



## ACADEMIC QUALITY AND STANDARDS COMMITTEE Meeting No. 12

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### NOTICE OF MEETING

**Date** Monday, 5 May 2025

**Time** 10.00am – 1.00pm

**Location** Videoconference  
Join Zoom Meeting

Join Zoom Meeting

<https://charlessturt.zoom.us/j/66335665757?pwd=upty6H9NelbSUHqjK54GxuMNi6PEGO.1>

Meeting ID  
663 3566 5757

Passcode  
190477

<b>Members</b>	<b>Position</b>	<b>Term Ends</b>
Professor Janelle Wheat	Pro Vice-Chancellor (Learning and Teaching) (Chair)	Ex-officio position
Mr Mike Bryant	Academic Director, Education Strategy	Ex-officio position
Professor Tony Dreise	Pro Vice-Chancellor, First Nations Strategy	Ex-officio position
Mr Mike Ferguson	Pro Vice-Chancellor (International)	Ex-officio position
Professor Sarah O'Shea	Dean, Graduate Research	Ex-officio position
Ms Heather McGregor	Pro Vice-Chancellor, Student Success	Ex-officio position
Mr Carlo Iacono	University Librarian	Ex-officio position
Associate Professor Will Letts	Acting Deputy Dean, Faculty of Arts & Education	Ex-officio position
Associate Professor Jenny Kent	Deputy Dean, Faculty of Business, Justice and Behavioural Sciences	Ex-officio position
Associate Professor Mark Bassett	Director, Academic Quality 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 2025
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 2025
Ms Lisa Campbell	Staff member from the Faculty of Arts & Education with responsibility for workplace learning, nominated by the Executive Dean	30 June 2025
Vacant	Staff member from the Faculty of Business, Justice and Behavioural Sciences with responsibility for workplace learning, nominated by the Executive Dean	30 June 2025
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 2025
Ms Jilly Taylor	Faculty professional/general team member with expertise in grade administration nominated by the DVCA in consultation with the Executive Deans	30 June 2025
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

<b>Academic Quality and Standards Committee</b>	<b>AGENDA</b>	<b>5 May 2025</b>
<b>Meeting No.12</b>		

No	Item		Responsibility	Purpose	Time	Page
1	Welcome and Apologies	*	Chair	Noting	10:00am	4
2	Declaration of Interests	*	Chair	Decision		5
3	Confirmation of Agenda	*	Chair	Decision		6
4	Previous Minutes	*	Chair	Decision		7
5	Action Sheet	*	Chair	Discussion		17
For Decision/Discussion						
6	Course Reviews – FOSH		ADA FOSH	Decision		18
7	Course Reviews – FOAE		ADA FOAE	Decision		19
8	Course Reviews – FOBJBS		ADA FOBJBS	Decision		20
9	Faculty of Arts and Education – Annual Course Health Checks		ADA FOAE	Decision		26
10	Charles Sturt University Sydney and Melbourne Campuses– Verbal Update		DD FOBJBS	Noting		21
11	Scholarly Activity Changes in 2025		Sub-Dean, AD	Decision		22
12	Work Integrated Learning as Programmatic Assessment		ADA FOSH	Decision		29
Matters Taken as Read						
13	Annual Plan	*	Chair	Noting		32
Close						
14	Other business	*	Chair	Discussion	12:55pm	34
15	Next meeting	*	Chair	Noting		35
Meeting Close					1:00pm	

\* Standing Item



## Item 1: Welcome and Apologies

### **Acknowledgement of Country**

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

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

### **Welcomes**

Assoc Prof Will Letts as Acting Deputy Dean, FOAE

### **Apologies**

Mr Mike Ferguson  
Mr Carlo Iacono



## **Item 2: Declaration of Interests**

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.



Charles Sturt  
University

**Item 3: Confirmation of Agenda**



#### Item 4: Previous Minutes

##### **PURPOSE**

To approve the minutes of the previous meetings.

##### **RECOMMENDATION**

The Academic Quality and Standards Committee resolves to **approve** the minutes of the meeting held on 10 March 2025 as a true and accurate record.

##### **ATTACHMENTS**

AQSC11 10 March 2025 Minutes (Unconfirmed)



Charles Sturt  
University

## **ACADEMIC QUALITY AND STANDARDS COMMITTEE**

### **Meeting No. 11**

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Unconfirmed minutes of the meeting held on Monday, 10 March 2025 by videoconference.



## 1. Welcome and Apologies

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

### Members Present

Professor Janelle Wheat	Pro Vice-Chancellor (Learning and Teaching) (Chair)
Mr Mike Bryant	Academic Director, Education Strategy
Associate Professor Jenny Kent	Deputy Dean, FOBJS
Professor Lucie Zundans-Fraser	Deputy Dean, FOAE
Dr Brendon Hyndman	Acting Associate Dean, Academic, FOAE
Associate Professor Rachel Whitsed	Associate Dean, Academic, FOSH
Associate Professor Julia Lynch	Associate Dean, Academic, FOBJS
Associate Professor Mark Bassett	Director, Academic Quality and Standards and Academic Lead (AI)
Mr Mike Ferguson	Pro Vice-Chancellor (International)
Associate Professor Susan Mlcek	Academic staff member from FOAE with expertise in learning and teaching
Dr Prue Laidlaw	Academic staff member from FOSH with expertise in learning and teaching
Ms Jilly Taylor	Professional/general team member with expertise in grade administration
Mr Carlo Iacono	University Librarian
Associate Professor Narelle Patton	Academic staff member from FOSH with responsibility for workplace learning
Ms Louise Skilling	Academic staff member from FOBJS with expertise in learning and teaching

### Attendees

Ms Kim Sharp	Governance Officer (Minutes)
Ms Bec Acheson	Education Design Lead
Ms Reagan Petzel	Executive Officer, DLT
Ms Stephanie Daskein	Course and Subject Accreditation Officer

### Apologies

Ms Lisa Campbell	Academic staff member from FOAE with responsibility for workplace learning
Ms Heather McGregor	Pro Vice-Chancellor (Student Success)
Ms Emma Marshall	Student representative
Professor Sarah O'Shea	Dean, Graduate Research
Professor Tony Dreise	Pro Vice-Chancellor (First Nations Engagement)

## 2. Declaration of Interests

There were no interests raised or declared by members or attendees.

