ACADEMIC QUALITY AND STANDARDS COMMITTEE
Meeting No. 14

Unconfirmed minutes of the meeting held on Monday, 1 September 2025 by videoconference.

1. Welcome and Apologies

The Chair opened the meeting and welcomed members and attendees.

The University 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.

Members Present

Professor Janelle Wheat	Pro Vice-Chancellor (Learning and Teaching) (Chair)
Mr Mike Ferguson	Pro Vice-Chancellor (International)
Professor Wilma Vialle	Chair, Academic Senate
Associate Professor Lucie Zundans-Fraser	Acting Deputy Dean, Faculty of Arts & Education
Associate Professor Jenny Kent	Deputy Dean, Faculty of Business, Justice and Behavioural Sciences (FOBJBS)
Ms Rachel Stephens	Acting Director, Academic Quality, Standards and Integrity
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
Dr Prue Laidlaw	Acting Associate Dean, Faculty of Science and Health (FOSH) / 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 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
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

Attendees

Ms Kim Sharp	Governance Officer (Minutes)
Ms Bec Acheson	Associate Director, Curriculum Development
Mr James Elibank Murray	Manager, Course and Subject Accreditation
Ms Stephanie Daskein	Acting Manager, Academic Integrity
Ms Rebecca Spicer	Academic Quality Officer
Ms Faith Valencia-Forrester	Academic Lead (WIL)
Stephanie Knott	Representative, School of Agricultural, Environmental and Veterinary Sciences

Apologies

Professor Sarah O'Shea	Dean, Graduate Research
Professor Tony Dreise	Pro Vice-Chancellor, First Nations Strategy
Associate Professor Susan Mlcek	Staff member from the Faculty of Arts & Education with expertise in learning and teaching
Associate Professor Mark Bassett	Director, Academic Quality, Standards and Integrity
Ms Heather McGregor	Pro Vice-Chancellor, Student Success

Ms Jenny McIntyre   Faculty professional/general team member with expertise in grade administration

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 AQSC14/1** The Academic Quality and Standards Committee resolved to **approve** the minutes of the meeting held on 21 July 2025 as a true and accurate record.

5. Action Sheet

Item Ref	Action	Update
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 (MCSA)]	Item to be closed. The MCSA advised that CDAP notification issues would be raised with the vendor.
AQSC13/4	Send emails to AQSC members when reviewing tasks have been allocated to them via CDAP. [ADAs]	Item to be closed
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]	Item to remain in progress. On 21 July 2025, the Chair advised that she would liaise offline with the MCSA and the Co-Manager, AQE to consider how an induction process could be introduced for new members of the AQSC, particularly in relation to reviewing documents in CDAP.
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]	Item to remain in progress. While this action has not been finalised, members noted the guidelines had been considered by the LTLT and discussions have been held with the ADAs in FOBJBS and FOAE.
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]	Item to be closed. Associate Professor Julia Lynch was nominated to the vacant position on the AQSC Standing Committee.

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 Bachelor of Pharmacy (B Pharm)

The Comprehensive Course Review (CCR) was discussed and the following issues were highlighted:

- The course has experienced a steady decline in enrolments over the past decade, primarily due to increased competition from other universities.
- In addition to low student numbers, key issues identified included unsustainable financial performance and an outdated, on-campus-only delivery model.
- As the current course was no longer considered viable, FOSH has recommended its discontinuation. Intakes would be suspended to phase out the course, with a teach-out period to follow.
- A Business Case has been approved to develop a revised Bachelor of Pharmacy (Honours) program, scheduled for first offering in 202730.

Members:

- Noted that a Teach-Out Plan for the Bachelor of Pharmacy would be submitted to the AQSC alongside the course discontinuation documentation.
- Recommended that, where appropriate, future CCRs from all faculties, include links to relevant Teach-Out Plans and Business Cases.
- Noted the Faculty's rationale for transitioning the course from a BPharm to a Bachelor of Pharmacy (Honours).

6.2 Bachelor of Health Science (Mental Health) (BHlthSc Mental Health)

The Acting ADA, FOSH reported:

- That the University has delivered the Bachelor of Health Science (Mental Health) program for over 30 years.
- That the course is offered exclusively to First Nations students.
- That the faculty has recommended the course proceed to reaccreditation; however, due to the extent of proposed changes, the current version would be delivered only until 2027, after which it would be phased out.
- That a Business Case for a new Bachelor of Mental Health Practice has been approved by the Executive Dean of FOSH, with implementation planned for 2028.

