



University of
Southern
Queensland

Academic Board Meeting 06/25

Academic Board and Committees

Schedule

Tuesday 11 November 2025, 13:00 — 16:00 AEST

Venue

Council Chamber Toowoomba Campus

Agenda

Welcome

Academic Board Chair Professor Alexander Kist will open the meeting, note quorum and apologies.

Welcome to the two members of the professoriate, elected by the academic staff of the University, Professor Jessica Gildersleeve and Associate Professor Mainul Islam and one academic staff member from the Academic Affairs portfolio elected by the academic staff of the Academic Affairs portfolio, Dr Daniel Joyce

Acknowledgement of Country

The University of Southern Queensland acknowledges the traditional custodians of the lands and waterways where the University is located. Further, we acknowledge the cultural diversity of Aboriginal and Torres Strait Islander peoples and pay respect to Elders past, present and emerging

Declarations

The Chair will invite members of the Academic Board to declare any perceived, potential or actual conflict of interest with the matters listed.

Statement of Confidentiality

Members are reminded that confidential matters will be clearly identified. During these discussions, the Chair may ask observers or others without speaking rights to leave the meeting. Members should also keep discussions focused on the topic and avoid mentioning individuals.

Academic Board meetings are recorded via Zoom to assist minute-taking. Recordings are deleted once the minutes are confirmed. If you don't want to be recorded, email the Chair at least 24 hours before the meeting. Participants are not allowed to record the meeting or use transcription tools unless they have written approval from the Chair.

Starring of Items

It will be moved from the Chair that all unstarred items for action be adopted. Any member wishing to discuss an unstarred item should indicate that item for discussion.

1. BUSINESS ARISING FROM THE MINUTES

Presented by Professor Alexander Kist

1.1. *Confirmation of the Minutes

The unconfirmed Academic Board Meeting

Minutes (05/25) held on 9 September 2025, are attached to be taken as read and confirmed.

For Approval

Unconfirmed Minutes - Academic Board Meeting 5 - 9 September 2025.pdf



1.2. *Post Meeting Actions:

 Post Meeting Action Register_AB_Sept 2025 (1).pdf	13
 Item 1.2_Post Meeting Action 10.3_Response to Academic Board 301025.pdf	17

2. *ACADEMIC BOARD CHAIR UPDATE Presented
by Professor Alexander Kist

2.1. * Council Report to Academic Board For Noting - Presented by Professor Alexander Kist	
 Council to AB_OCT 2025.pdf	41

2.2. * Committee Self-Assessment Surveys - Update on Working Group For Discussion - Presented by Professor Alexander Kist	
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2.3. * Academic Risk Register - Update on Working Group For Discussion - Presented by Professor Alexander Kist	
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2.4. * Academic Board Terms of Reference Review - Update on Working Group For Discussion - Presented by Professor Alexander Kist	
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3. *VICE-CHANCELLOR'S REPORT TO ACADEMIC
BOARD

For Noting - Presented by Professor Karen Nelson

 VC's Report to Academic Board November 25.docx	45
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4. * EDUCATION REPORT

For Noting - Presented by Professor Lorelle Burton and
Professor Jo-Anne Ferreira

 06_25_Education Report to November 2025 Academic Board.docx	51
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5. * RESEARCH REPORT

For Noting - Presented by Professor John Bell

 ITEM 5_Research Report to 11-2025 Academic Board_V02.pdf

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6. STUDENT MEMBER REPORTS

6.1. Academic Board Student Representative Report - NO REPORT SUBMITTED

For Noting - Presented by Brintha Karunaratna

6.2. Student Guild Report to Academic Board - NO REPORT SUBMITTED

For Noting - Presented by Peter Giess

7. COMMITTEE REPORTS



7.1. * Education Committee Report to Academic Board

The Deputy Chair of Education Committee Professor Noeleen McNamara recommends that Academic Board:

- a. notes the confirmed minutes from Education Committee Meeting No. 5/25 held 7 August 2025 (Attachment 1) and unconfirmed minutes from the Education Committee Meeting No.6 held 2 October 2025 (Attachment 2)
- b. approves the new Pathway Diplomas new program accreditation, endorsed via flying minute by Education Committee (Attachment 3) - Agenda Item 8.1
- c. notes four (4) major program accreditation curriculum item proposals approved by Education Committee (refer 2.1)
- d. endorses/approves the Admission, Enrolments and Graduations Policy Suite - Agenda Item 9.2
- e. notes the Academic Integrity Report (Full Year 2024) and Interim Report 2025 - Agenda Item 10.1
- f. notes the Annual Education Agent Management Report - Agenda Item 10.2

For Discussion - Presented by Professor Noeleen McNamara

 Education Committee 021025 Report to Academic Board 111125.pdf	61
 Attachment 1 - Confirmed Minutes - Education Committee - Meeting 5 - 7 Aug 2025.pdf	63
 Attachment 2 - Unconfirmed Minutes - Education Committee - Meeting 6 - 2 Oct 2025.pdf	72
 Attachment 3 - FOR RESPONSE_ Education Committee Flying Minute.pdf	83



7.2. * Research Committee Report to Academic Board

The Research Committee recommends the Academic Board:

- a) notes the unconfirmed Research Committee Meeting Minutes 8 October 2025
- b) consider endorsement of the revised Authorship Procedure to the Vice-Chancellor for approval
- c) notes the Graduate Research School Report
- d) notes the UniSQ Human Research Ethics Committee Report
- e) notes the UniSQ Animal Ethics Committee Report
- f) notes the Research Training Subcommittee Report

For Endorsement - Presented by Professor Polly Burey

 Research Committee Report to AB 8 Oct 2025.pdf	85
 Unconfirmed Minutes Research Committee - Meeting 6 - 1 Oct 2025.pdf	87
 20250611_RC Briefing Paper_Authorship Procedure_Endorsement.pdf	97
 4. RC GRS Scholarship Report.pdf	118
 3. AI use in HDR.pdf	125
 2. 2025.08.18 GRS - Research Training SubCommittee Report.pdf	137

8. CURRICULUM ITEMS

For Decision



8.1. * NEW PROGRAM ACCREDITATION - Diploma

of Agriculture and Environmental Science Studies (DOAE) Diploma of Business and Management Studies (DBMS) Diploma of Construction Studies (DOCS) Diploma of Education and Teaching Studies (DETS) Diploma of Engineering and Technologies (DENT) Diploma of Law and Justice Studies (DLJS)

Recommendation:

That Academic Board approves to accredit the following programs for five years effective from Trimester 1, 2026: Diploma of Agriculture and Environmental Science Studies (DOAE) Diploma of Business and Management Studies (DBMS) Diploma of Construction Studies (DOCS) Diploma of Education and Teaching Studies (DETS) Diploma of Engineering and Technologies (DENT) Diploma of Law and Justice Studies (DLJS)

Proposal-22038 Pathway Diplomas

https://courseloop.unisq.edu.au/courseloop/show#/proposal-information/ca858d081b20c6502b6154a9274bcba_c

For Approval - Presented by Professor Ian Wells

9. POLICY AND PROCEDURE

9.1. * Academic Quality Policy

For Noting - Presented by Professor Glen Coleman

 05_Academic Quality Policy Report_November 2025.pdf



9.2. * AEG Policy Suite

The Deputy Vice-Chancellor (Students and Education) recommends that Academic Board:

1. considers and approves the new Admissions, Enrolment and Graduations (AEG) Policy (Attachment 1);
2. considers and endorses the updated Admissions Procedure (Attachment 2) to the Vice-Chancellor for approval;
3. considers and endorses the Enrolment Procedure (Attachment 3), including the new proposed definition Compulsory Study Periods to the Vice-Chancellor for approval;
4. considers and endorses the new Graduations Procedure (Attachment 4) to Academic Board to the Vice-Chancellor for approval;
5. recommends that the revised policy suite be effective 1 January 2026;
6. endorses the repeal of the Admissions Policy (Attachment 5), Enrolment Policy (Attachment 6) and the Award Eligibility and Graduation Policy (Attachment 7) to align with publication of the new policy;
7. notes the initial Implementation Plans, as recorded in Attachment 8, 9 and 10

For Approval - Presented by Professor Glen Coleman

 ITEM 8.2_Academic Board Briefing Paper - AEG Policy Suite - 11 November 2025 (002).pdf	153
 Attachment 1 - Admissions, Enrolment and Graduations Policy - Development 250925.pdf	156
 Attachment 2 - Admissions Procedure - Major Review 250925.pdf	161
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 Attachment 5 - Admissions Policy - for repeal.pdf	193
 Attachment 6 - Enrolments Policy - for repeal.pdf	198



Attachment 7 - Award Eligibility and Graduation Policy - for repeal.pdf	203
Attachment 8 - Implementation Plan - Admissions Procedure.docx	210
Attachment 9 - Implementation Plan - Enrolment Procedure.docx	214
Attachment 10 - Implementation Plan - Graduations Procedure.docx	218

BREAK 10 MINS

10. ACADEMIC QUALITY REPORTS

10.1. * Academic Integrity Report - Full year 2024 and Mid-Year 2025

For Noting - Presented by Professor Jo-Anne Ferreira

Academic Board - Academic Integrity 2024 Annual Report 02102025a.pdf	221
Academic Board - Academic Integrity 2025 Mid year update 02102025.pdf	249

10.2. Annual Education Agent Management Report

For Noting - Presented by Professor Ren Yi

Annual Education Agent Management Report_2024.pdf	266
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10.3. Articulation and Credit Transfer Arrangements (APC Report) October 2025

For Noting

Articulation and Credit Transfer Arrangements - APC Report - Oct 2025.pdf	282
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11. * STRATEGIC REPORTS AND PRESENTATIONS



11.1. * Assessment Reform and Assurance of Learning at UniSQ

Continue discussion from the Academic Board Meeting of 9 September
For Discussion - Presented by Professor Jo-Anne Ferreira

11.2. * Statement of Strategic Ambition

The Vice-Chancellor recommends that Academic Board reviews and provides feedback on the draft Statement of Strategic Ambition (Attachment 1)
For Feedback - Presented by Professor Karen Nelson

 20251111_Statement of Strategic Ambition.docx	291
 Attachment 1-Strategic Ambition-20251028.pdf	293

11.3. * Postgraduate Research Experience Questionnaire (PREQ) Data 2024 For Discussion - Presented by Professor Charlotte Brownlow

 PREQ 2024.docx	295
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NEXT MEETING

