for a core subject. Where the discipline area(s) only of the restricted elective(s) have been specified, then sufficient subjects in the other course in one or more of those discipline areas must be able to be identified to enable the

requirements for number and type of restricted elective to be able to be met.

- iv) Free elective(s) – any subject in the other constituent course will meet this requirement.

Where equivalent subjects or components are identified for inclusion in a double degree program, any student who is enrolled separately in one of the constituent degree courses, and who has already completed that equivalent subject or component instead of the prescribed subject or component in their course, must be entitled to credit for that subject.

5.1.4.5 Variations to Requirements in Double Degree Programs

For any component of one of the constituent courses of a double degree program, a variation to that component may not be offered in the double degree program that is not also available to students enrolled in the constituent course offered separately. Note: this does not apply to equivalences that have been identified according to the guidelines in clause 5.1.4.4 above.

The single exception to this rule relates to minors. Where, for a specific double degree program, one component of one of the constituent courses comprises a set of minors, then a minor or choice of minors that is different from those offered in the constituent course may be included in the double degree program (i.e., available only to the students enrolled in that double degree program) provided that these double degree minors are consistent with the aims and objectives of the constituent course. The rationale for this is that it enables a specific double degree to be more effectively tailored to meet an identified need.

Should the Faculty then wish to add one or more of the “double degree only” minors to students enrolled separately in the constituent course, this would need to be done through the standard approval process for the addition of a minor to a course.

On the other hand, a component in a constituent course that includes choices (such as a set of elective sequences or a range of restricted electives) may be included in the double degree program in a more prescriptive form. For example, whereas in a constituent course the student may have a choice of five identified majors, only one of those majors might be available to the double degree student because the subjects in that major also comprise a component of the other constituent course in the double degree program (and so enable a reduction in the overall duration and point value of the program).

5.1.4.6 Courses Offered Only Within Double Degree Programs

A Faculty may choose to offer a course only as a constituent course within one or more specific double degree programs. Since the constituent course will still lead to a separate award, it will be required to meet all of the requirements for a bachelor degree course, including fitting within the guidelines of the Australian Qualifications

Framework.

Where a course is offered with a generic structure and with a set of specialisations, a Faculty may choose to offer just the generic course as a constituent course within a specified double degree program or programs, provided that the generic course is not also offered as a separate course. In such an instance, students in the separate course would be required to complete one of the specialisations in the course.

See also clauses 5.1.8.2 and 5.1.8.4.2 on shell courses for policy on shell courses in double degree programs.

[See also clause 5.2.3 for the documentation and approval processes for double degree programs]

5.1.5 Articulated Sets of Courses

5.1.5.1 With Multiple Entry Points

An articulated set of courses with multiple entry points is one in which the student may be admitted to a higher or lower level course in the set depending on the student's academic qualifications at the time of application for admission.

A student who completes or has graduated from a lower level course in an articulated set of courses with multiple entry points must apply for admission to a higher level course in the set through UAC, VTAC or the Admissions Office as appropriate (that is, progression to a higher level course is not automatic).

A student who has completed the lower level course in an articulated set of courses with multiple entry points in a given session, then applies for admission and is admitted to the higher level course in the next consecutive session, may at the same time apply to graduate with the lower level award under clause 1.1.3 of the Graduation Regulations.

A student who chooses to exit an articulated course with multiple entry points with the lower level award or whose application for admission to the higher level course is unsuccessful, may graduate with the lower level award.

A student who has completed but has not graduated from the lower level course of an articulated course with multiple entry points and who withdraws from or is excluded from the higher level course, may graduate with the lower level award.

5.1.5.2 With Single Entry Points

An articulated set of courses with a single entry point is one in which the student is admitted to the higher level course on the understanding that the student may exit with a lower level award. In such cases the student must reapply for admission through UAC, VTAC or the Admissions Office as appropriate, should the student

wish to complete the higher level course at a later date.

A student in an articulated course with a single entry point, but which offers lower exit points, who has completed the lower level course may apply to graduate with the lower level award under clause 1.1.3 of the Graduation Regulations and at the same time continue on in the higher level course to which they were admitted.

5.1.5.3 Limits on Articulation

All graduate and postgraduate certificates articulated with a one-year FTE Master program shall contain only postgraduate (i.e. not undergraduate) subjects.

5.1.7 Shared Courses

A shared course is one which is developed collaboratively between two or more Faculties and in which each of the Faculties contributes to the development, delivery and ongoing review of the course. One Faculty, designated as the “host” Faculty, is responsible for administering the course. (See also 5.2.4)

5.1.8 Shell Courses

5.1.8.1 Characteristics

A shell course:

- is structured by a number of parameters, which do not normally specify individual subjects;
- has a flexible content that is determined by the parameters stipulated; and
- has a nomenclature that is generic rather than course-specific to reflect the broad content, e.g. Graduate Certificate in Applied Science, Graduate Certificate in Commerce, except where the course is designed to be offered in double degree programs only. In such cases, a course-specific nomenclature is likely to be more appropriate.

Notwithstanding the fact that the specific content of a shell course is not normally identified in the Course Approval course document, the parameters and the aims and objectives of a shell course must be consistent with each other and must be able to meet the same requirements concerning AQF learning outcomes that other courses at the same level must meet.

5.1.8.2 Shell Courses as Constituent Courses in Double Degree Programs

A shell course structure may be appropriate where a course is designed to be offered only as a constituent course within specified double degree programs (as is, for example, the Bachelor of Teaching (Secondary)), and the content of the course will need to be varied (within identifiable parameters) for each double degree program.

5.1.8.2.1 Selection of Subjects

The subjects to be included in the course for a specific double degree program will be selected by the Faculty and will be specified in course documentation as set out in clause 5.1.8.4.2 below.

5.1.8.2.2 Nomenclature

Where the parameters of the course are such as to allow significant variations for specific double degree programs, such variation will be indicated in the nomenclature of the course through the addition of a descriptor. For example, the descriptor (Birth to 5 Years) has been added to the nomenclature Bachelor of Early Childhood Teaching when that course is offered in a double degree program with the Bachelor of Nursing. In other double degree programs, the content of the Bachelor of Early Childhood Teaching may cover different age ranges within the broad range of birth to 8 years (the range identified in the shell course document).

5.1.8.3 Specialisations in Shell Courses

Where a shell course also includes specialisations, a separate set of parameters must be identified that will apply to all specialisations offered within that course.

5.1.8.3.1 Selection of Subjects

In a standard specialisation in a shell course, the student will select from those subjects for the specialisation that have been identified by the Faculty as falling within the parameters for specialisations in that course. Where the Faculty has identified as one of the objectives of the course that each specialisation will be designed by the Faculty for an identified cohort of students with specific needs, the content of each specialisation will be specified by the Faculty and will be set out in the documentation for the specialisation as set out in clause 5.1.8.4.3 below.

5.1.8.3.2 Nomenclature

The nomenclature for specialisations will follow the format of the nomenclature of the shell course, e.g. Graduate Certificate in Commerce (Business Banking).

5.1.8.4 Documentation

5.1.8.4.1 Standard Shell Courses

The documentation required for a new shell course will be the standard documentation for the approval of a new course.

5.1.8.4.2 Shell Courses in Double Degree Programs

Where a Faculty proposes a shell course for inclusion only within double degree programs, the parameters will be set out in the shell course documentation and the specific content for the shell course within a particular double degree program will be identified in the course documentation for that particular double degree proposal. In the shell course documentation, those fields for which completion is meaningful only for a specific double degree program will contain a reference to the documentation for the individual double degree program.

5.1.8.4.3 Specialisations in Shell Courses

Where specialisations are being added to an existing shell course, the documentation will use the pro forma in CASIMS for modification to an existing course. The document will identify all those specialisation subjects from which the student may choose or, for those specialisations that are designed for an identified cohort of students, the specialisation structure and content will be specified and will be tailored for the specific cohort.

Example 1: Standard generic course

Graduate Certificate in Applied Science

Parameters: At least two of the four subjects must be selected from one discipline area. At least one of these two subjects must have a pre-requisite. The remaining two subjects may be chosen from any discipline in the Faculty. All subject combinations must receive Faculty approval.

Example 2: Standard specialisation in shell course

Graduate Certificate in Applied Science (*specialisation*)

Parameters: All four subjects must be chosen from the specialisation discipline. [Faculty provides list of subjects within this category]

Example 3: Shell course as constituent in double degree programs

Bachelor of Teaching (Secondary)

Parameters:

- Foundations of Education subjects - minimum of 32 points, including one on adolescent development and one on adolescents with special needs;
- Curriculum Studies subjects – minimum of 24/maximum of 64 points (with details of coverage required);
- Teaching Practice subjects – minimum of 24 /maximum of 32 points (with details of possible coverage, practicum requirements);
- Discipline subjects – for a teaching major, minimum 48/maximum 80 points; for a teaching “minor”, minimum of 24/maximum of 32 points.

Example 4: Specialisation for identified cohort in shell course

Graduate Certificate in Commerce (*specialisation*)

Aims: The aim of the course is to provide a graduate qualification in management which will meet the vocational and professional requirements of specific cohorts of business and industry personnel who are seeking various “packages” of subjects relevant to their own workplace needs.

Parameters

- The 32 points are to be selected from the specialisation or from subjects in the same specialist area chosen with the concurrence of the course co-ordinator;
- All subjects must be taken from the range of subjects offered by the Faculty of Commerce subjects at level 5 or equivalent;
- The student will not enrol in any subject which is substantially similar to a subject already completed; and
- The student will meet all pre-requisites.

5.1.9 Advertising of Courses

5.1.9.1 Inclusion in UAC/VTAC Guides

A new course may not be included in the UAC/VTAC guides until approval of the Course Approval document (unless the University Course Planning Committee explicitly gives approval for a new course to be included in the UAC/VTAC guides prior to approval of the Course Approval document). A new course includes any proposed double degree program in which one or both of the constituent courses is new or requires a revised structure.

A double degree program comprising two existing courses neither of which will be altered as a result of the proposed double degree program may be included in the UAC/VTAC guides following approval by the UCPC.

Confirmation of the inclusion of a new course in the UAC/VTAC guides will be provided to the Division of Marketing by staff in the Academic Secretariat and Office of Planning and Audit.

5.1.9.2 Inclusion in the University Handbook

A new course may not be included in the next year’s University Handbook unless the course proposal has been given approval or provisional approval by the Academic Programs Committee or, for research higher degree and professional doctoral programs, by Academic Senate via the Board of Graduate Studies. Where the Academic Programs Committee (or Senate) has given provisional approval only, the relevant course entry shall clearly indicate that the course is “subject to final approval”.

5.1.9.3 Inclusion in other Promotional Literature

New courses may only be included in promotional literature such as advertisements and course brochures after the UCPC has given approval for the course to be offered but before approval of the Course Approval document if the Faculty has provided the Division of Marketing with the detailed information it requires for promotion. This includes information on admission criteria, course structure and course content, content of subjects, employment prospects, starting salaries and practicums. Entries made before a course has received final approval must carry the proviso “subject to final approval” until final approval has been given.

5.1.9.4 Correct Course Nomenclature

The Faculties and the Division of Marketing are required to have in place mechanisms to ensure that, where specific courses are being identified in promotional literature such as course brochures or advertisements, the correct course nomenclature is used.

For inclusion of a new course in the UAC/VTAC guides or the University Handbook, the course nomenclature will be taken from the Course Approval document (or, for new double degree programs with existing, unchanged courses, from UCPC documentation).

5.2 Approval Process

5.2.1 Two Stages of Approval

The approval of a new course as defined in (a) and (b) of the definition of “award course” in the glossary involves a two-stage process.

- The first stage is the course planning stage involving approval by the University Course Planning Committee of the inclusion of the course in the University's profile and approval of the date of introduction of the course, its funded intake load and any other resource support; and
- the second stage is the course approval or accreditation stage involving the approval of the academic components of the course by the appropriate Faculty Board and either the Academic Programs Committee or the Academic Senate (on the recommendation of the Board of Graduate Studies) as appropriate.

Following UCPC approval, a course may be advertised as being available “subject to final approval” only when the Faculty has provided the Division of Marketing the detailed course information it requires for promotion. (See also clause 5.1.9.)

5.2.2 Standard Courses

The course accreditation policy specified in clause 5.2.1 shall apply.

5.2.3 Courses Leading to Double Degrees

5.2.3.1 Where only one Faculty is involved

Where the course being developed for a double degree involves one Faculty, the course accreditation policy specified in clause 5.2.1 shall apply.

5.2.3.2 Where more than one Faculty is involved

Where the course being developed for a double degree involves more than one Faculty, the following action will be taken:

- the Deputy Vice-Chancellor (Academic), in consultation with the appropriate Deans, will determine the host Faculty for the course; and
- the Dean of the host Faculty will appoint a person or group (satisfactory to the Faculties involved) to develop the planning documentation.

The planning documentation shall be approved by the Faculty Boards of the Faculties involved (on the advice of their respective Courses Committees) before being submitted to the University Course Planning Committee.

- the Dean of the host Faculty will convene a working party to develop the Course Approval document as required by clause 5.4.2. The Working Party will comprise up to three nominees of each Dean plus a convenor nominated by the host Dean.

The Course Approval document shall be approved by the Faculty Boards of the Faculties involved (on the advice of their respective Courses Committees) before final approval of the proposal by the Academic Programs Committee.

(See also clause 5.1.4)

5.2.4 Shared Courses

For a shared course:

- the Deans of the collaborating Faculties will determine the host Faculty (ie. the Faculty responsible for administering the course). In the event of a dispute, the Deputy Vice-Chancellor (Academic) shall make the determination; and
- the Dean of the host Faculty will appoint a person or group (satisfactory to the collaborating Faculties) to develop the planning documentation.

The planning documentation shall be approved by the Faculty Boards of the collaborating Faculties (on the advice of their respective Courses Committees) before being submitted to the University Course Planning Committee.

- the Dean of the host Faculty will convene a working party to develop the Course Approval document as required by clause 5.4.2. The working party will comprise up to 3 nominees of each Dean and a convenor nominated by the host Dean.

The proposal shall be finally approved by the Faculty Boards of the collaborating Faculties (on the advice of their respective Courses Committees) before approval by the Academic Programs Committee or Academic Senate (via the Board of Graduate Studies), if it is a research higher degree course.

(See also clause 5.1.7)

5.2.5 Courses Leading to Awards Conferred Jointly with Other Universities

Faculties may develop proposals which result in an award being conferred jointly with another university or equivalent educational institution. Such an award may be at any level from diploma to doctoral level. The accreditation process would be the same as for standard courses, although it is expected that the agreement between the parties would specify the role the other institution would play in the development and delivery of the course in question, including its representation on a Course Committee constituted to manage the course (and equal in status to the Course Committees of the Faculty Board).

5.2.6 Specific Offering of a CSU Course in a Particular Language of Study

Where, for a specific offering of a CSU course, the primary language of study is a language other than English, the Faculty in question shall be required to provide details in the relevant course documentation of the means by which acceptable language proficiency will be ascertained.

5.2.7 Course Variants

A variant program is a program of study offered within an existing course leading to a CSU award, where, for the variant program, the course requirements are met by a combination of:

- a credit component on the basis of one or more specified qualifications (which have usually been completed prior to admission to the CSU course and which are usually a lower-level qualification than the CSU course); and
- an enrolled component in the CSU course which is unique to the variant program, but still allows students to fulfil the same aims and objectives as the non-variant CSU course.

The unique course component in the variant program will normally consist of a variation of the core subject offering, but may also include more restricted elective choices than those available to

students in the non-variant CSU course, such as a smaller number of minor, major or specialisation options.

5.2.7.1 Course Types in Which a Variant May Be Used

A variant program could be approved for:

- a) a ‘full standard course, one in which the full requirements of the award can be met via study at CSU. Note that ‘study at CSU’ may include components of a course delivered and even owned by a partner, such as integrated courses; and
- b) a ‘composite’ course, where the first component of the course always consists of credit made up of a specified qualification or qualifications, which is then combined with CSU study to make up the full course. In this case each of the different programs of study, corresponding to each of the qualifications which can be used as the first component of the course, would be a *stream* within the course, and the variant program would be another such stream.

Note that “industry streams’ in courses would not be considered variants, as they are structured more like elective sequences such as majors and minors. Also, where an offshore cohort is offered fewer elective options than onshore counterparts (usually for resource reasons), this would not count as a variant.

5.2.7.2 Approval of Variant Programs

Variants are approved using a Course Modification Document on the course in which the variant is to be introduced. Sufficient detail must be provided to determine if the qualification component contributes appropriately to the aims and objectives of the CSU course. The Faculty may also modify its existing aims and objectives to better accommodate the variant within the existing award.

The admission criteria for the variant program would also need to be modified from that of the standard CSU course, and would need to include any other qualifications (apart from the one(s) being used for credit in the variant) that are being used to justify changes to the enrolled component of the variant program. An example would be where the core subjects in the variant program are different depending upon any additional qualifications the applicant has, above and beyond the one(s) used for entry to the course.

5.3 Course Planning Stage

5.3.1 Course Planning Documentation

The initiative to develop a new course may come from within a Faculty or

Division, or from senior management who may wish to respond to a Government or other external initiative. The person or group given responsibility for developing the course will prepare course planning documentation, in the format required by the University Course Planning Committee.

5.3.2 Faculty Board

When the course planning documentation is prepared it will be submitted to the Faculty Courses Committee for approval and submission to the University Course Planning Committee by the Dean.

5.3.3 University Course Planning Committee

The University Course Planning Committee will:

- assess whether the course proposal is consistent with the University's educational profile;
- assess the need and demand for the course;
- assess the impact of the course on the resources available within the University;
- assess the priority for the introduction of the course having regard to other courses vying for introduction;
- determine the load to be made available to support the course, where load is required; and
- approve the date of introduction of the course.

The University Course Planning Committee will then approve or otherwise the proposal contained in the course planning documentation. If approved, the Dean may then arrange for the Course Approval document to be prepared.

5.3.4 Advertising of a New Course

Following UCPC approval, a course may be advertised as being available “subject to final approval” only when the Faculty has provided the Division of Marketing the detailed course information it requires for promotion. (See also clause 5.1.9)

5.4 Course Approval Document Development Stage

5.4.1 Course Approval Document

Once the University Course Planning Committee has approved a course, the Dean may arrange for the Course Approval document to be prepared within the Faculty, via CASIMS.

A Course Approval document must provide sufficient, specific information about the course to enable the Faculty Courses Committee or the Board of Graduate Studies to satisfy themselves as to the academic standard of the

course and the academic capacity of the Faculty to deliver it.

Attestations are also required to accompany the Course Approval document on matters relating to service teaching, conformity with specified Senate policy, and the quality of course content.

5.4.2 Working Party

The Dean will normally establish a working party to develop the Course Approval document. Such a working party may include academic staff from other Faculties particularly if the course will involve service teaching.

In relation to courses leading to double degrees and shared courses, the Dean of the host Faculty will convene a working party to comprise up to three nominees of each Dean plus a convenor nominated by the host Dean.

Consultation with appropriate professional bodies may occur at this stage if professional accreditation of the course is required. An interim Course Advisory Committee (see Section 4.10) may be established for this purpose.

5.4.3 School Boards

When the Course Approval document is developed the Dean may refer it to the appropriate Schools of the Faculty for comment. School Boards might be asked to comment on the design of the subjects which comprise the course although their comments need not be confined to subjects.

5.4.4 Faculty Courses Committee and Faculty Board

All Course Approval documents for undergraduate and postgraduate coursework programs and coursework professional doctorates must be referred to the Faculty Courses Committee. The Faculty Courses Committee will not consider the Course Approval document until the course proposal has been approved by the University Course Planning Committee. The Faculty Courses Committee may:

- approve the document unamended and recommend to the Faculty Board and thus APC its inclusion in the University Register of Awards and Courses; or
- request amendment of the document; or
- not approve the course document, in which case the Faculty would have to decide whether to develop a new course document or have the course deleted from the University's educational profile.

Before approving an undergraduate or postgraduate coursework document, the Faculty Courses Committee must satisfy itself that the course is of a standard appropriate to an undergraduate or postgraduate award. The Committee is empowered, therefore, to examine the course documentation in detail.

In particular, the Faculty Courses Committee shall satisfy itself that:

- the course is consistent with University Policy on standard course

structures or the reasons advanced for a departure from the standard are appropriate;

- the course is consistent with the Academic Regulations and other University Policy;
- the Faculty or Faculties involved in teaching the course have the academic depth to offer the course at the level of award proposed;
- the disciplines included in the course will be taught by the appropriate Faculties;
- the Faculty and Divisions involved in the delivery of the course have the necessary resources to support the course;
- the Course Approval document is consistent with the proposal approved by the UCPC;
- the course structure is consistent with clause 5.1 or the reasons advanced for a departure from the requirements of that clause are appropriate;
- the Faculty has the academic depth to offer the course at the level of award proposed; and
- the course structure and content will meet the objectives of the course.

The Faculty Courses Committee shall also recommend to the APC the period of accreditation for the course, where a non-standard accreditation period is proposed.

The Faculty Board after receiving notice that the Faculty Courses Committee has approved the Course Approval Document, may:

- approve the proposal and refer it to the Board of Graduate Studies and then to Academic Senate if the course is a research higher degree program or to the Academic Programs Committee if it is an undergraduate course, a postgraduate course including a higher degree program by coursework or coursework and dissertation, or a professional doctorate, recommending that the course be approved for inclusion in the University Register of Awards and Courses; or
- refer the proposal back to the Courses Committee for revision or advice; or
- not approve the proposal in which case the Faculty Board would have to decide whether a new course document should be prepared or the course should be deleted from the University's educational profile.

5.4.5 Board of Graduate Studies

All Course Approval documents for higher degree research or research professional doctorate programs must be referred from Faculty Courses Committees, after approval of the proposal by the Faculty Board, to the Board of Graduate Studies. The Board will not consider a Course Approval

document until the proposal has been approved by the University Course Planning Committee. The Board of Graduate Studies may:

- approve the document without amendment and recommend to the Academic Senate that the course be approved for inclusion in the University Register of Awards and Courses; or
- request the Faculty to amend the document and recommend to the Academic Senate that the program as amended, be approved for inclusion in the University Register of Awards and Courses; or
- refer the document back to the Faculty Courses Committee for revision.

Before recommending to the Academic Senate that a program be placed on the University Register, the Board of Graduate Studies shall satisfy itself that the program is of a standard appropriate to a higher degree award. The Board is empowered therefore to examine the documentation in detail.

In particular the Board of Graduate Studies shall satisfy itself that:

- the program structure is consistent with clause 5.1 or the reasons advanced for a departure from the requirements of that clause are appropriate;
- the program is consistent with the Academic Regulations and other University policy;
- the Faculty or Faculties involved in teaching the program have the academic depth to offer the program and, in particular, to provide adequate supervision at the level of award proposed;
- the disciplines included in the program will be taught by the appropriate Faculties; and
- the Faculty and Divisions involved in the delivery of the program have the necessary resources to support the program.

5.4.6 Academic Programs Committee

The Academic Programs Committee shall:

- approve the course for inclusion of the course in the University Register of Awards and Courses; or
- request the Faculty to amend its proposal and approve the course as amended for inclusion in the University Register of Awards and Courses; or
- not approve the course, in which case the Faculty would have to decide whether to develop a new course document or have the course deleted from the University's educational profile.

The Academic Programs Committee shall also specify the period of accreditation for the course.

5.4.7 Academic Senate

The Academic Senate will receive the Course Approval document (without the appendices which contain the subject approval forms) from the Board of Graduate Studies.

The Senate may:

- approve the course for inclusion in the University Register of Awards and Courses; or
- amend the course document and approve the course for inclusion in the University Register of Awards and Courses; or
- refer the document back to the Faculty Board and/or the Board of Graduate Studies for revision or advice; or
- not approve the course in which case the Faculty would have to decide whether to develop a new course document or have the course deleted from the University's educational profile.

Before approving a course the Academic Senate shall satisfy itself that:

- the course structure is consistent with clause 5.1 or the reasons advanced for a departure from the requirements of that clause are appropriate;
- the course is consistent with the Academic Regulations and other University policy;
- the Faculty has the academic depth to offer the course at the level of award proposed;
- the disciplines included in the course will be taught by the appropriate Faculties;
- the Faculty and Divisions involved in the delivery of the course have the necessary resources to support the course.

The Academic Senate shall also specify the period of accreditation for the course.

5.6 Lead Times for New Courses or Specialisations, New Subjects, Major Reviews and Other Course Modifications, Subject Revisions and Course and Subject Phase-outs

The University Course Planning Committee approves the composition of the University's course profile, including the addition and deletion of all courses. Subjects added or removed from the profile are approved by the Faculties, although the University Course Planning Committee has ultimate authority for which subjects may be offered.

Approval by the University Course Planning Committee of a proposed date of introduction for a new course or specialisation, or for the modifications proposed as a result of a major review is related to a number of critical factors. These include:

- timely approval by the Academic Programs Committee or Senate (via the Board of Graduate Studies) of the Course Approval document or proposal, the Course Review document or proposal or other relevant documentation or proposals (for other types of modification);
- inclusion in the UAC and VTAC guides (where appropriate);
- inclusion in the University Handbook and (for subjects) the Student Information Booklet;
- advertising and promotion of courses;
- production of study notes;
- admission processes;
- textbook ordering; and
- internal timetabling (where appropriate).

Each of these critical factors has either a “critical date” (e.g., the deadline specified by UAC, for inclusion in the UAC handbook) or a standard lead time (e.g. period required for production of study notes for a new DE subject by the Learning Materials Centre).

When a Course Planning or Course Review document is being prepared, each of these dates or lead times shall be taken into account in determining the proposed date of introduction for the new or revised course or specialisation.

The University Course Planning Committee shall approve either the proposed date of introduction or some later date and advise the Faculty accordingly.

Approval by the University Course Planning Committee of the dates for discontinuation of intakes in courses, specialisations, majors or offerings in particular modes and/or locations is also related to critical factors, including:

- consultation with staff and students;
- adjustment of entries in the UAC and VTAC guides (where appropriate);
- adjustments to advertising and promotion publications; and
- timely documentation and approval of appropriate phase-out arrangements for enrolled students.

5.6.1 Approval of New Courses or Specialisations, New Subjects, Reviews of Courses or Specialisations, Revision of Subjects, Phase-out of Courses, Specialisations, Majors or Offering in a Particular Mode and/or Location, Obsoleting of Subjects, and Other Course and Subject Changes for Introduction in a Given Year

In the schedules given below, the year of introduction is called Year X. The year of introduction refers to the year in which a new course is introduced or in which proposed modifications to an existing course are introduced or, for phase-outs, to the first year in which there will be no intakes for the course, specialisation, etc. Where a date is given in a year preceding the year of introduction, it is indicated as Year X-1, Year X-2, etc.

5.6.1.1 Approval of new courses, specialisations and subjects

The approval schedule has been developed to provide for appropriate course promotion and preparation of learning materials. For internal courses advertised through UAC/VTAC, see the Exceptions note below the timelines schedule.

All programs and subjects except research higher degree programs (this includes all undergraduate programs, postgraduate coursework programs and coursework professional doctorates)

Course planning approval by the University Course Planning Committee (UCPC) will be dependent upon evidence being provided that an effective marketing strategy is in place.

Course Approval document approval by the Faculty Courses Committee (FCC), with final approval of the proposal by the Faculty Board and APC also to be included; and/or

Subject Profile document approval by the FCC, with final approval by the Faculty Board to be included, is required as follows:

For introduction of course, specialisation or subject at any time in Year X: by that date determined by the APC which will allow this approval to be finalised to meet the DEST deadline for publication of courses and subjects to be offered in Year X.

Research higher degree programs

Course planning approval by the UCPC will be dependent upon evidence being provided that an effective marketing strategy is in place.