Members discussed the CCR and noted:

- the course could not be offered to other domestic students, as it is designed to ensure cultural safety for First Nations students who learn about First Nations issues from elders within their communities.
- That the Faculty was considering how to best the support students in the program who would be studying and completing internships concurrently.
- That comments from the External Advisory Committee would be attached to the course documentation.
- That the proposed timelines may not be feasible in light of changes to the SMTP. The Chair advised that, once further information was available, an audit of timelines across multiple courses would be conducted, as it was expected that lead times for changes would be extended.
- That the Head of School, Nursing, Paramedicine and Health Care Sciences, was currently liaising with the Psychotherapy and Counselling Federation of Australia (PACFA) to negotiate accreditation for the program. The Chair requested that details around possible accreditation be included in the Executive Summary.
- That the Acting ADA would follow up on whether the program has been considered and endorsed by the Indigenous Board of Studies.

The AQSC endorsed the rationales for change and the proposed actions, as amended for the FOSH CCRs.

7. Faculty of Arts and Education Courses

The Acting Associate Dean, Academic, FOAE introduced the Faculty's course reviews and advised that, where applicable, actions, reviewers' comments, and feedback had been presented to members via CDAP.

7.1 Master of Education (Teacher Librarianship)

The Master of Education (Teacher Librarianship) CCR was discussed and members were advised:

- That it was a high-quality course, consistently classified as Category 1, had achieved strong QILT results, and maintained a solid reputation within the industry.
- That it was the only Master-level teacher librarianship course offered in Australia.
- That the revisions made included improved alignment between course aims and learning outcomes, enhanced coherence in assessment design and the integration of Generative AI and Indigenous Australian content.

AQSC:

- Requested that the action plan be reviewed and expanded to ensure it fully incorporated the proposed changes and improvements.
- Noted that the actions should specifically reference changes relating to student support, the inclusion of First Nations content and cultural safety, concerns raised by students regarding the absence of drop-in sessions or weekly online lectures and the proposed enhancements aligned with Universal Design for Learning (UDL) principles.
- Endorsed the inclusion of a requirement for students to check in with their subject coordinator as a non-graded assessment task.

7.2 Master of Information Studies

The Acting ADA briefed the AQSC on the CCR for the Master of Information Studies. Members noted:

- that, although the program was one of the largest within the School of Information and Communication Studies, attrition and progression results were borderline.
- that the CCR would include updates to learning outcomes and digital content, ensure specialisations were better aligned with industry needs, and review the existing emphasis on essay-based assessment.
- that ThinkSpace continued to be used in the course as, unlike Brightspace, students retained access to the platform after completing their studies.
- that, prior to the progression of the CCR, due dates would be added.
- that an action item incorporating timeframes and responsibilities, would be developed for the Work Integrated Learning (WIL) section under HESF Threshold Standard 2.1.
- that consideration would be given to introducing a mid-session check-in for students, in recognition of the fully online delivery mode.
- that the Faculty would continue to monitor staffing within the course, as the documentation confirmed a heavy reliance on casual staff.

7.3 Graduate Certificate in Information Studies

The Committee discussed the CCR for the Graduate Certificate in Information Studies. Members noted:

- That student numbers had declined sharply and the program was classified as Category 3 in 2024.
- That the proposed actions included updating course learning outcomes (CLOs), refreshing core subjects, improving assessment practices, embedding Indigenous Australian perspectives and implementing additional changes aligned with the broader suite of Information Studies programs.
- That should enrolments continue to decline, consideration would be given to establishing an exit point for the program.
- That, given the current performance of the course, it should be closely monitored through the ACHC process.

7.4 Bachelor of Information Studies

The Acting ADA, FOAE introduced the Bachelor of Information Studies CCR and advised:

- That the course had experienced declining student enrolments and student satisfaction, resulting in its classification as Category 2.
- That proposed changes would include a review and update of course learning outcomes, strengthened coverage of emerging technologies, including artificial intelligence (AI), a review of assessment practices, a revision of majors to better reflect industry demands and the embedding of a course-wide approach to Indigenous Australian content.
- AQSC noted that while improvements were outlined in the action plan, minor amendments would be required to include the names of responsible staff members and associated due dates.

The AQSC congratulated the Faculty on the high quality of the Comprehensive Course Review.

