Charles Sturt University

ACADEMIC QUALITY AND STANDARDS COMMITTEE
Meeting No. 14

NOTICE OF MEETING

Date   Monday, 1 September 2025

Time   10.00am – 1.00pm

Location Videoconference
Join Zoom Meeting

Join Zoom Meeting

https://charlessturt.zoom.us/j/64545017826?pwd=9l1j9UHlqoiP3dRwB6kbpBjjsPM7kK.1

Meeting ID
645 4501 7826

Passcode
890070

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
Vacant	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
Professor Lucie Zundans-Fraser	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 and Standards, 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
Associate Professor Rachel Whitsed	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	30 June 2026
Dr Anne McLeod	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 2026
Ms Jenny McIntyre	Faculty professional/general team member with expertise in grade administration nominated by the DVCA in 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		1 September 2025		
Meeting No.14					
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* Standing Item

Item 1: Welcome and Apologies 4

Acknowledgement of Country

"I acknowledge that I am coming to you from the lands of the (insert traditional custodians) in this virtual space. I also acknowledge the traditional custodian of the various lands on which you all are joining from today. I would like to encourage everyone to please share the Nation you are joining from today in the chat.

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".

Apologies

Associate Professor Mark Bassett

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.

Item 3: Confirmation of Agenda

Item 4: Previous Minutes

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 21 July 2025 as a true and accurate record.

ATTACHMENTS

AQSC13 21 July 2025 Minutes (Unconfirmed)

ACADEMIC QUALITY AND STANDARDS COMMITTEE
Meeting No. 13

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 FOBJBS 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 (FOBJBS)
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	Governance Officer (Minutes)
Ms Bec Acheson	Education Design Lead
Mr James Elibank Murray	Manager, Course and Subject Accreditation
Dr Ian Skinner	Assistant Dean, Research Training
Ms Laura Longmore	Academic Integrity Officer (for Item 9)

Apologies

Professor Sarah O'Shea	Dean, Graduate Research
Professor Wilma Vialle	Chair, Academic Senate
Professor Tony Dreise	Pro Vice-Chancellor, First Nations Strategy
Mr Carlo Iacono	University Librarian
Dr Louise Skilling	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 FOBJBS), 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.

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 FOBJBS 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 FOBJBS 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, FOBJBS 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 FOBJBS 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 FOBJBS 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) (PVCI) 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 PVCI 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

Action Sheet - Academic Quality and Standards Committee

Meeting Date	Action Number	Action	Responsible Officer	Due Date	Status
21-Jul-25	AQSC13/3	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]	Manager, Course and Subject Accreditation	1-Sep-25	In progress
21-Jul-25	AQSC13/4	AQSC13/4 Send emails to AQSC members when reviewing tasks have been allocated to them via CDAP. [ADAs]	ADAs	1-Sep-25	In progress
21-Jul-25	AQSC13/5	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]	ADAs	1-Sep-25	In progress
21-Jul-25	AQSC13/6	AQSC13/6 Present the FOSH Guidelines for Calibrating Student Workload in Work-integrated Learning Subjects to the FOBJBS and FOAE for consideration and feedback to the 20 October 2025 meeting of AQSC. [ADAs and Faculty representatives]	ADAs and Faculty representatives	1-Sep-25	In progress
21-Jul-25	AQSC13/7	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]	Governance Officer	1-Sep-25	In progress

![Charles Sturt University logo]

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

PURPOSE

To seek approval from Academic Quality and Standards Committee for the Faculty of Science and Health Course Reviews.

RECOMMENDATION

The Academic Quality and Standards Committee resolves to **approve** the Course Reviews for the following courses:

1. Bachelor of Pharmacy; and
2. Bachelor of Health Science (Mental Health).

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 11 August 2025.

Course	Course review rationale	Overall conclusions	Recommendation
4408BP01 Bachelor of Pharmacy Course Review	Course review as part of normal CCR cycle	The Bachelor of Pharmacy at Charles Sturt University, offered since 1997, has experienced a steady decline in enrolments over the past decade due to increased competition from other universities. Key issues identified include low student numbers (approximately 15–25 per year), unsustainable financial performance, an outdated on-campus only delivery model, and misalignment with both regional workforce needs and upcoming professional accreditation changes. The current course is no longer viable in its present form.	Discontinue course, suspend intakes to phase out course with possible teach out period to follow.

		A Business Case has been approved to develop a revised B.Pharmacy (Honours) program for first offering in 202730. Expected timeline below: SCSRP - December 2025 IBS - December 2025 FCSRP - February 2026 UCC - March 2026 AS - April 2026 2027 Implementation	
4409MH01 Bachelor of Health Science (Mental Health)	Course review as part of normal CCR cycle	The Bachelor of Health Science (Mental Health) has been delivered at Charles Sturt for nearly 30 years. Course enrolment is for First Nations students only. After the July 2024 business meeting, it was agreed to proceed to CCR. However, after reviewing the current course, due to the many changes required, the current course will be delivered until 2027 (reaccreditation) and a business case will be developed for 2028 implementation. The Business Case for the Proposed New Bachelor of Mental Health Practice has been approved by the FOSH Executive Dean.	Progress to reaccredit the course with no changes.

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

Item 7A: Faculty of Arts and Education (FOAE) - Information Studies Comprehensive Course Reviews

PURPOSE

To provide the Academic Quality and Standards Committee with the outcomes of the FOAE Comprehensive Reviews of the following courses:

1. Master of Education (Teacher Librarianship);

2. Master of Information Studies;

3. Graduate Certificate in Information Studies; and

4. Bachelor of Information Studies.

RECOMMENDATION

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

1. Master of Education (Teacher Librarianship);

2. Master of Information Studies;

3. Graduate Certificate in Information Studies; and

4. Bachelor of Information Studies.

BACKGROUND

- **Master of Education (Teacher Librarianship) Comprehensive Course Review Overview from Course Director:**
  - The comprehensive course review of the Master of Education (Teacher Librarianship) has confirmed the course's sustained relevance, strong academic performance, and alignment with sector and professional standards. Evidence from Annual Course Health Checks, Annual Course Returns and Accreditation by ALIA and student data confirms high employment outcomes, strong retention and satisfaction rates for completing students, and alignment of course content with AQF Level 9 and ALIA accreditation standards.
  - The review has identified opportunities for improvement in alignment between course aims and learning outcomes, coherence of assessment design, and the integration of generative AI and Indigenous Australian content.
  - The planned actions address key areas including redrafting course aims and Course Learning Outcomes to reflect advanced capabilities, revising Subject Learning Outcomes and assessments to meet AQF standards, and embedding Indigenous Australian content in alignment with the Indigenous Cultural Competency Pedagogical Framework.
  - Elective subjects will be redeveloped to respond to evolving digital practice and professional expectations, and reading lists will be reviewed for diversity and relevance. These improvements are designed to strengthen the course's impact and ensure it supports students to respond to change, lead innovation, and contribute to the transformation of school library practice.

- The course review and redevelopment process aligns with the Charles Sturt University Strategy 2030 through its focus on student success, innovative curriculum, research-informed teaching, inclusive practice, and community engagement. It advances the university's strategic goals by connecting students with knowledge to shape the world, supporting lifelong learning, and developing graduates who are reflective, ethical, and capable of leading in dynamic educational environments.
- Endorsed at FoAE Board on 11th August (RESOLUTION FOAEFB47/10).

CCR Recommendation:

- Amend the course and progress to reaccredit, as per identified actions from the review.

- **Master of Information Studies Comprehensive Course Review Overview from Course Director:**
  - The MIS is performing well and achieving key student and viability metrics. The proposed action items will support the team to maintain the course quality and student numbers, as well as set the course up for its next round of accreditation in 2027.
  - It is recommended that CLOs are reviewed and updated. This will lay the groundwork for core subjects (and SLOs) to be refreshed and aligned with the new structure, resulting in subject design and consolidation.
  - Next, the course team will strengthen coverage of new and emerging technologies (including AI) in response to student and industry feedback. The team will embed a course-wide approach to Indigenous Australian content and perspectives, responding to CAPs principles, as well as community and industry expectations.
  - It will be necessary to revise the assessment strategy across the degree to develop authentic assessment approaches, reduce academic integrity risks of generative AI, and improve student retention.
  - A program of work will be undertaken to review and update the Specialisations to better reflect industry and student demand, potentially leading to the development/retirement of specialisations depending on findings.
  - Finally, the team will partner with the Library to embed a course-wide approach to Information and Digital Literacies as a GLO.
  - Endorsed at FoAE Board on 11th August (RESOLUTION FOAEFB47/10).

CCR Recommendation:

- Amend the course and progress to reaccredit, as per identified actions from the review.

- **Graduate Certificate in Information Studies Comprehensive Course Review Overview from Course Director:**
  - This course review responds to course performance data, industry and stakeholder consultation, and feedback from students and staff. This review was conducted concurrent to the Master of Information Studies course review, as the Graduate Certificate shares common subjects.
  - The resulting action plan for the MIS aims to strengthen alignment with ALIA accreditation standards and ensure compliance with Charles Sturt's Curriculum Architecture Principles, improving student retention and engagement. Key priorities include updating Course Learning Outcomes, refreshing core subjects, improving assessment practices, embedding Indigenous Australian perspectives, and ensuring the course remains relevant, inclusive, and responsive to evolving LIS practice.

- o Endorsed at FoAE Board on 11th August (RESOLUTION FOAEFB47/10).

CCR Recommendation:

- o Amend the course and progress to reaccredit, as per identified actions from the review.

- **Graduate Certificate in Information Studies Comprehensive Course Review Overview from Course Director:**

  - o The BIS is generally performing well and meeting a number of key student and viability metrics. The proposed action items will support the team to maintain the course quality, grow student numbers, and set the course up for its next round of accreditation in 2027.
  - o It is recommended that CLOs are reviewed and updated. This will lay the groundwork for core subjects (and SLOs) to be refreshed and aligned with the new structure, resulting in subject design and consolidation.
  - o Next, the course team will strengthen coverage of new and emerging technologies (including AI) in response to student and industry feedback.
  - o The team will embed a course-wide approach to Indigenous Australian content and perspectives, responding to CAPs principles, as well as community and industry expectations. It will be necessary to revise the assessment strategy across the degree to develop authentic assessment approaches, reduce academic integrity risks of generative AI, and improve student retention.
  - o A program of work will be undertaken to review and update the Majors to better reflect industry and student demand, potentially leading to the development/retirement of majors depending on findings.
  - o Finally, the team will partner with the Library to embed a course-wide approach to Information and Digital Literacies as a GLO.
  - o Endorsed at FoAE Board on 11th August (RESOLUTION FOAEFB47/10).

CCR Recommendation:

- o Amend the course and progress to reaccredit, as per identified actions from the review.

Each of these comprehensive course reviews may be accessed through CDAP via the link below:

- o Proposal-41610 FoAE CCR Master of Education (Teacher Librarianship) 202730 - Action Plan - CourseLoop
- o Proposal-41343 FoAE CCR 2027 M Information Studies - Action Plan - CourseLoop
- o Proposal-41344 FoAE CCR 2027 GC Information Studies - Summary - CourseLoop
- o Proposal-40980 FoAE CCR 2027 B Information Studies - Summary - CourseLoop

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 Information and Communication Studies will progress the re-accreditation approvals for the four courses through the CSU governance channels.

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:	14/08/2025	Associate Professor Brendon Hyndman, Associate Dean Academic (Acting), Faculty of Arts and Education
Approved by:	14/08/2025	Associate Professor Brendon Hyndman, Associate Dean Academic (Acting), Faculty of Arts and Education
Cleared by:	14/08/2025	Professor Janelle Wheat, Pro Vice-Chancellor (Learning and Teaching

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

PURPOSE

To provide the Chair of Academic Quality and Standards Committee with the outcomes of the FOAE Comprehensive Reviews for the:

1. Master of Communication; and

2. Graduate Certificate in Communication.

RECOMMENDATION

The Academic Quality and Standards Committee resolves to **note** the Chair's executive approval of the following Comprehensive Course Reviews and subsequent recommendations:

1. Master of Communication; and

2. Graduate Certificate in Communication.

BACKGROUND

- **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.
    - Academic Quality and Standards Committee (Meeting#13; July 21st, 2025) requested that details be added in the final actions and recommendations section to account for scoping of a future course proposal according to financial considerations. As a result, the comprehensive course reviews were recommended to be returned to the Chair of AQSC with a revision to the final actions of the CCRs.
        - As a result of discussions with the Manager of Course and Subject Accreditation, it was suggested that the CCRs now include an action item embedded that a business case will be submitted to seek a 12-month extension for course re-accreditation. This action is intended to address any concerns about the course immediately moving forward to a new course proposal for 2026, with additional viability points still to be mapped and scoped out. This allows additional time for the School to financially consider the potential options that have been put forward from the review.

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

- o Master of Communication
- o 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 Information and Communication Studies will proceed with a business case action item to extend reaccreditation for another 12-months to ensure further scoping of the best path forward for the courses to have the greatest chances to be viable.

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:	14/08/2025	Associate Professor Brendon Hyndman, Associate Dean Academic (Acting), Faculty of Arts and Education
Approved by:	14/08/2025	Associate Professor Brendon Hyndman, Associate Dean Academic (Acting), Faculty of Arts and Education
Cleared by:	14/08/2025	Professor Janelle Wheat, Pro Vice-Chancellor, Learning and Teaching

Item 7C: Faculty of Arts and Education (FOAE)- Annual Course Health Checks

PURPOSE

To provide the Academic Quality and Standards Committee with the outcomes of the Category 3 Annual Course Health Checks from the Faculty of Arts and Education.

RECOMMENDATION

The Academic Quality and Standards Committee resolves to **approve** the Annual Course Health Checks from the Faculty of Arts and Education.

BACKGROUND

The Course and Subject Policy states that the Executive Dean of the faculty that manages a course must ensure it undergoes an Annual Course Health Check (annual course report). Annual course reports ensure regular monitoring of course quality, viability and relevance between comprehensive course reviews and the quadrant result from the optimisation framework. These health checks help identify course improvement actions needed, and records of these health checks will inform comprehensive reviews and Institution Student Performance Report.

In this item, the following showcases the Faculty of Arts and Education's Annual Course Health Checks according to N=11 Category 3 (deep dive) annual course reports. These courses were endorsed and recommended by the August 11th Faculty Board to the Academic Quality and Standards Committee (Resolution FOAEFB47/9).

There were also N=29 courses recently approved at the recent Faculty of Arts and Education Board (Resolution FOAEFB47/9).

This Faculty Board item brings Category 3 documentation for endorsement to AQSC. Category 2 documentation is brought to Faculty Board for approval.

Course	Master of Ethics and Legal Studies (1720EL01)
School	Social Work and Arts
Review Type	ACHC - Category 3 (2025)
Overview and/or Recommendations from Course Director	• The Master of Ethics and Legal Studies had been closed for admissions throughout 2023 and 2024. During the time the course was restructured following a comprehensive review. At this stage we need to allow more time for student feedback and further enrolments before making informed decisions about the future trajectory of the Master of Ethics and Legal Studies. • The Master of Ethics and Legal Studies has been comprehensively restructured over a two year period and a new structure has been rolled out from 202530. Student feedback and enrolment figures need to be closely monitored to establish whether the new structure is successful or is in need of (perhaps substantial) revision. Recommendations: 1.Carefully monitor enrolment figures and student feedback for the next 18 months. 2. Be prepared to make significant changes to the structure of the Master of Ethics and Legal Studies in 2027 if either enrolment figures or student feedback is overall negative over the next 18 months.

Course	Undergraduate Certificate in Theology (1022TH01)
School	Theology
Review Type	ACHC - Category 3 (2025)
Overview and/or Recommendations from Course Director	• This course has only run for one year before uncertainty regarding its future impacted enrolments over (2024). There is insufficient data to judge its performance so far, though anecdotal data suggests that it is a helpful taster course for students discerning whether to study a Bachelor of Theology.

Course	Bachelor of Communication (1421CS01)
School	Information and Communication Studies
Review Type	ACHC - Category 3 (2025)
Overview and/or Recommendations from Course Director	• The Bachelor of Communication remains a strategically important program within the university's portfolio, particularly in its contribution to the Bathurst campus identity and its historical strength in areas such as journalism and media. While the course demonstrates continued strengths in areas such as online delivery, subject satisfaction, and graduate employment outcomes, significant challenges remain in student recruitment, on-campus retention, and overall course viability. • The 2024 data highlights a concerning drop in on-campus timely completion and a further decline in commencing EFTSL, reinforcing the need for immediate and targeted efforts to support the 2025 recruitment cycle. The revitalised course structure, while well-intentioned, has introduced administrative complexity and challenges in delivering discipline-specific content within small cohorts, which may be affecting the student experience and academic coherence. • The recommendation of a Comprehensive Course Review in the latter half of 2025 will provide a critical opportunity to revisit the course's structure, content, and market positioning to ensure it remains competitive, sustainable, and aligned with evolving student and industry expectations. Recommendations: • **Emerging Developments:** Identify opportunities to embed content on Artificial Intelligence (AI), data and digital ethics, and platform convergence across relevant subjects. • **Comparisons in the sector:** Undertake formal benchmarking with at least 4 comparable communication programs across Australian universities, focusing on structure, naming conventions, delivery modes, and industry integration. • **Student participation and attainment:** Analyse progression, attrition, and completion data (on-campus vs online) since 2022 and the introduction of the new degree, to identify structural or delivery-related barriers. • **Strategic focus**: Map alignment with Graduate Learning Outcomes (GLOs); develop a plan to embed Indigenous Australian perspectives throughout the curriculum. • **Course design:** Review subject sequencing, prerequisites, and coherence between majors and core units • **Foundation of the course**: Revisit and clarify the course philosophy and disciplinary identity, including consideration of a generic exit award and clearer branding of majors.

Course	Bachelor of Education (Early Childhood and Primary) (1420CP01)
School	Education
Review Type	ACHC - Category 3 (2025)
Overview and/or Recommendations from Course Director	• The Bachelor of Education (Early Childhood & Primary) degree provides a dual-sector qualification that can address the national teacher shortages currently being experienced in both sectors and therefore should continue to be a degree offered by Charles Sturt. However, with the introduction of a single sector on campus primary degree, a number of modifications to the course were introduced to commence in 2025 including an offering at the Port Macquarie campus in line with the new BEd (Primary) degree. • The current 1420CP course code for this degree is in teach-out from 2025. A transition plan has been developed for 2025 commencing students in preparation for the new course Proposal-40898 Bachelor of Education (Early Childhood and Primary) - CourseLoop) (with new course code 1426CP) in 2026. All 2025 commencing 1420CP students will Course Transfer to the second year of the new course 1426CP. Dr Kelly Tribolet will be managing the teach out of the remaining 1420CP teach out program. Recommendation: • Monitor student progression and advise substitute subjects where appropriate in order for students to complete the 1420CP program during teach-out.

Course	Bachelor of Education (Early Childhood and Primary) (3416EP01) – Teach Out
School	Education
Review Type	ACHC - Category 3 (2025)
Overview and/or Recommendations from Course Director	As this course is inactive and in phase-out, the primary goal is to support the remaining students to complete their studies and graduate. The students remaining in this course are not disadvantaged with the threat of subjects being no longer available as approved substitutes and subjects enables a pathway to graduation regardless of how many credit points are currently completed. Recommendation: • Updated individualised student course progression plans will be provided to all remaining students and student progress will be tracked each session.

Course	Graduate Certificate in Case Management and Coordinated Care (1320CC01)
School	Social Work and Arts
Review Type	ACHC - Category 3 (2025)
Overview and/or Recommendations from Course Director	• The course has experienced a substantial and persistent decrease in commencing enrolments since it was first offered in 2020, despite the provision of Commonwealth-supported places in each year of offering. • This trend raises questions about the continuing viability of the course and needs to be better understood in the contexts of customer demand, market share, industry trends and other possible factors. It would therefore seem pertinent to consider bringing forward the Comprehensive Course Review (due in 2026) to the second half of 2025. Recommendation: • Liaise with the FOAE Associate Dean Academic about fast-tracking the Comprehensive Course Review for the Grad Cert in Case Management and Coordinated Care, to more urgently address the trend of declining enrolments and to properly assess the continuing viability of the course.

Course	Graduate Certificate in Information Studies (3310NS01)
School	Information and Communication Studies
Review Type	ACHC - Category 3 (2025)
Overview and/or Recommendations from Course Director	• The comprehensive course review for the Grad Cert Information Studies have been submitted to the August Faculty Board. The findings and actions from this CCR and insights take precedent. The Graduate Certificate course is also an exit point of and feeds into the Master of Information Studies course.

Course	Graduate Diploma of Pastoral Counselling (1604PC01)
School	Theology
Review Type	ACHC - Category 3 (2025)
Overview and/or Recommendations from Course Director	• This course is already under Comprehensive Course Review. The course numbers are low and have been declining. The key action here is to analyse course promotion and marketing within wider sector.

Course	Master of Advanced Social Work Practice (1701PR01)
School	Social Work and Arts
Review Type	ACHC - Category 3 (2025)
Overview and/or Recommendations from Course Director	• This is a niche postgraduate coursework Masters which serves regional social workers and the equity groups Charles Sturt University prioritises. It would benefit from an early Comprehensive Course Review to explore more deeply whether incorporating specialisations in leadership, disability, ageing, mental health and others would result in higher enrolments. • Also, marketing into professional journals such as the AASW Bulletin, and holding marketing events/booths at professional conferences and events, is recommended given the rise in commencing enrolments in 2025 following the marketing booth at the International and National AASW conference in Melbourne in November 2024. Recommendations: • Course design should be mapped in CDAP, CLOs and SLOs revised in response and consideration given to creation of specialisations which can be marketed to industry.

	• Course Director to explore strategies to facilitate better access to academic skills and other support resources for commencing students due to the high proportions of equity groups in this course, particularly for the foundation or compulsory subjects. This will assist to lower rates of online attrition.

Course	Master of Communication (generic and with specialisation) (1720CO01)
School	Information and Communication Studies
Review Type	ACHC - Category 3 (2025)
Overview and/or Recommendations from Course Director	• The Master of Communication offers a professionally relevant program with flexible online delivery and some subject matter aligned to contemporary communication practice. However, persistent low enrolments and limited discipline-specific staffing in core subjects continue to present challenges to the course's viability and academic coherence. • This ACHC as well as the 2024 Comprehensive Course Review, has identified several opportunities to strengthen the course. However, the decline in enrolments from 2020, reaching a low of eleven enrolments in 2024, raises serious questions about the course's future viability.

Course	Graduate Certificate in Human Services (with Specialisations) (1307HS01)
School	Social Work and Arts
Review Type	Category 3 (2025)
Overview and/or Recommendations from Course Director	A holistic view regarding the structure and continuing viability (or otherwise) of the Grad Cert in Human Services (GCHS) is needed in the context of the following factors: • The market for this course overlaps with prospective cohorts for the Grad Cert in Leadership in Human Services and Grad Cert in Case Management and Coordinated Care, potentially resulting in duplication and confusion for prospective students. Course performance analytics for these courses suggest it is not viable to continue delivering all three. • The GCHS previously provided a pathway for entry to the M. Social Work (Professional Qualifying), but is no longer needed for this purpose. • The university is currently looking at an option to consolidate its range of postgraduate leadership courses into a single, generic course with specialisations (for example, in Human Services). Any change to the GCHS should be considered in the context of these cross-faculty discussions. • Decisions associated with the overall structures and/or viability of the three courses mentioned here should be done in consultation with the Australian Services Union, which has previously partnered with the university with a view to providing their members with access to shorter courses in human services and leadership. These have been identified by the ASU as areas of demand among their members, but this has not translated into a growth in enrolments. Recommendations: • Continue liaison with Faculty ADAs regarding the potential introduction of a generic postgraduate 'Leadership' course with a Human Services specialisation and provide advice/support as needed. Decisions regarding the future of the Grad Cert in Human Services will be folded into these discussions. • Pending the outcome of Action Item 1, undertake a holistic review of the viability of delivering three separate graduate certificate courses in the areas of human services, leadership in human services, and case management, within the School of Social Work and Arts (SSWA). The review will consider course performance analytics, competitor analysis and feedback from students, the Social Work and Human Services Committee, and potentially the Australian Services Union.

KEY ISSUES

Issues persist in the availability of staff to complete the work within the reduced timeframes. Insights and support from partnerships with DLT and OPA in 2025 have been exemplary, and if data release and support mechanisms are instituted even earlier, processes can be even smoother into the future.

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

On AQSC approval, the FOAE Course Performance Health Check (Annual Summary Report) will be complete until future, upcoming cycles.

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:	14/08/2025	Associate Professor Brendon Hyndman, Associate Dean Academic (Acting), Faculty of Arts and Education
Approved by:	14/08/2025	Associate Professor Brendon Hyndman, Associate Dean Academic (Acting), Faculty of Arts and Education
Cleared by:	14/08/2025	Professor Janelle Wheat, Pro Vice-Chancellor, Learning and Teaching

Item 8: Faculty of Business, Justice and Behavioural Sciences (FOBJBS) Course Reviews

PURPOSE

To seek approval from Academic Quality and Standards Committee for the course reviews from the Faculty of Business, Justice and Behavourial Sciences.

