

## **ACADEMIC QUALITY AND STANDARDS COMMITTEE Meeting No. 13**

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Unconfirmed minutes of the meeting held on Monday, 21 July 2025 by videoconference.

## 1. Welcome and Apologies

The Chair opened the meeting at 10.00 am and respectfully acknowledged the traditional owners and custodians of the lands on which we live and work together. Charles Sturt University and its staff pay respect to Elders within First Nations communities and acknowledge the continuity of cultures, languages, leadership and knowledge systems. We acknowledge First Nations peoples' continuous connection to Country, recognising the unique, diverse identities and cultures of peoples in our communities, regions and nation. As such, we value the collaboration to strongly position First Nations peoples in our university, through languages, leadership, cultures, knowledges, research and ceremonies.

The Chair welcomed the following members and attendees:

- Professor Wilma Vialle, Chair of the Academic Senate, appointed as a new member.
- Dr Prue Laidlaw, renominated for a second term as the academic staff member from FOSH with expertise in learning and teaching.
- Associate Professor Narelle Patton, renominated for a second term as the academic staff member from FOSH with responsibility for workplace learning.
- Ms Jenny McIntyre, appointed as the new professional team member with expertise in grade administration, as nominated by the Provost and DVC-A.
- Ms Ana Torres Ahumada, appointed as the new academic staff member from FOBJS with responsibility for workplace learning.
- Associate Professor Susan Mlcek, renominated for a second term as the academic staff member from FOAE with expertise in learning and teaching.
- Dr Anne McLeod, appointed as a new staff member from the Faculty of Arts and Education with responsibility for workplace learning.

### Members Present

Professor Janelle Wheat	Pro Vice-Chancellor (Learning and Teaching) (Chair)
Mr Mike Bryant	Academic Director, Education Strategy
Mr Mike Ferguson	Pro Vice-Chancellor (International)
Ms Heather McGregor	Pro Vice-Chancellor, Student Success
Associate Professor Will Letts	Acting Deputy Dean, Faculty of Arts & Education
Associate Professor Jenny Kent	Deputy Dean, Faculty of Business, Justice and Behavioural Sciences (FOBJS)
Associate Professor Mark Bassett	Director, Academic Quality and Standards, and Academic Lead (AI)
Associate Professor Brendon Hyndman	Acting Associate Dean, Academic, Faculty of Arts & Education (FOAE)
Associate Professor Julia Lynch	Associate Dean, Academic, Faculty of Business, Justice and Behavioural Sciences
Associate Professor Susan Mlcek	Staff member from the Faculty of Arts & Education with expertise in learning and teaching
Dr Prue Laidlaw	Acting ADA, FOSH and staff member from the Faculty of Science and Health with expertise in learning and teaching,
Ms Ana Torres Ahumada	Staff member from the Faculty of Business, Justice and Behavioural Sciences with responsibility for workplace learning
Associate Professor Narelle Patton	Staff member from the Faculty of Science and Health with responsibility for workplace learning
Ms Jenny McIntyre	Faculty professional/general team member with expertise in grade administration
Ms Emma Marshall	Student member nominated by the Student Senate
Dr Anne McLeod	Staff member from the Faculty of Arts and Education with responsibility for workplace learning

### Attendees

Ms Kim Sharp  
Ms Bec Acheson  
Mr James Elibank Murray  
Dr Ian Skinner  
Ms Laura Longmore

Governance Officer (Minutes)  
Education Design Lead  
Manager, Course and Subject Accreditation  
Assistant Dean, Research Training  
Academic Integrity Officer (for Item 9)

### Apologies

Professor Sarah O'Shea  
Professor Wilma Vialle  
Professor Tony Dreise  
Mr Carlo Iacono  
Dr Louise Skilling

Dean, Graduate Research  
Chair, Academic Senate  
Pro Vice-Chancellor, First Nations Strategy  
University Librarian  
Staff member from the Faculty of Business, Justice and Behavioural Sciences with expertise in learning and teaching

Associate Professor Rachel Whitsed

Associate Dean, Academic, Faculty of Science and Health

## 2. Declaration of Interests

There were no interests raised or declared by members.

## 3. Confirmation of Agenda

The agenda was confirmed.

