Charles Sturt University

ACADEMIC QUALITY AND STANDARDS COMMITTEE
Meeting No. 13

NOTICE OF MEETING

Date   Monday, 21 July 2025

Time   10.00am – 1.00pm

Location Videoconference
Join Zoom Meeting

Join Zoom Meeting

https://charlessturt.zoom.us/j/63188002920?pwd=zPJIq2EN6WlshqgzKlfyzWTwIIbHcK.1

Meeting ID
631 8800 2920

Passcode
189054

Members	Position	Term Ends
Professor Janelle Wheat	Pro Vice-Chancellor (Learning and Teaching) (Chair)	Ex-officio position
Professor Wilma Vialle	Chair, Academic Senate	Ex-officio position
Mr Mike Bryant	Academic Director, Education Strategy	Ex-officio position
Professor Tony Dreise	Pro Vice-Chancellor, First Nations Strategy	Ex-officio position
Mr Mike Ferguson	Pro Vice-Chancellor (International)	Ex-officio position
Professor Sarah O'Shea	Dean, Graduate Research	Ex-officio position
Ms Heather McGregor	Pro Vice-Chancellor, Student Success	Ex-officio position
Mr Carlo Iacono	University Librarian	Ex-officio position
Associate Professor Will Letts	Acting Deputy Dean, Faculty of Arts & Education	Ex-officio position
Associate Professor Jenny Kent	Deputy Dean, Faculty of Business, Justice and Behavioural Sciences	Ex-officio position
Associate Professor Mark Bassett	Director, Academic Quality, Standards and Integrity and Academic Lead (AI)	Ex-officio position
Associate Professor Brendon Hyndman	Acting Associate Dean, Academic, Faculty of Arts & Education	Ex-officio position
Associate Professor Julia Lynch	Associate Dean, Academic, Faculty of Business, Justice and Behavioural Sciences	Ex-officio position
Dr Prue Laidlaw	Acting Associate Dean, Academic, Faculty of Science and Health	Ex-officio position
Associate Professor Susan Mlcek	Staff member from the Faculty of Arts & Education with expertise in learning and teaching, nominated by the Executive Dean	30 June 2027
Dr Louise Skilling	Staff member from the Faculty of Business, Justice and Behavioural Sciences with expertise in learning and teaching, nominated by the Executive Dean	30 June 2026
Dr Prue Laidlaw	Staff member from the Faculty of Science and Health with expertise in learning and teaching, nominated by the Executive Dean (and Acting ADA, FOSH)	30 June 2027
Vacant	Staff member from the Faculty of Arts & Education with responsibility for workplace learning, nominated by the Executive Dean	30 June 2027
Ms Ana Torres Ahumada	Staff member from the Faculty of Business, Justice and Behavioural Sciences with responsibility for workplace learning, nominated by the Executive Dean	30 June 2027
Associate Professor Narelle Patton	Staff member from the Faculty of Science and Health with responsibility for workplace learning, nominated by the Executive Dean	30 June 2027
Ms Jenny McIntyre	Faculty professional/general team member with expertise in grade administration nominated by the Provost and DVCA in consultation with the Executive Deans	30 June 2027
Ms Emma Marshall	Student member nominated by the Student Senate	30 September 2026
Vacant	Student member nominated by the Student Senate	

Quorum for members: 12

James Elibank Murray	Manager, Course and Subject Accreditation	Attendee
Bec Acheson	Education Design Lead	Attendee

Academic Quality and Standards Committee **AGENDA**				**21 July 2025**
Meeting No.13				

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6	Course Reviews – FOSH	Acting ADA, FOSH	Decision		18
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10	Annual Course Health Check Algorithm Review	Acting ADA, FOSH	Decision		30
11	Faculty of Science and Health Guidelines for Calibrating Student Workload in Work-integrated Learning Placement Subjects	Acting ADA, FOSH	Noting		42
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Matters Taken as Read					
14	Workplace Learning Report	Chair	N/A		52
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Close					
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Meeting Close				1:00pm	

* Standing Item

Item 1: Welcome and Apologies

Acknowledgement of Country

I acknowledge the traditional custodians of the lands that I am coming to you from today in this virtual space. I also acknowledge the traditional custodian of the various lands on which you all are joining from today.

I pay my respect to Elders past and present and extend that respect to celebrate the rich cultural diversity of all First Nations people here today.

Welcomes

- Prof Wilma Vialle, Chair Academic Senate
- Prue Laidlaw, renominated for a second term as the Academic Staff member from FOSH with expertise in learning and teaching.
- Narelle Patton, renominated for a second term as the Academic Staff member from FOSH with responsibility for workplace learning.
- Jenny McIntyre as the new professional team member with expertise in grade administration, as nominated by the Provost and DVC-A.
- Ana Torres Ahumada, as the new Academic Staff member from FOBJBS with responsibility for workplace learning.
- Susan Mlcek, renominated for a second term as the Academic Staff member from FOAE with expertise in learning and teaching.

Apologies

- Carlo Iacono
- Louise Skilling
- Rachel Whitsed

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 the Governance prior to the meeting (or prior to voting if the meeting is conducted by flying minute).

The Academic Quality and Standards 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.

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PURPOSE

To approve the minutes of the previous meeting.

RECOMMENDATION

The Academic Quality and Standards Committee resolves to **approve** the minutes of the meeting held on 5 May 2025 as a true and accurate record.

ATTACHMENTS

AQSC12 5 May 2025 Minutes (Unconfirmed)

ACADEMIC QUALITY AND STANDARDS COMMITTEE
Meeting No. 12

Unconfirmed minutes of the meeting held on Monday, 5 May 2025 by videoconference.

1. Welcome and Apologies

The Chair opened the meeting at 10.00am with an Acknowledgement of Country and welcomed members and attendees.

Members Present

Professor Janelle Wheat	Pro Vice-Chancellor (Learning and Teaching) (Chair)
Associate Professor Jenny Kent	Deputy Dean, FOBJBS
Dr Brendon Hyndman	Acting Associate Dean, Academic, FOAE (ADA, FOAE)
Associate Professor Rachel Whitsed	Associate Dean, Academic, FOSH (ADA, FOSH)
Associate Professor Julia Lynch	Associate Dean, Academic, FOBJBS (ADA, FOBJBS)
Associate Professor Mark Bassett	Director, Academic Quality and Standards and Academic Lead (AI)
Professor Sarah O'Shea	Dean, Graduate Research
Ms Heather McGregor	Pro Vice-Chancellor (Student Success)
Ms Lisa Campbell	Academic staff member from FOAE with responsibility for workplace learning
Dr Prue Laidlaw	Academic staff member from FOSH with expertise in learning and teaching
Ms Jilly Taylor	Professional/general team member with expertise in grade administration
Associate Professor Narelle Patton	Academic staff member from FOSH with responsibility for workplace learning
Ms Louise Skilling	Academic staff member from FOBJBS with expertise in learning and teaching
Ms Emma Marshall	Student representative

Attendees

Ms Kate Hayden	Manager, Governance (Minutes)
Associate Professor Koshila Kumar	Sub Dean, Academic Development
Ms Bec Acheson	Education Design Lead
Ms Reagan Petzel	Executive Officer, DLT
Ms Stephanie Daskein	Course and Subject Accreditation Officer
Mr James Elibank Murray	Manager, Course and Subject Accreditation
Associate Professor Christopher Orchard	Acting Head of School, School of Indigenous Australian Studies

Apologies

Mr Mike Bryant	Academic Director, Education Strategy
Mr Mike Ferguson	Pro Vice-Chancellor (International)
Mr Carlo Iacono	University Librarian
Professor Will Letts	Acting Deputy Dean, FOAE
Associate Professor Susan Mlcek	Academic staff member from FOAE with expertise in learning and teaching
Professor Tony Dreise	Pro Vice-Chancellor (First Nations Engagement)

2. Declaration of Interests

There were no interests raised or declared by members.

3. Confirmation of Agenda

The Committee agreed to vary the agenda after item 8, to consider items 10, 11 and 9, prior to returning to the order of the agenda.

4. **Previous Minutes**

> **RESOLUTION AQSC12/1** The Academic Quality and Standards Committee resolved to **approve** the minutes of the meeting held on 10 March 2025 as a true and accurate record.

5. **Action Sheet**

Item Ref	Action	Update
AQSC11/1	Meet to consider how future Annual Course Health Checks should be presented to the AQSC.	The item was marked completed. Members noted that the paper included at Item 9 satisfied the requirements for reporting on the Annual Course Health Checks.
AQSC11/3	Convene a meeting with the Dir, Risk and Compliance, Assoc Dir, Compliance, the Manager, Academic Quality Enhancement, the Deputy Deans (FOAE and FOBJBS), the ADA (FOSH) and Dir, AQS and AL (AI) to consider reporting and recommendations in relation to third-party arrangements.	Item to remain in progress. Members noted a meeting was scheduled to be held on 7 May 2025, and an update on the outcome would be provided to the July 2025 meeting.

6. **Faculty of Science and Health Courses**
   There were no course reviews from the Faculty of Science and Health to be considered at the meeting.

7. **Faculty of Arts and Education Courses**
   There were no course reviews from the Faculty of Arts and Education to be considered at the meeting.

8. **Faculty of Business, Justice and Behavioural Sciences Course Reviews**
   There were no course reviews from the Faculty of Business, Justice and Behavioural Sciences to be considered at the meeting.

9. **Faculty of Arts and Education – Annual Course Health Checks**

   The ADA, FOAE reported on the following Faculty's Annual Course Health Checks:

   - 3408TS01 Bachelor of Teaching (Secondary)

   - 1022TH01 Undergraduate Certificate in Theology

   - 1022EC01 Undergraduate Certificate in Early Childhood Education

   - 1022CR01 Undergraduate Certificate in Creative Writing

   The ADA provided the following additional updates in relation to the Faculty's ACHCs:

   - The Bachelor of Teaching (Secondary) was at the discontinuation stage, and the proposal would be submitted to the May 2025 meeting of Academic Senate.

   - The Undergraduate Certificate in Theology was activated in 2023, but enrolments were suspended in 2024 pending a decision by the Department of Education on whether undergraduate certificates could continue as an award. Given it was not possible to make a judgment on the course at this stage, the Course Director had decided to run the course for 2 – 3 years before deciding on its future.