The next meeting of the Academic Board is scheduled on Tuesday 3 February 2026

MEETING CLOSE



Minutes

Academic Board

Meeting No: 5/25

Date and Time:	Tuesday, 9 September 2025, 1:00pm		
Location:	Council Chamber, Toowoomba Campus		
Board Secretary:	Tracey Tyers, Governance Officer (Academic Board) 07 4631 1912		
Members Present:	Professor Alexander Kist (Chair)	Associate Professor Eric Ng (Deputy Chair)	
	Professor Karen Nelson	Associate Professor Jessica Marrington	
	Professor Lorelle Burton	Professor Mark Toleman	
	Professor Glen Coleman	Professor Thiru Aravinthan	
	Professor Sherif Mohamed	Dr Anita Wheeldon	
	Professor Ren Yi (Zoom)	Dr Dianne Stratton-Maher	
	Professor Charlotte Brownlow	Professor Polly Burey	
	Professor Jo-Anne Ferreira	Dr Rohan Genrich	
	Professor Geoff Slaughter	Associate Professor Andrew Hemming	
	Peter Giess	Associate Professor Mia O'Brien	
	Charmaine Davis	Dr Ahmad Sharifian-Barforoush	
	Brintha Karunarathna	Shane Simmons	
	Dr Lindsay Helwig	Associate Professor Daniel Terry	
	Dr Douglas Eacersall (Zoom)	Associate Professor Alison McCarthy	
	Dr Emerson Zerafa-Payne	Professor Jason Bainbridge	
Rights of Audience & Observers:	Julie Shinnars – University Secretary and Director (Governance)		
	Professor Fabrizio Carmignani – Head of School (Business)		
	Professor Robert Sang – Head of School (Mathematics, Physics and Computing)		
	Associate Professor John Dearnaley – Head of School (Agriculture and Environmental Science)		
	Professor Marion Gray – Associate Director (Health Partnerships) (Zoom)		
	Professor Elizabeth Cardell – Head of School (Health and Medical Sciences) (Zoom)		
	Professor Prasad Yarlagadda – Head of School (Engineering)		
	Dr Tania Leach – Deputy Head of School (Education)		
	Professor Sonja March - Director (Centre for Health Research)		
	Associate Professor Beata Batorowicz – Acting Associate Dean (Research)		
	Emma Phillips – Governance Officer		
Apologies:	Professor John Bell, Professor Noeleen McNamara, Dr Julie Lindsay, Associate Professor Lisa Beccaria, Associate Professor Rhiannan Johnson, Dr Sarah McKibbin, Zachary Vellacott, Jade-Bianca Thomas, Professor Glen Coleman, Professor Jo-Anne Ferreira, Professor Polly Burey		
Absent:	Nil		

The meeting opened at 1:00pm. A quorum was present.

Acknowledgement of Country

The Chair provided an Acknowledgement of Country and paid respect to Elders past, present and emerging.

Welcome

The Chair welcomed members at the UniSQ Council Chamber and via Zoom and noted the apologies.

The Chair acknowledged the service of outgoing Academic Board members Professor Thiru Aravinthan, Professor Mark Toleman, and Shane Simmons.

Declaration of Conflict of Interest and Statement of Confidentiality

The Chair invited members of Academic Board to declare any potential, perceived or actual conflict of interest with the matters listed.

The Chair advised members that generally Academic Board matters are not confidential. Confidential items will be identified and no discussion of confidential items outside of the meeting is permitted. Members were reminded that the discussion should be contained to the topic, rather than identifying particular individuals.

Starring of Items

Having provided members with an opportunity to star any additional agenda items, it was **resolved** that Academic Board approve or note *en bloc* all remaining items which were not starred.

1. Confirmation of the Minutes

Received: Unconfirmed minutes Academic Board meeting (4/25) 15 July 2025

Resolved:

*Academic Board **confirmed** the minutes of the Academic Board meeting (4/25) held on 15 July 2025, having been circulated and read, as a true and accurate record.*

2. Business Arising from the Previous Meeting

Received: Post meeting actions arising from the previous meeting.

3. Comments from the Chair

The Chair Professor Alexander Kist addressed members and discussed the issue of questions without notice. The Chair advised that whilst the preference was for questions to be put to the Chair prior to the meeting to enable time to gather information so that questions may be responded to effectively, there was no preclusion on members raising issues without notice when matters have only recently come to light.

Professor Kist noted that discussions were underway to hold a joint Council-Academic Board session in December, to give members of both committees the opportunity to share information and ideas. Further details will be provided in due course.

3.1. Council Report to Academic Board

HESF 6.2.1.f

Received: Council Report to Academic Board following the 18 August 2025 Council meeting.

The Chair took the report as read and provided a brief overview of matters of interest to Academic Board arising from the 18 August June 2025 meeting of the UniSQ Council, advising that one of the

key foci of Council is Shaping Our Future and associated programs of work. Council had also noted the election of new academic, professional and student members of Council.

3.2. Proposed Amendment to the Education Committee Terms of Reference

Received: Briefing Paper and attachment – Amendments to the Education Committee Terms of Reference

The Chair introduced this item, noting that owing to the change processes currently underway across the University, the membership of Board and its standing committees was subject to changes which will be ongoing for the remainder of the year. With the new role of Deputy Vice-Chancellor (Students and Education commencing on 2 September with oversight of the design and implementation of the University's learning, teaching, and student success initiatives, Board is asked to consider this new role becoming the ex officio Chair of the Education Committee.

No issues were raised.

Resolved:

*Academic Board **approved** the proposed amendment to the Terms of Reference of the Education Committee.*

3.3. Standing Committee Self-Assessment Surveys 2024-2025

The Deputy Chair of Academic Board Associate Professor Eric Ng noted that the recently completed self-assessment surveys for Education Committee and Research Committee would be analysed with an action plan, including recommendations for improvements and changes, would be brought to a future meeting for consideration.

4. Vice-Chancellor's Report

HESF 6.3.1.a

Received: Vice-Chancellor's Report to Academic Board.

The report was taken as read. The Vice-Chancellor Professor Karen Nelson introduced the item and provided an update on matters arising since submission of the report:

- The consultation paper on modernising and strengthening TEQSA's Powers was released last week. The paper lays out 16 questions for consideration, organised around four areas: putting students first; responding to systemic risks; streamlining regulation; and a more joined up tertiary system. Members would have received a call for input in response to the consultation paper from Emma Phillips, with input due Thursday 18 September.
- The Racism@Uni Survey which all university students and staff were invited to complete, closed yesterday, 8 September. A final report is expected to be released in December.
- The closing date for consultation on the Students and Education Portfolio Design Proposal has been extended until 5:00pm Monday 15 September. The Corporate Services Design Proposal was released on 4 September, and feedback can be submitted until 5:00pm Friday 19 September.
- Education Ministers are expected to consider Expert Council University Governance Principles and Recommendations in October.
- Last week the University received its TEQSA Provider Provisional Risk Assessment 2024. The assessment is based on staff, student and audited financial data from 2023. The assessment also considered other regulatory information available to TEQSA such as adverse regulatory decisions and compliance concerns known to providers.
- Noting there is an opportunity to respond to the provisional assessment to inform the final risk assessment report, UniSQ has been assessed as having a:
 - Low overall risk to students

- Moderate overall risk to financial position.
- In terms of movement since the previous assessment, it was noted that:
- Q2 Risk to Financial Position has increased from Low in 2022 to Moderate in 2023
- S3 Progression Rate has decreased from Moderate in 2022 to Low in 2023.

Members raised the following matters:

- Student involvement in Shaping Our Future – the Vice-Chancellor advised that there has been deliberate and intentional engagement with students about providing input at various stages, and particularly with regard to the University's new strategic direction via "Our Foundations, Our Future".
- International student numbers – UniSQ has an allocation for 1000 new commencing students and is currently at 81.4% of that total. The challenge of achieving above this current percentage relates to Ministerial Directive 111 which prioritises visa processing up to 80% and deprioritised above that mark.
- UniSQ has submitted an application to increase its allocation and is now awaiting the outcome.
- The International Portfolio was commended for the efforts undertaken to maintain the University's very strong quality rating.

5. Education Report

HESF 6.3.1.a

Received: Education Report to Academic Board.

The report was taken as read. The Associate Provost Professor Lorelle Burton spoke to this item which provided a high-level update on key sector and University-wide education matters, and updates on the priorities and initiatives set out in the Education Plan 2022-2025.

Professor Burton provided an overview of items in the report relevant to student experience and highlighted the following matters:

- Commonwealth Practicum Payments are being rolled out, with almost \$500,000 in payments covering more than 1,390 placements being paid to UniSQ students thus far.
- COMPAS at UniSQ Survey: Students across all 12 schools have engaged with the COMPAS program, which is a suicide screening initiative initially rolled out at Curtin University, with the highest survey response rates from Education, Nursing and Midwifery, and Psychology and Wellbeing. A report will be provided to the University to finalise the 2025 survey which will outline further detail on the students responding to the survey, including mode and program of study. A 12-month follow up survey will be administered to measure impact, investigating suicidal thoughts and behaviours, depression and anxiety rates, and progress through studies.
- Student Success Advising Team – work to assist schools to support students to stay engaged in study has had significant positive impacts on the overall student load.
- There is a redevelopment of the current students website currently underway, to make it more effective in the support of positive student experience.
- A student experience survey has been co-designed with the Student Senate and will provide the opportunity to receive feedback on the flexible academic calendar which will close the loop on that body of work. The survey will also more broadly gain insights into the student voice relevant to the student experience across all of the elements of their engagement with the University.
- Graduation ceremonies were held at the Civic Centre in Ipswich last week. Six ceremonies across the Monday, Tuesday and Wednesday celebrated achievements of more than 450 graduating students including 18 PhD students, seven research masters students and two professional doctorate students.

- Trimester 3 Orientation was held last week with approximately 175 students attending on campus sessions across Toowoomba, Springfield, Ipswich, and students attending online. The week featured University and School welcomes, tailored sessions, and activities designed to foster connection and ease the transition into university life. Students engaged with peers and student representatives, and explored support services, with free lunches provided by the Student Guild at each campus contributing to a relaxed and welcoming atmosphere. The program successfully built a sense of belonging and set a positive tone for the trimester ahead.