## 3. Confirmation of Agenda

The agenda was confirmed.

## 4. Previous Minutes

**RESOLUTION AQSC11/1** The Academic Quality and Standards Committee resolved to **approve** the minutes of the meeting held on 21 October 2024 as a true and accurate record.

## 5. Action Sheet

The Committee noted that all outstanding action items from 2024 had been completed.

## 6. Faculty of Science and Health Courses

The Associate Dean, Academic, Faculty of Science and Health (ADA, FOSH) reported on the Faculty's consideration of the Annual Course Performance Health Checks (ACHCs) and proposed actions, and the Faculty's Annual Course Performance Health Check (Summary Report). Actions, reviewers' comments and feedback, where applicable, were presented to members via CDAP.

### 6A Faculty of Science and Health Course Reviews for Approval.

There were no course reviews from the Faculty of Science and Health for the 10 March 2025 meeting of the AQSC.

### 6B Faculty of Science and Health Annual Course Performance Health Checks for Approval

The ADA introduced the paper and reported on the following:

- The Faculty's review of the following ACHCs:
  1. 4409GS01 Bachelor of General Studies (Science)
  2. 4710AS01 Master of Animal Science 2024
  3. 5406AE01 Bachelor of Applied Science (Outdoor Recreation and Ecotourism)
  4. 4505BP01 Bachelor of Physiotherapy (Honours)
  5. 4022SM01 Undergraduate Certificate in Sports Media
  6. 4418SM01 Bachelor of Sports Media 2024
  7. 4022EX01 Undergraduate Certificate in Exercise Studies.
- The metrics used to consider the Faculty's annual course health checks and to determine actions plans included the viability of courses, the student experience and student achievement.
- The Faculty's consideration of the Bachelor of Physiotherapy (Honours), noting that while student experience data had dropped slightly, no other concerns were raised by faculty staff or the AQSC reviewers.

The Committee noted that the ADA (FOSH) and the Deputy Deans (FOAE and FOBJS) would meet to consider how future ACHC checks should be presented to the AQSC. Members noted that a common report format would be developed to ensure consistency and that the details and discussion from school and faculty level consideration of courses was included in submissions.

**ACTION AQSC11/1** Meet to consider how future Annual Course Health Checks should be presented to the AQSC. [ADA (FOSH) and the Deputy Deans (FOAE and FOBJS)]

**RESOLUTION AQSC11/2** The Academic Quality and Standards Committee resolved to **approve** the Annual Course Health Check action plans for the Faculty of Science and Health.

## **6C Faculty of Science and Health Annual Course Performance Health Check (Summary Report)**

The ADA reported on the FOSH Annual Course Performance Health Check (Summary Report) and advised the following:

- The paper reported on comments made in ACHCs in the previous year and on progress against the approved actions.
- That none of the ACHCs were overdue and all actions were on track as planned.

**RESOLUTION AQSC11/3** The Academic Quality and Standards Committee resolved to **note** the Annual Course Performance Health Check (Summary Report) from the Faculty of Science and Health.

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

The Acting Associate Dean, Academic, Faculty of Arts and Education (ADA, FOAE) reported on the Faculty's consideration of course reviews and the Annual Course Performance Health Checks (ACHCs). Reviewers' comments and feedback, where applicable, were presented to members via CDAP.

### **7A Faculty of Arts and Education Course Reviews for Approval**

Members discussed the following in relation to the course reviews and recommended actions:

#### The Master of Communication (with specialisations)

Members noted that the course had low enrolments (currently three students) and poor viability going forward. Concerns were raised that the course review document was out of date, did not demonstrate evidence of discussion and debate at a school or faculty level and had not been endorsed by the Faculty Board. AQSC agreed to request that the Acting ADA, FOAE return the course to the Faculty for amendments and the addition of rationales for its viability going forward. The course review was not approved.

#### The Graduate Certificate in Communication

The ADA reported that the Graduate Certificate in Communication had experienced similar issues to the Master's program, with low enrolments and poor viability. The Committee recommended that the Faculty review the course document, revise the learning outcomes, amend the proposal to better reference its link with the Master's program and include evidence of discussion and debate at a School and Faculty level. The course review was not approved.

#### The Graduate Certificate in Audiovisual Archiving

The ADA advised that the course was unique in the sector, and despite low enrolments, was considered to be viable as it was made up of subjects already offered in the Master of Information Studies. The AQSC recommended that the Faculty review the wording in the document to clarify why a course with ongoing low enrolments was not considered to be an issue for concern. A suggestion that the course be offered every second year was discussed but members noted that this could have implications for students enrolling in the Masters program. The course review was approved, subject to the ADA taking AQSC feedback into consideration before the review was submitted to the UCC.

#### The Graduate Certificate in Indigenous Cultural Competency

AQSC noted that the current course has faced significant challenges in terms of enrolments, course structure and alignment with curriculum architecture principles and had been deemed as not viable in its current format. The Faculty has recommended that the course move immediately into a re-design phase to ensure compliance and to improve student outcomes. The course review was approved.

#### The Graduate Certificate in Wiradjuri Language and Nation Building

The Committee discussed the course review and noted that the course has a strong alignment with the curriculum architecture principles and was achieving high student outcomes. The ADA advised that changes would be made to the course's aims, structure, learning resources and assessments. The course review was approved.

#### The Graduate Certificate in TESOL

The Committee noted that due to declining enrolments, the School had requested a discontinuation of the course from 202530. Intakes of new students have been suspended and a teach out plan has been developed. The School had noted that moving forward, microcredentials could be developed to cover this subject area. The course review was approved.

**ACTION AQSC11/2** Update CDAP to reflect AQSC approval of the FOAE course reviews.  
[Governance Officer]

**RESOLUTION AQSC11/4** The Academic Quality and Standards Committee resolved to **approve** the following course reviews from the Faculty of Arts and Education:

1. The Graduate Certificate in Audiovisual Archiving;
2. The Graduate Certificate in Indigenous Cultural Competency;
3. The Graduate Certificate in Wiradjuri Language and Nation Building; and
4. The Graduate Certificate in TESOL.