Course Approval document approval by Senate (via the Board of Graduate Studies (BOGS)); and

Subject Profile document approval, where applicable, is required as follows:

For introduction of course, specialisation or subject at any time in Year X: by that meeting of the Academic Senate which will allow this approval to be finalised to meet the DEST deadline for publication of courses to be offered in Year X (currently August 31 of Year X-1).

Exceptions

New internal courses to be included in Year X UAC/VTAC guides The Course Approval document (or, for a double degree program with two existing courses with no revision required, UCPC approval of the proposed course) must be approved by April of Year X-1.

Note: In all instances, the Course Approval proposal must be approved by the APC prior to the date of introduction of the course.

5.6.1.2 Phase-out of courses, specialisations, majors or offerings in particular modes and/or locations

Note that the UCPC may decide to not have a review of the course profile in any given year.

April/May of Year X-2

Planning & Audit prepare course, discipline and professional field data and Deputy Vice-Chancellor (Academic) identifies courses,

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| | disciplines and/or professional fields for possible review. |
| Mid-June of Year X-2 | UCPC annual course profile review preliminary meeting considers recommendations of the Deputy Vice-Chancellor (Academic) and determines courses, disciplines and/or professional fields to be reviewed for modification or discontinuation of intakes. |
| End June of Year X-2 | Faculties are advised of determinations regarding reviews and requested to provide responses by end of August which address the factors outlined in Clause 7.4 below. |
| Mid-September of Year X-2 | UCPC annual course profile review major meeting receives and considers Faculty responses, and determines discontinuation of intakes (or, alternatively, modifications) to courses, disciplines and/or professional fields. |
| End September of year X-2 | Notification of UCPC determinations to Faculties, students, Divisions of Human Resources and Marketing, Student Administration and other Divisions. |
| October-December of Year X-2 | Consultation period co-ordinated by the Deputy Vice-Chancellor (Academic). |
| February of Year X-1 | UCPC considers determinations for final confirmation. |
| February-March of Year X-1 | All sections of the University are notified, UAC and VTAC guides are amended and all applicants in the University's admission system who are affected by determinations are notified. Faculties commission Phase-out documents for all courses, specialisations, majors or offerings in a particular mode and/or location for which discontinuation of intakes in Year X has been determined. |
| July-August of Year X-1 | Final meeting of APC to which Phase-out proposals may be submitted, after approval of the Phase out document by the FCC. |

Faculty-initiated phase-outs

Faculty-initiated proposals for discontinuation of intakes or modifications to a course, discipline or professional field are to be forwarded to the UCPC annual course profile review major meeting in mid-September of Year X-2. Such submissions address the factors outlined in Clause 7.4 below. Those submissions approved by the UCPC then follow the timelines for consultation, confirmation and phase-out documentation outlined above.

5.6.1.2.1 Obsolescing of Subjects

Subjects may be deleted (made obsolete) at any time prior to the DEST deadline for reporting of subjects for the following year. See 5.6.1.1.

5.6.1.3 A Major Review of a Course or Specialisation

Major reviews of courses or specialisations are to follow the same time-lines as approval of a new course or specialisation. That is, the date of approval of the Course Review document determines the session/trimester in Year X in which proposed modifications will take effect.

5.6.1.4 Relocation of a Course and Other Modifications to Location and/or Mode (excluding Phase-out)

For existing courses, these include relocation of a course from one campus to another, offering a course at an additional campus at which it is not currently offered and offering a course in a mode in which it is not currently offered (or a combination of these).

These modifications are to follow the same time-lines as approval of a new course or specialisation. That is, the dates of approval determine the session/trimester in Year X in which proposed modifications will take effect.

The standard course modification document for change of location and/or mode must be submitted.

5.6.1.5 Other Modifications to Existing Courses/Specialisations & Subjects

No modification of a course or subject, however minor, may be made after the deadlines specified in clause 5.6.1.1. Should a Faculty wish to make such modifications after the deadline, a case will need to be made to the Academic Senate to do so.

Note: Modifications to a course do not necessarily require alteration to the SAL for the session(s) in question.

7. REVIEW AND PHASE-OUT OF COURSES

7.1 Policy on Review and/or Phase-Out of Courses

The reviewing of courses is, in practice, a process of constant monitoring to ensure

that any course offered by the University maintains its academic standing and remains up to date and relevant to any industries and professions it may serve.

A number of critical factors may influence the scheduling of a major review of a given course, such as the requirements of a professional body which accredits the course, sudden changes in the marketplace, resource factors or individual factors identified by a particular Faculty.

The purpose of a major review is to evaluate the quality and performance of the course or specialisation in terms of a number of factors (academic performance, efficiency and the capacity of the Faculty to support its profile). This process of evaluation is done for the period of time since the introduction of the course or since the previous major review (whichever is the more recent) and on the basis of the outcomes of the advisory process, of a number of indicators and of other relevant information.

The period of time between reviews of any given course shall be five years. If periodic accreditation by a professional body is needed there is an expectation that the dates for course accreditation and review will be aligned. The first review of a course may be scheduled for a time greater than five years from introduction of the course, upon request to the Academic Programs Committee, for example where a course has a duration of greater than 5 years, and it would therefore be impossible to assess its graduates after the first 5 years of operation.

A Faculty may also apply to the Academic Programs Committee for extension of the review period (first or subsequent review) where exceptional circumstances apply.

Each Faculty shall report to the University Course Planning Committee and to the Academic Senate each year its schedule of reviews for a normal five year review cycle. This schedule should include all courses offered by the Faculty.

Notwithstanding this, where a course review is not finalised (including final approval) within twelve months of the scheduled year of review, intakes into the course shall be suspended effective immediately.

Individual Faculty policies on the scheduling of reviews are set out in this section (Section L) of the Academic Manual.

7.2 Major and Minor Modifications to Courses

As noted in 7.1 above, the review of courses is an ongoing process. Faculty Boards have delegated authority from the Board of Governors to approve revisions in existing courses which do not constitute a significant variation in the subject content or pattern of the course which results in a difference in length, or a major difference in level or purpose of that course.

For the guidance of Faculties, the following sections define more precisely course modifications which may be approved by Faculty Boards and those that must be approved by the Academic Programs Committee or the Academic Senate and/or the University Course Planning Committee.

7.2.1 University Handbooks

Because the University Handbooks must accurately record the content of courses taught in the designated year, all variations to courses, whether major

or minor, must be approved no later than the deadline for reporting to DEST of course and subject offerings in the following year (see 5.6.1.1).

7.2.2 University Course Planning Committee, Academic Programs Committee and Academic Senate

The following proposed modifications to a course must be approved by the Academic Programs Committee, or Academic Senate (on recommendation from the Board of Graduate Studies) in the case of higher degree research or professional doctorate programs, and/or the University Course Planning Committee. The approvals required are given in brackets after each type of modification (noting that approval of the documentation for those approvals designated as APC approvals is by the FCC):

- Change of nomenclature (**APC or Senate**)
- Change of duration (usually only master courses - includes shortening or lengthening of course by altering the length of the dissertation or by deleting coursework subjects, but may also apply to a double degree program as a result of changes to a constituent course) (**APC or Senate, and UCPC if any resource issues**)
- Creation or deletion of an exit point only course (**APC**);
- Change or addition of a location (**UCPC**);
- Change or addition of a funding source (**UCPC**);
- Change to or addition of a mode (**UCPC, and APC if adding DE mode with new subjects**);
- Change of Faculty ownership (**UCPC**);
- Addition of a major or minor or phase-out of a minor (**APC, and UCPC if any resource issues**);
- Addition or phase-out of a joint study in Bachelor of Business (**APC, and UCPC if any resource issues**);
- Addition of a specialisation (**APC or Senate, and UCPC if any resource issues**);
- Variation to the content or structure of a course specifically for an identified category of students (**APC, and UCPC if any resource issues**);
- Change of session type/pattern eg. from session-based to trimester-based (**UCPC**);
- Addition of a specialisation to a shell course (**APC, and UCPC if any resource issues**).

For those modifications requiring both Academic Programs Committee (or Senate) approval and University Course Planning Committee approval,

following approval of the modification document by the first-named committee in the relevant category above, the Secretary of that committee will forward the document to the second-named committee for consideration.

For the phase-out of a specialisation, a major or an offering in a particular mode and/or location, see Clause 7.4 below.

7.2.3 Faculty Boards

All course modifications other than those specified in Section 7.2.2 may be approved by Faculty Boards. Where the Dean or a Faculty Board is unsure whether a proposed course change requires the approval of the Academic Programs Committee, or Academic Senate for research higher degree and research professional doctoral programs, the Presiding Officer of Senate shall decide the question.

7.2.4 Documentation for Proposed Modifications

A course modification document will be prepared. Such a document will be prepared in CASIMS, normally by the course co-ordinator. Where more than one type of modification is being proposed, they shall be combined in one document.

7.3 Course or Specialisation Review

7.3.1 Course (or Specialisation) Review Document

When a Dean determines that a course or a specialisation within a course is due for a major review, a Course (or Specialisation) Review document will be commissioned. Such a document will normally be prepared by the appropriate Sub Dean who may be assisted by a working party, and the document will be created in CASIMS.

7.3.2 Review Procedures

The procedures for a major review of a course or specialisation will be similar to the Course Approval procedures involving the Faculty Board and, as appropriate, the Academic Programs Committee or the Academic Senate (on the recommendation of the Board of Graduate Studies).

Following approval of the Course (or Specialisation) Review document by the Academic Programs Committee or Academic Senate the Secretary of the Academic Programs Committee will, where appropriate, refer the document to the University Course Planning Committee for consideration of the student load and other resource implications. The powers of the Committee in this respect will be identical to those listed in Section 5.

7.4 Phase Out of a Course, Specialisation, Major or Mode and/or Location

The phase-out process includes both the process of determining that there will be no further intakes and the approval of phase-out arrangements for students and subjects in a course, specialisation, major or offering in a particular mode and/or location.

Proposals to phase out a course, specialisation, major or offering in a particular mode and/or at a particular location may be initiated either by the University, as part of its

annual course profile review, or by a Faculty.

7.4.1 Annual Course Profile Review

At the discretion of the UCPC, each year the University may conduct a course profile review of courses, disciplines and professional fields for possible modification or discontinuation of intakes.

7.4.1.1 Preliminary Course Profile Meeting and Faculty Responses

The Deputy Vice-Chancellor (Academic) will identify courses, disciplines and professional fields for possible review on the basis of data (including demand, attrition, graduation, CEQ and load and funding data) provided by the Office of Planning and Audit. The University Course Planning Committee, at its annual course profile review preliminary meeting, will consider the recommendations of the Deputy Vice-Chancellor (Academic) and will determine courses, disciplines or professional fields to be reviewed for modification or discontinuation of intakes. Faculties will then be advised of these determinations and requested to respond, with responses addressing the fit with the University's strategic directions, sustainability, links with research, demand, attrition, and academic critical mass.

7.4.1.2 Major Course Profile Meeting and Consultation Period

The Committee's annual course profile review meeting will consider the Faculty responses and will make determinations on discontinuation of intakes (or, alternatively, modification) to courses, disciplines or professional fields. Faculties, relevant divisions (including Human Resources, Marketing and Student Administration), staff and students will then be notified and a consultation period with same will be coordinated by the Deputy Vice-Chancellor (Academic).

7.4.1.3 Final Confirmation and Notification of Determinations

The University Course Planning Committee will consider determinations for confirmation, followed by notification to all sections of the University and to applicants in the system who are affected by determinations, and amendment, where appropriate, to the UAC/VTAC guides. The University Course Planning Committee, following its decision on phase-out (see Clause 7.4.1 above), will reallocate as appropriate any load made available through the phasing out of the course or specialisation or offering in a particular mode and/or at a particular location

7.4.2 Faculty-Initiated Proposals

Faculty-initiated proposals for phase-out will be forwarded to the University Course Planning Committee's major annual course profile review meeting and submissions are required to address the University's criteria for discontinuation as set out in Clause 7.4.1.1 above. The subsequent processes are the same as those outlined in Clauses 7.4.1.2 and 7.4.1.3 above.

7.4.3 Phase-Out Document

When the University Course Planning Committee has determined that a course, or a specialisation or major within a course, or offering of a course in a specific mode and/or at a specific location should have no further intakes and this is unrelated to another course or specialisation (revised or otherwise), the Dean shall commission a Phase-Out document.

A Phase-Out document will be created in CASIMS. Where the course being phased out is replaced by another version of the course, the documentation procedures for major reviews should be followed. This applies even when the new version is being offered at a different campus and/or is taught in a different School within the Faculty which offers the course.

7.4.3 Approval of Phase Out Procedures

These procedures will involve the Faculty Course Committee, Faculty Board and, as appropriate, the Academic Programs Committee or the Academic Senate (on the recommendation of the Board of Graduate Studies). In considering the Phase-Out Document, these bodies will ensure that phasing-out arrangements are academically appropriate.

7.4.4 Final Year of Intake

For all proposals which result in a decision to discontinue intakes in a course, specialisation, major or offering in a particular mode and/or location, discontinuation of intakes will take effect in the year plus one following the proposal. For example, a proposal put forward in 2003 will mean that intakes will be discontinued from 2005. See Clause 5.6.1.2 for the full schedule of lead times.

APPENDIX B

Possible Approaches to the Review Process

Example 1 (adapted from the Stage 4 VET Courses Review 2000):

1. An initial meeting of VET staff to discuss the review
2. The formation of an external Course Review Panel
3. An extensive survey of current VET students
4. The creation of a student focus group for course evaluation feedback
5. The development of a VET subject revision cycle
6. The distribution of Review document drafts for feedback and advice

Example 2 (taken from the MEd Course Review 2006)

1. drawing on dialogue with current and ex-students, subject coordinators, administrative staff members, and other persons associated with the course;
2. collecting information from other institutions about their MEd programs;
3. an examination of course-based evaluations conducted annually by the University;
4. noting responses from an invitation via E-mail to all Faculty of Education staff to comment on the existing course;
5. gathering information from interested staff members who attended seminars (about the course review) at the Bathurst/Dubbo and Wagga Wagga campuses;
6. making use of information from a teleconference (about the course review) with interested colleagues from the Albury campus;
7. establishing a Faculty Working Party to analyse data collected in points 1-6; and,
8. constituting an Advisory Committee, including membership from within and outside the University, to discuss and critique draft documentation

Example 3 (taken from the Bachelor of Vocational Education and Training [Articulated Set] Course Review 2006)

1. Establishing the Course Review Working Party that consisted of all VET staff and Tony Bush Manager of CSU Training.
2. Collecting, reading, and analysing current literature on the emerging characteristics of the VET professional.
3. Distilling the themes that should underpin our courses based on our own research and the literature described in point 2 above.
4. Presenting the preliminary findings of our work to two School Staff Meetings to obtain feedback and reaction from other members of the School of Education.
5. Attending consultations on the implementation of the new Training Package in Training and Assessment (TAA04) with a particular focus on embedding the units of competency into our courses.
6. Examining the course-based evaluations conducted annually by the University.
7. Analysing the quantitative and qualitative responses to the course review survey sent to employers, past students, and current students. Responses were received from 39 employers and 55 students.
8. Convening a one-day External Advisory Committee meeting and noting the responses to our analysis and proposals.
9. Accessing the results of a number of TAFE based-evaluations of our course offerings.
10. Conducting two focus groups with approximately 40 TAFE sponsored students (April 2005).
11. Attending regular VET staff meetings to discuss the development of new subjects and course structure.
12. Investigating our graduate destinations and their future professional and academic needs. This includes an increase in post graduate pathways for further study.

12.1.1 Academic Freedom Policy

This appendix has been changed.

1. *Changes implemented during the current consent period: The appendix has been updated to provide current University information. This process is ongoing.*

CSU's policy on Academic Freedom is contained within the policy on **Code of Conduct for Staff**.



Code of Conduct for Staff

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| Version | 7.0 |
| TRIM file number | 05/XXXX |
| Short description | Code of conduct |
| Relevant to | All employees of CSU |
| Approved by | Executive Committee of Council |
| Responsible officer | Executive Director, Human Resources |
| Responsible office | Division of Human Resources |
| Date introduced | 9 December, 1992 (PER 06 – resolution BG 92/235) |
| Date(s) modified | 9 December, 1994 (resolution BG 94/245) 11 April, 1997 (resolution BG 97/56) 11 January, 2001 7 March, 2002 (resolution CNL 02/18) 5 March, 2004 (resolution CNL 04/23) 18 November, 2005 (resolution EXE 05/106) |
| Next scheduled review date | November, 2008 |
| Related University documents | Academic Regulations Applicable industrial instrument (i.e. Enterprise Agreement, Australian Workplace Agreement or contract of employment) Conflict of Interest Procedure Code of Conduct for Research Code of Conduct for Users of Electronic Facilities CSU Web Policy Equal Opportunity Policy Grievance Resolution Policy and Procedure Harassment Policy Occupational Health and Safety Policy Occupational Health, Safety and Welfare Objectives and Responsibilities Student Charter Guidelines for University Staff for the Receipt of Gifts Commonwealth Government approved Code of Practice for fee-paying overseas students AVCC Generic Guidelines - Universities and their Students: Expectations and Responsibilities |
| Related legislation | <i>Anti-Discrimination Act 1977</i> <i>Charles Sturt University Act 1989</i> <i>Child Protection (Prohibited Employment) Act 1998</i> <i>Copyright Act 1968</i> <i>Crimes Act 1900</i> <i>Equal Opportunity for Women in the Workplace Act 1999</i> |

Key words

Freedom of Information Act 1989
Independent Commission Against Corruption Act 1988
Occupational Health and Safety Act 1983
Privacy and Personal Information Protection Act 1998
Protected Disclosures Act 1994
Public Finance and Audit Act 1983
State Records Act 1998
Workplace Relations Act 1996
code of conduct, conflict of interest

1. PURPOSE

- 1.1 The purpose of this Code is to outline the standards of conduct that are expected from all staff of Charles Sturt University (CSU).
- 1.2 This Code aims to foster and maintain public trust and confidence in the integrity and professionalism of CSU staff by ensuring that they shall:
 - (a) maintain appropriate standards of conduct;
 - (b) develop, where necessary, those skills necessary for the efficient performance of their duties;
 - (c) maintain fairness and equity in decision making; and
 - (d) maintain and enhance the reputation of CSU.

2. SCOPE

- 2.1 This Code applies to:
 - (a) all employees of CSU within Australia, or working or travelling overseas on CSU business; and
 - (b) those persons who hold an honorary, visiting or adjunct appointment with CSU.
- 2.2 It is the responsibility of all staff to familiarise themselves with the content of this Code and to be aware of the sanctions that can be applied by CSU for a breach of the Code (see clause 15 of this Code).

3. INTELLECTUAL FREEDOM

- 3.1 CSU encourages and supports academic freedom of both enquiry and expression. While academic freedom is a right, it carries with it the duty of academics to use the freedom in a manner consistent with a responsible and honest search for and dissemination of knowledge and truth. Within the ambit of academic freedom lies the traditional role of academics in making informed comment on societal mores and practice, and in challenging held beliefs, policies and structures, within his or her discipline area.
- 3.2 All employees of CSU have the responsibility to participate in the life of the University, in its governance and administration, through membership on committees, provided that this participation is consistent with the discharge of their primary responsibilities.
- 3.3 This Code focuses on general matters affecting CSU as a corporate entity. Faculty, Division and Research Centre policy documents, which should be read in conjunction with this Code, cover matters specifically relating to them.

4. PERSONAL AND PROFESSIONAL CONDUCT

The personal and professional behaviour of CSU employees should conform to standards that could reasonably be expected of such persons by virtue of their positions. This includes:

- (a) performing duties in accordance with CSU's mission and values;
- (b) a commitment to perform official duties with professionalism, care, skill, fairness and diligence and to exercise their given powers for the purposes for which those powers have been granted;
- (c) engaging in conduct which is professional and which has regard to CSU's interests and policies and which does not bring CSU into disrepute;
- (d) treating students, staff and members of the public with courtesy, and with respect for their rights, duties and aspirations; and
- (e) when presenting a professional judgment on a colleague at the request of an appropriate CSU committee or authority (e.g. a committee dealing with appointments, tenure, dismissal or research grants), the obligation both to the colleague and to CSU to be fair and objective.

5. EQUAL OPPORTUNITY

- 5.1 CSU is committed to following policies and practices that do not discriminate against individuals on the basis of race, ethnicity, age, sex, marital status, pregnancy, disability, sexual orientation, transgender identity, responsibilities as a carer, or religious or political affiliation.
- 5.2 CSU considers that harassment is unacceptable behaviour and is committed to the prevention and elimination of harassment within the University community.
- 5.3 Employees are required to comply with established CSU policies and procedures pertaining to discrimination and harassment, to respect the rights and differences of others and ensure that their own conduct contributes to a work and study environment free of discrimination and harassment.

6. CONFIDENTIALITY OF PERSONAL INFORMATION

- 6.1 Employees and students are entitled to confidentiality and privacy with respect to information which is personal to them.
- 6.2 Employees have a duty to maintain the confidentiality, integrity and security of such information to which they have access in the normal course of their duties.

7. DISCLOSURE OF INFORMATION

- 7.1 CSU is entitled to the protection and integrity of the information it holds.
- 7.2 Employees should only release information that they are authorised to release in the course of their duties.
- 7.3 Employees should not release information in a manner which is misleading or which is likely to be misused.
- 7.4 To protect the integrity of official CSU information, any CSU information released by employees will not have attached to it any expression of opinion on official CSU policy or practice, unless authorised to do so.
- 7.5 To ensure that internal documents (e.g. working papers, budgets, committee agendas and minutes, and incident reports) are only accessible to CSU staff, they should be password protected on the Internet and/or placed in restricted access in the campus library for staff who cannot reasonably access the documents via the Internet.

8. PROTECTED DISCLOSURE OF INFORMATION

- 8.1 In the public interest, staff are encouraged to report the following to an appropriate authority: breaches of this Code, suspected corrupt conduct, maladministration or serious or substantial waste of public money.
- 8.2 CSU will use its best endeavours to protect staff who in good faith report breaches referred to in sub-clause 8.1, in accordance with the provisions in the *Protected Disclosures Act 1994 (NSW)*.
- 8.3 Such disclosures shall not be deemed to be a breach of this Code.

9. PUBLIC COMMENT

- 9.1 CSU is committed to encouraging public comment and the engagement of staff in intellectual debate and cultural pursuits.
- 9.2 Public comment includes public speaking engagements, comments on radio or television and expressing views in letters to newspapers or in books, journals or notices where it might be expected that the publication or circulation of the comment will spread to the community at large.
- 9.3 In making written or oral comments which purport to represent the views or authority of CSU and which might reasonably be expected to become public, employees have a responsibility to ensure that they hold proper authority to make such public comments, and that such authority has been given to them by a person holding actual authority on behalf of CSU.
- 9.4 Employees may make public comment on any issue, subject to the following:
 - (a) where the matter of a media statement or letter relates directly to the academic or other specialised area of an employee's appointment, the employee may use CSU's name and address and give the title of his or her University appointment in order to establish his or her credentials; or
 - (b) where the matter does not relate directly to the academic or other specialised area of an employee's appointment, the employee should clearly indicate that his or her comments are being made in a private capacity and should not be attributed as official comment of CSU.

10. UNIVERSITY RESOURCES

- 10.1 Employees have a general responsibility to safeguard, properly use and care for CSU resources. They are responsible for the maintenance and protection of University property and for the proper expenditure of University funds. Financial procedures and systems are designed to ensure that CSU is publicly accountable for expenditure of monies entrusted to it. Fraud or theft by an employee may result in dismissal, and where appropriate, legal action will be taken.
- 10.2 Employees have a general responsibility to use CSU resources only for official University business. CSU facilities are necessarily provided in an accessible manner on trust to staff and students. Employees have a responsibility not to abuse that implied trust. CSU equipment, including motor vehicles, is for official use by staff and students. Other use of equipment, or its use by persons who are not employees or students of CSU, must be in accordance with CSU policy and undertaken only with the approval of a duly authorised CSU officer.
- 10.3 Employees have a general responsibility to use CSU information systems only for official University business. Electronic equipment and copying devices represent particular areas where employees are obliged to act responsibly. CSU information systems, including software and computer equipment, may be used only by staff or students of CSU in accordance with CSU policy, and only with the approval of a duly authorised officer of CSU.

11. ACCEPTANCE OF GIFTS AND BENEFITS

- 11.1 When acting for CSU, employees shall not do anything which could compromise either their or the University's position.
- 11.2 Employees must not solicit gifts or benefits that might in any way compromise or influence them in their capacity as employees of CSU.
- 11.3 Gifts received as employees of CSU may be accepted in accordance with CSU's "Guidelines for University Staff for the Receipt of Gifts", provided there is no possibility that the recipient may be, or might appear to be, compromised in the process or where the gift could be seen by others as either an inducement or reward which might place an employee under an obligation.
- 11.4 Where employees, directly or indirectly, receive a royalty, gratuity, commission or any other benefit in respect of any patented or protected article or process used in any work with which they are connected as employees of CSU, full disclosure shall be made in writing to the Secretary of the University Council.

12. OUTSIDE EMPLOYMENT AND PRIVATE PRACTICE

Employees may be permitted to engage in private practice and/or employment outside CSU upon terms and conditions prescribed by the University.

13. HEALTH AND SAFETY

Every employee shall:

- (a) take reasonable care for the health and safety of persons who are at their place of work and who may be affected by their acts or omissions at work; and
- (b) cooperate so far as it is necessary to enable compliance with any requirement imposed under occupational health and safety legislation in the interests of health, safety and welfare on CSU or any other person.

14. CONFLICT OF INTEREST

- 14.1 All employees are required to take responsibility for their own conduct and decisions in respect to actual, potential or perceived conflicts of interest, taking into consideration the arrangements and procedures set out in the "Conflict of Interest Procedure".
- 14.2 A "conflict of interest" is a situation where there is an actual, potential or perceived divergence between the individual interests of an employee and his/her professional and work related obligations to CSU, such that an independent observer might reasonably question that the employee's conduct may have been influenced by his or her own private interests or personal circumstances.
- 14.3 Situations of actual, potential or perceived conflict of interest may arise in regard to previous, concurrent, or successive interests held by an employee. The situations in which conflicts of interest might arise are as follows:
 - (a) personal and family relationships;
 - (b) staff and students;
 - (c) financial interests and affiliations;
 - (d) receipt of gifts;
 - (e) acceptance of outside professional work or secondary employment;
 - (f) use of CSU information;

- (g) external activities and public comment;
 - (h) multiple roles; and
 - (i) conduct of research.
- 14.4 A situation giving rise to an actual, potential or perceived conflict of interest may compromise the administration, teaching and research environment and/or the workplace generally. It can create difficulties in maintaining the integrity of CSU procedures as well as professional and personal standards.
- 14.5 It is the responsibility of each employee of CSU to disclose to their immediate supervisor or other senior officer within their Faculty or Division details of situations that may give rise to an actual, potential or perceived conflict of interest. Where the employee is not a member of a Faculty or Division, then the disclosure must be made to the Vice-Chancellor or, in the case of the Vice-Chancellor, to the Chancellor. The employee shall also withdraw himself or herself immediately and indefinitely from the situation giving rise to the conflict, pending advice from his or her immediate supervisor or other University officer to whom the disclosure was made.
- 14.6 Employees shall take all appropriate measures to avoid situations that may give rise to conflicts between their private interests and their University responsibilities and the interests of CSU.
- 14.7 Employees in supervisory positions must be especially alert to the various situations in which conflicts of interest may arise in the workplace and handle such situations in a sensitive manner.