## 4. Previous Minutes

**RESOLUTION AQSC13/1** The Academic Quality and Standards Committee resolved to **approve** the minutes of the meeting held on 5 May 2025 as a true and accurate record.

## 5. Action Sheet

Item Ref	Action	Update
AQSC11/3	Convene a meeting with the Dir, Risk and Compliance, Assoc Dir, Compliance, the Manager, Academic Quality Enhancement, the Deputy Deans (FOAE and FOBJS), the ADA (FOSH) and Dir, AQS and AL (AI) to consider reporting and recommendations in relation to third-party arrangements. [Chair]	Item was marked as complete. Members noted the planned actions around reporting on third-party arrangements.
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]	Item to be marked as complete. Members noted that this work would be rolled into third-party reporting arrangements.
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]	Item was marked as complete. The Guidelines were presented to the Committee at Agenda Item 11.

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]	Item to be marked as complete. The issues have been raised with the Learning and Teaching Leadership Team and consultation with the EMA Team would be ongoing.
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## 6. Faculty of Science and Health Courses

The Acting Associate Dean, Academic (FOSH), introduced the Faculty's Comprehensive Course Reviews (CCRs). Members noted that actions, reviewers' comments, and feedback, where applicable, had been presented to members via CDAP.

### 6.1 Master of Speech Pathology (MSpeechPath)

The Acting ADA spoke to the CCR and highlighted:

- The CCR had been brought forward by 12 months to align with the professional accreditation review.
- The course delivered a high-quality program and consistently attracted strong enrolments.
- Student attrition, satisfaction rates, and progress rates all indicated a positive student experience.
- With the introduction of new standards from Speech Pathology Australia and professional accreditation due in late 2025, the course design and student workloads across the program had been reviewed.
- FOSH has recommended that the course be amended and that progress toward reaccreditation follow the identified actions.

AQSC supported a recommendation that the Course Director for the MSpeechPath investigate the possibility of establishing ties with the Children's Voices Centre.

Members endorsed the rationales for change and the proposed actions for the MSpeechPath and approved the CCR.

### 6.2 Bachelor of Veterinary Biology (BVet Bio) / Bachelor of Veterinary Science (BVetSc)

The Acting ADA reported:

- The course has performed well and the graduate employment rate had exceeded 95%.
- A major focus of the CCR was to amend the course and align it with the professional accrediting body and the new AVBC Day One competencies.
- The review has considered the inclusion of more Indigenous Australian content, noting that any changes would require Indigenous Board of Studies (IBS) approval.
- FOSH has recommended that the course be amended and progress toward reaccreditation as per the identified actions.

The Acting ADA agreed to follow up on the comments from the Manager, Course and Subject Accreditation in relation to the statement that the course could be considered as a 'combined UG/ PG course', noting this statement did not take the AQF volume of learning guidelines into account.

Members noted that the reaccreditation proposal would include details around the Honours program and the proposed Biology exit point.

The AQSC endorsed the rationales for change and the proposed actions for the BVet Bio / BVetSc and approved the CCR.

**ACTION AQSC13/1** Update CDAP to reflect AQSC approval of FOSH course reviews.  
[Governance Officer]

**RESOLUTION AQSC13/2** The Academic Quality and Standards Committee resolved to **approve** the following course reviews from the Faculty of Science and Health:

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

## **7. Faculty of Arts and Education Courses**

The Acting Associate Dean, Academic (FOAE) introduced the Faculty's course reviews. Members noted that actions, reviewers' comments and feedback, where applicable, were presented to members via CDAP.

### **7.1 Bachelor of Social Work, the Bachelor of Social Work (Honours) and the Master of Social Work (Professional Qualifying).**

The Acting ADA reported on the CCRs for the suite of social work programs, noting the courses were also undergoing external accreditation.

Bachelor of Social Work (BSW)

- The course was considered to be one of the Faculty's flagship programs, consistently attracting high enrolments and maintaining a strong market position.
- Recent government consideration of placement poverty and Commonwealth payments may ease some of the difficulties experienced by students.

Bachelor of Social Work (Honours)

- The course was the only integrated Honours program in the Faculty and provided a pathway into PhD research in social work.
- The program enrolled up to 11 students, which aligns with the School's supervision capacity.

Master of Social Work (Professional Qualifying)

- The course was progressing well with high graduate employment rates.
- Minor amendments have been made to the program in response to recommendations from previous accreditation rounds.