### **7B Faculty of Arts and Education Annual Course Performance Health Checks for Approval**

The ADA, Faculty of Arts and Education (FOAE) reported on the following Faculty's Annual Course Health Checks:

- 1421AM01 Bachelor of Communication(Advertising)/Bachelor of Business(Marketing)
- 1414CA01 Bachelor of Creative Arts and Design (with Specialisations)
- 1419CI01 Bachelor of Creative Industries (with specialisation)
- 1419CS01 Bachelor of Creative Industries (with specialisations)
- 1715CO01 Master of Communication (generic and with specialisation)
- 3416EP01 Bachelor of Education (Early Childhood and Primary)
- 3415OE01 Bachelor of Outdoor Education
- 4409LH01 Bachelor of Health Science (Leisure and Health)
- 1715CA01 Master of Child and Adolescent Welfare
- 1408LB01 Bachelor of Arts
- 1420CP01 Bachelor of Education (Early Childhood and Primary)
- 3429TA01 Bachelor of Education (Technology and Applied Studies)
- 1911SW01 Doctor of Social Work
- 1320CC01 Graduate Certificate in Case Management and Coordinated Care
- 1307HS01 Graduate Certificate in Human Services (with Specialisations)

- 1322DC01 Graduate Certificate in Digital Communication
- 3408TS01 Bachelor of Teaching (Secondary)
- 1323ID01 Graduate Certificate in Intersectionality, Diversity and Inclusion
- 1023IS01 Undergraduate Certificate in Islamic Studies
- 1410LS01 Bachelor of Liberal Studies (Arts)
- 1022EC01, 1022CR01 and 1022TH01 - Undergraduate Certificates.

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

- There had been no significant increase in student numbers in the Graduate Certificate in Case Management and Coordinated Care over a 5-year period.
- Discussions have been held to consider discontinuing the Graduate Certificate in Human Services course and including the key subjects from this course in the Graduate Certificate in Leadership in Human Services.
- That, while the Doctor of Social Work course was considered to be a sustainable program, it continued to have low enrolments and changes would be made in line with the action plan.
- A recommendation, that going forward, the Bachelor of Arts only be offered as an online program.
- That strategic initiatives planned by Course Directors for the suite of undergraduate certificates were on pause pending government decisions in relation to these awards.

**RESOLUTION AQSC11/5** The Academic Quality and Standards Committee resolved to **approve** the Annual Course Health Check action plans for the Faculty of Arts and Education.

#### **8. Faculty of Business, Justice and Behavioural Sciences Course Reviews**

The Associate Dean, Academic, Business, Justice and Behavioural Sciences (FOBJBS) reported:

- there were no course reviews or Annual Course Performance Health Checks from the Faculty of Business, Justice and Behavioural Sciences for the 10 March 2025 meeting; and
- the Faculty's Annual Course Performance Health Check (Summary Report) would be submitted to the 5 May 2025 meeting.

#### **9. Academic Quality and Standards Committee 2024 Assurance Report to Academic Senate**

The Chair advised that the Committee was required to provide an assurance report to Academic Senate in relation to activities conducted during 2024. Members approved the report.

**RESOLUTION AQSC11/6** The Academic Quality and Standards Committee resolved to **approve** and **recommend** the Academic Quality and Standards Committee 2024 Assurance Report to Academic Senate.

## 10. 2024 Third-Party Education Arrangements Review

The Chair introduced the Third-Party Education Arrangements Review. Items discussed included the following:

- Section 1 advised that the Office of Engagement and Enterprise, in collaboration with Legal Services, has been conducting a review of the University's agreements with third-party education partners throughout 2024 and that the University was scheduled to respond to TEQSA on these agreements by 20 March 2025. The Chair advised that she would follow up on progress with this report.
- Section 3 referred to a desktop review of the University Scholarly Activity Framework and the reporting and recording of scholarly activity. Members noted that this section was now out of date, as the Deputy Vice-Chancellor, Academic has removed the requirement for scholarly activity to be recorded in CRO.
- Section 5 referred to continuous improvement recommendations. The Committee:
  - noted the recommendation for the establishment of a process for monitoring and reporting on the status of QUASAR actions to support timely completion and strengthen accountability. Members agreed more discussion was needed to clarify how the University currently monitors and reports on the status of QUASAR actions to avoid adding another layer of oversight to this work.
  - agreed that more discussion was needed around the recommendation that the adequacy of summary reporting on TPA academic performance to Academic Senate via the Annual Student Performance Report be assessed.
  - noted the recommendation to review the moderation sample selection process to ensure assessments in subjects delivered by TPAs are included in the QA process. Members noted that, as sample sizes and processes for moderation were clearly prescribed in partnership manuals, it was unclear if this work would be in addition to what was already being managed in the faculties. AQSC noted that Academic Management Committees and Steering Committees also played a role in the oversight of TPAs and their delivery.
- Section 1.3 reported that the University's partnership with the Ming Hua Theological College. The Deputy Dean, FOAE advised that this course moved into a 'Teach Out' phase in 2024 rather than 2025 as indicated in the report.
- Concerns that, to date only global TPA reports rather than individual reports have been available for consideration, noting that this has meant that some comments raised in the reports were not relevant to all TPAs.

The Chair advised that she would convene a meeting with the Dir, Risk and Compliance, Assoc Dir, Compliance, the Manager, Academic Quality Enhancement, the Deputy Deans (FOAE and FOBJS), the ADA (FOSH) and Dir, AQS and AL (AI) to consider reporting and recommendations in relation to third party arrangements.

**ACTION AQSC11/3** Convene a meeting with the Dir, Risk and Compliance, Assoc Dir, Compliance, the Manager, Academic Quality Enhancement, the Deputy Deans (FOAE and FOBJS), the ADA (FOSH) and Dir, AQS and AL (AI) to consider reporting and recommendations in relation to third party arrangements. [Chair]

**RESOLUTION AQSC11/7** The Academic Quality and Standards Committee resolved to **note** the summary of findings of the 2024 Annual Review of Third-Party Education Arrangements.