15. BREACH OF CODE

- 15.1 Breaches of this Code should be dealt with as a breach of discipline or misconduct under any relevant industrial instrument (e.g. Enterprise Agreement, Australian Workplace Agreement or contract of employment) or any legislation, policy or By-law of the University.
- 15.2 An employee who breaches the conflict of interest provisions in this Code may be subject to one or more of the following sanctions, depending on the seriousness of the breach:
- (a) counselling;
 - (b) formal censure;
 - (c) withholding of a salary step;
 - (d) demotion by one or more salary steps;
 - (e) demotion by one or more classification levels;
 - (f) termination of employment;
 - (g) civil action; and/or
 - (h) reporting of the breach to the police, or any other appropriate authority external to CSU.

12.1.2 Academic Honesty Policy

CSU's policy on Academic Honesty is addressed in its ***Code of Conduct for Staff***. A copy of this code is included at 12.1.1

For students of CSU refer to 13.2.1 and the section on ***Student Academic Misconduct Policy***.

12.1.3 Academic Honesty Procedure

Faculty are informed of the University's policy on Academic Honesty through two principal means:

1. For new staff, a comprehensive induction and development program is provided. **CSU Induction and Development Program Guidelines** are attached.
2. The Performance Management Scheme (refer to 8.8 in this submission).

Students are informed of the University's policy on Academic honesty through two principal means:

1. Information on University policy on Academic Honesty is provided to all students on enrolment at CSU via their electronic mailbox.
2. Students are provided with information on University policy on Academic Honesty in each course outline.



CSU Induction and Development Program Guidelines

| | |
|-------------------------------------|---|
| Version | 4.0 |
| TRIM file number | 05/XXXX |
| Short description | Guidelines on the CSU Induction and Development Program |
| Relevant to | All employees of CSU |
| Approved by | Executive Director, Human Resources |
| Responsible officer | Executive Director, Human Resources |
| Responsible office | Division of Human Resources |
| Date introduced | 21 July, 2003 |
| Date(s) modified | 28 August, 2003 1 December, 2003 4 June, 2004 1 July, 2005 16 December, 2005 |
| Next scheduled review date | December, 2008 |
| Related University documents | Guidelines for Arranging IT Access and IT Induction CSU Induction and Development Program: Resource for Managers Academic Staff Probation Policy Performance Management Scheme: Policy for Executive, Academic and General Staff Internal and Project Service Centre Secondment Policy Honorary, Visiting and Adjunct Appointments Policy Mentoring @CSU Guidelines |
| Related legislation | |
| Key words | guidelines, induction, probation, professional development |

1. Purpose

- 1.1 These guidelines describe how to manage the induction and development of newly appointed staff at Charles Sturt University (CSU).
- 1.2 The objectives of the Induction and Development Program are to:
 - provide a planned and structured Induction and Development Program for all newly appointed staff;
 - provide information about core business and the CSU Strategic Plan;
 - communicate clear expectations about performance;
 - tailor the Induction and Development Program to the needs of the individual employee in his/her new role;
 - set personal objectives linked to CSU's strategic goals;
 - provide planned learning activities to develop the skills and knowledge needed for the position;
 - provide support through mentoring, coaching and feedback; and
 - encourage continual improvement through continual learning and reflective practice.

2. Scope

These guidelines apply to all employees of CSU.

3. Definitions

- 3.1 **Staff induction** is a planned process of introducing new employees to the University.
- 3.2 **Professional development** is "the process by which individuals increase their understanding and knowledge, and/or improve their skills and abilities, to perform better in their current positions or to prepare themselves for a position to which they can realistically aspire in the near future".²
- 3.3 The **Individual Development Plan** is a planned program of activities and learning opportunities to orient a new employee to the University and its expectations and develop the skills and knowledge needed for the position.

4. Induction and development program

- 4.1 The Induction and Development Program is a University-wide program that incorporates formal induction activity, workplace orientation and a work-based learning model to meet the developmental needs of staff.
- 4.2 All employees commencing in a new position at CSU will receive a planned Induction and Development Program to enable them to best contribute their existing skills, knowledge and experience to the requirements of that position. This program must be in place prior to the employee's commencement.
- 4.3 The Induction and Development Program for all **newly appointed continuing and fixed-term employees** will include:
 - an induction into the organisation;
 - an Individual Development Plan outlining their planned learning program;
 - support through a mentor or coach; and
 - the opportunity to set personal objectives (linked to CSU's strategic goals) for their professional development, consistent with the position's duties and performance standards.

² McCullough, R. C. 1987, "Professional development" in *Training and Development Handbook: A Guide to Human Resource Development*, 3rd edn, ed R.L. Craig, McGraw-Hill, New York, p. 37.

- 4.4 All **academic staff** are strongly encouraged to participate in an integrated academic induction and teaching development program. (See the Foundations of University Learning and Teaching web site.)
- 4.5 All **existing CSU employees moving into new positions at CSU or returning from extended periods of leave** will receive a planned learning program and support based on a re-assessment of their learning needs. This will take the form of a review of their current performance management plans within their first six (6) weeks in the new position. (See also the “Internal and Project Service Centre Secondment Policy”.)
- 4.6 All casual staff will undertake a workplace orientation, be advised of their compliance and performance requirements, and receive an introduction to the tasks they are to undertake. This will be subject to an evaluation by the manager of the development needs of the individual appointment, the length of their employment, the hours employed, and the nature of the work being undertaken. NOTE: Managers should ensure the casual appointee has the skills to perform the role prior to the appointment being made. (See the online “Managers – resources and information to manage induction” on the Organisational Development web site.)
- 4.7 The program for **non-CSU staff performing CSU work** will be determined by the manager, subject to an evaluation by CSU of the nature of the appointment and the work being undertaken on behalf of CSU. (See the online “Managers – resources and information to manage induction” on the Organisational Development web site.)
- 4.8 **Honorary, visiting and adjunct staff** will receive a general induction to CSU, and the dissemination of information related to Environment, Health and Safety, Equal Opportunity and the Code of Conduct. (See the online “Managers – resources and information to manage induction” on the Organisational Development web site.)
- 4.9 **Staff employed by partners** should be inducted by the partner. However, CSU is responsible for the organisation of induction training for new employees, covering CSU academic policies and procedures and CSU Student Services requirements. Each Faculty or Division will develop strategies to address the induction and development needs that are specific to the agreements it has in place with its partner organisations. (See the online “Managers – resources and information to manage induction” on the Organisational Development web site.)
- 4.10 Under agreements with the **NSW Police** and with the **theological colleges** that are CSU’s partners in the School of Theology, employees of these organisations who are accredited to teach in CSU programs have the status of academic staff of CSU. They will therefore be subject to the induction arrangements for the University’s academic staff.
- 4.11 Whilst the mechanisms of the Induction and Development Program (i.e. Individual Development Plans, objective setting, feedback, reflection and review) will all provide evidence that can inform the probationary process for new staff, it is not to be used for dealing with **unsatisfactory performance**. If an employee has failed to meet the standard of performance expected for the position occupied, then the manager should contact the campus Human Resources Manager for advice.

5. Timeframe

- 5.1 The Induction and Development Program will occur in the initial period when an employee commences a new position. However, the length of the period will vary, depending on the nature of employment conditions and the complexity of the job.
- 5.2 For **fixed-term staff**, the induction and development period will normally occur in the first six (6) months of employment.
- 5.3 For **general staff on probation**, the period will run concurrently with and support the probation process.

- 5.4 For **continuing and fixed-term academic staff on probation**, the period will precede the first academic probationary review.
- 5.5 For **internal transfers, secondments and appointments**, the period will be shorter and will align with a review of the person's performance management plans. This will result in the development of a new performance plan and professional development plan. (See also the "Internal and Project Service Centre Secondment Policy".)
- 5.6 Managers will determine at what stage induction and development information will be provided to **casual staff**, i.e. if it will be provided prior to employment or on the first day. This will take into account the length of their employment, the hours employed, the nature of the work being undertaken, and the geographical location of the employee.

6. Responsibilities

- 6.1 The **Division of Human Resources** is responsible for the provision of the formal induction elements of the Induction and Development Program to all new continuing and fixed-term staff at CSU. This includes:
- pre-employment contact (to inform new staff of the strategic directions of CSU);
 - a session on Day 1 of the new employee's service (to provide employment and compliance information);
 - provision of Online Induction resources (to provide information on conditions of employment and responsibilities); and
 - welcome functions and information sessions (to provide information about CSU's organisational structure, functions and strategic direction).
- 6.2 **Each Division and Faculty** is responsible for the induction and development of its staff, based on the mechanisms provided by the Division of Human Resources (i.e. Individual Development Plans, objective setting, feedback, reflection and review). Their approach will include adaptation of induction and development responsibilities for the various target groups of staff, and strategies for implementing, monitoring, evaluating and reporting on induction and development activities.
- 6.3 **The manager**
- 6.3.1 The manager (i.e. the person responsible for the probation and performance management processes) is responsible for the provision of a planned and structured Induction and Development Program for staff in his/her work team. The manager may delegate some of these activities to other staff but should be mindful of his/her accountabilities under the "Academic Staff Probation Policy" and the "Performance Management Scheme Policy".
- 6.3.2 The manager will ensure that, within the Induction and Development Program, all newly appointed continuing and fixed-term staff will:
- receive an orientation to the local workplace and be provided with clear expectations of the role, accountabilities and responsibilities of the position;
 - be able to complete the activities relating to the compliance and legislative requirements of employment at CSU (see Online Induction – Essential Information for New Staff);
 - have access to regular feedback on performance and progress towards objectives, and support through coaching and mentoring;
 - within the first six (6) weeks of appointment and in conjunction with the manager, set objectives for their learning and development so they are able to perform as expected;

- receive an Individual Development Plan that outlines the development required and the resources available to assist in the learning process. (See Appendix 2 for a suggested Individual Development Plan template. However, the Manager has the discretion to determine the format of the Individual Development Plan.); and
- be able to participate in the formal Induction and Development opportunities provided by the Division of Human Resources.

NOTE: For induction and development of academic staff, see also the “Academic Staff Probation Procedure”.

6.3.3 Checklists provide some direction for managers when planning and conducting induction and development activities. (See Appendix 1.)

6.4 The CSU Code of Conduct requires each **new employee** to be responsible for developing the skills necessary for the efficient performance of his/her duties. (See Appendix 3 for a Skills and Knowledge Requirements Template.) The new employee is responsible for developing objectives (linked to CSU’s strategic goals) and participating in activities to achieve these objectives. The responsibility for actioning the Individual Development Plan may be delegated to the new employee. However, he/she will need initial assistance from the manager with identifying whom to contact about what.

6.5 All **existing employees** are to be aware of the principles underpinning the Continual Professional Development Framework and the Induction and Development Program. It is the responsibility of all staff to support the operation of, and participate in, these processes as required (e.g. as mentors, coaches, learning facilitators, service providers, team members).

6.6 The **Divisions and Sections that provide services to other areas of CSU** are responsible for the development of resources and activities to explain their service provision role. These resources and activities will support the workplace orientation, learning and development of staff in other Divisions and Faculties, and will be delivered to new employees at the request of the employee’s manager.

7. Evaluation

7.1 The Division of Human Resources is responsible for the overall evaluation of the Continual Professional Development Framework, which includes the overall evaluation of the Induction and Development Program. Each Division and Faculty will provide, on request, evaluation reports to the Division of Human Resources.

7.2 Each Division/Faculty will monitor the Induction and Development Program activities and report results annually against the Resource Management and Generation KPI of the CSU Strategic Plan: “staff participation in Induction Program.

12.2 Policy on Intellectual Products

This appendix has been changed.

- 2. Changes implemented during the current consent period: The appendix has been updated to provide current University information. This process is ongoing.*


| | |
|---|--|
|  <h2>Intellectual Property Policy</h2> | |
| Version | 4.0 |
| TRIM file number | 05/XXXX |
| Short description | A policy on managing and protecting intellectual property arising out of the work of CSU and its staff and students |
| Relevant to | All employees and students |
| Approved by | Executive Committee of Council |
| Responsible officer | Pro-Vice-Chancellor (Research and Graduate Training) |
| Responsible office | Centre for Research and Graduate Training |
| Date introduced | 5 December, 1997 (INF01 – resolution BG 97/204) |
| Date(s) modified | 18 October, 2000 (resolution CNL 00/206) 27 May, 2004 (resolution CNL 04/71) 18 November, 2005 (resolution EXE 05/106) |
| Next scheduled review date | November, 2008 |
| Related University documents | Intellectual Property guidelines and forms Policy for Outside Professional Activities CSU Code of Conduct for Staff |
| Related legislation | |
| Key words | policy, intellectual property, ownership, commercialisation |

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1. PURPOSE

- 1.1 The provisions of this policy have been established to manage and protect intellectual property arising out of the work of Charles Sturt University (CSU), its staff and students, and where appropriate, facilitate its commercialisation.
- 1.2 The policy shall form part of the Conditions of Employment of academic and general staff of the University.

2. SCOPE

This policy applies to both full-time and fractional time staff and to students of the University.

3. PRINCIPLES

- 3.1 CSU aims to encourage an academic environment in which teaching, learning and research may flourish.
- 3.2 CSU adheres to the principle that knowledge and ideas should be made widely available by publication and other means for public benefit.
- 3.3 Where commercial considerations are judged to be in conflict with this principle, CSU shall seek to resolve any conflict to ensure that this principle is not unduly compromised.

4. REFERENCES

This policy is to be read in conjunction with the:

- (a) “CSU Policy for Outside Professional Activities”; and
- (b) “CSU Code of Conduct”.

5. DEFINITIONS

For the purposes of this policy, the following definitions apply.

- 5.1 **“Dean”** means a Dean of a Faculty or, where the context permits, a Director of a University Centre, an Executive Director or Head of School.
- 5.2 **“Intellectual property”** means:
- (a) any proprietary right which arises under, or is capable of being obtained under, legislation relating to copyright, patents, designs, trade marks, circuit layouts or plant varieties; and
 - (b) any common law intellectual property, including know-how, trade secrets and confidential information;
- and means and includes such rights to the extent that they are added to or varied from time to time by amendments to relevant legislation.
- 5.3 **“Intellectual Property and Outside Professional Activities Committee”** means the committee established under clause 13.
- 5.3 **“Commercialisation Officer”** means a person reporting to the Pro-Vice-Chancellor (Research and Graduate Training) with responsibility for implementing decisions relating to the commercialisation of intellectual property.
- 5.4 **“Invention”** means and includes any new and useful, or new and useful improvement of, a process, machine, product or other manufactured item or composition of matter, whether or not it is patentable and whether or not it has been reduced to writing or any other physical form of expression, and includes any related know-how and any documents, computer software or other medium in which any such invention is described or comprised.
- 5.5 **“Net income”** means sale, royalty, licensing and other income received from the commercial exploitation of intellectual property less legal and other fees and expenses in establishing and protecting the intellectual property and in negotiating and concluding any licensing or other agreements relating to the intellectual property.
- 5.6 **“Originator”** means an employee of the University who is an author, creator or inventor of work or subject matter in which intellectual property may or does subsist.
- 5.7 **“Specific contribution”** in relation to the creation of intellectual property means funding, resources including staff resources other than the salary of the Originator, facilities or apparatus which is identified by the University for creating intellectual property.
- 5.8 **“Centre of the University”** means a designated Centre approved by the University Council or by the Vice-Chancellor acting under delegation.
- 5.9 **“Charles Sturt University market”** means students who are enrolled with or associated with Charles Sturt University or its affiliates for a course, subject or unit of instruction.

6. OWNERSHIP

- 6.1 CSU owns all intellectual property which is created by an Originator in pursuance of the Originator’s duties under a contract of employment with CSU and including materials produced by Centres of CSU. Examples of such intellectual property include, but are not limited to:
- (a) inventions; and
 - (b) copyright work, including courseware (books, print, videos, CD-ROMs, manuals, audiovisual recordings, computer software or other materials) created specifically for use in, or in connection with, a course, subject or unit offered by the University.

- 6.2 Despite sub-clause 6.1, Originators own intellectual property created by them in the following copyright works, the subject matter of which is primarily concerned with scholarship, research, artistic expression, creativity or academic debate:
- (a) books, articles, or other similar works, whether in written or any other form;
 - (b) artistic works created by researchers in fine art or design;
 - (c) musical works or dramatic works written, created or composed by an Originator; and
 - (d) any other professional work created by an Originator;
- except for such works which:
- (e) were prepared for CSU course work and teaching;
 - (f) were created using intellectual property owned by CSU;
 - (g) are film or sound recordings or works of art or other professional works in respect of the creation of which CSU has made a specific and significant contribution of funding, resources, facilities or apparatus and which led to the creation of such works; and
 - (h) were prepared for invention and copyright work referred to in sub-clause 6.1.
- 6.3 For materials developed for use in connection with a course, subject or unit offered by CSU, where an external publisher seeks to commission an Originator of CSU as author, the author must seek approval from the Vice-Chancellor through the relevant Dean and the Intellectual Property and Outside Professional Activities Committee (see clause 13).
- 6.4 CSU will waive rights of ownership for teaching materials developed by an Originator in an area not related to subjects offered by CSU or not involving any significant commitment of CSU resources including staff time.
- 6.5 Despite any contrary provision in this policy, all contracts existing at the time of the adoption of this policy that are between CSU and Originators, governments, corporations and other external organisations, and that relate to CSU intellectual property, shall remain in full force and effect until such contracts expire. This policy shall take effect after existing third party contracts expire.
- 6.6 If CSU intellectual property arises out of or in connection with a project that is the subject of an agreement with a third party, including Co-operative Research Centres, which provides for the ownership of such intellectual property and CSU has agreed in writing to the provisions of that agreement, then, despite any contrary provisions in this policy, the provisions of that agreement will govern ownership of all rights in the intellectual property.
- 6.7 Ownership by students**
- 6.7.1 In the absence of a specific contract to the contrary, students own the intellectual property which they invent.
- 6.7.2 Normally CSU does not encourage the involvement of students in commercial activities. However, it recognises that there may be exceptions when postgraduate and honours students may benefit from and contribute to consulting, contract research, collaborative research and professional practice.
- 6.7.3 In particular, where intellectual property is concerned:
- (a) students shall have a right to have their thesis or other work examined;

- (b) students shall have the right to submit their thesis and work for publication except where, for reasons of confidentiality, the Vice-Chancellor obtains the agreement of the supervisors and the student to restrict public access to the work for a limited period, usually not exceeding eighteen (18) months; and
- (c) staff who are supervisors of a student shall report on the intellectual property disclosure form to the Commercialisation Officer and to the student:
 - as soon as it becomes apparent to them that work under supervision contains intellectual property to which the University may have a claim;
 - where a student has an agreement or employment arrangement with a third party who may claim rights; or
 - where a student at enrolment brings intellectual property to be used in candidature.

6.7.4 Ownership vests in CSU in the following exceptions to student ownership:

- (a) where a student participates as part of a team with CSU staff in consulting, contract research or collaborative research;
- (b) where a student uses pre-existing intellectual property owned by CSU;
- (c) where a student is a co-author with a member of staff in work which is commercial or confidential;
- (d) where a student is a co-inventor with a member of staff, whether the invention is patented or not; or
- (e) where a student works as part of a research team in a Co-operative Research Centre.

In these circumstances the Vice-Chancellor may require the student to assign their intellectual property rights to the University.

6.7.5 CSU through the Commercialisation Officer shall advise students of their rights and promptly alert them to any hindrance to ownership of intellectual property or publication. Students shall have access to the Intellectual Property and Outside Professional Activities Committee (clause 13).

7. USE BY NON-OWNERS

- 7.1 Where the University owns copyright in a copyright work, the Originator is granted by operation of this policy a non-exclusive, royalty-free and irrevocable licence to draw from the work for the Originator's research, teaching and professional practice.
- 7.2 Where an Originator owns copyright in a copyright work which is created in the circumstances referred to in sub-clause 6.2, CSU is by operation of this policy granted a non-exclusive, royalty-free and irrevocable licence to reproduce, publish, perform, broadcast, disseminate and otherwise use the work for CSU's teaching, research and professional purposes.
- 7.3 An Originator who leaves the employ of CSU may apply at any time for the release of the copyright.

8. UNIVERSITY OBLIGATIONS

- 8.1 Where CSU publishes or causes to be published a copyright work owned by CSU pursuant to this policy:

- (a) without adaptation or other modification, CSU shall ensure that the authorship of the work is acknowledged in the publication; or
 - (b) with adaptation or other modification, CSU shall consult with the Originator of the work on whether the authorship of the work is to be acknowledged and on the form of words of that acknowledgment.
- 8.2 Where CSU assigns or licenses a copyright work created by an Originator pursuant to this policy, CSU shall ensure that a condition of the assignment or licensing agreement requires the purchaser or licensee to use their best efforts to obtain the agreement of the Originator of the work on whether the authorship of the work is to be acknowledged and, if so, the form of that acknowledgment.
- 8.3 Where CSU owns intellectual property other than copyright, created by an Originator pursuant to this policy, it shall ensure that the Originator is acknowledged as the inventor or co-inventor, as the case requires, in any relevant patent application/s or other documentation.

9. COMMERCIALISATION

- 9.1 Where teaching resources are published by CSU, no royalty is payable to Originators for material supplied or sold to CSU students. However, for other markets, disbursement of royalty income to CSU and the Originator shall be agreed on the basis of individual contracts and approved by the Vice-Chancellor. Such agreements must be in place before commercialisation occurs.
- 9.2 Where an Originator creates intellectual property in the form of invention, which for the purposes of this policy includes know-how that is owned by CSU pursuant to this policy, and which is, in the opinion of the Originator, Dean or Commercialisation Officer, capable of commercial exploitation, the Originator shall provide all necessary details on the intellectual property disclosure form and submit the form to the Commercialisation Officer.
- 9.3 Following consultation with the Originator and the Intellectual Property and Outside Professional Activities Committee, the Commercialisation Officer shall recommend to the Vice-Chancellor whether CSU should become involved in the commercialisation of any intellectual property which is disclosed under sub-clause 6.2 or is otherwise brought to the notice of the Vice-Chancellor.
- 9.4 The Commercialisation Officer shall actively pursue commercial opportunities in consultation with the Originator and, within a period of six (6) months, or sooner if possible, the Vice-Chancellor shall decide whether to assign the property to the Originator.
- 9.5 Where CSU has decided not to become involved in the commercialisation of any intellectual property, then the University has waived its future rights in respect of that intellectual property.
- 9.6 If CSU decides to retain the intellectual property, the Vice-Chancellor may subsequently, at any time, offer to assign it to the Originator. If the Vice-Chancellor so offers to assign any intellectual property disclosed under sub-clause 9.2, then:
- (a) the University may request delay of the publication of research results for up to 12 months to protect the commercial viability of the innovation or commercially exploitable intellectual property;
 - (b) the Originator shall be free to protect, exploit or otherwise use the intellectual property at their discretion and at the Originator's cost;
 - (c) if the Originator so requests, the relevant intellectual property rights shall be promptly assigned to the Originator by CSU; and
 - (d) the Originator shall not use CSU resources beyond those normally used as part of the Originator's ordinary employment with CSU unless the written approval of the Vice-Chancellor and the appropriate Dean is given.

- 9.7 Where CSU is the owner of any intellectual property in an invention and wishes to commercialise or otherwise exploit the invention under the terms of this policy, CSU is free to commercialise or otherwise exploit or use such intellectual property and to execute such documents as CSU deems necessary for the purposes of the commercial exploitation of that invention, consistent with the objectives of this policy.
- 9.8 Where CSU decides to commercialise or otherwise exploit the intellectual property in an invention, CSU shall inform and, as necessary, consult with the Originator of the invention, within eight (8) weeks of the initial contact made by the Originator, on the proposed course of action, which CSU shall have an absolute discretion to determine. This may include, without limitation, the following:
- (a) the commercialisation strategy;
 - (b) the filing of a patent application/s in the name of CSU with the Originator/s as the named inventor/s;
 - (c) the identification of potential licensees, assignees or joint venture parties;
 - (d) the need for confidentiality by CSU and/or the Originator; and/or
 - (e) reporting on disbursement of income at a minimum interval of six (6) months.
- 9.9 Where CSU decides to be involved in the exploitation of intellectual property in any invention, the Originator shall provide all reasonable assistance in the exploitation process, consistent with terms and conditions of employment by CSU by, for example, attending meetings with potential commercial partners and advising on further development of the invention.

10. DISBURSEMENT OF INCOME

- 10.1 Net income received by CSU as a result of the successful commercialisation of intellectual property in any invention or in teaching materials sold beyond the Charles Sturt University market shall be distributed as follows (see the “Outside Professional Activities Policy” for further details):

50% of net income to the Originator;
25% of net income to the appropriate Faculty, School, Centre or Division; and
25% of net income to the University account nominated by the Vice-Chancellor.

These percentages may be varied by mutual agreement among the parties.

- 10.2 Where more than one Originator is involved, the distribution of their share of the net income between themselves will be a matter for them to determine except that, where there is a failure to agree, then income shall be distributed in proportions to be determined by the Intellectual Property and Outside Professional Activities Committee.
- 10.3 The revenue sharing arrangements in sub-clause 10.1 shall not be available to Originators who are specifically contractually obliged to create and develop intellectual property or inventions so far as that intellectual property or those inventions are concerned. Any payments to Originators in this category, other than payments governed by their contract of employment, shall be determined by the Vice-Chancellor on the recommendation of the Intellectual Property and Outside Professional Activities Committee.

11. EDUCATION PROGRAM

CSU shall conduct an ongoing intellectual property education program with the following objectives:

- (a) to inform staff and students of their rights, responsibilities and opportunities in relation to intellectual property;
- (b) to inform staff and students of any changes to policy; and

- (c) to generate a better understanding of intellectual property issues in general.

12. COMMERCIALISATION OFFICER

The Commercialisation Officer shall have the duties, responsibilities and powers conferred by this policy.

13. INTELLECTUAL PROPERTY AND OUTSIDE PROFESSIONAL ACTIVITIES COMMITTEE

13.1 The Intellectual Property and Outside Professional Activities Committee comprises:

- (a) the Pro-Vice-Chancellor (Research and Graduate Training) (Presiding Officer);
- (b) the Executive Director, Financial Services or nominee;
- (c) up to three (3) staff members nominated by the Vice-Chancellor, following consultation with the Deans and Heads of School;
- (d) one (1) postgraduate research student nominated by the Pro-Vice-Chancellor (Research and Graduate Training) after consultation with the student associations; and
- (e) other persons, who may be external to the University, possessing expertise relevant to the field, coopted from time to time by recommendation of the above committee to the Vice-Chancellor.

IN ATTENDANCE:

The Commercialisation Officer

The University Legal Officer

13.2 The Committee shall:

- (a) make recommendations to the Vice-Chancellor in respect to approvals under the Intellectual Property and Outside Professional Activities Policies, including any condition that should be attached to any approval;
- (b) oversee the implementation of the Intellectual Property and Outside Professional Activities policies, with special attention to requirements on information and education;
- (c) conduct a review of existing policies at periodic intervals, or as circumstances demand, and recommend appropriate changes to the Vice-Chancellor;
- (d) make recommendations to the Vice-Chancellor on approvals for publication under sub-clause 6.3 of this policy;
- (e) make recommendations to the Vice-Chancellor on individual contracts on publication and disbursement of royalty as described in sub-clause 9.1 of this policy;
- (f) consider and make recommendations to the Vice-Chancellor on assignment of CSU intellectual property to Originators under sub-clauses 9.3 to 9.6 of this policy;
- (g) recommend to the Vice-Chancellor whether the University should lodge the Complete Specification for any provisional patent application; and
- (h) provide advice, on request, to the Vice-Chancellor on any matter relating to outside professional activities, intellectual property and commercialisation.

13.3 The Committee shall meet at least twice each year.

14. REVIEW

- 14.1 The decision of the Vice-Chancellor in relation to Intellectual Property shall not be subject to internal appeal or review.
- 14.2 Nothing in this policy prevents an employee from accessing CSU's "Grievance Resolution and Procedure".

