



## UNIVERSITY COURSES COMMITTEE Meeting No. 38

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### NOTICE OF MEETING

**Date** Wednesday 27 August 2025

**Time** 9.00am – 11.00am

**Location** Zoom -  
<https://charlessturt.zoom.us/j/64119992843?pwd=mbHoVlbaHHcqXMMK1H5oVv7kxeSSlb.1>

Meeting ID: 641 1999 2843

Passcode: 160553

Members	23
Quorum	12

Members	Position	Committee Term Ends
Professor Graham Brown	Provost and Deputy Vice-Chancellor (Academic) (Chair)	Ex-officio
Dr Prue Laidlaw	Deputy Chair, Senate	30 June 2026
Professor Janelle Wheat	Pro Vice-Chancellor (Learning and Teaching)	Ex-officio
Mr Mike Ferguson	Pro Vice-Chancellor (International) Academic	Ex-officio
(Vacant)	Director, Education Strategy	Ex-officio
Ms Sandra Sharpham	Executive Director, Student Experience	Ex-officio
Ms Heather McGregor	Pro Vice-Chancellor, Student Success	Ex-officio
Mr Pete Greening	Acting Executive Director, Customer Experience	Ex-officio
Ms Rachel Stephens	Co-Director Academic Quality, Standards and Integrity	Ex-officio
Professor Will Letts	Acting Deputy Dean, Faculty of Arts and Education	Ex-officio
Professor Jenny Kent	Deputy Dean, Faculty of Business, Justice and Behavioural Science	Ex-officio
Associate Professor Brendon Hyndman	Acting Associate Dean (Academic), Faculty of Arts and Education	Ex-officio
Associate Professor Julia Lynch	Associate Dean (Academic), Faculty of Business, Justice and Behavioural Sciences	Ex-officio
Associate Professor Rachel Whitsed	Associate Dean (Academic), Faculty of Science and Health	Ex-officio
Associate Professor Christopher Orchard	Acting Chair, Indigenous Board of Studies	Ex-officio
Dr Kelly Tribolet	Elected member, Faculty of Arts and Education	30 June 2026
Dr Sabih-Ur Rehman	Elected member, Faculty of Business, Justice and Behavioural Sciences	30 June 2027
Dr Michelle Eastwood	Elected member, Faculty of Science and Health	30 June 2026
Ms Rebecca Acheson	Nominated member, Educational Design Lead, Division of Learning and Teaching	30 June 2027
Dr Annabel Matheson	Nominated member, Faculty of Science and Health	30 June 2027
Mr Simon Wakeling	Nominated member, Faculty of Arts and Education	30 June 2026
Ms Amanda Lynch	Acting Manager, Course Administration Team, Faculty of Science and Health	30 June 2027
(Vacant)	Student Member	30 September 2026
<b>Members (Attendance as required. Not part of quorum)</b>		
Associate Professor Matthew Winslade	Associate Dean (Research), Faculty of Arts and Education	Ex-officio
Professor Zahid Islam	Associate Dean (Research), Faculty of Business, Justice and Behavioural Sciences	Ex-officio
Associate Professor Sandra Savocchia	Acting Associate Dean (Research), Faculty of Science and Health	Ex-officio
<b>Attendees</b>		
Ms Natasha Bailo	Executive Officer, Office of the Deputy Vice-Chancellor (Academic)	
Mr James Elibank Murray	Manager, Course and Subject Accreditation	
Ms Verinnia Lansom	Governance Officer and Committee Secretary	

University Courses Committee Meeting No. 38			AGENDA	Wednesday 27 August 2025		
No	Item		Responsibility	Purpose	Time	Page
1	Welcome and Apologies	*	Chair	Noting	9.00am	4
2	Declaration of Interests	*	Chair	Decision		6
3	Confirmation of Agenda	*	Chair	Decision		7
4	Action Sheet	*	Chair	Discussion		8
For Decision/Discussion						
5	Chair's Report	*	Chair	Noting	9:15	9
6	Course Documents	*	Chair/ADAs	Decision		10
7	Professional Accreditation		Manager, Course and Subject Accreditation	Decision		12
8	Student Management Transformation Project - Policy and Procedure Impacts		Chair	Discussion		16
9	Standardising Duration Terms		Acting ED, Customer Experience & Manager, Course and Subject Accreditation	Decision		20
10	Faculty of Science and Health Inherent Requirements for approval		Chair/ADAs	Decision		23
Matters Taken as Read						
11	Previous UCC and UCC SC Minutes	*	Chair	Decision		24
12	Academic Senate Minutes	*	Chair	Noting		31
13	Minutes of the Committees Reporting to UCC	*	Chair	Noting		32
14	Annual Plan	*	Chair	Noting		33
Close						
15	Other business	*	Chair	Discussion		35
16	Next meeting	*	Chair	Noting		36
Meeting Close					11.00am	

\* 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."

### **University Courses Committee Terms of Reference**

The Committee noted that Academic Senate approved the following amendments to the Membership and Terms of Reference for the University Courses Committee (UCC) (AS202/14, 13/8/2025 refers):

- Add a new clause to provide UCC with the authority to 'review and approve inherent requirements documents'.
- Clause (4) – remove the requirement for the three academic staff members (one from each faculty who are Course Directors) to be elected; and update so that these positions are nominated by the Executive Deans. This change will align with the processes for the Academic Quality and Standards Committee and the University Research Committee.
- Clause (6) – revise the wording to streamline the processes relating to filling casual vacancies.
- Clause (10).c. – remove the requirement for UCC to monitor admissions and course enrolment trends.
- Clause (10).d. – remove the requirement for UCC to oversee the course profile and course development of partner and Educational Delivery (Award) Partners. AQSC already has responsibilities to oversee the Third-party provider arrangements, although this responsibility is not currently explicit in the AQSC MTOR.

### **Membership of the University Courses Committee**

The Committee welcomed the following to the committee membership, with a term of office ending 30 June 2027:

- Dr Sabih-Ur Rehman Faculty of Business, Justice and Behavioural Sciences
- Ms Amanda Lynch Manager, Course Administration Team, Faculty of Arts and Education to the membership
- Ms Rebecca Acheson Educational Design Lead, Division of Learning and Teaching (an additional term of office)
- Dr Annabel Matheson Faculty of Science and Health (an additional term of office).

### **Membership of the University Courses Committee Standing Committee**

In relation to the membership of the UCC Standing Committee (SC) the UCC:

- i) noted the vacancies two members 'of the UCC, nominated by the Committee';
- ii) noted the current membership of the UCC SC is as follows:
 

• Professor Graham Brown	Deputy Vice-Chancellor (Academic) (Chair).
• Professor Janelle Wheat	Pro Vice-Chancellor (Learning and Teaching).
• Vacant	Member of the UCC, nominated by the Committee
• Vacant	Member of the UCC, nominated by the Committee.
• Associate Professor Rachel Whitsed	Member of the UCC, nominated by the Committee,

iii) welcomed ....., to the membership of the UCC SC with a term of office ending 30 June 2027.

### **Apology**

The committee noted the following apology: Mr

Matthew Granfield

Associate Professor Christopher Orchard



## **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 Governance prior to the meeting

The University Courses Committee will determine the appropriate course of action, which may include the member leaving the meeting for the duration of the item or abstaining from discussion and/or decision. If the meeting is held by flying minute a determination will be made by the Chair in consultation with Governance.