## 11. Charles Sturt University Sydney and Melbourne Campus Report

The Deputy Dean, Faculty of Business, Justice and Behavioural Sciences reported on the Charles Sturt University Sydney and Melbourne campuses and updated members on the following:

- The first student intake for the Melbourne Campus has commenced.
- There are currently 110-120 students enrolled over both the Sydney and Melbourne campuses.
- Ongoing concerns around attrition on the Sydney Campus and acknowledgment that when significant numbers of students left a course, the student experience was affected.
- The poaching of students by private providers continues to have a significant impact on student numbers on the Sydney Campus. All 7 students in the Master of Professional Accounting have now left CSU, as have all 16 students enrolled in the Bachelor of Business.
- Navitas has continued work to improve the student experience by organising a number of social events which were linked with activities that support academic performance.
- The new Master of Project Management and Leadership (Professional Practice) and the Master of Business Data Analytics programs have been approved for offering on both the Sydney and Melbourne campuses.
- Work is ongoing to try to ensure recruiting firms were recruiting genuine students for the courses offered on both campuses.

**RESOLUTION AQSC11/8** The Academic Quality and Standards Committee resolved to **note** the verbal report on the Charles Sturt University Sydney and Melbourne Campuses from the Deputy Dean, Faculty of Business, Justice and Behavioural Sciences.

## 12. Academic Quality and Standards Committee – Role and Responsibilities of Members

**RESOLUTION AQSC11/9** The Academic Quality and Standards Committee resolved to **note** the Statement of Role and Responsibilities of Academic Quality and Standards Committee Members.

## 13. Annual Plan

The Annual Plan was noted.

**RESOLUTION AQSC11/10** The Academic Quality and Standards Committee resolved to **note** the Academic Quality and Standards Committee Annual Plan.

## 14. Other Business

There was no other business.

## 15. Next Meeting

The next meeting of the Academic Quality and Standards Committee will be held from 10.00am to 1.00pm on Monday, 5 May 2024 by videoconference. The agenda for this meeting closes on Thursday, 17 April 2024.

There being no further business, the meeting concluded at 11.30am.

Signed as a true and accurate record:

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Chair

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Date



**Action Sheet - Academic Quality and Standards Committee**

Meeting Date	Action Number	Action	Responsible Officer	Due Date	Status	Status Information	Management Notes
10-Mar-25	AQSC11/1	AQSC11/1 Meet to consider how future Annual Course Health Checks should be presented to the AQSC. [ADA (FOSH) and the Deputy Deans (FOAE and FOBJS)]	ADA (FOSH) and Deputy Deans (FOAE and FOBJS)	5-May-25	In progress		Workshop scheduled with ADA and OPA to review ACHCs.
10-Mar-25	AQSC11/3	AQSC11/3 Convene a meeting with the Dir, Risk and Compliance, Assoc Dir, Compliance, the Manager, Academic Quality Enhancement, the Deputy Deans (FOAE and FOBJS), the ADA (FOSH) and Dir, AQS and AL (AI) to consider reporting and recommendations in relation to third party arrangements. [Chair]	Chair	5-May-25	In progress		07/04/2025 - RCU - KB Risk and Compliance (RCU) met with Chair and other stakeholders. Subsequent meeting held with RCU, Chair of Academic Senate and the PVC International. PVCi to discuss reporting with DVCA and provide advice back to key stakeholders.

**Item 6: Course Reviews – Faculty of Science and Health**

There were no course reviews from the Faculty of Science and Health to be considered at the 5 May 2025 meeting.



**Item 7: Course Reviews – Faculty of Arts and Education**

There were no course reviews from the Faculty of Arts and Education to be considered at the 5 May 2025 meeting.

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

There were no course reviews from the Faculty of Business, Justice and Behavioural Sciences to be considered at the 5 May 2025 meeting.

## Item 9: Faculty of Arts and Education- 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.

### 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 table showcases the Faculty of Arts and Education's Annual Course Health Checks according to N=4 active Category 3 (deep dive) courses. These courses were endorsed and recommended by the March 24<sup>th</sup> Faculty Board to the Academic Quality and Standards Committee (Resolution FOAEFB44/7).

There were also N=22 active (amber/light touch) courses and N=2 inactive (amber/light touch) courses recently approved at the recent Faculty of Arts and Education Board (Resolution FOAEFB44/7).

### Bachelor of Teaching (Secondary)

- Details from this 2023-2024 Annual Course Health Check outline that after extensive research and consultation, a business case to cease offering the Bachelor of Teaching (Secondary) was in progress. The business case included the rationale and evidence for this recommendation and that 202530 was intended to be the last offering of the course. The course would not be submitted for external teaching reaccreditation. The check notes that the Bachelor of Teaching (Secondary) would be accredited to December 2025 and then a course phase out would commence.
- In addition to this Annual Course Health Check Category 3 being approved at the March Faculty Board, an additional resolution was made by the Faculty Board to formally recommend the discontinuation of the course profile to the University Courses Committee (Resolution FOAEFB44/8).
- The rationale for these recommendations were based on the low demand for the course relative to the Master of Teaching, which now have a high demand. The course was also recognised as the last remaining Graduate entry Bachelor of Teaching in Australia, showing that the course was out of step with the sector. Further details are provided via the hyperlink.

Govt Course Code	Course Name	Current Course Health Category	Current CAL Status	ACHC Proposal Number	School
3408TS01	Bachelor of Teaching (Secondary)	Category 3	Active	<a href="#">36641</a>	Education

### Undergraduate Certificate in Theology

- This Annual Course Health Check notes that there were no actions from previously and 2024 was the first year running the Undergraduate Certificate in Theology.
- The Check outlines that most of 2024 was spent awaiting Department of Education confirmation that Undergraduate Certificates could continue as an award.
- The course is noted as only running for one year and enrolments were suspended in 2024, pending a Federal government decision on the future of courses. As a result, course overview data has been deemed unhelpful in making any judgements about the performance of this course.
- Now that Undergraduate Certificates are confirmed as continuing as an award, the Course Director suggests that it will now be important to see how this course runs over the next 2-3 years to measure its effectiveness and viability. Further details are provided via the hyperlink.