- The review of the Undergraduate Certificate in Early Childhood Education identified that the certificate was not recognised in the early childhood workforce, and therefore, the target market was unknown. Consideration was given to reframing the certificate for primary education as a pathway, however, there was already a Bachelor of Educational Studies. It was likely that the certificate would be discontinued.

- The Undergraduate Certificate in Creative Writing had great potential, as it was a flexible, short-term, entry-level qualification in creative writing, and the Course Director and the School anticipated that there would be a lot of interest in the course.

The Manager, Course and Subject Administration highlighted the need to ensure the rationale section was completed in the reviews to allow for reporting out of the system and to reduce duplication, and further that where actions were required, the responsible people and due dates were to be added.

> **RESOLUTION AQSC12/2** The Academic Quality and Standards Committee resolved to **approve** the Annual Course Health Checks for the Faculty of Arts and Education.

10. **Charles Sturt University Sydney and Melbourne Campuses – Verbal Update**

The Deputy Dean, FOBJBS reported on the Charles Sturt University Sydney and Melbourne campuses and updated members on the following:

- Navitas Limited's (Navitas) request for online exams for its students. During 2024, the Navitas students at the Sydney campus completed their exams on campus, however, the logistics for the Melbourne students were problematic as the campus premises were shared with another Navitas organisation, the Australian College of Applied Psychology (ACAP) University College, and the timing of the ACAP sessions was different to the University's.

    Following Discussions with key FOBJBS staff, it was agreed that the exams would be moved online for all Navitas students and a review would be undertaken after the 30 June 2025 exam session to assess how the processes had worked and to identify any issues.

    Consideration had been given to the number of invigilators required and the validation of student identification to ensure the right student was completing the exam.

    Navitas students had previously raised concerns around equity, as other University students were allowed to do their exams online, hence, the change would address the issues of inequity.

- The University's contract with Navitas included a clause stipulating that the Navitas students were to have a regional experience on one of the University's regional campuses at least once a year. The logistics of this had been challenging; however, the Executive Director, Student Experience, was working on an opportunity for the Sydney students to travel to Bathurst for the Bathurst Regional Council's career expo in July 2025, which the University was sponsoring. Another planned initiative was to connect the students on the Student Representative Councils in Bathurst and Sydney, to allow for peer-to-peer interaction and mentoring. The University would arrange for the appropriate stakeholders to work with both groups on skills building activities.

- The ADA, FOAE and relevant Head of School for the Faculty of Arts and Education would be invited to become involved in the Academic Management Committees going forward, given the commencement of the social work degree.

- The Sub Dean, Learning and Teaching, FOBJBS, was working with Navitas to establish their staff within the Charles Sturt Research Output (CRO) for reporting on scholarly activity. While the University's staff would no longer be using CRO to record scholarly activity as the Performance, Planning, Development and Review (PPDR) process would be used, it had been determined that CRO was appropriate for Navitas.

- The strategy was to focus on the postgraduate students for the metropolitan campuses for the time being, due to the high attrition rates for the undergraduate programs, with other organisations poaching the Navitas undergraduate students.

Members discussed the following in relation to the move to online exams for Navitas students:

- Concern over the potential for risk to academic integrity in moving the exams online.

- The ADA, FOBBJS advised that the change would equate the Navitas and the University's domestic cohorts, and the risks would not be increased. The mitigations against cheating would include that the exams would be open book, and the same identity checks as for the University's domestic cohorts would apply.

- Noting the work underway towards programmatic assessment, which aimed to improve the University's assessment practices, there was concern that the move would lower the quality of exams for the Navitas students, noting that, regardless of whether an exam was open book, it was difficult to verify the integrity of online exams.

- It was confirmed that the Navitas students attended classes on campus, as did the CSU domestic students for whom the exams were held online. But there were complexities with there not being exam centres for some of the online students to attend.

- The different practices across the faculties, with FOBJBS using online exams since COVID and validating its learning with touchpoints throughout the subjects.

- The view that while there were some accredited courses for which online exams were permitted by the accreditation body, that did not necessarily mean it was a high-quality way of assessing a student; and the University needed to focus on assessing students in line with pedagogy and curriculum during the interim period until the implementation of the Models of Engagement was completed.

- The appointment of a new Associate Director, Academic Quality, who would focus on assessment integrity as a priority, and would work with all relevant stakeholders across the University to look at the best way forward in terms of assessment integrity for online exams.

> **RESOLUTION AQSC12/3** The Academic Quality and Standards Committee resolved to **note** the verbal report on the Charles Sturt University Sydney and Melbourne Campuses from the Deputy Dean, Faculty of Business, Justice and Behavioural Sciences.

11. Scholarly Activity Changes in 2025

The Sub Dean, Academic Development (SDAD), Division of Learning and Teaching (DLT) reported on the summary of scholarly activity changes in 2025. Members noted the following:

- The lifting of the requirement to record scholarly activity in CRO by the Provost and Deputy Vice-Chancellor, Academic, with reporting on scholarly activity planning and completion to move across to the PPDR process.

- Staff and supervisors had welcomed the change, given the challenges raised in the past around recording all types of scholarly activity in CRO.

- The change provided an opportunity to reinforce the University's expectations and the communication around scholarly activity, noting that while the expectations had not changed, the framework was being strengthened in line with the University's obligations as a higher education provider and the University would be able to assure TEQSA on the quality of its scholarly activity.

- The paper included the recommendations for the expectations around setting scholarly activity objectives, completing and reporting on scholarly activity for the different types of staff, including continuing, fixed term and casual staff and staff employed by third-party providers.

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- In terms of what the change would mean for schools, faculties, and business units, including DLT and the Research Office, there was still work to be done to ensure the appropriate mechanisms were in place and that across the University, the expectations were collectively understood.

- Discussions were being held between DLT, Governance, the Risk and Compliance Unit, the Office of Academic Quality, Standards and Integrity, the Deputy Deans (FOBJBS and FOAE) and the ADA (FOSH) to ensure a consistent approach to reporting on scholarly activity, including for third party providers from the faculty boards to the Committee and Academic Senate.

- The Manager, Academic Quality Enhancement, was working with DLT to create system templates to enable the process, so the responsibility would not be left to individual schools, and to develop a shared narrative around scholarly activity.

Members discussed the following points in relation to reporting on scholarly activity:

- The source of the data, including whether it would be extracted from TINA, as the repository for the PPDR process and provided by the Teaching Academy to the faculties.

- The timing of the data, noting the challenges in retrieving the data as the PPDR process was mid-cycle. The SDAD confirmed the first report would be based on retrospective data, however, the reporting timeline going forward would be aligned through the various committees to ensure the correct flow of information and that Academic Senate was receiving up to date information.

- The SDAD noted the different reporting mechanisms for scholarly activity, with the faculty boards being responsible for looking at the data from the schools and third-party providers to report directly to the Committee and Academic Senate; and DLT scholarly activity reporting to be focused on the macro-level, looking at what was occurring across the entire University ecosystem. It was noted this was the first time DLT would create the report, and the SDAD would engage with the PPDR data to assess what it provided on scholarly activity within the schools; however, going forward, the schools would be responsible for highlighting what was happening with the PPDR data to report to the faculties.

- Querying what roles within the schools would be responsible for creating the report and the purpose of the data in terms of whether the schools would be using it for another purpose or solely to report to the faculty boards, and if that was the case, whether the faculties should create the reports.

- The potential privacy issues concerning the PPDR data, noting similar issues had been raised in relation to the QUASAR reporting, as this included information on individual course performance.

- The need to be clear about how the PPDR data would be used, agreeing it was a better option than CRO in terms of reducing the workload for reporting, as staff had to complete the PPDR anyway, and everyone had a scholarly activity allocation.

- Seek feedback from the schools and faculties, as the faculties may be better suited to do the reporting rather than having schools navigate the personal nature of the PPDR data, noting that schools still needed to take responsibility for the scholarly activity of their staff.

- Conversations needed to be started to set the expectations early on.

The Chair agreed to liaise with the Faculty Leadership Team on the strategy for communicating to the schools on the scholarly activity changes and reporting requirements.

ACTION AQSC12/1: Liaise with the Faculty Leadership Team to determine a strategy for setting the expectations regarding the scholarly activity reporting requirements with the schools. [PVCLT]

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> **RESOLUTION AQSC12/4** The Academic Quality and Standards Committee resolved to:
> 1. **endorse** the proposed changes to scholarly activity; and
> 2. **request** feedback on any further actions that could be taken to improve scholarly activity, goal setting and completion, reporting and governance.

12. Work Integrated Learning as Programmatic Assessment

The ADA, FOSH spoke to the report, which outlined the proposal designed to address the issues with capturing work-integrated learning (WIL) experiences appropriately in non-professionally accredited science courses, and which could potentially be used for other non-science courses.

The ADA, FOSH advised that the Faculty of Science and Health Faculty Board had requested the FoSH Guidelines for Calibrating Student Workload in Work-Integrated Learning Subjects (Guidelines) accompany the report to the Committee; however, due to the timing of the meetings, the Guidelines would be submitted to the July 2025 meeting.

The ADA, FOSH noted:

- The proposal sought to allow students to complete practical work experience throughout their course, scaffolded within a 0-point subject.

- The initiative would work similarly to programmatic assessment in terms of having the placement run throughout the course, with the experience and learnings to be scaffolded in subjects along the way to ensure the student was on track.

- Students would then build a portfolio based on the work undertaken, and this work would be assessed in a capstone subject.

- The model was already being used by other institutions, and the practice was being used in a number of the University's courses, but it was currently occurring outside of policy.

Members discussed:

- The possible risks to students in terms of well-being, supervision, and the number of hours of placement and what the oversight would look like.

  The Associate Dean, Partnerships and Work Integrated Learning confirmed that all WIL placements would be held in InPlace, which was in line with current practice and that it would still be possible using a 0-point subject.

  It was noted that the Guidelines had been updated to include Principle 3, which stipulated that 'All WIL placement records should be held in InPlace, including for example, placement dates, location, approvals and hours completed. This facilitates student tracking of their completed placement hours and university risk management of student placements during natural disasters'.

  In addition to using InPlace, WIL coordinators checked in with students to see how they are doing and to confirm their placements were appropriate.

- The model would solve the issue of students not officially being enrolled, reaching the 3rd year, but they have not done the required number of placement hours and therefore cannot be enrolled as they have not met the prerequisites.

- The placements would still be WIL, but students would not be asked to check off a list of skills, it would be more about work experience in industry, and there would not be an immediate assessment, as mentioned, the student would reflect on their work experience and their learnings in a capstone portfolio.