At the request of Professor Burton, Professor Jess Marrington provided the following updates:

- A survey has been developed to gain insights regarding the student experience in relation to assessment, and the use of artificial intelligence in assessment and learning and teaching more broadly. Given the number of surveys currently underway, the decision has been made to delay this survey to ensure students have the opportunity to fully engage.
- A Working Party has been convened to review the University's learning management system Moodle, particularly in light of the planned upgrade to Moodle which will change the look and feel of StudyDesk. The Working Party will seek input from academic staff about potential improvements to the system. To inform the Working Party's activities, a survey has been drafted, and input on the instrument is being sought from heads and associate heads of schools and colleges.
- 153 staff received Stellar Awards, which are nominated by students to recognise academic and professional staff who have a positive impact on students.

Members raised the following matters:

- In terms of the survey of the student experience of assessment, a member noted that issues are being experienced by students who believe that assignment extensions are too generous, and therefore disadvantageous to those students who get their assessment submitted per the deadlines. Professor Marrington advised that the University's Assessment Procedure is currently under review, however assignment extensions are a norm across the sector, but the duration of the extensions does vary. It was agreed that Professor Marrington and Associate Professor Johnson should further discuss this matter out of session.

Action: Professor Marrington and Associate Professor Johnson

- The issue of support and resources for staff managing student mental health issues was raised, and it was noted that there is currently planning underway to develop initiatives to provide resources and support for staff.

6. Research Report

HESF 6.3.1.a

Received: Research Report to Academic Board

The Deputy Vice-Chancellor (Research and Innovation) Professor John Bell took the report as read and provided an overview of some of the matters included in the paper:

- The graph at the bottom of the first page of the report, which provides new data relating to the amount of funding requested by the University during 2024. The data reflects that there are very strong applications being received requesting significant funding. The application numbers are slightly down, but that is likely attributable to the change processes currently underway. The distribution of applications across the three research institutes is positive and also reflects a relatively even distribution across the four key areas of research focus.

- Research Active Procedure – this item will be discussed later in the agenda, however Professor Bell noted that TEQSA has changed its guidance around the definition of ‘research active’ which serves as a reminder to staff to ensure that their publications are up-to-date in the RISE repository.
- Artificial intelligence (AI) and ethics – Professor Bell had attended a meeting with Australian Research Council (ARC) and National Health and Medical Research Council (NHMRC) and Deputy Vice-Chancellors which had focussed on strengthening the ethics framework in Australian around human and animal ethics, and also ethical behaviour in research. A TEQSA representative at the meeting had provided an update which focussed on the ethics of the use of AI in research. In this context, it is likely that the University will need to develop a framework for the ethical use of AI in research, which may parallel the human research ethics and animal research ethics frameworks already in place.

No issues were raised.

7. Student Representatives Report (HESF 6.3.3)

No reports were received for this meeting.

8. Standing Committee Reports

8.1. Academic Board Executive Committee

No report was received for this meeting.

8.2. Student Academic Appeals Committee (HESF 6.3.1, 6.3.2)

Received: Student Academic Appeals Committee Report to Academic Board September 2025 and Student Academic Appeals Committee Self-Assessment Survey 2024-2025.

Resolved:

Academic Board:

- a. **Noted** the Student Academic Appeals Committee Report to Academic Board September 2025.

Noted the Student Academic Appeals Committee Self-Assessment Survey 2024-2025

8.3. Research Committee (HESF 6.3.1.a, 6.3.2, 6.3.2.d)

Received: Research Committee Report to Academic Board – 6 August 2025

The Chair of Research Committee, Professor John Bell introduced the report and provided an overview of key points including:

- Research Committee Self-Assessment Survey – in summary, the responses from members were generally positive, with some areas identified for improvement, including First Nations research.
- The Graduate Research School Report – the attention of Board was drawn to data around enrolments and progression of HDR students.

Resolved:

Academic Board:

- a) **noted** the Research Committee Self-Assessment 2024-2025 outcomes (attachment 2)

- b) **noted** the Committee's endorsement of policy items (refer Academic Board agenda item 10)*
- c) **noted** the Graduate Research School Report*
- d) **noted** the UniSQ Human Research Ethics Committee Report*
- e) **noted** the UniSQ Animal Ethics Committee Report*
- f) **noted** the Research Training Subcommittee Report from the 7 July 2025 meeting.*

8.4. Education Committee

(HESF 6.3.1.a, 6.3.2, 6.3.2.c)

Received: Education Committee Report to Academic Board – 7 August 2025.

The Education Committee Report was taken as read and the Acting Deputy Chair, Dr Rohan Genrich provided an overview of discussions from the meeting held on 7 August 2025. Dr Genrich noted that items considered by Education Committee and recommended to the Board would be discussed separately in the agenda. Dr Genrich noted that he would be stepping down as Acting Deputy Chair of the Committee, with Professor McNamara having returned from leave.

Dr Genrich drew attention to the curriculum recommendations presented at Item 9 and commended the Education Committee minutes to members as a reflection of the thorough review and consideration process undertaken by the Committee prior to being recommended to Academic Board.

Resolved:

Academic Board:

- a) **noted** the Committee's curriculum proposal recommendations (refer Academic Board agenda item 9)*
- b) **noted** the Education Committee Self-Assessment 2024-2025 Survey outcomes (attachment 2)*
- c) **noted** the UniSQ Academic Quality Framework Meta Protocol (Refer Academic Board Agenda Item 11.1)*

9. Curriculum Items

(HESF 6.3.2.c)

9.1. Program Discontinuation – Bachelor of Television and Radio Production (BTVR)

Discussion combined with 9.2 below.

9.2. Major Program Change – Bachelor of Film and Screen Production (BFSP) | Bachelor of Television and Radio (BTVR)

Received: Documentation via CourseLoop Proposal 30628.

The Chair agreed with the Dean (Academic) Professor Geoff Slaughter's advice to Board that Item 9.1 and 9.2 should be considered together, as these two programs have been combined into a single, more contemporary program.

The discontinuation of the Bachelor of Television and Radio Production is proposed in response to outcomes of the comprehensive program review approved at the Academic Board meeting of 27 May 2025. The discontinuation was endorsed by Education Committee at its meeting of 7 August 2025 for recommendation to Academic Board.

The proposed changes to the Bachelor of Film and Screen Production (BFSP) and the Bachelor of Television and Radio (BTVR) were approved by Education Committee at its meeting of 7 August 2025 and are provided to Academic Board for noting.

The following discussion ensued:

- In response to a question about student numbers, Board was advised that the Bachelor

of Film and Screen Production has 59 EFSTL and the Bachelor of Television and Radio Production had 22 EFTSL. There are currently 19 students remaining in the Bachelor of Television and Radio Production.

- The new offering is focussed on film, television, new media and podcasting, which is a more contemporary offering.
- A member commented on the quality of the teach-out plan which provides individualised support for students to ensure there is no disadvantage.

Resolved:

Academic Board:

a) **approved** the discontinuation of the Bachelor of Television and Radio Production effective from Trimester 1 2026.

b) **noted** the proposed changes to the Bachelor of Film and Screen Production (BFSP) and the Bachelor of Television and Radio (BTVR) were approved by Education Committee at its meeting of 7 August 2025.

9.3. Major Program Change – Master of Learning and Teaching Program Suite

Received: Documentation via CourseLoop Proposal 33325

Academic Board:

a) **noted** proposed changes to the Master of Learning and Teaching (Early Years), Master of Learning and Teaching (Primary), and the Master of Learning and Teaching (Secondary) were approved by Education Committee at its meeting of 7 August 2025.

10. Policy and Procedure

(HESF 6.3.2.a)

10.1. Academic Quality Policy and Procedure Report

The Academic Quality Policy and Procedure Report will be provided to a future meeting.

10.2. Research Active Procedure

Received: Research Active Procedure Briefing Paper and Draft Procedure

The Deputy Vice-Chancellor (Research and Innovation) spoke to the revised Procedure, advising Board that:

- The Procedure has been in effect since 2022, over which time adjustments to the research thresholds have been suggested by members of the University's research community. In addition, in March 2025 TEQSA updated the Research and Research Training Guidance Note that provides guidance on interpretation and application of the HESF Standards. The updates included that thresholds used to determine academics as research active should consider research outputs produced over a five-year period. The procedure has been updated to reflect this guidance.
- Professor Bell spoke to the key issues informing the review of the procedure, as outlined in the briefing paper.

Members raised the following points:

- Career interruptions – members discussed how career interruption periods were assessed, and how this impacts on research active status. Professor Bell indicated the view that issues relating to career interruptions are very individualised and should be assessed by the supervisor on a case-by-case basis and noted that the procedure allows

for this level of flexibility of application.

- An issue around the wording of the second paragraph in Section 4.2.5 was raised by the Chair, with the suggestion that the current wording may indicate that the DVC (R&I) has approval of periods of career interruptions. It was clarified that the DVC(R&I) is not approving the period of leave, but rather that the period meets the criteria for a career interruption. It was agreed that Professor Bell and Professor Kist should discuss offline.

ACTION: Professor Bell and Professor Kist

Resolved:

Academic Board:

- a) **endorsed, subject to the clarification of paragraph 2 in Section 4.2.5 the revised Research Active Procedure and recommends to the Vice-Chancellor for approval;**
- b) **noted that following approval of the procedure, the effective date will be the same as the approval date; and**
- c) **noted that, in accordance with Section 5.4 of the Policy Framework, a major review of the entire procedure was also conducted, and that the review date be extended by five years.**

10.3. Human Research Ethics Procedure

Received: Human Research Ethics Committee Briefing Paper and Draft Procedure

The Deputy Vice-Chancellor (Research and Innovation) spoke to the revised Procedure, advising Board that:

- The Procedure has undergone a major review as per the regular five year policy review cycle, and to ensure alignment with both the updated National Statement on Ethical Conduct in Human Research (2025) which is effective from 1 October 2025, and UniSQ's current practices with regard to processing human research ethics applications.
- The revised Procedure includes additional details about the roles and responsibilities of the Human Research Ethics Committee Chair and provides clarification about possible exemptions from human research ethics review. It also provides simplified ways to review milestone reports, the streamlining of which is critical given the volume of items going to the Committee each year. It also introduces expectations for peer review of ethics applications to ensure they meet quality standards, which also assists in volume management.

Members raised the following points:

- The possibility of affordances of blanket approvals or expedited approvals, for students undertaking honours, because there have been instances of approvals taking six months which is significant given the program is only one year in length. Professor Bell noted there had been work done to try to simplify the process, so for example an entire class of students being able to put in an ethics application, via the supervisor putting in the application and students then being added upon enrolment.
- An issue was also raised about the new requirement for autoethnography to have ethics approval, which is particularly significant for creative arts students where almost all projects are about the self. Professor Bell advised that the streamlining of processes detailed in the briefing paper and the procedure would ensure that applications would be reviewed in a timelier manner.
- A member raised the issue of scaffolding/guidance provided to ethics applicants to improve the quality of applications. Professor Bell undertook to take this matter on notice for discussion with the Office of Research ethics team.

