UNIVERSITY COURSES COMMITTEE
Meeting No. 31

NOTICE OF MEETING

Date   Wednesday 1 May 2024

Time   9.00am – 12.00pm

Location   Zoom - https://charlessturt.zoom.us/j/64176031886?pwd=RmtCNFVsUHJ4K1NSSXlxZ2IIczBXUT09

              Meeting ID: 641 7603 1886

              Passcode: 859742

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│ Members   22    │
│ Quorum    12    │
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Members	Position	Committee Term Ends
Professor Graham Brown	Deputy Vice-Chancellor (Academic) (Chair)	Ex-officio
Professor Janelle Wheat	Pro Vice-Chancellor (Learning and Teaching) or nominee	Ex-officio
Professor Lisa Cary		Ex-officio
Mr Mike Ferguson	Dean (Learning and Teaching Innovation) Pro Vice-Chancellor (International) or nominee	Ex-officio
Ms Sandra Sharpham	Executive Director, Student Experience or nominee	Ex-officio
Ms Heather McGregor	Pro Vice-Chancellor, Student Success or nominee	Ex-officio
Mr Matthew Granfield	Executive Director, Customer Experience	Ex-officio
Associate Professor Lucie Zundans-Fraser	Deputy Dean, Faculty of Arts and Education	Ex-officio
Professor Jenny Kent	Deputy Dean, Faculty of Business, Justice and Behavioural Science	Ex-officio
(Vacant)	Deputy Dean, Faculty of Science and Health	Ex-officio
Associate Professor Christopher Orchard	Associate Dean (Academic), Faculty of Arts and Education	Ex-officio
Associate Professor Julia Lynch	Associate Dean (Academic), Faculty of Business, Justice and Behavioural Sciences	Ex-officio
Associate Professor Rachel Whitsed	Associate Dean (Academic), Faculty of Science and Health	Ex-officio
Professor Jay Phillips	Chair, Indigenous Board of Studies or Nominee	Ex-officio
Dr Kelly Tribolet	Elected member, Faculty of Arts and Education	30 June 2024
Dr Jason Howarth	Elected member, Faculty of Business, Justice and Behavioural Sciences	30 June 2025
Mr Matthew Hunt	Elected member, Faculty of Science and Health	30 June 2024
Dr Nauman Saeed	Nominated member, Sub Dean (Curriculum Design and Development)	30 June 2025
Dr Annabel Matheson	Nominated member, Faculty of Science and Health	30 June 2025
Mr Simon Wakeling	Nominated member, Faculty of Arts and Education	30 June 2024
Ms Rebecca Frauenfelder	Acting Manager, Course Administration Team, Faculty of Science and Health	30 June 2025
Ms Guinevere Missingham	Student Member	30 September 2024

Members (Attendance as required. Not part of the quorum)

Members	Position	Committee Term Ends
Associate Professor Matthew Winslade	Associate Dean (Research), Faculty of Arts and Education	Ex-officio
Professor Zahid Islam	Associate Dean (Research), Faculty of Business, Justice and Behavioural Sciences	Ex-officio
Associate Professor Sandra Savocchia	Acting Associate Dean (Research), Faculty of Science and Health	Ex-officio

Attendees

Attendees	Position	
Ms Clare Jonker	Director, Portfolio Operations and Strategy (Academic Portfolio)	
Mr James Elibank Murray	Manager, Course and Subject Accreditation	
Ms Rebecca Acheson	Educational Design Lead, Division of Learning and Teaching	December 2024
Dr Mark Bassett	Director, Academic Quality and Standards	December 2024
Ms Verinnia Lansom	Governance Officer and Committee Secretary	

University Courses Committee AGENDA			Wednesday 1 May 2024	
Meeting No. 31				

No	Item	Responsibility	Purpose	Time	Page
1	Welcome and Apologies *	Chair	Noting	9.00am	4
2	Declaration of Interests *	Chair	Decision		5
3	Confirmation of Agenda *	Chair	Decision		6
4	Action Sheet *	Chair	Discussion		7
5	Annual Plan *	Chair	Decision		10
For Decision/Discussion					
6	Chair's Report *	Chair	Noting	9:15	12
7	Course Documents *	Chair/ADAs	Decision		13
8	Professional Accreditation and Comprehensive Course Review Alignment	Manager, CSA	Decision		14
9	Year-long subjects – update	Manager, CSA	Decision		17
10	Indigenous Australian Content in Courses and Subjects Policy	Chair, IBS	Decision		19
11	Subject Substitution and GPS Exemption	ED, SX	Discussion		36
Matters Taken as Read					
12	Previous UCC and UCC SC Minutes *	Chair	Decision		38
13	Academic Senate Minutes *	Chair	Noting		39
14	Minutes of the Committees Reporting to UCC *	Chair	Noting		40
15	IBS Membership and Terms of Reference	Chair	Noting		41
Close					
16	Other business *	Chair	Discussion		42
17	Next meeting *	Chair	Noting		43
Meeting Close				12.00pm	

* Standing Item

Item 1: Welcome and Apologies

Acknowledgement of Country

"We acknowledge the Traditional Owners of the Lands on which we are meeting today and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past and present."

Apologies

The University Courses Committee noted the following apologies:

- Mr Matthew Hunt, Faculty of Science and Health;
- Dr Jason Howarth, Faculty of Business, Justice and Behavioural Sciences.

Item 2: Declaration of Interests   5

Members are responsible for disclosing circumstances that give rise or may give rise to actual, potential or perceived conflicts of interest.

Declarations should be submitted to Governance prior to the meeting

The University Courses Committee will determine the appropriate course of action, which may include the member leaving the meeting for the duration of the item or abstaining from discussion and/or decision. If the meeting is held by flying minute a determination will be made by the Chair in consultation with Governance.

Item 3: Confirmation of Agenda   6

Action Sheet - University Courses Committee

Meeting Date	Action Number	Action	Responsible Officer	Due Date	Status	Status Information
6-Mar-24	UCC30/2	Clarify the alignment between international and domestic admissions around English language standards and specific variations to minimum floors for English language standards and provide feedback to the next UCC. **Manager Governance seeking feedback -Governance requests UCC to confirm that it is comfortable with the removal of the report and that reporting on Course Minimum ATARs and Floors and / or ELP does not to be included in the AP.**	Manager, Governance	15-Apr-24	In progress	Governance is not able to provide clarification on the alignment between international and domestic admissions around English language standards and specific variations to minimum floors for English language standards, however, noting the action arose from a discussion on the Annual Plan (AP) and the reporting on 'Course Minimum ATARs and Floors (includes English as a second language), an item which has been on the AP since 2021, the Manager Governance sought advice from Pete Greening, Associate Director, Admission and Conversion (ADAC), as he submitted the last report on the matter in July 2022. The ADAC advised: •The previous reports only included information on ATAR cut-off and the ATAR floor that existed for each course and not on ELP, and that his team works closely with the PVCI and his team on any changes to ELP requirements for courses. •ELP standards apply equally to both Domestic and International students. •The report name possibly conflated two separate matters. •The ADAC and UCC had previously requested the report be removed from the AP, given that if in the future there is a wholesale change of ATAR scores a report would be provided to UCC. Subsequent to the requests to remove the report from the Annual Plan, the previous Manager, Governance requested that the item remain on the AP but that the frequency of reporting be changed to 'as required'. The item has been removed from the AP given the new request of the ADAC, however, Governance requests UCC to confirm that it is comfortable with the removal of the report and that reporting on Course Minimum ATARs and Floors and / or ELP does not to be included in the AP. Reporting on International student academic and English language requirements is currently provided biannually to the Academic Senate.
6-Mar-24	UCC30/5	Work with the Dean (Learning and Teaching Innovation) to review inherent requirements for the Bachelor of Oral Health (Therapy and Hygiene) to the satisfaction of the Chair prior to submission to AS.	ADA FOSH	15-Apr-24	In progress	FOSH ADA to speak to Item at 1 May UCC
6-Mar-24	UCC30/6	Undertake consultation across the faculties around building a common core for management and leadership courses and report to the DVCA.	ADA BJBS	27-May-24	In progress	