- The issue with the current practice of embedding placements through the subjects and the course and then having a capstone, meant some subjects were constrained in time for example they were made up of 1 quarter placement and 3 quarters content, which made it

hard for the placements to be completed in the time available and these often ended up in whole cohort TAs, which was an administrative burden. It had become clear that the placement subjects needed to be separated from the content subjects.

Alternative options were discussed, including creating 3-point subjects to match with 2-point subjects, but these would reduce flexibility for students.

- The model would provide students with ultimate flexibility in terms of how they complete their placement and having the 0-point subject as a scaffold for the whole course would allow the students to access Brightspace at any time to get information on what they needed to do for their placement, what assessments were coming up and what the touch point subjects were.

- The model would ensure that every hour of a student's placement was captured, removing the risks associated with modern slavery.

- Students often provided feedback that they do not like paying for placements, and the model would remove the perception that students were paying to do the placements and then working for free.

- The need to ensure the learning outcomes were explicit and progressive across their years of learning, so the students were aware of what was required for each year, noting the concern that some students may complete their placements in large blocks, and they may not get what they need from the experience.

The ADA, FOSH confirmed the model was not being used instead of having WIL subjects, and there would be courses where WIL needed to be embedded in the subjects to ensure strong scaffolding. There were different ways this could be done, including setting up the scaffolding in the introductory subject in the first session and outlining the core subjects in which students would be assessed, what experience they would need to draw on and at what stage.

- Consideration of the HESF standards in terms of ensuring the proposal meets the compliance obligations and that the 0-point subject clearly states learning outcomes and valid assessment approaches.

- In response to a comment on the need for a greater common understanding of capstones, it was noted that the Models of Engagement project would pick up on this in terms of having clear guidelines around the capstone piece, what the touchpoints are and how these were aligned to the learning outcomes.

- Further consideration needed to be given to enrolling international students in 0-point subjects.

The Chair requested the ADA, FOSH, to meet with the team working on the Models of Engagement and Assessment Practices (MEA) to see if the proposal could be built into the pathfinder courses to look at the implications of the proposal, noting it should not only be looked at from the course review perspective. The proposal would also need to be discussed with OAQS to allow the quality and standards team to look at it from a policy perspective.

It was agreed that a report on the outcomes of the consultation would be brought to a future meeting of the Committee.

> **ACTION AQSC12/2:** Submit the FoSH Guidelines for Calibrating Student Workload in Work-Integrated Learning Subjects to the July 2025 meeting. [ADA, FOSH and AD, Partnerships and Work Integrated Learning]

> **ACTION AQSC12/3:** Report to the Committee on the outcomes of the consultation with the MEA and Quality and Assurance teams on the Work Integrated Learning as Programmatic Assessment proposal. [ADA, FOSH]

> **RESOLUTION AQSC12/5** The Academic Quality and Standards Committee resolved to:
> 1. **note** the Work Integrated Learning as Programmatic Assessment proposal; and
> 2. **request** further consultation be undertaken on the proposal before reporting back to the Committee.

13. Annual Plan

The Annual Plan was noted.

> **RESOLUTION AQSC12/6** The Academic Quality and Standards Committee resolved to **note** the Academic Quality and Standards Committee Annual Plan.

14. Other Business

There was no other business.

15. Next Meeting

The next meeting of the Academic Quality and Standards Committee will be held from 10.00am to 1.00pm on Monday, 21 July 2025 by videoconference. The agenda for this meeting closes on Thursday, 3 July 2025.

There being no further business, the meeting concluded at 11.06 am.

Signed as a true and accurate record:

_____   _____
Chair   Date

Charles Sturt University

Action Sheet - Academic Quality and Standards Committee

Meeting Date	Action Number	Action	Responsible Officer	Due Date	Status	Status Information
10-Mar-25	AQSC11/3	AQSC11/3 Convene a meeting with the Dir, Risk and Compliance, Assoc Dir, Compliance, the Manager, Academic Quality Enhancement, the Deputy Deans (FOAE and FOBJBS), the ADA (FOSH) and Dir, AQS and AL (AI) to consider reporting and recommendations in relation to third party arrangements. [Chair]	Chair	5-May-25	In progress	This item may be closed at the 21 July 2025 meeting. Update from RCU: A meeting was held with the PVCI, Chair AQSC and stakeholders. A template for reporting will be provided to Faculties for annual reports to the FBs, AQSC and Senate. The Office of the PDVCA is leading the template design. The timing of reporting will be confirmed by Faculties in consultation of OPDVCA and PVCLT.
5-May-25	AQSC12/1	Liaise with the Faculty Leadership Team to determine a strategy for setting the expectations regarding the scholarly activity reporting requirements with the schools. [PVCLT]	PVCLT	21-Jul-25	In progress	
5-May-25	AQSC12/2	Submit the FoSH Guidelines for Calibrating Student Workload in Work-Integrated Learning Subjects to the July 2025 meeting. [ADA, FOSH and AD, Partnerships and Work Integrated Learning]	ADA, FOSH and AD, Partnerships and Work Integrated Learning	21-Jul-25	Completed	This report is on the 21 July 2025 agenda for consideration.
5-May-25	AQSC12/3	Report to the Committee on the outcomes of the consultation with the MEA and Quality and Assurance teams on the Work Integrated Learning as Programmatic Assessment proposal. [ADA, FOSH]	ADA, FOSH	21-Jul-25	In progress	Item may be closed at the 21 July 2025 meeting as a paper from the ADA, FOSH has been submitted to the LTLT for consideration.

Charles Sturt
University

Item 6: Faculty of Science and Health (FOSH) Course Reviews for Approval

PURPOSE

To seek approval from Academic Quality and Standards Committee on FOSH course reviews.

RECOMMENDATION

The Academic Quality and Standards Committee resolves to **approve** the course reviews for the following courses:

1. Master of Speech Pathology; and
2. Bachelor of Veterinary Biology/Bachelor of Veterinary Science.

BACKGROUND

There are two processes – Course Review and Reaccreditation – that make up Comprehensive Course Reviews. The first process is the Course Review, which requires submission of the Course Review report to Faculty Boards and Academic Quality and Standards Committee. The Course Review can include actions which are to be undertaken in the Reaccreditation of the course.

Prior to Course Reviews being presented to AQSC, they have been informally reviewed by members the Faculty Course and Subject Review Panel, recommendations and actions proposed by Course Directors have been agreed to by the Associate Dean Academic and the relevant Head of School, and actions have been endorsed by Faculty of Science and Health Faculty Board.

KEY ISSUES

Courses under review and overall conclusions are listed below. Full analysis and details can be found in CDAP by clicking on the link in the table for each course. Full actions including responsible person and due date are captured in CDAP and will be used to guide the Reaccreditation phase of the Comprehensive Course Review.

All course review listed below were endorsed at the Faculty of Science and Health Faculty Board on 30 September 2024.

Course	Course review rationale	Overall conclusions	Recommendation
4718SP01 Master of Speech Pathology Course Review	CCR moved forward (12 months) to align with professional accreditation review (due May 2025, site visit October 2025).	The Master of Speech Pathology delivers a high-quality program and is fit-for-purpose. There is a high intake, student attrition, satisfaction rates and progression metrics indicate that students are retained in the course and enjoy their learning experience. With the introduction of new standards from Speech Pathology Australia and professional accreditation due later in 2025, the course review provides an opportunity to review the course design to improve student workload across the course.	Amend the course and progress to reaccredit, as per identified actions from the review

4488BS01 Bachelor of Veterinary Biology/Bachelor of Veterinary Science Course Review	This course review is part of the normal comprehensive course review cycle.	Overall, the course performs very well, with our graduate employment rate above 95%. A focus on amending the course structure to better reflect the new AVBC Day one competencies and remain contemporary and relevant and include more Indigenous content allowing for Indigenous Board of Studies endorsement is required.	Amend the course and progress to reaccredit, as per identified actions from the review

Risks

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Teaching and learning: Charles Sturt University has a Low Appetite and willingness to take risks with the potential to compromise the University course delivery, accreditation of courses, academic integrity and educational standards.	This current submission to AQSC will address the risk of courses not meeting our reaccreditation schedule.	Yes

ACTIONS AND NEXT STEPS

Once actions have been approved, course documents with required amendments will be submitted through Faculty Courses Committee, University Courses Committee and Academic Senate for reaccreditation.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: • Standards number 5.1 and 6.3 of the Higher Education Standards Framework 2021
Policy/TOR Alignment	This submission is made in accordance with: • Clause 12 of Course and Subject Policy

Prepared by:	09/07/2024	Dr Prue Laidlaw, Acting Associate Dean (Academic), Faculty of Science and Health
Approved by:	09/07/2024	Dr Prue Laidlaw, Acting Associate Dean (Academic), Faculty of Science and Health
Cleared by:	09/07/2024	Professor Janelle Wheat, Pro Vice-Chancellor (Learning and Teaching)

Item 7: Faculty of Arts and Education (FOAE) Comprehensive Course Reviews

PURPOSE

To seek approval from Academic Quality and Standards Committee on FOAE Course Reviews.

RECOMMENDATION

The Academic Quality and Standards Committee resolves to **approve** the following Comprehensive Course Reviews and subsequent recommendations:

1. Bachelor of Social Work
2. Bachelor of Social Work (Honours)
3. Master of Social Work (Professional Qualifying)
4. Graduate Certificate in Education
5. Master of Education with Specialisations
6. Bachelor of Theology
7. Master of Ministry articulated set
8. Master of Communication
9. Graduate Certificate in Communication.

BACKGROUND

- **Bachelor of Social Work (BSoCWk)**

  o The BSoCWk continues to be a standout course and remains a flagship course in the School of Social Work and Arts enjoying high enrolment numbers and a strong reputation in the profession. Considering the significant increase in providers of social work education, while there has been a slight downturn in enrolments, the course continues to have a strong market position.

  o The BSocWk fully aligns with the university's strategic vision and with the AASW's required curriculum content and practice standards/graduate attributes. Data from Quality Indictors for Learning and Teaching (QILT) highlights that graduates rate our teaching of a high standard and quality, at or above the national average.

  o There continues to be challenges with timely attrition from the course and this requires further research and evaluation. Student feedback indicates that cost issues, the 2x500 hour work integrated learning placements and the 20 days of compulsory intensives present as barriers to timely completion. However, graduate outcomes remain pleasing, and students overall are satisfied with the course.

  o A number of recommendations are made to further enhance the course and ensure better alignment of WIL with theory and practice subjects, to improve student engagement and to build on industry and VET partnerships.