Govt Course Code	Course Name	Current Course Health Category	Current CAL Status	ACHC Proposal Number	School
1022TH01	Undergraduate Certificate in Theology	Category 3	Active	<a href="#">36587</a>	Theology

### Undergraduate Certificate in Early Childhood Education

- This Undergraduate Certificate is reported as not being recognised in the early childhood workforce and therefore the target market is unknown. The on-campus nature of the Undergraduate Certificate is also suggested to limit potential students.
- As a pathway program, the Bachelor of Educational Studies is reported to provide the same pathway and credit options into the BEd (EC&P) degree. Therefore, the viability of continuing to offer this undergraduate certificate is advised to be re-considered, due to a high risk that enrolments will remain low.
- Students who did complete the suite of four subjects in this Undergrad Certificate were also noted to be preferring to select primary school studies as an option, therefore the qualification is not guaranteeing as a pipeline of students for the early childhood sector. Further details are provided via the hyperlink.

Govt Course Code	Course Name	Current Course Health Category	Current CAL Status	ACHC Proposal Number	School
1022EC01	Undergraduate Certificate in Early Childhood Education	Category 3	Active	<a href="#">36586</a>	Education

## Undergraduate Certificate in Creative Writing

- With Undergraduate Certificates now announced to be continuing, the Undergraduate Certificate in Creative Writing course is reported to show strong potential from its design to meet the demand for a flexible, short, entry level qualification in creative writing.
- The Check outlines the high potential of the qualification for providing knowledge and skills in creative writing for further study, professional upskilling, employment and participation in lifelong learning.
- The course has been described in the Check as being a great asset for CSU as the discipline area has often attracted interest from a variety of potential students and industry professionals. No issues were noted. Further details are provided via the hyperlink.

Govt Course Code	Course Name	Current Course Health Category	Current CAL Status	ACHC Proposal Number	School
1022CR01	Undergraduate Certificate in Creative Writing	Category 3	Active	<a href="#">36585</a>	Social Work & Arts

### KEY ISSUES

Issues persist in the timeliness of data release, and the availability of staff to complete the work within the reduced timeframes. Support from the partnership with DLT in 2024 was exemplary, and if data release and support mechanisms were instituted earlier, processes can be even smoother into the future.

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
<b>Teaching and learning:</b> 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

<b>Legislative Compliance</b>	This submission contributes to compliance with: <ul style="list-style-type: none"> <li>• <a href="#">Section 5.1 of the Higher Education Standards Framework 2021.</a></li> </ul>
<b>Policy/TOR Alignment</b>	This submission is made in accordance with: <ul style="list-style-type: none"> <li>• Course and Subject Policy – <a href="#">Link.</a></li> <li>• Course and Subject Quality and Review Procedure – <a href="#">Link.</a></li> <li>• Course and Subject Lifecycle Procedure – <a href="#">Link.</a></li> </ul>

**Prepared by:** 16/04/2025 Associate Professor Brendon Hyndman, Associate Dean Academic (Acting), Faculty of Arts and Education

**Approved by:** 28/04/2025 Professor Janelle Wheat, Pro Vice Chancellor, Learning & Teaching

**Cleared by:** 28/04/2025 Professor Janelle Wheat, Pro Vice Chancellor, Learning & Teaching

**Item 10: Charles Sturt University (Sydney Campus) and Charles Sturt University (Melbourne Campus) 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 Melbourne Campuses.

**RECOMMENDATION**

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



## Item 11: Scholarly Activity Changes in 2025

### PURPOSE

To provide the Academic Quality and Standards Committee (AQSC) with a summary of scholarly activity changes in 2025.

### RECOMMENDATION

The Academic Quality and Standards Committee resolves to:

1. **endorse** the proposed changes to scholarly activity; and
2. **request** feedback on any further actions that can be taken to improve scholarly activity goal setting and completion, reporting and governance.

### BACKGROUND

In late Feb 2025, the Provost and Deputy Vice-Chancellor (Academic) announced a lifting of the requirement to record scholarly activity in Charles Sturt Research Output (CRO). This change is driven by a desire to shift the focus from reporting of scholarly outputs to scholarly activity planning and completion in the annual Performance Planning Development and Review (PPDR) cycle. It also reduces the busy work associated with scholarly activity reporting and the processes to approve it in CRO, not just for individual staff and supervisors, but also for the Office of Research Services and the Division of Library Services. Critically, this change offers a broader quality improvement opportunity for the university both in terms of uplifting the quality of scholarly activity and improving the governance of it. This change is possible due to the maturity of the PPDR process and the scholarly activity ecosystem at Charles Sturt which includes a generous time allowance for staff to engage in scholarly activity as per the current Enterprise Agreement and the establishment of the Teaching Academy to support scholarly activity quality.

The Chair, Academic Senate and University Secretary, Office of Governance and Corporate Affairs were consulted to understand how these changes align with the university's quality assurance obligations. The Division of People and Culture assisted with identifying the implications for the PPDR process and advice for staff. The Manager, Policy and Records, Office of Governance and Corporate Administration assisted with identifying impacted policies and procedures. The Office of Research Services (who support scholarly activity reporting in CRO and generating reports) and Division of Library Services (who upskill staff in reporting into CRO), were both briefed. As of 24/03/25, the University Research Committee, Learning and Teaching Leadership Team (LTLT), and Faculty Boards have been briefed and feedback incorporated into the refinement of this proposal.

### KEY ISSUES

The main purpose of this submission is to outline the expectations associated with this change and the impact on university procedures.

#### 1. Expectations regarding **setting and completing** scholarly activity objectives:

Current expectations related to goal setting and completion are outlined in the Academic staff expectations and qualifications procedures (version 7) clauses 44-45. Key changes are outlined below

- i. For continuing and fixed term staff (in our employ) and their supervisors – **main** change is that PPDR is the process within which scholarly objectives are set and completion is recorded; CRO is no longer needed to be used to record non-research related scholarly activity; the expectation that staff record any research outputs associated with scholarly activity in CRO remains unchanged.

- ii. For casual staff (in our employ) who are not closely supervised<sup>1</sup> – there is **no change** to the expectation that casual staff who are not closely supervised (in terms of delivering teaching and assessment of students), set a scholarly objective each year with their supervisor.
- iii. For staff employed by third-party providers (not in our employ) – there is no change to the expectation that third party staff engage in scholarly activity; the **main change** relates to making sure this expectation is visible and included in the Course and Subject Procedure - Quality Assurance and Review clause 36, so that it can form part of the academic quality assurance agreement between the faculty and the provider; the third-party provider would need to establish a mechanism for recording scholarly activity goal setting and completion e.g., annual performance review planning (or similar).