ACTION: Professor Bell



Resolved:

Academic Board:

- a) **endorses** the revised Human Research Ethics Procedure and one updated definition and recommends to the Vice-Chancellor for approval;
- b) **notes** that following approval of the procedure, the effective date will be the same as the approval date; and
- c) **notes** that, in accordance with Section 5.4 of the Policy Framework, a major review of the entire procedure was also conducted, and that the review date be extended by five years.

11. Academic Quality Reports

11.1. UniSQ Academic Quality Framework Meta Protocol (HESF 6.3.2.e, 6.3.2.g, 6.3.2.h)

Received: UniSQ Academic Quality Framework Meta Protocol

The Associate Provost Professor Lorelle Burton spoke to this item, advising Board that:

- The Meta Protocol is designed to encompass all elements of the University's academic quality framework which is used to guide the process of continuous improvement, relevant to practice to all aspects of the quality assurance cycle.
- The Meta Protocol is a living document which will continue to be updated, particularly in light of the changes to the University's organisational structure which will be effective in early 2026.

The Dean (Academic) Professor Geoff Slaughter noted that:

- The Meta Protocol would enable closing of the loop with regard to reviewing changes and processes to ensure that they remain effective into the future.
- There is an opportunity now as the new organisational structure comes into place is to examine things like sentinel indicators and other metrics to ensure they remain fit for purpose.

Members raised the following points:

- The applicability of the Meta Protocol to non-award programs was raised, with Professor Slaughter advising that there is some applicability, but into the future this will need to be reviewed in terms of specific metrics. It was noted that the Admissions, Enrolments and Graduations suite of policies, which is currently under consideration by the Education Committee, will also provide clearer guidance with regard to non-award programs. It was agreed that once the new structure is in place, there will be an opportunity to work on how the meta protocols apply to non-award programs.
- In terms of reporting processes and structures, this is unknown until the new school structures are determined.
- With regard to the inclusion of Internal Audit as a benchmarking and external reference point (page 4 of the document), it was agreed that this should be amended to reflect that Internal Audit is an independent function and not normally commissioned, so is not relevant in this context, and as such should be amended.

ACTION: Professor Slaughter

12. Academic Board Self-Assessment Survey 2024-2025

Received: Academic Board Self-Assessment Survey 2024-2025 Report

The Deputy Chair of Academic Board, Associate Professor Eric Ng spoke to his item, highlighting the following points:

- 81 individual items of qualitative feedback had been received, which revealed a mixture of positive comments about the achievements of Board during the period, and areas for improvement.
- In terms of high-level themes evident in the results:
 - Third-party arrangements and how these were considered and discussed by Board is an area for improvement.
 - Whilst it is acknowledged that Education Committee and Research Committee do the bulk of the work with regard to program approvals, some Board members would like the opportunity for Board to discuss these in more detail.
 - The advisory role of Board was also highlighted in the survey results, showing members' interest in exploring further engagement with VCE and Council on strategic matters.
 - Induction and training sessions were helpful, but more ongoing training is desired.
 - The need to ensure that the student perspective is a key consideration in all Board's functions.
- Associate Professor Ng and Professor Kist undertook to provide Board with an action plan at its November meeting. Members would like to be involved in the development of the action plan should send an email to Academic.Board@unisq.edu.au

ACTION: Associate Professor Ng, Professor Kist, Members

13. Academic Board Working Group Updates

13.1. Academic Board Terms of Reference Review Working Group

An update is expected at a future meeting of Academic Board.

13.2. Academic Risk Register Working Group

An update is expected at a future meeting of Academic Board.

14. Strategic Discussion | Assessment Reform and Assurance of Learning at UniSQ

Received: Assessment Reform and Assurance of Learning at UniSQ – PowerPoint Presentation.

Associate Dean (Learning and Teaching Futures) Associate Professor Jess Marrington provided Board with a presentation focussing on:

- The growing capabilities of generative AI.
- Reflection, refinement and redevelopment of assessment principles, policies, and practices.
- Ethical integration of generative AI into assessment.

- Assurance of student learning.

Key points of discussion included:

- The significant capabilities of AI and the resultant need to examine the way students are assessed, and how the University can demonstrate that it is robustly assuring student learning.
- In 2024, the University's standardised task sheet introduced information about the different levels of AI use, which was adapted from a scale developed by Perkins at al.
- That information has been iteratively updated to ensure that the University is mitigating against the unauthorised use of AI and integrating AI ethically where appropriate.
- In the context of standardised curriculum review cycles, this has meant that course specifications are not able to be immediately updated, so updating the assessment tasks and articulating information in the assessment task sheets has been used a key strategy.
- A summary of the Assessment Heatmap Project, which involved reviewing just over 4,700 assessments across the University to make determinations around where there were higher levels of risk of unauthorised use of AI was provided to Board.
- Board was also advised about discussions now underway regarding how the University is assuring across all programs, that it is graduating students who have the relevant knowledge, competency, and skills. The Programmatic Approaches to Assessment Working Party has been convened jointly by Learning and Teaching Futures and Academic Affairs to progress this work.

Given the desire for Board members to continue discussion of this topic, it was agreed that this strategic discussion should be continued at the next meeting.

ACTION: Governance Officer (Academic Board)

15. Other Business

No other business was discussed.

16. Next Meeting

The next Academic Board meeting will be held at 1.00pm, Tuesday 11 November 2025, Council Chamber, Toowoomba Campus.

17. Close

The meeting closed at 4:02pm.

Post Meeting Action Register

Academic Board

Meeting 05/25

Date	Tuesday 9 September 2025				
Location	Council Chamber Toowoomba Campus and Zoom				
Contact	Academic.Board@unisq.edu.au				
Item No/Name	Action No	Action	Lead	Due	Status
3.2 Proposed Amendment to the Education Committee Terms of Reference		Academic Board approved the Terms of Reference Action: Upload to website approved version.	Governance Office	Asap	CLOSED
3.3. Committee Self-Assessment Surveys 2024-2025	.	Action: Self-assessment surveys for Education and Research Committees to be analysed with an action plan, including recommendations for improvements and changes, to be brought to a future meeting for consideration	Committee Chairs		In progress
5. Education Report		Action: It was agreed that Professor Marrington and Associate Professor Johnson should further discuss this matter out of session.	Professor Marrington & Associate Professor Johnson		In progress
9.2. Major Program Change – Bachelor of Film and Screen Production) Bachelor of Television and Radio		Action: send resolution to stakeholders Academic Board: a) approved the discontinuation of the Bachelor of Television and Radio Production effective from Trimester 1 2026.	Governance Office	Asap	CLOSED
10.2. Research Active Procedure		Action: It was agreed that Professor Bell and Professor Kist should discuss offline.	Professor Bell and Professor Kist		In progress



Post Meeting Action Register

		endorsed , subject to the clarification of paragraph 2 in Section 4.2.5 the revised Research Active Procedure and recommends to the Vice-Chancellor for approval;			
10.3. Human Research Ethics Procedure		Action: Professor Bell undertook to take this matter on notice for discussion with the Office of Research ethics team. Academic Board: a) endorsed the revised Human Research Ethics Procedure and one updated definition and recommends to the Vice-Chancellor for approval;	Professor Bell		CLOSED - attached for information
11.1. UniSQ Academic Quality Framework Meta Protocol		Action: With regard to the inclusion of Internal Audit as a benchmarking and external reference point (page 4 of the document), it was agreed that this should be amended to reflect that Internal Audit is an independent function and not normally commissioned, so is not relevant in this context, and as such should be amended.	Professor Geoff Slaughter		In progress
12. Academic Board Self-Assessment Survey 2024-2025		Action: Associate Professor Ng and Professor Kist undertook to provide Board with an action plan at its November meeting. Members would like to be involved in the development of the action plan should send an email to Academic.Board@unisq.edu.au	Associate Professor Ng, Professor Kist, Members	11 November meeting	In progress
14. Strategic Discussion Assessment Reform and Assurance of Learning at UniSQ		Action: strategic discussion to be continued at the next meeting	Governance Office	11 November meeting	In progress



Post Meeting Action Register

Ongoing Actions from previous meetings					
Item No/Name	Action No	Action	Lead	Due	Status
Matters arising from previous meeting		Notify the School of Nursing and Midwifery and the Course and Program Management team of the Board's commendation for the excellent quality of the Bachelor of Nursing Comprehensive Program Review submission	Tracey Tyers, Governance Officer (Academic Board)		Outstanding
Matters arising from previous meeting		DVC (AA), Associate Provost, Dean (L&T Futures) to consult to review the current Assessment Procedure - re: whether the prescriptiveness is limiting the ability to redesign assessment (i.e. minimum number of assessment items; maximum weighting of an assessment item; etc.) to better align with the Flexible Academic Calendar.	Professor Glen Coleman, Professor Lorelle Burton, Professor Jo-Anne Ferreira		Outstanding
Matters arising from previous meeting		Follow up regarding the allocation of personal workspaces for HDR students	Professor Glen Coleman		Outstanding
Matters arising from previous meeting		Circulate resolutions for curriculum proposals to stakeholders	Tracey Tyers, Governance Officer (Academic Board)	29 Jul 2025	Outstanding
Matters arising from previous meeting		Include the University Sentinel Indicators as a topic for strategic discussion at an upcoming meeting of the Board	Tracey Tyers, Governance Officer (Academic Board)		Outstanding
Matters arising from previous meeting		Review the Annual Consolidated Program Quality Report 2024 data for accuracy prior to forwarding to Council.	Professor Geoff Slaughter	26 Aug 2025	CLOSED

Post Meeting Action Register



Response to the Academic Board's Query on Ethics Application Support

A series of targeted initiatives have been introduced in recent months to support ethics applicants in improving the quality of their submissions. These initiatives are designed to strengthen applicant support and raise the overall standard of ethics applications.

Key initiatives

1. Release of the Mandatory Peer Review Checklist (Released 1 September 2025)

A structured checklist has been developed and made available to applicants. While its primary purpose is to be formally completed as part of the mandatory peer review process prior to submission by a peer reviewer, it can also be used informally by applicants themselves as a self-assessment tool. Used in this way, the checklist encourages applicants to critically evaluate their proposals against key ethical principles and procedural requirements, thereby reducing common errors and omissions.