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**Item 3: Confirmation of Agenda**

Action Sheet - University Courses Committee						
Meeting Date	Action Number	Action	Responsible Officer	Due Date	Status	Status Information
30-Apr-25	UCC36/2	Liaise with the Course and Subject Accreditation Officer, and Manager, Course and Subject Accreditation regarding the grouping of and information around restricted electives in the Bachelor of Geospatial Science.	ADA FOSH	3-Oct-25	In progress	Chair approved (11/8) move to 22 October UCC meeting
30-Apr-25	UCC36/1	Discuss maximum/minimum time and professional accreditation, including where CDAP would capture this information.	ADAs, Course and Subject Accreditation Officer, and Manager, Course and Subject Accreditation	4-Aug-25	Completed	Action addressed at Item 9 meeting 27/8/2025
18-Jun-25	UCC37/2	Provide feedback on the Admissions Policy and Procedure, particularly around the entry criteria for the First Nations Entry Program to the Executive Director, Customer Experience, prior to submission of the Policy to Academic Senate for approval.	Pro Vice-Chancellor, Student Success	28-Jul-25	Completed	The entry criteria for the First Nations Entry Program is found in the procedure only and Matt and Heather have spoken about this. I need to work with them both to confirm the changes and these will then go to Provost to approve (as the procedure does not have to go to Academic Senate)
18-Jun-25	UCC37/3	Review the Policy Library Glossary to ensure the terminology and definitions being used in documentation for the implementation of the Pathways Framework, including 'pathways' and, 'articulation agreement' are accurate.	Pro Vice-Chancellor, Student Success	When available	Completed	Completed with updated wording in the policy and the policy has been submitted to Academic Senate for approval.
18-Jun-25	UCC37/4	Update the Admissions Policy and Procedure in consideration of the feedback of the Committee, prior to submission to Academic Senate for approval.	Executive Director, Customer Experience	28-Jul-25	Completed	UCC feedback was considered and the necessary changes made to the policy document before submission to Academic Senate.
18-Jun-25	UCC37/4	Liaise with the Manager, Policy and Records to ensure the University Courses Committee's authority to approve Inherent Requirements is explicit in policy.	Manager Governance and Manager, Policy and Records	4-Aug-25	Completed	Submission before 13 August 2025 AS to amend UCC MToR to provide UCC with the authority to 'review and approve inherent requirements documents'.
30-Apr-25	UCC36/3	Discuss teaching efficiencies around the use of common subjects, in lieu of duplications and submit a proposal to a future UCC.	ADAs, Course and Subject Accreditation Officer, and Manager, Course and Subject Accreditation	4-Aug-25	Completed	This item will be addressed as a management task out of the Provost's Office.
18-Jun-25	UCC37/1	Review the approval process for the Master of Applied Business with specialisations conducted in April and May 2025, to determine why it was resubmitted to the Committee and whether any further action was required.	Manager Governance and Manager, Course and Subject Accreditation	4-Aug-25	Completed	Following a review, it was confirmed that the course and the new specialisations were processed out of sequence, though all were approved correctly, and no further action was required.





**item 5: Chair's Report**

The Chair may provide a verbal report as required.



## Item 6: Course Report

### PURPOSE

To:

- consider submissions for accreditation and discontinuance (teach-out arrangements) for courses of study leading to degrees and awards offered by the University; and
- approve major changes to an award course of study.

### RECOMMENDATION

The University Courses Committee resolves to:

1. **endorse and recommend** to Academic Senate the following Accreditation -Coursework proposals, for approval:

- Bachelor of Adult and Vocational Education Proposal-40668
- Bachelor of Theology Proposal-40675
- Graduate Certificate in Wiradyuri Language Proposal-41758
- Graduate Diploma of Cyber Security Proposal-41995
- Master of Adult and Vocational Education Proposal-40669
- Master of Ministry Proposal-40677
- Advanced Practice and Leadership Proposal-41806
- Graduate Certificate in Nursing (Aged Care) Proposal-42806
- Master of Social Work (Professional Qualifying) Proposal-40682
- Bachelor of Technology (Civil) / Master of Engineering (Civil) Proposal-42979
- Doctor of Information Technology Proposal-42964
- Financial Planning Proposal-42707
- Graduate Certificate in Applied Digital Marketing Proposal-42980
- Graduate Certificate in Community Leadership and Resilience Proposal-42973
- Graduate Certificate in Finance Proposal-42694
- Graduate Diploma of Finance Proposal-42695
- Graduate Diploma of Financial Planning Proposal-42696
- Master of Applied Digital Marketing Proposal-42982
- Master of Applied Finance (with specialisations) Proposal-42704
- Master of Engineering (Civil) Proposal-42974

2. **approve** the following Major Change -Coursework proposals, for approval:

- Bachelor of Veterinary Technology Proposal-43150
- Graduate Certificate in Health Service Management Proposal-42094
- Journalism Proposal-42849

### KEY MATTERS FOR CONSIDERATION

As per Faculty Board minutes and CDAP.

### KEY MATTERS FOR NOTING

As per Faculty Board minutes and CDAP.

**LINK.** Please refer to the courses for endorsement via CDAP at the following link:

[University Courses Committee – Meeting UCC-38](#)

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**Prepared by:** 18/08/2025 Verinnia Lansom, Governance Officer  
**Approved by:** 18/08/2025 Professor Graham Brown, Chair University Courses Committee  
**Cleared by:** 18/08/2025 Professor Graham Brown, Chair University Courses Committee

## Item 7: Professional Accreditation Annual Report 2025

### PURPOSE

To update the University Courses Committee on the risk ratings for courses with professional accreditation.

### RECOMMENDATION

The University Courses Committee resolves to **approve** the Professional Accreditation Annual Report 2025.

### SUMMARY OF KEY ISSUES

#### Background

The Professional Accreditation Records Management (PARM) system is the central repository for university-level reporting and record management. Data from PARM is linked to student handbooks and online course brochures, providing a single source of truth. The Professional Accreditation Risk Framework is currently under review, with completion expected by Q4 2025, however, the risk ratings in this report are based on existing definitions (Table 1).

Table 1 – Professional Accreditation Risk Ratings and definitions

<b>Low</b>	<ul style="list-style-type: none"> <li>No conditions and on time – meets all condition dates specified by the Professional Accreditation Body (PAB)</li> <li>All conditions have been met/discharged.</li> <li>Accreditation is met with current resources (current staff, current facilities, and equipment etc.) and on time.</li> </ul>
<b>Medium</b>	<ul style="list-style-type: none"> <li>Conditions with no resource requirements, but not on time (late – have not met the dates specified by the PAB for a condition).</li> <li>Conditions that have resource requirements (new staff, new facilities, and equipment etc.), but are on time.</li> </ul>
<b>High</b>	<ul style="list-style-type: none"> <li>Conditions that have resource requirements (new staff, new facilities, and equipment etc) and are not on time (late).</li> </ul>

#### Current status

In June and August 2025, Faculty Boards received and endorsed their respective Annual Professional Accreditation reports. These reports have been consolidated and verified against PARM to assure this committee of the current risk ratings. Table 2 provides a summary of each risk rating category. There has been a significant reduction in the total number of professional accreditation records since last year, following a 2024 project to reduce administrative load and risk of discrepancies by merging courses with multiple delivery modes and locations into a single PARM record. **There are currently no professionally accredited courses rated as high risk.**

Table 2 – Current Risk Ratings as at 31/07/2025

Risk Rating	FOAE	FOJBJS	FOSH	Total
<b>Low</b>	26	28	22	<b>76</b>
<b>Medium</b>	0	11	6	<b>17</b>
<b>High</b>	0	0	0	<b>0</b>
<b>Total</b>	<b>26</b>	<b>39</b>	<b>28</b>	<b>93</b>

## Medium risk courses

The following courses are rated as Medium risk (Table 3). These are monitored by their respective faculties on a monthly basis.