- **Bachelor of Social Work (Honours)**

  o The Honours program is viable and provides a pathway into PhD research in social work. Social work is a priority research code, so having the honours program is significant to building the ongoing research capacity of the social work profession and discipline.

  o The course has steady enrolments, although this CCR has identified the need to offer additional points of engagement with students in the program, for example, sessions with the course director. There is attrition from the subject, so additional supports may

be required early in the course. This will be investigated. Further exploration into the data for the course and the student experience is also required. This will be prioritised in the recommendations.

- o Potentially, there is the opportunity to market the course more broadly to the BSocWk student cohort, although the enrolment capacity is limited to around 10-11 students. Finding honours supervisors would become problematic if the numbers significantly increased. The course could also better showcase the research being undertaken by the students with additional seminars for the social work student cohort and academics and through the social work courses Brightspace site.

- **Master of Social Work (Professional Qualifying) (MSW(PQ)**
  - o Pending outcomes of professional accreditation review in 2025, the MSW(PQ) is performing strongly as market leader in Australia. Further investigation into areas for improvement are detailed in the recommendations from this CCR, however only minor changes to the course itself are recommended at this time.
  - o Over the past 2 years there have been minor course amendments in response to recommendations from the previous accreditation in 2020 and various feedback channels.

- **Graduate Certificate in Education**

  A strategic review has been undertaken to ensure the course remains viable, responsive to student needs, and aligned with Charles Sturt University's institutional priorities.

  It is proposed that a single, generic Graduate Certificate in Education is continued with the following features from the review:

  - o A Flexible, Generic Structure: Moving to a generic award will allow students to select from a broad range of subjects aligned with their professional context and interests, rather than being constrained by narrowly defined specialisations. This model offers greater enrolment flexibility, streamlined delivery, and improved resource efficiency.
  - o Inclusion of a Core Subject on Indigenous Education: To meet CSU's commitment to Indigenous Australian content as a graduate learning outcome, the revised course will include a core subject focused on Indigenous education. This ensures all students develop a foundational understanding of Indigenous perspectives, consistent with the University's values and national professional expectations.
  - o Clear Articulation Pathway to the Master of Education: The generic Graduate Certificate will serve as both a pathway into the Master of Education, allowing students to articulate with full credit; and an exit point for students who may not wish to complete the full master's program but still seek a recognised postgraduate qualification. This dual function supports both student progression and flexible exit strategies, aligning with the diverse needs of postgraduate learners.

- **Master of Education**

  In response to sustained declines in enrolments across multiple specialisations within the Master of Education (MEd) program, a strategic review of the course structure was undertaken. Enrolment data from the past three years indicates that, while a few specialisations continue to attract modest interest, the majority are no longer viable due to low student demand, limited industry relevance, and resource inefficiencies.

  Additionally, shifts in the education job market—particularly in school and early childhood settings—show a growing emphasis on professional experience and on-the-job capability over formal postgraduate qualifications, further impacting demand for specialised study pathways.

Following a comprehensive review of enrolment data and course viability, it is recommended that the MEd course structure be reconfigured to ensure long-term sustainability, relevance, and alignment with student demand and workforce expectations.

Key features from the review include:

- o Retain the Generic Qualification: The generic qualification/stream continues to attract enrolments from a broad and diverse student base. It provides essential flexibility for students to tailor their study to individual professional goals, particularly for educators working across sectors or seeking interdisciplinary expertise.

- o Retain the Leadership Specialisation: The Leadership specialisation has shown sustained interest and remains highly aligned with sector demand for school and system leadership. It supports capability development for educators aspiring to formal leadership roles, both in schools and broader educational settings.

- o Discontinue All Other Specialisations: The following specialisation is recommended for discontinuation due to persistently low enrolments and limited evidence of strong industry demand: Early Childhood Leadership.

- o Future Directions: Microcredentials and Alternative Pathways: Once the revised course structure is stabilised, future development will focus on expanding our offering through micro-credentials, short courses, and stackable pathways that can serve both as continuing professional learning and as entry or exit points for postgraduate study. This approach aligns with the university's strategy to diversify its learning offerings, enhance flexibility, and meet emerging workforce needs. This revised structure reflects a forward-looking and evidence-informed approach to curriculum design, ensuring the MEd remains responsive, competitive, and attractive to a changing student demographic.

- **Bachelor of Theology**

  - o This Comprehensive Course Review has been undertaken of the Bachelor of Theology (B.Th), as part of the regular Course Review cycle and after the B.Th was flagged for a deep dive Category 3 Annual Course Health Check in 2024. As part of this review, the School of Theology is proposing a rationalisation in the SAL for the B.Th as part of reaccreditation. This rationalisation will involve retiring under-performing subjects and tightening the course structure to better scaffold student progression and provide a clearer Study Plan.

  - o The School of Theology have also proposed that as part of the upcoming reaccreditation proposal, that the theological subdisciplines of Systematic Theology and Practical Theology are both combined into a single subdiscipline of Theological Studies. This proposed amalgamation is aligned with the advice received from the External Advisory Committee. Other ongoing improvements to the course are included in the action plan for the phases ahead.

- **Master of Ministry Articulated Set**

  - o The decision early in the comprehensive course review process was made by the School of Theology Executive Leadership Team to strongly recommend to the Faculty Board the discontinuation of the Master of Ministry articulated set and to teach out the remaining students (n=9).

  - o This course is reported as performing poorly since the last review was conducted and has not attracted sufficient enrolments to justify continuing. The review also suggests the course has been difficult to staff (due to attrition) and the poor enrolments do not justify investment towards extra costs.

  - o The Course Director indicates that the review of the Graduate Certificate in Ministry should be treated as a subset of the Master of Ministry in the review, and reference should be made to the Master of Ministry documentation for any subsequent contextual details. Yet despite being linked to the Master of Ministry documentation,

the School of Theology suggests retaining the Graduate Certificate, as a smaller, flexible postgraduate award. The school intends to use the Graduate Certificate for ministry formation students to complete additional requirements for ordination, such as within the Uniting Church and Anglican Church.

- **Master of Communication and Graduate Certificate in Communication**
  - The Master of Communication and Graduate Certificate in Communication were initially endorsed and recommended to the Academic Quality and Standards Committee by the Faculty Board (FB) in September 2024 (RESOLUTION FOAEFB42/7).
  - The Academic Quality and Standards Committee (Meeting#11; March 10th, 2025) raised a number of viability concerns with these postgraduate courses that required further attention and addressing at Faculty-level. As a result, the comprehensive course reviews did not receive endorsement and it was requested that additional contextual information and viability rationale be added and verified further by Faculty representation at the FoAE Board on 28th April.
  - The proposal returned to FoAE Board on 28th April and the Board approved the updated information provided (RESOLUTION FOAEFB45/9). The Board also requested that the proposal action plan item TAS-0005599 be strengthened to indicate that full financial modelling would continue to be undertaken, alongside any potential re-design and re-accreditation, and then consider that modelling as the new course is designed, to ensure that a re-design can be adequately modelled.

The comprehensive course reviews may be accessed through CDAP via the links below:

  - Bachelor of Social Work
  - Bachelor of Social Work (Honours)
  - Master of Social Work (Professional Qualifying)
  - Graduate Certificate in Education
  - Master of Education with Specialisations
  - Bachelor of Theology
  - Master of Ministry (including the Graduate Certificate)
  - Master of Communication
  - Graduate Certificate in Communication

KEY ISSUES

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Teaching and learning: Charles Sturt University has a High Appetite and willingness to take risks with regards to the conceptualisation and development of market-oriented innovative courses.	Normal monitoring activities apply.	Yes.

ACTIONS AND NEXT STEPS

  - If approved, the School of Social Work and Arts will progress the re-accreditation approvals for the three Social Work courses through the CSU governance channels.

- o If approved, the School of Education will progress the re-accreditation approvals for the two Education courses through the CSU governance channels.
- o If approved, the School of Theology will progress the re-accreditation approvals for the Bachelor of Theology through the CSU governance channels. The school will also be requesting an extension for the re-accreditation of the Master of Ministry, for the purposes of teach-out and will proceed with a business case in due course. The course has not previously received an extension for re-accreditation.
- o If approved, the School of Information and Communication Studies will further workshop the full financial modelling of what could potentially be feasible for the reviewed Communication courses towards a re-accreditation proposal.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: • Section 5.1 of the Higher Education Standards Framework 2021.
Policy/TOR Alignment	This submission is made in accordance with: • Course and Subject Policy – Link. • Course and Subject Quality and Review Procedure – Link. • Course and Subject Lifecycle Procedure – Link.

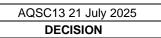| **Prepared by:**	08/07/2025	Associate Professor Brendon Hyndman, Associate Dean Academic (Acting), Faculty of Arts and Education
Approved by:	08/07/2025	Associate Professor Brendon Hyndman, Associate Dean Academic (Acting), Faculty of Arts and Education
Cleared by:	08/07/2025	Professor Janelle Wheat, Pro Vice-Chancellor, Learning and Teaching

Item 8: Course Reviews – Faculty of Business, Justice and Behavioural Sciences

There were no course reviews from the Faculty of Business, Justice and Behavioural Sciences to be considered at the 21 July 2025 meeting.

Item 9: Student Misconduct Rule 2020

PURPOSE

To seek endorsement from the Academic Quality and Standards Committee to amend the Student Misconduct Rule 2020.

RECOMMENDATION

The Academic Standards and Quality Committee resolved to:

1. **endorse** the proposed amendments to the Student Misconduct Rule 2020; and
2. **recommend** to the Academic Senate the proposed amendments to the Student Misconduct Rule 2020.

BACKGROUND

Where a student is alleged to have committed academic misconduct, the Student Misconduct Rule 2020 (SMR) permits appointed officers to decide, where appropriate, that the student has not committed academic misconduct but has instead engaged in poor academic practice (PAP). PAP is currently defined in the SMR as "where a student has colluded or committed plagiarism or self-plagiarism through carelessness or ignorance, and this is somewhat excusable because of their level of experience as a student."