15. AUTHORISED SIGNATORIES

The authorised signatory on behalf of the University on matters relating to intellectual property or outside professional activities shall be the Vice-Chancellor.

12.3 Policy on Ethical Research Practices

This appendix has been changed.

1. *Changes implemented during the current consent period: The appendix has been updated to provide current University information. This process is ongoing.*

Charles Sturt University's ethical research practices are aligned to the **National Statement on Ethical Conduct in Research Involving Humans**. - The revised edition was tabled in parliament on March 28th 2007 and is available online at (<http://www.nhmrc.gov.au/publications/synopses/e35syn.htm>)

The primary purpose of this statement is the protection of the welfare and the rights of participants in research and to facilitate research that is or will be of benefit to the researcher's community or to humankind. The ethical and legal responsibilities which researchers have towards participants in research reflect basic ethical values of integrity, respect for persons, beneficence and justice. The statement refers to the following responsibilities on the part of researchers:

1. Integrity, respect for persons, beneficence and justice; the guiding value for researchers is integrity, which is expressed in a commitment to the search for knowledge, to recognised principles of research conduct and in the honest and ethical conduct of research and dissemination and communication of results.
2. Consent; before research is undertaken, whether involving individuals or collectivities, the consent of the participants must be obtained, except in specific circumstances, for example in the use of de-identified data in epidemiological research, observational research in public places, or the use of anonymous surveys.
3. Research Merit and Surveys; every research proposal must demonstrate that the research is justifiable in terms of its potential contribution to knowledge and is based on a thorough study of current literature as well as prior observation, approved previous studies, and where relevant, laboratory and animal studies.
4. Ethical Review and Conduct of Research; research projects involving humans must be reviewed by a Human Research Ethics Committee and must not be undertaken or funded unless and until approval has been granted.

In addition to the National Statement on Ethical Conduct in Research Involving Humans Charles Sturt University also complies with the National Health and Medical Research Council's Values and Ethics: Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research which is available online at (<http://www.nhmrc.gov.au/publications/synopses/e52syn.htm>)

Charles Sturt University is currently in the process of updating its University Wide CSU Equity and Ethics Policy and Code. The current ethical research Practices Policy is attached.

In order to maintain the research standards detailed above all research projects involving humans conducted under the auspice of Charles Sturt University, as previously stated, are required to obtain ethics approval from the University's Human Research Ethics Committee prior to the commencement of any research. Further details of how the Human Research Ethics Committee operates are explained below. .

Human Research Ethics Committees - Composition

The minimum membership of an HREC is seven members, being men and women, comprising:

- a) a chairperson,
- b) at least two members who are lay people, one man and one woman, who have no affiliation with the institution or organisation, are not currently involved in medical, scientific or legal work, and who are preferably from the community in which the institution or organisation is located,
- c) at least one member with knowledge of, and current experience in the areas of research that are regularly considered by the HREC (eg. health, medical, social, psychological, epidemiological, as appropriate),
- d) at least one member with knowledge of, and current experience in, the professional care, counseling or treatment of people (eg. medical practitioner, clinical psychologist, social worker, nurse, as appropriate),

- e) at least one member who is a minister of religion, or a person who performs a similar role in a community such as an Aboriginal elder, and
- f) at least one member who is a lawyer.

Appointment of Members

The institution or organisation may recruit members for an HREC in such a manner and shall appoint them for such a period and on such terms and conditions as it determines. Members are to be appointed for their expertise and not in a representative capacity.

Procedures

Institutions and organisations and their HRECs must establish working procedures concerning:

- frequency of meetings
- preparation of agendas and minutes
- distribution of papers prior to meetings
- presentation of research protocols
- timely consideration and review of research proposals
- methods of decision making
- prompt notification of decisions
- reporting of adverse occurrences
- appropriate monitoring
- receiving complaints
- advising institution(s) or organisation(s) to discontinue a research project
- fees, if any, to be charged
- confidentiality of the content of protocols and of committee proceedings.

Advocates and Interpreters

An HREC must consider whether an advocate for any participant or group of participants should be invited to the HREC meeting to ensure informed decision making and understanding by these participants.

Where research involves the participation of persons unfamiliar with the English language (or the language in which the research is to be undertaken), an HREC must ensure that the participant information statement has been translated into the participants language, and that an interpreter is present during discussions with the participants about the project.

Monitoring and Complaints

An institution or organisation and its HREC have the responsibility to ensure that the conduct of all research approved by the HREC is monitored by procedures and/or by utilising existing mechanisms within the institution which will ensure the achievement of the goals for monitoring as determined by the institution or organisation and the HREC.

An institution with an HREC shall establish mechanisms for receiving and promptly handling complaints or concerns about the conduct of an approved research project. An HREC must nominate a person to whom complaints from research participants, researchers, or other interested persons may be made in the first instance.

1. DEFINITIONS

Unless specified otherwise in the Code:

Author means a person, normally the researcher who prepares a communication on the research or, if more than one researcher is involved, a person, normally a researcher, who with the consent of the other researchers involved in the research accepts the primary responsibility for preparing a communication on the research for release on behalf of all the researchers.

Code means this Code of Conduct for Research.

Communication means a report on the research for publication electronically or otherwise in an academic or professional journal; or a report for conveying the findings of the research to sponsors and/or the public electronically or otherwise; or report to a conference or other forum.

Data means the source material upon which the findings of the research are based, usually held as paper or electronic documents but it excludes materials or substances which may appropriately be regarded as samples or apparatus. In the Visual and Performing Arts **data** may mean additionally or alternatively materials or media other than documents upon which the findings of the research are based.

ORGS means the Office for Research and Graduate Studies of the University.

Participant means a person who willingly takes part in a research project.

Research is original creative work undertaken on a systematic basis with publicly verifiable outcomes with the object of increasing knowledge or understanding about nature and humanity.

Research Assistant means a research student, technical officer of some other person who has made a substantial contribution to the conduct of the research.

Research Proposal means a document prepared by a researcher in accordance with University policy which describes the aims and methodology of the research.

Researcher means a staff member or student of the University or a person in any way affiliated with or associated with the University, who has participated in conceiving, executing or interpreting a substantial portion of the research.

Sponsor means a person or body that contributes in a substantial way to the funding of the research including persons or bodies who commission research.

Supervisor means a qualified and experienced person appointed by the Board of Graduate Studies or a Faculty of the University to supervise a researcher undertaking research within the University. A supervisor is not deemed to be a researcher with respect to the research being undertaken by the researcher whom he or she is supervising.

University means Charles Sturt University.

2. OBJECT AND APPLICATION

The Code has as its object the conduct of research at Charles Sturt University that:

- a) has clearly enunciated aims and sound methodology;
- b) is conducted and reported with integrity;
- c) ensures the safety and wellbeing of researchers, research assistants and participants;
and
- d) contributes to knowledge or understanding.

To effect this object the Research Management Committee shall:

- 2.1 specify the situations in which researchers are required to prepare a research proposal for research conducted within the University or under the auspices of the University;

and , the Board of Graduate Studies or the Research Management Committee and/or the Faculties shall:

- 2.2 apply the Code to all published or unpublished research conducted within the University or under the auspices of the University including privately sponsored research, research conducted under the terms of a consultancy and research undertaken in:

undergraduate courses;
Bachelor (Honours) courses;
Master by thesis programs;
Master by coursework and dissertation programs; and
Doctoral programs.

- 2.3 require researchers to sign a declaration that they are familiar with the requirements of the Code and will conduct their research in accordance with the Code.

3. FREEDOM TO RESEARCH

Researchers shall be free to choose the areas in which they research provided that the particular research undertaken in those areas does not create, or have the potential to create, a conflict of interest for the researcher nor compromises the integrity of the researcher or the University in any way.

To effect this principle researchers shall:

- 3.1 only undertake sponsored research where the sponsor is prepared to be identified to the University;
- 3.2 avoid undertaking research which at the outset will create, or has the potential to create a conflict of interest;
- 3.3 during a research project, disclose to the University, to sponsors, and to any other relevant bodies, immediately it becomes apparent, any conflict of interest or potential conflict of interest;

and the Research Management Committee shall:

- 3.4 develop, implement and monitor policy and procedures for dealing with conflict of interest in research.

4. SAFETY AND WELLBEING

The safety and wellbeing of researchers, research assistants and participants and the humane treatment of animals is of prime importance to the University. The University shall take all reasonable steps to ensure the safety and wellbeing of all humans involved in research and the humane treatment of animals used in research.

To effect this principal researchers shall:

- 4.1 obtain the approval of the University's Ethics in Human Research Committee or a body or person approved by the Ethics in Human Research Committee for research proposals involving the use of human participants or materials of human origin;
- 4.2 obtain the approval of the University's Animal Care and Ethics Committee for research proposals involving the use of animals;
- 4.3 obtain the approval of the University's Biosafety Committee for research proposals involving the use of genetic manipulation techniques or virulent or toxic organisms or substances;

- 4.4 obtain the approval, on the designated form, of the University's Radiation Safety Committee for research proposals involving the use of radioactive substances and/or irradiating apparatus prior to commencement of the research;
- 4.5 ensure research proposals conform to the University's policies on Occupational Health and Safety;
- 4.6 identify and ensure compliance with the requirements of any Act or any instruments made under an Act (eg, regulations, ordinances, by-laws) which affect the research proposal.

5. SUPERVISION OF RESEARCH

All researchers new to research and all researchers undertaking research as students in award courses and programs of the University shall be guided and assisted in their research so as to satisfy the object of the Code.

To effect this principle the Board of Graduate Studies and the Faculties shall:

- 5.1 for each student researcher, appoint one or more supervisors;
- 5.2 for each staff researcher new to research appoint a mentor;
- 5.3 develop, implement and monitor regulations and procedures which specify the duties and obligations of supervisors and mentors;
- 5.4 ensure through staff development programs and in other ways, that supervisors and mentors understand their duties and obligations and are assigned workloads which facilitate the provision of high quality guidance and assistance to researchers new to research.

6. VERIFICATION OF FINDINGS

The data upon which research findings are based shall be securely stored for a reasonable period and be available during that time to other researchers who may wish to use the data to verify the findings, except where to release the data would breach commitments of confidentiality, or would be unethical, or would affect the intellectual property rights of participants, sponsors or other parties affected by or involved with the research.

To effect this principle the Research Management Committee shall:

- 6.1 develop, implement and monitor policies and procedures for the storage, retention and security of data consistent with the provisions of the State Records Act 1998 (NSW) which ensure that the data are stored in a physically durable and accessible form, for a reasonable period of time from the completion date of the research or the date of final publication whichever is the later, in a readily identifiable and secure location to which researchers do not have unilateral access; and that a record of the storage arrangements of the data for each research project is forwarded to ORGS for recording in a register;
- 6.2 develop, implement and monitor guidelines on the ownership and confidentiality of data with respect to its use in the verification of findings, with a view to maximising rather than limiting the availability of data for this purpose;
- 6.3 require Faculties and Research Centres to develop, implement and monitor procedures consistent with the policies, procedures and guidelines developed under clauses 6.1 and 6.2 above for the storage, retention and security of data, and with the University's Intellectual Property Policy;

and researchers shall:

- 6.4 arrange for the storage of their original data and notify ORGS of its storage as required by the

7. RECOGNITION FOR RESEARCH

All researchers involved in a research project shall, with their consent, be given due recognition for their contribution to that research in any communication of the research.

To effect this principle in cases where there is more than one researcher, an author shall:

- 7.1 ensure that any communication of the research is, where practicable, approved by the other researchers and acknowledges, with their consent their contribution and the contribution of research assistants to the research and does not acknowledge persons who did not contribute substantially to the research;
- 7.2 prepare a statement for all researchers to sign where possible, authorising the communication and file the statement with the School of other unit in which the author resides for a period of five years from the date of the communication;
- 7.3 where a researcher is unable to sign the statement in clause 7.2 above, indicate on the statement the reasons for being unable to do so;
- 7.4 resolve any disputes or conflicts regarding the acknowledgments in a communication and refer matters which cannot be resolved to the Sub-Dean for research or the Director of the Research Centre as appropriate, for conciliation.

and the Research Management Committee shall:

- 7.5 develop, implement and monitor protocols for acknowledging the contribution of researchers to particular research projects and for conciliating and arbitrating disputes and conflicts regarding such acknowledgments.

8. COMMUNICATION OF FINDINGS

Subject to any constraints imposed by a sponsor or any person or body that owns the intellectual property rights to the findings, researchers are encouraged to communicate their findings in an appropriate medium and format both within their research community and in the public domain and are expected to do so with integrity.

When communicating their findings researchers shall:

- 8.1 take all reasonable steps to ensure that communications about the findings are accurate, complete and unambiguous and include details of the sponsorship (if any) of the research;
- 8.2 endeavour to communicate findings to their research community (preferably in a refereed journal) before communicating the findings in the public domain except where there is a contractual agreement to do otherwise;
- 8.3 in cases where the findings impinge upon public policies or issues of public concern, endeavour to communicate the findings to the relevant authorities before communicating the findings in the public domain and in both cases explain the unpublished status of the findings;
- 8.4 in cases where the findings have to be first privately communicated (to a sponsor for example), explain to those receiving the report the unpublished status of the findings;
- 8.5 disclose to a publisher at the time of submission of the findings if the research has been submitted to another publisher;
- 8.6 where the findings are published in more than one journal acknowledge in each subsequent publication the earlier publication of the research.

9. RESEARCH MISCONDUCT

To ensure the integrity and reputation of the University's research program, the University shall deal with any allegation of research misconduct with speed, diligence and equity.

To effect this principle the University shall:

- 9.1 deal with any allegation of research misconduct by a researcher who is a staff member under the provisions of the relevant industrial agreement;
- 9.2 deal with any allegation of research misconduct by a researcher who is a student under Academic Senate's policy on student academic misconduct;
- 9.3 inform sponsors of any allegations and keep sponsors informed of actions taken to deal with an allegation.

13.1 Academic Calendar Information

This appendix has been changed.

1. *Changes implemented during the current consent period: The appendix has been updated to provide current University information. This process is ongoing.*

CSU has taken the decision to phase out the printed University Handbook (Calendar) after 2007. The current Handbook can be accessed at: <http://www.csu.edu.au/handbook/>

| Current Academic Calendar Page Number | Information |
|--|--|
| All this information can be found at: http://www.csu.edu.au/handbook/ | The organization's mission and goals |
| | A history of the organization and its governance and academic structure |
| | If the organization currently offers degree programs, a general description (e.g. purpose, outcomes, length) of each degree program |
| | If the organization does not currently offer degree programs, a general description (e.g. purpose, outcomes, length) of each diploma program |
| | The academic credentials of faculty and senior administrators (Dean and above) |
| | Individual descriptions of all subjects in these programs, and their credit value |

13.2.1 Dispute Resolution

This appendix has been changed.

1. *Changes implemented during the current consent period: The appendix has been updated to provide current University information. This process is ongoing.*

The following University policies are attached:

- Review Of Marks Or Grades Awarded For Specific Assessment Tasks
- Review Of Grades Guidelines
- Student Academic Misconduct Policy
- Academic Progress Regulations
- Student General Misconduct Rule
- Grievance Resolution Policy

REVIEW OF MARKS OR GRADES AWARDED FOR SPECIFIC ASSESSMENT TASKS

As approved by Academic Senate on 25 October 1995 (AS 95/225) and updated 2006.

1. INTRODUCTION

These guidelines outline the ways in which Schools may deal with requests from students for a review of the mark or grade awarded for specific assessment tasks during a session and for formal requests for a review made under Assessment Regulation 13.2. As guidelines they are not binding on Schools and Schools may develop their own procedures.

2. FEEDBACK AND COMMENTS

To minimise the number of requests for such reviews, Schools should endeavour within the resources they have available, to provide students with information and feedback which enables them to understand why they got the mark or grade they did.

Specific feedback can be provided by comments written onto the item submitted. More general information can be provided by means of a model answer or comment sheet. Comment sheets will be a boon to future students unless assessment items are continually changed.

3. BORDERLINE ITEMS

Again, to minimise the number of reviews, Schools may decide to double mark “borderline items” ie those items bordering on pass/fail, pass/credit, credit/distinction etc.

4. TIME LIMITS

Schools may wish to set a time limit in which a student may request a review of the mark or grade in an assessable item. For the sake of uniformity, 21 days of the date the item was returned to a student is recommended.

Even if a time limit is not set, no request should be considered after the date final grades in the subject have to be submitted to the School Assessment Committee. Students seeking a review after that date would have to await their final grade in the subject and then lodge a formal request for a review of grade.

5. INFORMAL REVIEWS

Students seeking a review should be encouraged to discuss their mark or grade with the subject coordinator in the first instance.

Where such a meeting fails to resolve the matter, or where the student is reluctant or unwilling to consult the subject coordinator, the student should submit a formal request for a review of the mark or grade in accordance with Assessment Regulation 13.2.

6. ASSESSMENT REGULATION 13.2

Assessment Regulation 13.2 Review of Marks or Grades Awarded for Specific Assessment Tasks stipulates that:

- (i) applications for a review must be in writing;
- (ii) applications must be lodged within 7 days of receipt of the graded assessment task;
- (iii) a fee applies for a review of a passing mark or grade which is refundable if the grade is changed;
- (iv) the application must state the grounds on which the review is sought;
- (v) applications are decided by the Head of School who may decide that the student has no grounds for a review, that the original mark or grade stand, that a lower mark or grade be awarded or that a higher mark or grade be awarded;

- (vi) the Head of School must notify the student in writing of the decision and the reasons for the decision (whatever decision is made).

7. DOCUMENTATION

Where a student seeks a review of his or her mark or grade in writing, the student should be required to return the original marked assignment with a second clean or unmarked copy.

To ensure that the original marked copy cannot be enhanced for the review, all comments on the original should be in ink (not pencil) and each page initialled by the marker.

8. DOUBLE MARKING

Should the Head of the teaching School decide that an item be marked again, the marking should be blind using the clean copy provided by the student.

9. SKILLS ITEMS

Double marking is not possible when the assessable item involves the demonstration of a skill such as laboratory work, acting, and seminar presentations. In such cases the student may be required to demonstrate the skill again to another examiner.

10. CLASS ACTIONS

Where a group of students jointly wish to contest the manner in which an item was assessed they should be required to put their case in writing and the matter investigated by the Head of the teaching School and referred to the School Assessment Committee for resolution.

REVIEW OF GRADES GUIDELINES

As approved by Academic Senate on 25 October 1995 (AS 95/225) and updated in 2006.

1. INTRODUCTION

These guidelines outline the ways in which Schools may decide formal requests for a review of a final grade made under Assessment Regulation 13.1. As guidelines, they are not binding on Schools and Schools may develop their own procedures.

2. CHECKING FINAL GRADES

To minimise the number of reviews, Schools may decide to implement arrangements to double check all additions and calculations used to determine the final grades in subjects or to double check the grades of those students on the borderline of fail/pass, pass/credit, credit/distinction, etc.

3. ASSESSMENT REGULATION 13.1

Assessment Regulation 13.1 - Review of a Final Grade stipulates that:

1. Applications for a review must be in writing (preferably on the Application for a Review of Grade form);
2. applications must be lodged within 28 days of notification of the grade;
3. the Head of the teaching School may accept a late application;
4. a fee applies for a review of a passing grade which is refunded if the grade is changed;
5. the application must be based on one or more of five approved grounds which are listed on the form;
6. applications are decided by the Faculty Assessment Committee on the recommendation of the School Assessment Committee (the Dean may receive and determine applications where the Faculty Assessment Committee is not scheduled to meet in time for the application to be considered);
7. the Faculty Assessment Committee (or Dean) can decide that the original grade stand or be changed, or that the student be withdrawn (AW) or be required to undertake supplementary assessment to determine a final grade.

4. STUDENT ADMINISTRATION/EXAMINATIONS OFFICE

Applications will be received by the Student Administration Office (Albury and Wagga) or the Examinations Office (Bathurst). Applications not on the Application for a Review of Grade form (attached) will have such a form attached to them.

Any application which clearly does not address one or more of the grounds for review or does not provide reasons in support of the application would be returned to the student. Otherwise the application would be forwarded to the Head of the teaching School.

5. HEAD OF THE TEACHING SCHOOL

The Head of the teaching School will normally perform the following functions but some of them might be delegated to other staff. For example, a Grade Review Coordinator might be appointed from among the academic staff of the School. These guidelines assume that action will be taken by the Head of the teaching School.

5.1 Checking the Grounds for Review

The Head of the teaching School should check that the content of the student's appeal actually relates to the ground/s nominated by the student as the basis for the review. If it does not the review may be denied at this stage.

Note: Students may not apply for a review of grade on the grounds that they thought their work was worth a higher grade. This is not one of the approved grounds for a review.

5.2 Late Applications for Review

If the application is late, the Head of the teaching School must decide if the review will proceed. Only if the student has provided compelling reasons as to why the application is late should the Head of the teaching School allow it to proceed. If not, the review may be denied at this stage.

5.3 Seeking Comments on the Application

The Head of the teaching School should carefully review the content of the application and refer it to the subject coordinator seeking advice on the substance of the application.

The Head of the teaching School may elicit the required information by means of a proforma approved by the School or by means of specific questions directed to the subject coordinator which may be written on the application or on a note attached to it.

5.4 Recommendation to School Assessment Committee

Following receipt of the recommendation from the subject coordinator (see 5.6 below), the Head of School either

- endorses the recommendation; or
- arranges for a remark of particular assessment items; or
- conducts further investigations.

When the Head of the teaching School is satisfied with the outcome of the investigation, the application is referred to the School Assessment Committee.

6. SUBJECT COORDINATOR

Depending on the grounds for the appeal, the subject coordinator may do one or more of the following:

6.1 Computation of Grade

Check the additions and other calculations upon which the final grade was derived.

6.2 Pattern of Marks

Check the pattern of marks or grades assigned to the individual assessment items and investigate any item that appears to have scored less well than the others.

6.3 Misadventure

Check the receipt of evidence of misadventure claimed to have been submitted during the session and ascertain whether or not and in what way this evidence was taken into account in the assessment of the student.

Note: Under Assessment Regulation 13.1.1 only evidence of misadventure previously submitted (during session or during an examination) should be considered. New or additional evidence should not be considered unless the misadventure was such that the student could not submit the evidence earlier.

6.4 Subject Outlines

Check that the assessment arrangements set out in the subject outline were followed and that any variations made to them during session, whether they applied to all students or to this student only, were communicated in writing and did not disadvantage the student.

6.5 Class and Assignment Work

Check with the Learning Materials Centre on matters relating to the despatch of teaching materials and/or the receipt and despatch of assignments to the student; or check with tutors and other teachers regarding the student's attendance and performance in tutorials and/or laboratory or practical sessions.

6.6 Recommendation

After taking all necessary action, the subject coordinator recommends to the Head of the teaching School a decision on the application and the reasons for the decision. This information is entered in sections 1 and 2 on the back of the Application for a Review of Grade form.

7. SCHOOL ASSESSMENT COMMITTEE

The recommendation of the subject coordinator, the reasons for the recommendation and the Head of the teaching School's endorsement should be forwarded to the School Assessment Committee.

The School Assessment Committee may approve the recommendation, amended if it so determines, in which case the recommendation goes forward to the Faculty Assessment Committee for approval.

Alternatively, the School Assessment Committee may refer the application back to the Head of the teaching School for further investigation and advice.

8. FACULTY ASSESSMENT COMMITTEE

The Faculty Assessment Committee may approve the recommendation of the School Assessment Committee or refer the recommendation back to the School Assessment Committee for further investigation or advice.

When approved, the Dean should sign the form at section 3 on page 2 and the form should be returned to the Student Administration/Examinations Office who will notify the student.

Note: in those cases where the Dean of Faculty receives and determines an application, because the Faculty Assessment Committee is not scheduled to meet in time for the application to be considered, the Dean's determination must be ratified at the next meeting of the Faculty Assessment Committee.

STUDENT ACADEMIC MISCONDUCT POLICY

As approved by Academic Senate on 29 April 1998 (AS 98/98) and amended on 16 December 1998 (AS 98/286), 28 April 1999 (AS 99/30), 28 March 2001 (AS 01/39), 11 December 2002 (AS 02/114), 7 December 2005 (AS 05/131) and 4 October 2006 (AS 06/07).

1. PREAMBLE

1.1 Scope

This Policy applies to academic misconduct as defined in clause 2 below allegedly committed by students enrolled in subjects or undertaking research at the University.

The Policy does not apply to general (ie, non-academic) misconduct by students which is dealt with under the Student General Misconduct Rule. The falsification of University records such as transcripts or testamurs pertaining to the student will be dealt with under the Student General Misconduct Rule.

1.2 Definitions

1.2.1 Dean

Unless specified otherwise, “Dean” means Dean of the Faculty responsible for the subject or research in which academic misconduct is alleged to have occurred; or the Executive Director, for subjects or research undertaken with the Australian Graduate School of Police Management.

1.2.2 Head of School

Unless specified otherwise, “Head of School” means the Head of the School responsible for teaching the subject in which academic misconduct is alleged to have occurred.

1.2.3 Student

“Student” means a person who at the time the alleged academic misconduct occurred was enrolled in a research program or was enrolled in a subject offered by the University which is a component of a course leading to an award of the University, irrespective of whether the student is enrolled in a course.

1.2.4 University

“University” means Charles Sturt University or an institution affiliated with Charles Sturt University.

1.3 External Authorities

Nothing in this Policy abrogates a person’s right or the University’s right to refer at any stage alleged academic misconduct to authorities external to the University.

1.4 Precedence

This Policy takes precedence over any other regulations or Policies dealing with academic misconduct by students made in pursuance of the Charles Sturt University Act, 1989.

1.5 Right of Enrolment

A student alleged to have committed academic misconduct shall be entitled to remain enrolled at the University during the preliminary enquiries conducted in accordance with clause 4 below; during investigation by an Academic Misconduct Panel conducted in accordance with clause 5 below; and during an appeal to the Academic Misconduct Appeals Committee conducted in accordance with clause 6 below.

1.6 Academic Misconduct and Graduation

Where a student has received an award of the University for which the subject in which the academic misconduct occurred was a component and as a consequence of that misconduct the student is failed in the subject, then the award shall be rescinded, the student's name shall be deleted from the Register of Graduates and the student shall be required to return the testamur and final transcript to the University.

1.7 Time

Where an extension of time is required for any stage of the misconduct process, and this extension is not allowed for already in the Policy, an application for this extension must be made to the Deputy Vice-Chancellor (Academic).

2. ACADEMIC MISCONDUCT

2.1 Definition

Academic misconduct is acting in a way, or attempting to act in a way, or assisting another student to act in a way which could reasonably be expected to defeat the purpose of a learning experience or an item of assessment or an examination. Academic misconduct will normally be evidenced by plagiarism, cheating or collusion.

a) Plagiarism

A student plagiarises if he or she gives the impression that the ideas, words or work of another person are the ideas, words or work of the student. Plagiarism will include:

- (i) copying any material from books, journals, study notes or tapes, the Web, the work of other students, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source by footnote or citation; or
- (ii) rephrasing ideas from books, journals, study notes or tapes, the Web, the work of other students, or any other source without acknowledging the source of those ideas by footnotes or citations. This could include material copied from a source and acknowledged, but presented as the student's own paraphrasing.

Plagiarism is to be distinguished from inadequate and/or inappropriate attempts to acknowledge the words, works or ideas of someone else, as for example when a student makes a genuine attempt to reference their work, but has very poor referencing skills.

Plagiarism includes, but is not limited to:

- copying unacknowledged passages from textbooks;
- reusing in whole or in part the work of another student;
- obtaining materials from the Web and submitting them, modified or otherwise, as one's own work;
- submitting work which is derived in whole or in part from the work of another person but which has been changed in superficial respects possibly by

mechanical means.

b) Cheating

A student cheats if he or she does not abide by the conditions set for a particular learning experience, item of assessment or examination.