*Table 3 – Professionally Accredited courses rated as Medium Risk as at 31/07/2025*

Faculty	Course	Notes
Faculty of Business, Justice and Behavioural Sciences	<b>Bachelor of Psychology</b> Australian Psychology Accreditation Council (APAC)	<ul style="list-style-type: none"> <li>Accreditation has been granted to 31 December 2027, subject to ongoing submissions of de-identified assessments (standard condition)</li> <li>Progress report submitted 30 April 2025</li> </ul>
	<b>Bachelor of Psychology (Honours)</b> Australian Psychology Accreditation Council (APAC)	<ul style="list-style-type: none"> <li>Accreditation has been granted to 31 December 2027, subject to ongoing submissions of de-identified assessments (standard condition)</li> <li>Progress report submitted 30 April 2025</li> </ul>
	<b>Bachelor of Social Science (Psychology)</b> Australian Psychology Accreditation Council (APAC)	<ul style="list-style-type: none"> <li>Accreditation has been granted to 31 December 2027, subject to ongoing submissions of de-identified assessments (standard condition)</li> <li>Progress report submitted 30 April 2025</li> </ul>
	<b>Graduate Diploma of Psychology</b> Australian Psychology Accreditation Council (APAC)	<ul style="list-style-type: none"> <li>Accreditation has been granted to 31 December 2027, subject to ongoing submissions of de-identified assessments (standard condition)</li> <li>Progress report submitted 30 April 2025</li> </ul>
	<b>Master of Clinical Psychology</b> Australian Psychology Accreditation Council (APAC)	<ul style="list-style-type: none"> <li>Accreditation has been granted to 31 December 2027, subject to ongoing submissions of de-identified assessments (standard condition)</li> <li>Progress report submitted 30 April 2025</li> </ul>
	<b>Master of Professional Psychology (with specialisations)</b> Australian Psychology Accreditation Council (APAC)	<ul style="list-style-type: none"> <li>Accreditation has been granted to 31 December 2027, subject to ongoing submissions of de-identified assessments (standard condition)</li> <li>Progress report submitted 30 April 2025</li> </ul>
	<b>Master of Psychological Practice (with specialisations)</b> Australian Psychology Accreditation Council (APAC)	<ul style="list-style-type: none"> <li>Accreditation has been granted to 31 December 2027, subject to ongoing submissions of de-identified assessments (standard condition)</li> <li>Progress report submitted 30 April 2025</li> </ul>
	<b>Bachelor of Technology (Civil)</b> Engineers Australia (EA)	<ul style="list-style-type: none"> <li>Consistent with new course delivery</li> <li>Full accreditation requires five students to have graduated from the course</li> <li>No report submitted since 31 January 2024</li> </ul>
	<b>Bachelor of Technology (Civil)(Hons)</b> Engineers Australia (EA)	<ul style="list-style-type: none"> <li>Consistent with new course delivery</li> <li>Full accreditation requires five students to have graduated from the course</li> <li>No report submitted since 31 January 2024</li> </ul>
	<b>Bachelor of Technology (Civil) / Master of Engineering (Civil)</b> Engineers Australia (EA)	<ul style="list-style-type: none"> <li>Consistent with new course delivery</li> <li>Full accreditation requires five students to have graduated from the course</li> <li>No report submitted since 31 January 2024</li> </ul>

	<b>Master of Engineering (Civil)</b> Engineers Australia (EA)	<ul style="list-style-type: none"> <li>Consistent with new course delivery</li> <li>Full accreditation requires five students to have graduated from the course</li> <li>No report submitted since 31 January 2024</li> </ul>
Faculty of Science and Health	<b>Bachelor of Clinical Science (Medicine)/Doctor of Medicine</b> Australian Medical Council (AMC)	<ul style="list-style-type: none"> <li>Accreditation of Joint Program in Medicine (JPM) has been granted to 31 March 2027, conditions are consistent with new course delivery</li> <li>1 condition remaining on JPM</li> <li>Submission to accredit standalone program rather than JPM currently under consideration, outcome expected August 2025, therefore no progress report submitted</li> </ul>
	<b>Bachelor of Paramedicine</b> Paramedicine Accreditation Committee (ParaAC)	<ul style="list-style-type: none"> <li>Accreditation is ongoing with no end date, risk-based approach to approval</li> <li>6 conditions remaining</li> <li>Progress report submitted 26 June 2025</li> </ul>
	<b>Bachelor of Paramedicine (Honours)</b> Paramedicine Accreditation Committee (ParaAC)	<ul style="list-style-type: none"> <li>Accreditation is ongoing with no end date, risk-based approach to approval</li> <li>6 conditions remaining</li> <li>Progress report submitted 26 June 2025</li> </ul>
	<b>Bachelor of Veterinary Biology/Bachelor of Veterinary Science</b> Veterinary Schools Accreditation Advisory Committee (VSAAC)	<ul style="list-style-type: none"> <li>Provisional accreditation granted to 20 March 2027, with full accreditation dependent on meeting conditions</li> <li>3 conditions applied</li> <li>Interim report due 2 September 2025</li> </ul>
	<b>Bachelor of Veterinary Biology/Bachelor of Veterinary Science</b> Royal College of Veterinary Surgeons (RCVS)	<ul style="list-style-type: none"> <li>Provisional accreditation granted to 20 March 2027 with VSAAC accreditation, dependent on meeting conditions</li> <li>3 conditions applied</li> <li>Interim report due 2 September 2025</li> </ul>
	<b>Graduate Diploma of Clinical Practice (Paramedicine)</b> Paramedicine Accreditation Committee (ParaAC)	<ul style="list-style-type: none"> <li>Accreditation is ongoing (no end date), pending conditions</li> <li>10 conditions originally applied, 9 removed 28 March 2024, 1 remaining and on track</li> <li>Progress report submitted 26 June 2025</li> </ul>

### FASEA Courses in Teach-out

The following courses are in teach-out (Table 4). Faculty are engaged with TEQSA to address concerns regarding financial planning issues arising from 2021 and confirmed in November 2024 that reaccreditation would not be sought for remaining students.

Table 4 – Courses in Teach-out with expired accreditation

Faculty	Course	Notes
Faculty of Business, Justice and Behavioural Sciences	<b>Bachelor of Business (Finance)</b>	<ul style="list-style-type: none"> <li>Accreditation expired 31 December 2020</li> <li>Accreditation applied to Financial Planning joint study only (students who commenced prior to Session 1, 2021)</li> <li>Reaccreditation not sought for remaining students</li> </ul>
	FASEA (Approved Standards)	
	<b>Bachelor of Accounting (Financial Planning joint study)</b>	
	FASEA (Approved Standards)	

## COMPLIANCE

<b>Legislative Compliance</b>	This submission contributes to compliance with:  <a href="#">Higher Education Standards Framework 2021</a> Standards 3.1.5, 5.1, 6.2.1.i, and 7.1.2
<b>TOR/Policy Alignment</b>	This submission is made in accordance with:  <a href="#">Course and Subject Policy</a> <a href="#">University Courses Committee Terms of Reference</a> (Clause 12)

## RISK ANALYSIS

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
<b>Teaching and Learning</b> Charles Sturt University has a Low Appetite and willingness to take risks with the potential to compromise the University course delivery, accreditation of courses, academic integrity and educational standards. Charles Sturt University considers risks related to course delivery and quality from third party providers to be captured within its low willingness to take risks in the teaching and learning category.	Faculties monitor professional accreditation monthly. PARM manages records centrally and provides a single source of truth	Yes

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**Prepared by:** 31/07/2025 Bec Salmon  
 Co-Manager, Academic Quality Enhancement, OAQSI  
**Approved by:** 04/08/2025 Associate Professor Mark Bassett  
 Co-Director, Academic Quality, Standards and Integrity, OAQSI  
**Cleared by:** 04/08/2025 Professor Graham Brown  
 Provost and Deputy Vice Chancellor (Academic)



## Item 8: Student Management Transformation Project - Policy and Procedure Impacts

### PURPOSE

This report provides the University Courses Committee (UCC) with an early view on how the Student Management Transformation Project (SMTP) will impact student management policies, procedures, and ways of working. The report will inform Senate approvals, and the bulletin board process expected to occur early next year.

Providing the UCC visibility of the expected changes arising from the SMTP will support the delivery of a more streamlined implementation and provide opportunity for engagement and feedback.

We aim to provide project stakeholders with a view of project impacts to support informed conversations and decision making.

### RECOMMENDATION

The University Courses Committee resolves to **note** the impending adjustments to policy and procedure which will flow through to Senate and the bulletin board process in 2026.