KEY ISSUES

The current definition of PAP excludes all types of misconduct listed in Division 2 of the SMR other than plagiarism, collusion or self-plagiarism from being classified as PAP. However, students make honest mistakes, often due to inexperience, in other areas, including accessing resources on "homework-help" websites that are, in fact, contract-cheating services, or by using embedded generative AI features in university-endorsed software that are not sign-posted. The current wording restricts Academic Integrity Officers from applying an educative rather than punitive response to these low-level, unintentional breaches.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Teaching and Learning Charles Sturt University has a Low Appetite and willingness to take risks with the potential to compromise the University course delivery, accreditation of courses, academic integrity and educational standards.	The proposed changes support an educative approach to academic integrity for minor incidents whereby students are afforded the opportunity to correct and understand their mistakes. These changes will help prevent future academic integrity breaches and minimise the risk to teaching and learning.	Yes

ACTIONS AND NEXT STEPS

Recommend to the Academic Senate the changes to the Student Misconduct Rule in accordance with 9(f) of the Governance (Academic Senate) Rule 2018.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with:
	• Standards 5.2, 6.2, 6.3, 7.2, 7.3 of the Higher Education Standards Framework 2021.
Policy/TOR Alignment	This submission is made in accordance with:
	• Clause 10(g) of the Academic Quality and Standards Committee Membership and Terms of Reference

ATTACHMENTS

A. Proposed Student Misconduct Rule Changes

Prepared by: 21/06/2025 Laura Longmore, Associate Director, Academic Integrity

Approved by: 21/06/2025 Mark Bassett, Director, Academic Quality, Standards and Integrity

Cleared by: 25/06/2025 Janelle Wheat, Pro Vice-Chancellor (Learning and Teaching)

Proposed Student Misconduct Rule 2020 Changes

Poor academic practice

Clause	Current	Proposed
32	Where a student is alleged to have committed academic misconduct, an appointed officer may decide that the student has engaged in poor academic practice but has not committed academic misconduct.	Where a student is alleged to have committed academic misconduct, an appointed officer may decide that the student has not committed academic misconduct but has engaged in poor academic practice. Poor academic practice is where the student has engaged in behaviour that falls within one or more of the types of misconduct in Division 2, however, because of their demonstrated ignorance or inexperience, it is more suitable that clause 49 is applied.

33	Poor academic practice is where a student has colluded or committed plagiarism or self-plagiarism through carelessness or ignorance, and this is somewhat excusable because of their level of experience as a student.
	    a. In such cases, collusion, plagiarism or self-plagiarism may be handled as poor academic practice rather than academic misconduct.
	    b. Where, however, a student with a low level of experience commits collusion, plagiarism or self-plagiarism again after having received warnings or minor reductions in marks, the further breach will be handled as academic misconduct.
		If a student engages in behaviour that falls within the types of misconduct in Division 2 after having already been found to have engaged in poor academic practice, the further breach will be handled as academic misconduct.

49	Where an appointed officer considers that a student has engaged in poor academic practice under clauses (32) and (33), they may take one or more of the following actions:	Where an appointed officer considers that a student has engaged in poor academic practice under clause (32) they may take one or more of the following actions:
	a. a warn the student that a repetition of the same poor practice will be academic misconduct	*<Delete this clause>*
	b. direct the student to do corrective work in academic integrity, such as repeating the online academic integrity module, and/or	e. direct the student to undertake a course or other learning activity, and/or
50	The appointed officer who considered that a student has engaged in poor academic practice or their delegate:	The appointed officer who decided that a student has engaged in poor academic practice or their delegate:

Item 10: Annual Course Health Check Algorithm Review

PURPOSE

To consider the Annual Course Health Check Algorithm Review Final Report and endorse the recommendations.

RECOMMENDATION

The Academic Quality and Standards Committee resolves to **endorse** the recommendations in the Annual Course Health Check Algorithm Review Final Report.

BACKGROUND

In the first half of 2025, an analysis of the Annual Course Health Check algorithm was undertaken by Rachel Whitsed, Associate Dean (Academic), Faculty of Science and Health, and the findings and recommendations discussed with a number of stakeholders in the academic portfolio and Office of Planning and Analytics. As a result, a number of proposed amendments to the Annual Course Health Check algorithm and process have been adopted.

KEY ISSUES

Analysis was carried out on the current algorithm and five guiding principles were proposed:

> Principle 1 – Longitudinal stability for comparison across years
>
> Principle 2 – Model should not be overly sensitive to very small input changes
>
> Principle 3 – Courses with missing data should not be unduly biased
>
> Principle 4 – Courses should not be measured on targets they are not designed to meet
>
> Principle 5 – The ACHC algorithm should allow us to identify easily whether the issues lie with viability or student achievement/experience
>
> Principle 6 – ACHC data and algorithm should be available as soon as practical to allow timely interventions and decisions.

The following recommendations have been made to update the algorithm as follows:

1. The updated algorithm relies only the data of the year under analysis

2. The updated algorithm independently measures viability metrics met and student metrics met, and then combine with equal weighting

3. For new courses a different process is required where the viability is measured against the approved Business Case

4. For all courses in teach out, a review is required focussing on student performance, with a teach out plan updated annually until the course is completely taught out.

Further discussion is still needed to determine in what circumstances, if any, a course in Category 3 would be exempt from a Deep Dive review. This might include courses that are currently undergoing a Course Review that is already responding to ACHC metrics, and HDR courses.

Risks

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Teaching and Learning – Charles Sturt University has a **Low Appetite** and willingness to take risks with the potential to compromise the University course delivery, accreditation of courses, academic integrity and educational standards. Charles Sturt University considers risks related to course delivery and quality from third party providers to be captured within its low willingness to take risks in the teaching and learning category.	Reviewing the ACHC algorithm to ensure it meets HESF and policy requirements helps us to manage risks associated with course quality	Yes

ACTIONS AND NEXT STEPS

Any recommendations arising from AQSC will be implemented as appropriate. Once endorsed the attachment should be circulated to Faculty Boards for noting.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: • Standard number 5.3.3 of the Higher Education Standards Framework 2021
Policy/TOR Alignment	This submission is made in accordance with: • Clause 22 of the Course and Subject policy

Attachment: ACHC Algorithm Review 2025 – Final Report

Prepared by:	27/06/2025	Associate Professor Rachel Whitsed, Associate Dean (Academic), Faculty of Science and Health
Approved by:	27/06/2025	Associate Professor Rachel Whitsed, Associate Dean (Academic), Faculty of Science and Health
Cleared by:	27/06/2025	Professor Janelle Wheat, Pro Vice-Chancellor (Learning and Teaching)

Annual Course Health Check algorithm review

Final report

A/Prof Rachel Whitsed
Associate Dean Academic
Faculty of Science and Health

For further information please contact

Contents

1. Background

Preamble

In the first half of 2025, an analysis of the Annual Course Health Check algorithm was undertaken by Rachel Whitsed, Associate Dean (Academic), Faculty of Science and Health, and the findings and recommendations discussed with a number of stakeholders in the academic portfolio and Office of Planning and Analytics. As a result, a number of proposed amendments to the Annual Course Health Check algorithm and process have been adopted.

Annual Course Health Checks, HESF requirements and policy

The Annual Course Health Check (ACHC) is a quality assurance activity designed to meet the HESF requirement that comprehensive reviews of courses of study are informed and supported by regular interim monitoring of the quality of teaching, and supervision of research students, student progress and overall delivery of units within each course of study (HESF 5.3.3).

The Course and Subject Policy requires annual monitoring of course quality, viability and relevance between comprehensive course reviews and the quadrant result from the optimisation framework (Clause 22a.).

In addition, the Course and Subject Procedure – Quality Assurance and Review includes the following information on the procedural requirements.

- For each course, the Office of Planning and Analytics will provide an online data pack with performance criteria, data measures and performance tags against the measures
- The measures will include data from the past three years, including student load, first-year attrition, progress rate (first year and total), completion rates, student feedback, financial viability data and marketing data.
- The proportion of favourable to unfavourable metrics will be used to decide the depth of the review

Evolution of Annual Course Health Checks at Charles Sturt

Annual Course Reports are referred to in documents as existing prior to 2019 but no examples have been located.

Annual Course Health Checks similar to their current form were first piloted in 2019 including three courses from the then Faculty of Science – Master of Health Services Management, Bachelor of Occupational Therapy and Bachelor of Applied Science (Outdoor Recreation and Ecotourism). ACHC dashboards were first developed in 2020, and the process expanded to evaluate all courses.

In this process, all courses assigned to the 'reconsider' category following Optimisation Phase 1 were required to consider relevant data from the Course Health Check dashboard and complete the Course Health Check Template. HDR courses, courses with a current course review, and courses in their first year of offering were exempt. Between 2019 and 2022, ACHCs were recorded on Word templates.

From 2023, ACHCs were recorded in the Curriculum Development and Planning (CDAP) platform. In this iteration, HDR courses and courses in their first year of offering were no longer listed as exempt (although it's unclear whether this was by design, or an oversight).

The original methodology (2020-2022) was based on 10 metrics across the previous three years of offering of a course, where each metric was tested against a threshold. Data points only contributed if they met minimum sizes. The total of metrics meeting threshold was divided by the total of metrics meeting minimum size to produce a "met ratio" between 0 and 1. This was then translated into a Course Health Category of 1 (70% or more), Category 2 (40-70%) and Category 3 (less than 40%).

In 2023 the methodology was updated with a number of improvements. These included:

- Introduction of weighting so that data from the most recent year is more heavily prioritised
- Separation of on-campus and online first year attrition, where both are present in a course
- Separation of on-campus and online timely completion, where both are present in a course
- Addition of Teaching Quality and Teaching Efficiency metrics
- Removal of Market Share metric
- Various thresholds updated to match sector benchmarks and university KPIs (commencing progress, progress, attrition, completion, satisfaction)

Current status of Annual Course Health Checks and overview of issues

1. Volume

In the Faculty of Science and Health, the number of courses requiring Deep Dive Annual Course Health Checks is shown below. The number of Deep Dive ACHCs completed differs from the number of course in Category 3 because in 2021 and 2022 courses in teach out were excluded. In 2024, as a result of a Faculty Business Review process, and additional 18 Category 2 courses were required to complete a Deep Dive.

	2019	2020	2021	2022	2023	2024
Cat 3 courses		17	9	24	39	31
Deep Dive ACHCs completed	3	17	4	9	37	49

This means we are now doing a Deep Dive review on the majority of our courses, and the focus on the poorest-performing courses that need meaningful action is lost. The volume of work in completing the ACHC documentation, endorsing actions at FCSRP and Faculty Board, approving actions at AQSC and monitoring and closing actions, is considerable.