RECOMMENDATION

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

1. The Bachelor of Criminal Justice; and
2. Master of Information Technology.

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.

In order to assure Academic Quality and Standards Committee of the quality of Course Reviews being put forward for approval, the recommendations and actions proposed by Course Directors have been agreed to by the Associate Dean, Academic and the relevant Head of School and endorsed by Faculty Board.

KEY ISSUES

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

Course	Course review rationale	Recommendation
Bachelor of Criminal Justice Proposal-41716 Bachelor of Criminal Justice - Summary - CourseLoop.	Early Comprehensive Course Review	Amend the course and progress to reaccredit, as per identified actions.
Master of Information Technology Proposal-41865 Master of Information Technology - Summary - CourseLoop.	Scheduled Comprehensive Course Review	Amend the course and progress to reaccredit, as per identified actions.

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 endorsement and subsequent 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 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:	14/08/2025	A/Prof Julia Lynch, Associate Dean (Academic), Faculty of Business, Justice and Behavioural Sciences
Approved by:	14/08/2025	A/Prof Julia Lynch, Associate Dean (Academic), Faculty of Business, Justice and Behavioural Sciences
Cleared by:	14/08/2025	Professor Janelle Wheat, Pro Vice-Chancellor, Learning and Teaching

Item 9: Subject Quality Assurance Annual Report 2024 – formerly titled Subject Quality Enhancement and Grade Distribution Monitoring Report

PURPOSE

This report, prepared in accordance with the Academic Quality Policy and related governance requirements, as well as the Course and Subject Policy, Course and Subject Quality Assurance and Review Procedure, and Assessment Policy, provides an overview of the Faculty Assessment Committees' oversight of grade moderation and approval to their respective faculties. It also highlights significant changes or events that impacted subject quality during the 2024 academic year.

The Academic Quality and Standards Committee (AQSC) is asked to discuss the issues and risks highlighted in this report, particularly those that align with the policy and procedural requirements, as well as the Academic Standards and Quality Processes related to Assessment, the Learning Environment, and Academic Quality Assurance.

RECOMMENDATION

The Academic Quality and Standards Committee resolves to:

1. **note** the Subject Quality Assurance Annual Report 2024; and

2. **endorse** the proposed recommendations presented in the Key Issues and Next Steps section of the Subject Quality Assurance Annual Report 2024.

BACKGROUND

In 2023, it was decided that an annual report examining the key elements of subject quality, student feedback and performance, along with grade distribution, would be prepared for AQSC. Previously, three reports per faculty per year were prepared. The attached report is a consolidation of the three individual faculty reports presented to the June/July Faculty Board meetings.

KEY ISSUES

The following issues were identified based on the common themes observed in Faculty reports:

7-Day Automatic Extension	• The 7-day automatic extension process is still presenting challenges, especially in relation to tight end-of-session timelines. • Academic staff recognise the importance of the extension for students but system integration is required to create efficiencies.
QUASAR Governance and Action Management	• Improvements in writing, follow up and closing of action items are underway. • System-level improvements are required which could be managed with some governance oversight.
SuES and Student Feedback	• Participation in subject evaluation surveys (SuES) is declining • Staff disengagement is resulting in reduced impact of feedback.
GenAI in Teaching and Assessment	• GenAI is raising uncertainty about student learning, assessment validity and academic integrity. Staff require clear guidance and ongoing support for designing authentic assessments that respond to GenAI challenges. • Faculties want continued opportunities to provide feedback to Digital Learning and Teaching teams about support needs in this space.
End-of-Session Processes	• The complexity of end-of-session processes is causing pressure on staff and creating risks for timely grade submission.
Student Engagement	• Low engagement and poor attendance have been identified in particular subjects across faculties.

Brightspace LMS Support	• Need for continues support and training to realise efficiencies in LMS • Staff feedback loops are vital to improving usability and resolving technical issues.
Workload Pressures in Paired and High-Volume Subjects	• Paired subjects are causing issues as a result of Curriculum Architecture Principles and there needs to be a more realistic workload calculations in the new university-wide workload model.
Grade Review Panel (GRiP) Pilot	• Arts and Education are evaluating the pilot of the Grade Review Panel (GRiP) process to ensure any process adopted balances rigour, efficiency, and fairness in grade review.

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 and subject delivery, accreditation of courses, academic integrity and educational standards. Charles Sturt University considers risks related to course and subject delivery and quality from third-party providers to be captured within its low willingness to take risks in the teaching and learning category.	Subjects are reviewed through QUASAR at the conclusion of each teaching session. This includes all subjects taught through third party providers. Analysis of the considerations, outcomes, risks and associated mitigating actions are reported through the relevant governance bodies.	Yes

ACTIONS AND NEXT STEPS

Once Academic Quality and Standards Committee have considered this report and endorsed the actions table the next step will be the relevant people working through each action.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with the following standards from the Higher Education Standards Framework (Threshold Standards) 2021: • 5.3 Monitoring Review and Improvement, 5.3.4, 5.3.5, 5.3.6, 5.3.7, and • 6.3 Academic Governance
Policy/TOR Alignment	This submission aligns with the following University policies and procedures: • Academic Quality Policy, Clauses 17 and 22; • Assessment Policy, Clauses 5, 6 and 7; • Course and Subject Policy, Clause 3, 5 and 6; • Course and Subject Quality Assurance and Review Procedure, Clause 42, 43, 91, 97, 98, 99, 100, 101 and 123, and • Academic Quality Policy, Appendix 1: Academic Standards and Quality Processes: Assessment (3.1, 3.2, 3.3, 3.4, 3.5), Learning Environment (5.2), and Academic Quality Assurance (6.1, 6.2) This submission is made in accordance with: • Academic Quality and Standards Committee Terms of Reference, Clause 10f

ATTACHMENTS

A. Subject Quality Assurance Annual Report 2024

Prepared by: 06/08/2025   A/Prof Will Letts, Deputy Dean, FOAE
Prof Jenny Kent, Deputy Dean, FOBJB
A/Prof Rachel Whitsed, Associate Dean Academic, FOSH
Rebecca Spicer, Academic Quality Officer, OAQSI
Bec Salmon, Co-Manager, Academic Quality Enhancement, OAQSI

Approved by: 07/08/2025   Rachel Stephens, Co-Director, Academic Quality, Standards and Integrity, OAQSI

Cleared by: 14/08/2025   Prof Janelle Wheat, Pro Vice Chancellor (Learning and Teaching)

Subject Quality Assurance Annual Report 2024

Formerly Subject Quality Enhancement and Grade Distribution Monitoring Report

For further information, please contact:

Office of Academic Quality, Standards and Integrity – academicquality@csu.edu.au

Executive Summary

This report presents a consolidated analysis of subject quality and grade distribution across the University during the 2024 academic cycle. It highlights key quality assurance activities undertaken by Faculties and Schools, identifies emerging risks, and outlines improvements to enhance subject delivery, assessment practices, and academic outcomes.

All Faculties reported substantial efforts to manage the transition to Brightspace, with staff demonstrating resilience and adaptability amid tight timelines. While early implementation phases revealed challenges including grade transfer issues, terminology changes, and sessional staff onboarding, continued support and staff engagement led to improved outcomes across subsequent sessions. Faculty initiatives also addressed teaching efficiency, assessment design, and academic workload, including innovations in interactive oral assessments and recalibration of student workload expectations.

The rise of GenAI was a common concern, prompting widespread discussion and action around assessment integrity, staff capacity, and student misconduct. Each Faculty initiated professional learning and review processes to guide ethical and constructive integration of AI in teaching and assessment.

The report also identifies systemic concerns with the 7-day automatic extension process, low student participation in surveys, and resourcing constraints, particularly in Work Integrated Learning and paired subject delivery. Grade distribution trends remain consistent overall, with areas of concern monitored and addressed through QUASAR action items.

Achievements include enhanced QUASAR practices, increased staff engagement in reflective processes, and stronger alignment of assessment with policy. Notably, external peer review practices have matured, with reciprocal arrangements yielding higher completion rates when institutional partnerships are identified by Faculties.

To support sustained improvement, the report recommends coordinated action across system design, governance, academic policy, and professional development. The Academic Quality and Standards Committee's attention is drawn to opportunities for procedural streamlining, improved QUASAR oversight, support with AI integration, and ongoing enhancement of end-of-session processes to ensure quality and compliance are maintained as the learning environment continues to evolve.

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Introduction

Purpose and Governance

The Subject Quality Assurance Report (formerly Subject Quality Enhancement and Grade Distribution Monitoring Report) has been prepared in alignment with the Academic Quality Policy, Course and Subject Policy, Course and Subject Quality Assurance and Review Procedure, and Assessment Policy. It provides an overview of the Faculty Assessment Committees' oversight of grade moderation and approval processes within their respective faculties. It also highlights key changes and events that influenced subject quality during the 2024 academic year.

The report provides:

- a summary of good practices;
- advice on the completion and impact of quality enhancement activities; and
- assurance of grade distribution monitoring and approval.

The Academic Quality and Standards Committee (AQSC) is invited to consider the issues and risks in this report, particularly those that intersect with policy and procedural requirements and academic standards and quality processes related to assessment, the learning environment, and academic quality assurance.

This report consolidates information from School QUASAR reports, discussions held at Faculty Assessment Committee meetings, and Faculty level reports presented to Faculty Boards. It covers all teaching periods concluding between March 2024 and February 2025 (202414 to 202490).

Insights, Risks and Mitigating Actions

Significant changes or events impacting subject quality and/or grade distributions

All Faculties reviewed the changes and events that have impacted subject quality and grade distributions during the reporting period. The key issues for each Faculty are outlined separately below.

Faculty of Arts and Education

Introduction of Brightspace

The Faculty participated in the pilot rollout of Brightspace in Session 202430, with full implementation across all offerings occurring in Session 202460. Academic staff engaged actively in professional learning initiatives and demonstrated a strong commitment to embedding Brightspace effectively within subject delivery. Feedback from staff, one year post-implementation, indicates that Brightspace is widely regarded as an intuitive and functional learning management system, with clear benefits to teaching and learning operations.

As with any system transition, the rollout presented several challenges. The condensed timelines associated with session transitions limited staff capacity to engage deeply with professional learning opportunities. In addition, technical issues—such as the non-transfer of grades and inconsistent communication around changes to grade transfer terminology—created some initial disruption. By Session 202490, however, staff had become more confident in using the platform, and many of the early challenges had been resolved. Processes associated with subject delivery and assessment had become more streamlined, and staff were increasingly adept at leveraging the platform's affordances to enhance teaching and learning.

Challenges of a rapidly evolving artificial intelligence context

Staff are navigating the complexities of a rapidly changing Artificial Intelligence landscape. While the university offers a wide range of professional learning opportunities many staff report feeling perpetually "one step" behind.

Despite these challenges, there has been strong interest in exploring how AI can be meaningfully integrated into teaching, learning and assessment. Staff have demonstrated initiative how AI can be harnessed for teaching, learning and assessment. Staff have found creative ways to incorporate these technologies into their subjects, and to share their work for the edification of colleagues. This remains an area of high interest and activity.

Interactive oral assessments

In Session 202490, two subjects within the School of Education participated in a pilot initiative to trial interactive oral assessments. The outcomes of the pilot were mixed. In one subject, the implementation was highly successful, with staff noting that oral assessment proved to be more time-efficient than marking an equivalent written task. Conversely, the second subject encountered several operational challenges. These included the logistical demands of scheduling synchronous assessments, the steep learning curve associated with introducing a new assessment modality in real time, and difficulties in securing sufficient marking staff. These issues contributed to delays in returning marks to students. As a result, some academic staff have indicated a preference to defer broader adoption of interactive oral assessments until further refinements to the process can be made.

Challenges in the School of Education

The School of Education continues to face significant challenges related to workload volume, particularly during assessment and end-of-session finalisation periods. These peak times place considerable pressure on staff involved in processing and reporting, this is evident regardless of the size of the team, as noted in the School of Education. There is ongoing effort within the Schools to refine the systems to improve the staff experience whilst maximising the efficiency and reliability of assessment-related processes.

Seven-day automatic extensions

This affordance continues to present notable administrative challenges. In addition to the system limitations it impacts the timely finalisation of grades which in turn limits the ability to provide conclusive commentary during review meetings. From an operational perspective, this provision stresses the system, impacts grade distributions and the ability to make conclusive commentary as whole cohorts of grades are not finalised by the meetings. Administratively this creates complexity, often shifting critical tasks to coincide with other critical work, requiring additional resources to track, monitor and reconcile outstanding grades thus resulting in additional pressure on staff.

<u>**Faculty of Science and Health**</u>

Introduction of Brightspace

The transition to Brightspace initially led to increased staff workload, particularly during the mid-year transition when the majority of subjects moved to the new system. Staff and students have continued to adjust to the platform, and while many have adapted well, some technical and procedural challenges remain. Over time, familiarity with the system has grown, and staff are progressively engaging more confidently with Brightspace. Nevertheless, refinement of processes and ongoing technical improvements are still needed to fully realise the platform's benefits.

Teaching, workload, and assessment

Efforts to improve teaching efficiency and calibrate student workload have presented some initial challenges, including concerns about staff workload and perceived impacts on subject quality. However, these efforts have also resulted in improved clarity around assessment expectations for students and greater alignment with policy. The removal of invigilated online exams continues to pose difficulties for subjects that relied on this assessment format. The need for additional support in designing authentic, alternative assessments has been identified. The increasing use of Generative AI by students has further complicated this space, contributing to a rise in academic misconduct cases and raising concerns about learning integrity and progression. These developments have highlighted the urgent need for targeted support in the design of assessments that both engage with and manage the implications of GenAI.

Staffing challenges

Staffing remains a critical concern, with disruptions and last-minute changes continuing to impact subject delivery and quality. These challenges are particularly acute in Session 90, where compressed timelines and limited staffing intersect with grade finalisation and reporting requirements. Session 90 presents ongoing structural challenges, as it overlaps with the Christmas break and includes a disproportionately high number of subjects with timing and resourcing issues. These factors affect the release of grades and student progression, with some students missing the April graduation deadline as a result. Discussions are ongoing to explore improvements to this session's delivery model.

Student engagement

Student engagement continues to be a challenge, with some disciplines – particularly those delivered online – experiencing declining participation. This trend remains an area of active concern and is being monitored closely.

Work Integrated Learning

The management of Work Integrated Learning (WIL) placements continues to present challenges, particularly in the context of post-COVID recovery. Early in the year, significant efforts were made to address the placement backlogs, and whilst progress has been achieved, ongoing issues remain – particularly around timing and its impact on students nearing graduation. Faculties are actively exploring ways to increase flexibility and improve alignment with industry needs. Initiatives to enhance placement availability, delivery models, and timing are ongoing.

Discipline-specific notes

In the School of Dentistry and Medical Sciences (SDMS), the implementation and delivery of BMS182 in Session 60 represented a large-scale initiative involving approximately 700 enrolments across 12 health courses. While there were some challenges – particularly in relation to collaborative team teaching – student feedback was largely positive.

In the School of Agricultural, Environmental and Veterinary Sciences (SAEVS), ongoing concerns were raised about the availability of technical support in specific disciplines, as well as the management of the AgriPark and teaching vineyards.

In the School of Rural Medicine (SRM), MED411 was delivered for the first time in Session 202431, with MED511 scheduled to commence in 2025. SRM also trialled remote, virtual OSCEs as part of its broader exploration of innovative assessment formats.

Faculty of Business, Justice and Behavioural Sciences

Introduction of Brightspace

The faculty piloted Brightspace in session 202430, primarily through Navitas and the School of Policing Studies. Managing subjects across both Blackboard and Brightspace added complexity for Subject Convenors. For some, full engagement with Brightspace didn't occur until sessions 202490 or 202530, depending on subject timing. Despite staff efforts to adapt, early challenges impacted both staff and students. These included difficulties navigating forums and meetings, and concerns that teething issues might impact Positive Percentage Rate (PPR).

Exam and grading periods provided further complications, such as lost student responses, grade transfer errors, unclear grade terminology changes, and validation problems in Gradebook. By 202490, School Assessment Committee (SAC) Chairs noted smoother grading processes, though support for early Gradebook setup remains essential. Professional staff reported that Brightspace error prompts reduced workload during grade finalisation.

Disengaged students

Student disengagement, particularly in first-year subjects, was a recurring concern. In the School of Business, experienced staff reported low attendance and passive participation across cohorts. However, students who engaged performed strongly.

In the Centre for Law and Justice, high fail rates were linked to students not submitting assessments. The Centre plans to implement earlier interventions to identify and support disengaged students. Low Student Evaluation Survey (SuES) response rates were common, prompting some staff to explore alternative feedback methods, including short surveys and direct outreach.

Workplace learning resourcing

The School of Psychology highlighted resourcing issues in the WIL team, causing delays in placement processing and high numbers of outstanding grades in WIL subjects. Heavy reliance on manual, PDF-based processes compound the issue. The 2025 Faculty Operational Plan includes a review of staffing and process improvements.

Interactive oral assessments

The Centre for Law and Justice extended Interactive Oral (IO) assessments to LAW112. While the method improved engagement, performance, and reduced misconduct, the lack of available sessional markers placed pressure on continuing staff. Further refinements are being considered to support wider implementation.

Achievements and good practice to improve subject quality and/or grade distributions

All Faculties reflected on the achievements and examples of good practice throughout the reporting period and noted the following:

Faculty of Arts and Education

Staff engagement

Staff engagement with Artificial Intelligence (AI) and the associated implications for assessment has grown significantly. There has been a significant increase in staff engagement with the expanded range of professional learning opportunities, and the integration of AI-informed teaching and assessment practices within individual subjects. The Sub-Dean (Learning and Teaching), in collaboration with the schools, has actively supported this work through targeted workshops and seminars.

Quality metrics

The quality of Quality Assurance and Reflection system (QUASAR) data across the faculty continues to improve as the purpose and process of generating and responding to QUASAR feedback is refined. Associate Heads of School (Learning and Teaching) have established a community of practice focused on enhancing the relevance and timeliness of responses in QUASAR.

Teaching efficiency

The viability and efficiency of subject offerings remained a key focus in 2024. Several subjects were identified for deactivation, and delivery modes were closely reviewed to ensure alignment with demand and strategic priorities. While this work is ongoing, tangible progress toward streamlining subject offerings across the Faculty has been evident.

Faculty of Science and Health

Assessment and GenAI

Schools have continued to reduce both the number of formal examinations and the overall volume of assessment tasks per subject. A range of innovative assessment practices have been adopted,

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including the integration of Generative AI, oral vivas, and audiovisual presentations. In parallel, staff are actively engaging students in discussions about the ethical use of GenAI, although ongoing professional development remains necessary as this area continues to evolve.

Student engagement

Innovative teaching strategies are being developed and implemented across the Faculty to promote attendance and student engagement.

Teaching efficiency

Staff have demonstrated strong engagement with initiatives aimed at improving teaching efficiency and calibrating student workload. These efforts have been underpinned by a clear focus on enhancing subject quality and the overall student experience.

Quality metrics

Improvements in Subject Evaluation Survey (SuES) response rates have been observed, attributed to deliberate strategies such as modifications to assessment items and rubrics, timely communication with students, innovative teaching approaches, and learner-centred LMS design.

Reflection and Planning action items have become more targeted and aligned with SMART goal-setting principles, resulting in clearer, more actionable outcomes.

Process improvement

The use of the Late Withdrawn (LW) provision has reduced the volume of Grade Pending (GP) and Approved Withdrawal (AW) grades requiring processing at the end of session, easing administrative workload.

Faculty of Business, Justice and Behavioural Sciences

QUASAR improvements

The School of Business maintained a strong focus on QUASAR-related professional development througout 2024, showcasing staff exemplars to promote and share best practice. Clear expectations have been embedded within the School's guidance documentation to support consistency and quality. Similarly, the School of Computing, Mathematics and Engineering implemented targeted initiatives to strengthen the reflective and planning components within QUASAR. These improvements were acknowledged by the Faculty Assessment Committee, particularly in the depth and clarity of Reflection and Planning commentary.

Assessment and GenAI

In 2024 , several early adopters explored the use of of GenAI in assessment design, with student responses varying across subjects. For example, in one subject within the School of Computing, Mathematics and Engineering, academic staff employed GenAI to generate a short video introduction. This led to a student complaint, citing inconsistency due to restrictions on GenAI use by students. In response, the School is reviewing its assessment practices to ensure GenAI is integrated in ways that enhance learning, maintain transparency, and foster critical engagement.

Across Schools, early adopters have been encouraged to share their experiences—both positive and negative—through School forums to support broader understanding and informed practice. In the School of Business, student feedback captured through SuES regarding the use of GenAI was mixed,

underscoring the importance of clear communication and expectation management in this evolving area.

Brightspace and subject redevelopment support

Schools noted the high level of support received from the Division of Learning and Teaching (DLT) during Sessions 60 and 90. This support included subject builds and assistance with the Brightspace transition, often in parallel with major subject redevelopment work. The School of Psychology, in particular, acknowledged the value of DLT support, especially given that many sessional staff were engaging with Brightspace for the first time during Session 90. The contribution of DLT in ensuring a smooth experience for both staff and students was highly regarded.

Monitoring of grade distributions

Grade distributions are monitored at School Assessment Committee and Faculty Assessment Committee. In particular, subjects with high fail rates and/or discrepancies between cohorts are closely monitored, and explanations are also considered for offerings with a high proportion of low grades or a high proportion of high grades, especially where this is unexpected.

<u>Faculty of Arts and Education</u>

School	202430				202460				202490			
	Enrols	% Pass Grades	% Fail Grades	% Other Grades	Enrols	% Pass Grades	% Fail Grades	% Other Grades	Enrols	% Pass Grades	% Fail Grades	% Other Grades
School of Education	8,507	83%	11%	6%	8,356	83%	10%	7%	5,703	79%	10%	11%
School of Social Work and Arts	4,648	84%	10%	6%	4,133	83%	10%	7%	1,359	82%	8%	10%
School of Information and Communication Studies	2,782	87%	7%	6%	2,739	86%	7%	6%	1,079	84%	6%	10%
School of Indigenous Australian Studies	1,210	81%	15%	5%	1,441	83%	12%	5%	1,252	82%	13%	5%
School of Theology	370	91%	4%	5%	316	89%	8%	3%	35	77%	14%	95
Centre of Islamic Studies and Culture	438	83%	10%	7%	430	83%	12%	5%	265	86%	10%	3%

Table 1 – FOAE Grade Distribution Dashboard Summary

While some disciplinary variation exists within individual Schools, overall School-level results remain relatively consistent. A slight decline in pass rates was observed across several Schools during Session 90. This trend aligns with reports from Course Directors indicating that students often overextend themselves during this session, leading to higher rates of subject withdrawal or failure. Additionally, the School of Education oversees a significant number of non-award contributing subjects offered on behalf of other areas, many of which have historically exhibited lower levels of student progression.

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Faculty of Science and Health

	Total	High FL rate	High % low grades	High % high grades	High % non-substantive	Diff btw cohorts	Whole cohort TA
Subjects	742	18 (2%)	182 (25%)	120 (16%)	2 (0.3%)	0 (0%)	1 (0.1%)
Subjects with enrolment > 20	515	9 (2%)	147 (29%)	61 (12%)	0 (0%)	0 (0%)	0 (0%)
Cohorts	1,136	33 (3%)	340 (30%)	149 (13%)	3 (0.3%)	1 (0.1%)	2 (0.2%)
Cohorts with enrolment > 20	793	9 (1%)	263 (33%)	77 (10%)	0 (0%)	0 (0%)	0 (0%)

Table 2 – FOSH Grade Distribution Dashboard Summary

The 9 cohorts with enrolment over 20 and a high FL rate were ASC106 WD30, PHS318 OAI30, HLT518 BD30, AHT101 WD60, ASC221 WD60, ASC282 WI60, EHR213 BD60, BMS310 OAI60 and NRS163 BD60. School QUASAR reports include detailed actions and analysis of subjects with concerning grade distributions.

Faculty of Business, Justice and Behavioural Sciences

School	202430				202460				202490			
	Enrols	% Pass Grades	% Fail Grades	% Other Grades	Enrols	% Pass Grades	% Fail Grades	% Other Grades	Enrols	% Pass Grades	% Fail Grades	% Other Grades
Australian Graduate School of Policing and Security	807	83%	8%	9%	782	88%	7%	5%	367	87%	7%	6%
Centre for Customs and Excise Studies	86	95%	5%	0%	67	87%	4%	9%	n/a	n/a	n/a	n/a
Centre for Law and Justice	1543	83%	10%	6%	1422	84%	10%	6%	531	83%	9%	8%
CSU Engineering	84	93%	6%	1%	196	88%	8%	4%	n/a	n/a	n/a	n/a
School of Business	8537	78%	21%	1%	2149	85%	11%	4%	1070	83%	10%	7%
School of Computing, Mathematics and Engineering	3010	86%	10%	4%	2862	84%	12%	5%	897	78%	16%	5%
School of Psychology	2598	86%	7%	7%	3137	87%	7%	6%	625	81%	10%	10%

Table 3 – FOBJBS Grade Distribution Dashboard Summary

The table above details the enrolments and pass rates by School for the 30, 60 and 90 sessions. While there are discipline and subject variations within schools, the overall results are relatively consistent

at the school level. The exceptions are the 30 session result for the School of Business which is heavily impacted by poor results in some subjects at China partners, and the 90 session result for the School of Computing, Mathematics and Engineering where the school is investigating inconsistencies across subject offerings and developing strategies to address discrepancies through a planned quality assurance project.