Members noted that the Faculty would continue to monitor ongoing queries regarding the volume of work for students in the BSW and the requirements for in-person attendance.

AQSC approved the CCRs for the Bachelor of Social Work, the Bachelor of Social Work (Honours) and the Master of Social Work (Professional Qualifying).

### **7.2 Master of Education and the Graduate Certificate in Education**

The Acting ADA briefed the AQSC on the CCRs for the Graduate Certificate in Education and the Master of Education (with specialisations).

Master of Education (with specialisations)

- Changes were made in response to sustained declines in enrolments across multiple specialisations within the M.Ed. program.
- Enrolment data indicated that, while a few specialisations attracted some interest, the majority were no longer viable due to low student demand, limited industry relevance and resource inefficiencies.
- A decision was made to retain the Leadership specialisation, noting that it has sustained interest and remained aligned with sector demand. All other specialisations were discontinued due to persistently low enrolments.
- Opportunities for introducing additional specialisations in the future would be monitored over the next 12 months.

## Graduate Certificate in Education

The CCR aimed to make the program more generic, address complexities in the course structure and maintain the progression into the Master of Education.

AQSC:

- Recommended that a specific action be added to the CCRs to ensure compliance with the Indigenous Australian Content in Courses and Subject Policy.
- Queried whether there was scope for further efficiencies, as currently the M.Ed. could not transition into the proposed Master of Leadership structure due to a difference in credit points, noting that the M.Ed. is a 64-credit-point program while the standard Master of Leadership programs require 96 credit points.
- noted that the Acting ADA would consider whether there was scope for subject sharing to create more efficiencies at the subject level.

AQSC approved the CCRs for the Master of Education (with specialisations) and the Graduate Certificate in Education, as amended.

### **7.3 Bachelor of Theology and the Master of Ministry Articulated Set**

The Acting ADA reported on the CCRs for the Bachelor of Theology and the Master of Ministry.

Bachelor of Theology (BTh)

- The CCR was undertaken as part of the regular course review cycle and following the BTh being flagged for a Category 3 deep dive in the 2024 Annual Course Health Check.
- Underperforming subjects would be discontinued and the course structure would be reviewed to better scaffold student progression and provide a clearer study plan.
- Current subdisciplines would be combined into a single subdiscipline of 'Theological Studies'.

AQSC approved the CCR, noting that the work around restructuring the course would be added to the action plan.

Master of Ministry (MMin) articulated set

- The School has strongly recommended that the MMin program be discontinued.
- The Graduate Certificate in Ministry (GCertMin) would be retained for ministry formation students to complete additional requirements for ordination, such as within the Uniting Church and Anglican Church.
- The committee noted that, as the current GCertMin documentation heavily referenced the Master's program, these details would need to be incorporated into the GCertMin proposal if the MMin was to be discontinued.

The committee supported the discontinuation of the Masters of Ministry and approved the CCR for the MMin articulated set, as amended.

### **7.4 Master of Communication (MComm) and Graduate Certificate in Communication (GCertComm)**

The Acting ADA:

- Provided background on the CCRs and noted that at the AQSC meeting in March 2025 the Committee raised a number of viability concerns around these courses and, as a result, they were not endorsed. The Committee requested that additional contextual information and a viability rationale be added to the documentation.
- The FOAE Board reconsidered an updated proposal in April 2025 and approved it for submission to the AQSC, recommending the course progress to reaccreditation, pending ongoing discussions and a financial analysis.

The Committee noted:

- That the Master's course could not be deemed highly competitive, with only six students currently enrolled.
- A recommendation was made to implement dedicated marketing for the course to increase enrolments to a viable 21 students; however, this recommendation was not endorsed by the Committee.
- While there were references to a business case in the CCR, the details were not included.
- The review's findings were not aligned with the recommendation that the course proceed with amendment and accreditation.

Members agreed to request that the MComm CCR be resubmitted with an updated recommendation '*to suspend uptakes to the course for a specified period*'. The revised CCR should also provide the AQSC with assurance around the proposed significant change process, redesign and viability. The revised submission would be submitted to the Chair in the first instance and an update on progress would be provided to the October meeting of the AQSC.