2. Timing

The availability of input data needed for ACHC algorithm calculations varies from December to June, meaning the ACHC dashboard can at the earliest be ready in July of the following year. The metrics that are available the latest are Teaching Efficiency and Marginal Efficiency, which both rely on the Pilbara benchmarking dataset. These are the two metrics that delay the publication of ACHC data.

Measure	Availability
Course Size, Commencing EFTSL Change, EFTSL Change	December
On-campus Attrition, Online Attrition	January
On-campus Completion, Online Completion	January
Overall Satisfaction	January
Teaching Quality	January
Commencing Progress, Progress	March
Subject Experience	March
Teaching Efficiency	June
Marginal Efficiency	June

3. Algorithm considerations

The below points are all illustrated with examples later in this report.

- **Algorithm sensitivity**: Analysis on the current algorithm (see Analysis of Current Algorithm below) suggests that some metrics have a much larger impact on the result than others, while some metrics have less influence on the final result.
- **Bias introduced through missing data**: Another observation is that when some metrics are missing (because they are not yet available, because a course is in teach out, or because the metric does not meet the size threshold for inclusion), these metrics are correctly excluded, but with the result of amplifying remaining metrics and creating unstable outputs.
- **Influence of including previous years' data**: Inclusion of previous years' data in the algorithm, even with weighting, means that a poor delivery year three years ago can tip a course into Category 3, even when the course is improving. In other words, course improvements (and declines for that matter) can be masked by the inclusion of previous years' data. Essentially historical performance still has too much bearing on the ACHC score for a current year. This makes it not an *annual* course health check but a check of the health of the course *over the last three years*, which is interesting for long term trends but not useful for rapidly responding to emerging issues.
- **Scoring courses for elements that don't need to be changed**: The current algorithm reduces the score for courses in teach out for declining enrolments (which are obviously expected) and courses that are constrained (we do not have the capacity to increase enrolments, but the courses are scored lower for not increasing enrolments). This can mask other elements, such as student satisfaction, which may actually warrant attention.

2. Guiding Principles

The metrics used in the Annual Course Health Check algorithm have been set by the Deputy Vice Chancellor (Academic) in consultation with the Office of Planning and Analytics and are not within the scope of this review. This review, rather, is focussed on how these metrics are used to arrive at a final Annual Course Health Check category. In doing so, it is useful to agree a set of principles so that it is clear what can and cannot be changed.

Principle 1 – Longitudinal stability for comparisons across years

The current metrics should be kept as inputs, and crucially, no new metrics should be introduced that cannot easily be reproduced in previous years. This is important because we need to be able to track whether course metrics are improving based on actions put in place. Similarly, we should retain the three Annual Course Health Check categories and actions required to be taken for courses in each category (Deep Dive and Light Touch reviews).

Principle 2 – Model should not be overly sensitive to very small input changes

Small changes in input values can and should change the algorithm output, but the model should be calibrated so that it is equally sensitive to changes in the different domains of viability, student achievement and student experience. This is important because when influence of metrics is unintentionally unbalanced, unintended weightings on metrics are introduced, distorting results.

Principle 3 – Courses with missing data should not be unduly biased

Courses with missing data should not be unintentionally biased. This includes courses in teach out where viability measures may be present but shouldn't be taken into account. In addition, new and small courses are often missing data points, typically course completion, student satisfaction and teaching quality (while these are excluded from the algorithm, the remaining metrics are then inflated). This is important because it introduces unintended weightings on metrics, distorting results.

Principle 4 – Courses should not be measured on meeting targets that they are not designed to meet

This principle applies to constrained courses where there is no expectation of growth, yet they are currently given a lower score for not increasing enrolments year on year. This is important because it means there are metrics a constrained course can never meet with resulting depressed results. However, in the context of constrained courses, this is difficult to separate out without a bespoke flag, so perhaps could be taken into account on a case by case basis where a constrained course falls into Category 3.

Principle 5 – The ACHC algorithm should allow us to identify easily whether the issues lie with viability or student achievement/experience

The current single value makes it difficult to quickly interpret where the real issues lie with a course, which can be further obfuscated by the biases inherent in the current algorithm. This was one of the useful features of the Optimisation Matrix, where viability and student metrics could be visualised and tracked across years. This is important because domains requiring action can be hidden or too easily dismissed, for example poor student experience in a course in teach out.

Principle 6 – ACHC data and algorithm should be available as soon as practical to allow timely interventions and decisions

Delays in producing ACHC Deep Dive reports and actions, due to delays in receiving the data and algorithm outputs, means that timely action cannot be taken to either improve the course for the following year, or suspend intake if indicated. Decisions about course offerings need to be made around the middle of the year, as do decisions that impact on course and subject design. This is important because we need to be able to address course weaknesses without delay, and we risk lagged responses on data that is already by its nature severely lagged (e.g., 2025 ACHC attrition data will actually be based on the 2023 students who did not return in 2024. If we delay the ACHC algorithm availability, and hence our ability to make decisions, until too late in 2025, then we cannot implement changes until 2027, a full four years after the identified issue occurred).

3. Analysis of current algorithm

Collinearity of variables

When variables are highly correlated in model, in essence this increases the weighting of these variables compared to the influence other variables have in the model. This reduces the robustness of the model and amplifies the influence of correlated variables.

For this analysis, 2024 ACHC data for all Faculty of Science and Health courses was used as the input ($n = 95$).

Analysis strongly suggests that including commencing EFTSL across three years is redundant and places greater weighting on commencing EFTSL (which may be warranted, but in essence a course will almost always meet commencing EFTSL benchmark across three years, or always not meet the benchmark across three years). Commencing Progress and Progress are also collinear for each year, again suggesting that using both may be redundant and places greater weighting on progress, particularly as progress data is almost never missing, and therefore more highly weighted in data-sparse courses.

Sensitivity analysis

Sensitivity analysis involves adjusting each variable independently while holding all other variables steady to observe the influence on the model output. For this analysis, 2024 ACHC data for the Faculty of Science and Health was used ($n = 95$). Each metric was increased and decreased by 5% while holding all other variables steady.

Analysis shows that the model is most sensitive to current year data (as it should be), as result of the weightings applied. The expectation would be that within a single year's data, all variables have more or less equal influence on the model. The model is most sensitive to changes in progress and commencing progress, to the extent that progress rates in the previous year have a larger bearing on the model outputs than many of the current year metrics. Combined with the high correlation between progress and commencing progress, and the fact that progress rates are available for all courses (where other metrics such as timely completions are often not) means that progress rates could overly dominate the ACHC algorithm output.

Missing data analysis

The full potential number of data points currently used is 40, but in many courses data points are missing because the course is taught in only one mode, the course is in teach out, the course is new, or the size of the course or responses does not meet the size threshold and so data is excluded. It is quite normal for some data points to be missing, and we do not want to exclude courses from the analysis just because data points are missing. However, in some cases, so many data points are missing that the result is highly skewed towards the few existing data points.

Missing a single variable (Completions, SuES or StES data) does not have a large impact on the model output. However, missing multiple variables, as with a course in teach out or a new course, can have quite a big impact on the final algorithm score. This points to the fact that using the same algorithm to analyse courses in teach out and new courses can lead to unstable results.

4. Updated algorithm

A number of different modifications to the existing algorithm were assessed. The simplest approach, that also solved most of the identified problems, is a single year model that evenly weights groups of viability and student metrics.

Time span	Analysis year (year before reporting year) plus previous year for Change in EFTSL metric
Metrics	All current metrics and thresholds for analysis year, EFTSL and Commencing EFTSL for previous year
Domains	Two evenly weighted domains, regardless of how many available data points make up each domain: • Viability (EFTSL, Commencing EFTSL change, EFTSL change, Teaching Efficiency, Margin Efficiency Ratio) • Student achievement and experience (Commencing Progress, Progress, On Campus Completion, Online Completion, On Campus Attrition, Online Attrition, Subject Experience, Student Satisfaction, Teaching Quality)
Categories	Category 1: Average of both domains 70% or above Category 2: Average of both domains between 40%-70% Category 3: Average of both domains below 40%
Features	• Dependent only on performance of review year – therefore is a true *annual* course health check • Year on year collinearity issues removed • Impact of collinearity between commencing progress and progress mitigated • Uneven weighting due to missing metrics removed • Can be visualised on a scatterplot similar to the Optimisation Matrix, also allowing for easy visualisation of changes over time • Courses with only one or two years of data are not unduly biased

New courses and courses in teach out should be treated separately. Neither of these need an ACHC score calculated (which would be biased anyway, due to lack of data).

New courses should be analysed in their first two years of offering against the Business Case that was put forward when they were approved, to assess whether they are meeting target enrolments. After three years, a Comprehensive Course Review is now required for new courses, after which the course would be included in the normal ACHC process.

Courses in teach out should be required to go through a modified Deep Dive during each year of teach out, with a focus on student experience and progression, with an updated Teach Out plan attached each year, until the course is completely taught out.

The updated algorithm was analysed for collinearity, sensitivity and missing data bias, and found that most of these issues were mitigated or improved compared to the existing algorithm.

5. Recommendations

It is recommended that for Annual Course Health Checks, we update the algorithm as follows:

1. The updated algorithm relies only the data of the year under analysis
2. The updated algorithm independently measures viability metrics met and student metrics met, and then combine with equal weighting
3. For new courses a different process is required where the viability is measured against the approved Business Case
4. For all courses in teach out, a review is required focussing on student performance, with a teach out plan updated annually until the course is completely taught out

In all other respects, the algorithm remains unchanged:

1. The updated algorithm uses the same metrics as currently (but only for the year under analysis)
2. The updated algorithm uses the same identified thresholds to measure whether a metric is met or not met
3. The final metric continues to be classified at Cat 1 (70% or above), Cat 2 (40-70%) or Cat 3 (below 40%)
4. Courses in Cat 3 continue to require a Deep Dive ACHC, and courses in Cat 2 a Light Touch
5. The ACHC dashboard remains largely unchanged, but with the addition of a matrix visualisation plot

Adopting these changes provides the following benefits:

1. Collinearity issues identified in the current algorithm are removed or mitigated
2. Stability issues identified in the current algorithm are mitigated by evenly weighting the two groups of metrics (viability and students), meaning that missing data has much less impact
3. Courses are no longer biased by poor performance in previous years or rewarded for good performance in previous years, when the course has recently improved or declined
4. New courses are not biased by lack of data
5. Courses in teach out are not biased by decreasing enrolments
6. Plotting the two groups of metrics (viability and students) on a scatterplot enables intuitive visualisation to compare courses and their trajectories over time

Very few drawbacks have been identified. Longitudinal comparisons would be interrupted, but this has already happened with the previous change to the algorithm, and it is straightforward to recalculate previous years with the new algorithm, making it easy to view longitudinal trends.