Monitoring of subject performance (progress and subject evaluations)

Faculty of Arts and Education

In terms of student progress across the schools/centre in the faculty, the following rates were achieved in 2024 [range from 82.7% to 91.4%]. Although overall school results mask the course-level variations within schools, the figures confirm that progress rates are up across every school/centre in the faculty from 2022 to 2024, with School of Theology achieving the highest progress rate in the faculty at 91.4%. The biggest gain in the faculty across those three years was by the School for Indigenous Australian Studies, which improved progress rates from 76.4% in 2022 to 82.7% in 2024, a progress rate gain of 6.3%.

School	Values	2023	2024
Centre for Islamic Studies and Civilisation	Substantive EFTSL	146.250	154.625
	Progress Rate	84.3%	86.5%
School of Education	Substantive EFTSL	2,363.000	2,591.188
	Progress Rate	85.1%	85.6%
School of Indigenous Australian Studies	Substantive EFTSL	440.750	490.250
	Progress Rate	79.1%	82.7%
School of Information and Communication Studies	Substantive EFTSL	767.031	772.094
	Progress Rate	85.2%	85.6%
School of Social Work and Arts	Substantive EFTSL	1,330.875	1,357.063
	Progress Rate	85.1%	85.5%
School of Theology	Substantive EFTSL	124.000	119.875
	Progress Rate	91.7%	91.4%

Table 4 – FOAE 2023-2024 Progress Rates

In terms of PPR in the SuES, all the schools and centre in the faculty exceed the 65% threshold. The standout performers in the faculty of the Centre for Islamic Studies and Civilisation and the School of Theology, at 91.6% and 89.1% PPR respectively. The lowest percentage, although it still exceeded the threshold, was from the School of Indigenous Australian Studies at 69.1% where the challenges in subject evaluation scores are well-documented due to content of subjects that is more frequently deemed challenging/confronting to a larger percentage of students. Despite this documented challenge, the school working proactively to increasingly engage students and drive the PPR higher.

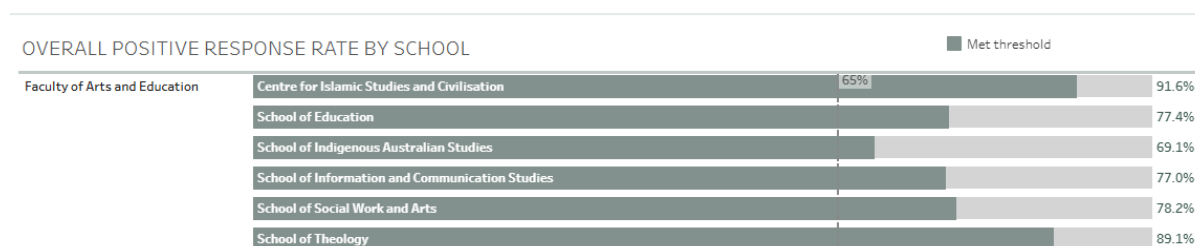| OVERALL POSITIVE RESPONSE RATE BY SCHOOL		Met threshold
Faculty of Arts and Education	Centre for Islamic Studies and Civilisation	91.6%
	School of Education	77.4%
	School of Indigenous Australian Studies	69.1%
	School of Information and Communication Studies	77.0%
	School of Social Work and Arts	78.2%
	School of Theology	89.1%

Figure 1 – FOAE Overall Positive Response Rate by School

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The larger enduring challenge for schools beyond increasing PPR rates is to drive their SuES response rates higher, so the evaluation data is more useful to schools. This challenge remains a perennial focus for the faculty, in partnership with DLT.

Faculty of Science and Health

The majority of subjects across the sessions in this reporting period had progress rates over 80% and either subject evaluation PPR > 65% or insufficient subject evaluations to have a PPR score. Out of the 750 subjects across the year, 49 (7%) had high failure rates and 90 (12%) had low SuES PPR. While the majority of subjects with poor progress rates did have actions identified, a third of subjects with low SuES PPR did not have any actions identified.

Metric	With action	No action	Total
High failure rate	40	8	48
Low SuES PPR	81	42	123
Both	9	5	14

Table 5 – FOSH Progress and SuES Response Rates

Faculty of Business, Justice and Behavioural Sciences

While there are also distinct differences at the course and subject level, in terms of overall progress, the following results were recorded by the schools in 2024.

School	Values	2023	2024
Australian Graduate School of Policing and Security	Substantive EFTSL	347.938	301.125
	Progress Rate	86.2%	88.2%
Centre for Customs and Excise Studies	Substantive EFTSL	71.375	76.500
	Progress Rate	97.4%	97.7%
Centre for Law and Justice	Substantive EFTSL	448.375	450.625
	Progress Rate	79.0%	84.0%
CSU Engineering	Substantive EFTSL	67.531	41.813
	Progress Rate	85.5%	89.0%
School of Business	Substantive EFTSL	2,122.031	2,267.063
	Progress Rate	79.0%	80.6%
School of Computing, Mathematics and Engineering	Substantive EFTSL	913.813	886.406
	Progress Rate	86.8%	84.6%
School of Psychology	Substantive EFTSL	816.625	813.594
	Progress Rate	87.7%	87.7%

Table 6 – FOBJBS 2023-2024 Progress rates

The Schools generally maintained or improved progress rates from 2023 to 2024. The exception was the School of Computing, Mathematics and Engineering which had a decline from 86.8% to 84.6% over the period. This result will be explored in the School's quality assurance project which is now under way.

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During the year Australian Graduate School of Policing and Security (AGSPS) noted variability of results across discipline areas and the challenges in meeting 2024 progress targets in some disciplines. This issue will be addressed in upcoming course reviews.
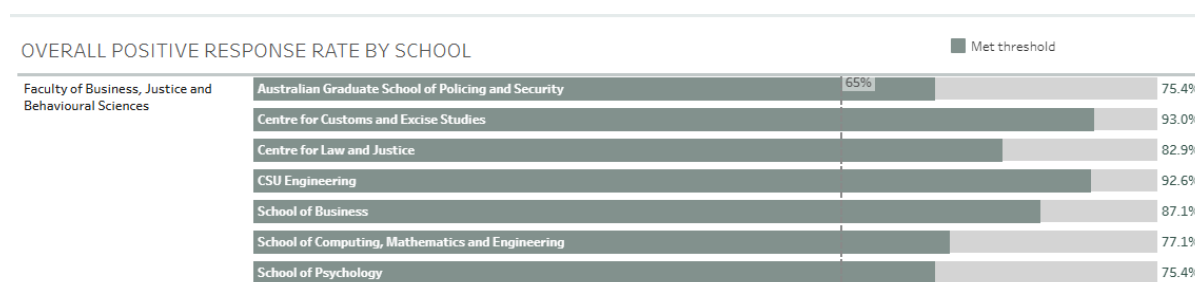

Figure 2 – FOBJBS Overall positive response rate by School

The overall PPR rates for the Schools and Centres of the Faculty met the threshold of 65% in 2024 although there were significant differences at the level of School and subject. While the AGSPS had a decline in PPR, all other Schools and Centres showed an increase in 2024 over 2023 results. In addition to low SES scores, AGSPS noted difficulty in getting students to complete subject surveys. The school will continue to look at opportunities for greater engagement.

Monitoring and closure of QUASAR actions

Faculty of Arts and Education

The Faculty has established strong and consistent practices in the production and review of School-level QUASAR reports, which are discussed as part of the Grade Review Panel (GRiP) 'wash-up' meetings following each session. This area was a key focus in 2024, with notable progress made in timely resolution and closure of action items. Across the Faculty, Heads of School and Associate Heads (Learning and Teaching) have remained proactive in enhancing the quality and relevance of QUASAR entries. A shift toward assigning action items to ongoing academic staff—rather than to casual or fixed-term Subject Convenors—is expected to further support accountability and ensure continuity in follow-up. In addition, School leadership continues to engage staff in discussions around adherence to the University's assessment design principles. These conversations include a focus on limiting subjects to two substantive assessment tasks, where appropriate, excluding early, low-stakes assessments in first-year and graduate-entry subjects that serve as introductory equivalent offerings.

Faculty of Science and Health

Across the sessions under review, a total of 656 action items were recorded across 356 subjects. Of these, 185 (28%) have been closed or deleted, 260 (40%) remain overdue, and 211 (32%) are in progress but not yet overdue. In addition, 91 action items created prior to 2024 remain open, with 67 of these classified as overdue. It is important to note that limitations in the current QUASAR Action Report functionality continue to pose challenges for the ongoing monitoring of action items. Despite these constraints, the Faculty of Science and Health has demonstrated clear improvement in the management and closure of QUASAR actions.

There has been a strengthened focus on generating meaningful, actionable items aimed at enhancing subject quality, student performance, and the overall student experience. This has contributed to a reduction in the number of superfluous or low-impact actions. While year-to-year comparisons are complicated by changes in reporting methods, there has been a noticeable increase in the proportion of actions being closed. However, the number of overdue items remains relatively high. The overall volume of open actions from previous sessions has declined significantly, in part due to a strategic decision to administratively close long-standing, unresolved items that no longer required follow-up.

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Faculty of Business, Justice and Behavioural Sciences

While the completion of School QUASAR reports has been inconsistent across Schools within the Faculty, attention to QUASAR actions remains a standing agenda item at both School and Faculty Assessment Committees. Previous actions are regularly reviewed, with overdue items subject to questioning and follow-up. New actions are determined through School Assessment Committees, with Heads of School ultimately responsible for ensuring timely completion. All open and recently closed actions recorded in the QUASAR system are collated by the Faculty Subjects Team into an Excel tracking sheet and provided to the Faculty Assessment Committee (FAC) to support oversight.

Heads of School continue to play an active role in improving the quality of QUASAR entries. In the School of Business, for example, the Presiding Officer of the School Assessment Committee Reflection and Planning meeting reported that approximately 45% of QUASAR submissions were approved, with the remainder returned to Subject Convenors during or after the meeting due to not meeting quality expectations. Despite ongoing professional development in this area, a number of reports were returned without action items—even where reflections had clearly identified areas for improvement. Other Schools similarly returned QUASAR reports for revision, requesting more detailed action plans with clearly defined, measurable goals. All Schools are working through outstanding QUASAR actions to ensure items are appropriately closed, progressed, or reallocated as needed. Moving forward, allocating action items to continuing staff rather than to casual or fixed-term Subject Convenors is expected to support greater continuity and completion of assigned actions.

Third Party Provider Arrangements and subject quality

Faculty of Arts and Education

The Faculty's two key partnerships, one underpinning the School of Theology and the other supporting the Centre for Islamic Studies and Civilisation. Both are fully integrated into the Faculty's academic and governance structures. Accordingly, they are represented alongside the other Schools in the data tables presented earlier in this report. Both entities participate in the same moderation processes, quality assurance measures, and continuous improvement practices as the Faculty's other Schools.

The Faculty maintains one third-party delivery arrangement with Hong Kong University SPACE. All teaching, assessment, and moderation associated with this partnership are undertaken by staff from the School of Information and Communication Studies. This ensures consistency in academic standards and alignment with the Faculty's quality assurance and moderation frameworks.

Faculty of Science and Health

Third-party teaching arrangements are in place with Holmesglen Institute and GoTAFE Wangaratta.

In the Bachelor of Oral Health (Therapy and Hygiene), delivered at both the Wagga Wagga campus and Holmesglen, cross-campus moderation practices are implemented across all assessment tasks to ensure consistency, fairness, and equity across student cohorts. Where notable discrepancies in subject evaluations between cohorts were identified (for example, BMS191/BMS291 in Session 202430 and DOH103/DOH205 in Session 202431), targeted actions were implemented to address these concerns.

In the Bachelor of Veterinary Technology, four subjects are delivered by GoTAFE Wangaratta. All assessment tasks in these subjects are moderated by an academic staff member from the veterinary technology discipline in the School of Agricultural, Environmental and Veterinary Sciences. GoTAFE staff undertake internal moderation, which is subsequently reviewed and discussed with the assigned Charles Sturt moderator to ensure alignment with University policy and standards.

Ongoing challenges remain with the delivery of these subjects via GoTAFE's GoLEARN LMS, which limits Charles Sturt staff access to student submissions, learning analytics, and teaching materials. This issue has been escalated to the University's Partnerships team for resolution. A transition of these subjects to Charles Sturt's Brightspace platform is underway, with full implementation scheduled for Session 202560.

Faculty of Business, Justice and Behavioural Sciences

The Faculty maintains several third-party teaching partnerships, including arrangements with the Centre for Customs and Excise Studies (CCES), IT Masters, the Economics and Finance Institute (Cambodia), and the China Joint Cooperative Program, which involves agreements with four partner universities in China.

For assessment purposes, CCES reports student grades through the Australian Graduate School of Policing and Security (AGSPS) and the Faculty Assessment Committee (FAC). A delegate of the CCES Director holds full membership on the FAC, ensuring active participation in grade governance. All grades reported by CCES are subject to the same scrutiny and approval processes as those from the Faculty's internal schools. Moderation outcomes and grade recommendations are considered during AGSPS Assessment Committee meetings and then endorsed at FAC.

For all other third-party partnerships, the responsibility for assessment integrity rests with the relevant school that owns the subject. These schools develop assessment tasks, oversee moderation processes, and consider grade distributions at their School Assessment Committee meetings. Final grades are then submitted to FAC for review and approval, ensuring that grade moderation and finalisation processes remain consistent across all delivery modes.

The Faculty's partnership with Navitas commenced in 2023, with initial delivery of undergraduate and postgraduate programs in business and information technology beginning in Session 202430. Following the introduction of government policy changes affecting international student visas, high rejection rates resulted in smaller-than-expected student cohorts. Student disengagement and low attendance were identified as contributing factors to poor academic performance and elevated fail rates. In response, the Schools of Business and Computing, Mathematics and Engineering have collaborated with Navitas to implement more engaging in-class activities to promote student participation. Navitas has also introduced a range of strategies aimed at encouraging greater on-campus attendance.

Discussion and Actions arising from Faculty Board / Faculty Assessment Committee

Faculty of Arts and Education

7-Day Automatic Extension Process

- The 7-day automatic extension process is still presenting challenges, especially in relation to the very tight end-of-session timelines.
- There continue to be system limitations that allow students to apply for extensions after due dates and when they are not eligible.
- These issues are adding to already increased academic workload, particularly in the largest subjects and in relation to meeting end-of-session grade submission deadlines.
- Staff acknowledge the value of this affordance for students who need it but hope continued review of the processes can identify and implement workable solutions.

QUASAR Action Item Management

- Schools in the faculty are making improvements in how QUASAR action items are written and communicated.
- Staff are increasingly using other communication avenues to pass on key information to the next Subject Coordinator, rather than relying solely on QUASAR action items.
- Schools have made significant progress in cleaning up old, unresolved QUASAR action items and are implementing processes to manage them more promptly.
- This remains a work in progress, with ongoing efforts to prevent future backlogs.

Workload Challenges in Paired Subjects

- The faculty continues to face challenges managing workload for paired subjects, which have increased due to Curriculum Architecture compliance requirements.
- There is hope that the new university-wide workload model will account for the reality that paired subjects do not require the same number of workload hours as two separate subjects.
- A more accurate allocation of staffing hours is needed to reflect the true workload of paired-subject arrangements.

Faculty Board and Faculty Assessment Committee minutes formally document the deliberations of each committee, with corresponding Action Sheets used to record and track all resulting actions. Faculty Board agendas and minutes from 2024 meetings including discussions from Faculty Assessment Reports can be found at: Faculty of Arts and Education Faculty Board - Office of Governance and Corporate Administration

Faculty of Science and Health

Assessment Processes and Outcomes

- There are still a number of unresolved/TA grades at the end of each session, as well as whole cohort TAs. These need to be closely tracked and brought to the attention of supervisors and Heads of School.
- In session 30, issues were raised around Review of Grade (ROG), Review of Mark (ROM) and Appeals processes, including informal appeals preceding formal ones and inconsistencies in decision-making and communication channels (e.g. CRM and email). These issues have been investigated with improvements underway facilitated through Office of Academic Quality, Standards and Integrity.

- The timing of additional assessments and exams was discussed, and this has already been followed up by the Sub Dean Learning and Teaching.
- Session 90 subject offerings need further discussion, given complications with timing, staffing, conferrals and graduation.

Academic Workload and Systems Integration

- The migration to Brightspace impacted academics throughout the year, including for some, the ability to work on subject improvements.
- Academic staff are still dealing with high administrative workloads relating to the automatic 7-day extension. While it is recognised that this is a positive for students in many ways, there are still many frustrations for staff.
- We would like to request a review of the technical implementation of the 7-day automatic extension. A large amount of unnecessary administrative work for academics is created through the application portal not being integrated with other systems. As a result, students are able to apply for extensions where not eligible, as well as after the due date, as there is no systems solution to stop them. This creates extra unnecessary work for academics to resolve.

Curriculum and Subject Design

- Schools have continued to align subjects to the Guidelines for Calibrating Student Workload, including reviewing and adding assessment items into CDAP. This has increased staff workload temporarily, but improved student experience is expected in subjects that may have previously been overloaded.

Academic Integrity and Generative AI

- The increase of Generative AI use by students, in particular in relation to student misconduct, is adding uncertainty and affecting student experience and progression. Academic staff are reporting spending substantial amounts of time investigating cases and building evidence.
- Schools need the opportunity to continue to provide feedback to DLT on the needs of academic staff in relation to Generative AI and assessment design.

Student Surveys and Feedback Mechanisms

- Participation in SuES is decreasing across many subjects, and staff disengagement in SuES has also been observed.
- There is anecdotal feedback that student participation in SuES is decreasing. An analysis of the extent of this decrease and its causes would be beneficial.

Placements and Graduation Impact

- Late placements have occasionally been an issue in delaying graduation for students in SNPHS.

QUASAR Reporting and System Improvements

- Some elements of QUASAR need improvement. For example, the Grade Distribution Dashboard could be made more useful with some small adjustments, and the QUASAR action item reports are not really fit for purpose. There is not currently a real avenue to discuss and decide on changes to QUASAR.
- A QUASAR steering committee of some description would be useful to discuss technical and procedural issues and suggestions raised at School Assessment Committees and Faculty Assessment Committees, and decide what actions and improvements are warranted and can

be resourced. A review is also needed of QUASAR due dates and expectations, given the large proportion of overdue MAGs and RAPs.

- A sustained effort is needed to ensure that QUASAR action items are high quality, and that we also have the ability to monitor the impact of actions.
- Earlier in 2025 a separate report was submitted to Faculty Board relating to facilities-related comments and actions in QUASAR. Facilities is not a standard section in the annual Faculty and combined University QUASAR reports, so we need to make a decision on how we wish to capture and manage actions related to facilities going forward.

Administrative Changes and Process Improvements

- The introduction of the LW appears to have been implemented smoothly and has reduced the administrative burden associated with AW applications.

Faculty Board and Faculty Assessment Committee minutes formally document the deliberations of each committee, with corresponding Action Sheets used to record and track all resulting actions. Faculty Board agendas and minutes from 2024 meetings including discussions from Faculty Assessment Reports can be found at: Faculty of Science and Health - Office of Governance and Corporate Administration

Faculty of Business, Justice and Behavioural Science

QUASAR and management of action items

- Continue to provide staff development to ensure quality actions are captured in QUASAR, particularly for subjects with low PPR and/or high fail rates.
- Monitor the currency and completion of actions in QUASAR and ensure close-off or re-allocation where appropriate.

Student success, engagement and support

- Explore provision of targeted support for subjects with identified issues with regards to engagement and attendance.
- Review strategies implemented by Navitas and consider scaling up successful actions previously developed through the retention project.

Integration of artificial intelligence (AI) in assessment tasks

- Provide clear messaging and guidance to staff on the use of Artificial Intelligence in subjects.
- Support the development of appropriate assessment tasks.

Low levels of student participation in subject surveys

- Explore alternative mechanisms for gaining student feedback to ensure the student voice is reflected in subject developments and revisions.

Faculty Board and Faculty Assessment Committee minutes formally document the deliberations of each committee, with corresponding Action Sheets used to record and track all resulting actions. Faculty Board agendas and minutes from 2024 meetings including discussions from Faculty Assessment Reports can be found at: Faculty of Business, Justice and Behavioural Sciences Faculty Board - Office of Governance and Corporate Administration

Update on the progress of actions items from the previous meeting

Faculty of Arts and Education

The previous annual report was presented to Faculty Board on 30 September 2024. The following actions and recommendations were identified in the report, with accompanying commentary on their current progress:

- While previous action items relating to the 7-day automatic extension process and end-of-session timelines have not yet been progressed, these remain priorities for the Faculty. Advocacy for improvements in these areas will continue.

- The Faculty Grade Review Panel (GRiP), which replaced the former Faculty Assessment Committee, has functioned effectively and has contributed to streamlining end-of-session processes.

- Staff in the School of Indigenous Australian Studies have continued to express concern over the discontinuation of Cadmus as an assessment tool. Recent discussions at the Learning and Teaching Leadership Team meeting have indicated the potential for reconsideration of its use, and the Faculty will continue to monitor developments in this space with interest.

- The Faculty has made notable progress in the management of QUASAR action items. The community of practice established by Associate Heads (Learning and Teaching) to oversee these processes has proven effective in improving consistency and quality.

- As noted earlier in this report, Generative AI continues to generate significant interest—and some apprehension—among Faculty staff. Engagement with professional learning in this area remains strong, particularly as staff explore opportunities to design or revise assessment items that respond to and leverage emerging AI capabilities.

Faculty of Science and Health

The previous annual report was presented at Faculty Board in August 2024.The following actions and recommendations were identified in the report, with accompanying commentary on their current progress:

- Despite consistent and repeated requests from all three Faculties, no substantive action has been taken to review or streamline the 7-day extension process. This remains a priority for improvement.

- The initiative to record assessment items in CDAP has progressed, including Faculty Board endorsement of an expedited process to update assessment information where required. A comprehensive plan is in place to ensure all subjects have accurate assessment information recorded in CDAP by the end of 2025.

- Significant progress has been made in managing QUASAR action items. Approval was granted to administratively close long-standing unresolved items, and Schools have demonstrated improvement in the timely handling of actions. Nonetheless, further enhancements are required to ensure consistent practice across all areas.

- A revised, fit-for-purpose QUASAR reporting template was developed through collaboration with the Faculty Assessment Committee. The updated format aligns more effectively with the expectations of the annual consolidated reporting process.

- A timeline for interim QUASAR reporting at the Faculty level was endorsed by Faculty Board and implemented for the current reporting cycle. While minor challenges were encountered, the revised timeline enabled improved responsiveness and coordination between School and Faculty levels.

Faculty of Business, Justice and Behavioural Sciences

The previous annual report was presented at Faculty Board on 1st October 2024. The following actions and recommendations were identified in the report, with accompanying commentary on their current progress:

- The referral of first-year subjects to the Retention Team for targeted support continued throughout the reporting period. While these interventions led to improved outcomes in some subjects, the overall effectiveness was variable, with gains not consistently observed across all areas.

- Ongoing consultation took place with teams supporting international students to better understand the contributing factors behind low levels of engagement, particularly within the Navitas cohort. A range of strategies aimed at enhancing the student experience and fostering stronger engagement were developed and implemented. These initiatives were tabled and endorsed through Academic Management and Student Experience Committees.

- Course and subject reviews were conducted in line with the established CDAP schedule to ensure relevance, currency and alignment with institutional priorities. These reviews provided a structured opportunity to reflect on and enhance subject content, textbooks, resources, assessment practices, and delivery models—both in response to formal requirements and QUASAR action items.

- The Faculty actively leveraged the expertise of educational designers by maximising the use of DLT subject build spaces during the Brightspace transition. The significant contribution of DLT staff to the quality and functionality of subject delivery was acknowledged across Faculty forums.

- Efforts were made to improve clarity around marking expectations for sessional staff, with a focus on setting and monitoring marking deadlines. Schools have implemented stronger onboarding practices, and this appears to have contributed to a reduction in issues related to delayed return of student marks in 2024 compared to 2023.

Summary of External Peer Review of Assessment

Overview

External peer review of assessment provides external validation of standards. In addition to ensuring our assessment tasks meet sector expectations for academic rigor, fairness and alignment with learning outcomes it also encourages reflective practice and enhances creditability and transparency.

A significant decrease in voluntary participation in individual, one-way reviews was reported for 2023, however, there was some success through reciprocal review arrangements facilitated by the Office of Academic Quality, Standards and Integrity, in collaboration with Faculties. In an attempt to leverage this success in 2024, Faculties were asked to identify cross-institutional relationships with their subject nominations. It was also established that Faculties would like the flexibility to nominate subjects on an ongoing basis, rather than choosing subjects at the beginning of each year.