Cheating includes, but is not limited to:

- falsifying data obtained from experiments, surveys, or similar activities;
- copying the answers of another student in an examination or allowing another student to copy answers in an examination;
- taking unauthorised materials into an examination;
- sitting an examination for another student or having another person at an examination on behalf of a student;
- removing an examination question paper from an examination room where this is contrary to instructions;
- improperly obtaining and using information about an examination before an examination;
- making changes to an assignment that has been marked then returning it for re-marking claiming that it was not correctly marked.

c) Collusion

A student colludes when he or she works without permission with another person or persons to produce work which is then presented as work completed independently by the student.

Collusion includes, but is not limited to:

- writing the whole or part of an assignment with another person;
- using the notes of another person to prepare an assignment;
- using for an assignment the resource materials of another person that have been annotated or parts of the text highlighted or underlined by that person;
- allowing another student, who has to submit an assignment on the same topic, access to one's own assignment under conditions which would give that other student an advantage in submitting his or her assignment.

3. ALLEGATIONS OF ACADEMIC MISCONDUCT

3.1 Reporting Academic Misconduct

Where a person has reason to believe that a student has engaged in academic misconduct of sufficient seriousness to warrant investigation, the person shall provide a signed statement which sets out the information and/or evidence relating to the suspected academic misconduct to the Head of School or to the Dean if the Head of School is implicated in the matter. Where the Head of School discovers the misconduct, they shall refer their statement and evidence to the Dean for action.

Where on the face of that information and/or evidence the Head of School or the Dean believes that the student has a case to answer, the Head of School or another person appointed by the Dean shall conduct preliminary enquiries as provided in clause 4 below.

3.2 Academic Misconduct to be Reported as Soon as Practicable

Information and/or evidence regarding possible academic misconduct shall be submitted as soon as practicable but normally no later than twenty-one days after the incident to which the information and/or evidence relates came to light. However, the Head of School or the Dean may at his or her discretion, accept information and/or evidence later than twenty-one days after the incident to which the information and/or evidence relates. The School and/or Faculty

must retain all relevant documentation relating to the case of suspected misconduct for use by any subsequent investigation procedure. This documentation will include the piece of work in which the alleged plagiarism occurred, records of meetings and phone conversations with the student and copies of correspondence, including emails, on the matter.

3.3 Acknowledging Claims of Suspected Academic Misconduct

3.3.1 Head of School

The Head of School shall acknowledge in writing, receipt of a signed statement relating to suspected academic misconduct immediately upon its receipt.

If the Head of School has a conflict of interest in the suspected academic misconduct he or she shall immediately refer the information and/or evidence to the Dean and shall immediately advise in writing the person who provided the signed statement of the action taken.

3.3.2 Dean

The Dean shall acknowledge in writing, receipt of a signed statement regarding suspected academic misconduct immediately upon its receipt from a student or a Head of School.

4. PRELIMINARY ENQUIRIES

4.1 Initiating Enquiries

Enquiries into suspected academic misconduct shall be initiated by the Head of School. Where the Head of School teaches or supervises the student suspected of academic misconduct or could be in some other conflict of interest in conducting the enquiries, the Dean shall appoint another member of the Faculty to conduct the enquiries.

4.2 Conduct of Enquiries

The enquiries may involve consulting with the person providing the signed statement, the student or students who are suspected of academic misconduct and any other persons the enquirer deems appropriate.

Enquiries shall be concluded as quickly as practicable and normally within seven days of the receipt of the signed statement. Enquiries may be via any medium of communication, although where possible records of such communication should be kept (see 3.2). The person conducting an enquiry may seek an extension of time from the Dean to conduct the enquiry.

4.3 Findings - No Case to Answer

If, after completion of the enquiries, the person conducting the enquiries believes the student suspected of academic misconduct has no case to answer that person shall within seven days of the conclusion of the enquiries:

- (a) advise in writing the Dean and the person who provided the signed statement of the enquiries made, the outcome of the enquiries and in the case of the person who provided the signed statement, his or her right to have the finding reviewed by the Dean under clause 4.3.1 below; and
- (b) subsequent to the outcome of any review sought under clause 4.3.1 below, advise the student who was suspected of academic misconduct in writing of the nature of the information and/or evidence which led to the enquiry, the enquiries made and the outcome of the enquiries; and
- (c) forward a copy of the above advice to the Deputy Vice-Chancellor (Academic).

4.3.1 Review of Finding - No Case to Answer

If the person who provided the signed statement disagrees with a finding of no case to answer he or she may seek a review of the finding by the Dean. The request for a review must be lodged in writing within fourteen days of the date of notification of the finding.

The Dean shall review the finding within seven days. If the finding is upheld the matter is closed. If the finding is set aside the Dean shall establish an Academic Misconduct Panel under clause 5 below.

4.4 Findings - A Case to Answer

4.4.1 Where Academic Misconduct is Admitted

If during the enquiries a student admits to academic misconduct the person conducting the enquiries shall within seven days of the conclusion of the enquiries:

- (a) report the findings of the enquiries to the Dean in writing and recommend action in accordance with clause 5.5 below;
- (b) advise the person who provided the signed statement in writing of the enquiries made and the outcome of the enquiries; and
- (c) advise the student who is suspected of academic misconduct in writing of the nature of the information and/or evidence which led to the enquiry, the enquiries made and the findings and the recommendation made to the Dean under clause 5.5 below.

4.4.2 Where Academic Misconduct is Not Admitted

4.4.2.1 Recommendations to the Dean

If after completion of the enquiries the person conducting the enquiries believes that a student has a case to answer the person shall within seven days of the conclusion of the enquiries:

- (a) submit a written allegation of academic misconduct to the Dean which shall state specifically the nature of the alleged academic misconduct and provide reasons for the allegation in the form of a report of the enquiries made, which will include details of the information and/or evidence which led to the enquiry; and
- (b) if the student has denied the allegation, recommend to the Dean that an Academic Misconduct Panel be established as provided for in clause 5 below; or
- (c) if the student has neither admitted nor denied the allegation, recommend to the Dean either:
 - (i) that an Academic Misconduct Panel be established as provided for in clause 5 below; or
 - (ii) if the evidence in support of the allegation is compelling, that action be taken in accordance with clause 5.5 below.

4.4.2.2 Dean

After receiving a report and a recommendation, the Dean may conduct further enquiries and shall within seven days of receiving the report and recommendation (unless granted an extension of time by the Deputy Vice-Chancellor (Academic)):

- (a) take action in accordance with clause 5.6.1 below; or
[This clause allows the Dean to take no action against the student, or impose a penalty, or recommend to the Deputy Vice-Chancellor (Academic) that a more severe penalty be approved.]
- (b) establish an Academic Misconduct Panel as provided in clause 5 below in which case the Dean shall:
 - (i) advise the student in writing of the allegation; provide the student with a copy of the report of the preliminary enquiries and the membership of the Academic Misconduct Panel; and request that the student respond in writing to the allegation within twenty-one days. The notification shall also inform the student: of assistance available through the Division of Student Services or the appropriate student association; that he or she may be represented in proceedings by a person other than a person who is a currently practising barrister or solicitor; and that he or she has the right to remain enrolled during the investigation of the allegation by virtue of clause 1.5 above; and
 - (ii) advise the person who provided the signed statement in writing of the enquiries, the allegation brought against the student and the membership of the Academic Misconduct Panel.

4.5 Findings - Vexatious Accusations

If, after completion of the enquiries, the person conducting the enquiries believes that the person who provided the signed statement did so vexatiously (ie the information and/or evidence supplied was spurious and was provided in order to annoy or upset the student) the person conducting the enquiries shall, if the person providing the signed statement is a student, deal with the student under the Student General Misconduct Policy. If the person providing the signed statement is a staff member, he or she shall be dealt with under the relevant industrial award.

5. ACADEMIC MISCONDUCT PANEL

An Academic Misconduct Panel shall be established by the Dean to investigate alleged academic misconduct under clause 4.4.2 above.

5.1 Membership

5.1.1 Composition

An Academic Misconduct Panel shall comprise:

- (a) the Dean or a person appointed by the Dean who shall be the Convenor; and
- (b) two academic staff appointed by the Dean one of whom shall be from the

teaching School and, if the student is enrolled in a course of a different Faculty, one from that Faculty appointed in consultation with the Dean of that Faculty.

5.1.2 Ineligible Persons

No person with a conflict of interest shall be appointed to a Panel. The person who conducted the preliminary enquiries under clause 4 above shall not be appointed to a Panel.

5.1.3 Gender Balance

The Panel shall comprise at least one male member and at least one female member.

5.2 Terms of Reference

The functions of a Panel are:

- (a) to investigate and to determine on the balance of probabilities whether or not academic misconduct has occurred and, if it has, the seriousness of the academic misconduct; and
- (b) to recommend to the Dean on penalties, if any, to be imposed for academic misconduct.

A Panel may also make recommendations to the Dean on matters relating to academic policy and practice arising out of its investigations.

5.3 Procedural Matters

5.3.1 Student Representation

The student alleged to have committed academic misconduct shall be entitled to put his or her case in person to the Panel and may be represented at the hearing by a person who is not a currently practising barrister or solicitor nor a person called to give evidence at the hearing. The student's representative may speak for the student and/or provide advice to the student at the hearing.

5.3.2 Voting

The decision of a Panel shall be by simple majority with the Convenor having a deliberative vote.

5.3.3 Proceedings

In exercising its functions a Panel shall adhere to the principles of natural justice but it shall not be bound to follow legal procedures nor to observe the Policies of law governing the admission of evidence. However a Panel shall not consider any past history of misconduct by a student unless determining a penalty, if any is to be applied. (see 5.5.1)

In conducting its investigation, a Panel shall follow the "Academic Misconduct Panels-Hearings" procedures approved by the Academic Senate and published at http://www.csu.edu.au/acad_sec/misc/.

5.4 Duration of an Investigation

A Panel shall meet within seven days of receiving the student's response to the allegation of academic misconduct or within seven days of the due date of the student's response whichever is the earlier and shall conclude its investigations and recommend to the Dean within a further fourteen days unless granted an extension of time by the Dean.

5.5 Outcomes of an Investigation

5.5.1 Possible Outcomes

Following the conduct of an investigation, the Convenor of the Academic Misconduct Panel shall prepare a written report of the investigation which shall give the findings and the reason for the findings and shall recommend to the Dean one of the following courses of action:

- (a) that no action be taken against the student; or
- (b) that the student be counselled or be cautioned or reprimanded or be counselled and cautioned or reprimanded; or
- (c) that the student be awarded zero marks in the assignment, essay, project, test, examination or other work in respect of which academic misconduct has occurred and be cautioned or reprimanded; or
- (d) that the student be failed in the subject and be cautioned or reprimanded; or
- (e) that the student be failed in the subject and be fined an amount not exceeding the maximum fine published each year in the University's schedule of fees and charges; or
- (f) that the student be failed in the subject and be suspended from enrolment in the University under the conditions set out in clause 5.5.3 below; or
- (g) a combination of (e) and (f) above; or
- (h) that the student be failed in the subject and be excluded from the University under the conditions set out in clause 5.5.4 below.

In recommending a penalty, the Panel shall have regard to:

- the seriousness of the academic misconduct;
- the experience of the student at University level (i.e. more leniency would be shown in the case of a first year student); and
- whether or not the student has previously been found guilty of academic misconduct at the University; but

it shall not be bound by any determination of another panel whether given in a similar case or not.

5.5.2 Failure in a Subject

The following conditions apply to failure in a subject as a consequence of the application of clauses 5.5.1(c), (d), (e) or (f) above:

- (a) the grade fail (FL) will be recorded for any subject in which a student is failed for academic misconduct;
- (b) a student failed in a subject for academic misconduct shall not be permitted to apply for approved withdrawal (AW) from that subject;

- (c) a student who has been granted AW in a subject and is subsequently failed in the subject for academic misconduct shall have the AW grade changed to FL;
- (d) a student failed in a subject for academic misconduct shall not be entitled to a refund of fees nor the cancellation of a HECS liability in respect of that subject.

5.5.3 Suspension

5.5.3.1 Cancellation of Enrolment

A student suspended from enrolment in the University under clause 5.5.1(f) above shall have his or her enrolment cancelled after twenty-one days from the date of the notification of suspension unless the student appeals the decision as provided in clause 6 below in which case the student shall be entitled to remain enrolled until the appeal is decided.

5.5.3.2 No Refund of Fees

A student suspended from enrolment in the University in a session after the last date for a refund of fees or after the HECS census date, shall not be entitled to a refund of fees nor the cancellation of a HECS liability for that session.

5.5.3.3 Conditions of Suspension

The following conditions apply to suspension:

- (a) Suspension shall be for a specified period not exceeding two years from the date of notification of suspension.
- (b) A suspended student shall not be admitted to a different course or be enrolled as an Associate Student during the period of suspension.
- (c) A suspended student shall have the automatic right of reenrolment in the course from which he or she was suspended at the completion of the period of suspension.
- (d) Suspension shall not be recorded on a student's academic transcript.

5.5.4 Exclusion

5.5.4.1 Cancellation of Enrolment

A student excluded from the University under clause 5.5.1(h) above shall have his or her enrolment cancelled after twenty-one days from the date of the notification of exclusion unless the student appeals the decision as provided in clause 6 below in which case the student shall be entitled to remain enrolled until the appeal is decided.

5.5.4.2 No Refund of Fees

A student excluded from the University in a session after the last date for a refund of fees or after the HECS census date, shall not be entitled to a refund of fees nor the cancellation of a HECS liability for that session.

5.5.4.3 Conditions of Exclusion

The following conditions apply to exclusion:

- (a) exclusion shall be for a specified period of at least two years from the date of notification of exclusion;
- (b) an excluded student shall not be admitted to any course in the University nor be enrolled as an Associate Student during the period of exclusion;
- (c) an excluded student who wishes to resume study at the University after the period of exclusion shall apply for admission to the University through the relevant admissions office or admissions centre; and
- (d) exclusion for academic misconduct shall not be shown on a student's academic transcript.

5.6 Findings by the Dean

5.6.1 Authority to Decide Cases and Make Recommendations

After receiving a report from an Academic Misconduct Panel, or where a determination is to be made in accordance with clause 4.4.2.1(c)(ii) above, the Dean may conduct further enquiries and shall within seven days of receiving the report (unless granted an extension of time by the Deputy Vice-Chancellor (Academic):

- (a) declare the student not guilty of academic misconduct; or
- (b) declare the student guilty of academic misconduct and take one of the courses of action in (a), (b), (c) or (d) in clause 5.5.1 above; or
- (c) recommend to the Deputy Vice-Chancellor (Academic) that one of the penalties (e), (f), (g) or (h) in clause 5.5.1 above be applied.

Where the Dean takes action under (a) or (b) above, the Dean shall advise each of the following in writing of the finding, the penalty imposed if any, and provide each with a copy of the Academic Misconduct Panel's report, or where a determination has been made in accordance with clause 4.4.2 (c) (ii) above advise of the nature of the information and/or evidence which led to the enquiry, and of the enquiries made and the report of any additional enquiries made by the Dean under this clause:

- the student;
- the person who provided the signed statement;
- the Convenor, Academic Misconduct Panel;
- the Head of School; and
- the Deputy Vice-Chancellor (Academic).

When imposing or recommending a penalty under (b) or (c) above, the Dean shall have regard to:

- the recommendation of the Academic Misconduct Panel;
- the seriousness of the academic misconduct;
- the experience of the student at University level (i.e. more leniency would be shown in the case of a first year student); and
- whether or not the student has previously been found guilty of academic misconduct; but

the Dean shall not be bound by any determination of another Dean nor by the recommendation of the panel or any other previous panel whether given in a similar case or not.

The Dean may also make recommendations to the Deputy Vice-Chancellor (Academic) on matters relating to academic policy and practice arising out of an investigation.

5.6.2 Right of Appeal

If the Dean imposes a penalty on a student under clause 5.6.1 above, the written notification shall advise the student of his or her right of appeal under clause 6.1 below.

5.6.3 Enforcement of a Penalty

If the Dean imposes a penalty on a student under clause 5.6.1 above, and at the expiration of the period for an appeal the student has not appealed, the Dean shall ensure that the penalty imposed has been enforced.

5.7 Findings by the Deputy Vice-Chancellor (Academic)

5.7.1 Authority to Decide Cases and Make Recommendations

After receiving a report from the Dean under clause 5.6.1(c) above the Deputy Vice-Chancellor (Academic) may conduct further enquiries and shall within seven days of receiving the report (unless granted an extension of time by the Vice-Chancellor):

- (a) declare the student not guilty of academic misconduct; or
- (b) refer the matter back to the Dean for further investigation or advice within seven days from the date of the referral unless the Deputy Vice-Chancellor (Academic) grants a longer period; or
- (c) declare the student guilty of academic misconduct and take one of the courses of action in (a) to (h) inclusive in clause 5.5.1 above.

Where the Deputy Vice-Chancellor (Academic) takes action under (a) or (c) above, the Deputy Vice-Chancellor (Academic) shall advise each of the following in writing of the finding, the penalty imposed if any, and provide each with a copy of the Academic Misconduct Panel's report, the Dean's recommendation to the Deputy Vice-Chancellor (Academic), the reports of any additional enquiries by the Deputy Vice-Chancellor (Academic) and the Dean under this clause:

- the student;
- the person who provided the signed statement;
- the Dean;
- the Convenor, Academic Misconduct Panel;
- the Head of School.

When imposing a penalty under (c) above, the Deputy Vice-Chancellor (Academic) shall have regard to:

- the recommendation of the Dean;
- the seriousness of the academic misconduct;
- the experience of the student at University level (i.e. more leniency would be shown in the case of a first year student); and
- whether or not the student has previously been found guilty of academic misconduct; but

the Deputy Vice-Chancellor (Academic) shall not be bound by any previous determination whether given in a similar case or not.

The Deputy Vice-Chancellor (Academic) may also make recommendations to the Dean, the Academic Senate or any of its committees, Faculty Boards or the Vice-Chancellor or any other relevant bodies or offices of the University, on matters relating to academic policy and practice arising out of an investigation.

5.7.2 Right of Appeal

If the Deputy Vice-Chancellor (Academic) imposes a penalty on a student under clause 5.7.1 above, the written notification shall advise the student of his or her right of appeal under clause 6.1 below.

5.7.3 Enforcement of Penalty

If the Deputy Vice-Chancellor (Academic) imposes a penalty on a student under clause 5.7.1 above and at the expiration of the period for an appeal the student has not appealed, the Deputy Vice-Chancellor (Academic) shall ensure the penalty imposed has been enforced.

6. APPEALS

6.1 Lodging Appeals

A student contesting a decision of the Dean or the Deputy Vice-Chancellor (Academic) made under this Policy may appeal to the Academic Misconduct Appeals Committee of the Academic Senate. Appeals shall only be made on procedural grounds, or in other words should focus exclusively upon the correct application of University regulations, by the University, to the case in question. An appeal will not be an opportunity to revisit the substantive matter of the case, except insofar as it relates to procedural matters. The Academic Secretary may reject appeals which do not meet these criteria.

The appeal must be lodged in writing with the Academic Secretary within twenty-one days of the date of notification of the decision unless granted an extension of time by the Academic Secretary.

A student may appeal against:

- (a) a finding of academic misconduct; and/or
- (b) a penalty imposed upon him/her; and/or
- (c) the severity of the penalty imposed.

6.1.1 Late Appeals

An appeal received after the twenty one day period for which an extension of time was not granted by the Academic Secretary shall be referred to the Deputy Vice-Chancellor (Academic) who shall have discretion to decide whether or not the appeal will be heard. Such appeals shall normally not be heard unless the reasons for lateness are compelling.

6.2 Academic Misconduct Appeals Committee

The Academic Secretary shall arrange for the appointment of an Academic Misconduct Appeals Committee to hear appeals lodged under clause 6.1 above.

6.2.1 Membership

6.2.1.1 Panel of Eligible Members

An Academic Misconduct Appeals Committee shall be appointed by either the Deputy Vice-Chancellor (Academic) or the Presiding Officer of the

Academic Senate from a panel of eligible members comprising:

- all members of the Academic Senate with the exception of the Presiding Officer, the Vice-Chancellor, the Deputy Vice-Chancellors and the Deans;
- academic staff at the level of senior lecturer or above; and
- a student member from any faculty other than the faculty in which the academic misconduct occurred, appointed in consultation with the Charles Sturt University Students' Association.

6.2.1.2 Composition

An Academic Misconduct Appeals Committee shall comprise three persons and be constituted such that:

- at least one member is a student;
- at least one member is female and at least one member is male;
- the appellant is not a member;
- any academic staff member is not from the teaching Faculty in which the academic misconduct occurred nor in the case of the service teaching of a subject, the home Faculty of the student.

6.2.1.3 Presiding Officer

The Deputy Vice-Chancellor (Academic) or the Presiding Officer of the Academic Senate shall appoint the Presiding Officer of the Academic Misconduct Appeals Committee.

6.2.2 Terms of Reference

The Academic Misconduct Appeals Committee shall hear an appeal and do one of the following:

- (a) uphold the decision of the Dean or the Deputy Vice-Chancellor (Academic); or
- (b) vary the penalty imposed by the Dean or the Deputy Vice-Chancellor (Academic) but in doing so the Committee shall put itself in the place of the Dean or Deputy Vice-Chancellor (Academic) and take the action which it considered should have been taken from the range options (a) to (h) in clause 5.5.1 above; or
- (c) quash the decision of the Dean or the Deputy Vice-Chancellor (Academic); or
- (d) return the appeal to the Faculty for the matter to be considered by an Academic Misconduct Panel in accordance with clause 5 above.

The Committee may also make recommendations to the Deputy Vice-Chancellor (Academic) on matters relating to academic policy and practice arising out of an appeal.

6.2.3 Procedural Matters

6.2.3.1 Appellant Representation

The appellant shall be entitled to put his or her case in person to the Committee and may be represented at the hearing by a person who is not a person called to give evidence at the appeal nor a currently practising

barrister or solicitor. The student's representative may speak for the appellant and/or provide advice to the appellant at the hearing.

6.2.3.2 University Representation

The University shall be entitled to put its case to the Committee through a representative appointed by the Dean. The University's representative may be assisted at the hearing by an adviser. An adviser shall not be a person called to give evidence nor a currently practising barrister or solicitor.

6.2.3.3 Voting

The decision of a Committee shall be by simple majority with the Presiding Officer having a deliberative vote.

6.2.3.4 Proceedings

In exercising its functions, a Committee shall adhere to the principles of natural justice but it shall not be bound to follow legal procedures nor to observe the rules of law governing the admission of evidence. However a Committee shall not consider any past history of misconduct by a student unless determining a penalty, if any is to be applied.

In conducting an appeal, a Committee shall follow the "Academic Misconduct Appeals Committee-Hearings" procedures approved by the Academic Senate and published at: http://www.csu.edu.au/acad_sec/misc/.

6.2.4 Duration of the Appeal

The Academic Secretary shall convene a meeting of the Academic Misconduct Appeals Committee within twenty-one days of receiving an appeal. The Committee shall conclude its enquiry and reach a decision within twenty-eight days of its original convening unless granted an extension of time by the Deputy Vice-Chancellor (Academic). The Committee may adjourn its hearing of the appeal for a period not exceeding fourteen days.

6.2.5 Findings and Notification of Decision

The findings of the Academic Misconduct Appeals Committee shall be contained in a report signed by all members of the Committee. The report shall give reasons for its findings. Where the appellant has appealed against a decision or penalty on more than one ground the Committee shall give reasons for its findings on each ground.

The decision of the Academic Misconduct Appeals Committee shall be final and shall be conveyed by the Academic Secretary to the appellant, the Deputy Vice-Chancellor (Academic) and the Dean in a letter accompanied by a copy of the Committee's report. Should there be a delay in the preparation of the final report of the Committee, as for example when one of its members is temporarily unavailable to sign the report, then the student may be notified of the result of the appeal by the Academic Secretary. The full documentation relating to the appeal shall then be forwarded when available.

6.2.6 Enforcement of Penalty

The Academic Secretary shall arrange any actions required to give effect to any penalty imposed upon the appellant.

7. REPORTING CASES OF ACADEMIC MISCONDUCT

7.1 Report to Academic Senate

The Deputy Vice-Chancellor (Academic) shall report annually to Academic Senate on cases of suspected and alleged academic misconduct investigated under this Policy. The following information as appropriate shall be provided for each case reported subject to the provisions of clauses 7.2 and 7.3 below:

- (a) the alleged misconduct;
- (b) the Faculty in which the misconduct occurred;
- (c) the Faculty in which the student was enrolled if it is different to (b);
- (d) the outcome of the preliminary enquiries;
- (e) the outcome of investigations conducted by the Academic Misconduct Panel;
- (f) the decision of the Dean or the Deputy Vice-Chancellor Academic;
- (g) the outcome of the appeal to the Academic Misconduct Appeals Committee.

7.2 Public Reporting of Cases

Cases of proven academic misconduct under this Policy may be made public by the Deputy Vice-Chancellor (Academic). Information made public may include the nature of the academic misconduct, the penalty imposed and the result of any appeal.

7.3 Confidentiality

The identity of students, staff or other persons involved in an investigation of academic misconduct, including the identity of any person alleged to have been in breach of this Policy or found guilty of academic misconduct under this Policy is confidential so long as the tenets of natural justice are adhered to.

7.4 Central Academic Misconduct File

All documentation relating to student academic misconduct and appeals against student academic misconduct shall be retained by the Academic Secretary for a period of two years as required by the Student Records Disposal Schedule.

ACADEMIC PROGRESS REGULATIONS

As approved by the Academic Senate on 10 December 2003 (AS 03/93) and amended by the Standing Committee of Academic Senate on 2 November 2004 (AS 04/04 and 04/05) and Academic Senate on 8 December 2004 (AS 04/118), 1 June 2005 (AS 05/50), 5 October 2005 (AS 05/101 and AS 05/124), 7 December 2005 (AS 05/164), 4 October 2006 (AS 06/106) and 6 December 2006 (AS 06/135).

1. OBJECT, SCOPE AND EXCEPTIONS

1.1 Object

The University requires each student to progress through his or her course at a rate that will enable him or her to complete the course in a specified maximum time. This maximum time is intended to ensure the currency of the knowledge within the course and therefore professional suitability of graduates. Failure to complete within the specified maximum time shall lead to the expiry of a student's enrolment in the course.

The University believes that all students have a right to know in advance of study in their course exactly what constitutes satisfactory progress in that course. To this end the University will specify a maximum completion time for each course, and will also provide support to students identified as being at risk of exclusion. This policy sets out the requirements and procedures for satisfactory academic progress, for the exclusion of students who fail to progress satisfactorily and for the termination of enrolment for students who fail to complete in the maximum allowed time.

1.2 Scope

This policy applies to all students of Charles Sturt University, studying in all modes, with the exception of research higher degree students. The provisions of the Academic Progress Regulations take precedence over other Academic Regulations, except those that relate specifically to research higher degrees.

1.3 Exceptions

1.3.1 Students Covered by Previous Exclusion Regulations

Students who were excluded or are on probation under the previous regulations must complete the requirements of their exclusion or probation.

Students who are on probation under the previous Exclusion Regulations and who fail to meet the probationary conditions of those regulations shall be excluded.

1.3.2 Transfer From Another Course

Where students transfer from one course to another, only subjects taken as part of the new course or subjects completed in and credited from the previous course/enrolment in that course shall be taken into account when applying the Academic Progress Regulations.

1.3.3 Admission After Exclusion

Where students have been admitted to a course having formerly been excluded from that course or another course, only the subjects taken after the most recent admission or subjects completed in and credited from the previous course/enrolment in that course shall be taken into account when applying the Academic Progress Regulations.

1.3.4 Successful Appeal

Where students have had their appeal against exclusion upheld, their academic record prior to the appeal will be taken into account for any future determination of satisfactory academic progress within that course.