Item 11: Faculty of Science and Health (FoSH) Guidelines for Calibrating Student Workload in Work-integrated Learning Subjects

PURPOSE

To discuss the FoSH Guidelines for calibrating student workload in work-integrated learning subjects, set expectations and provide guidance for FoSH academic staff to use when determining appropriate student workload in FoSH WIL placement subjects.

RECOMMENDATION

The Academic Quality and Standards Committee resolves to **note** the FoSH Guidelines for calibrating student workload in work-integrated learning placement subjects.

BACKGROUND

The FoSH Guidelines for calibrating student workload in work-integrated learning subjects were approved at the April 2025 Faculty Board (FOSHFB85/7). A request was made (AQSC12/2) to submit these guidelines to this committee to provide oversight and alignment of approaches.

KEY ISSUES

1. Variable course WIL placement load
   The guidelines will address variable WIL placement load within subjects and courses across the Faculty. Explicit and consistent expectation of student workload in all WIL placement subjects will improve equity of students' WIL Placement workloads and experiences regardless of discipline. Total WIL placement load within courses varies significantly across the Faculty, largely determined by discipline specific and accreditation requirements. A focus on student workload within WIL placement subjects from a whole of course perspective will ultimately assist academics to critically appraise, with a view to revising, the amount of WIL placement in a course. Restricting WIL placement student workload to a maximum of 200 hours per eight (8) point subject will represent a challenge for some disciplines where WIL placement subjects have excessive hours and where WIL placement may be external to subjects. For some disciplines, compliance with the guidelines will be best achieved via a course review which may delay implementation.

2. Student financial burden
   Students who undertake placements face additional financial burden. There is a need to determine minimum WIL placement loads for courses that satisfy external benchmarks, industry and accreditation requirements and student demand. The guidelines will assist academic staff to examine total WIL workload in a course with a view to potentially reducing total workload which will reduce costs for students. Further, setting a maximum of 200 workload hours per eight (8) point WIL placement subject will assist students to be able to undertake paid employment.

3. WIL placement expenses as a proportion of teaching costs
   WIL is a significant and expensive activity across the Faculty. Across 2024, total faculty expenditure to host sites for completed placements was $4,350,434 and $349,766 for cancelled placements. The guidelines will assist academic staff to accurately identify minimum WIL placement loads for courses and potentially contribute to reduction of Faculty placement costs.

4. Demanding and fatiguing nature of WIL placements
   The guidelines include expectations around minimising unrelated assessment or learning activities during WIL placement and avoiding back to back placements where possible. This will address student feedback highlighting the demanding and fatiguing nature of WIL placements. This will require a whole of course approach to review assessment and learning activity timing in subjects that run concurrently with WIL placements.

Risks

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Teaching and Learning Charles Sturt University has a **Low Appetite** and willingness to take risks with the potential to compromise the University course delivery, accreditation of courses, academic integrity and educational standards.	The current need for a consistent approach to determining course WIL placement load represents a low risk to student course completion and overall satisfaction. The current financial burden experienced by students represents a medium risk to student course completion and student experience. Review of course WIL placement loads will contribute to reducing financial burden. WIL is a significant and expensive activity across the Faculty. Accurate identification of minimum course WIL placement loads will potentially reduce placement costs.	Yes

ACTIONS AND NEXT STEPS

All course directors and subject coordinators should be implementing these guidelines immediately upon approval of these guidelines. However, full scale implementation will need to consider current course review and implementation processes. For example, following course review, courses may have a 2026 implementation plan precluding change until 2026.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with: • Standard number 5.4.1 of the Higher Education Standards Framework 2021
Policy/TOR Alignment	This submission is made in accordance with: • Clauses 16 and 22 of the Course and Subject policy

ATTACHMENTS

A. FOSH Guidelines for Calibrating Student Workload in Work-integrated Learning

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Prepared by: 27/06/2025 Associate Professor Narelle Patton, Associate Dean Work Integrated Learning and Associate Professor Rachel Whitsed, Associate Dean (Academic), Faculty of Science and Health

Approved by: 27/06/2025 Associate Professor Rachel Whitsed, Associate Dean (Academic), Faculty of Science and Health

Cleared by: 27/06/2025 Professor Janelle Wheat, Pro Vice-Chancellor (Learning and Teaching)

Guidelines for calibrating student workload in work-integrated learning (WIL) placement subjects

Faculty of Science and Health

For further information please contact

Narelle Patton

Associate Dean Work-Integrated Learning Faculty of Science and Health

Created 7 March 2025

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FoSH Guidelines for calibrating student workload in work-integrated learning placement subjects

Purpose

These guidelines set expectations and provide information for FoSH academic staff to use when determining appropriate student workload in FoSH work-integrated learning (WIL) placement subjects.

Consistent expectations around appropriate student workload in FoSH WIL placement subjects aims to improve student experience and enhance equity of those experiences across the Faculty.

Scope

These guidelines apply to:
a) FoSH undergraduate courses and subjects
b) FoSH post-graduate courses and subjects (including research subjects)
c) Professionally accredited courses
d) Non-professionally accredited courses
e) WIL placement, fieldwork, practicum and internship experiences
f) Subjects that include a large amount of simulation that counts towards course WIL placement hours

Policy, procedure and guidelines

This FOSH Guideline supports the following University policies, procedures and guidelines and should be read alongside these documents:

a) Course and Subject Design (Coursework) Procedure
b) Work-Integrated Learning Placement Delivery and Management Procedure
c) Guidelines for Calibrating student Workload

The Course and Subject Design (Coursework) Procedure outlines student workload expectations, noting that a standard subject is weighted at eight points or a multiple of eight points. Subjects, however, may be weighted at any even number of points. A standard subject weighted at eight points will have learning and assessment activities requiring students to engage in them for 140-160 hours. Subjects with other weightings will require proportionally more or fewer hours of student engagement.

The Guidelines for Calibrating Student Workload provide information for determining appropriate student workloads for subjects in undergraduate and postgraduate coursework subjects, including assessment load and contact hours.

The Work-Integrated Learning Placement Delivery and Management Procedure states detailed requirements for the design of work-integrated learning placements in subjects.

Consideration of the total WIL placement load within courses and within individual subjects is required to determine the minimum viable WIL placement workload that will meet accreditation and industry requirements without unnecessarily burdening students.

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Principles

1. Maximum WIL placement loads for courses that include WIL placements are to be determined. This should be the minimum amount of WIL placement required to meet benchmarks, industry requirements, specified requirements of Accrediting bodies and student expectations.

2. WIL experiences should be scaffolded across the entire course and contained within subjects with total WIL hours being measured as part of the total subject hours.

3. All WIL placement records should be held in InPlace, including for example, placement dates, location, approvals and hours completed. This facilitates student tracking of their completed placement hours and university risk management of student placements during natural disasters.

4. Total student workload in WIL placement subjects should not exceed 200 hours (aligns approximately to a 5-week full-time placement block) for each eight point subject, acknowledging and working towards meeting university student workload expectations, to balance industry expectations and student financial and emotional wellbeing.

5. A zero point subject may be used to provide scaffolded support to students undertaking course wide WIL placements on the proviso that all WIL placement workload hours are appropriately captured in a capstone subject as well as at least one other subject earlier in the course.

6. Consideration when determining WIL subject workload should also be given to the workload of other subjects that students study concurrently in a normal course progression.

7. Subject points when WIL is included should preferably be expanded in factors of eight (8) points to support curricular design

8. Calculations of student workload hours while undertaking a WIL placement are to include the total number of hours the student is required to attend the placement as planned in the curriculum and where the student is engaged with authentic workplace activities.

9. Consideration needs to be given to the amount of learning time needed before a student will be assessed. This would also reflect scheduled time when assessment forms are completed. While this is difficult to quantify it is required because an assessment workload calculator is prepared and attached to each subject profile in CDAP.

10. When calibrating WIL placement student workload consideration should also be given to:
    a. site requirements for students to undertake work outside placement hours for example preparation for client caseload and presentations; and
    b. travel to placement sites at a distance from students' homes.

11. When calibrating student workload in WIL placement subjects including hybrid and additional load in subjects such as learning activities and assessment unrelated to the placement should be avoided, for example concurrent self-directed modules or essays.

12. Large scale review of student workload hours in subjects is best undertaken in the context of a whole of course review to assess the impact of potential reduction of WIL placement hours, contact learning

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experiences and assessment tasks on achievement of subject and course learning outcomes, industry expectations and accreditation requirements.

13. When scheduling WIL placements consideration should be given to avoiding back-to-back placements whenever possible to allow students recovery time between placements.

Implementation

1. When student workload hours exceed the university and/or FoSH expected for a standard 8 point subject, consideration could be given to:
    (i) increasing the subject weighting proportionally, preferably in factors of eight (8) to accommodate excess student workload hours.
    (ii) decreasing the length of WIL placements to reduce student workload hours.
    (iii) decreasing contact learning experience and other assessment hours

2. Consideration should be given to the intensity of learning experiences in a single 8-point subject. For example, inclusion of intensive schools that require students to travel, source accommodation and be away from their families and WIL placements with similar requirements should not be included in a single 8-point subject.

3. For subjects unable to meet these guidelines in 2025, CDAP requires a rationale for the WIL component, for example, to meet industry requirements or professional accreditation requirements. In these cases a plan should be included for reducing the student workload hours beyond 2025, for example, the hours will be reduced as part of the next course review.

Governance

WIL placement subject hours design will be oversighted using the usual governance course and subject approval processes. Subject hours are recorded in CDAP and reviewed as part of subject and course approval processes. Adherence to the implementation of the hours will be monitored through QUASAR processes.

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Item 12: 2023 Graduate Outcomes Survey (QILT) - Action Item AQSC9/8 Update

PURPOSE

To provide the Academic Quality and Standards Committee (AQSC) with a high-level summary of the outcomes of the graduate consultation conducted in response to Action Item AQSC9/8. The working group and key faculty stakeholders have considered the detailed reports; the key outcomes are summarised below.