Faculty	Total subjects nominated	Total subjects nominated **with** cross-institutional relationships identified (% of Total subjects nominated)	Total subjects nominated **without** cross-institutional relationships identified (% of Total subjects nominated)	Total external peer reviews completed (% of Total subjects nominated)
FOAE	**0**	**0**	**0**	**0**
FOBJBS	**6**	**6** (100%)	**0**	**6** (100%)
FOSH	**14**	**4** (29%)	**10** (71%)	**4** (29%)
University Total	**20**	**10** (50%)	**10** (50%)	**10** (50%)

Table 7 – Review outcomes of subjects nominated for External Peer Review of Assessment

Review platform

Charles Sturt University used the Peer Review Portal (PRP) for external peer review activities from 2018 to June 2024. Along with facilitation and reporting functions, the PRP had once provided a platform to advertise sector reviews to its membership of discipline experts, resulting in high participation and completion rates. The notable decline in participation through the PRP has been a result of restrictions introduced with the portal's subscription model. Charles Sturt University trialled a 12-month subscription, primarily to retain the ability to broadcast reviews to the sector community. This functionality was later moved to a more expensive subscription level, rendering our subscription only beneficial for file sharing and report generation. The decision was made not to renew beyond June 2024 and instead manage these functions internally, through a dedicated external-access space in Microsoft (MS) Teams.

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Supporting reciprocal reviews

- The [External Peer Review of Assessment webpage](#) was rewritten to ensure that the purpose, process, benefits and stakeholder responsibilities of reciprocal peer review activities are transparent. The Office of Academic Quality, Standards and Integrity made presentations to the Division of Learning and Teaching, Faculty leadership and Course Director groups on how the Office can effectively coordinate and monitor these activities when cross-institutional relationships are identified.

- Managing report templates internally also allows the Office of Academic Quality, Standards and Integrity to tailor questions and customise report format to the needs of each Faculty and each review, which has demonstrated its benefits in 2024, in the Psychology, Human Resources, and Nursing disciplines.

- A Memorandum of Understanding (MOU) template has been developed in collaboration with Legal Services, and is used to define the term of the reciprocal review, costs, confidentiality, privacy and intellectual property. This template will continue to be used when establishing reciprocal review agreements with each institution in the future.

- The new review platform in MS Teams has been successful, with only one significant setback experienced over the year, related to external access. This was due to an unrelated data breach at the reviewing institution which resulted in the CSU network invitation being quarantined. This was resolved simply by packaging the review materials and report template for the reviewer via email. For all other instances, external reviewers used our guided resources to access the platform and navigate their way through the review process.

Further improvements

1. With the proven rate of completion when Faculties identify cross-institutional relationships, Faculties are encouraged to increase the number of subjects they nominate with this detail included. Faculties are asked to consider institutions or industry connections they already engage through their external advisory groups.

2. Through a recent reciprocal activity undertaken with the University of Wollongong, it was suggested that a Letter of Appreciation may enhance our relationship with reviewers from other institutions, and increase the likelihood of repeat collaboration. From June 2025, use of such letters has been introduced.

Key Issues and Next Steps

Faculty	Key Issue	Proposed Action	Responsibility	Timeline
All	**7-Day Automatic Extension Administrative Burden**	Review the technical implementation of the 7-day automatic extension process. Investigate system solutions to prevent ineligible or post-due-date applications and reduce staff workload.	Division of Learning and Teaching, Office of Academic Quality, Standards and Integrity, Academic Stakeholders	2025
All	**QUASAR - System Governance and Action Management**	Establish a QUASAR Steering Committee to oversee procedural and technical issues including overdue MAGs and RAPs. Continue to provide staff development to improve the quality and timeliness of QUASAR action items. Encourage improved communication and close-out practices.	Office of Academic Quality, Standards and Integrity, Heads of School, Deputy Deans, SAC Chairs	2025
All	**QUASAR – Academic involvement**	Continue to provide staff development to improve the quality and timeliness of QUASAR action items. Encourage improved communication and close-out practices.	Heads of Schools, Deputy Deans	2025
All	**Student Feedback – Low SuES Response Rates**	Conduct analysis of SuES participation trends and causes. Explore and trial alternative methods to capture student feedback that supports subject improvement.	Office of Planning and Analytics, Sub-Deans Learning & Teaching, Associate Heads Learning & Teaching, Deputy Deans	2026
All	**Use of Generative Artificial Intelligence (GenAI) in Teaching and Assessment**	Provide guidance to staff on GenAI in learning and teaching. Continue to capitalise on the interest of staff in re-thinking assessment and teaching in the face of GenAI. Support assessment design aligned with	Associate Dean Academic, Sub-Deans Learning & Teaching, Heads of School, Associate Heads Learning & Teaching	2025

		GenAI capabilities and promote academic integrity.		
All	**Brightspace - Transition and Support**	Continue support for academic staff engaging with Brightspace. Provide channels for feedback to improve system usability.	Associate Heads Learning & Teaching, School Assessment Committees	2025
All	**Workload Pressures in Paired or High-Volume Subjects**	Articulate case for more accurate workload recognition in the university model, particularly in paired subjects which require fewer teaching hours than discrete subjects.	Deputy Deans	2025
FOAE	**Grade Review Panel (GRiP) Pilot Evaluation**	Evaluate the effectiveness of the GRiP pilot and make a case for its continuation or propose a suitable alternative model.	Deputy Dean (FOAE)	2025
FOAE	**End-of-Session Processes and Timelines**	Identify and propose solutions to recurring challenges and roadblocks in end-of-session grading and administration workflows.	Deputy Dean, Heads of School	202590
FOBJBS	**Engagement and Attendance in Targeted Subjects**	Identify subjects with engagement and attendance concerns. Provide tailored support, potentially scaling up effective retention and support initiatives (e.g. Navitas strategies).	Deputy Deans, Faculty Learning & Teaching teams	202560

Item 10: Annual Academic Integrity and Misconduct Report 2024

PURPOSE

This report provides a university-wide overview of student academic misconduct and integrity at Charles Sturt University for the 2024 calendar year. It provides an overview of the performance of our policies, an update on ongoing controls and new controls arising from actions in the previous year, and recommends new actions and strategies that can further manage and mitigate the risk to academic integrity.

RECOMMENDATION

The Academic Quality and Standards Committee resolves to:

1. **note** the Annual Academic Integrity and Misconduct Report 2024; and
2. **endorse** the planned and ongoing actions outlined in Appendix 1 and Appendix 2 of the report.

BACKGROUND

Student academic misconduct poses a potential risk to the integrity of learning and teaching outcomes at the university. New risks continuously emerge concerning academic integrity that require ongoing, systematic, and collaborative actions across the university to manage and mitigate. This is reflected in contributors from across the university to this report and its recommended actions.

KEY ISSUES

The consolidated report offers a university-wide overview of student academic integrity and misconduct, including input from faculties and key divisional stakeholders, to enhance the student experience, improve efficiencies, foster collaboration, and support continuous improvement.

Analysis of the data from 2024 shows:

- **Allegations** – 1,379 academic misconduct allegations were received, representing a 25% decrease compared to 2023. Allegations accounted for 3.7% of student headcount, with 83% of received allegations progressing to investigation. The principal driver of this reduction was a significant decline in academic misconduct allegations among third-party partners in FoBJBS due to a return to in-person exams.

- **Poor Academic Practice (PAP)** – Instances of PAP decreased across all faculties, with 7% of FoAE allegations receiving an outcome of PAP, 16% in FoBJBS, and 27% in FoSH. Continued review of assessments, support services for students, and improved management at school level are likely contributors to the decrease in PAP outcomes.

- **Misconduct types** – Academic misconduct patterns are shifting across the university. Traditional issues such as plagiarism, self-plagiarism, and cheating are declining, while cases involving unauthorised use of generative artificial intelligence (GenAI) and fabrication/falsification are increasing. The newly established central Academic Integrity Unit (AIU) will continue to monitor these trends and enhance staff resources, particularly in detecting misconduct and submitting allegations.

- **Penalties** – There continues to be variation in penalties imposed for similar breaches and in the time taken to resolve cases across faculties, though resolution times are decreasing. The AIU is standardising case management and decision-making processes to improve consistency across the university.

- **Student enrolments** – Students entering through Higher Education award courses, Vocational Education and Training (VET) awards, or equivalent pathways continue to be most frequently involved in academic misconduct cases. Alongside Australian students, those from Southern and Eastern Asia and Africa are also commonly represented in cases of PAP and misconduct. The AIU will continue to develop resources and work collaboratively with stakeholders across the university to strengthen understanding of academic integrity and reduce instances of misconduct.

- **Appeals** – A total of 43 formal appeals were received. Of the 13 appeals that progressed to a decision-maker, seven were dismissed, three were upheld in full, and three were upheld in part. The AIU receives details of the DVCA's rationale behind upheld appeals, supporting ongoing improvements to academic integrity processes and decision-making.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Learning and Teaching Charles Sturt University has a **Low Appetite** to take risks with the potential to compromise student outcomes and progression through to graduation, teaching excellence, course accreditation, academic integrity, and educational standards by the university or its third-party education arrangements.	The ways of monitoring and managing risks, continuous improvements, currently identified risks, and proposed solutions to resolve these are summarised in Attachment A (Annual Academic Integrity and Misconduct Report, 2024). The risks and key issues raised currently sit within risk appetite.	Yes

ACTIONS AND NEXT STEPS

1. All report authors and stakeholders will be notified of decisions and recommendations following acceptance of this report.

2. The endorsed report will be submitted to the University Research Committee and Academic Senate in alignment with the annual plan submission timelines, subject to any required amendments.

COMPLIANCE

Legislative Compliance	This submission contributes to compliance with the following: • 1.3 Orientation and Progression, 1.3.1, 1.3.2, and 1.3.3. • 1.4 Learning Outcomes and Assessment, 1.4.2.d. • 2.2 Diversity and Equity, 2.2.2, and 2.2.3. • 2.3 Wellbeing and Safety, 2.3.2. • 3.1 Course design, 3.1.3. • 3.3.4 Learning Resources and Educational Support, 3.3.4. • 5.2 Academic and Research Integrity, 5.2.1, 5.2.2, 5.2.3 and 5.3.4. • 5.3.2 Monitoring, Review and Improvement, 5.3.2, 5.3.4b, 5.3.7. • 6.3 Academic Governance, 6.3.2d. • 7.2 Information for Prospective and Current Students, 7.2.2d.

Charles Sturt Policy/ TOR Alignment	This submission is made in accordance with the following policies: • Clauses: 1 – 20, Academic Quality Policy • Clauses: All, Academic Integrity Policy • Clauses: All, Academic Integrity Procedure • Clauses: All, Student Misconduct Rule 2020 • Clause: 1, University Student Appeals Policy • Clause: 15j, University Student Appeals Procedure • Clauses: 2. c, 3, 7a. ii, 39, and 43, Assessment Policy • Clauses: 22 and 83, Course and Subject Design (Coursework) Procedure This submission is made in accordance with the following Committees - Terms of Reference: • Academic Quality and Standards Committee: 10c, 10g.iii, 10i, 11 and 12. • Faculty Board: 9b, 9e, 9f, 10 and 11.

Academic Standards	This submission contributes to compliance with Academic Quality Policy; Appendix One (Charles Sturt Academic Standards): **1. Admission** 1.4 Charles Sturt supports students in their transition into and progression through their course of study, irrespective of their educational background, entry pathway, mode or place of study **2. Courses** 2.2 Charles Sturt courses meet relevant regulatory and professional accreditation requirements. 2.7 Charles Sturt students have the opportunity to complement their learning with academic and personal support and development programs, including specific programs for students at academic risk. **3. Assessment** 3.1 Where relevant, Charles Sturt subjects include early assessment or review to guide student support. 3.2 Assessment at Charles Sturt is equitable and timely, and students are provided with avenues to provide feedback and resolve questions and issues. **7. Academic Governance** 7.3 Charles Sturt academic standards apply to activities undertaken with other parties 7.6 Charles Sturt staff and students are expected to maintain a high level of academic and research integrity. 7.7 Mechanisms exist for students to make complaints or appeals on Charles Sturt academic matters.

ATTACHMENTS

A. Annual Academic Integrity and Misconduct Report 2024

Prepared by:	05/08/25	Stephanie Daskein, Acting Manager, Academic Integrity Matilda Pittman, Project and Policy Officer Courtney Harmer, Coordinator, Academic Integrity
Approved by:	06/08/25	Associate Professor Mark Bassett, Director, Academic Quality and Standards
Cleared by:	06/08/25	Professor Janelle Wheat, Pro Vice-Chancellor (Learning and Teaching)

Annual Academic Integrity and Misconduct Report

2024

Office of Academic Quality, Standards and Integrity

For further information, please contact

Stephanie Daskein

Acting Manager, Academic Integrity

Office of Academic Quality, Standards and Integrity

1 Executive summary

In January 2025, a Change Proposal was enacted to create a new central Academic Integrity Unit (AIU) within the office of Academic Quality, Standards, and Integrity (OAQSI). This included establishing a new Associate Director position to lead the AIU and reclassifying Academic Integrity Officer positions from academic to professional. The AIU commenced operation in July 2025 to enable standardised case management, consistent decision-making, improved resource allocation, and a more cohesive university-wide approach to academic integrity. It also positions the university to respond more effectively to emerging changes in this area. Insights from this change will be included in the 2025 annual report.

This report provides an overview of student academic integrity and misconduct at Charles Sturt University for the 2024 calendar year. Input from Faculties and key divisional stakeholders highlights ongoing efforts to improve the prevention, detection, and management of academic misconduct and the promotion of academic integrity. Key insights are listed below.

Allegations and outcomes

In 2024, 1,379 academic misconduct allegations were received, representing a 25% reduction from 2023. As a proportion of student headcount, allegations represented 3.7%, with 83% of allegations progressing to investigation, a 2.4% increase from 2023. Although total academic misconduct allegations decreased, total misconduct breaches have remained relatively consistent between 2023 and 2024.

There was a significant (42%) decline in allegations received from third-party partners (TPP) in the Faculty of Business, Justice and Behavioural Science in 2024. 2022 saw a significant rise in exam collusion allegations, coinciding with COVID-19, but with the return to face-to-face examinations, allegations at TPPs decreased.

Misconduct types

There was a decline in plagiarism, self-plagiarism, and cheating cases, and an increase in the unauthorised use of Generative Artificial Intelligence (GenAI), fabrication and/or falsification. Unauthorised use of GenAI and fabrication and/or falsification factored into nearly three-quarters of all misconduct types. This highlights the challenges of managing academic integrity in the age of GenAI with current assessment practices. Exam cheating and cheating continue to have low case numbers.

Formal appeals

Of the 43 appeals received, 30 were rejected, 13 progressed to a decision-maker, seven were dismissed, and six (14%) were either partially or fully upheld. The DVCA's rationale behind upheld appeals is shared with the OAQSI to support ongoing process improvements.

Student demographics

Students enrolling in Higher Education award courses and Vocational Education and Training or similar pathways are most often involved in academic misconduct cases. Bathurst and Wagga Wagga online students continue to record the highest number of Level 1 penalties. In addition to Australian students, those from Southern and Eastern Asia and Africa are commonly represented in Poor Academic Practice and academic misconduct cases.

Continuous improvement

The OAQSI remains focused on continuous improvement in academic quality, including ongoing enhancements to Power BI dashboards to support and streamline annual reporting. The Manager, Academic Integrity continues to collaborate with Faculties and Divisions to provide oversight, support consistent management of academic integrity, and drive improved understanding across the university.

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2 Report contributors

Office/Faculty/Division	Name, Position
Office of Academic Quality, Standards and Integrity	Stephanie Daskein, Acting Manager, Academic Integrity Dr Juanelle Furness, Manager, Academic Integrity Matilda Pittman, Project Officer (Quality and Standards) Courtney Harmer, Coordinator, Academic Integrity Laura Longmore, Associate Director, Academic Integrity Associate Professor Mark Bassett, Director, Academic Quality, Standards and Integrity
Faculty of Arts and Education	Associate Professor Will Letts, Acting Deputy Dean
Faculty of Science and Health	Associate Professor Rachel Whitsed, Associate Dean (Academic)
Faculty of Business, Justice and Behavioural Sciences	Professor Jenny Kent, Deputy Dean
Division of Safety, Security and Wellbeing	Ellen Hannigan, University Appeals Officer
Division of Learning and Teaching	Kerrilyn Toal, Project Coordinator
Division of Student Success	Alice Coomans, Director, Student Skills
Division of Library Services	Jane Norton, Director, Client Services

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3 Acronyms and abbreviations

ADA	Associate Dean (Academic)
AIO	Academic Integrity Officer
AIU	Academic Integrity Unit
BAU	Business As Usual
CD	Course Director
CDAP	Curriculum Design, Accreditation and Publication System
CRM	Customer Relationship Management System
DD	Deputy Dean
DLS	Division of Library Services
DLT	Division of Learning and Teaching
DSS	Division of Student Success
DSSW	Division of Safety, Security and Wellbeing
FoAE	Faculty of Arts and Education
FoBJBS	Faculty of Business, Justice and Behavioural Sciences
FoSH	Faculty of Science and Health
GenAI	Generative Artificial Intelligence
HoS	Head of School
OAQSI	Office of Academic Quality, Standards and Integrity
PAP	Poor Academic Practice
SDLT	Sub-Dean (Learning and Teaching)
SICS	School of Information and Communication Studies
TPP	Third-Party Partner

4 Introduction

4.1 Report purpose

This report facilitates monitoring academic integrity and student misconduct at Charles Sturt University. It provides an opportunity to review completed actions, identify ongoing and emerging issues, and outline planned actions to continuously improve processes and mitigate risks.

This report summarises findings and initiatives at the University, Faculty, and Divisional levels, providing a comprehensive overview of targeted support programs and other activities undertaken in alignment with the Charles Sturt University Academic Standards (1.4, 2.2, 2.7, 3.1, 3.2, 7.3, 7.6 and 7.7) and the Higher Education Standards Framework (Threshold Standards) 2021 (1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.3 and 5.2). It is designed to fulfil the academic quality governance requirements set out in the Academic Quality Policy and to meet the Faculty Board Terms of Reference (9)b, e, f, (10) and (11) and the Academic Quality and Standards Committee (AQSC) Terms of Reference (10)c, g, i, (11) and (12).

4.2 Review of policies and procedures

The Academic Integrity Policy and the Academic Integrity Procedure outline the expectations and responsibilities of staff and students regarding academic integrity. The Student Misconduct Rule 2020 details the processes for investigating and determining outcomes for allegations of student academic misconduct. Additionally, the University Student Appeals Policy and the University Student Appeals Procedure establish guidelines for students to appeal decisions related to academic misconduct. Below is a summary of the updates made to these documents in 2024.

The Academic Integrity Policy underwent a scheduled full review in October 2024. This included substantial editorial improvements to enhance clarity and adopt a more educative tone. Key updates included the incorporation of Artificial Intelligence (AI) and an update of academic breach types in line with the Student Misconduct Rule 2020, provisions to support students with approved study access plans, and a realignment of procedural details and responsibilities to the Academic Integrity Procedure. Terminology updates were made to broaden the scope of academic integrity monitoring software.

The Academic Integrity Procedure also underwent a scheduled full review in October 2024. It was revised to improve clarity and structure, and present an educative approach to academic integrity. Key updates included adding direct links for reporting suspected breaches of academic integrity and the realignment of responsibilities in the Academic Integrity Policy to ensure consistency. The procedure was also reviewed to accommodate advancements in AI. Again, terminology was updated to broaden the scope of academic integrity monitoring software and approved tools.

The Student Misconduct Rule 2020 is scheduled for a full review in 2026. No amendments were made to the rule in 2024.

The University Student Appeals Policy and University Student Appeals Procedure underwent full scheduled reviews in January 2025. Amendments completed as part of this review will be detailed in the 2025 report. During 2024, there was a minor change in the position name of the University Student Appeals Officer (USAO) related to policies and procedures, with no other amendments.

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4.3 Reporting

The data presented in this report is based on allegations received within the calendar year (January to December 2024) and is compared to data from the preceding two years. The Power BI dashboards developed in 2023 have continued to support centralised and standardised reporting. They will continue to be reviewed and refined to support Faculty and the Office of Academic Quality, Standards, and Integrity.

The graphs and tables in this report facilitate data comparisons across faculties over multiple years. These graphs were generated by dividing case numbers by student headcount to determine the proportion of cases relative to the number of students in the university, faculty, or third-party partners (TPPs). It is important to note that this method is impacted by students with multiple allegations, which could have a minor effect on the data. However, this approach standardises the data to facilitate year-to-year comparisons despite changes in student headcount.

Variation in the data compared to previous years is expected and reflects continuous refinement in our reporting processes, data sources, and information. As our data collection and analysis methods have matured, the quality and reliability of information have also improved. Although some fluctuations may continue, future reports will likely show greater consistency and stability.

5 Student academic misconduct

5.1 Allegations

5.1.1 Allegations by faculty

In 2024, 1,379 academic misconduct allegations were received across the three faculties (Figure 1). The allegations reflect only those vetted that meet the requirements to proceed to an investigation.
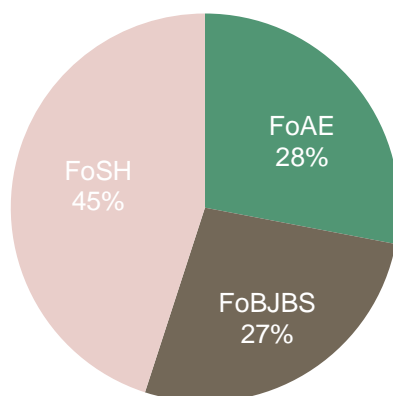
Figure 1 - Proportion of academic misconduct allegations by faculty (n=1379).

5.1.2 Allegations by faculty over time

Figure 2 shows the raw number of allegations by Faculty over time, noting that enrolment numbers significantly impact these figures.
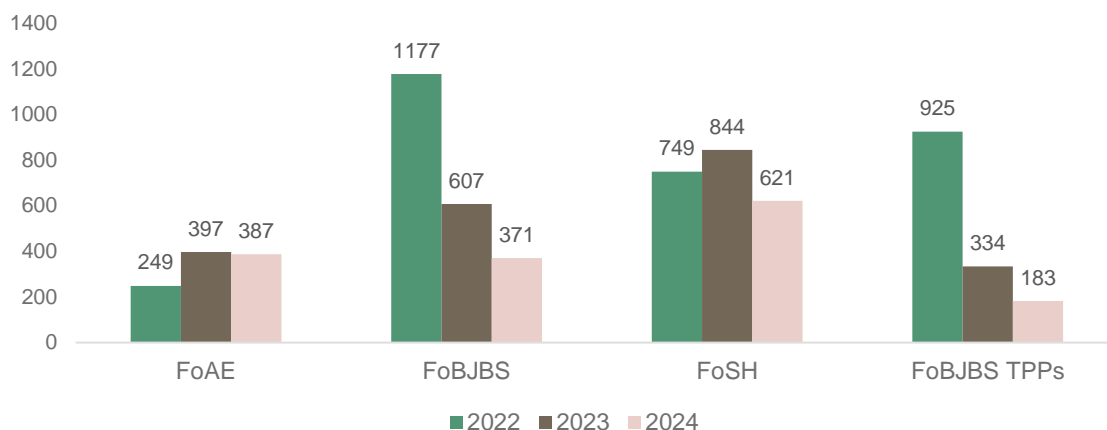
Figure 2 - Academic misconduct allegations by faculty.

5.1.3 Longitudinal allegations by faculty as a proportion of student headcount

Figure 3 shows a decline in misconduct allegations as a proportion of student headcount across three Faculties from 2023 to 2024.
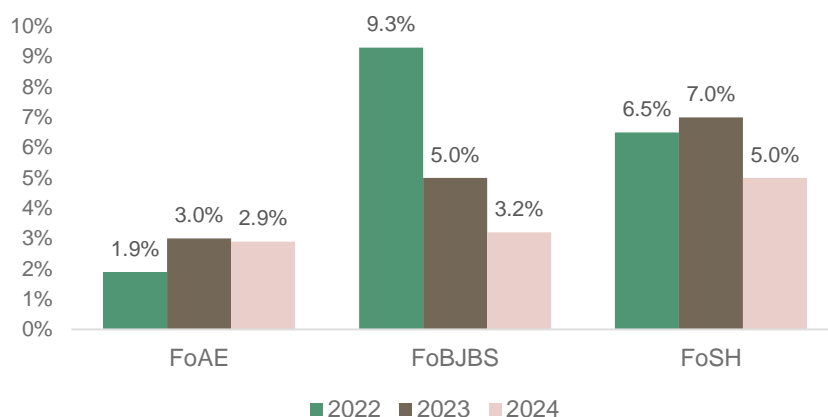
Figure 3 - Longitudinal allegations by faculty as a proportion of student headcount.