6-Mar-24	UCC30/8	Discuss appropriate renaming of the description/aims/overview field in CDAP.	Mr Matthew Hunt, Manager CSA	15-Apr-24	In progress	Discussion between MH, JE-M and ADAs led to decision for consistent approach to description field in CDAP as follows: The information in the field is to be represented as course aims a general statement of educational intent that indicates the overall desired goal of the course. These relate to the course learning outcomes which are clear statements that identify the minimum level that students must achieve to be successful in a course, and what a student will be able to do on successful completion of the course. In the form: The course aims to [verb] graduates …
6-Mar-24	UCC30/11	Undertake a review of the current process for determining changes to IELTS.	ADA FOSH, PVCI and Director, Office of Global Engagement & Partnerships	15-Apr-24	In progress	FOSH ADA advised (24/4) item is progressing.
6-Mar-24	UCC30/12	Participate in the project currently being undertaken around YL subjects, to review the financial burden for international students.	Mr Matthew Hunt, FOSH	15-Apr-24	In progress	This matter is being investigated further by DSA and Finance Teams: At present there is a solution to spreading the invoice of international student study fees across the academic year. International students need to contact the finance team to request a potential plan. Finance require evidence to support their compassionate and compelling reason for the request. Division of Finance is cautious in this regard because post census, if international students have not paid in full and suddenly decide to withdraw from Charles Sturt, we lose the remaining amount. International Support Coordinators are working with the finance team to get a better understanding and about what process to follow for these students.
6-Mar-24	UCC30/3	Complete the Government required documentation for a course closure as embedded in CDAP for the Undergraduate Certificate in Sports Media and submit to the next UCC meeting.	ADA FOSH	15-Apr-24	Completed	FOSH ADA advised (24/4) documentation has been completed and will be submitted to the 12 June 2024 UCC
6-Mar-24	UCC30/13	To consider the full suite of possible ramifications around the name change to the Doctor of Medicine, consult further with Admissions, Student Experience, and the Office of Academic Quality and Standards.	ADA FOSH, and Manager CSA	15-Apr-24	Completed	FOSH ADA advised (24/4) item is complete
6-Mar-24	UCC30/10	Contact the Faculty Administration Managers to discuss workloads, timeframes and to identify what processes around Subject Substitution and GPS Exemption would fit into the flow of TechOne.	Manager CSA	15-Apr-24	Completed	Included in agenda 1 May 2024
6-Mar-24	UCC30/9	Discuss Subject Substitution and GPS Exemption further to identify efficiencies and reduce workload	ED SX, Manager CSA	15-Apr-24	Completed	Included in agenda 1 May 2024
6-Mar-24	UCC30/4	Undertake benchmarking with other universities with similar placement loads, and also discuss further with the HOS, School of Nursing, Paramedicine and Healthcare Sciences, and consult further with PVC L&T and report to the 12 June UCC meeting.	Dr Annabel Matheson, ADA FOSH	15-Apr-24	Completed	Included in agenda 1 May 2024
23-Aug-23	UCC28/2	Discuss how to streamline and align Comprehensive Course Reviews and Professional Accreditations cycles.	Director Academic Quality and Standards and the Manager, CSA	15-Apr-24	Completed	Included in agenda 1 May 2024
6-Mar-24	UCC30/7	Complete description field in the Bachelor of Education (Primary) to the satisfaction of the Chair prior to submission to AS.	ADA FOAE	15-Apr-24	Completed	item progressed

6-Mar-24	UCC30/1	Determine the timing of the Course Performance Health Check reporting requirements in consultation with the DVCA and advise the Manager, Governance.	EO, ODVCA	15-Apr-24	Completed	Course Performance Health Check reporting requirements have been removed from UCC and inlcuded on the AQSC AP.
25-Oct-23	UCC29/9	Year long subjects. Establish a timeline and procedures for exemption requests to be finalised by the end of 2024 to allow full implementation in 2026	PVCL&T	25-Jan-24	Completed	Paper provided to 6 March 2024 UCC meeting.

University Courses Committee

Report / Item	Responsible Officer/s	2024					Action / Committee Pathway	TOR	HESF	Comments
		6-Mar	1-May	12-Jun	21-Aug	23-Oct				
Course Profile										
Course Availability List Extract and Summary of Course Profile Changes - for following year.	Office of Strategy, Marketing and Analytics (Project Officer Load Planning)					x	Note	(9)	5.3	
Major Changes to an award course of study.	Associate Deans Academic	As required					Approve (Submit to Senate for noting via UCC minutes)	11(a)	5.1 5.3 5.4	
Reaccreditation (accreditation) - Review Report for individual courses	Manager, Course and Subject Accreditation / Course Directors / Associate Deans (Research) / Associate Deans (Academic)	As required					Endorse Full Report (from ADAs to Senate for approval)	11(e)	5.1 5.3 5.4	
Reaccreditation (accreditation) - Annual Review of Schedule and Progress	Manager, Course and Subject Accreditation / Associate Deans (Academic)					x	Endorse Summary Report to Senate and ARC	11(f)	5.1 5.3 5.4	
Third Party Provider and Partner Annual Summary Report (including risks and relevant actions & annual update on Charles Sturt University Sydney campus)	Risk and Compliance Unit					x	Note	10(d)	5.3 5.4 7.1	
Admissions										
Admissions and Enrolment Data (including admission and course enrolment trends)	Office of Strategy, Marketing and Analytics			x (90 & 30)		x (60)	Note	10(c)	5.3.7	
Internal Accreditation										
Accreditation and discontinuance (teach-out arrangements) for courses of study leading to degrees and awards offered by the University.	Associate Deans Academic	As required					Endorse to Senate for approval	11(a)	5.1 5.3 5.4	
External (Professional) Accreditation										
Professional Accreditation Report (including HDR courses and faculty updates on progress, conditional approvals, and plans for meeting conditions or re-applying)	Manager, Course Administration Team				x		Approve Summary Report to Senate and ARC	(12)	3.1.5	
Delegate Reports / Referrals										
Report from Faculty Boards - 1. confirming that relevant policy and procedures have been met; ii. relating to courses in accordance with the Delegation Schedule E - Academic and Research; iii. addressing mapped HESF responsibilities including those related to admissions, credit and recognition of prior learning outcomes and experience; qualifications and certification; diversity and equity; course design, approval and accreditation; monitoring, review and improvement; and course and subject representation, information and information	Chairs, Faculty Board / Governance Officer	As required					Note / Endorse / Approve	11(g)	6.3	

Report / Item	Responsible Officer/s	2024					Action / Committee Pathway	TOR	HESF	Comments
		6-Mar	1-May	12-Jun	21-Aug	23-Oct				
Items referred to and from UCC, AQSC, URC, AS and other committees or officers on all matters relevant to the course profile and the academic governance of the courses of the University.	Chair, UCC	As required					Note / Endorse / Approve	(17) & (19)	6.3	
Indigenous Board of Studies - Minutes	Chair, IBS	When available					Note	11(d)	5.3.2 5.3.4	
Indigenous Board of Studies - Annual Report on Progress against Indigenous Australia Content in Courses and Subject Policy	Chair, IBS			x			Note	11(d)	5.3.2 5.3.4	
Governance										
Policy Reviews (relevant policies)	Policy owners	As required					Endorse Full Report to Senate	(15)	6.3	
Review of Annual Plan	UCC / Manager, Governance	x	x	x	x	x*	Approve	All TOR	6.3	* for the following year.
Annual Report of Committee Performance against ToR	Chair / Governance Officer	x					UCC to AS. Full Report to Senate	All TOR	6.3	

item 6: Chair's Report 12

The Chair may provide a verbal report as required.

Item 7: Course Report

PURPOSE

To:
- consider submissions for accreditation and discontinuance (teach-out arrangements) for courses of study leading to degrees and awards offered by the University.; and
- approve major changes to an award course of study.

RECOMMENDATION

The University Courses Committee resolves to **endorse and recommend** to Academic Senate the following course proposals for approval as per Delegation Schedule E1:

- New Academic Items
  - Bachelor of Nuclear Science and Safety
  - Associate Degree in Medical Laboratory Science (Pathology) - Exit Point Only
- Course Reaccreditation
  - Bachelor of Wine Business
  - Master of Classical Arabic
  - Bachelor of Equine Science
  - Master of Ethics and Legal Studies
  - Diploma of Exercise Studies
  - Bachelor of Exercise and Sport Science
  - Bachelor of Viticulture
  - Bachelor of Wine Science
  - Master of Islamic Studies
  - Bachelor of Podiatric Medicine
  - Undergraduate Certificate in Exercise Studies
- Discontinuation
  - Undergraduate Certificate in Sports Media.