### SUMMARY OF KEY ISSUES

Through workshops and collaboration with stakeholders the project has identified the following impacts:

- Course and subject policy suite: Earlier curriculum planning timelines and comprehensive data entry are required before admissions open to ensure students can accept their offer, view their course structure, and receive a consistent student experience.
- Credit policy suite: Auto credit will automate approximately 30 per cent of credit processing but cannot enforce current double-counting rules, requiring policy adjustment.
- Admissions policy: Course transfers will move from manual assessment (50 per cent cancel/decline rate) to direct applications for admission.
- HDR policy suite: Time-based study for HDR candidates will better reflect actual candidature timelines, improve flexibility and accuracy, enhance reporting, and reduce manual intervention.
- Admissions policy suite: A/B record creation for concurrent studies will be eliminated, creating single account management.

### BACKGROUND

SMTP is a Tier 1 strategic initiative aimed at transforming the provision of student management and administrative services to our students, including implementing Student One, a new Student Management System (replacing Banner Student with TechOne). This is a significant change, impacting students, staff and the organisation. Primary impacts will be across student management functions including Student Administration, the SX Service Centre, Admissions and Conversions, Faculty and Faculty Admin. The project is due to 'go-live' in October 2026.

To prepare for implementation the project team has been collaborating with stakeholders to understand the high-level impacts on policy and procedures resulting from the project. This is not a full-scale policy review; rather, it is a "shake the tree" exercise to uncover any obvious impacts that could be actioned now or prepared for management at the time of go-live. This early work will help manage the change load at implementation.

To date the SMT project has completed high-level stakeholder reviews across six critical policy suites (Admissions and Fees, Credit, Enrolments, Assessments, Graduation, and HDR) to identify expected



impacts from the project, which includes the TechOne system implementation and expected changes to processes and ways of working.

The identified changes will be managed through established governance channels, with policy owners connecting with stakeholders to prepare for implementation impacts. The project anticipates that other policies and procedures will also require updates, though not to the scale of the major operational changes detailed in this report. We also note that the current phase of detailed design may uncover further changes that will be communicated as required.

## **KEY ISSUES**

The following outlines the major operational changes that have various impacts on policy and procedure:

### **1. Course structures and curriculum management**

TechOne's predefined course structures will fundamentally transform student academic pathways by providing structured enrolment processes with built-in course pathways, integrated specialisation selection, and prevention of incorrect subject selections. This addresses current challenges where unclear course rules create confusion for students about subject requirements and timing, while staff spend significant time on manual progression checks and enquiry management.

A critical operational change involves enforcing curriculum planning timelines. Current practices allow curriculum changes close to or even after session start dates, which has reduced our historical 18–24-month advance planning window. To maintain student experience the new approach requires comprehensive curriculum data entry before admissions open. This necessitates clear timeline agreements, accountabilities and consistent application across all teams and faculties to deliver the best possible student experience from admission through to graduation.

The Curriculum Design Accreditation and Publication (CDAP) will remain as the source of truth for all curriculum items. While TechOne has now acquired CourseLoop and integration is included on their technical roadmap, manual processes will continue until a comprehensive vendor solution is implemented. This interim approach will ensure curriculum integrity while the technical integration develops.

Faculty and academic quality stakeholders are working with the project to define a timeline framework, establish accountability mechanisms, and create optimal curriculum lifecycle management practices for Charles Sturt. This includes developing solutions for enrolment pattern management and course and subject availability listings, with detailed proposals to be shared soon.

### **2. Auto credit implementation**

TechOne's auto credit feature will automatically award credit for previously completed Charles Sturt University subjects that exactly match new study plan requirements. The system matches subjects based on exact codes within configurable timeframes (i.e., 10 years) and carries forward original grades rather than generic credit notations. This accounts for approximately 30% of current credit requests that will no longer require manual intervention and demonstrates some of the improved efficiencies the project will deliver.

While this automation aligns with sector standards and enhances learner mobility, it requires academic policy adjustments. The system cannot enforce current double-counting rules or credit limits, necessitating policy alignment with other universities that exclude auto credit from credit limits. The double counting rule was originally introduced to address specific concerns with the IT Masters course. Following consultation with key stakeholders, including the Provost, about these historical concerns and current practices, removing the double counting rule to enable this functionality has been endorsed.

The project is working with the Courses Teams and Course Directors to confirm course/subject exclusions, coordinate faculty feedback and review existing credit limits to ensure they align with the new approach. This includes determining how to replace or augment the term 'Credit' with TechOne's standard terminology of 'Advanced Standing'.

### **3. Course transfers**

The current manual course transfer process is administratively intensive, involving multiple reviewers and lengthy assessment periods, with nearly 50% of applications declined or cancelled. This process creates

inconsistent outcomes that may not align with standard admission criteria, potentially compromising student experience and creating compliance risks for the University.

In the future state, course transfers will be handled through direct applications for admission, supported by TechOne's auto credit functionality, which will automatically recognise exact subject matches within specified timeframes and credit these subjects in new study plans. The new approach will handle both course transfer requirements and concurrent study needs, with special arrangements available for mid-year or special session admissions where intake is not normally offered.

#### **4. Time based study for HDR candidates**

The current session-based HDR enrolment model creates administrative complexity and misalignment with actual candidature timelines. In the future state, TechOne will support time-based enrolments with automated enrolment periods, dynamic study rates, and accurate EFTSL tracking. This enhanced flexibility will enable increased intake frequency, with HDR candidate admissions likely expanding from twice yearly to four times annually. These changes will reduce manual adjustments and enhance transparency for students and staff. A subsequent paper will be provided to the Provost to outline the potential change impacts for consideration.

#### **5. Concurrent studies**

In the current student management system, Banner does not associate multiple courses with a single student; instead, a new identity is created for each course. For example, if Marli Williams is finishing a science degree and has already started a degree in education, this is reflected as two student identities: 149888A Marli Williams – Science and 149888B Marli Williams – Education. The current A/B record approach creates significant navigation difficulties and administrative burden for both students and staff, requiring students to manage multiple identities and separate login credentials.

TechOne's integrated approach will eliminate this complex A/B identification system, as a single student can be associated with more than one course. In the future state, this would simply be: 149888 Marli Williams – Science and Education. This allows concurrent study management within a single student identity and creates a streamlined experience. A comprehensive transition plan will address existing A/B record holders to ensure continuity for current students while moving to the simplified single-identity model for all future concurrent study arrangements.

These changes represent significant operational improvements that will enhance student experience and reduce administrative burdens, while requiring careful policy alignment and stakeholder engagement to ensure successful implementation.

### **NEXT STEPS**

The project operates under a robust governance and sponsorship framework that ensures strategic alignment, operational oversight, and stakeholder engagement at all levels. Executive Leadership Team oversight provides strategic direction, while the Project Steering Committee and Project Control Group manage project governance and day-to-day control. The Design Authority makes technical decisions informed by consultation with the Technical Working Group and other specialist working groups, ensuring student voices and subject matter expertise guide implementation. This structure maintains clear accountability through defined reporting lines and aligns to business-as-usual processes and protocols.

All policy suite changes will flow through to Senate and the bulletin board process in 2026, ensuring appropriate consultation and due process.

Further change impacts identified as part of the detailed design phase of the project will be communicated accordingly.