5.1.4 Discussion

The Faculty of Business, Justice and Behavioural Science (FoBJBS) has reported that some staff may be reluctant to report instances of academic misconduct, citing concerns about the time required to complete the reporting process and uncertainty regarding the outcomes of previous cases. This hesitancy likely contributes to underreporting and highlights the ongoing need to ensure that staff who have allegations dismissed are provided with a detailed rationale that supports them to continue to make allegations in the future.

The high number (925) of TPP allegations in FOBJBS in 2022 can be attributed to increased Bachelor of Business Studies subjects offered at Jilin University of Finance and Economics and online exams at partner universities in China. With the return to face-to-face examinations, allegation numbers have decreased

significantly. In comparison, in 2024, FOBJBS received 183 allegations from TPPs and 189 from Charles Sturt (371 allegations in total).

Of the total allegations received across all Faculties, 83% (1140 allegations) progressed to investigation. This included 79% of allegations in FoAE, 87% in FoBJBS, and 83% in FoSH. Figure 4 shows the number of individual allegations within each Faculty that proceeded to investigation and those dismissed in 2024.
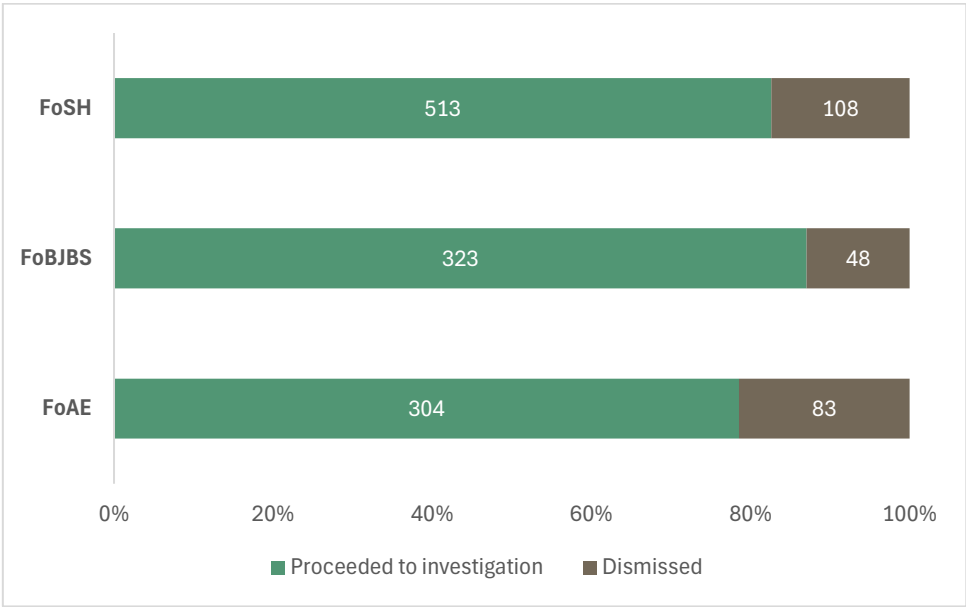
Figure 4 - Number of allegations dismissed compared to cases proceeding to investigation by Faculty.

5.2 Outcomes

5.2.1 Outcomes by faculty

Table 1 provides an overview of outcomes (dismissed, Poor Academic Practice, or academic integrity breach) by faculty (including TPPs) over time as a proportion of all allegations.

Table 1 - Overview of outcomes by faculty (2022-2024).

Faculty	Year	Total	Dismissed	PAP	Breach
FoAE	2022	265	31 (12%)	54 (20%)	180 (68%)
	2023	332	39 (12%)	37 (11%)	256 (77%)
	2024	**361**	**50 (14%)**	**24 (7%)**	**287 (80%)**
FoBJBS	2022	1301	33 (3%)	324 (25%)	944 (73%)
	2023	537	34 (6%)	111 (21%)	392 (73%)
	2024	**322**	**21 (7%)**	**50 (16%)**	**251 (78%)**
FoSH	2022	655	128 (20%)	289 (44%)	238 (36%)
	2023	716	124 (17%)	271 (38%)	321 (45%)
	2024	**532**	**107 (20%)**	**145 (27%)**	**280 (53%)**

The FoSH again dismissed the highest proportion of allegations (20%), however, the percentage of cases dismissed has remained relatively stable in each Faculty. FoSH again classified a significantly higher proportion of allegations as Poor Academic Practice (PAP) compared to other faculties and identified that this is likely attributed to a recalibration toward PAP being better mitigated at the school level. There has been a decrease in PAP findings across all faculties year on year and an increase in cases found to be academic misconduct. This trend has been consistent across the past three years.

5.2.2 Dismissed cases by Faculty

Figure 5 presents the proportion of cases dismissed in each Faculty over time. This proportion remained relatively stable in 2024 and is influenced by factors such as the nature of the allegations or the quality of evidence provided by academics to support them.
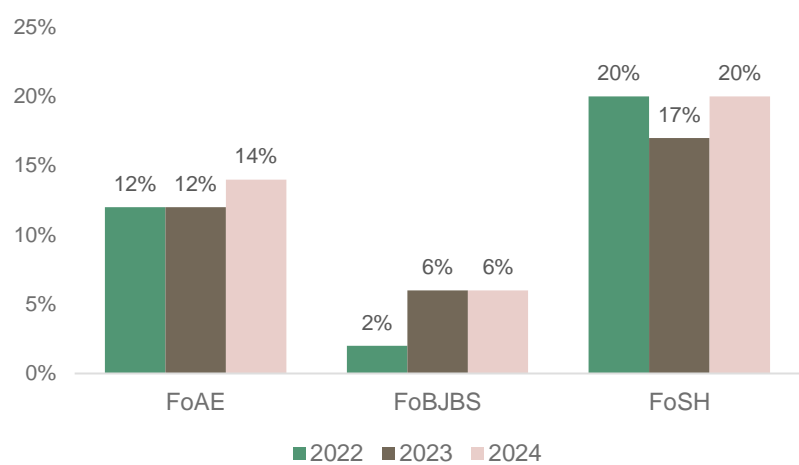
Figure 5 - Proportion of dismissed allegations by Faculty (including to TPPs).

5.2.3 Outcomes as a proportion of student headcount by faculty

Figures 6-8 show the total number of misconduct outcomes across the Faculties as a proportion of student headcount. In 2024, an academic integrity breach finding accounted for 2.12% of FoAE's student headcount, 2.16% in FoBJBS, and 2.24% in FoSH. The proportion of dismissed cases and those resulting in a finding of PAP remained relatively stable throughout the faculties.
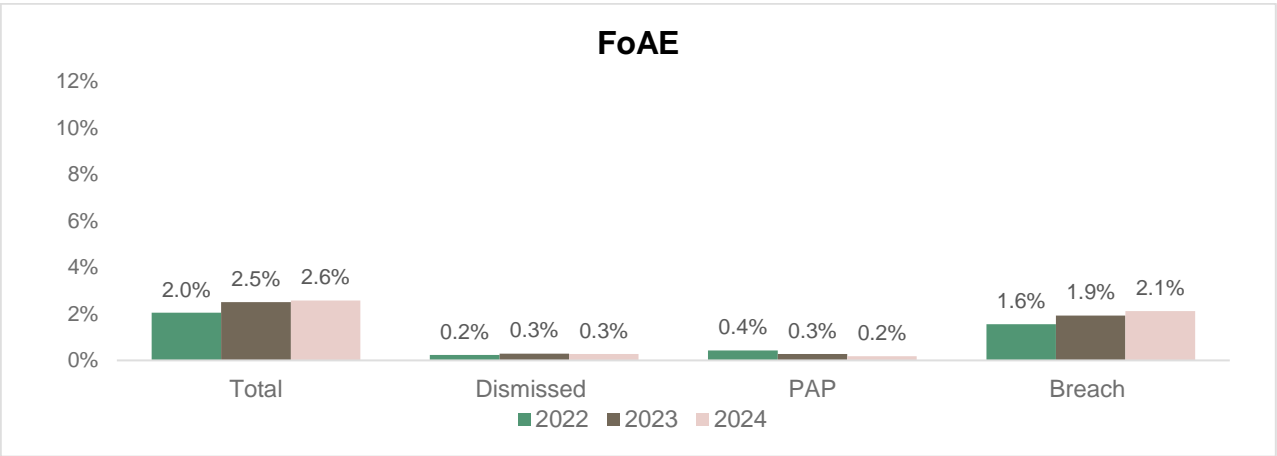
Figure 6 – FoAE outcomes as a proportion of student headcount.
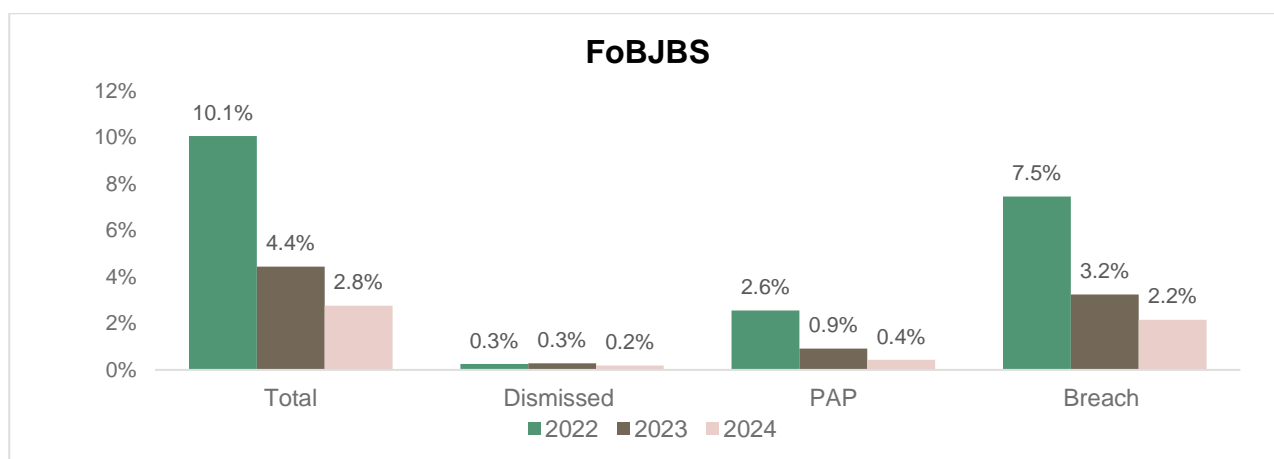
Figure 7 - FoBJBS outcomes as a proportion of student headcount.
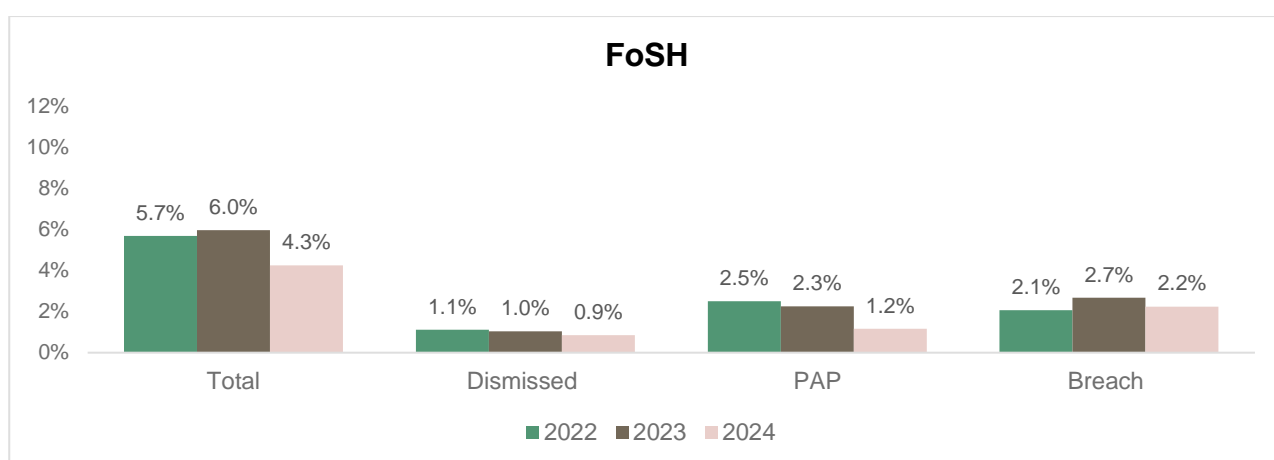
Figure 8 - FoSH outcomes as a proportion of student headcount.

5.2.4   Breaches

Although the number of academic misconduct allegations has decreased (25%), the number of misconduct breaches has remained relatively consistent between 2023 and 2024 (Figure 9). As a proportion of student headcount, breach findings in 2024 represent 2.2%, down from 2.6% in 2023. This proportion is relatively consistent across Faculties in 2024, with FoAE at 2.1% and both FoBJBS and FoSH at 2.2%.

5.2.5   FoBJBS TPPs

A significant decline in allegations from TPPs is evident in the Schools of Business and Computing, Mathematics and Engineering, mainly due to a decrease in allegations received from partners in China and previously study centres. TPP allegations in the Faculty fell from 925 in 2022, to 334 in 2023 and further to 183 in 2024. Some of this sustained decrease can be attributed to the continued return to in-person exams. In 2024, 89% of the 171 allegations resulted in a breach, with 8% receiving an outcome of Poor Academic Practice.
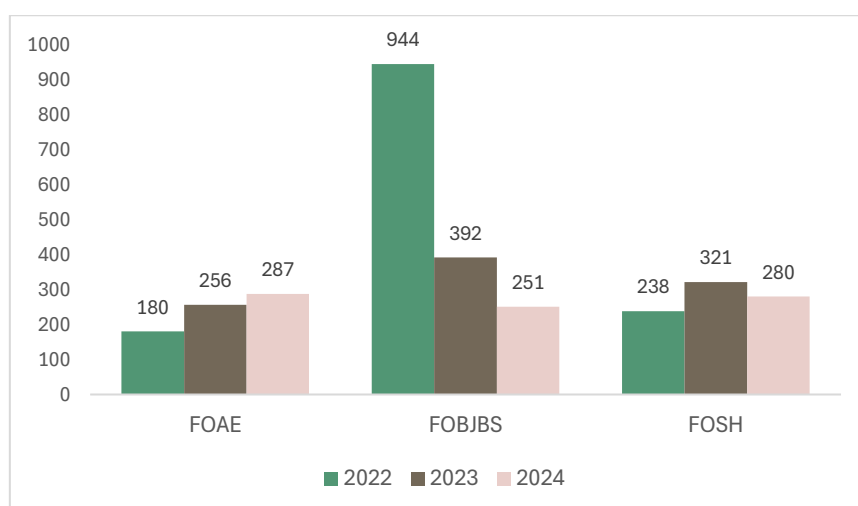
Figure 9 - Allegations identified as breaching academic integrity.

5.3 Poor academic practice

The number and proportion of PAP findings relative to student headcount continued to decline across the University from 2023 to 2024, although not significantly (Figure 10—right). The decrease in PAP findings may indicate that PAP is being addressed more effectively at the discipline level through rubric-based marking and direct student feedback. However, it may also reflect ongoing concerns about under-reporting, influenced by the perceived time required to submit allegations and dissatisfaction with previous outcomes.
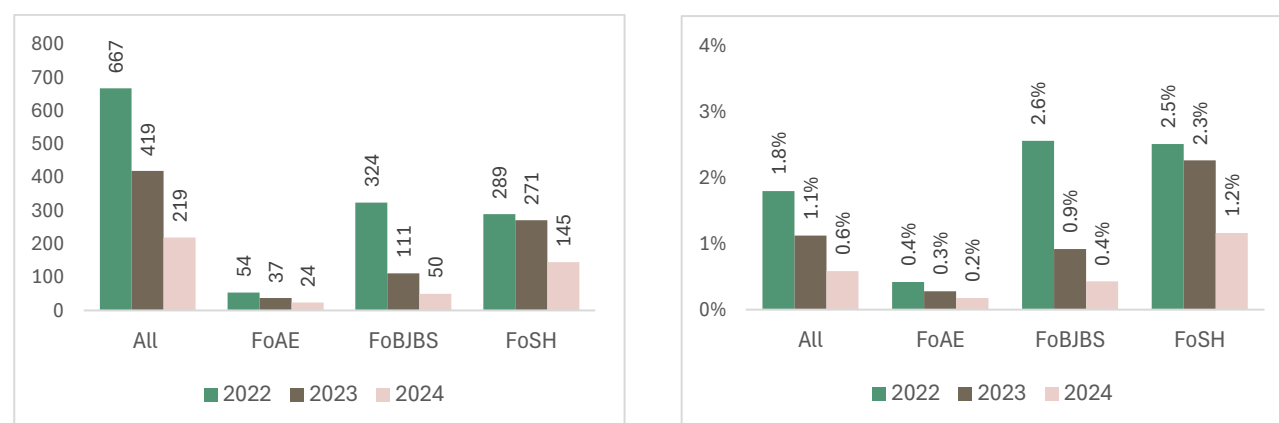
Figure 10 - Allegations identified as PAP and the proportion of PAP cases as a percentage of student headcount.

The decline in PAP outcomes at FoBJBS reflects the overall decline in allegations from TPPs in China with the return to face-to-face exams. However, several factors may account for the decrease in cases classified as PAP in faculties:

Improved student awareness and support

Increased awareness of good academic practice in subjects, better access to support and resources, and the use of Turnitin by students before submitting assessments may have contributed to the reduction in PAP cases.

Improved management of PAP at the school level

Cases of PAP may be addressed within the School through assessment rubrics, with feedback provided directly to the student.

Changes in the types of allegations

The shift from collusion and plagiarism toward falsification, fabrication, and unauthorised use of GenAI may impact outcomes, as PAP findings are not applicable in these cases.

Table 2 presents an overview of PAP cases recorded across Schools and Centres, where most remained stable or saw a small decrease in PAP cases. FoSH was the only faculty with an increase in PAP cases, with the School of Rural Medicine identifying just 2 PAP outcomes and the Centre of Rural Dentistry and Oral Health showing a 1.1% increase compared to headcount.

Table 2 - Number and proportion of PAP cases relative to student headcount across schools and centres in each faculty (2022-2024). Figures include cases from TPPs associated with each faculty. Enrolments (headcount) fewer than 300 (*), enrolments between 300 and 1000 (#), all others exceed 1000.

		2022	2023	2024	Variance (%)
FoAE	School of Indigenous Australian Studies	5 (0.2%)	4 (0.1%)	**4 (0.1%)**	0
	School of Social Work and Arts	14 (0.3%)	10 (0.2%)	**2 (0.0%)**	-0.2
	School of Education	31 (0.6%)	18 (0.3%)	**16 (0.3%)**	0
	School of Information and Communication Studies	3 (0.1%)	5 (0.2%)	**2 (0.1%)**	-0.1
	School of Theology#	1 (0.2%)	0	**0**	0
	Centre for Islamic Studies and Civilisation#	0	0	**0**	0
FoBJBS	Centre for Law and Justice	20 (1.7%)	20 (1.7%)	**15 (1.3%)**	-0.4
	School of Business	246 (5.0%)	54 (1.2%)	**13 (0.3%)**	-0.9
	School of Computing, Mathematics and Engineering	54 (1.6%)	30 (0.9%)	**16 (0.5%)**	-0.4
	School of Psychology	3 (0.1%)	7 (0.2%)	**6 (0.2%)**	0
	Australian Graduate School of Policing and Security	1 (0.1%)	0	**0**	0
	Centre for Customs and Excise Studies#	0	0	**0**	0
	Charles Sturt Engineering#	0	0	**0**	0
FoSH	Centre of Rural Dentistry and Oral Health#	6 (1.3%)	12 (2.6%)	**16 (3.8%)**	+1.2
	School of Dentistry and Medical Sciences	103 (2.7%)	68 (1.7%)	**28 (0.7%)**	-1.0
	School of Nursing, Paramedicine and Healthcare Sciences	120 (2.7%)	150 (3.2%)	**69 (1.4%)**	-1.8
	School of Allied Health, Exercise and Sports Sciences	15 (0.7%)	18 (0.8%)	**22 (0.3%)**	-0.5
	School of Agricultural, Environmental and Veterinary Sciences	45 (1.3%)	23 (0.6%)	**22 (0.6%)**	0
	School of Rural Medicine*	0	0	**2 (1.3%)**	+1.3

5.4 Academic misconduct

The proportion of academic misconduct findings as a percentage of student headcount has remained relatively stable from 2023 to 2024.
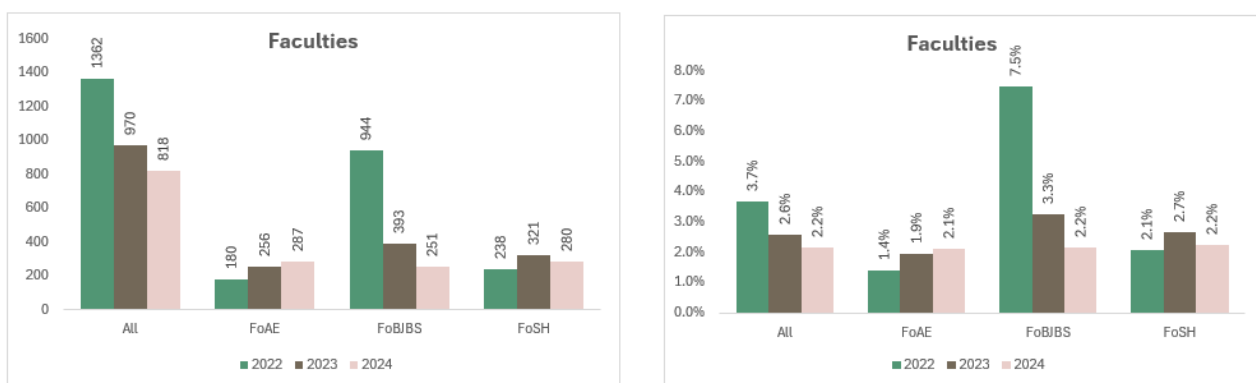
Figure 11 - Proportion of academic misconduct as a percentage of student headcount in Faculties.

5.4.1   Sector benchmarking

The University of New South Wales and Deakin University are the only Australian universities publicly disclosing academic integrity data. Data for 2024 has not yet been published, although in 2023, Charles Sturt remained within the range of both universities (Table 3). The University of New South Wales figures include non-academic misconduct and poor scholarship. Additionally, the universities differ in student demographics and the proportion of online students.

Table 3 - Incidence of academic misconduct as a proportion of headcount at universities in Australia.

	2022	2023	2024
Charles Sturt University	3.7%	2.7%	2.2%
Deakin University	3.0%	3.7%	N/A
University of New South Wales	3.1%	2.3%	N/A

5.4.2   Types of academic misconduct

This section details the prevalence of various types of academic misconduct in 2023 and 2024. It is important to highlight that a case may involve a single type of misconduct or a combination of two or more. To account for this, each instance of misconduct was counted every time it occurred, regardless of whether it was the sole outcome or one of multiple findings in a case.

Table 4 provides a summary of academic misconduct findings across Schools and Centres. The School of Rural Medicine and Centre for Islamic Studies and Civilisation saw the highest variance, although both these schools have low enrolment numbers. The Schools of Education and Business reported the highest increase in case numbers. Conversely, several Schools and Centres have low rates of academic misconduct. Where low enrolment numbers do not explain these numbers, it may indicate potential under-reporting.

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Table 4 - Number of academic misconduct findings and proportion relative to student headcount recorded across schools and centres. Figures include cases from TPPs associated with each faculty.

		2023	2024	Variance (%)
FoAE	School of Indigenous Australian Studies	53 (1.6%)	48 (1.3%)	-0.3
	School of Education	138 (2.6%)	162 (2.8%)	+0.2
	School of Social Work and Arts	45 (1.1%)	57 (1.4%)	+0.3
	School of Theology#	3 (0.8%)	1 (0.3%)	-0.5
	School of Information and Communication Studies	16 (0.7%)	7 (0.3%)	-0.4
	Centre for Islamic Studies and Civilisation#	1 (0.3%)	12 (3.2%)	+2.9
FoBJBS	Centre for Law and Justice	68 (5.8%)	51 (4.5%)	-1.3
	School of Business	261 (5.6%)	158 (3.4%)	-2.1
	Charles Sturt Engineering*	2 (2.4%)	0 (0.0%)	-2.4
	School of Computing, Mathematics and Engineering	33 (1.0%)	20 (0.6%)	-0.4
	School of Psychology	18 (0.6%)	19 (0.7%)	+0.1
	Centre for Customs and Excise Studies*	1 (1.0%)	0 (0.0%)	-1.0
	Australian Graduate School of Policing and Security	10 (0.8%)	3 (0.3%)	-0.5
FoSH	Centre of Rural Dentistry and Oral Health#	14 (3.1%)	17 (4.0%)	+0.9
	School of Nursing, Paramedicine and Healthcare Sciences	168 (3.6%)	108 (2.2%)	-1.4
	School of Dentistry and Medical Sciences	48 (1.2%)	40 (1.0%)	-0.2
	School of Agricultural, Environmental and Veterinary Sciences	68 (1.9%)	60 (1.6%)	-0.3
	School of Allied Health, Exercise and Sports Sciences	23 (1.1%)	51 (2.1%)	+1.0
	School of Rural Medicine*	0 (0.0%)	4 (2.7%)	+2.7

Enrolments (headcount) fewer than 300 (*), enrolments between 300 and 1000 (#), all others exceed 1000.