## 2. Expectations regarding **reporting** scholarly activity:

- i. Continuing and fixed term staff (in our employ) and their supervisors – **minor change** relating to where goal completion is recoded i.e. in PPDR system TINA, instead of CRO.
- ii. Casual staff not subject to close supervision<sup>1</sup> – **no change**; will continue to report scholarship goal setting and completion to their supervisor
- iii. Schools – **no change** in the expectation that they report aggregated scholarly activity data (as per the criteria below) to Faculty Boards; **minor change** to acknowledge that PPDR completion reports becoming the main source of data regarding scholarly activity goals and completion for fixed term and continuing staff members. The School reports need to outline:
  - a. the proportion of their academic staff engaged in scholarly activity (fixed term and continuing staff & casual staff not closely supervised),
  - b. the types of scholarly objectives completed by staff
  - c. any gaps in engagement with scholarly activity and how these are being addressed
- iv. Third Party Providers – **no change** to the expectation that they report on scholarly activity Academic staff expectations and qualifications procedures (version 7) clauses 44b; the **main change** is who they report to i.e., the relevant Faculty committee (e.g., Academic Management Committee) and not Division of Learning and Teaching and what they report in line with the points outlined in 2iii above. This change is designed to ensure that scholarly activity is included in the academic quality assurance agreement between Faculties and providers, and forms part of the annual reporting by the provider regarding the quality of the partnered delivery as specified in the Course and Subject Procedure - Quality Assurance and Review clause 36. Also, that faculties have oversight of all aspects of quality of the partnered delivery. Where a third-party provider and their staff have access to CRO, these staff can record research outputs associated with scholarly activity in CRO.
- v. Faculty Boards – **no change** to the requirement to report to AQSC and Academic Senate; **main change** relates to including third-party provider data in their analysis and reporting of aggregated data in line with the points outlined in 2iii above
- vi. Other business units – **main change** is the Office of Research Services will no longer need to support staff to report non-research scholarly activity into CRO and generate reports; and the Division of Library Services who support staff to use CRO do not support upskilling related to non-research scholarly activity reporting in CRO.

## 3. Supporting staff and third-party providers:

- i. To support staff and supervisors
  - o the Division of People and Culture (DPC) and Division of Learning and Teaching (DLT) and will work together to: update guidance materials and resources that support scholarship goal setting in the context of PPDR, ensure that staff and supervisors are knowledgeable about how to include a scholarship goal, and supervisors know how they can view the scholarly objectives set by staff in the PPDR manager (TINA system)
  - o DLT will work with academic stakeholders to improve the quality of scholarly goals that are identified and set as part of its regular and ongoing professional development efforts
- ii. To support Faculties and third-party providers – DLT will support Faculties to understand the expectations related to third-party provider scholarly activity e.g., third party provider staff need to engage in scholarly activity to maintain currency in learning and teaching as a

<sup>1</sup> As per the Academic staff expectations and qualifications procedures – close supervision refers to overseeing the staff member's teaching and moderating their assessment in each assessment task, to ensure their teaching and assessment are at the expected academic standard.

profession, providers need to have established processes to capture scholarly activity goal setting, providers need to report aggregated scholarly activity data (as per 2.iii above) as part of their annual reporting to the relevant Faculty committee (e.g., Academic Management Committee) regarding the quality of the partnered delivery.

#### 4. Impact on university procedure and governance processes:

- Academic staff expectations and qualifications procedures – there will be a range of editorial updates to clauses 44-45 to:
  - provide clarity on the scholarly activity engagement and completion for different categories of staff (continuing or fixed term staff; casual staff who are not closely supervised; staff employed by third party providers and not in our employ)
  - provide clarity on reporting expectations and minor change to reporting line
  - explicitly link to the Course and Subject Procedure - Quality Assurance and Review procedure
- Course and Subject Procedure - Quality Assurance and Review – minor edit to clause 36 to include scholarly activity and a reference the Academic staff expectations and qualifications procedures
- Faculty Board Annual Plans will be updated in line with the revised Academic staff expectations and qualifications procedures

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
<p>There is a risk that the timing of the change (i.e. the 2025 PPDR cycle has already commenced) may impact on the volume of scholarly activity goals that are set and completed in 2025 and the quality of the reported data</p> <p>This change offers an opportunity to review and bolster scholarly activity governance timelines and sequencing of reporting activities for 2026 and beyond</p>	<p>Communications to staff and supervisors have pre-emptively included information about how to include a scholarship goal in PPDR plans; the communications about PPDR mid-cycle check ins will reinforce the message about scholarly activity goal setting; PPDR guidance materials will be updated for mid cycle check ins and for 2026; <u>DLT Scholarly Activity Guidance note</u> has been updated</p> <p>The Division of Learning and Teaching will work in collaboration with the Office of Governance and Corporate Administration and the Office of Academic Quality, Standards and Integrity on improvements to scholarly activity governance timelines and sequencing of reporting activities.</p>	Yes

#### ACTIONS AND NEXT STEPS

Once this proposal has been endorsed by the Academic Quality and Standards Committee, the next part of the process will be making changes to procedures and communicating to staff, supervisors, Schools and Faculties and supporting them in an ongoing way.

#### COMPLIANCE

<b>Legislative Compliance</b>	This submission contributes to compliance with 3.2 of the <u>Higher Education Standards Framework (Threshold Standards) 2021</u>
<b>Policy/TOR Alignment</b>	<p>This submission is made in accordance with:</p> <ul style="list-style-type: none"> <li>• <u>Academic staff expectations and qualifications procedures</u></li> <li>• <u>Course and Subject Procedure - Quality Assurance and Review</u></li> </ul>

**Prepared by:** 14/04/2025 Koshila Kumar, Sub Dean (Academic Development), DLT

**Approved by:** 15/04/2025 Janelle Wheat, Pro Vice-Chancellor (Learning and Teaching), DLT

**Cleared by:** 15/04/2025 Janelle Wheat, Pro Vice-Chancellor (Learning and Teaching), DLT

**Item 12: Work Integrated Learning as Programmatic Assessment****PURPOSE**

To discuss a proposal from Faculty of Science and Health that seeks to address issues with capturing work-integrated learning (WIL) experiences appropriately in non-professionally accredited science courses; If adopted, this approach may suit other non-science courses as well.