2. Release of Ethics Application Development Guidebook (Released 12 August 2025) - attached

A comprehensive guidebook titled, *Human Research Ethics Applications: What You Need to Know – Essential Tips and Guidance for a Strong Submission*, has been developed for UniSQ staff and students. It offers:

- The rationale for ethics review and the importance of high-quality submissions.
- Detailed guidance on preparing an ethics application.
- Clarification of requirements and reviewer expectations.
- Explanation of review pathways, including risk levels and timelines.
- Step-by-step tips for planning, writing, and submitting applications.
- Strategies to avoid common mistakes and delays.
- Direct links to templates, resources, and support services.

This guidebook is essential for anyone applying for human research ethics approval at UniSQ. It helps demystify the process, sets clear expectations, and offers practical tools and advice to support applicants in submitting high-quality, compliant, and timely applications. Released alongside the Mandatory Peer Review Checklist, it is available on the Human Ethics website under [Application resources and guidance](#), as part of the application development toolkit.

3. Website Enhancements (Ongoing)

The ethics website has undergone a series of updates aimed at improving accessibility and clarity of information. This is an ongoing initiative as new resources become available. Key changes to date include:

- **A newly introduced “Stay Updated” section**, which highlights any upcoming changes and important dates.
- **Streamlined navigation** to core resources such: submission processes; application resources; review processes and timelines; drop-in session; training; templates; etc
- **Themed Human Research Ethics FAQ sheets** - One on autoethnographic research is already available. Additional FAQs currently under development include: use of social media; use of AI; research with people with cognitive impairment; conducting research overseas; and research with Aboriginal and Torres Strait Islander peoples and communities. More are planned for the future.

4. Ongoing Resource Development

Additional resources are currently at various stages of development to further support applicants. These include:

- **Application Question Response Guidebook** - This guidebook is currently under development to provide structured, practical support for addressing the most commonly misunderstood or incorrectly answered questions in human research ethics applications. Based on recurring themes identified by ethics reviewers, it will offer clear explanations of what is expected in certain sections of the application, and why certain responses may fall short and how they can be improved. It will also help applicants revise their responses effectively to address ethics review feedback.
- **Ethics Training Presentations and Seminars** - Regular dedicated ethics training sessions are planned to commence in the new year, with the intention to offer these sessions twice annually.
- **Updates to HDR Training Modules and Videos** - Plans are in place to update these resources to ensure HDR candidates receive current guidance aligned with the institutional and national requirements.
- **Pre-recorded Human Research Ethics Training Videos** - A suite of videos is planned to be available on the Human Ethics website, covering key considerations and guidance on interpreting the National Statement and applying it to human research projects and ethics application submissions.
- **RISE – Ethics Monitor Video Series** - Plans have also been made to create a series of visual guides that will walk applicants through tasks such as creating amendments and milestone reports, linking RDMPs, and responding to reviewer feedback.

5. **Human Ethics Drop in support session (pre-existing)**

[Weekly drop-in sessions](#), dedicated to supporting ethics applicants, are held every Wednesday between 2:00 and 3:00 pm. These sessions have been running for several years now and will continue to be available. They are open to both staff and students providing an opportunity to speak directly with a member of the ethics team to seek guidance, clarify requirements, or troubleshoot issues. Screen sharing is available for more effective guidance and is particularly useful for navigating RISE – Ethics Monitor. No booking is required, and sessions are one-on-one in order of attendance.

6. **Human Research Ethics Foundations course (first released in 2019)**

This course is open to all staff and students and is strongly recommended for first-time ethics applicants. It is one of the few free and openly accessible courses available to researchers, offering a solid understanding of human research ethics. It is available on OpenDesk via the following link: <https://open.unisq.edu.au/course/view.php?id=501>. It was last updated mid-December 2024 to align with the revised 2023 National Statement and is scheduled for another update to ensure alignment with the revised 2025 National Statement.

Note on resource development timeline

The development of additional resources is progressing steadily but at a measured pace due to:

1. A commitment to producing high-quality, accurate materials that meet the needs of applicants.
2. Limited resourcing - no additional support has been allocated, and development is occurring alongside business-as-usual responsibilities, which must take priority to ensure compliance.
3. The recent release of the revised 2025 National Statement, which has necessitated review and revision of existing and in-progress materials to ensure alignment.

These initiatives are designed to provide clearer, more consistent guidance and foster a culture of ethical rigour and procedural compliance. We remain committed to continuous improvement and welcome further feedback from the Board.



University of
**Southern
Queensland**



12 August 2025

Human Research Ethics Applications: What You Need to Know

Essential tips and guidance for a strong submission

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Introduction

Before commencing any research with or about people, or their data or biospecimens, human ethics approval **must** be obtained. It is the researcher's responsibility to ensure that this approval is secured **before** commencing any research activities. **Retrospective ethics approval cannot be granted under any circumstances.**

Ethics applications should be clear and comprehensive, and written in a language that is easily understood by the ethics reviewers (5.3.5 of the [National Statement of Ethical conduct in Human Research, 2025](#)). A well-prepared and considered application enables a clear, informed, and timely review process. This is an application that clearly outlines the research aims, methodology, and procedures; is supported by current literature with a sound rationale; and thoroughly addresses potential benefits and risks.

Incomplete or ambiguous applications will result in requests for clarification or modification, which can delay approval. In such cases, the application will be returned to the principal researcher for careful revision and resubmission. If substantial changes are required, additional rounds of ethics review may be necessary, potentially postponing your project by a month or more. You may also need extra time to attend a weekly drop-in session or consult with a representative from the Human Research Ethics Committee (HREC) prior to resubmitting.

This guide is designed to support staff and students seeking ethics approval by offering practical advice on preparing a strong application, helping to ensure an informed and efficient human ethics review.

Purpose of ethics review

Ethical review ensures that research involving humans, their data, or biospecimens is conducted responsibly and in accordance with the ethical standards outlined in the [National Statement on Ethical Conduct in Human Research \(2025\)](#) (the *National Statement*). Its primary aim is to protect the rights, dignity, and welfare of participants, while supporting research that upholds the core principles of human research ethics: **research merit and integrity, justice, beneficence and respect**.

Before writing and submitting your ethics application, the specific project details and research procedures involved should be established. These specifics must be included within your application to enable reviewers to make a thorough and informed assessment. Ethics reviewers need enough detail so they can understand how your project will be conducted and how any potential risks will be managed.

It is important to understand that the ethics review process is not to approve your project *in principle*. Rather, **it evaluates and approves the methods and procedures by which the research will be carried out**, in particular: how you will engage and communicate with participants (and potential participants) during recruitment, data collection, and any post participation activities; how you will manage participants' data and maintain confidentiality during and post collection; and how any potential risks involved with these processes will be managed.

Your application responses should clearly demonstrate ethical consideration throughout each stage of the project's process. Transparency is essential, every step and detail of the proposed procedures must be included to allow for an informed review.

Guidance for planning and writing your ethics application

The following sections provide practical guidance for planning your research project and preparing a strong ethics application. By following this guidance, you'll be better equipped to submit a complete, well-considered ethics application that meets both national regulatory and institutional standards.

Before you begin your application

Planning your research project and ethics application

- **Design before you apply** – Before attempting to complete your ethics application, carefully plan your study design and the methods you intend to use.
- **Refer to the *National Statement*** – Specifically, Section 3: *Ethical considerations in the design, development, review, and conduct of research* and Chapter 3.1: *The elements of research*
- **Plan ahead and factor in review timelines** – Ethics approval is not instantaneous regardless of the level of risk. Consider the ethics application and review processes in your whole project timeframe, factoring in the review processes and turnaround times under '[Human ethics review process and timelines](#)'. Allow approximately four months to obtain ethics approval. Applicants should allow time for the following processes:
 - Supervisor review (*student projects only*);
 - Peer review;
 - Local Authoriser review and endorsement;
 - Administrative review and risk evaluation; and
 - Ethics review – expedited review for *lower risk* projects and full HREC review for *greater than low risk* projects.
- **Allow time for modifications** – Applicants are responsible for allowing sufficient time for the entire review process, this includes the potential for revisions and submission review times. Modifications may be required at **any** of the review processes listed above. Modifications are a normal and expected part of the review process, and **approval is rarely granted without some degree of modification**. To avoid delays, applicants should:
 - anticipate the possibility of revisions;
 - allocate time in their project timeline for responding to feedback;

- understand that each round of modifications will introduce additional turnaround time, changes must be reviewed before the project can progress to the next stage or receive final approval;
- be proactive and responsive during this process; and
- follow the tips in this guide to ensure modification requests are minimal.

Note: All new applications and re-submissions are reviewed in the order they are received by the Ethics Office. For example, a resubmitted application will be reviewed when it is next in the resubmission queue, not instantly upon resubmission.

Understanding ethics review pathways and risk levels

- **Familiarise yourself with:**
 - UniSQ's review processes, ethics review pathways, and the associated timelines, under [Human ethics review process and timelines](#); and
 - the **risk profiles** of human research as explained in Chapter 2.1 of the [National Statement](#)).
- **Determine the risk level** – Consider whether your application will require review by the **full HREC** by reading the guidance under '[Is my research greater than low risk?](#)'
 - *Greater than low risk* research requires full HREC review.
 - *Lower risk research* can be reviewed via UniSQ's expedited review pathway.
- **Full HREC review considerations** – If your research is considered *greater than low risk*:
 - It cannot be reviewed via the expedited review pathway and **must be reviewed by the full HREC** at the next available scheduled HREC meeting.
 - Consider the [HREC submission deadlines and meeting dates](#) when planning research that would qualify as *greater than low risk* and preparing your application for submission.

Note: it can take more than one HREC meeting for your project to obtain approval.

- **Expedited review considerations** – All applications assessed as *lower risk* are reviewed via the **expedited review pathway**, not by the full HREC at a scheduled meeting. However, this does not mean they are reviewed quickly. The [expedited review turnaround time](#) depends on several key factors:
 - **the quality and completeness** of your initial submission and any consequent resubmissions;

- **the number of modification requests** or requests for further information required before your application satisfies approval;
- **your response time** in addressing those requests and resubmitting for further review; and
- **the overall volume** of lower risk applications and other submissions and items already in the queue for review.

Note: You do not need to meet HREC submission deadlines for lower-risk projects. These applications are reviewed on regular business days, outside of scheduled committee meetings. You can submit at any time. However, please be aware of end of year submission deadline and office closure periods, typically from November to January, which will be posted on the Human Ethics website.