Table 5 summarises these findings, revealing significant changes in the types of academic misconduct observed at the university between 2022 and 2024. It is important to highlight that cases may involve single or multiple types of misconduct. The frequency of each type of misconduct is expressed as a percentage of the total number of academic misconduct cases for the year.

The apparent decline in traditional misconduct types such as plagiarism, self-plagiarism and cheating and the rise in unauthorised use of GenAI and fabrication and/or falsification reflects a shift in how academic integrity is challenged by current assessment design and the ongoing technological landscape.

The new breach category of 'Unauthorised use of GenAI' was introduced to the CRM in July 2023. While unauthorised use of GenAI tools such as ChatGPT continues to rise, detection remains highly problematic and unfeasible. As a result, the emerging trend is a finding of fabrication and/or falsification with the hallucinated references routinely produced by GenAI tools.

Exam cheating continues to have low case numbers. This may result from changes to exams and assessments over recent years, although it could also identify unaddressed risks. Faculties and OAQSI will continue to work with academics to identify indicators of misconduct and the evidence required.

Table 5 - Percentage of cases that involved specific types of academic misconduct.

Type of Misconduct	2022 (%)	2023 (%)	2024 (%)	Variance (%)
Plagiarism/Self-Plagiarism	86	54	33	-21
Cheating	23	27	3	-24
Falsification/Fabrication	7	25	35	+10
Unauthorised use of GenAI	-	22	42	+20
Collusion	40	9	16	+7
Contract Cheating	10	10	10	0
Exam Cheating	0	1	6	+5

5.4.3 Penalties for academic misconduct

This section analyses the penalties for academic misconduct across the three Faculties in 2024 (Table 6). To allow for more consistent comparison, cases involving multiple types of misconduct were excluded, with several exceptions. For example, cases involving fabrication and falsification alongside unauthorised use of GenAI were classified under GenAI and treated as a combination category. Similarly, plagiarism and self-plagiarism were grouped together, and any instance of exam cheating in combination with another form of misconduct was classified under exam cheating. Other combinations of misconduct were excluded because it is impossible to determine the primary issue without a detailed review of individual cases. Additionally, cases of PAP and cases with a level 2 penalty were excluded from the analysis.

This analysis classified outcomes where a student's mark or grade was unaffected as 'educative measures'. These outcomes include receiving a reprimand, repeating the academic integrity subject, completing a written undertaking, being referred for remedial or learning support, receiving counselling, or being advised to offer an apology. When educative measures were solely applied, they were recorded as a distinct category. However, they were not considered when combined with disciplinary penalties (those affecting the student's grade or mark), given that educative outcomes were included in most outcomes. Additionally, penalties involving resubmission with a maximum of 50%, receiving zero marks for part of an assessment, or a reduction of marks by 50% were all consolidated into the 'reduction in mark' category.

FoAE processed 26 contract cheating cases, resulting in six educative outcomes, one with zero marks, and 19 students receiving a subject fail grade. The educative outcomes were applied to students who had uploaded their work to the CourseHero website up to two years previously, which was accessed by other students. The remaining cases involved deliberate outsourcing of assessment tasks to third parties and were treated as serious breaches resulting in subject-level penalties.

The most common penalties applied in FoBJBS were zero marks for assessment and resubmission with a reduction of mark. The Faculty takes an educative approach to breaches of academic integrity and where appropriate awards lower-level penalties for first offences, usually where students are early in their studies and developing their skills.

In FoSH, the most common penalty is a reduction of marks, except in contract cheating cases. FoSH does not apply a penalty fail subject as frequently as other faculties; however, reduced marks or failed assessments often lead to the same outcome. Penalties for first-time offences also tend to be less severe, following the Academic Misconduct Penalty Guidelines.

The OAQSI will continue to review the Academic Misconduct Penalty Guidelines to support application consistency across the university. Where appropriate, students are encouraged to be referred to relevant support services to strengthen their understanding of academic integrity, aligned with the university's educative approach.

Table 6 – Summary of penalties and the frequency with which they were applied in 2024.

Breach type	Faculty	Outcome	Case number	Frequency (%)
Plagiarism/ Self-Plagiarism	**FoAE**	Educative measure(s) alone	0	0
		Reduction of mark for assessment	20	24
		Zero marks for assessment	44	52
		Fail subject	20	24
	FoBJBS	Educative measure(s) alone	1	6
		Reduction of mark for assessment	10	63
		Zero marks for assessment	4	25
		Fail subject	1	6
	FoSH	Educative measure(s) alone	0	0
		Reduction of mark for assessment	37	77
		Zero marks for assessment	11	23
		Fail subject	0	0
Collusion	**FoAE**	Educative measure(s) alone	6	32
		Reduction in mark	1	5
		Zero marks for assessment	2	11
		Reduction in final grade	0	0
		Fail subject	53	53
	FoBJBS	Educative measure(s) alone	20	20
		Reduction in mark	0	0
		Zero marks for assessment	80	80
		Reduction in final grade	0	0
		Fail subject	0	0
	FoSH	Educative measure(s) alone	3	3
		Reduction in mark	50	50
		Zero marks for assessment	32	32
		Reduction in final grade	8	8
		Fail subject	8	8
Contract Cheating	**FoAE**	Educative measure(s) alone	6	23
		Zero marks for assessment	1	4
		Fail subject	19	73
	FoBJBS	Educative measure(s) alone	0	0
		Zero marks for assessment	0	0
		Fail subject	0	0
	FoSH	Educative measures(s) alone	0	0
		Zero marks for assessment	5	100
		Fail subject	0	0
Falsification/ Fabrication Unauthorised use of GenAI	**FoAE**	Reduction in mark	27	24
		Zero marks for assessment	60	53
		Fail subject	27	24
	FoBJBS	Reduction in mark	6	9
		Zero marks for assessment	62	89
		Fail subject	2	3
	FoSH	Reduction in mark	82	59
		Zero marks for assessment	50	36
		Fail subject	6	4

	FoAE	**Educative measure(s) alone**	**0**	**0**
		Reduction in mark	**0**	**0**
		Zero marks for assessment	**0**	**0**
		Fail subject	**0**	**0**
Exam Cheating	**FoBJBS**	Educative measure(s) alone	2	5
		Reduction in mark	2	5
		Zero marks for assessment	31	76
		Fail subject	6	15
	FoSH	Educative measure(s) along	0	0
		Reduction in mark	1	100
		Zero marks for assessment	0	0
		Fail subject	0	0

5.5 Student misconduct committees

The Student Conduct and Support unit managed academic misconduct allegations considered by a Committee until the end of 2023. This unit oversees general misconduct cases and manages student appeals across the University. From January 2024, the responsibility for facilitating Committees that hear academic misconduct allegations transferred to the AIU under the OAQSI.

5.5.1 Overview

In 2024, 12 Committee meetings were convened to decide on 40 academic misconduct allegations involving 10 students for 19 assessments across 16 subjects. This included four students from FoAE (20 allegations), two students from FoBJBS (four allegations), and four students from FoSH (16 allegations). Six students submitted written responses to allegations. However, only one student attended the Committee meeting in person[1]. All students referred to the student misconduct committee were found to have breached the Student Misconduct Rule, with one student having their penalty amended on appeal.

Referral to the Committee is at the discretion of AIOs[2], who consider the totality of evidence and each student's academic misconduct history to determine if a Level 2 penalty may be appropriate. Due to differing referral thresholds across faculties, drawing firm conclusions about referral patterns is challenging[3].

5.5.2 Breach categories

Analysis of the 10 students who were referred to a Committee and 40 allegations of misconduct revealed the following:

- Unauthorised use of GenAI was cited in 10 allegations (25%) but resulted in only four findings of misconduct (19%)
- Contract cheating was cited in 11 allegations (28%). It resulted in five findings of misconduct (24%), As identified in 2023, the use of contract cheating services is likely under-detected at the university.
- Collusion and falsified references were each cited in four allegations, resulting in misconduct findings on two (10%) and three (14%) counts.
- Plagiarism was included as an allegation for seven of the 10 students referred to the Committee and confirmed on six occasions, accounting for 48% of findings. The evidence identified in these cases included directly copied text from various sources and non-compliance with referencing requirements

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[1] Following a review of the Student Misconduct Rule, it has been determined that, effective June 2025, students will no longer be offered the opportunity to attend committee meetings. Instead, the Committee will make its decisions based on written submissions and evidence gathered during the investigation process.

[2] From 2025, the Associate Director, Academic Integrity will decide whether cases referred to a Level 2 Committee are warranted.

[3] The establishment of the new Academic Integrity Unit in July 2025 will support a more consistent approach to the initial assessment of academic misconduct at level 2, interpretation of evidence, and application of clearer guidelines for referral to the Committee.

in most cases. It is likely that students are copying from file-sharing websites, with high Turnitin similarity scores.

5.5.3 Penalties

Of the 10 students referred to the committee, seven resulted in penalties that affected the students' grades and enrolment, with one student expelled from the university. Penalties affecting student enrolment included exclusion from a group of subjects, to exclusion from the university for five years. Eight students also received recommendations to complete educative actions, including re-completion of the academic integrity subject or other training, attending sessions with an academic skills advisor, or consultation with a Course Director or Associate Head of School upon return to study.

5.5.4 Higher Degree by Research cases

In December 2024, the Research Integrity Office notified OAQSI of a pending research misconduct case referral for a Student Misconduct Committee to review an alleged breach of the Australian Code for the Responsible Conduct of Research (2018) (the Research Code) by a doctoral student. Documentation for this case was received in January of 2025 and will be reporting in the 2025 annual report.

5.6 Time to resolve cases

Figure 12 summarises the time (calendar days) taken to resolve cases across faculties over the past three years. It includes cases within faculties and those referred to a Committee. Resolution time is measured from the submission of the allegation by the alleger. It includes the time taken to determine if the allegation is to proceed to investigation, 10 business days for the student to respond, and any additional time granted on the student's request.

Due to the serious nature of penalties often enforced, Level 2 cases are not resolved until after the appeal period of 10 business days. This, along with the time to convene the committee, extends the time to resolve these cases.
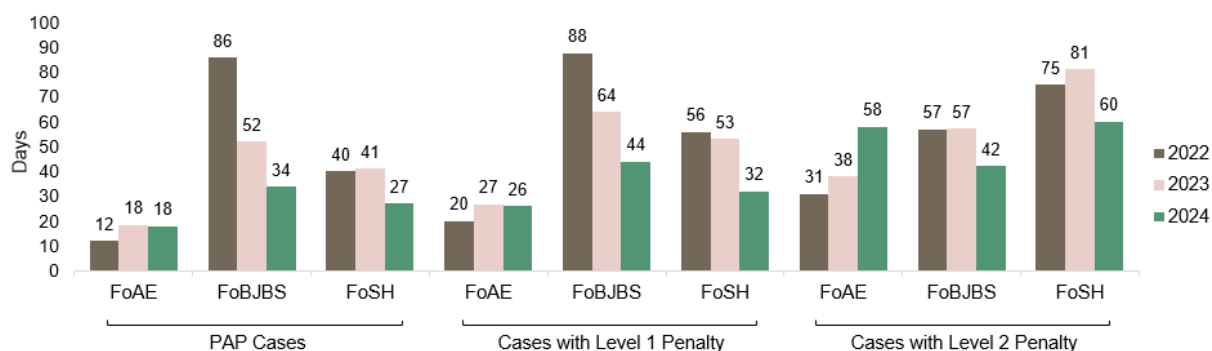

Figure 12 – Average number of days to resolve cases, comparing faculty-managed cases and those referred to a Committee.

5.6.1 Faculty commentary

FOAE

The faculty has maintained an average of 18 days for PAP cases and 26 days for Level 1 matters, which is a strong outcome given the procedural requirements of the Student Misconduct Rule. This can be attributed to the appointment of a second full-time AIO and increased resourcing. Investigations now often require more detailed analysis of evidence, references, writing style, and context than in the past, reinforcing the faculties 'pathway' model of managing poor academic practice and initiating conversations with students is effective.

FOBJBS

Time taken to resolve PAP and Level 1 penalty cases have continued to decrease, reflecting ongoing improvement efforts, with an average of 34 days to finalise PAP cases and 44 days for Level 1. Several factors influence resolution time frames, including the increased complexity of cases involving GenAI and contract cheating. While the total number of cases has declined, allegations increase during major assessment periods creating workload peaks. Student response times also significantly impact case duration. Within the faculty a reasonable proportion of allegations involve offshore students, particularly in China. These students are frequently more difficult to reach which can increase investigation timelines.

FOSH

The faculty has significantly reduced the time it takes to resolve PAP and Level 1 penalty cases, resolving both, on average, within a month. Level 2 cases take considerably longer to resolve due to committee requirements and other factors.

5.7 Informal reviews[4]

FoAE received 10 informal review requests in 2024, an increase of three from 2023. One review led to a change in outcome after the student responded with additional information, advising that they had not received the initial allegation. FoBJBS processed seven informal review requests in 2024, one less than 2023. In all instances, no new evidence was provided, and the requests were unsuccessful following re-investigation.

FoSH processed five informal review requests in 2024, a significant reduction from 22 in 2023. Of these, two were successful following re-investigation. In one case, the breach finding was amended to remove Cheating – GenAI while retaining the finding of Falsified or Fabricated documents, references and/or data or permission; the penalty remained unchanged. In the second case, the student submitted additional information regarding their circumstances, resulting in a reduced penalty.

Table 7 – Overview of informal review requests and outcomes by faculty.

		2023	2024	2024
FoAE	**Requests received**	**1**	**7**	**10**
	Outcome not changed	0	7	9
	Outcome changed	1	0	1
FoBJBS	**Requests received**	**8**	**8**	**7**
	Outcome not changed	6	8	7
	Outcome changed	2	0	0
FoSH	**Requests received**	**14**	**22**	**5**
	Outcome not changed	9	12	3
	Outcome changed	5	10	2

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[4] The University Student Appeals Procedure and policy was updated in January 2025, with a key change being the removal of the informal review pathway for students.

5.8 Appeals

In 2024, 30 of the 43 (70%) academic misconduct appeals submitted were not accepted as they failed to meet the minimum requirements as outlined in the University Student Appeals Policy and Procedure. Of the 13 appeals that progressed to a decision-maker, seven were dismissed, three were upheld in full, and three were upheld in part. When an appeal is partially or fully upheld, the rationale behind the decision is shared with the OAQSI to facilitate process improvements.

Table 8 – Number of appeals received and outcomes across all Faculties.

Faculty	Year	Total Appeals Received	Appeal Not Accepted	Appeal Upheld	Appeal Dismissed
FoAE	2022	1	0	1 (100%)	0
	2023	19	18 (95%)	0	1 (5%)
	2024	14	10 (72%)	2 (14%)	2 (14%)
FoBJBS	2022	5	1 (20%)	0	4 (80%)
	2023	15	13 (87%)	0	2 (13%)
	2024	8	7 (88%)	1 (12%)	0
FoSH	2022	29	8 (28%)	14 (48%)	7 (24%)
	2023	19	11 (59%)	1 (5%)	7 (36%)
	2024	21	13 (62%)	3 (14%)	5 (24%)
Total	2022	35	9 (26%)	15 (43%)	11 (31%)
	2023	53	42 (79%)	1 (2%)	10 (19%)
	2024	43	30 (70%)	6 (14%)	7 (16%)

5.9 Student demographics

5.9.2 Entry pathway

Students entering via Higher Education Award Courses and Vocational Education and Training (VET) Award or equivalent pathways continue to have a higher incidence of academic misconduct (Figure 13). This highlights the need for specific interventions for these student cohorts.

5.9.3 Location and mode of study

When examining the location of study for Level 1 breach outcomes, the Wagga Wagga campus shows an increased number of cases in the online cohort, with Bathurst showing a decline for this same group. Julin University of Finance experienced a significant decrease in 2024 (Table 9).

Most Charles Sturt students study online, with many studying part-time. It is well recognised that online education can carry an increased risk of academic misconduct, highlighting the importance of the university's commitment to proactively addressing potential challenges. Data from Charles Sturt Sydney and Melbourne campuses will be included in the 2025 report.
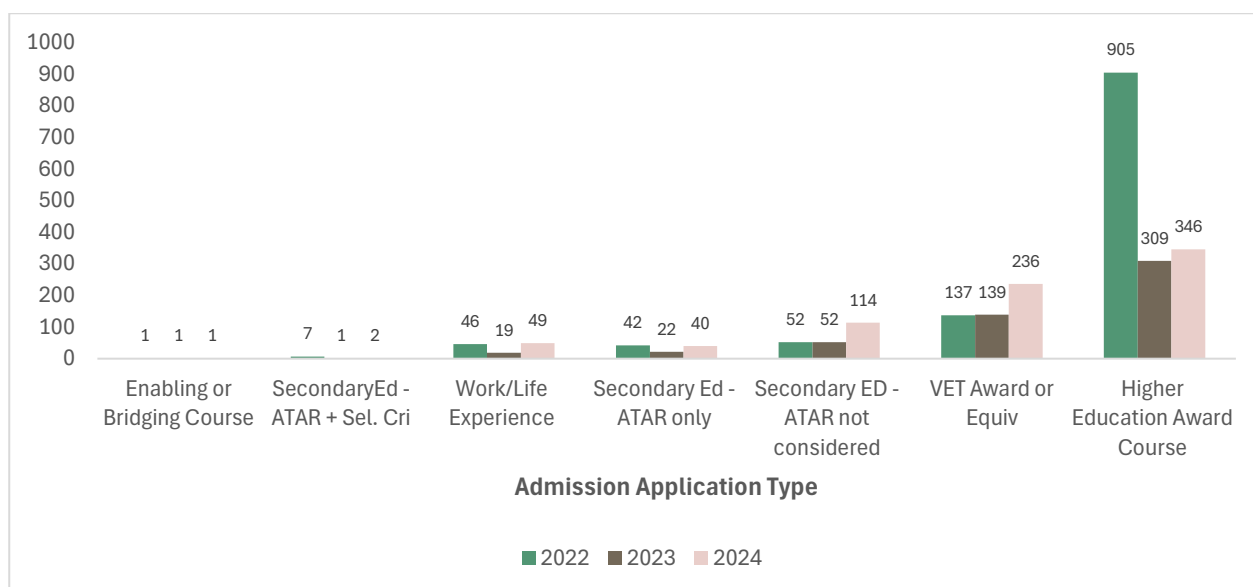
Figure 13 – Number of academic misconduct cases resulting in Level 1 or Level 2 penalties, categorised by the entry pathways of the students involved.

Table 9 – Overview of Level 1 academic integrity by location and study mode (online/internal).

Campus/TPP	Online			Internal			Total		
	2022	2023	2024	2022	2023	2024	2022	2023	2024
Bathurst Campus	116	272	219	30	30	14	146	302	233
Wagga Wagga Campus	84	132	182	84	57	45	168	189	227
Jilin Uni- Finance & Economics	0	0	0	669	152	94	669	152	94
Albury-Wodonga Campus	53	70	59	17	20	10	70	90	69
Port Macquarie Campus	0	0	0	57	58	33	57	58	33
Dubbo Campus	24	43	43	0	1	0	24	44	43
Yangzhou University	0	0	0	6	24	9	6	24	9
Yunnan Uni-Finance & Economics	0	0	0	10	21	27	10	21	27
Tianjin University of Commerce	0	0	0	47	17	4	47	17	4
Economic and Finance Institute	0	0	0	1	10	5	1	10	5
Holmesglen	0	0	0	18	7	12	18	7	12
Orange Campus	0	1	8	7	5	10	7	6	18
Canberra Campus	3	2	1	0	1	0	3	3	1
United Theological College	2	1	12	0	0	0	2	1	12
SPACE, University of Hong Kong	0	1	2	0	0	0	0	1	2

5.9.4 Citizenship

Australian nationals remain the largest group involved in cases of PAP and academic misconduct (Table 10). There has been a notable decline in cases involving students with Chinese citizenship, likely due to the return to face-to-face examinations at partner universities in China. This highlights the influence of assessment modality on academic integrity outcomes.

Students from Southern and Eastern Asia and Africa continue to be highly represented in raw misconduct cases. This trend may be due to differences in academic practices, such as citation and referencing, which are not necessarily a focus in some international education systems. Many of these students also face language barriers, making it harder to structure arguments effectively in English, which can lead to unintentional breaches of academic integrity.

Table 10 – Top fifteen countries by citizenship with the highest number of students involved in PAP cases and academic misconduct. Countries in West, Southeast Asia and Africa are marked with an asterisk.

Country of Citizenship	Total			PAP			Level 1 Penalty			Level 2 Penalty		
	2022	2023	2024	2022	2023	2024	2022	2023	2024	2022	2023	2024
Australia	641	753	615	307	260	157	282	470	447	52	23	11
India*	133	97	57	44	29	9	84	68	48	5	0	0
Bangladesh*	7	10	31	2	1	10	5	9	19	0	0	2
China (excludes SARs & Taiwan)*	964	243	30	228	42	0	736	199	30	0	2	0
Nepal*	65	52	30	15	16	11	49	36	19	1	0	0
Iraq	6	12	12	2	4	0	4	8	12	0	0	0
England	3	4	11	2	1	4	1	3	7	0	0	0
South Africa*	9	13	11	7	4	2	2	9	9	0	0	0
Sri Lanka*	12	7	10	1	2	2	11	5	7	0	0	1
Syria*	1	1	8	1	1	0	0	0	8	0	0	0
Pakistan*	25	11	8	5	2	0	20	7	8	0	2	0
Cambodia*	4	19	6	2	9	1	1	10	5	1	0	0
New Zealand	2	4	9	1	2	4	1	2	5	0	0	0
Fiji	10	12	6	4	4	2	6	7	4	0	1	0
Afghanistan*	11	3	6	0	2	1	3	1	5	8	0	0

5.9.5 First Nations students

Table 11 shows that the number of First Nations students involved in academic misconduct with Level 1 outcomes has increased for FoAE and decreased for FoBJBS and FoSH. The number of First Nations students found to have engaged in PAP declined across all three faculties. In 2024, First Nations students accounted for 4.9% of all academic misconduct allegations and 5.4% of Level 1 and PAP outcomes. It is important to note that this figure has not been adjusted for First Nations student enrolments, and some students may choose not to formally identify as First Nations.

Table 11 – Number of First Nations students involved in cases of PAP or Level 1 penalty outcome.

Faculty	Outcome	2022	2023	2024
FoAE	PAP	4	3	1
	Level 1 Penalty	6	15	27
FoBJBS	PAP	1	3	2
	Level 1 Penalty	6	11	3
FoSH	PAP	14	26	8
	Level 1 Penalty	16	28	18

5.10 Courses and subjects

The following section highlights courses from Faculties with a high number of misconduct and PAP cases relative to student headcount (Figure 14). Additionally, each subsection includes a list of subjects with the highest incidence of misconduct (excluding PAP cases) to identify areas that would benefit from targeted interventions.

5.10.1 FoAE

Faculty leadership continued to reflect on the potential under-reporting of academic misconduct across some areas, noting that Education degrees tend to submit allegations more consistently due to established quality assurance and marking processes.

Early Childhood Education remains a key focus with the Bachelor of Education (Birth to Five Years) and Bachelor of Education (Early Childhood and Primary) responsible for 29% of all misconduct findings in 2024. This figure should be considered in the context of high enrolment numbers in these courses. These courses also attract students from diverse pathways, including TAFE and mature-age entry.

The Bachelor of Educational Studies has seen enrolments increase from 645 in 2022 to 1451 in 2024 with the introduction of the Grow Your Own Teacher program and Collaborative Teacher's Aide Pathway. The course has seen a significant increase in misconduct cases to 68 in 2024, accounting for 4.7% of headcount in the course. Students in this course are often balancing work, study, caring, and responsibilities with many already employed as student learning support officers or other paraprofessionals retraining to become classroom teachers.

School of Information and Communication Studies (SICS) case numbers remain low relative to headcount. Given the number of students enrolled in SICS subjects, higher rates of allegations and academic misconduct findings would typically be expected, and the faculty will continue to monitor this.

Subjects in FoAE courses with 10 or more breaches in 2024 include:

- IKC101 - First Nations Foundations: Knowing, Relating and Understanding Country (36)
- EMC305 - Written Communication (31)

- IKC100 - Indigenous Australian Health (12)
- EEB309 - Wellness and Wellbeing (12)
- EEP304 - Diversity and Difference in Early Childhood Education (12)
- EMC305 - Investigation: Mathematics, Science and Technology (11)
- EEP424 - Pedagogies in Diverse Classrooms (10)

Subjects in FOAE courses with breaches when compared to headcount of over 3% include:

- ISL462 - Beginner Arabic Language 2 (16.7%)
- LIT212 - World Literature (14.3%)
- LIT302 - Australian Voices (9.1%)
- EML102 - Written Communication (4.0%)
- EEP304 - Diversity and Difference in Early Childhood Education (3.6%)

On review, the Faculty noted the findings in ISL462 involved three students colluding on their work in this subject and others. With a total enrolment of 36 students, this resulted in a disproportionately high case rate; these incidents are considered as isolated rather than as a reflection of the subject.