<b>Major Risk</b>	<b>Risk Monitoring and Management</b>	<b>Does this sit within risk appetite?</b>
<b>Legislative and Regulatory Compliance</b>	Consultation and policy reviews undertaken with process owners/ managers and key stakeholders from Risk and Compliance and Governance.	Yes

Implementing new systems and processes without consideration of legal obligations and policy alignment	Regular updates provided to, and appropriate approvals sought from, academic governance committees and management with compliance oversight responsibilities.	
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## COMPLIANCE

<b>Legislative Compliance</b>	This submission contributes to compliance with: <ul style="list-style-type: none"> <li>• <u>Higher Education Support Act 2003</u></li> <li>• <u>Higher Education Standards Framework (Threshold Standard) 2021</u> and;</li> <li>• <u>Education Services for Overseas Students Act 2000</u>.</li> </ul>
<b>Policy/TOR Alignment</b>	This submission is made in accordance with: <ul style="list-style-type: none"> <li>• <u>University Courses Committee - Membership and Terms of Reference clause 15</u></li> </ul>

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**Prepared by:** 29/07/2025 Kate Aylmore, Continuous Improvement Specialist, SMTP  
**Approved by:** 04/08/2025 Sandra Sharpham, Executive Director, Student Experience  
**Cleared by:** 04/08/2025 Graham Brown, Provost



## Item 9: Standardising Duration Terms (Refers UCC36/1)

### PURPOSE

To address action UCC36/1 by providing advice on maximum and minimum course durations, identifying professional accreditation-related duration constraints, and applying sector standards to how this information is recorded in CDAP and presented in publications. This paper aims to close the action by recommending a standardised approach for University Courses Committee consideration.

### RECOMMENDATION

The University Courses Committee resolves to **endorse** the proposed standardisation of course duration and presentation of duration qualifiers for professional accreditation courses, as outlined in *Actions and Next Steps*, for implementation from Session 1, 2026.

### BACKGROUND

In reviewing the usage of terminology used to describe course duration across the sector universities define course duration in policy or official guides, and these definitions correspond closely with language used in publications and accreditation documentation:

- **Full-time** study is consistently defined based on a standard annual study load (typically 1.0 EFTSL), expressed in institutional credit point or unit/subject systems.
- **Part-time** study is commonly defined as any load below full-time, with some policies specifying a minimum for full-time status, aligning with government support requirements (e.g. 0.75 EFTSL).
- **Part-time equivalent** is frequently used in public-facing course information. While not always defined in policy, its meaning is supported through maximum time-to-complete rules—often double the full-time duration. Several institutions (e.g. Sydney, Melbourne, WSU) include the phrase in formal contexts.
- **Accelerated** study modes are variably recognised. Some institutions (e.g. UniSA, WSU) define it in policy or course descriptions. Others enable acceleration through overload or use of non-standard teaching periods, but without formal labelling. Where used, “accelerated” typically means completion in less than the standard full-time duration.

Across the sector, public course information typically uses the phrase:

**“X years full-time (or part-time equivalent)”**, with variations in how accelerated options are presented. Language is consistent across undergraduate and postgraduate levels, usually tied to a defined volume of learning. Occasional non-standard phrases are explained in context.

### Policy and Procedure alignment

University policies and procedures define course duration using study load metrics—credit points, EFTSL, or subject counts. The term part-time equivalent is typically implied through reduced study loads or extended maximum completion periods. Few institutions define accelerated study formally in policy.

While there is no requirement to adopt standardised duration descriptors, terms such as minimum or maximum duration are uncommon outside of Higher Degree Research policies or references to coursework policies concerning maximum time to complete. Nonetheless, there is broad sector alignment in favour of consistent terminology to support comparability. If the decision is made to retain existing terminology, these terms must be clearly defined and aligned with standard sector usage.

Alternatively, such terms could be used to provide supplementary guidance; however, this type of detail is more typically communicated through the student progression plan.

### Professionally Accreditation-imposed duration requirements

Some professional accreditation bodies impose additional constraints on course duration, often stricter than institutional policy. These include limits on recency or maximum time for completion.

**Table: Examples of usage**

Discipline	Accrediting Body	Typical Rule	Disclosure Example	Policy Management
Psychology	APAC	10-year limit on sequence	CQU, UWA	Refresher units required if exceeded
Law	Legal Admission Boards	5-year recency for admission	UWA, UNSW	Handbook disclaimers
Nursing	ANMAC	6-year max for 3-year degree	UniSQ	Embedded in course rules
Clinical Psychology	APAC / PsyBA	Honours within 10 years	UWA	Condition of admission
Social Work	AASW	8-year informal limit in some programs	Various	Currency checks
Teaching	AITSL / State Registration	Recency of curriculum and practicum	Internal only	Progression or eligibility conditions

### Duration Standards and Policy Alignment

1. Public terminology is consistent with AQF expectations.
2. Policy definitions rely on EFTSL and credit point metrics.
3. Professional accreditation duration constraints override institutional norms and are disclosed at course level.

### Placement of Accreditation-Imposed Duration Constraints in CDAP

CDAP will capture the information as follows:

#### Course: Admission and Progression Requirement

→ Arrangements → Professional Accreditation Duration Requirements

#### Example template for a Bachelor of Nursing:

*Professional Accreditation Note:* To comply with accreditation standards for registration as a nurse in Australia, the Bachelor of Nursing must be completed within six years. Students unable to meet this timeframe may be required to complete additional units to demonstrate current clinical competence.

The approach:

- Ensures visibility at a key student decision point (acquisition, admissions and course planning).

- Clarifies distinctions between institutional maximum completion times and shorter accreditation-imposed limits.
- Reduces regulatory risk by avoiding potential misrepresentation of registration eligibility.

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, academic integrity, and educational standards by the University or its third-party education arrangements.	Standardising the course duration in systems and documentation reduces the risk of misrepresentation and misinterpretation of information.	Yes

## ACTIONS AND NEXT STEPS

1. Standardise all references to course duration across systems and publications by adopting the phrase “*Full-time*” and/or “*Part-time equivalent*”. Where alternate terms (e.g. minimum or maximum duration) are used, ensure they are clearly defined in relation to sector standards.
2. Ensure student study plans provide detailed duration guidance in cases where progression patterns differ from the full-time or part-time equivalent.
3. Faculties, led by Course Directors in consultation with Accreditation Leads, identify and provide any professional accreditation-imposed duration constraints for relevant courses.
4. Formalise the CDAP process and template for recording course duration constraints and ensure alignment with PARM to support maintenance of the information within standard practices for compliance reporting.
5. Communicate requirements to Customer Experience, Information Technology and Faculty Teams on changes outlined in paper to ensure CDAP and publications are updated as outlined.

## COMPLIANCE

<b>Legislative Compliance</b>	This submission contributes to compliance with: <ul style="list-style-type: none"> <li>• Australian Qualifications Framework</li> <li>• Higher Education Standards Framework (HESF 2021)</li> <li>• Education Services for Overseas Students (ESOS) Framework</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 and associated procedures</li> </ul>

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**Prepared by:** 08/08/2025 James Elibank Murray, Manager, Course and Subject Accreditation,  
 Brendon Hyndman, Associate Dean Academic (AE)  
 Julia Lynch, Associate Dean Academic (BJBS)  
 Prue Laidlaw, Associate Dean Academic (SH)  
 Matt Granfield, Executive Director, Customer Experience

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

**Cleared by:** 12/08/2025 Provost and Deputy Vice-Chancellor (Academic)

## Item 10: Faculty of Science and Health Inherent Requirements for approval

### PURPOSE

To seek approval from the University Courses Committee for the Inherent Requirements documents presented below.

### RECOMMENDATION

The University Courses Committee resolves to **approve** the Inherent Requirements documents for the Master of Speech Pathology.

### BACKGROUND

The Admissions Policy requires that prospective students are advised of inherent requirements where they are present. In August 2024, Academic Senate approved a revised definition of Inherent Requirements and approved the creation of a work plan to implement changes to Inherent Requirements (Resolution AS195/6).

This work has since been carried out by the Faculty in conjunction with the Office of Academic Quality, Standards and Integrity, following agreed definitions and a consistent template.

### KEY ISSUES

Inherent Requirements are required for this course because it is a Professional Accreditation requirement.

- Inherent Requirements [Master of Speech Pathology](#).

Major Risk	Risk Monitoring and Management	Does this sit within risk appetite?
<b>Teaching and Learning</b> – Charles Sturt 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.	There are risks associated with students not meeting the inherent requirements to complete a course. By making Inherent Requirements clear to applicants this risk is mitigated.	Yes

### ACTIONS AND NEXT STEPS

Once approved, the Inherent Requirements will be linked to the relevant Online Course Brochures.