Gatekeeper permissions and community support

- Consider whether any other **organisations or community groups** are involved. If your research involves participants accessed through organisations, community groups, or cultural authorities, you **must include letters of support or permission in your ethics application**. These documents confirm that appropriate permissions have been granted and are essential for a complete and reviewable submission.
 - **If you intend to recruit UniSQ Staff and/or students for participation in research -** Information regarding permission to access UniSQ Staff and/or students can be found under [‘Application resources and guidance’](#).

***Note:** If the permissions section is incomplete, ethics reviewers cannot fully assess your application. Ensure all required permissions and supporting documents are provided to avoid delays in the review process.*

If letters of support or permission are unable to be obtained before submission (E.g., gatekeeper requires ethics approval first), please make this clear within that section of the application. The application may be approved with the additional condition that permissions are obtained and provided to the ethics office later, before the data collection commences.

HDR Student requirements

- **Confirmation of Candidature** – If you are a HDR student, Confirmation of Candidature must be completed prior to submitting your application and evidence of completion provided, such as the email sent by the Graduate Research School congratulating you on your successful confirmation of candidature. This should be attached in response to the question regarding peer review of your project. **Note:** *We do not need to see your confirmation of candidature submission.*

Research data management

- **Create a Research Data Management Plan (RDMP)** – Specific information about where your data will be stored and how it will be managed is required in your ethics application. An RDMP should be completed within [RISE - Repository](#) and in accordance with the [Research Data and Primary Materials Management Procedure](#).

RDMPs completed in RISE will auto-populate the relevant questions in the ethics application. It is recommended to complete the RDMP in RISE as this will guide you to provide the necessary information for the ethics review.

- If you have any questions relating to **research data management planning**, refer to the [Research Data Management Plan Guide](#) and the [Library Research Support](#) webpage.
- For **data storage options** refer to [UniSQ's supported research data storage facilities](#). Further information and assistance can be found on the [eResearch webpage](#) and [eResearch SharePoint site](#).
- For **minimum retention periods** specific to your research project, refer to the [University Sector Retention and Disposal Schedule \[601.2/C111\]](#).

Risk management planning

- Some research projects may require a **Risk Management Plan (RMP)**, particularly when activities involve travel to rural or remote areas, international travel for data collection, or other potentially hazardous activities.
- RMPs must be created using [SafeTrak](#), which is a separate platform from your ethics application and RDMP. Please contact [UniSQ Safety](#) for any question relating to RMPs – this process is not handled by the Office of Research.

Digital tools and AI software

- Consider what **online software or AI tools** you might need to use – **these must be identified within your ethics application.**

- **Use UniSQ approved and recommended tools** – Before using any online digital or AI tools for data collection, storage, sharing, and/or processing (including tools for transcription or data analysis) **you must ensure they are approved by [UniSQ ICT](#)**.
 - Using approved tools helps protect the **privacy, security, and integrity** of your research data and participants' information.
 - We recommend referring to the [Cloud Computing Use Inherent Risk Schedule](#) for a clear matrix outlining which cloud services are acceptable for use in research.
 - **Software and AI tools approved for use are provided below:**
 - **Data storage and sharing:** [eResearch Services](#).
 - **Survey Tools:** [REDCap](#) or the [UniSQ survey tool](#).
 - **Transcription tools:** Zoom; Microsoft Teams; Microsoft Word (*whilst signed in with your UniSQ credentials*).
 - **Data analysis:** [Copilot](#) (*whilst signed in with your UniSQ credentials*).
 - It is your responsibility to confirm the approval status of any online digital tools prior to submission. **Please note the following:**
 - Projects proposing the use of digital tools not recommended or approved by UniSQ ICT **will not receive ethics approval**.
 - After ethics approval has been issued, using digital tools that were not included in the approved application **may constitute a breach of your ethics approval**.
 - For additional guidance on secure and approved digital tools, visit the [ICT Cyber Safety webpage](#) or contact [ICT Client Support](#) for further information and advice.

Note: *If you want to trial or use new software or AI tools for research purposes, please refer to the [Software Vetting Knowledge Article](#). Vetting requests can be made via the [ICT Technology Solutions Advice Service Hub form](#).*

Mandatory peer review

- Before submitting your ethics application, **it must undergo a Peer Review process**. This step is essential to ensure your research proposal is well-developed.
- Why is Peer Review required?
 - At UniSQ, Peer Review is a **mandatory requirement** that confirms your research has merit and that your application is sufficiently completed.
 - *It provides oversight of method and research design by a discipline expert.*

- *It helps ensure your submission meets the standards expected by the ethics reviewers.*
- The process can also **help identify overlooked details** that may be missed due to your familiarity with the project.
 - *Addressing these early can reduce the number of revisions requested during the local authoriser, administration or ethics review processes, streamlining your path to approval.*
- The **Peer Review checklist** specifically for Human Ethics applications and further information about the process are located under, [Submission processes and reporting](#).

Support and resources

- **Student support** – If you're a student, **seek support and guidance from your supervisor/s** when drafting your application. You're not expected to complete it alone.
- [Drop-in sessions](#) – **Attend a drop-in Zoom session** (held every Wednesday anytime between 2:00pm and 3:00pm AEST) if you have any questions about preparing your application or how to use the National Statement.
- [Human Research Ethics Foundation course](#) – This self-paced online course provides a comprehensive introduction to the principles and practices of human research ethics. It's designed to help researchers understand their ethical responsibilities and apply the National Statement effectively. **Completing this course is strongly recommended**, especially for students and first-time applicants to build essential knowledge before embarking on human research and completing an ethics application.
- [The Human Ethics website](#) – If you are unsure where to start or what steps to take, the Human Ethics website is your **central hub for all ethics-related resources**. The website includes application instructions, guidance documents and FAQs, review timelines, templates and contact information. It's the best place to begin when you need some direction or support.

Writing your application

All applications for human research ethics must be made in the [UniSQ RISE – Ethics Monitor platform](#). As you progress through the form, the system builds your application based on your responses, ensuring that only applicable questions are presented, and irrelevant ones are eliminated. Due to the form's dynamic nature, **Word versions of the application are not available**. However, you can complete the application at your own pace - it does not need to be completed in one sitting. Just remember to **save regularly**.

Responding to application questions

- **Provide a complete, detailed and definitive response to each question:**

- **Address each question in full** – Take time to carefully read and understand each question in its entirety.
- **Avoid brief responses** – Where large or expandable response boxes are provided, such as the one below, detailed responses are required. **One- or two-word responses are not sufficient** and may result in requests for further information, delaying the review process.

Expand from here 

- **Provide specific details within the context of your project** – vague or generic responses are not sufficient. E.g., If you are conducting research at a particular organisation don't write 'at a local organisation', name the actual organisation.
- **Do not redirect** – Do not refer reviewers to another response or to an uploaded document to answer a question. A complete response is required where the question is being asked.
- **Not applicable?** – If a *required field* appears not to apply to your project, do not simply write 'N/A'. Instead, provide a brief explanation to justify why the question is not relevant in your context. This helps reviewers understand your reasoning and ensures your application remains complete.
- Responses with **'TBA' will not be accepted** – definitive details must be provided.

Using guidance notes

- **Refer to the guidance notes ()** – These are available at certain questions throughout the application.
 - These notes provide clarification and tips for answering specific questions appropriately.

Reference current literature

- When completing the 'Aims and Significance' page, **include references to the current literature** to support your claims and choice of research methods.
 - This strengthens your justification and demonstrates awareness of existing research.

Describing your research processes

In particular, the recruitment and informed consent strategies and how participation will be carried out must be clearly described (Chapter 3.1 of the *National Statement*).

“The guiding principle for researchers is that a person’s decision to participate in research is to be voluntary, and based on sufficient information and adequate understanding of both the proposed research and the implications of participation in it.” (Section 2.2.1 of the National Statement)

Note: Your application must clearly demonstrate that participation in the research will be genuinely voluntary, free from any actual or perceived pressure or coercion. It should also show that participants are provided with sufficient, understandable information to make an informed decision about their involvement.

- **Provide full details of each process**, even if it seems obvious - the **reviewers cannot make assumptions**. Your application is a formal document that should have clarity for any reader, even beyond the ethics review process.
 - Think of your application as **an instruction manual**, any reader should be able to follow it and carry out the steps involved.
 - Reviewers need to understand **how you intend to communicate and interact with participants** throughout the project, including potential participants during the recruitment phase.
 - Comprehensive details are **important for post-approval purposes as well**. Specific details should be **easily identified** within your ethics application to assist with any project monitoring or research investigation processes.

Note: your approved ethics application becomes a reference for project compliance. If you conduct activities not as explicitly stated within your ethics application, you may be in breach of your ethics approval.

Writing style and language

- **Write clearly and in plain English** – the HREC membership is diverse (5.1.30 of the *National Statement*) and members (and non-HREC reviewers) are not always discipline experts.

- **Avoid jargon and technical terms** – if specific terminology is necessary, ensure it is clearly defined.
- **Write acronyms out in full** in the first instance and use them sparingly.
- **Use lay language in recruitment material, Participant Information Sheets (PIS) and Consent Forms** – Information being communicated to participants (including potential participants) must be written in plain, accessible language so they can easily understand the purpose of the research, what their involvement entails, and how their **data will be used**. To ensure readability:
 - Avoid technical jargon and ensure the content is clear to individuals without specialist knowledge (Chapter 3.1 of the *National Statement*)
 - use second person (you) language throughout the PIS. The PIS should be talking to the potential participant – not the ethics reviewers;
 - use short, clear sentences and simpler words where possible, and aim to keep the document within two pages. For projects involving multiple participation activities or time points, consider using bullet points or a timetable to present the information clearly; and
 - Thoroughly proofread your application for grammar, spelling, and formatting. This not only improves readability for potential participants but also helps minimise unnecessary revisions during the ethics review process.

Templates available

- **Use the official [UniSQ templates](#)** available for PIS and Consent Forms. These are design to ensure all relevant information necessary for achieving informed consent, as advised by the *National Statement*, is included.
 - **Choose the template that best matches your data collection activities** – templates are not one-size-fits-all. If your project involves multiple types of data collection, select the most suitable template and incorporate relevant information from the others as needed.
 - **Always download the most current version** when preparing a new project application or updating existing documents.
 - **Do not repurpose** – Do not reuse PIS and Consent Forms from previous projects. They may contain outdated information or lack important details specific to the data collection activities for your new project.
 - **Copyedit and proofread the PIS and consent form thoroughly**, including the removal of the blue instructional text any review comments before submitting your application. Keeping this text or writing the PIS carelessly, will necessitate a resubmission of your

application with the copyedited documents - **upload the finalised document** that will be disseminated to the potential participants, preferably in MS Word version for review.