RECOMMENDATION

The Academic Quality and Standards Committee resolves to **note** the outcomes of the graduate consultation and the completion of Action Item AQSC9/8.

KEY ISSUES

1. **Decline in Course Satisfaction**

   - The 2023 Graduate Outcomes Survey (GOS) reported a sustained decline in undergraduate course satisfaction, particularly among on-campus students.
   - Charles Sturt's satisfaction rate was 72.2%, below the national average of 76%.

2. **Working Group Review and Academic Senate Direction**

   - In response to concerns raised by AQSC and noted by the Academic Senate (Resolution AS196/5), a working group was formed to review course-level satisfaction data from 2019 to 2023.
   - The Academic Senate emphasised the importance of student input, prompting targeted graduate consultation for courses with notable declines.

3. **Graduate Consultation and Response Rates**

   - Eleven courses were reviewed, with two selected for deeper consultation: Bachelor of Nursing and Bachelor of Education (Early Childhood and Primary).
   - Challenges were experienced in sourcing graduates willing to participate in consultation panels. As such, the graduate consultation was conducted via a panel and a survey, respectively, for the identified courses.
   - Although response rates were low, limiting the breadth of feedback, the insights gathered are still considered valuable. While these insights may not fully represent the broader graduate population and should be generalised with caution, they may be contextualised alongside broader course review data.

4. **Graduate Feedback - Key Themes**

   - **Bachelor of Nursing**: Two graduates responded to an email invite and met with the Consultation panel. The graduates valued practical placements and the flexibility of online learning. However, concerns were raised about online engagement, teaching quality, and delayed feedback—issues compounded by the disruptions caused by COVID-19. Recommendations included introducing practical skills earlier, reassessing the focus on competency, and improving student support through timely feedback and better access to scholarship information.

   - **Bachelor of Education (Early Childhood and Primary)**: The survey was sent to 85 alumni. Only three complete and one invalid response were received. Feedback was mixed regarding the overall course and teaching quality, with two positive and one less favourable response. Open-text comments revealed concerns about the relevance of course content and practical experience. COVID-19-related disruptions were noted, particularly in placement arrangements. The feedback supports the reintroduction of the Primary-only degree option, focusing on practical and up-to-date course content, ensuring flexible lecture hours and availability of financial support for students.

5. **Course Actions**

- Feedback has informed and affirmed some of the recent course review and planning of both courses, including the introduction of the Bachelor of Education (Primary) from 2025.
- Course changes are documented in the CDAP system.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Teaching and Learning: Charles Sturt University has a Low Appetite and willingness to take risks with the potential to compromise the University's course delivery, accreditation of courses, academic integrity and educational standards.	Annual reviews of QILT survey results and ongoing course review processes (ACHC, CCR) ensure continuous improvement and quality assurance for the student course experience and enhancement of graduate outcomes.	Yes

ACTIONS AND NEXT STEPS

The Committee notes the completion of Action Item AQSC9/8 and that the outcomes will inform ongoing course review and planning processes.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with Standard 5.3 Monitoring, Review and Improvement Higher Education Standards Framework 2021.
Policy/TOR Alignment	This submission aligns with Clauses 100–101 of the Course and Subject Procedure – Quality Assurance and Review.

Prepared by:	23/06/25	Tanya Tye, Educational Analytics Manager
Approved by:	25/06/25	Will Letts, Head, School of Education
	27/06/25	Rachel Whitsed, Associate Dean Academic, Faculty of Science and Health Kerryn Butler-Henderson, Head, School of Nursing, Paramedicine and Healthcare Sciences
Cleared by:	27/06/25	Janelle Wheat, Pro-Vice Chancellor, Learning and Teaching

Item 13: Charles Sturt University (Sydney) and Charles Sturt University (Melbourne) Report

PURPOSE

To receive a verbal report from the Deputy Dean, Faculty of Business, Justice and Behavioural Sciences on the Charles Sturt University (Sydney) and the Charles Sturt University (Melbourne) campuses.

RECOMMENDATION

The Academic Quality and Standards Committee resolves to **note** the verbal report on the Charles Sturt University (Sydney) and the Charles Sturt University (Melbourne) campuses.

Item 14: Workplace Learning Report 52

The Workplace Learning Report will be submitted to the 1 September 2025 meeting of the Faculty Board.

Academic Quality and Standards Annual Plan									
				2025					
Report / Item	**Responsible Officer/s**	**10-Mar**	**5-May**	**21-Jul**	**1-Sep**	**20-Oct**	**Action / Committee Pathway**	**TOR**	**HESF**
Academic Quality and Standards Compliance									
Academic Staff Profile Report and Scholarly Activity Report	Chairs, Faculty Board / Pro Vice-Chancellor (Learning and Teaching)			TBC			Note	10(a)	3.2
Graduate Outcomes Survey Annual Report	Provost				x		Endorse to Senate	10(a)	5.3.5 5.3.7
Student Performance Report* (timely completions, progress and attrition).	Provost / Deputy Deans (FOBJBS and FOAE) ADA (FOSH) / Office of Planning & Analytics					x	Note (FB, AQSC, AS & Council * Benchmark refers to external benchmarking or scrutiny. Full report to Senate.)	10(e)	1.3.1 - 1.3.6 2.2.1 - 2.2.3 5.3.5 & 5.3.7 6.2.1e - h 6.3.1.b 7.3.3.a & 7.3.3.d
Third Party Education Arrangements Annual Review	Risk and Compliance Unit	x					Note UCC, ASQC, ARC, AS & Council	10(e)	5.3 5.4 7.1
Draft item - *Third Party Education Providers - Academic Quality Assurance*	TBC			TBC			TBC		
Draft item - *Scholarly Activity Report*	TBC			TBC			TBC		
Risk and Compliance Report - Academic Risks (relevant risks)	Risk and Compliance Unit			As required			Note	10(e)	5.3 5.4 7.1
Charles Sturt University Sydney and Charles Sturt University Melbourne campuses - via the Academic Management Committee Verbal Update	Deputy Dean, FOBJBS	x	x	x	x	x	Note	10(e)	1.3 5.4
Subject Quality Enhancement and Grade Distribution Monitoring Report (including Faculty assessment governance and assessment quality assurance, grade distribution, SuES, and QUASAR)	Deputy Deans (FOAE and FOBJBS) ADA (FOSH)				x		Note / Endorse (as required)	10(f)	5.3 6.3
Support for Students Report	Pro Vice-Chancellor (Learning and Teaching), Associate Deans Academic, Executive Director, Student Success, Executive Director, Student Experience, Manager, Academic Quality Enhancement					x	Note / Endorse Delegate Report to Senate	10(g)	1.3 2.1 2.2 2.3 3.1 3.3
Student Academic Integrity and Misconduct Report* - full previous year	Director, Academic Quality and Standards / Manager, Academic Integrity / Manager, Academic Quality Enhancement				x		Note * Benchmark refers to external benchmarking or scrutiny	10(g)	1.3 2.4.3 4.1.1 (a - e) 4.2.1 (a,b,e,g) 4.2.4 5.2.1-4 5.3 6.2.1(j) 6.3.2(d) 7.2.2(c, d)

Report / Item	Responsible Officer/s	2025					Action / Committee Pathway	TOR	HESF
		10-Mar	5-May	21-Jul	1-Sep	20-Oct			
Workplace Learning Report (including workplace learning, placements, other community-based learning in all locations including third party arrangements)	Academic Lead (Work-integrated Learning) / Pro Vice-Chancellor (Learning and Teaching)			x			Note / Endorse (as required)	10(h)	4.1.1.e 5.2 6.2.1.j 7.2.2.c 7.3.3.c
Course Minimum ATARs and Floors (including for English as a second language)	Associate Director, Admissions and Conversions (DoS)			As required			Note		1.1 1.2 1.5.6.c
Course and Subject									
Course Review Documents - to oversight course governance, including review of CDAP documents and the course and subject profile - External Advisory Committee issues escalated from FB or FCSRP	Associate Deans (Academic)	x	x	x	x	x	Approve	10(a) & (c)	3.1 5.1 5.3 5.4 6.3.2
Annual Course Performance Health Check	Chairs, Faculty Board / Associate Deans (Academic) / Associate Deans (Research)	x					Note / Endorse (Summary report to Senate)	10(e)	5.1 5.3
Delegate Reports / Referrals									
Items referred to and from Academic Senate, University Courses Committee, University Research Committtee or other committeees or officers.	Manager, Governance / Chair, Academic Senate / AQSC			As required			Note / Endorse / Approve (as required)	10(d) & 11	3.2 5.2 5.3 6.3 4.1
Items referred to and from Faculty Boards (including advice on policy, procedure, issues and risk, orientation, facilities and infrastructure, diversity and equity)	Chairs, Faculty Board / Governance Officer			As required			Note / Endorse / Approve (as required)	10(i)	3.1 5.1 5.3 5.4 6.3.2
Governance									
Policy Reviews (relevant policies)	Policy Owners			As required			Note / Endorse (as required) Full report to Senate	10(g)	4.1.1.e 5.2 6.2.1.j 7.2.2.c
Review of academic governance (Delegations, policies and procedures, Membership and Terms of Reference)	Director, Governance / Chair, Academic Senate / Chair, UCC / Chair, ASQC / Chair, URC / Chairs, FB			As required			Note / Endorse (as required). Full Report to Senate as required.	10(j)	6.3
Academic Senate Sub-Committee Self-Assessment	Governance					x	Note / Discuss	All TOR	All
Annual Assurance Report	Chair / Governance Officer	x					Note / Endorse. Full report to Senate	All TOR	All
Statement of Role and Responsibilities	Governance	x					Note		
Review of Annual Plan	AQSC / Manager, Governance	x	x	x	x	x*	Note * Approve for following year.	All TOR	

Other Business 55

Next Meeting 56

No.	Date	Time	Location	Agenda Close
11	~~Monday, 10 March 2025~~	~~10.00am to 1.00pm~~	~~Videoconference~~	~~20 February~~
12	~~Monday, 5 May 2025~~	~~10.00am to 1.00pm~~	~~Videoconference~~	~~17 April~~
13	~~Monday, 21 July 2025~~	~~10.00am to 1.00pm~~	~~Videoconference~~	~~3 July~~
14	Monday, 1 September 2025	10.00am to 1.00pm	Videoconference	14 August
15	Monday, 20 October 2025	10.00am to 1.00pm	Videoconference	2 October