2. REQUIREMENTS FOR SATISFACTORY ACADEMIC PROGRESS

Student academic progress will be evaluated using rules relating to course progression, key subjects, professional experience components of courses, performance in the first two years of study, and satisfactory completion of Bachelor Honours subjects, where applicable.

The specific satisfactory progress requirements applicable to a course shall be conveyed to students in course-specific information supplied at the time of their first enrolment in the course.

2.1 Rules for Determining Satisfactory Progress

2.1.1 Maximum Time

Students in a course must complete the course within a maximum time of twice the standard time specified to complete that course.

Where a course is offered in both full-time and part-time study modes, the default maximum time allowed for that course is twice the normal part-time course duration.

Where a student has re-enrolled in a course, subjects may only be carried forward (e.g. as credit) from the previous enrolment(s) with the approval of the course coordinator.

2.1.2 Rate of Progress

A student shall have passed at least one subject in a course at the completion of the second calendar year of their enrolment in that course, where a calendar year is the period January to December in any given year (Note: the calendar year for academic progress purposes is also determined by the year which precedes the session code, such as 2005xx where 2005 is the year and xx the session code).

2.1.3 Bachelor Honours Subjects

A student shall pass, at the first attempt, all subjects in an add-on bachelor honours year or subjects that are part of the honours component of an integrated honours course.

2.1.4 Professional Experience

A student shall meet required professional standards in the compulsory fieldwork or professional experience components of their course, to the satisfaction of the Dean of the Faculty.

2.1.5 Key Subjects

A student shall pass each key subject in his or her course at no more than two attempts.

2.2 Failure to Enrol

A student who fails to enrol in a session or trimester in which he or she was eligible to enrol shall be contacted by the Executive Director, Student Administration as required by Enrolment Regulation 16 and asked to indicate whether or not he or she wishes to continue in the course.

A student who wishes to continue in the course, and who is permitted to do so by the Dean, shall be placed on leave of absence for that session or trimester and this leave shall count towards calculation of the maximum time allowed to complete the course (see also clause 3.1).

3. REVIEWING ACADEMIC PROGRESS

A review of academic progress shall be conducted by the Division of Student Administration after the conclusion of each session.

The rules for determining satisfactory academic progress shall be used to review student progress as follows.

3.1 Maximum Time

Enrolment in each course of the University shall have a specified date for completion corresponding to the maximum time allowed for that course, calculated according to clause 2.1.1. A student who fails to complete their course within the maximum time allowed for that course will have their enrolment terminated by the Executive Director, Student Administration.

Periods of authorised leave of absence count towards calculation of the maximum time allowed to complete a course. Students granted credit on entry to a course shall have their maximum time discounted on a pro rata basis.

3.1.1 Re-Admission after Termination of Enrolment

If a student has his or her enrolment terminated under clause 3.1, he or she may apply immediately for re-admission. Application for admission to the same course or research program must be made on the prescribed application form and lodged with the Admissions Office, UAC or VTAC as appropriate by the closing date.

Such applications will be decided by the Course Co-ordinator or other delegated Faculty Officer who may:

- approve that the student be guaranteed an offer to the course or research program in the next intake; or
- place the student on one or more of the queues for the course to await his or her turn for an offer of admission; or
- rank the student for consideration of an offer through UAC or VTAC or, if the course or research program is a competitive distance education course, through the Admissions Office.

The delegated Faculty Officer shall also determine what credit may be granted for subjects already completed by a student, on the basis of the currency of knowledge within the subjects.

3.2 Rate of Progress

At the completion of their first calendar year of enrolment, a student who has not passed at least one subject in his or her course will be notified by the Executive Director, Student Administration that he or she is “at risk” of exclusion from the course.

An at risk student who fails to pass any subjects in the second calendar year of enrolment in his or her course shall be excluded from the course.

3.2.1 Leave of Absence

If a student takes an approved leave of absence of one calendar year during the first two years of his or her course, then the second calendar year of enrolment shall be the third year after enrolment in the course.

(Note: one calendar year is 1 January to 31 December. Further, the calendar year for academic progress purposes is also determined by the year which precedes the session code, such as 2005xx where 2005 is the year and xx the session code)

3.3 Bachelor Honours Subjects

A student who fails to pass, at the first attempt, a subject in an add-on bachelor honours year or a subject that is part of the honours component of an integrated honours course, shall be excluded from the year or course.

3.4 Professional Experience

A student who is failing to meet required professional standards of competency in the compulsory fieldwork or professional experience components of their course, such that the student is deemed by the Dean of Faculty to be professionally unsuitable to continue in the course, shall be notified in writing by the Faculty by the midpoint of the placement that they are at risk of exclusion. The Faculty shall also advise the student to consult his or her supervisor or liaison officer.

Should an at risk student subsequently fail the compulsory fieldwork or professional experience component of his or her course, he or she shall either repeat this component of the course or be excluded, as determined by the Dean of the Faculty.

3.4.1 Dean May Fail Student at any Time

Where a continuation of a practicum or field work placement is deemed to place any person or the good reputation of the University at risk of significant harm, the Dean of the Faculty may fail the student immediately, notwithstanding any other provision of clause 3.4. If failure is invoked by the Dean of Faculty prior to the end of the placement, the student shall not complete the remainder of the professional experience or compulsory fieldwork program.

3.5 Key Subjects

Key subjects shall be identified by Faculties as those subjects in which repeated failure by a student indicates that he or she is unlikely to master the knowledge and or skills necessary to successfully complete the course.

3.5.1 Approval of Key Subjects

For the initial implementation of the Academic Progress Regulations, course coordinators shall identify key subjects for approval by the appropriate committee(s) and then by the Faculty Board. Subsequently key subjects shall be identified in course and subject approval documentation, for approval by the relevant Faculty committee(s).

Any change to this identification through course modification, review or other change process shall not be applied to students currently enrolled in the course.

3.5.1.1 Guidelines for Course Co-ordinators

When recommending subjects as key subjects within a course, course co-ordinators shall consider:

- a) that it may be appropriate to evaluate progress at different stages within a course;
- b) that a student should not normally be at risk of exclusion for failure of a key subject if he or she has completed more than 5/6 of the subjects in the course;

- c) that a practicum subject shall not be designated a key subject within a course, as practicum subjects are included elsewhere within the Academic Progress Regulations (note: where a subject is designated as a key subject, this takes precedence over any possibility that it be considered a practicum subject); and
- d) normally a course would have no more than six identified key subjects, predominantly in the first and second years of study in the course.

3.5.2 Failure of a Key Subject

A student who fails a key subject in his or her course shall be notified by the Executive Director of Student Administration that he or she is “at risk” of exclusion and that a second failure in this subject will result in the student being excluded from the course. This notification shall also advise the student of the requirement that he or she contact relevant support staff, such as the course coordinator, and/or staff from Student Services, the Students’ Union and Student Administration.

Upon a second fail of the same key subject, a student will be excluded from his or her course. Student Administration shall notify the relevant Course Coordinator of all students with double-fails of a key subject in a course.

3.5.2.1 Re-enrolment in Key Subjects

A student who has failed a key subject for a second time, as per clause 3.5.2, may not re-enrol in the subject without the permission of the Course Coordinator for his or her course, until after any successful appeal to the Faculty Exclusion Appeals Committee and/or the Academic Appeals Committee.

3.5.3 Identification of Key Subjects

All courses shall have subjects identified as ‘key subjects’, unless a Faculty has made a case to the Academic Programs Committee for their absence. These subjects will be identified as key subjects in the University Handbooks, the subject outline and in all course and subject documentation relating to the course. See also clause 3.5.1.1.

4. DELAYED DETERMINATION OF ACADEMIC PROGRESS

4.1 Reasons for Delay

A decision regarding a student’s academic progress under these regulations may be delayed until subjects graded SX or GP are converted to substantive grades, or because of a late change to a grade, or because of administrative delay or error.

4.2 Processing Cases of Delayed Exclusion

Should, following one or more of the events described in 4.1 above, a student be identified as liable for exclusion as provided for in Regulation 3 above and appeal against that exclusion in accordance with the regulations, his or her exclusion appeal shall be immediately referred to the Presiding Officer of the Faculty Exclusion Appeals Committee for decision.

4.3 Effective Date of Delayed Exclusion

Students subject to this regulation who fail to appeal to the Academic Appeals Committee shall be excluded immediately the Presiding Officer confirms their exclusion. That is, the period of exclusion shall be deemed to have commenced from the start of the session in which exclusion is confirmed and the student’s enrolment in that session shall be cancelled and any tuition fees shall be refunded or any Commonwealth Student Contribution liability shall be cancelled.

4.4 Appeals Against Delayed Exclusion

Students subject to this regulation who appeal against their exclusion to the Academic Appeals Committee shall be entitled to have their appeal heard.

5. CONDITIONS OF EXCLUSION

5.1 Notification of Exclusion

The Executive Director, Student Administration shall write to all students identified under clauses 3.2, 3.3, 3.4 and 3.5 above, notifying them of their exclusion. Notifications shall be sent by registered mail or any method of communication delivery, which allows the receipt of the notification to be verified by the University, to the address provided to Student Administration by the student.

The notification shall:

- a) specify the clause or clauses in Regulation 3 above, under which the student is being excluded;
- b) specify the deadline to appeal to the relevant Faculty Exclusion Appeals Committee, as per clause 6.3.1; and
- c) inform students of clauses 6.1 and 6.2 of these Regulations pertaining to the preparation of an appeal, and provide a web-link to the full procedures for the Faculty Exclusion Appeals Committee.

5.2 Period of Exclusion

5.2.1 First Exclusion from a Course or Research Program

Exclusion from a course or research program shall be for a period as specified below:

- for failure of professional experience or compulsory fieldwork requirements which involve assessment of the student's professional competency and/or suitability - three years;
- for failure of other grounds in Regulation 2 above - two years.

However, the Faculty Exclusion Appeals Committee has authority, when deciding appeals, to reduce by one year the period of exclusion to be imposed on a student who is facing a two-year exclusion.

5.2.2 Subsequent -Exclusion from All Courses or Research Programs

For exclusion for a second or subsequent time from the same course or research program, or for exclusion from two or more courses or research programs - five years from all courses or research programs.

5.3 Admission After Exclusion

5.3.1 To The Same Course or Research Program

Students excluded from a course or research program may re-apply for admission to that course or research program. An application for admission lodged under this clause may be lodged before the period of exclusion has elapsed to meet University or other closing dates but admission, if approved, shall not be effective until the period of exclusion has elapsed.

Admission is not automatic; such applicants will be considered with all other applicants.

Students should provide evidence that the circumstances operating at the time of

exclusion no longer apply and/or that they have taken action during the period of exclusion to improve the likelihood of success in the course or research program.

5.3.2 To a Different Course or Research Program

Students excluded for a first time from one course or research program may apply immediately for admission to another course or research program at the University. Admission is not automatic; such applicants will be considered with all other applicants.

Students should provide evidence that the circumstances contributing to their exclusion from the course or research program will not affect their performance in the new course or research program.

5.3.3 Procedures for Admission

Application for admission to the same course or research program or for admission to a different course or research program after exclusion must be made on the prescribed application form and lodged with the Admissions Office, UAC or VTAC as appropriate by the closing date.

Such applications will be decided by the Course Co-ordinator or other delegated Faculty Officer who may:

- approve that the student be guaranteed an offer to the course or research program in the next intake; or
- rank the student for consideration for an offer through UAC or VTAC or, if the course or research program is a competitive distance education course, through the Admissions Office; or
- validate the student as ineligible for admission if the student has not provided the evidence required in clauses 5.3.1 and 5.3.2 above.

5.4 Study While Excluded

A student excluded from a course, while excluded, shall not undertake study as an Associate Student of any subjects that may later contribute to the requirements of that course.

5.5 Exclusion and Cancellation of Enrolment

5.5.1 After Appeal to the Faculty Exclusion Appeals Committee

Students who either do not appeal to a Faculty Exclusion Appeals Committee or whose appeal was unsuccessful, shall have their enrolment cancelled 21 days after the confirmation of the decision of the Faculty Exclusion Appeal Committee to exclude them or, where the student did not appeal, 21 days after the date that the appeal was due, unless they appeal to the Academic Appeals Committee.

5.5.2 After Appeal to the Academic Appeals Committee

Students who appeal to the Academic Appeals Committee but whose appeals are dismissed, shall have their enrolment cancelled immediately the appeal is dismissed.

5.5.3 Exclusion and Transcripts

A student whose enrolment is cancelled under this Regulation shall have the subjects for the session in which the exclusion or termination of enrolment was effective (and for any subsequent sessions) deleted from his or her transcript.

5.5.4 Commonwealth Student Contribution Liability and Tuition Fees

A student whose enrolment is cancelled under this Regulation after the census date shall have his or her Commonwealth Student Contribution liability for that session cancelled. A student who has paid tuition fees and/or the Student Facilities and Services Fee shall have those fees refunded.

5.5.5 After Delayed Exclusion

In cases where the Presiding Officer of a Faculty Exclusion Appeals Committee dismisses a student's appeal or the Academic Appeals Committee dismisses a student's appeal and where the student's exclusion was delayed (see Regulation 4 above), notwithstanding clause 5.5.2 above, the Presiding Officer of the Faculty Exclusion Appeals Committee or the Academic Appeals Committee may:

- a) determine that the student's exclusion is effective immediately, in which case the student's enrolment shall be cancelled immediately; or
- b) determine that the exclusion is effective from the beginning of the next session and permit the student to remain enrolled in the current session.

In cases where b) above is approved, the student's exclusion is automatic, i.e. the student shall not be given further notification of exclusion at the end of the current session and the student shall not be entitled to appeal against exclusion on the basis of the grades he or she achieves in the current session.

6. APPEALS AGAINST EXCLUSION

Students may appeal against their exclusion under the Academic Progress Regulations. In the first instance appeals shall be directed to the Faculty Exclusion Appeals Committee. Outcomes of the Faculty Exclusion Appeals Committee may be appealed to the Academic Appeals Committee, but these appeals may only be based on issues of process regarding the conduct of the appeal by the Faculty Exclusion Appeals Committee.

Detailed procedures for appeals to these committees may be found in section B of the Academic Manual, under the terms of reference for each committee. Web-links to these procedures will be provided to the student by Student Administration as part of the exclusion notification.

Ignorance of regulations shall not normally be sufficient grounds for upholding an appeal.

6.1 Grounds for Appeal to a Faculty Exclusion Appeals Committee

Students appealing their exclusion to a Faculty Exclusion Appeals Committee shall do so only on the following grounds:

- a) that the grounds for exclusion set out in clause 2 above have been incorrectly applied, and/or the procedures in clause 3 have been incorrectly followed; and/or
- b) that there were factors outside the student's control which contributed to his or her failure to meet the required academic standard and/or rate of progress to date, and that those factors are unlikely to operate in the future. An appeal based on this ground shall be presented in accordance with clause 6.2 below; and/or
- c) that there was a conflict of interest that contributed to the decisions that led to the student's exclusion.

Note that a change of address, name or other personal detail of a student shall not be considered as grounds for appeal. It is the responsibility of students to notify Student Administration of such changes as soon as they come into effect.

6.2 Documentation of Appeal

Appeals shall be lodged in writing on the Faculty Exclusion Appeals Committee Grounds for Appeal Pro-forma. All relevant supporting documentation must be submitted with the appeal.

Notwithstanding the above provision where a matter is regarded as highly confidential, appropriate documentation may be submitted directly and confidentially to the Presiding Officer of the Faculty Exclusion Appeals Committee for determination of advice to be given to the Faculty Exclusion Appeals Committee.

6.3 Processing of Appeals

6.3.1 Receipt of Appeal

6.3.1.1 Session-based Courses

A student studying a session-based course and appealing his or her exclusion imposed under these Regulations must do so by the following 1 February or 1 August, whichever is the sooner.

6.3.1.2. Delayed Notification of Grades

A student, the publication of whose grades has been delayed, shall have 14 days from the date of notification of exclusion, or until 1 February or 1 August, whichever is later, in which to lodge their appeal.

6.3.1.3 Trimester-based Courses

A student studying a trimester-based course shall have 14 days from the date of notification of exclusion in which to lodge their appeal.

Students shall return appeal documentation to the Academic Secretary through the Academic Secretariat who shall acknowledge its receipt in writing to the student and forward the appeal to the Faculty Exclusion Appeals Committee immediately following the appeal deadline.

To ensure that it is received on time, an appeal may be submitted electronically (for example by facsimile or electronic mail). In such cases, the paper copy of the appeal, including the original signed copies of supporting documents, shall be mailed by the student to reach the University no later than 14 days after the expiration of the appeal period.

6.4 Appeals and Enrolment

A student appealing his or her exclusion from a course to either a Faculty Exclusion Appeals Committee or the Academic Appeals Committee may, provided he or she has appealed within the required time, remain as an enrolled student in that course until the appeal is decided.

6.5 Late Appeals to a Faculty Exclusion Appeals Committee

A late appeal to a Faculty Exclusion Appeals Committee against exclusion shall not normally be considered by the Committee.

6.6 Academic Appeals Committee

The Academic Appeals Committee may consider appeals against exclusion following the decision of a Faculty Exclusion Appeals Committee. Such appeals will only be heard under certain circumstances, as specified below.

6.7 Grounds for Appeal to the Academic Appeals Committee

Appeals against exclusion by a Faculty Exclusion Appeals Committee shall be made on the following grounds only:

- a) that the correct procedures were not followed in deciding the appeal; and/or
- b) that there was a conflict of interest in the deciding of the appeal.

Note that a change of address, name or other personal detail of a student shall not be considered as grounds for appeal. It is the responsibility of students to notify Student Administration of such changes as soon as they come into effect.

6.8 Lodging an Appeal to the Academic Appeals Committee

Students who have been excluded by a Faculty Exclusion Appeals Committee shall have 14 days from the date of the notification to the student of the determination of the Faculty Exclusion Appeals Committee to appeal to the Academic Appeals Committee of the Academic Senate. An appeal shall be in writing, addressed to the Academic Secretary, and should be delivered by hand or sent by certified mail or by registered airmail in the case of overseas students.

To ensure that it is received on time, an appeal may be submitted electronically (for example by facsimile or electronic mail). In such cases, the hard copy of the written application and the original signed copies of any supporting documents, shall be mailed or delivered to the University no later than 14 days after the expiration of the 14 day appeal period.

6.8.1 Appeal not Previously Lodged with a Faculty Exclusion Appeals Committee

Students lodging an appeal are expected to have previously appealed to the Faculty Exclusion Appeals Committee. If this has not taken place, the Academic Appeals Committee will refer any appeal received to the appropriate Faculty Exclusion Appeals Committee for determination.

6.8.2 Appeals that are not Lodged in Accordance with the Grounds for Appeal

Appeals that are lodged on grounds other than those specified in clause 6.7 (above) will normally be rejected by the Academic Secretary, following advice, where necessary, from the Presiding Officer, Academic Appeals Committee.

6.9 Late Appeals to the Academic Appeals Committee

An appeal received after the 14-day period, which is submitted in accordance with the grounds for an appeal, shall be referred to the Presiding Officer of the Academic Appeals Committee who shall have discretion to decide whether or not the appeal will be heard.

Appeals shall not be heard unless the reasons for lateness are compelling. Where an appeal falls under the category of delayed exclusion, as defined in Regulation 4, it shall normally be heard.

If the Presiding Officer determines that the reasons for lateness are compelling, a meeting of the Academic Appeals Committee will be convened to determine the appeal and the student will be required to pay the prescribed late fee. Where the exclusion of a student has been delayed as per Regulation 4 and the student appeals this exclusion to the Academic Appeals Committee, the prescribed late fee will not apply.

6.10 Enrolment and Late Appeals to the Academic Appeals Committee

A student who appeals the decision of a Faculty Exclusion Appeals Committee to exclude him or her from a course after the prescribed 14-day period, if the Presiding Officer of the Academic Appeals Committee has agreed to consider a late appeal, may remain enrolled in that course, or if his or her enrolment has been cancelled, may apply to the Executive Director, Student Administration to be reinstated in the course pending the hearing of the appeal.

A late appeal under this clause includes those which are late as a result of delayed exclusion, as defined in Regulation 4.

6.11 No Variation of the Conditions Permitted

No variation of conditions listed in Regulations 5 and 6 shall be approved for a student or a group of students.

STUDENT GENERAL MISCONDUCT RULE

As approved by the Board of Governors on 13 February 1996 (BG96/7) and amended on 11 April 1997 (BG97/65) and 6 March 1998 (BG98/18).

Amended by the University Secretary on 9 August 2000, 21 April 2004 and 9 June 2004 to make the Rule consistent with amendments to the *Charles Sturt University Act 1989 (NSW)* and the *Charles Sturt University By-law 1995*.

Inclusion of paragraph 2.5.3a approved by the Council 9 December 2005 (Resolution CNL05/107)

1 PREAMBLE

- 1.1 This Rule applies to misconduct by students of Charles Sturt University while they are on any of the campuses of the University, and/or involved in any University activity where such conduct is not covered by the University's Academic Misconduct Rule.
- 1.2 This Rule takes precedence over any other rule or regulation dealing with general misconduct by students made in pursuance of the *Charles Sturt University Act, 1989 (NSW)*.
- 1.3 Nothing in this Rule abrogates a person's right or Charles Sturt University's right to refer at any stage alleged misconduct to authorities external to Charles Sturt University.

2 DEFINITIONS

- 2.1 “Regional Consultative Committee” means either the Albury-Wodonga Campus, Bathurst Campus, Dubbo Campus or Wagga Wagga Regional Consultative Committee.
- 2.2 “Council” means the Council of Charles Sturt University.
- 2.3 “Campus” means any property on which Charles Sturt University conducts its activities.
- 2.4 “Facility” includes any real or personal property under the control or management of the University.
- 2.5 “Misconduct” means misconduct whilst on a University campus or facility or whilst involved in a University activity and such misconduct shall be defined as:
 - 2.5.1 conduct which unreasonably impairs the rights of other persons to pursue their work, studies or researches, or to participate in the life of the University or its residences, or which unreasonably interferes with the due processes of the University or which causes damage to property; or
 - 2.5.2 behaviour which injures other persons or which by its nature unreasonably endangers the safety of other persons; or
 - 2.5.3 wilfully or negligently destroying, damaging, losing or removing or otherwise interfering with either any property of the University or any property on a facility of the University; or
 - 2.5.3a breaching the copyright or moral rights of a third party, including use of University facilities, services or amenities; or
 - 2.5.4 entering any place in the University where a student is not authorised to enter where proper notification was in place to inform the student of the same; or
 - 2.5.5 failing to comply with any lawful order or direction of an employee of the University or of a person acting under the authority of the University; or
 - 2.5.6 failing to comply with any rule, order or direction made in pursuance of the Charles Sturt University Act, 1989 or any by-laws, rules and regulations made under it; or

- 2.5.7 failing to comply with a notice duly served to give evidence to a General Misconduct Panel or a General Misconduct Appeals Committee constituted as per this Rule; or
- 2.5.8 conduct upon a facility of the University, or while taking part in an official activity of the University, which is prejudicial to the good order and government of the University.
- 2.6 “Head of Campus” means a person appointed as a Head of Campus within Charles Sturt University or a person acting in that office.
- 2.7 “Secretary” means Secretary to the Council of Charles Sturt University.
- 2.8 “Student” means:
 - 2.8.1 a person enrolled in a course leading to an award of the University; or
 - 2.8.2 a person enrolled in a course not leading to an award of the University but comprised of subjects which are drawn from a course or courses leading to an award or awards of the University; or
 - 2.8.3 a person enrolled in the Associate Student Program.
- 2.9 “University” means Charles Sturt University.
- 2.10 “University activity” means any activity which students participate in under the name of the University regardless of whether or not the activity takes place on a University campus.

3 SUSPENSION OF STUDENTS

Suspension from a facility

- 3.1 Where the person in charge of a facility is of the opinion that:
 - 3.1.1 the behaviour of a student in that facility amounts to misconduct; or
 - 3.1.2 there is an imminent threat of misconduct by a student in that facility;

the person in charge of that facility may, for the purpose of halting or preventing the misconduct, suspend the student from the use of or entry to that facility or part of that facility for a period of up to two weeks.
- 3.2 The person in charge of a facility who has imposed a period of suspension under clause 3.1 shall do the following:
 - 3.2.1 by written complaint, report the suspension and circumstances of the suspension to a Head of Campus normally not later than 7 days after the incident that led to the suspension. The Head of Campus has the discretion to accept a written complaint submitted later than 7 days after the incident which led to the suspension; and
 - 3.2.2 as soon as the suspension is imposed, inform the student in writing of the suspension and circumstances of the suspension and that a written complaint has been referred or will be referred, as the case may be, to the Head of Campus.
- 3.3 The Head of Campus shall arrange for the written complaint to be investigated pursuant to clause 4.

Suspension from a lecture, tutorial, laboratory session or other type of class

- 3.4 Where a person in charge of a lecture, tutorial, laboratory session or other type of class is of the opinion that:
- 3.4.1 the behaviour of a student in the person's class or during other work supervised by the person amounts to misconduct; or
 - 3.4.2 there is an imminent threat of misconduct by a student the person's class or during other work supervised by the person;
- the person may, for the purpose of halting or preventing misconduct, suspend the student from attending the person's classes or other supervised work for a period of up to two weeks.
- 3.5 The person in charge of a lecture, tutorial, laboratory session or other type of class who has imposed a period of suspension under clause 3.4 shall do the following:
- 3.5.1 by written complaint, report the suspension and circumstances of the suspension to a Head of Campus normally not later than 7 days after the incident that led to the suspension. The Head of Campus has the discretion to accept a written complaint submitted later than 7 days after the incident which led to the suspension; and
 - 3.5.2 as soon as the suspension is imposed, inform the student in writing of the suspension and the circumstances of the suspension that a written complaint has been referred or will be referred, as the case may be, to the Head of Campus.
- 3.6 The Head of Campus shall arrange for the written complaint to be investigated pursuant to clause 4.

Suspension from a campus

- 3.7 Where a Head of Campus or a Manager Campus Services("the Manager") is of the opinion that:
- 3.7.1 the behaviour of a student on a campus amounts to misconduct; or
 - 3.7.2 there is an imminent threat of misconduct by a student on a campus;
- the Head of Campus or the Manager may, for the purpose of halting or preventing misconduct, suspend the student from entering the relevant campus or any part of the campus for a period of up to two weeks.
- 3.8 A Manager who has imposed a period of suspension under clause 3.7 shall do the following:
- 3.8.1 by written complaint, report the suspension and circumstances of the suspension to a Head of Campus normally not later than 7 days after the incident that led to the suspension. The Head of Campus has the discretion to accept a written complaint submitted later than 7 days after the incident which led to the suspension; and
 - 3.8.2 as soon as the suspension is imposed, inform the student in writing of the suspension and the circumstances of the suspension and that a written complaint has been referred or will be referred, as the case may be, to the Head of Campus.
- 3.9 The Head of Campus shall arrange for the written complaint to be investigated pursuant to clause 4.
- 3.10 A Head of Campus who has imposed a period of suspension under clause 3.7 on a student shall, as soon as the suspension is imposed, inform the student in writing of the suspension and the circumstances of the suspension.

Imposition of suspension not to prevent any further investigation

- 3.11 A suspension imposed under clause 3.1, 3.4 or 3.7 in respect of conduct alleged to be misconduct shall not prevent any subsequent action against the student in respect of the conduct.

Extension of period of suspension

- 3.12 A suspension imposed pursuant to clause 3.1, 3.4 or 3.7 may be extended only by the Vice-Chancellor only if it is reasonably necessary to do so.

4 COMPLAINTS AND PRELIMINARY ENQUIRIES

Any member of University staff or student entitled to report misconduct

- 4.1 Any member of the University staff or student may, by written complaint, inform a Head of Campus of any conduct by a student which the member or student considers to be misconduct.