### COMPLIANCE

<b>Legislative Compliance</b>	This submission contributes to compliance with: <ul style="list-style-type: none"> <li>Standard 3.1.5 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>Clause 8 of the <a href="#">Admissions Policy</a></li> </ul>

**Prepared by:** 11/8/2025 Rebecca Frauenfelder, Manager Courses Administration Team and Associate Professor Rachel Whitsed, Associate Dean (Academic) Faculty of Science and Health

**Approved by:** 11/8/2025 Dr Prue Laidlaw, Acting Associate Dean (Academic) Faculty of Science and Health

**Cleared by:** 18/08/2025 Professor Graham Brown, Deputy Vice Chancellor (Academic)



**Item 11: Previous Minutes (UCC and UCC SC)**

**PURPOSE**

To approve the minutes of the previous UCC and UCC SC meetings.

**RECOMMENDATION**

The University Courses Committee resolves to **approve** the minutes of the University Courses Committee meeting held on 18 June 2025 as a true and accurate record.

**ATTACHMENTS/LINKS**

A. [AS UCC 37 250618 Minutes](#)



## UNIVERSITY COURSES COMMITTEE

### Meeting No. 37

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Unconfirmed minutes of the meeting of the University Courses Committee held at 9.00 am on Wednesday 18 June 2025 by videoconference.

#### Present:

Professor Graham Brown	Chair & Provost and Deputy Vice-Chancellor (Academic)
Professor Janelle Wheat	Pro Vice-Chancellor (Learning and Teaching)
Dr Prue Laidlaw	Deputy Chair, Academic Senate
Mr Mike Ferguson	Pro Vice-Chancellor, International
Ms Heather McGregor	Pro Vice-Chancellor, Student Success (PVCSS)
Mr Matthew Granfield	Executive Director, Customer Experience (EDCE)
Ms Sandra Sharpham	Executive Director, Student Experience
Mr Mike Bryant	Academic Director, Education Strategy
Professor Jenny Kent	Deputy Dean, Faculty of Business, Justice and Behavioural Sciences
Professor Will Letts	Acting Deputy Dean, Faculty of Arts and Education
Associate Professor Christopher Orchard	Acting Chair, Indigenous Board of Studies
Associate Professor Brendon Hyndman	Acting Associate Dean (Academic), Faculty of Arts and Education
Associate Professor Rachel Whitsed	Associate Dean (Academic), Faculty of Science and Health
Dr Jason Howarth	Elected member, Faculty of Business, Justice and Behavioural Sciences
Dr Michelle Eastwood	Elected member, Faculty of Science and Health
Ms Rebecca Acheson	Nominated member, Educational Design Lead, Division of Learning and Teaching
Dr Annabel Matheson	Nominated member, Faculty of Science and Health
Mr Simon Wakeling	Nominated member, Faculty of Arts and Education
Ms Rebecca Frauenfelder	Acting Manager, Course Administration Team, Faculty of Science and Health

#### Apologies:

Dr Kelly Tribolet	Elected member, Faculty of Arts and Education
Associate Professor Julia Lynch	Associate Dean (Academic), Faculty of Business, Justice and Behavioural Sciences

#### Attendees:

Ms Rachel Stephens	Co-Director, Academic Quality, Standards and Integrity
Mr James Elibank-Murray	Manager, Course and Subject Accreditation (MCSA)
Ms Bec Salmon	Manager, Academic Quality Enhancement
Ms Amanda Lynch	Manager, Course Administration Team, Faculty of Arts and Education
Ms Clare Jonker	Director, Portfolio Operations and Strategy (Academic Portfolio)
Ms Kate Hayden	Manager, Governance (Minutes)

#### 1. Welcome and Apologies

The University respectfully acknowledges 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, knowledge, research and ceremonies.

The Chair opened the meeting with an acknowledgement of Country and welcomed members and attendees. Dr Prue Laidlaw, Deputy Chair, Academic Senate was welcomed to her first meeting as a member of the Committee.

The Chair acknowledged Dr Howarth, Ms Acheson, Dr Matheson and Ms Frauenfelder, whose terms would conclude on 30 June 2025 and expressed appreciation for their valuable contributions to the work of the Committee.

## 2. Declaration of Interests

There were no declarations of interest.

## 3. Confirmation of Agenda

A motion was carried for the adoption of the Items Taken as Read.

## 4. Action Sheet

The Committee noted that an update for action item UCC36/2 would be provided to the August 2025 meeting.

## 5. Chair's Report

The Chair provided an update to the Committee on the following:

- The University had met with TAFE during the previous week, and several initiatives were identified to further progress the partnership, including consideration of a proposal to streamline credit arrangements by integrating credit training packages within the Curriculum Design, Accreditation and Publication (CDAP) system. If possible, a mechanism would be built into CDAP to flag any changes made to the credit registers maintained by either the University or the partner institution, to ensure all parties were aware of the change and any potential impacts.
- The PVCLT is progressing the work on the University's assessment redesign as a matter of high-priority, particularly given TEQSA's focus on assessment integrity and the use of GenAI. It was anticipated that TEQSA would soon implement robust regulations around assessment integrity.

It was proposed that CDAP be used as the single source for assessments, as the current processes were unclear, and the assessments and subject outlines tended to vary slightly from those stored in CDAP. The Provost and the MCSA agreed to discuss the matter offline.

The PVCLT confirmed discussions were underway with the Division of Information Technology to prioritise the Subject Outline Tool project, as that was another high-priority area.

### **RESOLUTION UCC37/1**

The University Courses Committee resolved to **note** the verbal report from the Chair.

## 6. Course Report

*Faculty Boards provide endorsement of course changes within Faculty Board minutes and assure the University Courses Committee of the Board's consideration of issues, progress, and monitoring of associated actions.*

*Prior to the University Courses Committee meeting, members reviewed Course Documents and recorded questions, comments, and suggested amendments via the comments field in CDAP. The UCC referred to these comments to guide discussion.*

The course proposals before the UCC were discussed, and the following points were noted:

Customs Studies - New - Proposal-36261

Customs Broking - New - Proposal-36262

Customs International Forwarding - New - Proposal-36263

- The Master of Applied Business was endorsed by the Committee in April 2025 and approved by Academic Senate (Senate) in May 2025 with the three specialisations: Customs Studies, Customs Broking and International Forwarding; however, the documents had been resubmitted as it was not clear whether Senate had approved the proposals for a 2025 or 2026 commencement.

- It was confirmed that the specialisations were not entry points; they were part of the degree, and the timing was not critical; however, if the commencement were to be changed to 2026, amendments would need to be made to published documents.
- The Chair noted the submission to Senate was based on a 202560 implementation and there had been no discussion by Senate to change the implementation to 2026. The Committee agreed to note the specialisations and to review the approval process to clarify the commencement year and whether any further actions were required.

*Secretary's note: Following a review, it was confirmed that the course and the new specialisations were processed out of sequence, though all were approved correctly, and no further action was required. Action UCC37/1 now closed.*

#### Bachelor of Clinical Science (Medicine) / Doctor of Medicine – New – Proposal 42666

- There were no significant changes to the course structure, which was identical to the previous course. However, new subject codes were included to differentiate the course from the Joint Medical Program with Western Sydney University (WSU) and to enable the students in the new program to be tracked.
- The teach-out plan, which was attached via the related proposals and the business case, detailed the impacts on current students. The teach-out plan had been endorsed by the Joint Program Steering Committee and submitted to WSU for consideration by its Senate, and no feedback had been provided to date. The latest version of the teach-out plan would be provided to the University's Senate in August 2025.
- The University was seeking standalone accreditation of the Medical School with the Australian Medical Council (AMC). The AMC had conducted a site visit and had provided its initial findings. The findings did not highlight anything of concern, and the University was confident of a supportive accreditation for the standalone medical program.
- The current course would not be suspended until the outcome of the accreditation was known; the University expected to receive confirmation in August 2025. If, for some reason, the accreditation was not approved, the University would continue the joint program with WSU.
- The original course review schedule timing would remain in place, given that a new course would require a review in 3 years from its implementation, and this would be 2028 anyway.
- The inherent requirements included in the proposal were highlighted.