Required documents

- Make sure you **upload all necessary documents** in the specified sections of your application. These include, but are not limited to:
 - **Peer Review Checklist** – this must be completed and signed by a peer reviewer.
 - **Confirmation of candidature** (*HDR students only*)
 - **Letters of support** or **permission to access participants** – These should be obtained from any relevant community groups, elders, or gatekeepers involved in your research.
 - **Recruitment material** – Invitation letter/email, social media post/advertisement, flyers, etc (include every invitation variant you intend to use).
 - **Data collection document/s** – Include all materials that will be used to collect data, such as:
 - Survey questions and/or instruments (*as they will be displayed to the participants*)
 - Interview or focus group questions
 - Psychological or physiological tests
 - Other tools, plans, or itineraries relevant to the data collection process

These documents help reviewers clearly understand the nature and scope of your data collection methods and what is being done to the participants. Ensure they are complete and accurately reflect what will be communicated to participants and what they will experience.

- **Participant information sheet/s (PIS)** – Required when directly recruiting participants to ensure they receive sufficient information to make an *informed* decision to participate and to provide *informed* consent. Online surveys should replicate this information on the landing page, but it is also advised to provide a downloadable copy of the PIS for the participants, also provided on the landing page of the survey.

Note: *Informed consent cannot be achieved without a PIS.*

- **Consent form/s** – A consent form should be used for most data collection activities. However, an exception applies to anonymous surveys, where a process of *implied*

consent is more appropriate. In such cases, a separate signed consent form is unnecessary and may even raise ethical concerns, such as compromising anonymity.

- For implied consent, researchers must include a clear *implied consent statement* within the PIS. This statement should explain that by proceeding (e.g. submitting or returning the survey), the participant is providing their informed consent to take part in the research.
- Implied consent is not considered appropriate for forms of data collection where the data is collected in an identifiable form in the first instance (even if it will be later de-identified) or where the data will be audio/video recorded, such as interviews and focus groups.
- If there are cultural dimensions to the form of consent you have selected, please ensure this is addressed in the cultural needs section for that participant group and reiterated in the consent section of the application.

Note: A consent form is a separate document from the PIS. The PIS is designed for participants to keep, while the consent form is intended to be signed and returned to the research team. Consent data must be retained by the research team for 15 years.

Technical aspects of the application

Supervisor endorsement process

- **Students must not be listed as the Principal Investigator** of a project within the ethics application. This **role must be filled by the Principal Supervisor** to facilitate the supervisor endorsement process. Student must be listed as a 'Co-Investigator (Student)'.
 - If you are **UniSQ Staff** but are conducting the research in a **student capacity**, you **must list yourself as 'Co-Investigator (Student)'** with your supervisor listed as Principal Investigator.
- **Principal Supervisors are responsible for ensuring that student research is conducted in accordance with UniSQ policies and national guidelines.** Before submission, the Principal Supervisor should review the entire application, including all participant information and consent forms. Acting as the Principal Investigator, the Supervisor then submits the application on behalf of the student, confirming their endorsement.

Local Authoriser (Head of School/Centre/Department) review

Once the Principal Investigator submits the application it is forwarded to local authoriser for review and endorsement before it is considered submitted to the Ethics Office. The following should be noted:

- **Overview page** - Ensure to **provide the correct response to the ‘host department’** question. This should be the school, centre or department where your research project is based.
 - **If you are a staff member who is conducting research as a student**, ensure to indicate the school where you are placed as a student, **not your staff role**.
 - Based on the response provided to this question, upon submission, the system will automatically direct your application to the relevant Head of School/Centre/Department for local authoriser review and endorsement before it is submitted to the Ethics Office.

Note: *Your application is not considered submitted to the Ethics Office until it has been endorsed by the local authoriser. It is your responsibility to allow sufficient time for this step and to monitor the progress of this process – check the **timeline page of your ethics application record itself** not the Ethics Monitor home page listing all your applications.*

Number of participant groups

- **Ethical considerations page** – when asked about 'how many groups of participants,' please specify the total number of **groups**, not the total number of individual participants. **This distinction is essential for the proper functioning of the form.** A maximum of six (6) participant group forms can be added to the application.

Note: *A group of people or a single data collection activity does not always equate to one participant group. The division of participant groups depends on several factors, including:*

- *the diversity of participant types and the unique ethical considerations associated with each;*
- *the need for different recruitment strategies; and*
- *the nature and sequence of data collection activities.*

Refer to the two examples on the next page:

Example 1:

*If you invite a group of people to complete a survey and at the end of the survey you ask the participants to express interest in a follow-up interview, this constitutes **two participant groups** – a **survey group** and an **interview group**.*

***However**, if you invite a group of people with the intention that they will complete **both a survey and an interview from the outset** as a complete participation requirement, this is considered **one participant group**, as the recruitment and data collection activities are unified.*

Example 2:

*If you invite two similar groups, such as students from Course A and students from Course B, to complete the same survey, and the recruitment method and ethical considerations are identical, this is treated as **one participant group**.*

***However**, if you invite two distinctly different groups, for example, online/campus students in Course A and incarcerated students in Course A, to complete the same survey, the recruitment methods and ethical considerations are going differ significantly. This scenario, therefore, constitutes **two separate participant groups**.*

Completing the RDMP from within the ethics application

- **Operational Items page** – You can **access and complete the RDMP** from within the ethics application itself by selecting '**Complete RDMP here**' under the '*Managing Data*' subheading. Accessing it this way ensures the RDMP will be linked correctly.
 - Once an RDMP has been completed the required fields for ethics review will automatically populate into the ethics application. This replaces the open text response field that exists when no RDMP has been completed.

Note: If the completed RDMP fields do not populate into the ethics form, this means it is not correctly link to the ethics application. Please contact the Ethics Office or log a [RISE Service Hub Request](#).

Important ethical considerations

Refer to the National Statement – In particular:

- Section 2 – *Themes in research ethics: risk and benefit, and consent;*
- Chapter 3.1 – *The elements of research;* and
- Section 4 - *Ethical considerations specific to participants in research.*

Participants

- When conducting human research, it's essential to **view individuals from or about whom data is being collected as ‘participants’**, not subjects. This perspective emphasises respect, dignity, and ethical responsibility. In the context of the *National Statement*, the term ‘participants’ includes:
 - individuals directly involved in research activities
 - those indirectly involved; and
 - people who may be unaware that their data or biological materials are being used.
- Put yourself in the participant’s position and ask:
 - What concerns might I have before agreeing to take part?
 - What information or reassurances would I expect from the research team?
 - How would I want my privacy and personal data to be protected, and confidentiality maintained?

Benefits:

- **All research must have a benefit** that either directly or indirectly benefits individuals, groups, or a community as a whole. As per Chapter 2.1 of the *National Statement*, "research is ethically acceptable only when its potential benefits justify any risks involved in the research."
- Be specific about what benefit will result from this research both within the application and in the PIS for participants information. Consider the following question:
 - What fields of knowledge will it contribute to, and what will it actually contribute to those fields? *E.g. will it advance methods, contribute to understanding on a particular area, etc.*
 - Are there a direct or indirect benefits to the participants themselves or the community?

Risks

- **All research has an element of risk, inconvenience or burden** that must be considered. It is essential to identify and address actual, potential, and perceived risks within your application, even if these risks will be mitigated through your defined processes. Mitigating a risk does not mean it can be left unidentified. You must first acknowledge the risk and then explain the specific strategies you will use to minimise or manage it.
 - In most cases, **at least one of the risk categories and/or inconvenience or burden must be identified** as outlined in Chapter 2.1 of the *National Statement*. It may be your project only involves inconvenience or burden due to a minor time commitment.

For example, when you ask participants to complete a survey, you are asking them to give up some of their time to take part in your research. Regardless of how minor this may seem, it should be acknowledged within the application and the steps on how you will make participation less of an inconvenience or burden provided.

- When identifying a risk category in the ethics application, **clearly describe the nature of the risk and outline strategies you will employ to mitigate and manage that risk.**

For example, if you identify a potential social risk, don't just state "there will be no coercion." Instead, clearly explain what the social risk is and why it may exist or be perceived, and outline the steps you will take to prevent coercion. I.e., explain how "there will be no coercion".

Note: “where a person’s reactions might **exceed discomfort and become distress**, this should be viewed as a potential for harm”. (*National Statement 2025*). Where there is a risk of harm, the application must be reviewed by the full HREC at a scheduled meeting. Refer to figure 1 below:

Figure 1: Risk profiles of research

Lower risk		Higher risk (Individual, group, community, societal or global)	
Minimal	Low	Greater than low	High
No risk of harm or discomfort; potential for minor burden or inconvenience*	No risk of harm; risk of discomfort (+/- foreseeable burden)	Risk of harm (+/- foreseeable burden)	Risk of significant harm (+/- foreseeable burden)

(The National Statement on Ethical Conduct in Human Research 2025)

Further assistance

If you have any questions or need support with your ethics application, you're encouraged to:

- Visit the [Human Ethics website](#)
- Attend a [weekly drop-in session](#) – Held every Wednesday between 2:00pm and 3:00pm AEST
- Contact the Ethics Office – Email your queries to human.ethics@unisq.edu.au



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Briefing Document

UniSQ Council

05/25

To:	Academic Board
From:	UniSQ Council
Date:	Monday, 20 October 2025
Subject:	University Council Report to Academic Board October 2025

1. Recommendation

The Chair of Academic Board Professor Alexander Kist recommends that Academic Board:

- a) Notes the outcome from the University Council meeting of Monday 20 October 2025.

2. Executive Summary

The following matters were considered by Council in accordance with the University of Southern Queensland Governance Framework including the [University of Southern Queensland Act 1998](#), the [Charter of University Governance](#) and the [Higher Education Standards Framework \(Threshold Standards\) 2021](#).

The fifth University of Southern Queensland Council meeting of 2025 was held on Monday 20 October at UniSQ Toowoomba campus and on Zoom. The meeting marked the first meeting of the UniSQ 12th Council with the term of office commencing on 7 October 2025.