Responsibility for conducting investigation

- 4.2 A Head of Campus receiving a written complaint shall consider clause 4.3 and 4.4 and refer the allegation as appropriate, where necessary. That fact that a Head of Campus is required to refer a written complaint to another Head of Campus does not in any manner invalidate the written complaint.
- 4.3 Where the Head of Campus has a conflict of interest in conducting an investigation, the Vice-Chancellor shall appoint a senior member of staff who shall investigate the written complaint and shall be vested with the relevant powers of the Head of Campus under this Rule.
- 4.4 The Head of Campus of the campus at which the student is enrolled or deemed to be enrolled shall investigate any written complaint lodged under clause 3.1, 3.4, 3.7 or 4.1, unless the Head of Campus has a conflict of interest. For the purposes of this Rule only, a Head of Campus is responsible for the campuses as outlined in Schedule A.
- 4.5 The appropriate Head of Campus shall, upon receipt of a written complaint, acknowledge the receipt in writing and shall determine whether the conduct, which is the subject of the written complaint, warrants an investigation.
- 4.6 The Head of Campus shall, upon receiving the written complaint, have 7 days to determine whether the conduct warrants an investigation. If the Head of Campus determines:
- 4.6.1 that the conduct does not warrant an investigation – the Head of Campus shall take no further action against the student and shall inform the person making the written complaint and the student of the outcome. The Head of Campus shall advise the student of, in particular, the allegation, the name of the person making the allegation, enquiries made and the outcome of the allegations; or
- 4.6.2 that the conduct warrants an investigation – the Head of Campus shall conduct an investigation pursuant to clause 5.

5 INVESTIGATION OF ALLEGED MISCONDUCT

Head of Campus or General Misconduct Advisory Panel to Investigate Alleged Misconduct

- 5.1 If the Head of Campus determines pursuant to clause 4.6.2 that the conduct warrants an investigation, the Head of Campus shall do one of the following:
- 5.1.1 conduct an investigation into the allegations referred to in the written complaint. Such an investigation shall be conducted in accordance with clause 5.2 to 5.5; or
- 5.1.2 refer the written complaint to a General Misconduct Advisory Panel within 14 days of receipt of the written complaint, unless granted an extension of time by the Vice-

Chancellor, for investigation and advice. The Panel shall conduct its investigation on behalf of the Head of Campus pursuant to clause 5.6 to 5.12.

Head of Campus's Investigation

- 5.2 In conducting the investigation pursuant to clause 5.1.1 the Head of Campus shall send a written notification to the student including the following details:
 - 5.2.1 the allegation and details of the allegation;
 - 5.2.2 the name of the person making the allegation;
 - 5.2.3 the preliminary enquiries made and the outcome of the enquiries;
 - 5.2.4 a request that the student respond within 14 days; and
 - 5.2.5 written information, if any, from the relevant Student Association regarding assistance available to the student.
- 5.3 The student may respond to the Head of Campus in writing, by telephone or in person. The Head of Campus may grant the student an extension of time to respond.
- 5.4 In conducting the investigation the Head of Campus shall have the authority to require any member of the University staff or any student to appear before the Head of Campus with a view to assisting the investigation, but no person appearing shall be obliged to answer any question. The Head of Campus shall adhere to the principles of natural justice.
- 5.5 The Head of Campus shall conduct the investigation and reach a decision in accordance with clause 5.15, within 21 days of notifying the student under clause 5.2, unless granted an extension by the Vice-Chancellor. This period of time shall be automatically extended by a period equivalent to any extension of time granted to the student pursuant to clause 5.3.

General Misconduct Advisory Panel's Investigation on behalf of the Head of Campus

- 5.6 If required under clause 5.1.2, the Head of Campus shall appoint a three person General Misconduct Advisory Panel to hear matters referred under clause 5.1.2.
- 5.7 The functions of a General Misconduct Advisory Panel are:
 - 5.7.1 to act on behalf of the Head of Campus by making enquiries and to determine whether or not misconduct has occurred; and
 - 5.7.2 to recommend to the Head of Campus on penalties to be imposed for misconduct.
- 5.8 The members of a Panel shall include:
 - 5.8.1 one member of a Regional Consultative Committee;
one student of the University;
one staff member of the University; and
 - 5.8.2 shall comprise of at least one male member and one female member.

No person with a conflict of interest may be appointed to a Panel.

- 5.9 The Head of Campus shall appoint the Presiding Member of a Panel who shall have a deliberative vote.
- 5.10 A Panel shall convene within seven days of receiving a request from the Head of Campus.
- 5.11 The Panel shall send a written notification to the student including the following details:

- 5.11.1 the allegation and details of the allegation;
 - 5.11.2 the name of the person making the allegation;
 - 5.11.3 the preliminary enquiries made and the outcome of the enquiries;
 - 5.11.4 a request that the student respond within 14 days; and
 - 5.11.5 written information, if any, from the relevant Student Association regarding assistance available to the student.
- 5.12 The student may respond to the Panel in writing, by telephone or in person. The Panel may grant the student an extension of time to respond.
- 5.13 In conducting the investigation the Panel shall have the authority to require any member of the University staff or any student to appear before the Head of Campus with a view to assisting the investigation, but no person appearing shall be obliged to answer any question. The Panel shall adhere to the principles of natural justice.
- 5.14 A Panel shall conclude its enquiry, reach a recommendation and report to the Head of Campus within thirty days of its original convening unless granted an extension of time by the Head of Campus. This period of time shall be automatically extended by a period equivalent to any extension of time granted to the student pursuant to clause 5.12. The Panel shall then present its report to the Head of Campus who shall make a decision pursuant to clause 5.15 within seven days of the Panel's presentation of the report.

Penalties arising from misconduct

- 5.15 Upon the Head of Campus's completion of an investigation pursuant to clause 5.2 or after the Head of Campus has received and considered the report from the General Misconduct Advisory Panel pursuant to clause 5.6, the Head of Campus shall make one of the following decisions:
- 5.15.1 declare the student not guilty of misconduct; or
 - 5.15.2 declare the student guilty of misconduct and do any one of the following:
 - 5.15.2.1 take no further action against the student; or
 - 5.15.2.2 caution or reprimand the student; or
 - 5.15.2.3 require the student to pay for damage and/or expense caused by the misconduct not exceeding the full value (less any recoverable insurance claimed) of rectifying the damage and/or compensating the expense; or
 - 5.15.2.4 impose a fine and the conditions of payment of the fine on the student not exceeding the maximum value of the academic misconduct fine contained in the University's Schedule of Fees. The fine will be paid into the general funds of the University; or
 - 5.15.2.5 suspend the student from the use of any specific facility, or the right to enter any specific building or area of land of the University or any specific part thereof; or
 - 5.15.2.6 suspend the student from the University for a specified period not exceeding one calendar year. A suspended student has the automatic right of re-enrolment in the course from which he or she was suspended at the completion of the period of suspension. A suspended student may

not be admitted to any course in the University and may not be enrolled in the Associate Student Program during the period of suspension.

If suspension occurs during a session, the Dean/s of the Teaching Faculty/ies shall determine the grades for the student for that session; or

5.15.2.7 a combination of penalties specified in clauses 5.15.2.1 to 5.15.2.6 above; or

5.15.3 declare the student guilty of misconduct and expel the student from the University for a specified period of at least two years. A student expelled from the University under this clause may not be eligible for admission to any course in the University and may not be enrolled in the Associate Student Program during the period of expulsion. Such a student who wishes to resume study at the University after the period of expulsion must apply for admission to the University. Admission is not automatically granted: each application is considered on its merit.

5.16 If a penalty is imposed under clause 5.15.2 above, the Head of Campus shall:

5.16.1 advise the Dean of the Faculty in which the student is enrolled of this fact in writing;

5.16.2 advise the person making the allegation of this fact in writing;

5.16.3 advise the student of this fact in writing; and

5.16.4 give the student the right to appeal within twenty-one days from the date of the written advice. The student may be given an extension of time to appeal by the Head of Campus.

- 5.17 If, at the expiration of the period specified in clause 5.16.4 above, the student has not appealed, the Head of Campus shall arrange for any penalty to be imposed upon the student, and shall advise the student, the person making the allegation and the Dean of this fact in writing. The Head of Campus shall also advise any necessary University officers for the purpose of enforcing the penalty.

6. APPEALS

6.1 Students contesting a decision of the Head of Campus made under this Rule may appeal to the General Misconduct Appeals Committee of the Council.

6.2 The appeal must be lodged in writing with the Secretary within twenty-one days of the date of notification of the decision unless granted an extension of time by the Secretary.

6.3 A student may appeal against:

6.3.1 a finding of misconduct; and/or

6.3.2 a penalty imposed upon him or her; and/or

6.3.3 the severity of the penalty imposed.

7. GENERAL MISCONDUCT APPEALS COMMITTEE

7.1 The Secretary shall convene a three person General Misconduct Appeals Committee to hear appeals lodged under clause 6 above. Members of a Committee shall be appointed by the Vice-Chancellor. The Committee shall comprise three members of the Council one of whom shall be the student member and one of whom shall be an appointed member.

7.2 No person with a conflict of interest may be appointed to a General Misconduct Appeals Committee.

- 7.3 The General Misconduct Appeals Committee shall include of at least one male member and at least one female member.
- 7.4 No person who has served on a General Misconduct Panel may serve on a General Misconduct Appeals Committee relating to the same alleged misconduct.
- 7.5 In the event that there is no serving student member of the Council or that the student member is unavailable to serve on a General Misconduct Appeals Committee, the Vice-Chancellor shall appoint a student member of the Academic Senate or of one of the Faculty Boards of the University.
- 7.6 The Vice-Chancellor shall appoint the Presiding Member of a General Misconduct Appeals Committee-

8. APPEALS PROCEDURES

- 8.1 The Secretary shall convene a General Misconduct Appeals Committee within fourteen days of receiving an appeal unless granted an extension of time by the Vice-Chancellor. The Secretary shall provide the appellant with written information from the Student Association regarding assistance available to the student. A Committee shall conclude its enquiry and reach a decision within sixty days of its original convening unless granted an extension of time by the Vice-Chancellor. A Committee may adjourn its hearing of the appeal for a period not exceeding fourteen days.
- 8.2 In exercising its functions a Committee shall adhere to the principles of natural justice.
- 8.3 The appellant shall be invited to put his or her case in person to the Committee. The appellant may be assisted at the hearing by an adviser. An adviser shall not be a person called to give evidence at the appeal nor a currently practising barrister or solicitor.
- 8.4 The University shall be invited, through a representative appointed by the Vice-Chancellor, to put its case in person to the Committee. The University's representative may be assisted at the hearing by an adviser. An adviser shall not be a person called to give evidence at the appeal nor a currently practising barrister and solicitor.
- 8.5 In all other matters of procedure the Committee shall be guided by the relevant clauses of the Rule of the Council relating to Staff Appeals Committees.

9. APPEALS OUTCOMES

- 9.1 A General Misconduct Appeals Committee shall do one of the following:
 - 9.1.1 uphold the decision by the Head of Campus; or
 - 9.1.2 vary the penalty imposed by the Head of Campus in any way; or
 - 9.1.3 quash the decision of the Head of Campus.
- 9.2 The decision of a General Misconduct Appeals Committee shall be final and shall be conveyed by the Secretary in writing to the appellant and his or her adviser, the University's representative and his or her adviser, the person alleging misconduct, the Head of Campus and the Dean of the Faculty in which the student is enrolled.
- 9.3 The Secretary will arrange for any penalty to be imposed upon the student.

10. CONFIDENTIALITY

The nature of any misconduct investigated under this Rule, the penalty imposed and the outcome of any appeal may be made public but the identity of the students, staff or other persons involved in the

investigation of misconduct including the identity of the person alleged to be in breach of this Rule is confidential so long as the tenets of natural justice are adhered to.



Grievance Resolution Policy

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| Version | 2.0 |
| TRIM file number | 05/XXXX |
| Short description | A policy on resolving grievances at CSU. |
| Relevant to | All employees and students of CSU. |
| Approved by | Executive Committee of Council |
| Responsible officer | Executive Director, Human Resources |
| Responsible office | Division of Human Resources |
| Date introduced | 19 December, 2003 (GOV 82 – resolution CNL 03/154) |
| Date(s) modified | 18 November, 2005 (resolution EXE 05/106) |
| Next scheduled review date | November, 2008 |
| Related University documents | Grievance Resolution Procedure Equal Opportunity Policy Harassment Policy Code of Conduct for Staff |
| Related legislation | |
| Key words | policy, grievance, resolution, mediation, conciliation, harassment, bullying |

1. PURPOSE

- 1.1 The purpose of this document is to set out Charles Sturt University's (CSU's) policy on resolving grievances.
- 1.2 The University is responsible for ensuring a safe, harmonious and productive environment for its students, employee(s) and visitors. One of the ways in which we seek to achieve this is by ensuring that everyone complies with the law, internal regulations, policies and procedures, and that a fair and transparent system for raising concerns and making grievances is available for students, employee(s) and visitors.

2. SCOPE

This policy applies to all students and employees of CSU.

3. PRINCIPLES

- 3.1 Charles Sturt University is committed to providing and maintaining a harmonious and productive work and study environment – free from unfair treatment, discrimination, harassment, vilification, bullying and conflict.
- 3.2 Charles Sturt University recognises that all those who work or study at the University, or have any interaction with the University, have the legal and ethical right to:
 - (a) raise any concern or complaint related to unfair treatment, discrimination, harassment, vilification, bullying and other such issues; and
 - (b) have that concern, problem, complaint or grievance dealt with confidentially, fairly, effectively and in a timely manner.

4. DEFINITIONS

- 4.1 **Bullying:** Any unfair or unreasonable behaviour that belittles, scares, intimidates or offends to the extent that it could put someone's health, safety or welfare at risk, including their psychological or emotional health.
- 4.2 **Conciliation:** A process that facilitates dispute resolution in which someone who has legal or procedural authority or power (usually called a conciliator) helps the aggrieved parties reach a joint agreement that is fair to all concerned, and that fits with everyone's legal and/or procedural rights. The conciliator may influence the outcome to ensure that the best agreement is reached, and may sometimes need to impose a particular outcome.
- 4.3 **Discrimination:** Treating someone unfairly or differently because of an irrelevant personal characteristic – such as their sex, pregnancy, race (including colour, nationality and descent), disability, medical record, sexual preference, religion, transgender, carer's responsibilities, social origin, political belief, employee association activity, irrelevant criminal record or age. Discrimination also includes treating someone the same as someone else, but where the result of doing this unreasonably disadvantages substantially more people of that person's sex, race, disability, etc.
- 4.4 **Grievance:** Any concern or complaint about unfair treatment, discrimination, harassment, vilification and/or bullying.
- 4.5 **Harassment:** Unwelcome behaviour that makes a person feel belittled, intimidated, offended or apprehensive, and that a reasonable person, taking into account all the circumstances, would expect to cause offence, intimidation or apprehension.
- 4.6 **Mediation:** A process that facilitates dispute resolution in which someone who has professional mediation skills (usually called a mediator) helps the aggrieved parties reach a joint agreement that

suits everyone concerned. He/she is neutral and does not influence the outcome, other than to ensure that there is no abuse of power, and that the parties have been helped to consider all possible solutions.

- 4.7 **Misconduct:** Something that is serious enough to be regarded as disciplinary or punishable under the student misconduct policy, the student academic misconduct policy or the Charles Sturt University Enterprise Agreement.
- 4.8 **Victimisation:** Any retaliatory action towards a complainant, witness or any other person involved in the resolution of a complaint or grievance.
- 4.9 **Vilification:** Anything that happens publicly that could encourage hatred, serious contempt or severe ridicule of a person or group of people, because of their race, ethno-religion, homosexuality, transgender or HIV or AIDS status.

5. RESPONSIBILITIES

- 5.1 The **Manager, Complaints** has primary responsibility for ensuring that the University's Grievance Resolution Policy and related Procedures and Guidelines are implemented effectively and fairly.
- 5.2 **University Mediators**, on request and where appropriate, are responsible for mediating any problem, concern, complaint or grievance about unfair treatment, discrimination, harassment, vilification and/or bullying. They can also help conciliate such matters and/or help ensure that, after a matter has been resolved, the parties involved are able to restore effective work/study relationships.

6. GROUNDS FOR GRIEVANCE

- 6.1 Grounds for grievance include any concern or complaint about unfair treatment, discrimination, harassment, vilification and/or bullying.
- 6.2 Using the grievance procedures for frivolous concerns or vexatious reasons will result in disciplinary action under the relevant student misconduct procedure or the staff misconduct procedure as specified in the CSU Enterprise Agreement.

7. GRIEVANCE RESOLUTION

- 7.1 Charles Sturt University has developed specific procedures to facilitate the resolution of grievances of employees, students and visitors to the University.
- 7.2 The prime objective of the University's grievance resolution procedures is to achieve a sound and fair settlement of a grievance in the context of the following principles:
 - (a) grievances shall be handled as quickly as possible and will be treated seriously, sensitively and impartially, having due regard to procedural fairness;
 - (b) resolution of the grievance shall be as close as possible to the source;
 - (c) there shall be a desire by the parties involved to resolve the grievance in good faith;
 - (d) grievance resolution procedures and guidelines shall be seen as fair by all parties;
 - (e) individuals shall be encouraged to use the procedures with the assurance that there will not be any reprisal; and
 - (f) confidentiality shall be strictly observed by all participants and at all stages of the grievance procedure.
- 7.3 There exist separate University review, appeal or complaint procedures concerning:

- (a) admission, enrolment, credit, assessment, examinations, exclusions, graduation and higher degree programs;
 - (b) student residential accommodation;
 - (c) privacy;
 - (d) freedom of information;
 - (e) corrupt conduct and maladministration;
 - (f) promotion for academic staff;
 - (g) health and safety; and
 - (h) conditions of employment.
- 7.4 The procedures cannot be used, in the first instance, for a concern or complaint where there already exists separate University review, appeal or complaint procedures as outlined in 7.3.
- 7.5 If a concern or complaint has already been reviewed under another University procedure as outlined in 7.2, the procedures can only be used if:
- (a) the review has not taken proper account of the concern or complaint about unfair treatment, discrimination, harassment, vilification or bullying; and/or
 - (b) someone was treated unfairly, discriminated against, harassed, vilified or bullied during the process of that review.
- 7.6 If a concern or complaint suggests student or staff misconduct, the matter must be dealt with under the relevant student misconduct procedure or the staff misconduct procedure as specified in the CSU Enterprise Agreement.



Grievance Resolution Procedure

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| Version | 1.1 |
| TRIM file number | 05/XXXX |
| Short description | A procedure to facilitate the resolution of grievances of CSU employees and students. |
| Relevant to | All employees and students of CSU. |
| Approved by | Executive Committee of Council |
| Responsible officer | Executive Director, Human Resources |
| Responsible office | Division of Human Resources |
| Date introduced | 18 November, 2005 (resolution EXE 05/106) |
| Date(s) modified | 7 March, 2006 |
| Next scheduled review date | November, 2008 |
| Related University documents | <u>Grievance Resolution Policy</u> Equal Opportunity Policy Harassment Policy Code of Conduct for Staff |
| Related legislation | |
| Key words | procedure, grievance, resolution, mediation, conciliation, harassment, bullying |

1. PROCEDURES

- 1.1 CSU has developed a formal procedure manual for grievance resolution, including resolution guidelines for those handling grievances and mediation guidelines for University mediators. This manual must be used in the application of the following procedures. These procedures provide a series of options at 1.3 to 1.5 rather than a set of consecutive actions that must be followed.
- 1.2 Any student, member of staff, person contracted to supply services to CSU, visitor to CSU or ex-students and ex-employee(s) can use the grievance procedures to resolve problems or concerns about unfair treatment, discrimination, harassment, vilification, bullying and other such issues, that are caused by:
 - (a) an employee;
 - (b) a student;
 - (c) a contractor (someone the University has contracted to work for the University);
 - (d) any other type of visitor to a University campus; and/or
 - (e) anyone at a CSU-organised external work or study placement, even if this is overseas.
- 1.3 Those who have a grievance, in the first instance, are strongly encouraged to approach the person or people involved to resolve matters as soon as possible. However, it is recognised that this is not always appropriate, e.g. in cases of harassment.
- 1.4 If the grievance is not able to be resolved at this stage, the individual with the grievance may seek advice, in confidence, and at the earliest convenience, from any one of the following persons or bodies listed below:
 - (a) Student Services;
 - (b) an Equal Opportunity employee or a Human Resources Manager or Director;
 - (c) a representative of the student association or an employee representative of his/her choice;
 - (d) a Student Services counsellor or the Employee Assistance Program; or
 - (e) other CSU student specialist services/advisers – e.g. a Student Disability Liaison Officer, an International Student Adviser, the Indigenous Education Centre, the Residential Support Scheme, or a Student Community Coordinator; or
- 1.5 If the grievance can be resolved by mediation, then a University mediator may be requested to provide assistance. The role of the mediator is to help the parties come to a mutually agreeable solution and to do this in a fair and impartial manner using University approved guidelines. Unless there are exceptional circumstances, the assistance of a University mediator must be sought within six (6) months of the problem which has resulted in the complaint or grievance. The University mediator is required to organise mediation within 10 working days of being contacted.
- 1.6 If 1.3 or 1.5 prove to be inappropriate, unsuitable or unsuccessful in resolving the grievance, the following options are available:
 - 1.6.1 **Students** can telephone, write to and/or meet with:
 - (a) the course coordinator or the appropriate Sub Dean of the Faculty, or if this is not appropriate:

- (b) the Head of School, or if this is not appropriate:
- (c) the Manager of the section where the problem happened;
- (d) the Dean or Executive Director of the section where the problem happened, or if this is not appropriate:
- (e) the Student Services Help Desk for referral to the Director, Student Services or someone within Student Services whom the Director has nominated to resolve that type of matter, or if this is not appropriate:
- (f) The University's Manager, Complaints.

1.6.2 **Employee(s)** can telephone, write to and/or meet with:

- (a) the Manager of the section or Head of School, or if this is not appropriate:
- (b) the Dean or Executive Director, or if neither of these are appropriate:
- (c) The University's Manager, Complaints.

1.6.3 **Visitors** to CSU, someone who is applying or trying to apply to become a student/employee, or ex-students and ex-employees can telephone, write to or meet with:

- (a) The Head of School or Manager of the section, or if this is not appropriate:
- (b) the Dean of the Faculty or the Executive Director of the Division, or if this is not appropriate:
- (c) the University's Manager, Complaints.

Unless there are exceptional circumstances, the assistance of any of the above persons must be sought within six (6) months of the problem which has resulted in the grievance.

- 1.7 If 1.6 proves to be inappropriate, unsuitable or unsuccessful in resolving the grievance, an independent review can be requested by contacting the Manager, Complaints. The Manager, Complaints will then conduct the review by checking through the process used to make sure that it was fair and proper. If the Manager, Complaints was already involved in seeking to resolve the grievance, then the matter will be referred to the Director, Office of the Vice-Chancellor who will appoint a person to conduct the review.
- 1.8 Depending on the circumstances, the person conducting the review as outlined in 1.7 may recommend to the Vice-Chancellor that an investigating officer be appointed.
- 1.9 Where an investigating officer has been appointed, he/she can recommend to the Vice-Chancellor that any original decision should remain, or that it should be overturned. In addition, if the investigating officer believes that the person who was resolving the matter originally, deliberately mishandled the matter in a way that breaches this procedure, he/she may recommend disciplinary action against that person by referring the matter to the relevant misconduct proceedings.
- 1.10 Where, at any time during the handling of a grievance, the Director, Office of the Vice-Chancellor is satisfied that the grievance is:
 - (a) frivolous;
 - (b) vexatious;
 - (c) misconceived;

- (d) lacking in substance;
- (e) out of time; or
- (f) could more appropriately be dealt with by an external body;

the Director may recommend to the Vice-Chancellor that the grievance be declined, and the Vice-Chancellor may decline the grievance.

- 1.11 Where the Vice-Chancellor declines a grievance under 1.10, the matter is deemed to be concluded with respect to the University.
- 1.12 The Vice-Chancellor may decide not to proceed with a grievance if satisfied that the person does not wish to proceed with the matter, in which case no further action is required to be taken by CSU.

2. UNRESOLVED GRIEVANCE

Should the grievance remain unresolved after these procedures have been followed, then the person with the grievance can refer the matter to one or more external organisations including:

- (a) Anti-Discrimination Board of NSW;
- (b) Human Rights and Equal Opportunity Commission;
- (c) Independent Commission Against Corruption;
- (d) NSW Ombudsman;
- (e) the police; and/or
- (f) a lawyer.

3. CONFIDENTIALITY

Only the people who are directly involved in the grievance, or in helping to resolve it, are allowed to have access to information about the grievance.

4. RETENTION OF GRIEVANCE RECORDS

Documentation of grievances is to be kept separate from personnel or student administration files, which should be noted only where a person has had a penalty imposed as a result of disciplinary action.

13.2.2 Fees and Charges

This appendix has been changed.

1. *Changes implemented during the current consent period: The appendix has been updated to provide current University information. This process is ongoing.*

Details of the University's policies and procedures pertaining to the payment schedule of fees and charges can be found at: <http://www.csu.edu.au/division/finserv/students/fees.htm>

Additional information for CSU Ontario students is found at:
<http://www.csu.edu.au/division/finserv/ontario/index.htm>

13.2.3 Student Dismissal

The following University policies relate to student dismissal:

- Student Academic Misconduct Policy
- Academic Progress Regulations
- Student General Misconduct Rule

Copies of these policies are included in **13.2.1 Dispute Resolution**.

13.2.4 Withdrawals and Refunds

This appendix has been changed.

1. *Changes implemented during the current consent period: The appendix has been updated to provide current University information. This process is ongoing.*

Policies and procedures relating to student withdrawals and refunds are contained within the attached **Enrolment Regulations** of the University.

ENROLMENT REGULATIONS

As approved by the Academic Senate on 24 September 1991 (AS 91/140) and amended on 20 October 1992 (AS 92/208); 17 August 1993 (AS 93/250); 19 October 1993 (AS 93/228); on 7 September 1994 by the Standing Committee of Academic Senate; on 28 June 1995 (AS 95/96); 25 October 1995 (AS 95/218, 95/222, 95/224, 95/226); 25 June 1997 (AS 97/125); 28 October 1998 (AS 98/258), 16 December 1998 (AS 98/298-299), Academic Programs Committee on 12 September 2000 (APC 00/64), 12 June 2001 (APC 01/44), 11 December 2002 (AS 02/141), 2 April 2003 (AS 03/24), 10 December 2003 (AS 03/111), 1 September 2004 (AS 04/109) and 8 December 2004 (AS 04/120).

1. ELIGIBILITY FOR ENROLMENT

Students may not enrol in a course unless an offer of a place in the course has been made, the offer has been accepted in the prescribed manner and all the conditions for enrolment have been met, as prescribed in the University regulations.

2. RESPONSIBILITY FOR CORRECT ENROLMENT

Students are responsible for ensuring that they are correctly enrolled each session.

2.1 Correct Information

Students must ensure that information required on the enrolment form is complete and correct.

2.2 Correct Subjects

Subjects must be entered correctly by subject code, and must be part of the course in which the student is enrolled.

2.3 Prerequisites

Students can only enrol in subjects if prerequisites have been met except under clause 7.2 below.

2.4 Due Dates

All other enrolment conditions, including the payment of fees, must be met by the date(s) specified.

2.4.1 Due Date for Initial Enrolment in PhD and Master by Research Programs

When accepting an offer of admission to a PhD or Master by research program, candidates are expected to enrol within one month of the date of offer, unless a deferment of enrolment is approved (see also Clause 9 of the Admission Regulations).