ACTION AQSC14/2 Update CDAP to reflect AQSC approval of FOAE course reviews. [Governance Officer]

RESOLUTION AQSC14/3 The Academic Quality and Standards Committee resolved to **approve** the following comprehensive course reviews, as amended if required, from the Faculty of Arts and Education:

1. Master of Education (Teacher Librarianship);
2. Master of Information Studies;
3. Graduate Certificate in Information Studies; and
4. Bachelor of Information Studies.

7.5 Master of Communication and Graduate Certificate in Communication

The Communication course reviews were considered by the AQSC on 21 July 2025 and approved subject to amendments to the satisfaction of the Chair.

RESOLUTION AQSC14/4 The Academic Quality and Standards Committee resolved 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.

ACTION AQSC14/3 Update CDAP to reflect the Chair's executive approval of FOAE Communication course reviews. [Governance Officer]

7.6 Annual Course Health Check (ACHC)

The Committee reviewed the Annual Course Health Check (ACHC) and noted the following:

- Each course entry was linked to comprehensive course documentation, including the Course Directors' overviews and recommendations.
- Several courses included in the ACHC were already undergoing formal course reviews.

Following the discussion, the AQSC endorsed the ACHC and the proposed actions. The Committee also congratulated the Acting ADA, FOAE on the high quality of the documentation presented.

> **RESOLUTION AQSC14/5** The Academic Quality and Standards Committee resolved to **approve** the Annual Course Health Checks from the Faculty of Arts and Education.

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

The Associate Dean, Academic, FOBJBS introduced the Faculty's course reviews and advised that, where applicable, actions, reviewers' comments, and feedback had been presented to members via CDAP.

8.1 Bachelor of Criminal Justice

The Committee discussed the Comprehensive Course Review for the Bachelor of Criminal Justice and noted the following:

- The CCR was brought forward at the request of the Executive Dean, FOBJBS, following the ACHC review conducted in 2024.

- As a result of the review, the following actions have been proposed:

  - That the course be formally renamed.
  - That the course structure be revised to include majors and reduce the number of compulsory subjects, currently ranging from 18 to 21. Members noted that new majors in Psychology and Information Technology have been proposed to introduce a cross-disciplinary dimension and enhance employment outcomes for students.
  - That, in line with feedback from the External Advisory Committee (EAC), the course structure would include subjects that enable students to develop skills in data interpretation.

Members:

- Noted that, while the course review had considered data on attrition and student satisfaction, the proposed actions did not address these concerns.
- Agreed that a general cross-check of all current actions was needed to ensure alignment with the proposed changes.
- Endorsed the use of industry comparisons and benchmarking against other institutions to justify the proposed changes.
- Noted that missing due dates would be added before the document was progressed.

8.2 Master of Information Technology

Members discussed the Master of Information Technology and noted the following:

- The course, offered by the School of Computing, Mathematics and Engineering, had experienced a decline in enrolments following the closure of the Study Group Australia partnership, which previously delivered the course to international students.
- The School had brought forward the course review to enhance its domestic appeal and to shift the course's overall focus.
- Subjects would be revised to incorporate generative AI and to ensure that terminology and platforms were current and industry relevant.

- The Head of School was liaising with the Head, School of Nursing, Paramedicine and Healthcare Sciences to seek permission to incorporate one of the School's digital health subjects into the program, noting its relevance for information technology staff working in health settings. Additional proposals to integrate digital innovations in agriculture were also under consideration.

The ADA:

- Agreed to make amendments to reference the course name changes earlier in the document to improve clarity and context.
- Clarified that, while there was no designated Work Integrated Learning (WIL) subject in the course, practical applications were embedded throughout the curriculum and assessment items. The course document would be amended to highlight these elements more explicitly.

ACTION AQSC14/4 Update CDAP to reflect AQSC approval of FOBJBS course reviews. [Governance Officer]

RESOLUTION AQSC14/6 The Academic Quality and Standards Committee resolved to **approve** the following course reviews, as amended:
1. The Bachelor of Criminal Justice; and
2. Master of Information Technology.