KEY MATTERS FOR CONSIDERATION

As per Faculty Board minutes and CDAP.

KEY MATTERS FOR NOTING

As per Faculty Board minutes and CDAP.

LINK

Please refer to the courses for endorsement via CDAP at the following link:

University Courses Committee – Meeting UCC-31

Prepared by:	17/04/2024	Verinnia Lansom, Governance Officer
Approved by:	17/04/2024	Kate Hayden, Manager Governance
Cleared by:	18/04/2024	Professor Graham Brown, Chair University Courses Committee

Item 8: Comprehensive Course Reviews and Professional Accreditation - Response to Action UCC28/2

PURPOSE

To provide the University Courses Committee with a response to Action UCC28/2: *Discuss how to streamline and align Comprehensive Course Reviews (CCRs) and Professional Accreditation (PA) cycles*.

RECOMMENDATION

The University Courses Committee resolves to **approve** the addition of a clause to the Course and Subject Quality Assurance and Review Procedure to allow for the alignment of professional accreditation and [internal] accreditation cycles.

BACKGROUND

CCR must be completed within a maximum of seven years, however, they can be completed more frequently.

Clause 34 of the Course and Subject policy states:
Where a course is also subject to professional accreditation, comprehensive course reviews will as far as possible be aligned with professional accreditation reviews to avoid duplicating work. In these cases, the comprehensive review will meet any of the University's requirements for comprehensive review that are not met by the professional accreditation review.

Clause 31 of the Course and Subject Quality Assurance and Review Procedure states:
CCRs will be informed by, at a minimum, the following external sources of information about the course:

a.   *results of benchmarking with similar courses at other Australian universities of:*
     i.   *student performance (including attrition, progression, completions) by sessions, entry pathways, location of study including third party deliveries, study mode and student achievement, and*
     ii.   *the assessment methods and grading of students' achievement of learning outcomes for selected subjects in the course,*

b.   *a review by a senior academic leading or teaching in a similar course at another tertiary education institution, of the curriculum and the course's annual course performance review reports since its previous reaccreditation, and*
c.   *a workshop of the external advisory committee.*
d.   *Where a course has undergone an external professional reaccreditation process within two years before the date of submission of the CCR report to University Courses Committee, this meets the requirements in subclauses b. and c. above, but not the requirement in subclause a.*

KEY ISSUES

Several issues impact the alignment of CCRs and PA cycles:

1. PA cycles vary between the accrediting bodies from one to seven years.
2. Some PA cycles are continuous.
3. Not all PA processes are completed on time. E.g., probations, extensions, or slow processing times.

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Recommended solution:

Alignment of the PA and CCR cycles can occur as per:

PA	CCR	Note
5 – 7 years per cycle	Can be done each time as it will fall out of sequence depending on the timing of PA	Requirements under Clause 31a need to be completed in CDAP with PA documentation attached
4 years per cycle	Every second PA cycle will meet requirements however the alternate will require a CCR	This could be addressed by Faculty requesting a 12-month extension for CCR to align each time.
3 years per cycle	Every second PA cycle they will require CCR (including Clause 31a requirements)	
2 years per cycle	Every third PA cycle they will require CCR (including Clause 31a requirements)	
1 year per cycle	Every seventh PA cycle they can align to the CCR.	
Continual	Still need to maintain the standard seven-year CCR cycle.	

It is also recommended that an additional clause be added to the Course and Subject Quality Assurance and Review Procedure. Additional clause to be added at 32:

32. Where a course has undergone professional accreditation and meets all requirements of the Comprehensive Course Review (CCR) (including a, b, c described in clause 31), then reaccreditation can be achieved at the same time, irrespective of the point in the CCR cycle.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Teaching and Learning	Charles Sturt University has a Low Appetite to take risks with the potential to compromise student outcomes and progression through to graduation, teaching excellence, course accreditation, academic integrity, and educational standards by the University or its third-party education arrangements	Yes

ACTIONS AND NEXT STEPS

If the University Courses Committee approves the additional clause the required amendment will be made, and the change and reasoning being communicated to all University staff.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: • Section 1 - Student Participation and Attainment - Higher Education Standards Framework (Threshold Standards) 2021 • Section 3 - Teaching - Higher Education Standards Framework (Threshold Standards) 2021
Policy/TOR Alignment	This submission is made in accordance with: • Course and Subject Policy

Prepared by: 11/04/2024 Dr Mark Bassett, Director, Academic Quality and Standards and James Elibank Murray, Manager, Course and Subject Accreditation

Approved by: 12/04/2024 Clare Jonker, Director Portfolio Strategy and Operations (Academic)

Cleared by: 12/04/2024 Professor Graham Brown, Deputy Vice-Chancellor, Academic

Item 9: Year-long subjects – update

PURPOSE

To provide the University Courses Committee with an update on benchmarking undertaken with other universities with similar placement loads in Nursing and Paramedicine (Social Work, Engineering (Civil), Wine / Viticulture) regarding the removal of year-long (YL) [UCC 29/9, UCC30/4].

RECOMMENDATION

The University Courses Committee resolves to:
1. **note** the benchmarking completed as per action item (UCC30/4, 6 March 2024 refers); and
2. **approve** changes to courses included in the benchmarking (Nursing, Paramedicine, Engineering, Social Work, Wine/Viticulture) replacing Year Long subjects with standard session-based subjects.

BACKGROUND

- The committee [UCC30/4] requested a benchmarking exercise be undertaken to assure members that changes removing year-long teaching sessions for subjects were in line with sector.

- Annabel Matheson and Stephanie Daskein reviewed courses across 38 institutions, reviewing public facing information such as handbooks and course brochures. This review found Charles Sturt to be an outlier in using year-long subjects.

- The benchmarking focused primarily on Nursing, Paramedicine and included Social Work and Engineering (Civil), along with a small sample for Wine Science / Viticulture.

KEY ISSUES

One paramedicine course used the equivalent to our year-long session (Charles Sturt courses excluded from count):

- 0/37 Nursing courses used year-long subjects.

    o Curtin University used six-month sessions for three placement subjects.

- 1/12 Paramedic courses used year-long subjects.

    o Two courses used six-month sessions for placement subjects.

- 0/13 Engineering courses used year-long subjects.

- 0/24 Social Work courses used year-long subjects.

    o Griffith University provided the caveat that the number of hours in total that are required to be completed overall may require a placement to end after the scheduled University trimester end date.

- 0/3 Wine / Viticulture course used year-long subjects.

Based on this information there does not seem to be any external accreditation requirement to utilise year-long sessions for WIL practicum or industry requirements.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Teaching and Learning	Charles Sturt University has a Low Appetite to take risks with the potential to compromise student outcomes and progression through to graduation, teaching excellence, course accreditation, academic integrity, and educational standards by the University or its third-party education arrangements	Yes

ACTIONS AND NEXT STEPS

- As per UCC30/4 replace year-long subjects, with standard session-based subjects.
  - o Session 1, Session 2, Session 3.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: • Section 1 - Student Participation and Attainment - Higher Education Standards Framework (Threshold Standards) 2021 • Section 3 - Teaching - Higher Education Standards Framework (Threshold Standards) 2021
Policy/TOR Alignment	This submission is made in accordance with: • Course and Subject Policy

Prepared by: 11/04/2024   James Elibank Murray, Manager, Course and Subject Accreditation

Approved by: 12/04/2024   Clare Jonker, Director Portfolio Strategy and Operations (Academic)

Cleared by: 12/04/2024   Professor Graham Brown, Deputy Vice-Chancellor, Academic

Item 10: Indigenous Australian Content in Courses and Subjects Policy

PURPOSE

To seek University Courses Committee endorsement of the Indigenous Australian Content in Courses and Subjects Policy.

RECOMMENDATION

The University Courses Committee resolves to **endorse** the Indigenous Australian Content in Courses and Subjects Policy.

BACKGROUND

The Indigenous Australian Content in Courses and Subjects Policy has undergone a scheduled three-year review. This took place from October 2023 to March 2024 and included stakeholder consultation with Associate Deans (Academic) and seeking feedback from all University staff on the revised draft. The key changes are set out below.

If UCC endorses the policy, it will be submitted to Academic Senate for approval under delegation A11 (authority to approve academic policies).