3. ENROLMENT FORMS

To effect enrolment, students must complete the enrolment process as directed, either online or using the pre-printed enrolment form. The declaration for students enrolling online is confirmed by virtue of their logon and submission of data, and for those students completing the pre-printed form, by signing the declaration. HECS-HELP or FEE-HELP Loans Scheme payment applications must also be completed and submitted to Student Administration. See also clause 4 below.

4. PAYMENT OF FEES

4.1 Enrolment and the Payment of Fees

The payment of fees associated with enrolment as a student in the University is an essential component of the enrolment process. Enrolment is not complete until all fees associated with enrolment have been paid.

4.2 Fees Payable at Enrolment

The fees payable at enrolment include:

- the Student Facilities and Services Fee;
- any fees or other charges outstanding from previous sessions or trimesters;
- course or tuition fees if applicable;
- the late Enrolment Addition fee per subject if enrolling after the Friday of the first week of session or trimester.

4.3 Amounts Payable

The amount payable for a particular fee in a particular year is published in the Schedule of Fees and Charges in the University Handbook for that year.

4.4 Due Dates for Payment

Fees associated with enrolment shall be paid by the due date for payment. The due dates for payment are published in:

- the Principal Dates in the University Handbook;
- the Student Information Booklet issued to students at enrolment;
- the Residential Handbook;
- on individual notices or invoices issued to students; and
- on Commonwealth Assistance Notices.

4.5 Late Enrolment Addition Fee

Students who add a subject after the Friday of the first week of session or trimester will incur a Late Enrolment Addition fee for each subject.

4.6 Extension of Time for Payment

An extension of time for the payment of fees associated with enrolment shall not normally be granted. Where an extension of time is granted a deferred payment fee may also be payable.

4.7 Waiver of Fees

Fees associated with enrolment shall not normally be waived. Exceptions to this include:

- waiver of the Student Facilities and Services Fee for students who are life members of one of the University's Student Associations;
- all fees associated with enrolment for Fulbright Scholars from the United States of America.

Enquiries regarding the waiver of fees associated with enrolment should be made to the Director of Finance on the Wagga campus.

4.8 Liability for Additional Costs

Costs incurred by the University in seeking to collect fees associated with enrolment shall be

charged to the student and shall become, for that student, an additional cost associated with his or her enrolment.

4.9 Refund of Fees

4.9.1 HECS-HELP Liable Students

4.9.1.1 HECS-HELP Liability

HECS-HELP liable students who withdraw from a subject by 5.00 pm on the census date for the session will not incur a HECS-HELP liability for that subject. If a student in this situation has paid his or her fee for that subject before withdrawal, the student shall receive a refund of the student contribution paid.

HECS-HELP liable students who withdraw from a subject after the census date for the session shall incur a HECS-HELP liability for that subject. The HECS-HELP liability for such a subject will only be remitted in special circumstances. Enquiries regarding the remission of an upfront HECS-HELP or deferred HECS-HELP liability should be made to any Student Administration Office.

4.9.1.2 Student Facilities and Services Fee

New students, ie those enrolling in their first session or trimester of study, who withdraw from all their subjects by 5.00 pm on the census date for that session or trimester shall receive a refund of their Student Facilities and Services Fee. No refund is payable after the census date.

Continuing students who withdraw from all their subjects by 5.00 pm on the census date for that session or trimester shall receive a refund of their Student Facilities and Services Fee. No refund is payable after the census date.

4.9.2 Fee Paying Students

New students, ie those enrolling in their first session or trimester of study, who withdraw from all or part of their subject enrolment by 5.00 pm on the census date for that session or trimester shall receive a full refund of the tuition fees paid for those subjects. No refund is payable after the census date.

Continuing students who withdraw from one or more subjects by 5.00 pm on the census date for that session or trimester shall receive a full refund of the tuition fees paid for those subjects. No refund is payable after the census date.

Students repeating a subject must pay the full fee regardless of subject requirements previously completed.

Students not wishing to sit for final examinations and obtain a formal award must pay the full fee.

4.9.3 International

Students admitted to the University through the International Office shall be subject to the refund policy provided with their Offer of Admission, where it differs from the above.

4.9.4 Late Fees

5. COMMONWEALTH SUPPORTED STUDENT CONTRIBUTION SCHEME (HECS-HELP)

Students enrolling in courses to which HECS-HELP applies must:

- lodge a HECS-HELP Application Form if enrolling in the course for the first time; and
- pay their prescribed student contribution amount if the pay now option was selected

by dates specified by the Executive Director, Student Administration.

Failure to submit a HECS-HELP Application Form or to pay the student contribution amount by the specified date will result in the cancellation of a student's enrolment for the session and in the case of students enrolling in the University for the first time, withdrawal from the course.

6. SELECTION OF SUBJECTS

Notwithstanding the responsibility of students to select their subject enrolment each session (see clause 2 above), the following restrictions may apply:

6.1 Approval of Subject Selection

A Course Co-ordinator may insist that students in a particular course have their subject selection approved by the Course Co-ordinator or other nominated University officer. Students affected by this regulation will have included in their enrolment instructions a direction to have their enrolment form signed by the Course Co-ordinator or University officer before lodging it with the Student Administration Office.

6.2 Maximum Subject Load

Students may not enrol in more than the normal subject load each session, except with the permission of the Course Co-ordinator. The normal subject loads are:

- Autumn and Spring Sessions

32 point for a full-time load and 16 points for a part-time load;

- Summer Session

16 points for a full-time load and 8 points for a part-time load.

6.3 Restrictions on Subject Enrolment

The Course Co-ordinator may place restrictions on the number of subjects students may take in a given session, and/or may specify the particular subjects students may take.

6.4 Subjects Additional to Award Requirements

Students may not enrol as HECS-HELP (ie. Commonwealth supported) students in subjects additional to those required for an award. Students may however, with the approval of the Course Co-ordinator apply to enrol in additional subjects as an Associate (fee paying) Student (see Admission Regulation 6).

6.5 Subject Quotas

Students may be prevented from enrolling in particular subjects due to subject enrolment quotas.

6.6 Fee Paying Overseas Students

Full fee paying overseas students are required under their visa regulations to enrol in a normal full-time subject load each session as specified in clause 6.2 above. This requirement may only be relaxed where the student is in the final session of the course with less than the full-time session load necessary to complete the course.

7. PREREQUISITES

7.1 Equivalent Subjects

Where students have not met the prerequisite for a subject as specified in the University Handbooks, the Head of the teaching School on the recommendation of the Subject Co-ordinator may approve the students' enrolment in the subject on the basis of the completion of another subject or other subjects deemed to be equivalent to the prerequisite.

7.2 Waiver of Prerequisites

Where students have not met the prerequisites for a subject as specified in the University Handbooks, the Head of the teaching School in consultation with the Subject Co-ordinator may waive the prerequisite if the students can demonstrate other experience which suggests the students would be able to successfully complete the subject. Students may be required to present written evidence of a prerequisite waiver to the Student Administration Office.

7.3 Grades and Prerequisites

The following grades will not satisfy prerequisite requirements: AW, FL, FW, GP, IP, NA, PT, SX, TA, US and WD.

7.4 Failure to Meet Prerequisites

Enrolment in a subject is null and void if students have not met the prerequisite, other than as permitted under clauses 7.1 or 7.2 above. Students who enrol in a subject in anticipation of passing its prerequisite must withdraw from the subject if the prerequisite is not subsequently passed.

7.5 Credit

The granting of credit in a subject is equivalent to a pass in the subject for prerequisite purposes.

7.6 Changes to Prerequisites

Students shall not be disadvantaged by any change of prerequisites provided that the students remain continually enrolled in the course. Should students withdraw from a course and be subsequently re-admitted, the new prerequisites will apply upon re-admission, subject to any variations approved under clauses 7.1 or 7.2 above.

8. STUDENT IDENTIFICATION

8.1 Student Numbers

Upon initial enrolment at the University, students will be issued with a student number which must be quoted in all correspondence with the University. This number will be retained by a student and used whenever he or she commences a new course with the University.

8.2 Identification Cards

8.2.1 Issue of Cards

Students enrolling for the first time with the University shall be issued with an identification card. Students re-enrolling with the University will have their

identification card validated as current for the period of their re-enrolment.

8.2.2 Use of Cards

An identification card is a student's authority to access a range of University services and facilities as determined by the University and including the authority to attend classes, receive teaching materials, sit examinations and borrow specified materials from the University.

8.2.3 Obligations Regarding Use

Acceptance of an identification card signifies that a student undertakes to use the card for the purposes for which it is issued and to be bound by the rules or conditions, as amended from time to time, which are specified in relation to any of those purposes.

8.2.4 Replacement of Cards

Identification cards shall be replaced subject to the payment of the prescribed fee.

9. PERSONAL DATA

9.1 Responsibility for Personal Data

Students must notify the Student Administration Office of any change of name, address or other personal data recorded with the University. Students are responsible for checking all personal data and must advise the Student Administration Office of changes as they occur by completing a change of name/address form available for this purpose, by writing to the Student Administration Office, or making the changes online. Documentation is required when notifying a change of name.

9.2 Appeals Against Decisions

Failure to advise of changes to personal data will not be accepted as grounds for appeal against University decisions.

10. CONFIRMATION OF ENROLMENT AND HECS-HELP LIABILITY

Students are required to confirm their enrolment and HECS-HELP liability by the census date specified in the Principal Dates by checking the information on a form issued by the Student Administration Office which shows each student's enrolment status.

10.1 Corrections to Enrolment

Corrections to enrolment resulting from the enrolment confirmation must be lodged with the Student Administration Office by the census date.

10.2 Late Corrections

Corrections to subject enrolment after the census date will only be processed if the appropriate late fee is paid. In appropriate cases, such corrections will also be conditional upon the student paying an increased HECS-HELP charge or accepting an increased HECS-HELP liability.

11. RE-ENROLMENT

All continuing students are required to re-enrol each year by a date specified in the Principal Dates.

11.1 Re-enrolment During Examination of Theses or Other Examinable Works (PhD, Master by Research and Professional Doctoral Programs)

11.1.1 During Candidature

An enrolled candidate shall be required to re-enrol as specified in 11 above until the thesis or other examinable work has been submitted for examination or until termination of the candidature by the candidate or by the Board of Graduate Studies (or, for coursework professional doctoral programs, by the Faculty), whichever comes first.

11.1.2 During Re-Examination of a Thesis or Other Examinable Work

A candidate also may be required by the Board (or, for a coursework professional doctoral program, by the Faculty) to re-enrol to undertake major revision of a thesis or other examinable work prior to re-examination or to undertake other such work prescribed by the Board (or the Faculty). A candidate will not be required to re-enrol during periods of leave of absence granted by the Board (or by the Faculty).

12. ADDING SUBJECTS TO AN ENROLMENT

12.1 All Students

Students who wish to add a subject to their enrolment should do so electronically by logging onto www.my.csu.edu.au, going to the Student Administration link by the prescribed date and following the instructions for adding a subject to an enrolment. Addition of subjects after the prescribed date for adding online will incur a late fee for each subject.

12.2 Deadlines

12.2.1 Students adding subjects for Autumn and Spring sessions

Subject to clause 6 above and a place being available in a subject, students may add subjects to their enrolment up until 5.00 pm on the Friday of the first week of session.

12.2.2 Students adding subjects for Trimesters

Subject to clause 6 above and a place being available in a subject, students may add subjects to their enrolment up until 5.00 pm on the Friday before the start of the Trimester

12.3 Deciding Applications

12.3.1 Applications Received by the Deadline

The Student Administration Office shall approve an application received by the deadline provided that there is a place available in the subject and the student is eligible to enrol in the subject. The Student Administration Office shall decline all other applications.

12.3.2 Applications Received After the Deadline

The Student Administration Office shall decline an application received after the deadline if a place is not available in the subject or if the student is ineligible to enrol in the subject. The Student Administration Office shall refer all other applications to the Head of the Teaching School for decision

12.4 Notification

As addition of subjects are normally made online, students will receive online confirmation of the addition.

13. WITHDRAWAL FROM SUBJECTS

13.1 Withdrawal

Students who wish to withdraw from a subject, up to and including census date, should do so by logging onto www.csu.edu.au, going to the Student Administration link and following the instructions for withdrawing from a subject. To avoid a fail grade in a subject, subject withdrawal needs to be actioned on or before the census date for the session/trimester. Where withdrawal is actioned after the census date, and the student wishes to be considered for approved withdrawal (AW), clause 13.3.3 below applies.

13.2 Withdrawal by the Census Date

13.2.1 Session - Length Subjects

If a student notifies withdrawal from a subject by 5.00 pm on the census date for the session, enrolment in the subject will not be recorded on the student's transcript.

13.2.2 Withdrawal from all Subjects

If students withdraw from all subjects by 5.00 pm on the census date for the session, they will be considered not to have enrolled and will be withdrawn from the course unless they apply for and are granted leave of absence.

13.2.3 Annual Subjects

If withdrawal is actioned by 5.00 pm on the census date of the first session, enrolment in the subject will not be recorded on the student's transcript. Withdrawal from any annual subject in the weeks preceding the census date of the second session will count as a failure unless the student applies for and is granted approved withdrawal (AW).

13.3 Withdrawal After the Census Date

Unless the Subject Coordinator recommends and records the grade approved withdrawal (AW), grade pending (GP) or a supplementary examination (SX), students who withdraw after the census date in a session will be failed in the subject. In such cases the grade fail (FL) will be recorded unless the student was not assessed on any of the compulsory assessment tasks in the subject in which case the grade FW (withdrew failed) will be recorded.

13.3.1 Grounds for Approved Withdrawal After the Census Date

Approved withdrawal (AW) after the census date will only be granted where:

- misadventure or extenuating circumstances apply (see Special Consideration Regulation 3); and
- the student was making satisfactory progress at the time the misadventure or extenuating circumstances occurred. Failure to submit optional assessment tasks at the time of the application to withdraw is not evidence that the student was performing unsatisfactorily.

The granting of Approved Withdrawal (AW) after the census date does not mean that the student is entitled to the automatic remission of their HECS-HELP debt, FEE-HELP debt or tuition liability for that subject (see clause 13.3.2 below).

13.3.2 Cancellation of Student Contribution Liability

Where students are granted AW, FW or FL in a subject after census they may apply in writing within one calendar year of the notification of the grade to the Student Administration Office for a refund/remission of their HECS-HELP, FEE-HELP or

tuition liability for that subject.

Such applications are approved only in exceptional circumstances and must be fully documented.

13.3.3 Extension of Time to Complete a Subject (GP or SX)

Where circumstances warrant, the Subject Coordinator may recommend an extension of time to complete the subject (GP) or, where the student is prevented from sitting the final examination, the Subject Coordinator may recommend a supplementary examination (SX).

Where misadventure or extenuating circumstances are such as to prevent students from completing the subject within reasonable time (usually the end of the second week of the following Autumn or Spring session) the Subject Coordinator may recommend approved withdrawal (AW).

Where the Subject Coordinator does not recommend AW, GP or SX and the student had at least one assessment task assessed, the grade FL will be awarded. If the student was not assessed on any compulsory assessment tasks the grade FW will be awarded.

13.4 Notification

All approved withdrawals, including those made before the census date, will be notified in writing by the Student Administration Office. A student whose application for approved withdrawal is declined will be offered the option of continuing with the subject or of discontinuing the subject and being graded FW or FL.

14. LEAVE OF ABSENCE

14.1 All Courses Except PhD, Master by Research and Professional Doctoral Programs

14.1.1 Maximum Leave Permitted

14.1.1.1 Australian Students

Students may be granted leave of absence from their course.

Except with the approval of the Dean, the amount of leave granted during candidature in any course may not exceed two sessions in any four consecutive calendar years.

14.1.1.2 Fee Paying Overseas Students

Fee paying overseas students in Australia on a student visa are normally not permitted to take leave of absence. Such students who wish to apply for leave must obtain a written statement from the International Office recommending approval of their leave application, before they submit it to the Student Administration Office as provided in clause 14.2 below. Only in exceptional circumstances will the International Office support an application for leave.

14.1.2 Applications for Leave

Students must apply to the Student Administration Office in writing to take leave of absence, specifying the session(s) in which they wish to take leave (eg Autumn 2004) and giving reasons for the application. Applications will be treated confidentially.

Applications for leave exceeding two sessions in any four consecutive calendar years

must be documented as specified in Special Consideration Regulation 5.

The deadline for applications is 5.00 pm on the census date of the session in which leave is required.

14.1.3 Applications after the HECS Census Date

Where students apply for leave of absence in a session after the census date, the applications will be treated as applications for withdrawal after census for that session under clause 13 above.

14.1.4 Deciding Applications

Applications will be decided by Student Administration Office staff or the Course Coordinator, Sub-Dean or Dean within the policy and delegations approved by the Faculty Boards.

14.1.5 Notification of Leave

The decision with respect to an application for leave will be notified in writing by the Student Administration Office.

14.2 Coursework Professional Doctoral Programs

14.2.1 Maximum Leave Permitted

The amount of leave granted during candidature shall normally be up to a total of two sessions. Applications for leave of absence exceeding two sessions shall only be approved in exceptional circumstances.

14.2.2 Applications for Leave

Students must apply to the Student Administration Office in writing to take leave of absence, specifying the session(s) in which they wish to take leave (eg Autumn 2004) and giving reasons for the application.

14.2.3 Deciding Applications & Notification of Leave

See clauses 14.1.4 and 14.1.5 above.

14.3 PhD, Master by Research and Professional Doctoral Programs

14.3.1 Maximum Leave Permitted

Normally, the total leave of absence accumulated in a given candidature will not exceed one year unless the Board of Graduate Studies deems the circumstances to be exceptional.

14.3.2 Applications for Leave

Applications for leave of absence, which shall specify the reasons for which leave is sought, shall be made on the appropriate form and submitted to the Centre for Research and Graduate Training.

14.3.3 Deciding Applications

Requests for leave of six months duration or less may be determined by the Dean on the advice of the supervisor and Faculty Postgraduate Course Coordinator. Requests for leave of greater than six months shall be determined by the Board following advice from the Dean.

14.3.4 Notification of Leave

The decision with respect to an application for leave will be notified in writing by the Centre for Research and Graduate Training.

15. RE-ENROLMENT AFTER LEAVE OF ABSENCE

Students granted leave of absence shall re-enrol as continuing students when they resume their course. Such students will be sent enrolment instructions at the appropriate time.

Students returning from leave should not apply for admission as commencing students.

16. FAILURE TO RE-ENROL

16.1 Expectation of Enrolment

Students eligible to enrol in a particular session or trimester are expected to enrol in that session or trimester unless they have been granted leave of absence.

16.2 Withdrawal from a Course

Students eligible to enrol who fail to enrol and have not been granted leave of absence shall be invited to show cause why they should not be withdrawn from their course.

16.3 Show Cause

16.3.1 Invitation

The Executive Director, Student Administration shall write to the student at the student's last known address and give the student 30 days in which to show cause.

16.3.2 Response

A student who wishes to show cause shall do so in writing by the due date and shall provide reasons for his or her failure to re-enrol.

16.3.3 Late Show Cause

A late show cause may be accepted by the Executive Director, Student Administration.

16.3.4 Decisions

A student who shows cause and has not used up his or her entitlement to leave of absence shall have his or her show cause upheld by the Executive Director, Student Administration and be placed on leave of absence for the session or trimester in question.

A student who shows cause and who has used up his or her entitlement to leave of absence shall have his or her show cause decided by the Dean of Faculty on the recommendation of the Course Co-ordinator.

16.3.5 Notification

Students shall be notified in writing of the result of their show cause by the Executive Director, Student Administration who shall advise the student of his or her right of appeal if the show cause is denied.

16.4 Conditions of Withdrawal

Students withdrawn from a course cease to be a student of the University and must apply for admission to a course in accordance with the Admission Regulations should they later wish to resume studies.

16.5 Appeal Against Withdrawal

16.5.1 Academic Appeals Committee

A student withdrawn from a course by the Dean of Faculty for failing to enrol in a course may appeal the decision to the Academic Appeals Committee.

16.5.2 Lodging an Appeal

Appeals shall be in writing giving reasons for the appeal and must be lodged with the University Secretary within 21 days of the date of notification of the withdrawal.

16.5.3 Deciding Appeals

Appeals shall be decided by the Academic Appeals Committee in the same manner as the Committee decides an appeal against exclusion which includes the right of the appellant to seek an interview with the Committee. The decision of the Committee shall be final.

16.5.4 Notification

Students shall be notified in writing of the result of their appeal by the University Secretary.

17. LAST DATE FOR ENROLMENT

17.1 Continuing Internal Students

Continuing internal students will be permitted to re-enrol late up to 5.00 pm on the Friday of the first week of session. In exceptional circumstances, a student may be permitted by the Course Co-ordinator to re-enrol late in the second week of session. Such enrolment will be subject to the payment of a late fee.

17.2 Continuing Distance Education Students

Continuing distance education students will be permitted to enrol late. Enrolment after the first week of session/trimester will incur a late fee. Late re-enrolments will not be accepted after the advertised dates published in the Principal Dates.

18. ENROLMENT IN MORE THAN ONE COURSE

With the exception of PhD, Master by research and research professional doctoral programs (see clause 18.1 below) students may enrol concurrently in two or more CSU courses, or in a CSU course concurrently with courses at another institution.

Students who enrol concurrently must meet the normal requirements of their courses including minimum progression rates. They must also satisfy clause 6.2 above Maximum Subject Load and may only enrol in more than a normal session load with the written approval of the Dean of Faculty, on the advice of the relevant Course Co-ordinators after course structures and proposed study sequences have been carefully checked and confirmed.

The University will not make special arrangements or grant concessions to students to accommodate their concurrent enrolment.

18.1 PhD, Master by Research and Research Professional Doctoral Programs

Normally, no candidate may enrol in a course leading to the award of another degree or diploma while enrolled in a research higher degree program. However, candidates may enrol in additional courses of study with the approval of their Principal Supervisor, Head of School and the Pro Vice-Chancellor (Research and Graduate Training). Furthermore, candidates may be required to enrol in such supplementary subjects as the Board of Graduate Studies may prescribe.

19. MIXED MODE ENROLMENT

Internal students may apply to enrol in one or more distance education subjects in a session. Applications should be made to the Student Administration Office. Applications will be decided by Student Administration Office staff or the Course Co-ordinator, Sub-Dean or Dean within policy and delegations approved by the Faculty Boards and will be conditional upon a place being available in the subject quota.

Fee paying overseas students are not permitted to study off campus in the distance education mode while they are resident in Australia. They may however enrol in subjects in the distance education mode while in attendance at a campus of the University or upon their return overseas.

20. TRANSFER BETWEEN STUDY MODES AND STUDY LOADS

20.1 All Courses Except PhD, Master by Research and Professional Doctoral Programs

Provided places are available in subject quotas, and students have completed one session of study, students may transfer from enrolment in the internal mode to enrolment in the distance education mode and vice versa.

Internal students are permitted to be enrolled as a mixed mode student in the same session.

To effect the transfer between study modes students must log onto www.my.csu.edu.au.

On campus International students are not normally permitted to study subjects by distance education mode.

20.2 PhD, Master by Research and Professional Doctoral Programs

A candidate in a PhD or Master by research program may request to transfer from:

- i) full-time to part-time candidature; and/or
- ii) internal to distance mode;

or vice versa. Such requests shall be made on the appropriate form available from the Centre for Research and Graduate Training.

Candidates enrolled in a professional doctoral program shall normally enrol in the distance education mode and take a part-time study load. However, the Board of Graduate Studies, on the recommendation of the Dean of Faculty, (for research programs), or the Dean of the Faculty (for coursework programs), may approve a candidate's enrolment in a full-time load (either in the internal or distance education mode) for a period of the candidacy. Such approval may be granted to enable a candidate to complete a program in the maximum time.

20.3 Fee Paying Overseas Students

Fee paying overseas students are not permitted to study off campus in the distance education mode while they are resident in Australia. They may however enrol in subjects in the distance education mode while in attendance at a campus of the University or upon their return overseas.

21. TUTORIAL STUDY MODE

The Head of the teaching School in consultation with the Subject Co-ordinator and the Course Co-ordinators may transfer internal students in particular subjects to the tutorial or distance education study modes in accordance with policies set by the Faculty Boards.

22. ENROLMENT AFTER EXCLUSION

Enrolment after exclusion is not automatic. Excluded students may apply for re-admission, after a period of exclusion, to any course offered by the University under the Admission Regulations in competition with other applicants.

Students should provide evidence that the circumstances operating at the time of exclusion no longer apply and/or that they have taken action during the period of exclusion to improve the likelihood of success in the course or research program.

23. REFUSAL OF ENROLMENT

23.1 Indebtedness to the University

Students who are indebted to the University by reason of non-payment of any fee or charge, and who fail to make satisfactory settlement of indebtedness after receipt of due notice, may be refused enrolment or have their enrolment cancelled by the Student Administration Office.

23.2 Absence Overseas

23.2.1 Australian Students

Students who are Australian or New Zealand citizens or persons granted permanent Australian residency who wish to continue studies with the University while resident outside Australia, will be refused permission to do so unless they can satisfy the University that:

- an adequate mail service between the University and the student can be maintained;
- all administrative and academic requirements can be met within the time frame prescribed by the University (including completion of practical components and attendance at compulsory residential schools unless exemption from attendance is granted);
- a satisfactory examination venue and supervision is available (at no cost to the University); and
- satisfactory access to appropriate texts/reference material/specialised facilities is available.

Approval is conditional also upon the availability of the appropriate subjects in the distance education mode and students may be required to meet additional costs incurred by the University on their behalf.

Applications to study outside Australia should be lodged in writing with the Student Administration Office as early as possible. Applications will be decided by Student Administration Office staff or the Course Co-ordinator, Sub-Dean or Dean within the policy and delegations approved by the Faculty Boards.

23.2.2 Fee Paying Overseas Students

Final Session of Enrolment

Fee paying overseas students in their final session of enrolment with less than full-time session load to complete may apply to the Student Administration Office to complete their course in their home country by distance education. Such students must satisfy the University that they can meet the conditions specified in clause

24.2.1 above.

Summer Session

Fee paying overseas students who enrol in Summer session subjects must be resident in Australia and must sit for the final examination (if any) in such subjects in Australia.

24. COURSE REGULATIONS

24.1 Course Regulations

Course Regulations are the conditions within which students must select their subjects, undertake practical work and fulfil any other requirements of the course. Course regulations are specified annually in the University Handbooks.

24.2 Changes to Course Regulations

The Faculty Board or the Academic Senate may approve changes to course regulations at any time and such changes shall apply as decided by the Faculty Board or the Academic Senate. Students will not be disadvantaged academically as a result of such changes.

25. CLASSES

25.1 Tutorial Attendance

No tutorial is to be held in any subject before the first lecture of that subject in the session.

25.2 Class Free Period

Wednesdays from 3.00-5.00 pm will be free from classes on all campuses to facilitate student and staff meetings and similar University activities.

13.3 Student Protection Information

This appendix has been changed.

- 1. Changes implemented during the current consent period: The appendix has been updated to provide current University information. This process is ongoing.*

Prior to registration in the program, students are required to confirm in writing their awareness of the University's policies and procedures on matters relating to Student Protection. The following statement is included on the signed Acceptance of Offer Form:

"I acknowledge that I am aware of Charles Sturt University's policies on the method of course delivery, academic honest, credit transfer arrangements with and recognition by other institutions, credit transfer arrangements for incoming students, prior learning assessment, entrance examinations, dispute resolution, grading, intellectual property rights, the ability of international students admitted to the program to meet program requirements for degree completion, payment of fees and charges, scholarships and other financial assistance, student complaints and grievances, student dismissal, student support and services, tuition, and withdrawals and refunds."

Student Protection information is also provided on the CSU Ontario website at:
<http://www.csu.edu.au/faculty/educat/ontario/admissions.htm>