LIT212 and LIT302 both recorded six misconduct cases each, primarily involving the use of generative AI and fabrication of content. Five of the six students in LIT212 admitted to using GenAI in their assessment. LIT302 uses texts that may seem relatively obscure to language models, increasing the likelihood of fabricated responses being detected.

5.10.2 FoBJBS

Accounting and business programs from the School of Business predominantly represent TPP and international student enrolments. There has been a significant decrease in misconduct allegations in the Bachelor of Business Studies since 2022, decreasing from 32.5% of enrolments to 5.8%.

The undergraduate courses Bachelor of Laws/Bachelor of Criminal Justice, Bachelor of Laws and Bachelor of Criminal Justice offered through the Centre for Law and Justice are also included in courses exceeding 3%.

Subjects in FoBJBS courses with 10 or more breaches in 2024 include:

- MGT218 - Strategies for Organisational Behaviours (23)
- ACC382 - Financial Accounting B (20)
- LAW216 - Property Law (15)
- FIN230 - Financial Institutions and Markets (13)
- ACC282 - Financial Accounting A (13)
- ACC384 - International Accounting Issus (13)
- MGT382 - Strategy Corporate Governance (10)

Subjects in FoBJBS courses with breaches when compared to headcount of over 3%

- LAW216 - Property Law (55.6%)
- PSY310 - Learning and Cognition (10.5%)
- ACC382 - Financial Planning B (9.3%)
- FIN230 - Financial Institutions and Markets (6.1%)
- ACC282 - Financial Accounting A (6.0%)
- LAW112 - Introduction to the Australian Legal System (4.4%)
- MGT218 – Strategies for Organisational Behaviour (4.3%)
- ACC311 – Auditing and Assurance Services (3.3%)

Four of the above subjects are part of the Bachelor of Business Studies taught into China and two are taught in law or criminal justice programs in the Centre for Law and Justice.

5.10.3 FoSH

The number of misconduct cases in the Bachelor of Oral Health (Therapy and Hygiene) remain high with further investigation needed alongside targeted support to review and update assessment items as needed and to enhance the capabilities of both staff and students. Additionally, the rise in misconduct cases within the Graduate Diploma of Midwifery program is a cause for concern and will be reviewed.

Subjects in FoSH courses with 10 or more breaches in 2024 include:

- EHR213 - Applied Psychology for Sport and Exercise (18)
- NRS160 - Contexts of Nursing (16)
- NRS384 - Health Challenges 3: Mental Health Care (12)

Subjects in FoSH courses with breaches when compared to headcount of over 3%

- EHR213 - Applied Psychology for Sports and Exercise (23%)
- DOH206 - Oral Community Health 2 (10.3%)
- DOH205 – Clinical Practice and Theory 2 (8.1%)
- MID445 – Midwifery Care for First Nations Families (3.8%)

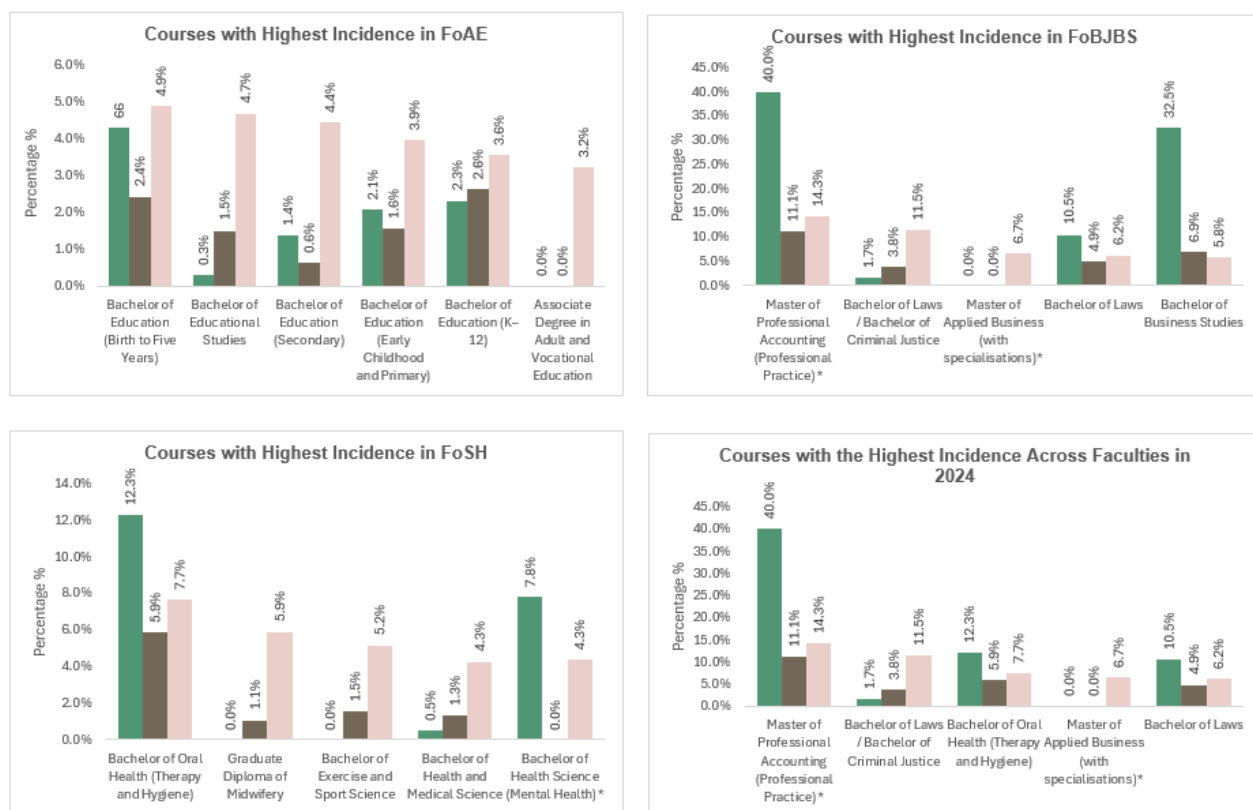*Figure 14 – Top five courses in each Faculty with the highest incidence of misconduct and PAP, adjusted for student headcount. The bottom right graph presents consolidated data across all Faculties, highlighting the five courses with the highest rates of misconduct and PAP at the university in 2024. Due to the low number of student enrolments, the number of students who engaged in misconduct was used instead of case numbers.*

5.11 Challenges and planned actions

Faculties were asked to reflect on the key challenges in upholding academic integrity within their faculty and identify potential actions to address these challenges. Risks and actions are documented in Appendix 2.

5.11.1 FoAE

Risk mitigation strategies in FoAE have broadly focused on providing students with additional support mechanisms and resources and targeting subjects and courses with high incidence of misconduct findings. A proactive educative stance is foregrounded to work to prevent cases from occurring. As the results above from FoAE demonstrate, there are some 'target student populations' the faculty will continue to focus on.

5.11.2 FoBJBS

Academic misconduct could be under-reported due to staff dissatisfaction with previous allegation outcomes. Providing data on the level of allegations and outcomes will inform staff decision-making in relation to reporting.

The high rate of academic integrity breaches amongst international students continues to be of concern. Professional development, particularly targeted at partner staff, will raise awareness and support the messaging directly communicated to students through subject sites and assessment information.

With the rise in GenAI use, there has been growth in GenAI in assessment tasks and associated allegations of falsified references and fabricated documents. The fast-moving pace of GenAI developments requires a commitment to embracing the emerging technologies and utilising them as learning tools rather than as opportunities for student misconduct. This requires the development and sharing of expertise in appropriate learning design and professional development opportunities for academic staff to urgently incorporate the use of GenAI in subject resources and assessment design.

5.11.3 FoSH

The most significant risk in the Faculty of Science and Health is designing assessments that authentically assess whether students are meeting learning outcomes and that are secure against breaches of academic integrity. Detecting breaches is becoming significantly more difficult, and the line between reasonable GenAI use by students and GenAI use that breaches academic integrity is fuzzy. In particular, managing academic integrity in wholly online subjects is increasingly problematic. These challenges require a whole-of-university approach to assessment design. The Faculty will continue to work with DLT and other stakeholders to explore and implement programmatic assessment and other approaches.

6 Supporting academic integrity

6.1 Academic Integrity subject

The Academic Integrity subject is accessible to students via Brightspace. Completion rates have remained consistent for the past two years and are expected to remain high, due to a grade hold applied to students who do not complete the subject by the end of the session.

6.2 Policy and process improvements

The summaries in the following sections detail work undertaken by the OAQSI and continuous improvements implemented to support Academic Integrity.

Review of the Academic Integrity Policy and Procedure

The scheduled comprehensive review of the policy and procedure was completed resulting in improved clarity, tone, and alignment with institutional requirements.

Committee briefing documentation

A new briefing document was developed to support Student Misconduct Committee Members. The document provides clear guidance on committee processes and member responsibilities, including key principles such as the balance of probabilities, bias awareness, confidentiality, procedural fairness, and the application of penalty guidelines.

PowerBI training resource

A series of eight instructional videos was developed to provide Faculties with a guide on accessing, interacting with the dashboards, refining data and using the inbuilt tools of the program.

Software advancement

The Director, Academic Quality, Standards and Integrity advocated for academic integrity-related software improvements and advancement, including the trial of the Wiroo tool to enhance the detection and reporting of contract cheating and collusion. A review of browser lockdown software has been proposed along with the upgrade of Turnitin to support investigations completed by AIOs. An update will be provided in the 2025 report.

Professional development

The OAQSI organised cross-faculty meetings and professional development for AIOs, including training on unconscious bias and inclusivity delivered by the Equity, Diversity and Inclusion team. Additionally, real talk sessions provided by Headspace focused on increasing the capacity for engagement in difficult conversations, especially for those experiencing mental health challenges.

AIO survey

A survey was carried out with existing AIOs to identify training gaps, determine additional resources for investigations, guide planning for future professional development opportunities and meetings, and enhance communication within the team.

Template update

The case document template used by AIOs to present evidence was reviewed and updated to ensure all faculties used the same document, supporting clear evidence presentation and enhancing the student experience.

Review of training content

The Graduate Certificate Learning and Teaching Academic Integrity content was reviewed to ensure it aligns with updated policies, national standards, and best practices. This revision involved updating the definition of Academic Integrity in the module and adding links to relevant TEQSA resources.

Roadshow sessions

The OAQSI delivered presentations on Academic Integrity during the roadshow sessions across multiple campuses. These sessions highlighted ongoing procedural review and improvements, and provided an overview of how academic integrity is reported throughout the university.

Academic Integrity workshop

Presented at CSUEdX "Academic Integrity in Action: Insights and Case Studies", an interactive workshop reviewing cases designed to represent evidence and allegations commonly received by academics, the tools available, investigation processes and common outcomes.

Webpage review and development

Developed a dedicated academic integrity webpage to explain the concept of Academic Integrity and actions that compromise integrity. In addition, the Academic Integrity Subject and GenAI webpages were also reviewed.

Knowledge articles

Review and update of academic integrity-related knowledge articles to ensure updated information is shared with students via Charlie. Created new articles on support for students who have accessed contract cheating services and are being targeted, appeal processes, and student actions if they suspect their peers are cheating.

Integrity declaration

The Academic Integrity declaration in Brightspace was revised to provide greater clarity for students. The updated declaration explicitly requires students to acknowledge that they have not engaged in academic misconduct or used GenAI without permission and includes direct links to the Student Misconduct Rule and the Academic Integrity Policy.

Social media

An International Day of Action social media contest was held. Students were asked to respond to three questions about academic integrity for the chance to win prizes. The competition aimed to increase awareness and understanding of academic integrity, encourage students to reflect on their own academic integrity, and direct students to the academic integrity webpage.

Update of blocked contract cheating websites

Worked with DIT on updating blocked webpage list to align with TEQSA's updated sites.

Creation of resources

Developed resources for the Embedded Tutors program to support conversations with students on Academic Integrity and the use of GenAI. Creation of "Three Steps to Academic Integrity Success" video shared with the Associate Dean, Academic (ADA) in each Faculty for use during orientation.

6.3   New positions

The Coordinator, Academic Integrity position was established within the OAQSI in August 2024. This role was introduced to coordinate academic misconduct committee meetings and support the promotion of academic integrity throughout the university, including the development of resources, review of related policies and procedures and coordinate academic integrity-related initiatives.

Appendix 1. Outstanding actions

Area	Key Risk Identified	Update on 2023 Actions	Status	Due	Action Lead
DLS	Academic staff not utilising resources in compliance with copyright and licensing requirements	Copyright Support site in Brightspace was released; teaching staff were automatically enrolled. DOMS 'Copyright (images and PowerPoints) broadened and renamed 'Copyright Reporting Collection'; embed code auto generated for Brightspace. ELMO 'Copyright for Teaching' reviewed/ updated; completion required for staff who add content to subject sites. Communication delivered to staff to familiarise themselves with updated copyright resources/ Copyright webpages extensively revised and finalised.	Complete		
DLS	Ethical and compliant use of GenAI	2023 action: Library working group created in 2023, its aim being to amplify understanding across all library staff first, ensuring that our team is well-versed in the latest best GenAI practices and resources. Once this internal expertise is solidified, we then leverage our collective knowledge to offer robust support and instructional services across the university. Progress: '23 AI Things' professional development program for library staff delivered via short modules introducing GenAI concepts and practical library applications (Modules 1-4 delivered). Collaborating with the University-wide AI PD reference group and refining asynchronous AI literacy materials for students. GenAI LibGuide expanded to include FAQs to support consistent, ethical practice.	In progress	Dec 2025	Director Client Services
DSS	GenAI	The Division of Student Success continues to collaborate with the Division of Learning and Teaching and the Division of Library Services to provide appropriate support and resources to students and staff, particularly in relation to student-facing referencing resources. Resources have been regularly reviewed and updated throughout 2024 to ensure they meet the needs of students and staff.	Complete, now BAU		
FoAE & FoSH	Reporting cycle does not align with sessions	Benchmarked with Australasian Academic Integrity Network (AAIN), most Universities report by Calendar year. Due to data retention, reporting and timelines calendar year reporting has been retained.	Complete		

FoAE	Institutional consistency and currency in the Academic Misconduct space – PD opportunities	AIOs attended workshops on emotional intelligence, unconscious bias and difficult conversations.	Complete		
FoSH	New assessment design	Assessment design principles are being actively implemented and assessment design is being scrutinised as part of normal governance processes. Not all assessments have been analysed or updated.	Ongoing		Associate Dean Academic
FoSH	Assessment design – designing robust and authentic assessments in a GenAI world	Continue with implementation of assessment design principles and ensure that the latest best practice around GenAI is incorporated.	Ongoing	Dec 2025	Associate Dean Academic
FoSH	Institutional consistency and currency in the academic misconduct space	Professional Development opportunities provided for Schools.	Complete		
DLT	Staff ELMO refresh to support GENAI awareness	Review and update the staff-facing Academic Integrity Elmo Modules to include GenAI use and ensure alignment with CSU policy.	Complete		

CULTURE AWARENESS AND ENVIRONMENT

Area	Key Risk Identified	Update on 2023 Actions	Status	Due	Action Lead
FoAE	Support for First Nations students	Continued use of the Conversations Guide in investigations and directing students to First Nations Student Connect for tailored support.	Complete, now BAU		
FoBJBS	High rate of academic integrity breaches amongst international students	Faculty provide regular updates and professional development opportunities to partner staff and students regarding academic integrity and student academic misconduct.	Complete, now BAU		
OAQSI	Informal reviews are time consuming and not meeting intended purpose	The informal review process was reviewed and removed from policy from January 2025.	Complete		

OAQSI	Under-reporting of academic misconduct	Work with faculties to ensure the currency of academic integrity resources for staff.	Ongoing	Dec 2025	Assoc. Director Academic Integrity
OAQSI	Potential decline in compliance with evolving standards and best practices	Ensure the currency of knowledge of staff working in academic integrity.	Ongoing	Dec 2025	Assoc. Director Academic Integrity
DLS	Decreased access to referencing support in Academic Skills and Library Services teams due to Sustainable Futures resourcing reductions	**2023 Action:** Investigation co-provisioning of referencing support to improve student accessibility. **Progress:** DLS will be included in a para-academic service review (facilitated by DSS) to identify areas such as reference that could benefit from collaboration between the two divisions. This review has been scheduled for 2025 and will be included in next year's report.	In progress	Dec 2025	Director Client Services
DLS	Increasingly restrictive eBook licenses that make access prohibitive	**2023 Action:** Pressbooks platform acquired and publishing workflow and OER procedures undergoing development. Investigating alternative methods of providing better access to Library resources such as Sage Catalyst. Enhanced reporting processes to respond and solve access issues. **Progress:** OER Scope of Service written outlining the library's role in finding, adopting, adapting and publishing OERs. The library now supports teaching staff in developing and publishing OER to replace commercial textbooks. Leganto dashboard now includes enhanced reporting such as a faculty-specific reading list. Faculty statistics on subjects with/without a Leganto list are being surfaced in monthly reporting.	Complete	April 2025	Director Client Services
DLS	Insufficient understanding of the academic integrity impacts and consequences of the use of GenAI in assessments	Led AI Strategy development as advisor from Nov 2023-May 2024. Delivered AI presentations internally/externally. Supported community of practice sessions for ChatGPT awareness and ethical research principles. New LibGuide- Generative AI at University was created to support students with the ethical use of Generative AI in study and research.	Complete		
DLS	Sessional academics lack sufficient time to complete Copyright training modules or comprehensive induction to effectively engage with resources/support	**2023 Action:** New Copyright and Open Content Librarian role created and recruited. Library staff upskilled with training on OERs and Creative Commons. New OER LibGuide released in 2023. Creation of new copyright and licencing guides and training materials commenced in 2023 for release in 2024.	Complete	April 2025	Director Client Services

Progress: Teaching staff were automatically enrolled in the new Brightspace Copyright support site. 'Copyright for Teaching' module is under revision to reflect the new support site. Copyright webpages extensively revised and finalised in order to streamline guidance.

LEARNING DESIGN, PEDAGOGY, ENGINEERING

Area	Key Risk Identified	Update on 2023 Actions	Status	Due	Action Lead
FoAE	Significant increase of cases in the Bachelor of Educational Studies	A focus on education, preparation and detection in the course. Meetings have occurred, with subsequent follow-up actions including opportunities to redesign assessment in EML102, processes for detection in key subjects, as well as inquiries about the ability of Course Director to advise students on load.	Complete		
FoAE	Transition to Brightspace	AIOs have access to Faculty Brightspace submissions and Turnitin reports. This has allowed them to thoroughly investigate academic integrity matters and the context in which they occur.	Complete		
FoBJBS	GenAI not incorporated into Assessment design	The Sub-Dean L&T worked with School Learning and Teaching Committees and DLT to coordinate advice and expertise on learning design for academic integrity with a focus on assessment design. Assessment redesign to continue through 2025.	Ongoing	Dec 2025	Deputy Dean
FoBJBS	Subjects with a high incidence of misconduct	Where subjects have reported a prevalence of academic misconduct allegations, Subject Convenors have been referred to the Sub-Dean L&T for advice and support in making changes to their assessment design.	Complete, now BAU		
FoSH	Assessment design that is not appropriately secure or that overloads student workload	The majority of subjects have assessments added in CDAP, and work is continuing with an aim of 100% added by the end of 2025.	Ongoing	Dec 2025	Deputy Dean
FoSH	Subjects with a high incidence of misconduct in 2023	Sub-Dean L&T has followed up on subjects where a large volume of allegations submitted.	Complete		

DLS	The Leganto reading lists provides a single point of access for students to subject-related learning resources, promoting a consistent experience across subjects. Leganto also offers copyright and link management features, ensuring that all resources are accessible and compliant.	**2023 Action:** The Leganto Mandate was communicated out to Faculties in November 2023 resulting in an increase in availability of reading lists for 2024. Created basic lists for subjects without leganto lists where those subjects had prescribed or recommended texts. **Progress:** By March 2025 90% coverage will be achieved across three faculties. Ongoing actions will include creation and maintenance of lists, ongoing review of usage and engagement and continued improvements	Complete	March 2025	Director Client Services
DLS	Current workshop model does not comprehensively reach all students, resulting in gaps to development of student information literacy and academic skills.	**2023 Action:** Information and Research Literacy hurdle modules in development in 2023 with planned testing and completion by mid-2024, at which point the modules will be incorporated info the subject sites at the point of assessment. **Progress:** InfoQuest (IRL) modules trialled in two subjects in Session 202460; LTLT approved the library to autonomously add content to subject sites. Content design follows UDL principles & includes embedded activities/quiz and AI literacy elements; micro-learning AI videos under development. Further improvements are planned in 2025.	In progress	Dec 2025	Director Client Services
DSS	Devise an educative approach to Academic Integrity and referencing throughout a course.	Study Success Services (Academic Skills, Embedded Tutor Program) continue to work collaboratively with stakeholders across the University to promote an educative approach to Academic Integrity and referencing.	Complete, now BAU		

DETECTION AND ENFORCEMENT (INCLUDING POLICY/ PROCEDURES)

Area	Key Risk Identified	Update on 2023 Actions	Status	Due	Action Lead
FoAE	Variable categorisation of breach- determine a set number of reporting categories for final outcome.	Detail regarding combinations of breach type can be included in the investigation report	Completed		
FoAE/ OAQSI	Assessment authenticity and outsourcing	**2023 Action:** The development of guides for markers to assist them in recognising signs of inauthentic or outsourced work **Progress:** This work has been redeployed to the OAQSI. AIOs contributed to draft documents previously and will continue to be involved in the update of resources for staff.	In Progress	Dec 2025	Assoc. Director Academic Integrity
FoBJBS	Faculty approaches to academic misconduct do not keep pace with institutional developments	AIOs and DD engage with sector developments and professional development opportunities to ensure currency and institutional consistency.	Ongoing, BAU		Deputy Dean/Assoc. Director Academic Integrity
FoBJBS	Variable categorisation of breaches	Categorisation is under review through the OAQSI	Completed		
FoSH	Breach and penalty classifications and combinations are overly complicated	Reporting has been simplified in order to review and refine combinations of breaches and penalties so they can be more clearly communicated to students.	Completed		
OAQSI	Inconsistent categorisation of breaches across faculties impacting reporting	Review breach categories, recommend improvements where appropriate, and flag potential policy implications. Supported by commencement of Academic Integrity Unit in July 2025.	Ongoing	Nov 2025	Assoc Director Academic Integrity

OAQSI	Inconsistent application of penalties within and across faculties	Review Academic Misconduct Penalty Guidelines, recommend potential improvements where appropriate, and ensure consistent application of the guidelines across the university. Supported by commencement of Academic Integrity Unit in July 2025	Ongoing	Nov 2025	Associate Director Academic Integrity
OAQSI	Contract Cheating is not being detected at expected levels	Pilot contract cheating detection software – due to commence August 2025 and will be reported to university end of 2025	In progress	Dec 2025	Associate Director Academic Integrity
OAQSI	Under-reporting of academic misconduct in online (non-BYOD) exams	Review cases with Exam Cheating as the allegation and evaluate the incidence of exam cheating by examining allegations/cases vs number of exams.	In progress	Nov 2025	Associate Director Academic Integrity
OAQSI	Complexity in dashboards can result in misinterpretation of data and inaccurate reporting	Continued review of dashboard configuration and recommend potential improvements where appropriate. For example, update the dashboard to display the number of business days between receiving the student's submission and finalising the outcome.	In progress	Dec 2025	Associate Director Academic Integrity
DLT & OAQSI	Cheating in BYOD exams is not being detected at expected levels	Pilot browser-lockdown software	In progress	Dec 2025	Director, Educational Technologies and Innovation Associate Director Academic Integrity
DLS	It's crucial that students and staff understand how GenAI should be used, and that the University continually evaluates and refines its GenAI-based strategies to ensure integrity and accuracy.	2023 Action: In November 2023 the University Librarian commenced the AI Strategy Development Adviser role to support creation and delivery of an AI (artificial intelligence) strategic Plan which will underpin support for students and staff on use of GenAI in education.	Completed		

		The progress is AI strategic plan framework delivered in May 2024. Pressbooks GenAI resources published in 2024			
OAQSI	Recording of types of breaches needs to be refined to enhance reporting and evaluation	Dashboards continue to be refined, streamlining academic misconduct reporting and evaluation. Ongoing improvement efforts will ensure consistency in categorisation of breaches.	Ongoing	Dec 2025	Associate Director Academic Integrity