KEY ISSUES

Requirements for coursework courses less than 64 points

Following consultation with Associate Deans (Academic) and within the Indigenous Board of Studies, requirements for coursework courses of less than 64 points volume have been clarified with the addition of a new clause. These courses must include discipline-specific Australian Indigenous studies content consistent with the developmental sequence in the Indigenous Cultural Competence Pedagogical Framework. This requirement does not include micro-credentials.

Hybrid subject pass requirements

The requirement for students to pass the Indigenous Australian studies component to pass the subject overall has been removed. This was included in the policy to ensure students engaged with this content in non-compliant Hybrid subjects (e.g., where less than 4 credit points volume of Indigenous Australian studies was inserted into an existing discipline subject). Since 2016, Hybrid subjects have been co-designed by the School of Indigenous Australian Studies and convening schools with 4 credit points volume of discipline-specific Indigenous Australians studies and 4 credit points volume of Indigenous Australian studies content, so this pass requirement is no longer required.

Other

Various nomenclature has been updated to align with current usage.

Feedback not adopted

One commenter suggested the inclusion of teaching responsibilities for traditional cultural knowledge holders. Given the broad scope of pedagogies and content used in courses and subjects, this was not appropriate to include at policy level.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Teaching and Learning Risk of courses not aligning with the Indigenous Cultural Competence Pedagogical Framework and failing to meet the University's commitments in the First Nations Strategy.	Ensuring requirements are clarified and current in the Indigenous Australian Content in Courses and Subjects Policy, and monitoring implementation and compliance.	Yes

ACTIONS AND NEXT STEPS

1. The endorsed policy will be submitted to Academic Senate for approval.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: Standard 6.3.2 of *Higher Education Standards Framework (Threshold Standards) 2021*
Policy/TOR Alignment	This submission is made in accordance with: - Clause 15 of the University Courses Committee - Membership and Terms of Reference - Delegation A11 (AUTHORITY TO approve policies, procedures and guidelines for the academic activities of the University).

ATTACHMENTS

A. Indigenous Australian Content in Courses and Subjects Policy final version.
B. Indigenous Australian Content in Courses and Subjects Policy (containing tracked responses to stakeholder feedback)

Prepared by: 10/04/2024 Professor Jay Phillips, Chair, Indigenous Board of Studies

Approved by: 10/04/2024 Professor Jay Phillips, Chair, Indigenous Board of Studies

Cleared by: 18/04/2024 Professor Graham Brown, Deputy Vice-Chancellor, Academic

Indigenous Australian Content in Courses and Subjects Policy

Section 1 - Purpose

(1) The ethos of Charles Sturt University (the University) is described by the Wiradyuri phrase 'yindyamarra winhanganha' – the wisdom of respectfully knowing how to live well in a world worth living in.

(2) This policy is intended to ensure that graduates embrace this ethos in their personal and professional lives by equipping them with:

a. understanding of their cultural and historical positioning and the implications for knowledge and practice
b. knowledge, skills and attributes of Indigenous cultural competence and responsiveness, and
c. professional skills in their discipline based on high-quality, culturally responsive professional education.

(3) The First Nations Strategy defines the University's approach to Indigenous education, which is founded on principles of cultural competence, social justice and reconciliation. This policy is intended to effect that strategy.

(4) The Course and Subject Design (Coursework) Procedure defines the University's graduate attributes, which include Indigenous cultural competency. This policy states requirements to ensure this aspect of curriculum design and delivery.

(5) The University recognises the right and the authority of Indigenous Australians to oversee Indigenous Australian content in its courses and subjects.

(6) Accordingly, this policy:

a. defines requirements for Indigenous Australian content in courses and subjects, and
b. authorises the Indigenous Board of Studies to assure the quality and integrity of this content.

(7) This policy is closely related to, and should be read alongside:

a. the Course and Subject Policy and related procedures, and
b. the terms of reference for the Indigenous Board of Studies.

Scope

(8) This policy applies to:

a. all courses and subjects offered by the University, including courses delivered by partners on behalf of the University
b. all staff involved in the design, development, approval, delivery and review of courses and subjects, and
c. in particular, courses and subjects with Indigenous Australian content and the staff who design, develop, approve, deliver and review them.

Section 2 - Policy

Course and subject design

(9) Undergraduate courses of more than 64 points volume of learning and master by coursework courses will include Indigenous Australian content and must be aligned with the [Indigenous Cultural Competence Pedagogical Framework](). In particular, they must:

a. include a stand-alone Indigenous Australian Studies subject in the first full-time year of the course, or
b. where that is not possible, include a module of Indigenous Australian content of at least four points volume (for example, half the weighting of an eight-point standard subject) as early in the course as possible.

Either of these components will be a foundation for further Indigenous Australian content integrated throughout the course.

(10) They must also:

a. include integrated discipline-specific Australian Indigenous studies content consistent with the developmental sequence in the [Indigenous Cultural Competence Pedagogical Framework](), in subjects or modules in the middle and later years of the course, or embedded as assessable learning in discipline/professional studies subjects, and
b. use a range of culturally appropriate and responsive teaching, learning and assessment methods across the course, including authentic case studies, field trips and activities, and Indigenous scholarship and expertise that develop student capabilities in line with the [Indigenous Cultural Competence Pedagogical Framework]().

(11) Coursework courses of less than 64 points volume must include discipline-specific Australian Indigenous studies content consistent with the developmental sequence in the [Indigenous Cultural Competence Pedagogical Framework](), which adheres to Clause 10(b) for endorsement by the Indigenous Board of Studies.

(12) Micro-credential courses are exempt from the above requirements.

(13) Courses offerings outside of Australia may apply for an exemption from the above requirements with the Indigenous Board of Studies in the course approval process.

(14) Indigenous Australian studies (other than discipline-specific Australian studies) may be delivered through stand-alone subjects, as modules within hybrid Indigenous Australian subjects, or as modules within subjects that do not have any other Indigenous Australian content.

(15) Discipline-specific Indigenous Australian studies may be delivered through stand-alone subjects, as modules within subjects, or by assessment of relevant Indigenous Australian content throughout the course.

Indigenous Australian subject content

(16) For a subject to be classified as an Indigenous Australian studies subject, discipline-specific or hybrid Indigenous Australian studies subject, every topic and assessment task of the subject must have or assess Indigenous Australian content.

(17) Any module of Indigenous Australian studies (that is not discipline-specific) within a hybrid Indigenous Australian studies subject or other subject not classified as Indigenous Australian studies, will:

a. be at least half the duration of the subject, and
b. allocate an assessment weighting of 50% to the Indigenous Australian studies module and 50% assessment weighting to the discipline-specific module.

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Section 3 - Procedure

Responsibilities

(18) The [terms of reference](#) of the Indigenous Board of Studies state the functions of the board, which include:

    a. advising on Indigenous Australian content in courses and subjects

    b. endorsing proposed changes to subjects, modules, learning activities, assessment tasks, assessment processes, benchmarking and resources for subjects that have Indigenous Australian content

    c. monitoring subject outlines of Indigenous Australian studies subjects and subjects that include modules of Indigenous Australian content

    d. endorsing courses as compliant with the Indigenous Cultural Competence Pedagogical Framework, and

    e. approving applications for subjects to be classified as Indigenous Australian studies subjects, hybrid Indigenous Australian studies subjects or discipline-specific Indigenous Australian studies subjects.

(19) Faculties will:

    a. ensure that courses are designed to develop students' Indigenous cultural competence by incorporating Indigenous Australian content across the course

    b. ensure that Indigenous Australian content is endorsed or approved, as relevant, by the Indigenous Board of Studies

    c. collaborate with the School of Indigenous Australian Studies to develop and deliver hybrid Indigenous Australian studies subjects

    d. ensure that academic staff who design and/or deliver modules of discipline-specific Indigenous Australian studies complete required Indigenous cultural competency professional development, and

    e. support provision of more in-depth cultural competency professional development contextualised for disciplines.

(20) The School of Indigenous Australian Studies will:

    a. provide advice and support to course and subject designers and course and subject teams in the design, approval and delivery of courses and subjects with Indigenous Australian content

    b. teach all Indigenous Australian studies subjects and modules, other than discipline-specific Indigenous Australian studies modules, and

    c. collaborate with faculties to design and deliver hybrid Indigenous Australian studies subjects.