**ACTION AQSC13/2** Update CDAP to reflect AQSC consideration of FOAE course reviews.  
[Governance Officer]

**RESOLUTION AQSC13/3** The Academic Quality and Standards Committee resolved to **approve** the following comprehensive course reviews from the Faculty of Arts and Education:

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

**RESOLUTION AQSC13/4** The Academic Quality and Standards Committee resolved to **request** that the Faculty of Arts and Education resubmit revised Comprehensive Course reviews for the Master of Communication and the Graduate Certificate in Communication to the Chair, AQSC. [Acting ADA, FOAE]

## 7.5 AQSC Consideration and Review of Comprehensive Course Reviews

The Committee noted that Manager, Course and Subject Accreditation would follow up on the large number of CDAP notifications, reportedly up to 40 to 50 notifications per day, being received by the ADAs and the MCAT, to determine whether they could be minimised.

**ACTION AQSC13/3** Follow up on the large number of CDAP notifications being received by the ADAs and the MCATs to determine whether they can be minimised. [Manager, Course and Subject Accreditation]

The Committee discussed the allocation of reviewing tasks to members. It was agreed that, in addition to allocating reviewing tasks via CDAP, ADAs be asked to send a brief email to members to advise them that they had been requested to review a CCR.

**ACTION AQSC13/4** Send emails to AQSC members when reviewing tasks have been allocated to them via CDAP. [ADAs]

The Chair reminded members that there is an expectation that, in addition to reviewing specific CCRs allocated to them by the ADAs, they should review all course documentation submitted to the AQSC.

Member noted that ADAs would provide induction sessions for new members of the AQSC to clarify which aspects of CCRs they should be reviewing and how to document their findings in CDAP.

**ACTION AQSC13/5** Provide an induction session for new members of the AQSC to clarify which aspects of the CCRs they should be reviewing and how to document their findings in CDAP. [ADAs]

## **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. Student Misconduct Rule**

The Director, Academic Quality, Standards and Integrity reported on the proposed changes to the Student Misconduct Rule (SMR). AQSC noted the following:

- the Student Misconduct Rule (SMR) permits appointed officers to determine, where appropriate, that a student has engaged in poor academic practice (PAP) rather than academic misconduct.
- The current definition of PAP under the SMR was limited to plagiarism, collusion, and self-plagiarism, excluding other forms of misconduct.
- Proposed changes to the SMR would broaden the definition of PAP to include instances where inexperienced students, often first year students, have made honest mistakes, such as accessing 'homework-help' websites, contract cheating platforms or generative AI tools, without the intention to cheat.
- The proposed revisions clarify that any second occurrence of such behaviour would be classified as academic misconduct.
- Currently, Academic Integrity Officers (AIOs) are unable to classify cases involving AI use as PAP. The proposed changes recommended removing these restrictions to allow for discretion in evaluating such incidents.

Members:

- Endorsed a recommendation to amend Clause 33 to clearly specify that a student 'would', rather than 'may', be warned that repeated poor academic practice would constitute academic misconduct.
- Endorsed a recommendation to expand Clause 49 to include examples of additional penalties or corrective actions that may be imposed.
- Noted advice from the AIO that work was underway to update Academic Integrity modules and associated academic skills courses to reflect newly defined misconduct types and to align them with the proposed amendments.
- Noted that the Manager, Policy and Records had recommended that the submission be expanded to demonstrate there had been consultation with the Rule owner, the Executive Director, Safety, Security and Wellbeing.
- Noted that the final revised submission would be forwarded to the Vice-Chancellor for approval.

AQSC endorsed the proposed changes to the SRM, subject to the amendment of Clauses 33 and 49 and the expansion of the submission to demonstrate consultation with the Rule owner.



**RESOLUTION AQSC13/5** The Academic Quality and Standards Committee resolved to:

1. **endorse** the proposed changes to the Student Misconduct Rule 2020, as amended; and
2. **recommend** to the Vice-Chancellor the proposed amendments to the Student Misconduct Rule 2020.

#### 10. Annual Course Health Check Algorithm Review Final Report

The Acting ADA Faculty of Science and Health reported on the Annual Course Health Check (ACHC) Algorithm Review Final Report and advised that AQSC was being asked to endorse proposed amendments to the algorithm. Members noted:

- An analysis of the algorithm was coordinated by the Associate Dean (Academic), FOSH in early 2025.
- The report outlined the key issues considered by the analysis, the five guiding principles proposed, recommendations proposed to update the algorithm and the benefits of adopting the revised algorithm.
- The findings and recommendations from the analysis were discussed with stakeholders in the academic portfolio and the Office of Planning and Analytics and a number of proposed amendments were adopted.