Appendix 2. Actions for 2024 report

FoBJBS

Key Risk Identified	Planned Action	Due	Action Lead
Potential under-reporting of academic misconduct	Provide details of 2024 academic misconduct report to academic staff to provide evidence of the cases that progress to investigation and the significant proportion of those investigated that result in a finding of academic misconduct	Dec 2025	Deputy Dean
High representation of academic integrity breaches amongst international students	Continue to provide regular updates and professional development opportunities to partner staff and students regarding academic integrity and student academic misconduct.	Dec 2025	Deputy Dean and AIOs
Generative AI not incorporated in assessment design	Communicate expectations of the University, including risks and opportunities, in relation to the use of Gen AI by staff and students in subject learning resources and in assessments	2025/2026	Deputy Dean
Generative AI not incorporated in assessment design	Build awareness amongst academic staff of the risks and opportunities associated with the use of ChatGPT and other generative AI tools in subject resources and assessment. The Sub-Dean L&T will work with schools and DLT to coordinate advice and expertise on learning design for academic integrity with a focus on assessment design.	2025/2026	Sub-Dean L&T

FoAE

Key Risk Identified	Planned Action	Due	Action Lead
Significant increase of cases in the Bachelor of Educational Studies	Sub-Dean L&T leading efforts with OPA, CD, core subject teaching staff, DSS and Libbey Murray to ensure this is approached holistically and educatively.	Dec 2025	Sub-Dean L&T
Keeping practises, rates of detection and allegation numbers consistent across the schools.	The faculty is working towards a major update of Faculty Learning and Assessment guidelines for staff and students	Dec 2025	Deputy Dean
More complex misconduct types/ investigations due to changing nature of misconduct	A moderation project will commence to further educate staff in criteria/rubrics. DLT will offer PD in QUASAR, run pilots in AI support in moderation and refine process for detection and reporting misconduct.	2025/2026	Deputy Dean
Establishment of AIU within the OAQSI	The loss of key investigative staff based within the faculty and the transition to a central unit mean that transitional arrangements will need to be overseen so that cases are not overlooked and remain consistent.	Complete	Deputy Dean and Associate Director Academic Integrity
GenAI and integrity within assessment and learning	Professional development on AI and assessment with OAQSI, develop context specific approaches for schools	2025/2026	Deputy Dean / DLT

FoSH

Key Risk Identified	Planned Action	Due	Action Lead
Adjust to the evolving context of designing robust and authentic assessments in a GenAI world	Support academics to redesign assessments and develop new assessment strategies, including programmatic assessment, with guidance and training from DLT	2025-2026	Sub-Dean L&T
Transition to investigations being managed by OAQSI without impacting student experience	Work with the OAQSI to ensure cases are appropriately transitioned and continue to be investigated consistently and resolved in a timely manner.	Complete	ADA
High number of misconduct cases in Bachelor of Oral Health (Therapy and Hygiene)	Further investigation of the high number of cases in the Bachelor of Oral Health (Therapy and Hygiene) will be undertaken by the faculty to report back in the next report.	2025 report	ADA

OAQSI

Key Risk Identified	Planned Action	Due	Action Lead
Under-reporting of academic misconduct	Facilitate information and drop-in sessions to enhance academic and professional staff understanding of academic misconduct, including identifying potential misconduct, submitting allegations, and investigation processes. Sessions will include the reporting of statistics and trends.	Dec 2025	Associate Director Academic Integrity
Mapping of workflow and transition to AIU	Work with faculty and operations teams to map and improve workflow processes and work collaboratively to transition from faculty-based AIO structure to university-aligned team under the AIU	Dec 2025	Associate Director Academic Integrity
Restructure and recruitment	Support the transition of faculty-aligned AIO's to AIU and recruit, onboard and train new team members to ensure consistency on investigations and penalty outcomes	Sept 2025	Associate Director Academic Integrity
Contract cheating	The use of contract cheating services is likely under-detected at the university. The software tool Wiroo will be trailed in August 2025 with comprehensive report expected by the end 2025. The tool is designed to enhance the detection and reporting of contract cheating.	Dec 2025	Director, OAQSI

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Item 11: Work-integrated Learning Annual Report 2024

PURPOSE

This report provides Academic Quality Standards Committee (AQSC) with an overview of work-integrated learning (WIL), including workplace learning (WPL) for 2024. It provides oversight of Faculty Action plans – including progress against current actions and new actions to be implemented in the coming year. It also provides a set of recommendations for AQSC consideration.

RECOMMENDATION

The Academic Quality Standards Committee resolves to **note** the 2024 Work-integrated Learning Annual Report.

BACKGROUND

The 2024 Annual WIL/WPL Report has been informed by each of the 2024 WPL Annual Reports, submitted to Faculty Boards:

- Faculty of Arts and Education
- Faculty of Business, Justice, and Behavioural Sciences
- Faculty of Science and Health

SUMMARY OF KEY ISSUES

- A total of 18,067 WIL activities were reported by the three faculties in 2024.

- Increased cancellation costs potentially indicate placement disruptions may compromise student learning outcomes and undermine the integrity of work-integrated learning experiences (see FoSH FB Report).

- High student satisfaction maintained with 4,192 survey responses (31.9% response rate), with an increase of 6% in student satisfaction from 2023 to 90%.

- While overall institutional quality assurance remains high, the Faculty of Science and Health (FoSH) identified a "Potential Improvement" rating, calling for strengthened governance structures to ensure consistent academic standards across all programs.

- Increase in critical incidents from 2023: 95 total incidents (FoAE: 8, FoSH: 87, FOBJBS: 0), with outstanding incidents still under investigation being addressed.

FACULTY RECOMMENDATIONS

- University-wide WIL Policy development (FoSH)
- Technology enhancement and InPlace improvements (FoAE)
- Address placement poverty through CPP expansion (FoSH)
- Stakeholder communication and industry partnerships (FoAE)
- Process optimisation and efficiency improvements (FoAE)
- Explore philanthropic funding opportunities (FoSH)
- FOBJBS: No formal AQSC recommendations provided

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
Teaching and Learning: Charles Sturt University has a Low Appetite to take risks with the potential to compromise student outcomes and progression through to graduation, teaching excellence, course accreditation *Trust and Reputation:* Charles Sturt University has a Low Appetite to take risks that may impact negatively on the University's existing relationships and reputation for quality learning, teaching, research, and the student experience.	• Regular reporting and oversight • Student feedback surveys implemented across faculties • Implementation of WIL/NPILF Reporting • Enhancements to data quality and management reporting • Financial grants offered by the University to support work placements • Cost of living support for nursing, social work and teaching students	Yes

Compliance

Legislative Compliance	This submission contributes to compliance with: • Section 5.4 of the Higher Education Standards Framework
Policy/TOR Alignment	This submission is made in accordance with: • Clauses 19 and 20 of the Course and Subject Procedure – Coursework Design

Attachments

A. Work-integrated Learning (WIL) Annual Report 2024

Prepared by: 13/08/2025   Faith Valencia-Forrester, Academic Lead (Work-integrated Learning)

Approved by: 14/08/2025   Janelle Wheat, Pro Vice-Chancellor, Division Learning and Teaching

Cleared by: 14/08/2025   Graham Brown, Deputy Vice-Chancellor (Academic)

Work-Integrated Learning (WIL)
2024 Annual Report

WIL Report for AQSC
Division of Learning and Teaching
Charles Sturt University

Contents

Executive Summary

This report provides AQSC with a consolidated overview of work-integrated learning (WIL) activities across Charles Sturt University's three faculties during 2024, focusing on HES 5.4 compliance, strategic issues, and key risks.

The university delivered **18,067 WIL activities** across diverse disciplines, demonstrating strong commitment to industry engagement and student preparedness.

Charles Sturt University's WIL program demonstrates strong performance against HES 5.4 standards with high student satisfaction and robust industry partnerships. The significant scale of WIL delivery (18,067 placements) reflects the university's commitment to work-integrated learning as a core educational strategy.

Key challenges centre on financial sustainability, staffing adequacy, and cost management rather than fundamental quality or compliance issues. The planned implementation of Commonwealth Prac Payments and ongoing partnership strengthening initiatives position the university well for continued WIL excellence.

Detailed faculty-specific information is provided in the attached Faculty Reports (Appendices B, C, and D).

Links to each faculty report are below:

- Faculty Report for Arts and Education
- Faculty Report for Business, Justice, and Behavioural Sciences
- Faculty Report for Science and Health

Key Highlights

Total WIL activities	FoAE	FoBJBS	FoSH
18,067	**4,428** total WIL activities (3,988 placements + 430 other activities like study visits)	**473** completed placements (plus policing numbers marked as "TBA")	**13,166** completed placements (plus 1,640 not finalised at year-end)

Student satisfaction	Student poverty	Partnerships
Student Review Survey: Student satisfaction increased 6% from 2023 to 90% in 2024 remaining high across all faculties.	Continues to be an issue however, Commonwealth Prac Payments (CPP) implementation mid-2025	Strategic partnerships strengthened with major health districts and industry

HES 5.4 Compliance Overview

Quality Assurance of WIL Supervision and Delivery

Two faculties (FoAE, FoBJBS) report high standards of quality work-integrated learning. FoSH and FoAE identifies areas requiring improvement. All faculties demonstrate commitment to HES 5.4 requirements through:

- **Academic Supervision**: Comprehensive oversight provided through Faculty WIL Leadership Groups, Associate Deans, and subject coordinators

- **Industry Standards**: Full compliance with professional accreditation requirements reported across all disciplines
- **Student Placement Agreements (SPAs)**: Systematic implementation across faculties, with FoAE identifying areas for improvement in SPA coverage
- **Supervisor Training**: Multi-modal support including manuals, online modules, and professional development programs

Key Compliance Achievements:

- FOSH developed faculty-wide online supervision module through industry-university collaboration
- FOBJBS maintained 100% compliance with professional accreditation standards
- FOAE delivered N=14 WIL Leadership Group meetings ensuring continuous oversight

Areas Requiring Attention & Actions Planned:

	Issue	Action
FoSH Quality Assurance Gaps	*Need for strengthened governance and standardised processes across the Faculty*	2025 Action Plan includes expanding site risk assessment procedures to all disciplines and improving governance through WIL framework alignment
SPA Implementation	*FoAE identified SPAs not in place for every placement*	Staffing support identified as key factor for timely SPA completion
Risk Management Standardisation	*Inconsistent assessment processes for placement facility suitability*	FoSH developing expansion of Mental Health Recovery Camp risk assessment model to all placement sites WIL Strategy Team have developed Site Risk Assessment Form for university wide implementation as per EY internal Audit action items.

Strategic Issues and University-wide Trends

1. Student Financial Support

Critical Need Identified: A significant number of students continue to express concerns regarding placement poverty (all Faculties). For example, only **11% of FoSH students** accessed WIL scholarships/grants.

Actions Taken & Planned:

- Commonwealth Prac Payments (CPP) implementation for teaching, midwifery, and social work students (mid-2025). Philanthropic donation for paramedicine students in 2025.

- FoSH promoted NPILF Career Ready Grant resulting in $334,000 distributed to FoSH students

- Three Rivers DRH provided $274,000 in placement grants plus subsidised accommodation to 652 FoSH students

- WIL Strategy Team distributed 474 x $1000 NPILF Career Ready Grants in 2024

- ACTION REQUIRED: The university is currently advocating for the expansion of CPP beyond current disciplines and the development of a university-wide scholarship framework

2. WIL Strategy Team Initiatives

The Work-Integrated Learning (WIL) Strategy Team has delivered substantial value to Charles Sturt University, successfully implementing a range of initiatives that enhance student employability outcomes through a strategic focus on quality WIL experiences, industry engagement, and student support.

Major University-wide Improvements Implemented:

Industry Review Survey:

- Introduced Industry feedback survey across all faculties via InPlace

- 25% response rate

- 96.3% ppr positive response about experience with CSU

- 87.6% of industry supervisors would hire our student if position available.

Student Wellbeing Support Framework:

- Enhanced referral system connecting WIL concerns to Student Wellbeing services

- Updated InPlace Terms & Conditions to enable appropriate information sharing

- **35 student concerns identified**, 15 wellbeing check forms completed

- Direct pathway from placement issues to counselling support established

Social Impact Project Series Launch:

- 30 Industry Partners

- Two multidiscipline student Social Impact Projects addressing mental health and environment

- Contributed to University SDG reporting activities

Other Notable Initiatives

- Student WIL Support Site in Brightspace

- Partnership established with Community Based Global Learning Community

- 6 Industry Round Tables, and produced exemplar Good Practice

3. Staffing and Resource Pressures

Risk Level: HIGH across all faculties

Issues Identified:	Actions Planned:
• WIL staffing inadequacy consistently identified as primary risk	• FoAE proposing new staffing in annual planning processes
• Administrative burden increasing with course enrolment growth	• FoSH establishing strategic meetings between ADWIL, FAM and Manager WPL
• Student feedback indicating need for improved WIL team responsiveness	• All faculties contributing to university-wide WIL policy development to clarify roles and responsibilities

4. Technology and Process Optimisation

Progress Made & Planned:

- Electronic ANSAT pilot successful in FoSH (expanding to 200 students May 2025)
- Self-select placement model piloted in FoSH nursing (expanding to other disciplines)
- InPlace system improvements ongoing with enhanced survey capabilities
- Data Integrity with InPlace continues to be an issue across the three faculties.

EMERGING ISSUE: AI misconduct cases (N=7 in FoAE)

ACTION: Senior FoAE WIL Leadership member to join AI projects and initiatives

Risk Management and Critical Incidents

University-wide Risk Profile

Overall Assessment: MANAGED with areas requiring attention

STUDENT SAFETY AND WELLBEING

Incident Summary:

- **Critical incidents**: 95 total (FoAE: 8, FoSH: 87, FOBJBS: 0)
  - Reported (FoAE 8, FoSH 87, BJBS 0)
  - Completed (FoAE 5, FoSH 50, BJBS0)
  - Actions taken (FoAE 8, FoSH 44, BJBS 0)
- **Ombudsman complaints**: 33 total (FoAE: 6, FoSH: 27, FOBJBS: 0)
- **Student safety satisfaction**: 93% (FoSH data)

FoSH Critical Incident Concerns & Actions:

- **87 incidents reported** (92% of all university WIL incidents)
- **37 incidents still under investigation** at year-end

- **Incident types**: animal injuries, sharps injuries, patient-related injuries, fainting, Covid, accidents, bullying and harassment including 3 SASH. *Refer to the Faculty Board Reports for further details.*

- **Immediate Actions Taken**: 12 medical follow-ups, 25 first aid administrations, 7 counselling supports

- **Systematic Actions**: Monthly Student Welfare Action Group meetings established with ADWIL, Director Security & Resilience, and Associate Director Accessibility & Inclusion

EMERGING RISKS & MITIGATION ACTIONS

Issue:	Action:
• **AI academic misconduct in WIL subjects**	• *Action*: FoAE appointing senior WIL leadership to AI strategy working parties
• **Student professional conduct breaches increasing**	• *Action*: Mid-placement meetings brought forward for conduct breaches; additional Ombudsman training for WIL staff
• **Placement availability pressures in some disciplines**	• *Action*: FoBJBS developing mechanical/electrical engineering placements for 2027; FoSH implementing self-select model
• **Data integrity challenges with InPlace system**	• *Action*: WIL Strategy Team implementing data project for comprehensive WIL categorisation and government reporting compliance; Cross-faculty working group reviewing processes and question clarity

Strategic Achievements and Innovation

Major Accomplishments

FoAE Highlights:	FoSH Highlights:	FoBJBS Highlights:
• 15 students completed international immersion placement in Fiji • First Nations scholarship student placement at QUT Library • Regional Communication Hub enhancing industry partnerships • Mental Health Pathways to Practice supporting 65 placements	• Sustainable WIL Partnerships Project delivering collaboration agreements with major health districts • Charles Sturt Professional Scheme pilot with agriculture students • US paramedicine placement program in Louisiana • ANSAT - Electronic assessment tools piloted successfully	• Engineering program expansion to include Mechanical and Electrical majors • Virtual Reality WIL innovation presentations • Scaffolded WIL model recognised as university exemplar • Navitas campus WIL program development

Progress on 2023 Actions

All faculties have completed their planned actions for 2023 with the exception of two action items. FoBJBS continues working with Division of Safety, Security and Wellbeing to develop strategies supporting female engineering students in workplace settings and additional resources for host placement sites. Similarly, the

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Faculty of Science and Health continues it's review of faculty mechanisms for assessing and reporting external placement sites' fitness for purpose, including the development of faculty assessment and reporting guidelines and standards.

See for detailed progress on action items.

Faculty Recommendations for AQSC Consideration

The three faculties have provided specific recommendations for university-wide consideration and AQSC endorse for management consideration:

Faculty of Arts and Education Recommendations

Process and Technology Improvements:

1. **Enhance Training and Support for InPlace and WIL Processes** - Develop self-paced online tutorials and user guides to improve staff confidence in using InPlace

2. **Leverage Technology to Streamline WIL Processes** - Continue enhancing InPlace for reporting and administrative efficiency; explore simulation technology to complement WIL preparation

Communication and Engagement:

3. **Improve Stakeholder Communication and Engagement** - Standardise and clearly communicate WIL goals, structures, and roles across the Faculty; strengthen partnerships with industry providers for long-term placement opportunities

Strategic Workforce and Leadership:

4. **Workforce Planning** - Strategic focus on securing additional staffing support for consistent and sustainable WIL operations
5. **Process Optimisation** - Review placement coordination processes to enhance efficiency and reduce administrative workload
6. **WIL Leadership Development** - Distribute leadership and responsibilities through project and research opportunities; foster growth mindset and elevate WPL's professional standing

Faculty of Science and Health Recommendations

Policy Development:

1. **Development of an overarching Work-Integrated Learning Policy** - University-wide policy framework needed

2. **Review of current Workplace Learning for Students with Disability Guidelines** - Ensure alignment with current student requirements and Accessibility and Inclusion requirements

Financial Support Strategy:

3. **Commitment to addressing placement poverty** - Expand Government Commonwealth Prac Payments beyond current disciplines (Nursing, Midwifery, Social Work, Teacher Education)
4. **Explore Charles Sturt WIL placement grants** - Investigate philanthropic donation opportunities for additional student financial support

Faculty of Business, Justice and Behavioural Sciences

FoBJBS did not provide formal recommendations for AQSC consideration in their 2024 report, focusing instead on operational action items for faculty-specific implementation.

Appendix A: Progress on 2023 and Actions 2025

Progress on 2023 Actions

Faculty of Arts and Education

Action	Due Date	Progress	Responsibility
1. FOAE_22_WPL1 **INF466 - Professional Study Visit against Academic Risk Appetite 1**	Q4_2024	Complete (please refer to section 6 for further insights)	HoS/CD SICS.
2. FOAE_22_WPL2 **(Implement NPILF Projects)**	Q4_2024	Complete (please refer to section 6 for further insights)	ADA

Business, Justice and Behavioural Sciences

Action	Due Date	Progress	Responsibility
1. **Ensure WIL activity is correctly captured in CDAP to facilitate NPILF initiatives**	June 2024	Completed	ADA
2. **Review placement hours for accounting, business and justice to facilitate inclusion in NPILF initiatives.**	June 2024	Completed	ADA
3. **Provide appropriate Faculty academic representation on WIL initiatives to ensure equity and consistency across the University**	Nov 2024	Completed – ADA/Sub Dean L&T represent WIL	ADA
4. **Faculty WPL staff and the Engineering discipline to work with the Division of Safety, Security and Wellbeing to develop strategies to support female students in the workplace and additional resources for host placement sites**	Ongoing	In progress	Director Engineering, CD Engineering and ADA

Faculty of Science and Health

Action	Due Date	Progress	Responsibility
1. Establish an integrated model for partnership liaison involving all stakeholders (Faculty, NPILF, TRDRH) resulting in the establishment of 3 key health partnership agreements (MNCLHD, WLHD, MLHD).	Sep 2024	Complete WIL Partnerships Collaboration Agreements signed with MLHD, WNSWLHD and AWH).	ADWIL ADPE
2. Secure scholarship/financial/cost reduction options to reduce cost burden of placements for students.	Dec 2024	Complete Increase FoSH student uptake of scholarships and grants and focus on allocation of students close to a preferred geographical location.	ADWIL
3. Achieve process improvement for cost management, data oversight, and efficiencies.	Jun2024	Complete Rigorous monthly reporting of WIL placement costs and cancellation costs developed.	ADWIL FAM
4. Review Faculty mechanisms for assessing and reporting external placement sites' fitness for purpose. Develop Faculty assessment and reporting guidelines and standards	Dec 2024	In progress Site risk assessment form developed and implemented for Mental Health Recovery Camps. Identification of opportunity to incorporate site risk assessment during site onboarding and renew of Student Placement Agreements.	ADWIL

Faculty Action Plan & Recommendations for 2025

Faculty of Arts and Education

Action Number	Action Item	Due Date	Responsible	Monitoring Progress Methods
1	Commonwealth Prac Payments (CPP) alignments	July 2025	CSU-wide/WIL teams	TBA
2	Continue exploring/embedding 'complementary' simulation learning opportunities in FoAE courses	Dec 2025	SDLT/CDs/HoS	Faculty Plan
3	FoAE WIL team to contribute the recommendations from this annual WIL report towards drafting new CSU WIL policy and procedures.	Dec 2025	FoAE WIL team	WIL Policy Progress/Contributions
4	Develop and propose WIL Faculty objectives for the Sub-Dean (Learning & Teaching) to help support WIL Leadership Group initiatives.	June 2025	ADA/SDLT/MWPL	Faculty plans & initiatives

Business, Justice and Behavioural Sciences

Action Number	Action Item	Due Date	Responsible	Monitoring Progress Methods
2025/1	Development of additional engineering placements with mechanical and electrical engineering firms/government agencies to	End 2026	CD Engineering, Director Engineering	ADA oversight
2025/2	Support delivery of WIL subjects in programs delivered by Navitas	End 2025	CD's Business &IT	ADA oversight
2025/3	Support and highlight excellence in WIL through the Faculties Learning and Teaching Symposium in September 2025	September 2025	Sub Dean L&T	ADA oversight

Faculty of Science and Health

Action Number	Action Item	Due Date	Responsible	Monitoring Progress Methods
1	Improve WIL placement cost effectiveness particularly placement and cancellation costs.	Dec 2025	ADWIL FAM	Monthly cost reporting and fortnightly strategy meetings
2	Improve governance and WIL placement processes through alignment with the WIL framework, development and implementation of consistent and standardised processes and	Sept 2025	ADWIL	ADWIL regular oversight

	implementation of actions from the Sustainable WIL Partnerships Project.			meetings with partners
3	Complete WIL Partnership Collaboration Projects with AWH, MLHD and WNSWLHD.	July 2025	ADWIL	ADWIL regular oversight meetings with partners.
4	Expand use of site risk assessment process developed for Mental Health Recovery Camps to all discipline placement sites.	Dec 2025	ADWIL	FoSH WIL Leadership Group
5	Improve communication with students and placement partners establishing and implementing standards of responsiveness and outcomes.	Sept 2025	ADWIL FAM Manager, WPL	Strategic meetings with ADWIL, FAM and Manager, WPL
6	Identify opportunities for partner feedback and contribution to curriculum development.	Dec 2025	ADWIL	CDAP Course review

Item 12: 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 13: Graduate Outcomes Survey Annual Report

The Graduate Outcomes Survey Annual Report will be considered at the 20 October 2025 meeting of the Faculty Board.

Item 14: Generative AI Institutional Action Plan

The Generative AI Institutional Action Plan will be considered at the 20 October 2025 meeting of the Faculty Board.

Charles Sturt University

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)					x	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 / Associate Deans (Academic) / 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
Risk and Compliance Report - Academic Risks (relevant risks)	Risk and Compliance Unit			As required			Note	10(e)	5.3 5.4 7.1
Metropolitan campuses updates - 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
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 / Provost				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) 7.2.3(b, c)
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

Report / Item	Responsible Officer/s	2025 10-Mar	5-May	21-Jul	1-Sep	20-Oct	Action / Committee Pathway	TOR	HESF
Draft item - Admissions and Course Enrolment Trends Report	Associate Director, Admissions and Conversions (DoS)	TBC					Note / Endorse to Senate (as required)	10(e)	
Course and Subject									
Review - Comprehensive Course Review / Annual Course Health Check [CDAP process]	Associate Deans (Academic)	x	x	x	x	x	Approve	10(e)	3.1 5.1 5.3 5.4 6.3.2
Review - Comprehensive Course Review - Annual Summary	Manager, Course and Subject Accreditation / Associate Dean (Academic)					x	Endorse to Senate	10(e)	
Review - Annual Course Health Check - Annual Summary	Associate Deans (Academic)		x (Based on 2025 FB reports)				Endorse summary report to Senate	10(e)	3.1 5.1 5.3 5.4 6.3.2
Course Admission - Mininum requirements	Associate Director, Admissions and Conversions (DoS)					x	Note	10(e)	1.1 1.2 1.5.6.c
Subject Quality Assurance - Annual Report	Deputy Dean (FOAE and FOBJBS) / Associate Dean (Academic) FOSH				x		Note	10(e)	
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
Items referred to and from Faculty Boards (including advice on policy, procedure, issues and risk, orientation, facilities and	Chairs, Faculty Board / Governance Officer	As required					Note / Endorse / Approve (as required)	10(i)	3.1 5.1 5.3
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
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	

Next Meeting 129

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