(21) The Division of Learning and Teaching, and in particular its Gulaay team, will:

    a. provide advice, training and cultural immersion experiences to course and subject designers and course and subject teams to support them in designing and delivering courses and subjects with Indigenous Australian content, and

    b. ensure that all continuing and contract academic staff undertake the First Nations Cultural Awareness Journey online induction module.

Teaching responsibilities

(22) The School of Indigenous Australian Studies will teach:

    a. all modules of Indigenous Australian studies subjects, and

b. all modules within hybrid Indigenous Australian studies subjects, other than the discipline-specific modules.

(23) The relevant school or faculty may teach discipline-specific Indigenous Australian studies subjects, or discipline-specific modules within hybrid Indigenous Australian studies or may collaborate in teaching them with the School of Indigenous Australian Studies.

(24) The [Course and Subject Delivery and Management Procedure](#) states requirements for service teaching, whereby one academic unit teaches some or all of a subject in a course managed by another academic unit.

Professional development

(25) Gulaay in the Division of Learning and Teaching:

a. provides training, resources, learning materials and cultural immersion experiences to help staff comply with the requirements of this policy, and
b. curates the Indigenous Education Strategy Collection in the University's Digital Object Management collection and the graduate learning outcomes support website.

(26) Faculties are strongly recommended to arrange in-depth professional development on:

a. Indigenous cultural competence from Gulaay, and
b. design and delivery of Indigenous Australian content, contextualised for their disciplines, in collaboration with the Chair, Indigenous Board of Studies.

(27) This in-depth development is particularly needed for staff who deliver discipline-specific Indigenous Australian studies subjects and modules, and discipline-specific content in hybrid Indigenous Australian studies subjects: see the conditions for Indigenous Board of Studies approval in the section on endorsement and approval of Indigenous Australian content below.

(28) Faculties will ensure that sessional staff who teach in subjects with Indigenous Australian content have completed the First Nations Cultural Awareness Journey online induction module.

Development of Indigenous Australian content

(29) Subject designers will consult and seek support from the Indigenous Board of Studies if the subject will have any Indigenous Australian content.

(30) The Division of Learning and Teaching and the School of Indigenous Australian Studies support the design, approval and implementation of subjects and modules of Indigenous Australian Studies including discipline-specific content.

(31) Course Directors and subject conveners are advised to engage early and often with the Chair of the Indigenous Board of Studies and the Academic Lead (First Nations Curriculum) for:

a. advice at the start of course and/or subject design
b. involvement of the School of Indigenous Australian Studies and Division of Learning and Teaching in course/subject design teams as needed, and
c. support in developing the submission to the Indigenous Board of Studies.

Endorsement and approval of Indigenous Australian content

(32) The [Course and Subject Policy](#) states the University's authorities to approve different types of course and subject proposal.

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(33) Where a course is of a type required to be aligned with the [Indigenous Cultural Competence Pedagogical Framework](#) and the Indigenous Cultural Competence Graduate Learning Outcome, the Indigenous Board of Studies must have endorsed the course as compliant before the Faculty Courses and Subject Review Panel can endorse the course proposal.

(34) The Indigenous Board of Studies must:

a. approve the classification of a subject as either an Indigenous Australian studies subject, a discipline-specific Indigenous Australian studies subject, or a hybrid Indigenous Australian studies subject, and
b. endorse proposals for integration of Indigenous Australian content across a course

before the Faculty Courses and Subject Review Panel can endorse the subject proposal.

(35) For the Indigenous Board of Studies (Board) to approve a subject's classification as Indigenous Australian studies, discipline-specific or hybrid Indigenous Australian studies, the Board must be satisfied of the following four points:

a. The subject abstract describes the Indigenous Australian content.
b. The learning outcomes are aligned with the graduate outcome of Indigenous cultural competence and with the Indigenous Cultural Competency Pedagogical Framework.
c. The teaching, learning, assessment and resources are culturally appropriate and respectful.
d. The staff who will teach the content have had the necessary level of professional development in Indigenous cultural competence to deliver this type of content.

(36) Submissions of course or subject proposals to the Board must be in the relevant template on the Office of Governance and Corporate Administration website.

(37) The Board may endorse proposals on the condition that the faculty or school makes changes to the proposal. This conditional endorsement will lapse if the faculty or school does not respond within six weeks of being notified of the Board's conditions for approval.

(38) The Board will notify the executive dean of the proposing faculty and University Courses Committee of its actions and decisions.

(39) The Office of Governance and Corporate Administration will keep a register on its website, and update this within two weeks after each meeting of the Board, recording:

a. content endorsed
b. subjects classified as Indigenous Australian studies subjects, discipline-specific Indigenous Australian Studies subjects or hybrid Indigenous Australian studies subjects, and
c. courses approved as compliant with Indigenous Australian content requirements.

Approval of changes to Indigenous Australian content

(40) Before a change is approved to a subject classified as an Indigenous Australian studies subject, a discipline-specific Indigenous Australian Studies subject or a hybrid Indigenous Australian studies subject:

a. the faculty must have submitted the proposed change to the Indigenous Board of Studies, and
b. the Board must have approved the subject to retain its classification after the change.

Recording Indigenous Australian content

(41) The following data on Indigenous Australian content of courses and subjects will be recorded in the Curriculum Design, Accreditation and Publication system:

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a. Course-level data:
   i. whether the course is required to comply with the Indigenous Cultural Competency Pedagogical Framework (ICCPF), and
   ii. Indigenous Board of Studies endorsement of the course as ICCPF-compliant, listing the subjects for the course of which the board has approved the classification as Indigenous Australian Studies, discipline-specific or hybrid Indigenous Australian studies, and the date of this endorsement, and

b. Subject-level data:
   i. classification of the subject as Indigenous Australian content, discipline-specific Indigenous Australian content, or hybrid Indigenous Australian content (if the subject is so classified), and
   ii. date of Indigenous Board of Studies approval of this classification, or
   iii. for other subjects, whether the subject contains Indigenous Australian content.

Section 4 - Guidelines

(42) Nil.

Section 5 - Glossary

(43) For the purposes of this policy, the following terms have the definition stated:

> Notes: Indigenous Australians/First Nations Australians use a wide range of terminology that is considered acceptable to name the populations as a whole.
>
> In curriculum design, academics and students are exposed to a range of terminology through the work of Indigenous and non-Indigenous scholars. When developing curriculum, consider the content of the subject and the disciplines within which the content is integrated. Understand the diverse use of terminology and establish a nuanced, context-responsive approach.
>
> While the best approach is to use the names of each First Nation group, this is not always representative of the content in a subject or course. This policy encourages the use of 'Indigenous Australian' or 'First Nations' interchangeably when discrete, self-naming of Aboriginal and Torres Strait Islander groups is not contextually relevant.

a. Coursework course – as defined in the policy library glossary.

b. Discipline-specific Indigenous Australian Studies – any area of inquiry within Indigenous Australian studies that is specifically related to the theoretical and practical knowledges required for a professional discipline, such as Indigenous clinical health and mental health, Indigenous policing, Indigenous education curriculum in schools and other educational settings, and Indigenous ecological knowledges.

c. First Nations – is a collective term that acknowledges the sovereignties of Aboriginal and Torres Strait Islander peoples of Australia. Indigenous Australian Studies is a term that names an academic discipline.

d. Hybrid Indigenous Australian studies – a combination, in a subject, of Indigenous Australian studies and discipline-specific Indigenous Australian Studies.

e. Indigenous Australian content – comprises Indigenous Australian studies, discipline-specific Indigenous Australian studies and hybrid Indigenous Australian studies.

f. Indigenous Australian studies – the broad area of inquiry related to Indigenous Australian knowledges, cultures and heritages, and histories and issues that affect or are of concern to Indigenous peoples and communities today. Where this term is used without the adjectives 'discipline-specific' or 'hybrid', it means subjects, or modules within subjects, taught by the School of Indigenous Australian Studies. These studies can be

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foundational, intermediate, and/or capstones and equip Indigenous and non-Indigenous students with critical skills to deconstruct their standpoints in relation to Australian culture and institutions, to support Indigenous Australian self-determination.

g. Module – a component within a subject which includes topics, learning activities on these topics and at least one assessment task on these; this term is also used for a professional development offering for staff.

h. Point – as defined in the policy library glossary.