The Committee:

- Noted that courses identified as Category 3 ACHCs which were currently undergoing CCRs would continue to undergo both processes.
- Noted that the Category 3 data and the CCR should inform each other and where possible, the two processes be aligned and considered together within the same review cycle.
- Discussed Recommendation 3, which indicated that a separate process would be required for new courses, as viability would be assessed against the approved business case. Members recommended that the wording be reviewed to clarify the specific metrics that would be evaluated against the business case.
- Noted Benefit 6 which stated plotting the two groups of metrics (viability and students) on a scatterplot enables intuitive visualisation to compare courses and their trajectories over time. The Committee acknowledged that this may be a useful tool for visually illustrating how a course has performed across various categories.
- Discussed a suggestion to include Higher Degree by Research (HDR) courses in future ACHC data. It was noted, however, that HDR courses were managed differently across faculties and reviews were typically incorporated into whole area reviews. Members agreed that further discussion would be required to determine which metrics would be most appropriate for HDRs compared to coursework programs.

Members endorsed the ACHC Algorithm Review Final Report.

**RESOLUTION AQSC13/6** The Academic Quality and Standards Committee resolved to **endorse** the recommendations in the Annual Course Health Check Algorithm Review Final Report.

#### 11. Faculty of Science and Health (FOSH) Guidelines for Calibrating Student Workload in Work-integrated Learning Subjects

The Associate Dean, Partnerships and Workplace Learning (ADPWPL) introduced the FOSH Guidelines for calibrating student workload in work-integrated learning (WIL) subjects. Members noted the following:

- the guidelines were approved by the FOSH Faculty Board in April 2025. The Board requested that they be submitted to the AQSC to ensure oversight and alignment of institutional approaches.
- the guidelines would set expectations and provide guidance for FOSH academic staff when determining appropriate student workload in FOSH WIL placement subjects.

The ADPWPL:

- Advised that the guidelines reflect substantial feedback received from both staff and students within the Faculty.
- Reported that the guidelines, which were now being implemented in FOSH, provided students with explicit and consistent expectations regarding WIL placement workload.
- Confirmed that 200 hours was the maximum WIL allocation for an 8-point subject. If WIL exceeded this threshold, the guidelines offered options for either reducing the WIL hours or increasing the subject's credit point value.
- Noted that while adherence to the guidelines has generally been strong within FOSH, some courses may not yet comply. The ADPWPL recommended that schools address such instances through whole of course reviews.
- Acknowledged that inconsistencies remain across other faculties in terms of WIL workload expectations and suggested that these guidelines could support a more consistent institutional approach.

AQSC supported a recommendation that a consistent approach across faculties regarding WIL placement workloads was essential. The Chair requested that AQSC representatives from FOAE and FOBJS present the guidelines to their respective faculties for consideration and feedback to the AQSC meeting on 20 October 2025.

**ACTION AQSC13/6** Present the FOSH Guidelines for Calibrating Student Workload in Work-integrated Learning Subjects to the FOBJS and FOAE for consideration and feedback to the 20 October 2025 meeting of AQSC. [ADAs and Faculty representatives]

**RESOLUTION AQSC13/7** The Academic Quality and Standards Committee resolved to **note** the FOSH Guidelines for calibrating student workload in work-integrated learning placement subjects.

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

The Acting ADA, Faculty of Science and Health introduced the submission. The Committee noted:

- The action update provided a high-level summary of the outcomes of the graduate consultation conducted in response to AQSC Action Item AQSC9/8.
- A working group was established, following concerns raised by AQSC, to review course-level satisfaction data from 2019 to 2023.
- Of the 11 courses reviewed, the Bachelor of Nursing (BNurs) and the Bachelor of Education (Early Childhood and Primary) [BEd (ECP)] were selected for deeper analysis. Data had revealed a sustained decline in undergraduate satisfaction, particularly among on-campus students in these programs. Students from both programs were invited to participate in a consultation panel.
- Two BNurs students responded and, while they acknowledged the value of WIL placements, they raised concerns about online engagement, teaching quality and delays in assessment feedback.
- Three BEd (ECP) students responded with mixed feedback on course quality and teaching. Concerns were raised around the relevance of course content and practical experiences and the significant disruptions due to COVID.
- The working group advised that student feedback had helped inform and validate recent course review processes and planning for both programs.