**RECOMMENDATION**

The Academic Quality and Standards Committee resolves to **endorse** the Work Integrated Learning as Programmatic Assessment proposal.

**BACKGROUND**

It has been identified that for some non-professionally accredited courses, it would be desirable to have a model of work integrated learning that allows greater flexibility for students while still meeting workload and policy requirements.

At time of submission, this proposal has not yet been endorsed at Faculty Board, but as we have multiple courses under course review currently that would benefit from this approach, this proposal is submitted to this AQSC for discussion now rather than delaying until the next meeting. Depending on the outcome of discussion at FOSH Faculty Board, this item will be updated verbally as necessary.

**KEY ISSUES**

The WIL as programmatic assessment proposal is to use zero-point subjects as a scaffolded support to students undertaking course-wide WIL placements. Student workload associated with undertaking WIL would be captured in a capstone subject as well as at least one other subject in the course. There would be no assessment associated with the zero-point subject, so there would be no staff workload beyond what is normally done by a WIL academic and the placement team in supporting students on placement. The programmatic assessment associated with the placement(s) would be captured in touchpoint subjects in the course, including a capstone subject, in the form of a portfolio.

The students would build a portfolio based on the work-integrated learning placement experience (supported through content in introductory subjects taken before WIL placement experience is commenced). The portfolio would then be assessed in a capstone subject, having been built up throughout the course. The capstone subject would also largely account for the hours the students have spent undertaking WIL placements (in the same way that placements are captured in subject hours). This portfolio approach is essentially programmatic assessment, allowing a capstone assessment of student's learning throughout the course as applied to their practical work-integrated learning experience.

The zero-point subject would be included in the course pattern, and all students in a course would be enrolled in the subject. Ideally the subject would be session- and year-agnostic and the students would remain enrolled in the subject throughout the duration of their course.

For example, for a three-year course with a requirement of 150 hours WIL placement the pattern would be:

1. Y1S1 introductory subject which includes information about WIL placement and the zero-point subject
2. Y1S2-Y3S2 students are enrolled in the zero-point subject and engage in WIL placements in varying amounts at times of their choosing. Support is provided through InPlace and information in the subject Brightspace site.

3. Y2 a core subject has an assessment that includes portfolio submission relating to WIL placements carried out so far. 50 hours of the WIL placement activity are accounted for in the subject hours.
4. Y3S2 a capstone subject has an assessment that includes portfolio submission relating to WIL placement carried out throughout the course. A requirement to pass the subject would also be completion of placement hours evidenced by hours completed in InPlace. The remaining 100 hours of WIL placement are accounted for in the subject hours.

Using zero-point subjects as a scaffold for practical work experience has a number of benefits:

- Information that students need to know and/or comply with can be provided in the Subject Outline, along with appropriate contact details
- There is minimal staff workload associated with the subject. There would be no marking associated with the subject itself, and management of the WIL placement activity would be handled through InPlace.
- Students will not have the perception of paying for a subject where they are in fact undertaking WIL placement. However, because the hours are captured in other subjects, there is no loss of income to the University and students are not over-burdened with unaccounted workload.
- Students would be free to undertake their WIL placement experience at a time that suits them, starting after their introductory subject and finishing before or during the capstone subject.

Capturing the assessment and workload in touchpoint / capstone subjects also has a number of benefits:

- Provides flexibility of when and how much WIL placement experience students undertake, as long as they are able to build their portfolio (supported in the WIL subject information and also scaffolded into other subjects in the course).
- All assessment associated with the WIL placement experience would be captured in one place (the portfolio), with students having the opportunity to integrate their learnings from the experience(s) with the rest of their course through the portfolio approach.
- This also allows us to test the concept of programmatic assessment through the lens of work integrated learning.

We are seeking to trial this approach in courses currently undergoing course review (B Agriculture, B Agricultural Science, B Environmental Science and Management, B Animal Science and BSc).

It should also be noted that other universities currently take this approach successfully with similar courses, most notably UNE who is our main competitor in Agricultural Science.

## Risks

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
<b>Teaching and Learning</b> – Charles Sturt University has a <b>High Appetite</b> to take risks with regards to the conceptualisation and development of market-orientated innovated courses with the potential to provide the University with a competitive difference and contribute to ongoing commercial success.	Ensuring authentic practical work experience in all courses provides Charles Sturt with a competitive difference. By standardising our approach, benchmarked against sector, we can embed a programmatic approach to practical work experience.	Yes

<b>Legislative and Regulatory Compliance</b> – Charles Sturt University is committed to a high level of compliance with relevant legislation, regulatory compliance obligations and internal policies and procedures. Charles Sturt has a <b>Low Appetite</b> for behaviours and conduct potentially leading to legislative and regulatory non-compliance.	By being very intentional about how we implement a programmatic approach to practical work experience, we can ensure compliance with all relevant legislation, policies and procedures.	Yes
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## ACTIONS AND NEXT STEPS

If endorsed, further discussions will be held with stakeholders to resolve any issues identified before proceeding with a pilot of this approach in the courses identified.

## COMPLIANCE

<b>Legislative Compliance</b>	This submission contributes to compliance with: <ul style="list-style-type: none"> <li>Standard numbers 1.4 and 3.1 of the <a href="#">Higher Education Standards Framework 2021</a></li> </ul>
<b>Policy/TOR Alignment</b>	This submission is made in accordance with: <ul style="list-style-type: none"> <li>Clauses 16 and 22 of the <a href="#">Course and Subject policy</a></li> </ul>

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<b>Prepared by:</b>	17/04/2025	Associate Professor Rachel Whitsed, Associate Dean (Academic), Faculty of Science and Health
<b>Approved by:</b>	17/04/2025	Associate Professor Rachel Whitsed, Associate Dean (Academic), Faculty of Science and Health
<b>Cleared by:</b>	28/04/2025	Professor Janelle Wheat, Pro Vice-Chancellor (Learning and Teaching)