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9. **Subject Quality Assurance Annual Report 2024 – formerly titled Subject Quality Enhancement and Grade Distribution Monitoring Report**

The Acting Director, Academic Quality, Standards and Integrity spoke to the item and highlighted the following:

- The Subject Quality Assurance Annual Report 2024, formerly titled Subject Quality Enhancement and Grade Distribution Monitoring Report, would be submitted annually to the AQSC.
- The report represented a combined faculty submission and provided an overview of the Faculty Assessment Committees' oversight of grade moderation and approval processes.
- The submission collated the faculties' work around QUASAR and noted increased staff engagement in reflective practices.
- Key challenges were identified in relation to:
  - The transition to Brightspace.
  - The impact of generative AI and its implications for teaching, learning, and assessment redesign.
  - The calibration of student workload and its effect on the student experience.
- Broadly, results were consistent across faculties, although some minor declines were observed in Session 90.
- Student feedback rates remained low but ongoing efforts were in place to investigate strategies for improvement.
- Improvements were noted in the conduct of external peer reviews of assessments, with a shift towards more flexible and collegial processes.
- Staff workload concerns persisted, particularly regarding the 7-day Automatic Extension. Discussions were ongoing about the possibility of managing extension processes within Brightspace in the future.

AQSC:

- Noted that the action item regarding a review of the FOAE Grade Review Panel would be removed from the report, as this work has been finalised 12 months ago.

- Noted that the action item concerning the review of end-of-session timelines and processes would be removed from the report, as the proposal was deemed out of scope with the implementation of the SMTP.
- Endorsed the QUASAR governance processes and the establishment of the QUASAR Steering Committee.
- Endorsed the proposal for analysing SuES participation and supported the trial of alternative methods to capture student feedback.

The Committee thanked members who contributed to the report and endorsed the proposed recommendations outlined in the Key Issues and Next Steps sections, as amended.

> **RESOLUTION AQSC14/7** The Academic Quality and Standards Committee resolved 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, as amended.

10. Academic Integrity and Misconduct Report 2024

The Acting Manager, Academic Integrity presented the 2024 analysis of student academic misconduct data and highlighted the following:

- There were 1,379 allegations of academic misconduct during the year, representing 3.7% of the student headcount. Of these, 83% progressed to formal investigation.
- A decrease in instances of Poor Academic Practice (PAP) was observed, potentially due to revised categorisation of misconduct types previously attributed to PAP.
- Allegations involving the use of generative AI and falsification of references have emerged as leading types of misconduct.
- As of the current reporting period, 933 allegations had been recorded which was 178 more than at the same time last year.

The Committee noted the following:

- The newly established Academic Integrity Unit (AIU) would work to implement standardisation and consistency in the review of academic misconduct cases, including outcomes and penalties. The AIU would also monitor the potential under-referral of allegations.
- The Deputy Dean, FOAE would liaise with the Acting Manager, Academic Integrity offline to update and amend the actions identified for the Faculty.
- A condensed version of the Academic Integrity Management report would be submitted to Academic Senate, with a link provided to the full report for reference.
- A recommendation that AQSC and UCC university-wide reports should be submitted to the Report Repository in UniRecords to ensure accessibility.
- FOAE was actively working to address the increase in academic misconduct cases within the Bachelor of Education Studies program.
- The software tool Wirro was scheduled to be trialled in 2025 as part of efforts to support academic integrity and misconduct management.
- Faculties would be given the opportunity to review the planned and ongoing actions relevant to their areas prior to submission of the final report to Academic Senate.

The Acting Manager, Academic Integrity thanked the Deputy Deans (FOAE and FOBJBS) and the Acting ADA (FOSH) for their contributions to the report.

> **ACTION AQSC14/5** Follow up on the recommendation that AQSC University wide reports be stored in the Report Repository in UniRecords. [Governance Officer]

> **RESOLUTION AQSC14/8** The Academic Quality and Standards Committee resolved to
> 1. **note** the Annual Academic Integrity and Misconduct Report 2024; and
> 2. **endorse** the planned and ongoing actions as outlined in Appendix 1 and Appendix 2 of the report, as amended, for submission to Academic Senate.

The Chair congratulated the Acting Manager, Academic Integrity for the quality of the report.

11. Work-integrated Learning Annual Report 2024

The Academic Lead (WIL) introduced the Work-integrated Learning (WIL) Annual Report 2024 and highlighted the following:

- A total of 18,067 activities were reported by the faculties in 2024.
- Student satisfaction increased by 6%, reaching 90% compared to 2023, and positive industry feedback about CSU students was noted at 96.3%.
- Only 11% of FOSH students accessed WIL scholarships and grants.
- FOSH promoted the National Priorities and Industry Linkage Fund (NPILF) Career Ready Grants, which resulted in $334,000 being distributed to FOSH students.
- Commonwealth Prac Payments (CPP), introduced in mid-2025, were being paid to students in teaching, midwifery, and social work. Members noted that the University would advocate for the CPP to be extended beyond these disciplines.
- Staffing was deemed a high-risk issue across all faculties, and it was reported that administrative workloads had increased in line with enrolment growth.
- All faculties have contributed to the development of a University-wide WIL policy aimed at clarifying roles and responsibilities.
- The report noted the total number of critical incidents across faculties, along with the immediate and systemic actions taken to address them. The establishment of the Student Welfare Action Group was also acknowledged.
- Emerging risks being monitored included academic misconduct related to Generative AI in WIL subjects and data integrity challenges associated with the InPlace system.