**RESOLUTION AQSC13/8** The Academic Quality and Standards Committee resolved to **note** the outcomes of the graduate consultation and the completion of Action Item AQSC9/8.

The AQSC thanked Tanya Tye, the Educational Analytics Manager for her work preparing the detailed report.

### **13. Charles Sturt University (Sydney) and Charles Sturt University (Melbourne) Report**

The Deputy Dean, FOBJS reported on the recent meeting of the Academic Management Committee (AMC) for the Charles Sturt University Sydney and Melbourne campuses. Updates included the following:

- Staff members from FOAE attended the AMC meeting in preparation for the BSW program being offered through Navitas from 2026.
- The Operations Manual would undergo a comprehensive review and be amended as needed to accommodate course offerings from both FOBJS and FOAE.
- The Master of Professional Accounting (Professional Practice), originally scheduled to launch from Melbourne in 2026 (Session 30), would now commence in 2025 (Session 90).
- Increased student enrolments across both campuses have been attributed to more efficient visa processing.
- The AMC continued to monitor ongoing challenges related to student engagement, attendance, non-genuine student enrolments and poaching by private providers.
- Collaboration was underway between the AMC and the Head of School, SIAS, regarding the inclusion of IKC subjects in Navitas-delivered courses. Navitas has offered in-principle support pending professional development and/or the appointment of qualified staff.
- The Work placements commencing this session have been managed by the FOBJS WPL Team. Navitas professional staff, currently shadowing the team, would assume responsibility for this work from 2026.
- Navitas continued to offer a mix of skill-development and social activities to encourage on-campus attendance.
- Structured student workshops on time management and referencing have been offered to students but engagement to date has been limited.
- Retention rates were being actively monitored, noting that; after accounting for student withdrawals, progress rates among the remaining students showed significant improvement.
- Postgraduate programs have shown stronger attendance and overall progress when compared to undergraduate programs on both campuses.

Members noted that student engagement remained a sector-wide challenge. While particular concerns were exacerbated on the Navitas campus, similar issues were also evident across CSU's main campuses. The decline in engagement was attributed primarily to government policy and the actions of private providers poaching students onshore.

The Pro Vice-Chancellor (International) (PVC) advised that, in response to student poaching concerns, the Charles Sturt and Navitas Joint Steering Committee has developed eight recommendations aimed at strengthening the recruitment process. These recommendations would focus on improving student screening and deterring prospective students who may intend to accept offers from private providers.

The PVC reported that the Executive Leadership Team has approved, in principle, two new transnational-led ventures. Members noted that, if the proposed relationships were approved by Council, these groups would provide verbal reports to the AQSC, similar to the reporting process for the Sydney and Melbourne campuses.

**RESOLUTION AQSC13/9** The Academic Quality and Standards Committee resolved to **note** the verbal report on the Charles Sturt University (Sydney) and the Charles Sturt University (Melbourne) campuses.

#### 14. Workplace Learning Report

Members noted that the Workplace Learning Report would be submitted to the 1 September 2025 meeting of the Academic Quality and Standards Committee.

#### 15. Annual Plan

The Annual Plan was noted.

#### 16. Other Business

##### Academic Quality and Standards Committee Standing Committee (AQSCSC) Vacancy

The Chair advised that there was currently a vacant position on the AQSCSC for a 'Member of the AQSC nominated by the Committee'. AQSC noted that an email would be circulated after the meeting inviting members to consider nominating for the position.

**ACTION AQSC13/7** Circulate an email inviting AQSC members to consider nominating for the vacancy on the Academic Quality and Standards Committee Standing Committee.  
[Governance Officer]

#### 17. Next Meeting

The next meeting of the Academic Quality and Standards Committee will be held from 10.00am to 1.00pm on Monday, 1 September 2025 by videoconference. The agenda for this meeting closes on Thursday, 25 August 2025.

There being no further business, the meeting concluded at 11.55pm

Signed as a true and accurate record:

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Date