#### Graduate Diploma of GIS and Remote Sensing [Exit point only] & Master of GIS and Remote Sensing – Proposal 42355

- The Graduate Diploma and Masters had been suspended, and approval was being sought for the reaccreditation of the discontinuation to allow the teach-out to continue.

#### Bachelor of Educational Studies – Proposal 40670

- The proposal included minor revisions to ensure CAPs compliance and mapping.
- The strength of the pathways had been challenging. The MCSA was acknowledged for his assistance in mapping the flow of the pathways within CDAP to the Master of Teaching.
- Further discussions would need to be held on the possibility of reinstating shell courses within CDAP, noting that in the past, these were used to effectively map to the components of a course rather than down to the individual subject level and the arrangement was mainly used for the education courses due to their complexities.

#### Bachelor of Adult and Vocational Education

- The MCSA noted the item had been deferred to the August 2025 meeting.

**ACTION UCC37/1** Review the approval process for the Master of Applied Business with specialisations to determine whether the proposals had been approved correctly, and whether any further action was required. (MG, MCSA)

**RESOLUTION UCC37/2**

The University Courses Committee resolved to **endorse** and **recommend** to Academic Senate the following Accreditation-Coursework proposals for approval:

- Proposal 42666 Bachelor of Clinical Science (Medicine) / Doctor of Medicine – New
- Proposal 42355 Graduate Diploma of GIS and Remote Sensing [Exit point only] & Master of GIS and Remote Sensing
- Proposal 40670 Bachelor of Educational Studies

## 7. Admissions Policy and Procedure

The EDCE provided a briefing on the scheduled review of the Admissions Policy and Procedure, noting that relatively minor changes had been made to the documents; however, a more comprehensive review was likely to occur as part of the implementation of the Student Management Transformation Project.

Members discussed:

- The changes made in relation to the English language requirements to remove duplication and inconsistent information, particularly around the mode of instruction, noting that there were no new requirements introduced.
- Connections - First Nations Entry Program, requesting some slight changes to the language for the following clauses:
  - Clause (116) included provisions for 'applicants who may not yet have met the necessary entry requirements for admission'; however, there were often broader reasons as to why people may complete the program.
  - Clause (118) specified 'successful completion of this five-day entry program'; however, five days should not be specified as the program could change over time and may be offered on a different schedule.
  - The risks associated with the use of the word 'pathways' in an admissions context, particularly given the work underway to broaden the concept of pathways in line with the implementation of the Pathways Framework (Framework), and the discussions with TAFE around lifelong learning and pathways to careers.

The Chair suggested a review of the Policy Library Glossary be undertaken to ensure the University's definitions of terms such as 'pathway' and 'articulation agreement' were accurately reflected in policy and to allow administrative updates to be made where required. The PVCSS agreed to include a review of the terminology relating to the Framework and to liaise with the EDCE on suggested changes to clauses 116 and 118.

- The new minimum academic entry requirements for undergraduate certificates specified 'NSW Higher School Certificate (HSC), or equivalent'; however, the entry requirement needed to be the same as that of the Diploma, which was 'NSW Year 10 RoSA or equivalent'.

**ACTION UCC37/2** Provide feedback on the Admissions Policy and Procedure in relation to the section on Connections - First Nations Entry Program to the Executive Director, Customer Experience, prior to submission of the Policy to Academic Senate for approval. [PVCSS]

**ACTION UCC37/3** Review the Policy Library Glossary to ensure the terminology and definitions being used in documentation for the implementation of the Pathways Framework, including 'pathways' and 'articulation agreement' are accurate. [PVCSS]

**ACTION UCC37/4** Update the Admissions Policy and Procedure in consideration of the feedback of the Committee, prior to submission to Academic Senate for approval. [EDCE]

**RESOLUTION UCC37/3**

The University Courses Committee resolved to:

1. **endorse** the Admissions Policy and recommend approval to Academic Senate, subject to minor amendments;
2. **endorse** the Admissions Procedure and recommend approval to the Provost and Deputy Vice-Chancellor (Academic); and
3. **note** the expiration of the Admissions Entry Requirements (Coursework) Procedure.

**8. FOSH Inherent Requirements**

The ADA, FOSH presented the Inherent Requirement documents for which approval was being sought, as the courses were either professionally accredited, or students enrolled in the course would be working with animals. The ADA FOSH highlighted:

- The Admissions Policy stipulated that prospective students be advised of inherent requirements where they were present, to ensure students were aware of the requirements before they enrolled.
- The presentation of the inherent requirements was consistent across the courses, due to the development of agreed definitions and templates.
- The inherent requirements were similar across the courses but with discipline-specific exemplars.
- The Committee was being asked to approve the inherent requirements as the Admissions Policy was silent on approval protocols, and it had previously been agreed that the Committee would consider these documents for approval.

The Chair requested a review of policy be undertaken to ensure the Committee's authority to approve Inherent Requirements was explicit.

**ACTION UCC37/5** Liaise with the Manager, Policy and Records to ensure the University Courses Committee's authority to approve Inherent Requirements was explicit in policy. [MG]

**RESOLUTION UCC37/5** The University Courses Committee resolved to **approve** the Inherent Requirements documents for the following courses:

- Bachelor of Animal Science
- Bachelor of Dental Science
- Bachelor of Equine Science
- Graduate Diploma of Clinical Practice (Paramedicine)
- Graduate Diploma of Midwifery
- Bachelor of Clinical Science (Medicine) / Doctor of Medicine
- Bachelor of Paramedicine
- Bachelor of Pharmacy
- Bachelor of Technology

**9. Previous Minutes (UCC and UCC SC)**

**RESOLUTION UCC37/6** The University Courses Committee resolved to **approve** the minutes of the University Courses Committee meeting held on 30 April 2025, as a true and accurate record.

**10. Academic Senate Minutes**

**RESOLUTION UCC37/7** The University Courses Committee resolved to **note** the minutes of the Academic Senate meeting held on 16 April 2025.

**11. Minutes of the Committees reporting to UCC**

**RESOLUTION UCC37/8** The University Courses Committee resolved to **note** the minutes of the meetings of the Committees that report to the Committee.

**12. Minutes of the Committees reporting to UCC**

**RESOLUTION UCC37/9** The University Courses Committee resolved to **note** the minutes of the meetings of the Committees that report to the Committee.

**13. Indigenous Australian Content in Courses and Subjects Policy Progress Report**

**RESOLUTION UCC37/10** The University Courses Committee resolved to **note** the progress report on the Indigenous Australian Content in Courses and Subjects Policy.

**14. Annual Plan**

**RESOLUTION UCC37/11** The University Courses Committee resolved to **note** the current Annual Plan.

**15. Other Business**

The FOSH ADA noted she was going on a combination of long service leave and research leave for the next 3 months, advising that Dr Prue Laidlaw would be acting ADA, FOSH during the period.

**16. Next Meeting**

The next meeting of the University Courses Committee was scheduled to be held from 9:00 am – 12:00 pm on Wednesday, 27 August 2025 by videoconference. The agenda for this meeting closes on 11 August 2025.

There being no further business, the meeting concluded at 9.50 am.

Signed as a true and accurate record:

\_\_\_\_\_  
Chair

\_\_\_\_\_  
Date



## Item 12: Academic Senate Minutes

### PURPOSE

To provide the University Courses Committee with the record of business considered by Academic Senate at its recent meeting.

### RECOMMENDATION

The University Courses Committee resolves to **note** the minutes of the Academic Senate meeting held on 28 May 2025.

### KEY ISSUES

The Chair will highlight items of relevance to the University Courses Committee.