Members noted the following:

- The second dot point on the coversheet, which referred to 'cancellation costs' would be removed prior to submission to the Academic Senate.
- The Chair would liaise with the Acting Associate Dean (Academic), FOAE offline to discuss the possible circulation of annual growth planning decision trees to relevant student growth working groups.

<u>Work-integrated Learning Policy Update</u>

The Academic Lead (WIL) advised:

- that, in response to internal audits conducted since 2022, which raised concerns regarding the absence of a formal policy around Work-Integrated Learning (WIL), a working group was established. This group included representatives from the three faculties and relevant stakeholders.
- The working group consulted with Governance, and it was determined that WIL should be incorporated into the Courses and Subjects Policy. Subsequently, the group developed a dedicated WIL policy section, a WIL strategy, and an appropriate governance structure.
- The WIL proposals were finalised and circulated for consultation. The feedback received would now be considered prior to submission of the final version to the Deputy Vice-Chancellor (Academic) and other stakeholders for endorsement. The process was expected to be completed by September 2025.

<u>Subject Experience Survey (SuES)</u>

Members noted:

- that FOSH was able to include student satisfaction data in the WIL report, as the Faculty had expanded its SuES to incorporate additional questions related to satisfaction.

- that the FOAE WIL representative would liaise with the Academic Lead (WIL) offline to consider how FOAE might contribute data regarding student satisfaction in future SuES surveys.

> **RESOLUTION AQSC14/9** The Academic Quality and Standards Committee resolved to **endorse** the 2024 Work-integrated Learning Annual Report, as amended for submission to Academic Senate.

12. Charles Sturt University (Sydney) and Charles Sturt University (Melbourne) Report

The Deputy Dean, FOBJBS, provided an update on the Charles Sturt University Sydney and Melbourne campuses. Members noted the following:

- Student numbers have improved, with a total of 301 enrolments for session 202560, 211 in Sydney and 85 in Melbourne.

- Efforts to address attrition rates were ongoing. While there has been some improvement, the rate remained at 50%, as students continued to transfer to other providers.

- The newly introduced Master of Business Data Analytics has had a positive start, with strong enrolment numbers.

- The Master of Project Management and Leadership would continue to be monitored, as enrolments remain well below expectations.

- Current student enrolment issues included students enrolling in subjects without providing written agreement, and others unenrolling themselves. These issues were being monitored by the Navitas teams to avoid potential consequences for students' Confirmations of Enrolment (CoEs) and the duration of their visas.

- A Brightspace induction site has been created for Navitas teaching staff. It contained key information for academic delivery and was linked to academic integrity sessions. As the materials were available on demand, they would support training for staff who commence mid-session.

- Due to ongoing concerns about attendance, an attendance statement has been added to all subject outlines to encourage greater student engagement.

- As requested by Council, a regional experience was provided for Navitas students. Accompanied by the Campus Director, students visited the Bathurst campus, participated in a First Nations experience and attended a regional council career fair.

- Dr Azeem Mohammad has been appointed as the new Academic Director, following the retirement of Charles Lowe. He will commence in the role on 8 September 2025.

> **RESOLUTION AQSC14/10** 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.

13. Graduate Outcomes Survey Annual Report

Members noted that the Graduate Outcomes Survey Annual Report would be submitted to the 20 October 2025 meeting of the Academic Quality and Standards Committee.

14. Generative AI Institutional Action Plan Outcomes Survey Annual Report

Members noted that the Generative AI Institutional Action Plan would be submitted to the 20 October 2025 meeting of the Academic Quality and Standards Committee.

15. Annual Plan

The Annual Plan was noted.

16. Other Business

There were no items of other business.

17. Next Meeting

The next meeting of the Academic Quality and Standards Committee will be held from 10.00am to 1.00pm on Monday, 20 October 2025 by videoconference. The agenda for this meeting closes on Thursday, 2 October 2025.

There being no further business, the meeting concluded at 12.10am

Signed as a true and accurate record:

_____   _____
Chair   Date