

Academic Quality Policy

Section 1 - Purpose

(1) Charles Sturt University (the University) is committed to achieving and sustaining high-quality academic outcomes that enhance student learning and success. To achieve this commitment the University adopts three interrelated strategies:

- a. institutional assurance – provides independent confirmation that the University is meeting its institutional objectives, including those related to academic quality.
- b. academic quality assurance and enhancement – ensures compliance with internal and external quality requirements while continuously improving academic practices, programs, and support.
- c. risk management - establishes systematic processes to identify, assess, and mitigate risks that may affect academic standards or student outcomes.

(2) This is within the context of the University's statutory obligations under Commonwealth and state legislation, the [Tertiary Education Quality and Standards Agency Act 2011](#), the [Education Services for Overseas Students Act 2000](#), the [National Vocational Education and Training Regulator \(Outcome Standards for Registered Training Organisations\) Instrument 2025](#) and regulatory instruments associated with these Acts, including the [Australian Qualifications Framework \(Second Edition January 2013\)](#), the [Higher Education Standards Framework 2021](#), the [National Vocational Education and Training Regulator Act 2011](#), the [Charles Sturt University Act 1989](#), and the University's strategic priorities.

Scope

(3) This policy applies to all aspects of academic activities within the University and all staff involved in these activities.

(4) This policy also applies to all academic activities undertaken in conjunction with onshore and offshore education and research partners.

Section 2 - Policy

Academic quality principles

(5) Academic quality processes at Charles Sturt University will ensure all activities:

- a. align with the [University Strategy](#) and assist in implementation of the strategy
- b. demonstrate a commitment to the [University's Values](#)
- c. are consistent with the [Course and Subject Policy](#)
- d. align with the University's [Risk Management Policy](#) and [Procedure](#) and are within the limitations of the University's [Risk Appetite Statement](#)
- e. respond to and comply with statutory obligations relating to its academic activities
- f. are collaboratively developed with staff, students and stakeholders as partners in enhancing and assuring all

aspects of academic quality

- g. are evidence-based and externally referenced; whereby judgments about performance and decisions about improvements are informed by data and formal feedback collected from a range of sources, both internal and external
- h. are systematic, sustainable and transparent, and
- i. have clearly defined roles and responsibilities.

Academic quality cycle

(6) A systematic approach to continuous improvement, quality assurance, and quality enhancement is achieved through alignment with Annual Course Health Check requirements, Subject Quality Assurance Reporting, and Comprehensive Course Reviews, in accordance with the [Course and Subject Policy](#).

(7) Quality assurance activities are conducted to certify that regulatory, accreditation and other internal and external requirements and standards for academic quality have been met.

(8) Quality enhancement activities are conducted systematically to generate and document actions that lead to improvements in academic outcomes for students and the broader institution.

(9) Quality enhancement and quality assurance processes are enacted at the organisation, division, faculty and school levels.

Academic standards and quality processes

(10) The University applies effective, institution-wide quality assurance systems to ensure the integrity, effectiveness and continuous improvement of teaching, learning and research activities.

(11) Academic standards define the objectives and expectations that guide the design, delivery and evaluation of all academic activities, including:

- a. award courses, both coursework and higher degree by research
- b. graduate research activities, and
- c. academic activities undertaken in conjunction with onshore and offshore education and research partners.

Academic quality governance

(12) The Academic Senate, in accordance with its terms of reference, is responsible for academic standards compliance and quality and outcomes in learning, teaching, research and research training.

(13) The Academic Quality and Standards Committee (AQSC), University Courses Committee (UCC), University Research Committee (URC) and the Vocational Education and Training Teaching Committee are the Academic Senate subcommittees responsible for conducting detailed examination of matters related to academic quality and making recommendations to the Academic Senate, as set out in the terms of reference for each committee ([Academic Quality and Standards Committee](#), [University Courses Committee](#), [University Research Committee](#) and [Vocational Education and Training Teaching Committee](#)).

(14) Governance of academic quality at the faculty level rests with [faculty](#) and [school](#) boards. School and faculty boards will monitor quality and risks within the faculty and will report to the AQSC, UCC and URC as required. Reports will identify the key faculty quality enhancement and assurance processes as per the [terms of reference for the boards](#).

(15) Reports provided to the Academic Senate subcommittees will provide an evidence base for the identification and funding of centrally-led quality enhancement initiatives, including exploration of, investment in and evaluation of new

technologies and innovative pedagogies.

(16) Risks to academic quality and standards are identified, documented and monitored through faculty, school and other specific area risk control self-assessments.

Roles, responsibilities and support

Management Oversight

(17) Key leaders are responsible for ensuring that mechanisms are in place to support and uphold the academic quality framework:

- a. The Vice-Chancellor provides overall leadership, including strategic and operational oversight.
- b. The Provost and Deputy Vice-Chancellor (Academic) has executive oversight of education quality and academic integrity across the University.
- c. The Deputy Vice-Chancellor and Vice-President (Research) has executive oversight of research quality and research integrity at the University.
- d. Executive Deans/Deputy Deans and Associate Deans have oversight of academic quality and strategy at the faculty level.
- e. The Head of School is responsible for academic quality at the school level.

Operational oversight

(18) Key leaders are responsible for the operational oversight of mechanisms that support and uphold the academic quality framework:

- a. The Course Director is responsible for quality assurance of course design, delivery, monitoring and continuous improvement.
- b. The Pro Vice-Chancellor (Learning and Teaching) is responsible for ensuring education quality issues are addressed across the University and leads institution wide learning and teaching quality initiatives.

Enabling business units

(19) Enabling business units are responsible for supporting the academic quality framework:

- a. The Division of Learning and Teaching will provide advice and support on education quality.
- b. The Office of Academic Quality, Standards and Integrity will provide advice and support and advice on education quality.
- c. The Office of Research Services and the Office of Graduate Research will provide advice and support on research quality.
- d. The Office of Planning and Analytics will provide institutional data warehousing, analytics, scorecards, dashboards and reporting.
- e. The Office of the Provost and Deputy Vice-Chancellor (Academic), Division of Learning and Teaching and Office of Research Services will provide advice and support in relation to the implementation of the [Academic Quality Policy](#).

Section 3 - Procedures

(20) Related procedures for the conduct of course and subject reviews and benchmarking are set out in the [Course and Subject Policy](#) and [Course and Subject Procedure - Quality Assurance and Review](#).

Section 4 - Guidelines

(21) Nil.

Section 5 - Glossary

(22) For the purpose of this policy, the following terms have the definitions stated:

- a. Academic activities - all activities undertaken to support and improve student performance and outcomes, including learning, teaching, scholarship, research and research training.
- b. Academic quality assurance - independent confirmation that academic activities comply with internal and external requirements, providing confidence in their quality and effectiveness.
- c. Academic quality enhancement - the ongoing, systematic improvement of academic activities to strengthen academic standards and student outcomes.

Status and Details

Status	Current
Effective Date	14th July 2026
Review Date	14th July 2031
Approval Authority	Academic Senate
Approval Date	14th July 2026
Expiry Date	Not Applicable
Unit Head	Rachel Stephens Director, Academic Quality, Standards and Integrity rstephens@csu.edu.au
Author	Matilda Pittman Project and Policy Officer
Enquiries Contact	Office of the Provost and Deputy Vice-Chancellor (Academic)