### COMPLIANCE

<b>Legislative Compliance</b>	This decision contributes to compliance with:  1. Standard 6.3 of the <a href="#">Higher Education Standards Framework 2021</a>
<b>Policy Alignment</b>	This decision is made in accordance with the <a href="#">Faculty Boards – MTOR</a> and <a href="#">Governance (Academic Senate) Rule 2018</a>

### RISK ASSESSMENT

<b>Risk appetite according to the <a href="#">Risk Appetite Statement</a>.</b>	<b>Legislative and Regulatory Compliance:</b> Charles Sturt University is committed to high level of compliance with relevant legislation, regulatory compliance obligations and internal policies and procedures. Charles Sturt University has a Very Low Appetite for any intentional behaviours which result in non-compliances with any of its relevant legislative requirements, regulatory compliance obligations and internal policies and procedures.
<b>Consequence of decision in relation to risk appetite</b>	This decision sits within the current risk appetite.

### LINK

A. [AS Minutes](#)

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Prepared by: 18/8/2025 Verinnia Lansom, Governance Officer  
 Approved by: 18/8/2025 Kate Hayden, Manager, Governance  
 Cleared by: 18/8/2025 Professor Graham Brown, Chair University Courses Committee

### Item 13: Minutes of the Committees Reporting to the University Courses Committee

#### PURPOSE

To provide the minutes from meetings of committees that report to the University Courses Committee.

#### RECOMMENDATION

The University Courses Committee resolves to **note** the minutes of the Committees that report to the University Courses Committee.

#### KEY ISSUES

The minutes for meetings of committees that report to the University Courses Committee are provided for the information of members:

Faculty of Arts and Education Faculty Board	30 June and 11 August 2025
Faculty of Business, Justice and Behavioural Sciences Faculty Board	1 July and 12 August 2025
Faculty of Science and Health Faculty Board	30 June and 11 August 2025
Indigenous Board of Studies	2 July 2025

Any items that require specific consideration and or decision by the University Courses Committee will appear as separate items on the agenda.

#### COMPLIANCE

<b>Legislative Compliance</b>	This decision contributes to compliance with Standard 6.3 <a href="#">Higher Education Standards Framework 2021</a> .
<b>Policy Alignment</b>	This decision is made in accordance with the <a href="#">University Courses Committee Membership and Term of Reference</a> and the relevant sub-committee <a href="#">Membership and Terms of Reference</a> in the <a href="#">Policy Library</a> .

#### RISK ASSESSMENT

<b>Risk appetite according to the <a href="#">Risk Appetite Statement</a>.</b>	<b>Legislative and Regulatory Compliance:</b> Charles Sturt University is committed to high level of compliance with relevant legislation, regulatory compliance obligations and internal policies and procedures. Charles Sturt University has a Very Low Appetite for any intentional behaviours which result in non-compliances with any of its relevant legislative requirements, regulatory compliance obligations and internal policies and procedures.
<b>Consequence of decision in relation to risk appetite</b>	This decision sits within the current risk appetite.

#### LINKS

- A. [Faculty of Arts and Education Faculty Board](#)
- B. [Faculty of Business, Justice and Behavioural Sciences Faculty Board](#)
- C. [Faculty of Science and Health Faculty Board](#)
- D. [Indigenous Board of Studies Minutes](#)

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**Prepared by:** 18/8/2025 Verinnia Lansom, Governance Officer  
**Approved by:** 18/8/2025 Kate Hayden, Manager Governance  
**Cleared by:** 19/8/2025 Professor Graham Brown, Chair University Courses Committee



**University Courses Committee**

Report / Item	Responsible Officer/s	2025					Action / Committee Pathway	TOR	HESF	Comments	Committee Timings
		12-Mar	30-Apr	18-Jun	27-Aug	22-Oct					
Course Profile											
Accreditation - Course by Proposal [CDAP process]	Associate Deans (Academic)	x	x	x	x	x	Endorse summary report to Senate	(9)	5.1 5.3 5.4	Endorsement/Approval CDAP proposals for course changes: New, Reaccreditation, Major changes and Discontinuation Teach-out arrangements for courses of study and components leading to degrees and awards offered by the University. Includes Minor course change reporting from ADA.	FB, UCC and AS - as required
Accreditation - Progress Annual Report	Manager, Course and Subject Accreditation / Associate Dean (Academic)					x	Note	(9)	5.1 5.3 5.4	To update the University Courses Committee on the progress against the course review schedule aligning to the reaccreditation process.	UCC - Oct AS - Nov
Indigenous Board of Studies - Annual Report on Progress against Indigenous Australian Content in Courses and Subject Policy	Chair, IBS			x			Note	11(d)	5.3.2 5.3.4	Progress against the strategy	UCC
Professional Accreditation - Annual Report	Manager, Course and Subject Accreditation / Academic Quality Officer, OAQS / Manager, Academic Quality Enhancement, OAQS				x		Approve Summary Report to Senate and ARC	(12)	3.1.5 5.1 6.2.1.i 7.1.2	To update the University Courses Committee on the risk ratings for courses with professional accreditation, combined from Faculty Reports. (Including HDR courses and faculty updates on progress, conditional approvals and plans for meeting conditions and reapplying).	FBs - Jun / Jul UCC - Aug AS - Nov
Risk and Compliance											
Third Party Education Arrangements Annual Review	Risk and Compliance Unit	x					Note	10(d)	5.3 5.4 7.1	To include reporting on the Charles Sturt University Sydney and Charles Sturt University Melbourne campuses.	
Risk and Compliance Report - Academic Risks (relevant risks)	Risk and Compliance Unit	As required					Note	14	5.3 5.4 7.1		
Delegate Reports / Referrals											
Report from Faculty Boards - 1. confirming that relevant policy and procedures have been met; ii. relating to courses in accordance with the Delegation Schedule E - Academic and Research; iii. addressing mapped HESF responsibilities including those related to admissions, credit and recognition of prior learning outcomes and experience; qualifications and certification; diversity and equity; course design, approval and accreditation; monitoring, review and improvement; and course and subject representation, information and information management.	Chairs, Faculty Board / Governance Officer	As required					Note / Endorse / Approve	11(g)	6.3		
Items referred to and from UCC, AQSC, URC, AS and other committees or officers on all matters relevant to the course profile and the academic governance of the courses of the University.	Chair, UCC	As required					Note / Endorse / Approve	(17) & (19)	6.3		
Indigenous Board of Studies - Minutes	Chair, IBS	When available					Note	11(d)	5.3.2 5.3.4		
Governance											
Policy Reviews (relevant policies)	Policy owners	As required					Endorse Full Report to Senate	(15)	6.3		
Academic Senate Sub-Committee Self-Assessment	Governance					x	Note / discuss	All TOR	All	This report was added to the annual plans as part of the action to address Recommendation 1 of the 2023 Baird Report - discussions are continuing.	
Review of Annual Plan	UCC / Manager, Governance	x	x	x	x	x*	Note *Approve for the following year.	All TOR	6.3	*For the following year.	
Annual Assurance Report	Chair / Governance Officer	x					UCC to AS. Full Report to Senate	All TOR	6.3		

Report / Item	Responsible Officer/s	2025					Action / Committee Pathway	<a href="#">TOR</a>	HESF	Comments	Committee Timings
		12-Mar	30-Apr	18-Jun	27-Aug	22-Oct					
Statement of Role and Responsibilities	Governance	x									



**Item 15: Other Business**



**Item 16: Next Meeting**

No.	Date	Time	Location	Agenda Close
35	<del>Wednesday 12 March 2025</del>	<del>9.00am – 12.00pm</del>	<del>Videoconference</del>	<del>24 February</del>
36	<del>Wednesday 30 April 2025</del>	<del>9.00am – 12.00pm</del>	<del>Videoconference</del>	<del>14 April</del>
37	<del>Wednesday 18 June 2025</del>	<del>9.00am – 12.00pm</del>	<del>Videoconference</del>	<del>2 June</del>
38	<del>Wednesday 27 August 2025</del>	<del>9.00am – 12.00pm</del>	<del>Videoconference</del>	<del>11 August</del>
39	Wednesday 22 October 2025	9.00am - 12.00pm	Videoconference	3 October