Academic Quality and Standards Annual Plan											
Report / Item	Responsible Officer/s	2025					Action / Committee Pathway	TOR	HESF	Comments	
		10-Mar	5-May	21-Jul	1-Sep	20-Oct					Committee Timings
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		AQSC - Sep AS - as required
Graduate Outcomes Survey Annual Report	Deputy Vice-Chancellor (Academic)				x		Endorse to Senate	10(a)	5.3.5 5.3.7		AQSC - Sep AS - Nov
Student Performance Report* (timely completions, progress and attrition).	Deputy Vice-Chancellor (Academic) / Deputy Deans (FOBJBS and FOAE) ADA (FOSH) / Office of Planning & Analytics					x	Note (FB, AQSC, AS & Council * Benchmark refers to external benchmarking or scrutiny. Full report to Senate.)	10(e)	1.3.1 - 1.3.6 2.2.1 - 2.2.3 5.3.5 & 5.3.7 6.2.1e - h 6.3.1.b 7.3.3.a & 7.3.3.d		FB - Aug AQSC - Oct AS - Nov CNL - Dec
Third Party Provider and Partner Report (Annual Summary, including risks and actions & annual update on the Charles Sturt University Sydney and Charles Sturt University Melbourne campuses)	Risk and Compliance Unit	x					Note UCC, ASQC, ARC, AS & Council	10(e)	5.3 5.4 7.1	To include reporting on the Charles Sturt University Sydney and Charles Sturt University Melbourne campuses.	FBs - Sep AQSC - Oct UCC - Oct ARC - Nov AS - Nov CNL - Dec
Risk and Compliance Report - Academic Risks (relevant risks)	Risk and Compliance Unit	As required					Note	10(e)	5.3 5.4 7.1		
Charles Sturt University Sydney and Charles Sturt University Melbourne campuses - via the Academic Management Committee Verbal Update	Deputy Dean, FOBJBS	x	x	x	x	x	Note	10(e)	1.3 5.4		AQSC only
Subject Quality Enhancement and Grade Distribution Monitoring Report (including Faculty assessment governance and assessment quality assurance, grade distribution, SuES, and QUASAR)	Deputy Deans (FOAE and FOBJBS) ADA (FOSH)				x		Note / Endorse (as required)	10(f)	5.3 6.3		FB - Jun AQSC - Sep
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	To incorporate progress, early intervention and support services.	AQSC - Oct AS - Nov
Student Academic Integrity and Misconduct Report* - full previous year	Director, Academic Quality and Standards / Manager, Academic Integrity / Manager, Academic Quality Enhancement				x		Note * Benchmark refers to external benchmarking or scrutiny	10(g)	1.3 2.4.3 4.1.1 (a - e) 4.2.1 (a,b,e,g) 4.2.4 5.2.1-4 5.3 6.2.1(j) 6.3.2(d) 7.2.2(c, d) 7.3.3 (b, c)		FB - Jun AQSC - Sep AS - Nov CNL - Dec



Report / Item	Responsible Officer/s	2025					Action / Committee Pathway	TOR	HESF	Comments	Committee Timings
		10-Mar	5-May	21-Jul	1-Sep	20-Oct					
Workplace Learning Report (including workplace learning, placements, other community-based learning in all locations including third party arrangements)	Academic Lead (Work-integrated Learning) / Pro Vice-Chancellor (Learning and Teaching)			x			Note / Endorse (as required)	10(h)	4.1.1.e 5.2 6.2.1.j 7.2.2.c 7.3.3.c		AQSC - Jul AS - Sep
Course Minimum ATARs and Floors (including for English as a second language)	Associate Director, Admissions and Conversions (DoS)	As required					Note		1.1 1.2 1.5.6.c		AQSC - as required
Course and Subject											
Course Review Documents - to oversight course governance, including review of CDAP documents and the course and subject profile) - External Advisory Committee issues escalated from FB or FCSRP	Associate Deans (Academic)	x	x	x	x	x	Approve	10(a) & (c)	3.1 5.1 5.3 5.4 6.3.2		FB's - as required AQSC - as required
Annual Course Performance Health Check	Chairs, Faculty Board / Associate Deans (Academic) / Associate Deans (Research)	x					Note / Endorse (Summary report to Senate)	10(e)	5.1 5.3	To provide a snapshot of where the previous years' ACHC are up to and any key themes that emerged.	AQSC - Mar AS - Apr FBs - Sep (feeds into following years Senate report)
Delegate Reports / Referrals											
Items referred to and from Academic Senate, University Courses Committee, University Research Committee or other committees or officers.	Manager, Governance / Chair, Academic Senate / AQSC	As required					Note / Endorse / Approve (as required)	10(d) & 11	3.2 5.2 5.3 6.3 4.1		
Items referred to and from Faculty Boards (including advice on policy, procedure, issues and risk, orientation, facilities and infrastructure, diversity and equity)	Chairs, Faculty Board / Governance Officer	As required					Note / Endorse / Approve (as required)	10(i)	3.1 5.1 5.3 5.4 6.3.2		
Governance											
Policy Reviews (relevant policies)	Policy Owners	As required					Note / Endorse (as required) Full report to Senate	10(g)	4.1.1.e 5.2 6.2.1.j 7.2.2.c		
Review of academic governance (Delegations, policies and procedures, Membership and Terms of Reference)	Director, Governance / Chair, Academic Senate / Chair, UCC / Chair, ASQC / Chair, URC / Chairs, FB	As required					Note / Endorse (as required). Full Report to Senate as required.	10(j)	6.3		
Academic Senate Sub-Committee Self-Assessment	Governance					x	Note / Discuss	All TOR	All	This report has been added to the annual plans as part of the action to address Recommendation 5 of the 2023 Baird Report.	
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		*For the following year.	



Charles Sturt  
University

**Other Business**

### Next Meeting

No.	Date	Time	Location	Agenda Close
11	<del>Monday, 10 March 2025</del>	<del>11.30am to 2.30pm</del>	<del>Videoconference</del>	<del>20 February</del>
12	<del>Monday, 5 May 2025</del>	<del>11.30am to 2.30pm</del>	<del>Videoconference</del>	<del>17 April</del>
13	Monday, 21 July 2025	11.30am to 2.30pm	Videoconference	3 July
14	Monday, 1 September 2025	11.30am to 2.30pm	Videoconference	14 August
15	Monday, 20 October 2025	11.30am to 2.30pm	Videoconference	2 October