Status and Details

Status	Not Yet Approved
Effective Date	To Be Advised
Review Date	To Be Advised
Approval Authority	
Approval Date	To Be Advised
Expiry Date	Not Applicable
Unit Head	Jay Phillips Chair, Indigenous Board of Studies
Author	Jay Phillips
Enquiries Contact	Jay Phillips Chair, Indigenous Board of Studies

Glossary Terms and Definitions

"Point" - A measure of volume of learning, equivalent to between 17.5 and 20 learning hours.

"Coursework course" - a course leading to an award/qualification recognised by the Australian Qualifications Framework that is not classified as a higher degree by research.

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Indigenous Australian Content in Courses and Subjects Policy

Section 1 - Purpose

(1) The ethos of Charles Sturt University (the University) is described by the Wiradyjuri phrase 'yindyamarra winhanganha' – the wisdom of respectfully knowing how to live well in a world worth living in.

(2) This policy is intended to ensure that graduates embrace this ethos in their personal and professional lives by equipping them with:

  a. understanding of their cultural and historical positioning and the implications for knowledge and practice;

  b. knowledge, skills and attributes of Indigenous cultural competence; and responsiveness, and

  c. professional skills in their discipline based on high-quality, culturally responsive professional education.

(3) The University's ~~Indigenous Education Strategy defines the University's~~ ~~Indigenous Education~~First Nations Strategy defines the University's approach to Indigenous education, which is founded on principles of cultural competence, social justice and reconciliation. This policy is intended to effect that strategy.

(4) The Course and Subject Design (Coursework) Procedure defines the ~~University's~~University's graduate attributes, which include Indigenous cultural competency. This policy states requirements to ensure this aspect of curriculum design and delivery.

(5) The University recognises the right and the authority of Indigenous Australians to oversee Indigenous Australian content in its courses and subjects.

(6) Accordingly, this policy:

  a. defines requirements for Indigenous Australian content in courses and subjects; and

  b. authorises the Indigenous Board of Studies to assure the quality and integrity of this content.

(7) This policy is closely related to, and should be read alongside:

  a. the Course and Subject Policy and related procedures; and

  b. the terms of reference for the Indigenous Board of Studies.

Scope

(8) This policy applies to:

  a. all courses and subjects offered by the University, including courses delivered by partners on behalf of the University;

  b. all staff involved in the design, development, approval, delivery and review of courses and subjects; and

  c. in particular, courses and subjects with Indigenous Australian content and the staff who design, develop, approve, deliver and review them.

References

(9) Where a supporting document is referenced, it will be listed on the associated information tab.

Section 2 - ~~Glossary~~Policy

Course and subject design

(10) Undergraduate courses of more than 64 points volume of learning and master by coursework courses ~~that prepare students for a specific profession,~~ will include Indigenous Australian content and must be aligned with the Indigenous Cultural Competence Pedagogical Framework.

In particular, they must:

a. include a stand-alone Indigenous Australian Studies subject in the first full-time year of the course~~;~~ or

b. where that is not possible, include a module of Indigenous Australian content of at least four points volume (for example, half the weighting of an eight-point standard subject) as early in the course as possible.

Either of these components will be a foundation for further Indigenous Australian content integrated throughout the course.

(11) They must also:

a. include integrated discipline-specific Australian Indigenous studies content consistent with the developmental sequence in the Indigenous Cultural Competence Pedagogical Framework, in subjects or modules in the middle and later years of the course, or embedded as assessable learning in discipline/professional studies subjects~~;~~ and

b. use a range of culturally appropriate and responsive teaching, learning and assessment methods across the course, including authentic case studies, field trips and activities, and Indigenous scholarship and expertise that develop student capabilities in line with the Indigenous Cultural Competence Pedagogical Framework.

(12) Coursework courses of less than 64 points volume must include discipline-specific Australian Indigenous studies content consistent with ~~integrated and assessable Indigenous Australian content and must align with~~ the developmental sequence in the Indigenous Cultural Competence Pedagogical Framework which adheres to Clause 11(b) for endorsement by the Indigenous Board of Studies.

(13) Micro-credential courses are exempt from the above requirements.

~~(12)~~(14) Courses offerings outside of Australia may apply for an exemption from the above requirements with the Indigenous Board of Studies in the course approval process~~: exemptions are intended for offerings outside Australia.~~.

~~(13)~~(15) Indigenous Australian studies (other than discipline-specific Australian studies) may be delivered through standalone subjects, as modules within hybrid Indigenous Australian subjects, or as modules within subjects that do not have any other Indigenous Australian content.

~~(14)~~(16) Discipline-specific Indigenous Australian studies may be delivered through stand-alone subjects, as modules within subjects, or by assessment of relevant Indigenous Australian content throughout the course.

Indigenous Australian subject content

~~(15)~~(17) For a subject to be classified as an Indigenous Australian studies subject, discipline-specific or hybrid Indigenous Australian studies subject, every topic and assessment task of the subject must have or assess Indigenous Australian content.

~~(16)~~(18) Any module of Indigenous Australian studies (that is not discipline-specific) within a hybrid Indigenous Australian studies subject or other subject not classified as Indigenous Australian studies, will:

i be at least half the duration of the subject~~;~~ and

ii allocate an assessment weighting of 50% to the Indigenous Australian studies module and 50% assessment weighting to the discipline-specific module. ~~contain at least one assessment task that students must pass in order to pass the subject.~~

Commented [KT1]: Glossary moved to the end to comply with current policy template.

Section 43 - Procedure

Responsibilities

(17)(19) The terms of reference of the Indigenous Board of Studies state the functions of the board, which include:

a. advising on Indigenous Australian content in courses and subjects;

b. endorsing proposed changes to subjects, modules, learning activities, assessment tasks, assessment processes, benchmarking and resources for subjects that have Indigenous Australian content;

c. monitoring subject outlines of Indigenous Australian studies subjects and subjects that include modules of Indigenous Australian content;

d. endorsing courses as compliant with the Indigenous Cultural Competence Pedagogical Framework; and

e. approving applications for subjects to be classified as Indigenous Australian studies subjects, hybrid Indigenous Australian studies subjects or discipline-specific Indigenous Australian studies subjects.

(18)(20) Faculties will:

f. ensure that courses are designed to develop students' Indigenous cultural competence by incorporating Indigenous Australian content across the course;

g. ensure that Indigenous Australian content is endorsed or approved, as relevant, by the Indigenous Board of Studies;

h. collaborate with the School of Indigenous Australian Studies to develop and deliver hybrid Indigenous Australian studies subjects;

i. ensure that academic staff who design and/or deliver modules of discipline-specific Indigenous Australian studies complete required Indigenous cultural competency professional development; and

j. support provision of more in-depth cultural competency professional development contextualised for disciplines.

(19)(21) The School of Indigenous Australian Studies will:

k. provide advice and support to course and subject designers and course and subject teams in the design, approval and delivery of courses and subjects with Indigenous Australian content;

l. teach all Indigenous Australian studies subjects and modules, other than discipline-specific Indigenous Australian studies modules; and

m. collaborate with faculties to design and deliver hybrid Indigenous Australian studies subjects.

(20)(22) The Division of Learning and Teaching, and in particular its Gulaay team, will:

n. provide advice, training and cultural immersion experiences to course and subject designers and course and subject teams to support them in designing and delivering courses and subjects with Indigenous Australian content; and

a. ensure that all continuing and contract academic staff undertake the ~~Indigenous cultural competence~~First Nations Cultural Awareness Journey online induction module ~~for staff as a requirement of the Graduate Certificate in University Learning and Teaching; and~~

o. ~~provide an advanced Indigenous cultural competence professional development module for staff who design and/or deliver discipline-specific Indigenous Australian studies~~.

Teaching responsibilities

(21)(23) The School of Indigenous Australian Studies will teach:

p. all modules of Indigenous Australian studies subjects; and

q. all modules within hybrid Indigenous Australian studies subjects, other than the discipline-specific modules.

(22)(24) The relevant school or faculty may teach discipline-specific Indigenous Australian studies subjects, or discipline-specific modules within hybrid Indigenous Australian studies, or may collaborate in teaching them with the School of Indigenous Australian Studies.

(25) The Course and Subject Delivery and Management Procedure states requirements for service teaching, whereby one academic unit teaches some or all of a subject in a course managed by another academic unit.

Professional development

(23)(26) Gulaay in the Division of Learning and Teaching:

r. provides training, resources, learning materials and cultural immersion experiences to help staff comply with the requirements of this policy;, and

s. curates the Indigenous Education Strategy Collection in the University'sUniversity's Digital Object Management collection and the graduate learning outcomes support website.

(24)(27) Faculties are strongly recommended to arrange in-depth professional development on:

t. Indigenous cultural competence from Gulaay;, and

u. design and delivery of Indigenous Australian content, contextualised for their disciplines, in collaboration with the Chair, Indigenous Board of Studies.

(25)(28) This in-depth development is particularly needed for staff who deliver discipline-specific Indigenous Australian studies subjects and modules, and discipline-specific content in hybrid Indigenous Australian studies subjects: see the conditions for Indigenous Board of Studies approval in the section on endorsement and approval of Indigenous Australian content below.

(26)(29) Faculties will ensure that sessional staff who teach in subjects with Indigenous Australian content have completed the First Nations Cultural Awareness Journey online induction module in Indigenous cultural competence for staff.

Development of Indigenous Australian content

(29) Subject designers will consult and seek support from the Indigenous Board of Studies if the subject will have any Indigenous Australian content.

(30) The Division of Learning and Teaching and the School of Indigenous Australian Studies support the design, approval and implementation of subjects and modules of Indigenous Australian Studies including discipline-specific content.

(31) Course Directors and subject conveners are advised to engage early and often with the Chair of the Indigenous Board of Studies and the Academic Lead (First Nations Curriculum),) for:

a. advice at the start of course and/or subject design;

b. involvement of the School of Indigenous Australian Studies and Division of Learning and Teaching in course/subject design teams as needed;, and

c. support in developing the submission to the Indigenous Board of Studies.

Endorsement and approval of Indigenous Australian content

(32) The Course and Subject Policy states the University'sUniversity's authorities to approve different types of course and subject proposal.

(32)(33) Where a course is of a type required to be aligned with the Indigenous Cultural Competence Pedagogical Framework and the Indigenous Cultural Competence Graduate Learning Outcome, the Indigenous Board of Studies must have endorsed the course as compliant before the Faculty Courses Committeeand Subject Review Panel can endorse the course proposal.

(33)(34) The Indigenous Board of Studies must:

a. approve the classification of a subject as either an Indigenous Australian studies subject, a discipline-specific Indigenous Australian studies subject, or a hybrid Indigenous Australian studies subject;, and

b. endorse proposals for integration of Indigenous Australian content across a course before the Faculty Courses Committeeand Subject Review Panel can endorse the subject proposal.

(34)(35) For the Indigenous Board of Studies (Board) to approve a subject's classification as Indigenous Australian studies, discipline-specific or hybrid Indigenous Australian studies, the Board must be satisfied of the following four points:

a. The subject abstract describes the Indigenous Australian content.

b. The learning outcomes are aligned with the graduate outcome of Indigenous cultural competence and with the Indigenous Cultural Competency Pedagogical Framework.

c. The teaching, learning, assessment and resources are culturally appropriate and respectful.

d. The staff who will teach the content have had the necessary level of professional development in Indigenous cultural competence to deliver this type of content.

(35)(36) Submissions of course or subject proposals to the Board must be in the relevant template on the Office of Governance and Corporate Administration website.

(36)(37) The Board may endorse proposals on the condition that the faculty or school makes changes to the proposal. This conditional endorsement will lapse if the faculty or school does not respond within six weeks of being notified of the Board's conditions for approval.

(37)(38) The Board will notify the executive dean of the proposing faculty and University Courses Committee of its actions and decisions.

(38)(39) The Office of Governance and Corporate Administration will keep a register on its website, and update this within two weeks after each meeting of the Board, recording:

a. content endorsed;

b. subjects classified as Indigenous Australian studies subjects, discipline-specific Indigenous Australian Studies subjects or hybrid Indigenous Australian studies subjects;, and

c. courses approved as compliant with Indigenous Australian content requirements.

Approval of changes to Indigenous Australian content

(40) Before a change is approved to a subject classified as an Indigenous Australian studies subject, a discipline-specific Indigenous Australian Studies subject or a hybrid Indigenous Australian studies subject:

a. the faculty must have submitted the proposed change to the Indigenous Board of Studies;, and

b. and the Board must have approved the subject to retain its classification after the change.

Recording Indigenous Australian content

(41) (41) The following data on Indigenous Australian content of courses and subjects will be recorded in the Course and Subject information Management System.Curriculum Design, Accreditation and Publication system.

a. course-level data:

i. whether the course is required to comply with the Indigenous Cultural Competency Pedagogical Framework (ICCPF);), and,

ii. Indigenous Board of Studies endorsement of the course as ICCPF-compliant, listing the subjects for the course of which the board has approved the classification as Indigenous Australian Studies, discipline-specific or hybrid Indigenous Australian studies, and the date of this endorsement;, and

b. subject-level data:

i. classification of the subject as Indigenous Australian content, discipline-specific Indigenous Australian content, or hybrid Indigenous Australian content (if the subject is so classified); and

ii. date of Indigenous Board of Studies approval of this classification; or

iii. for other subjects, whether the subject contains Indigenous Australian content.

Section 4 - Guidelines

(42) (42) Nil.

Section 5 - Glossary

(43) For the purposes of this policy, the following terms have the definition stated:

a. Course Director – includes roles titled 'Course Director' and roles titled 'Course Coordinator' where this title is still used.

b. Coursework course – a course leading to a qualification at Australian Qualifications Framework level 8 or below, or a masters course with no research component or with a research component weighted at less than 66% of the total credit points required to complete the course. Coursework courses leading to the award of an undergraduate certificate, undergraduate diploma, associate degree, bachelor degree, bachelor (honours) degree, graduate certificate, graduate diploma, or a master by coursework as defined in the previous sentence.

c. Discipline-specific Indigenous Australian Studies – any area of inquiry within Indigenous Australian studies that is specifically related to the theoretical and practical knowledges required for a professional discipline, such as Indigenous clinical health and mental health, Indigenous policing, Indigenous education curriculum in schools and other educational settings, and Indigenous ecological knowledges.

d. First Nations – is a collective term that acknowledges the sovereignties of Aboriginal and Torres Strait Islander peoples of Australia. Indigenous Australian Studies is a term that names an academic discipline.

> Notes: Indigenous Australians/First Nations Australians use a wide range of terminology that is considered acceptable to name the populations as a whole.
>
> In curriculum design, academics and students are exposed to a range of terminology through the work of Indigenous and non-Indigenous scholars. When developing curriculum, consider the content of the subject and the disciplines within which the content is integrated. Understand the diverse use of terminology and establish a nuanced, context-responsive approach.
>
> While the best approach is to use the names of each First Nation group, this is not always representative of the content in a subject or course. This policy encourages the use of 'Indigenous Australian' or 'First Nations' interchangeably when discrete, self-naming of Aboriginal and Torres Strait Islander groups is not contextually relevant.

a. Hybrid Indigenous Australian studies – a combination, in a subject, of Indigenous Australian studies and discipline-specific Indigenous Australian Studies.

b. Indigenous Australian content – comprises Indigenous Australian studies, discipline-specific Indigenous Australian studies and hybrid Indigenous Australian studies.

c. Indigenous Australian studies – the broad area of inquiry related to Indigenous Australian knowledges, cultures and heritages, and histories and issues that affect or are of concern to Indigenous peoples and communities today. Where this term is used without the adjectives 'discipline-specific' or 'hybrid', it means subjects, or modules within subjects, taught by the School of Indigenous Australian Studies. These studies can be foundational, intermediate, and/or capstones and equip Indigenous and non-Indigenous students with critical skills to deconstruct their standpoints in relation to Australian culture and institutions, to support Indigenous Australian self-determination.

d. Module – a component within a subject which includes topics, learning activities on these topics and at least one assessment task on these; this term is also used for a professional development offering for staff.

a.e. Point – a measure of volume of learning, equivalent to between 17.5 and 20 learning hours.

Item 11: Subject Substitution, GPS Exemption and Technologyone Student Management System Opportunities (UCC 30/9)

PURPOSE

To provide the University Courses Committee (UCC) with an update on subject substitution, GPS exemption and TechnologyOne Student Management System opportunities.

RECOMMENDATION

The University Courses Committee resolves to **note** the ongoing investigations and keep this item open for a further report from the Manager, Course and Subject Accreditation and the Director, Student Administration.

KEY ISSUES

Increased subject substitutions are adding considerable workload within administrative teams across the University.

Inadequate governance for subject substitutions into course structures was identified approximately 12 months ago. A clause was added to the enrolment procedure outlining rules and delegations regarding subject substitutions, including the requirement to report subject substitution exceptions to Faculty Board.

This triggered an investigation into the volume of subject substitutions occurring (conducted by Manager, Course and Subject Accreditation at the request of PVC Learning and Teaching and Director, Student Administration).

UCC 30/10 Item 11 submitted by Manager, Course and Subject Accreditation in March, recommending:
- the conversion of all text-based enrolment patterns into structured CDAP student study plans (aiding accreditation, reporting and publications),

- identification of unused subjects and analysis of options to discontinue,

- discuss with Student Administration available data points and identify value of reporting information regarding subject substitutions to Faculty Board.

Investigation within Student Administration has since revealed that course changes were being requested and fulfilled in the Graduate Planning System (GPS) that were not approved in CDAP.

These changes come from Course Directors via email, forms, spreadsheets, and meetings, however on sampling comparison are not being reflected in CDAP.

The result is opening risk that a student can graduate in a non-approved course (Course Director's are verifying a course structure rather than a student's transcript for Graduation).

Processes for course changes outside the official course approval system (CDAP) also pose risk to learning outcomes, and therefore course accreditation.

It is understood that this confusion has likely arisen through lack of clarity on delegations and processes, GPS **forms** being previously used for graduation eligibility, and the subsequent introduction of GPS **plans** being used as a tool to assist students, not a tool to verify graduation eligibility.

ACTIONS AND NEXT STEPS

Consultation between Student Administration, the Office of Academic Governance and Course Administration Managers has resulted in the agreed action for the student system administrators now only making changes to scribe blocks that are approved via CDAP's governance process (not to previous versions). It is understood by all parties that this will result in an increase to the fall through report.

Subsequent actions to be taken in addition to previous recommendations in UCC report 30/10:

- The Manager, Enrolments, in the Division of Student Experience will lead a review into fall through process.

- The Manager, Student Systems, in the Division of Student Experience will lead a review into selecting GWACODE without further approval and efficiencies for Subject Substitution/Exception report.

- Manager, Course and Subject Accreditation and Director, Student Administration to work with faculties on an approach to efficiencies from above reviews, and the recommended approach and effort analysis for all enrolment patterns in CDAP (will lead to less fall through work, less GCTS).

- Director, Student Administration and Manager, Course and Subject Accreditation to work with Student Management Transformation Project to define key benefits of TechnologyOne Study Plans and understanding of how any interim effort will integrate.

Manager, CSA and Director, SA to provide UCC with an updated report on progress.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: • Standards 1, 3, & 5 of the Higher Education Standards Framework 2021
Policy/TOR Alignment	This submission is made in accordance with: • Course and Subject Policy • UCC Terms of Reference

Prepared by: 18/04/2024   Rachael Lamb, Director, Student Administration

Approved by: 19/04/2024   Sandra Sharpham, Executive Director, Student Experience

Cleared by: 23/04/2024   Graham Brown, Deputy Vice-Chancellor, Academic

Item 12: Previous Minutes (UCC and UCC SC)

PURPOSE

To approve the minutes of the previous UCC and UCC SC meetings.

RECOMMENDATION

The University Courses Committee resolves to **approve** the minutes of the University Courses Committee meeting held on 6 March 2024 as a true and accurate record.

ATTACHMENTS/LINKS

A. [AS UCC 30 240306 Minutes](#)

Charles Sturt University

Item 13: Academic Senate Minutes

PURPOSE

To provide the University Courses Committee with the record of business considered by Academic Senate at its recent meeting.

RECOMMENDATION

The University Courses Committee resolves to **note** the Minutes of the Academic Senate meeting held on 21 February 2024.

KEY ISSUES

The Chair will highlight items of relevance to the University Courses Committee.

COMPLIANCE

Legislative Compliance	This decision contributes to compliance with: 1. Standard 6.3 of the Higher Education Standards Framework 2021
Policy Alignment	This decision is made in accordance with the Faculty Boards – MTOR and Governance (Academic Senate) Rule 2018

RISK ASSESSMENT

Risk appetite according to the Risk Appetite Statement.	**Legislative and Regulatory Compliance:** Charles Sturt University is committed to high level of compliance with relevant legislation, regulatory compliance obligations and internal policies and procedures. Charles Sturt University has a Very Low Appetite for any intentional behaviours which result in non-compliances with any of its relevant legislative requirements, regulatory compliance obligations and internal policies and procedures.
Consequence of decision in relation to risk appetite	This decision sits within the current risk appetite.

LINK

A. AS190 Minutes Unconfirmed 21 February 2024

Prepared by: 13/02/2024 Verinnia Lansom, Governance Officer
Approved by: 15/05/2024 Kate Hayden, Manager, Governance
Cleared by: 2102/2024 Professor Graham Brown, Chair University Courses Committee

Item 14: Minutes of the Committees Reporting to the University Courses Committee

PURPOSE

To provide the minutes from meetings of committees that report to the University Courses Committee.

RECOMMENDATION

The University Courses Committee resolves to **note** the minutes of the Committees that report to the University Courses Committee.

KEY ISSUES

The minutes for meetings of committees that report to the University Courses Committee are provided for the information of members:

Faculty of Arts and Education Faculty Board	The Board has not meet since the last UCC.
Faculty of Business, Justice and Behavioural Sciences Faculty Board	The Board has not meet since the last UCC.
Faculty of Science and Health Faculty Board	The Board has not meet since the last UCC.
Indigenous Board of Studies	1 November 2023 7 February 2024 3 April 2024

Any items that require specific consideration and or decision by the University Courses Committee will appear as separate items on the agenda.

COMPLIANCE

Legislative Compliance	This decision contributes to compliance with Standard 6.3 Higher Education Standards Framework 2021.
Policy Alignment	This decision is made in accordance with the University Courses Committee Membership and Term of Reference and the relevant sub-committee Membership and Terms of Reference in the Policy Library.

RISK ASSESSMENT

Risk appetite according to the Risk Appetite Statement.	**Legislative and Regulatory Compliance:** Charles Sturt University is committed to high level of compliance with relevant legislation, regulatory compliance obligations and internal policies and procedures. Charles Sturt University has a Very Low Appetite for any intentional behaviours which result in non-compliances with any of its relevant legislative requirements, regulatory compliance obligations and internal policies and procedures.
Consequence of decision in relation to risk appetite	This decision sits within the current risk appetite.

LINKS

A.   Indigenous Board of Studies Minutes

Prepared by:	17/04/2024	Verinnia Lansom, Governance Officer
Approved by:	17/04/2024	Kate Hayden, Manager Governance
Cleared by:	18/04/2024	Professor Graham Brown, Chair University Courses Committee

Item 15: IBS Membership and Terms of Reference

PURPOSE

To report the Academic Senate Standing Committee approved the Indigenous Board of Studies Membership and Terms of Reference 2024. (ASSC24/06, 27 March 2024 refers)

RECOMMENDATION

The University Courses Committee resolves to **note** the Indigenous Board of Studies Membership and Terms of Reference 2024.

KEY MATTERS

Academic Senate Standing Committee approval of the Indigenous Board of Studies Membership and Terms of Reference 2024.

LINK

Please refer to the following link:

Indigenous Board of Studies' - Membership and Terms of Reference 2024

Prepared by:	17/04/2024	Verinnia Lansom, Governance Officer
Approved by:	17/04/2024	Kate Hayden, Manager Governance
Cleared by:	18/04/2024	Professor Graham Brown, Chair University Courses Committee

Item 16: Other Business 42

Item 17: Next Meeting 43

No.	Date	Time	Location	Agenda Close
~~30~~	~~Wednesday 6 March 2024~~	~~9.00am - 12.00pm~~	~~Videoconference~~	~~14 February~~
~~31~~	~~Wednesday 1 May 2024~~	~~9.00am - 12.00pm~~	~~Videoconference~~	~~10 April~~
32	Wednesday 12 June 2024	9.00am - 12.00pm	Videoconference	22 May
33	Wednesday 21 August 2024	9.00am - 12.00pm	Videoconference	31 July
34	Wednesday 23 October 2024	9.00am - 12.00pm	Videoconference	2 October