3. Strategic Presentations and Reports

- **Research Strategy**
Deputy Vice-Chancellor (Research and Innovation) Professor John Bell presented an update on research performance metrics, funding trends, strategic risks, and future planning to support the development of the University's Research Strategy for 2026 and beyond.
- **Horizon 3 Future Strategy**
Vice-Chancellor Professor Karen Nelson and the Director Planning Julianna Dawidowicz presented a progress and development update of the new [University Vision and Statement of Strategic Ambition 2026-2030](#).
- **University Student Load Report High Level Strategy and 2026 Student Load Projections Report**
Deputy Vice-Chancellor (Students and Education) Professor Glen Coleman presented an update to Council on the high level strategy for optimising student load and

information relating to the 2026 student load income estimates based on load as at Quarter 2 2025.

4. Reports to Council

• Academic Board Report

Academic Board Chair Professor Alexander Kist presented the Academic Board Report to Council. Items received included:

- Academic Board Meeting Minutes 9 September 2025
- Annual Student Grievances and Appeals Report
- Annual Program Quality Assurance Report 2024.

• Finance and Facilities Committee Report

Finance and Facilities Committee member Amanda Kenafake presented the Finance and Facilities Report to Council. Items received included:

- Unconfirmed Finance and Facilities Committee Meeting Minutes 18 September 2025
- Financial Report to 31 August 2025 including the Quarter 2 Review Forecast
- 2026 Annual Plan and Budget Update
- Union Institute of Language – Springfield Campus Pty Ltd Quarter 2 Report.

• Audit and Risk Committee Report

Audit and Risk Committee Chair member Amanda Kenafake presented the Audit and Risk Committee Report to Council. Items received included:

- Unconfirmed Audit and Risk Committee Meeting Minutes 18 September 2025
- Safety and Wellbeing Annual Report
- Cybersecurity Quarter 2 Report
- Annual Insurance Renewal.

• Chancellor's Committee Report

Chancellor's Committee Chair and Chancellor Hon Dr John McVeigh presented the Chancellor's Committee Report to Council. Items received included:

- Unconfirmed Chancellor's Committee Meeting Minutes 18 September 2025
- Summary of Awards Conferred to Students
- 2026 Council and Council Committee Meeting Schedule.

5. Council Resolutions

Council resolved to approve the following items at the 20 October 2025 meeting:

- 2026 Council and Council Committee Meeting Schedule
- Revised [UniSQ Governance Charter](#).

6. 12th Council Membership

Election of the University Deputy Chancellor

Council resolved to approve the appointment of George Fox to role of University Deputy Chancellor.

Standing Committee Membership

Council resolved to approve the appointment of Amanda Kenafake to the role of Chair of the Finance and Facilities Committee.

Council resolved to approve the appointment of Emeritus Professor John Cole and Heidi Dugan to membership of the Finance and Facilities Committee

Council resolved to approve the appointment of Emeritus Professor John Cole to membership of the Chancellor's Committee

Council resolved to approve an update to the Audit and Risk Committee Terms of Reference to include a maximum of three external members.

The 12th Council membership is as follows:

- Official Members:
 - Chancellor Hon Dr John McVeigh
 - Vice-Chancellor Professor Karen Nelson
 - Chair of Academic Board Professor Alexander Kist
- Appointed Members (appointed by the Qld Governor):
 - Emeritus Professor John Cole OAM
 - Mr Brett Delaney
 - Ms Amanda Kenafake
 - Assistant Commissioner Charysse Pond APM
 - Aunty Lorraine Hatton OAM
- Additional Members (appointed by Council):
 - Mr George Fox
 - Ms Heidi Dugan
- Elected Members:
 - Dr Sarah McKibbin
 - Dr Samantha Rose
 - Mr Joshua McKeiver

Information about our Council members, including their backgrounds, qualifications and experiences is included on the updated [Council website](#)

7. Responsible Officer

Professor Alexander Kist
Chair Academic Board and Ex-Officio Council Member
Chair.AB@unisq.edu.au

Briefing Document

Academic Board

To:	Academic Board
From:	Vice-Chancellor
Date:	Friday, 24 October 2025
Subject:	Vice-Chancellor's Report to Academic Board

1. Recommendation

The Vice-Chancellor recommends that Academic Board notes the contents of this report.

2. Operating Context/National Issues

2.1. Final Report of the Expert Council on University Governance

The Minister for Education, Minister Jason Clare, released the Final Report of the Expert Council on University Governance on 18 October. The report presents a comprehensive framework aimed at strengthening governance across Australia's public universities. Established in January 2025, the Council developed eight core principles addressing accountability, diversity of perspectives, independence, transparency, trustworthiness, inclusive and responsive, sustainable, and responsible remuneration. The report highlights systemic issues such as trust deficits, inconsistent governance maturity, and cultural challenges, calling for a shift led by university leadership. It recommends annual reporting to TEQSA, enhanced training for governing bodies, and further ministerial oversight, while acknowledging the need for tailored implementation across institutions. There are some concerns about regulatory burden, duplication with existing standards, and the prescriptive nature of the framework.

UniSQ Council will have a focused session on the report at their meeting of 8 December.

2.2. Education Legislation Amendment

The government introduced the *Education Legislation Amendment (Integrity and Other Measures) Bill 2025* to the House of Representatives on 9 October. This legislation seeks to amend the Education Services for Overseas Students Act (ESOS Act), the Tertiary Education Quality and Standards Agency Act (TEQSA Act), and the Higher Education Support Act (HESA Act) to strengthen integrity in international education, improve oversight of transnational delivery, and expand equity measures. Key changes include tighter regulation of education agents, restrictions on commissions for student transfers, enhanced provider vetting, and uncapped medical places for Indigenous students.

2.3. 2026 International Student Places National Planning Level

Following the recent announcement of the 2026 National Planning Level which locked in growth for next year (295,000 international student places overall for 2026, compared to 270,000 in 2025), a successful application to increase UniSQ's allocation of New Overseas Student Commencements was submitted, resulting in a

modest increase from 1,000 to 1,050 for 2026. The Vice-Chancellor, Professor Karen Nelson and Pro Vice-Chancellor (International), Professor Ren Yi are seeking a meeting with Assistant Minister Julian Hill to discuss the University's application.

2.4. Special Envoy to Combat Islamophobia's National Response to Islamophobia

On 12 September, the Federal Government released the Special Envoy to Combat Islamophobia's national response to Islamophobia. Australia's Special Envoy to Combat Islamophobia, Mr Aftab Malik has used his report to put 54 recommendations to government, a small handful of which are relevant to universities. It urges the development of a sector-wide anti-racism and inclusivity framework, with specific guidelines to address Islamophobia and support affected students and staff. The report also calls for greater investment in Islamic Studies to counter misinformation and promote understanding. The Prime Minister has indicated that the government will give the report appropriate consideration before responding.

2.5. University Rankings

Quality Indicators for Learning and Teaching 2024 National Reports:

On 17 September, the Australian Government Department of Education released 2024 national reports on the Quality Indicators for Learning and Teaching (QILT) website for the:

- 2024 Student Experience Survey - This survey focuses on aspects of the student experience that are measurable, linked with learning and development outcomes, and potentially able to be influenced by higher education institutions. UniSQ ranked among the lowest nationally for student satisfaction in 2024, alongside the University of New South Wales, the University of Sydney, and the University of Melbourne. While postgraduate ratings improved nationally, UniSQ remained below average. External students rated their overall experience higher (79.8%) but showed weaker peer engagement (22.3%) and skills development (78.5%). Sense of belonging was lower than average, especially among domestic students (44.1%). However, UniSQ's international students ranked 9th nationally, and later-year students rated their experience more positively than commencing students—76.5% vs. 72.6% for overall experience.
- 2024 Graduate Outcomes Survey - The Graduate Outcomes Survey (GOS) is completed by graduates of Australian higher education institutions approximately four to six months after finishing their studies. The GOS measures short-term employment outcomes including skills utilisation, further study activities, and graduate satisfaction. UniSQ graduates reported mixed outcomes in 2024. UniSQ undergraduate full-time employment rates were 9.7% points above the national average at 84.1%, and UniSQ undergraduates earned the highest median salary nationally at \$82,900. Postgraduate coursework graduates had mid-range employment outcomes and a median salary of \$100,000, aligning with national figures. Around 69% of undergraduates were in managerial or professional roles, though many felt overqualified. Graduate satisfaction was lower than average at undergraduate level, but stronger among postgraduates. Ninety-two per cent of all UniSQ graduate respondents had successfully gained employment at the time of the survey while 86% seeking full-time employment had at the time surveyed successfully gained full-time employment. Employment outcomes for undergraduate and postgraduate coursework students continue to be a highlight for UniSQ with both levels ranking 5th for overall employment rate and 6th for full-time employment rate when compared to sector.
- 2024 Graduate Outcomes Survey International - In the 2024 Graduate Outcomes Survey, UniSQ's international graduates showed mid-range full-time employment and salary outcomes compared to other Australian universities. Many pursued further study, especially

younger graduates, which contributed to lower immediate workforce participation. Most studied in business, IT, and health fields, with employment outcomes varying by discipline.

- 2024 Graduate Outcomes Survey - Longitudinal - Three years after graduation, UniSQ graduates reported strong employment outcomes in the 2024 Graduate Outcomes Survey – Longitudinal. Undergraduate full-time employment reached 94.9%, well above the national average, while postgraduate coursework graduates achieved 90.9%. These figures reflect significant growth from short-term outcomes. Although specific salary data for UniSQ was not provided, national benchmarks suggest competitive earnings. Most graduates were employed in managerial or professional roles, and satisfaction with job fit was high. Further study rates were close to national averages, with 12.8% of undergraduates continuing full-time study.
- 2024 Employer Satisfaction Survey – This survey measures how well graduates from Australian higher education institutions meet employer needs, using a unique methodology to link the experiences of graduates to the views of their direct supervisors. Between 2022 and 2024, employers expressed strong satisfaction with graduates from UniSQ, with 87.3% of supervisors reporting overall satisfaction—above the national university average of 84.7%. UniSQ graduates were rated highly across all five key skill areas, particularly in Technical (91.2%) and Foundation skills (89.9%). While Collaborative (84.6%) and Employability skills (83.5%) were slightly lower, they remained solid. These results place UniSQ among the higher-performing institutions nationally, supported by 204 employer responses over the three-year period.

2026 Good Universities Guide:

UniSQ has achieved outstanding recognition in the 2026 Good Universities Guide, reaffirming its position as one of Australia's top-performing institutions. Based on independent student and graduate surveys and national higher education data, UniSQ received five-star ratings in several key areas:

- Graduate Outcomes: UniSQ led the nation in undergraduate starting salary and earned five stars for both full-time employment and starting salary. Graduate employment remains strong, with 84% of undergraduates and 90% of postgraduates securing full-time roles within three months of graduation.
- Social Equity: UniSQ was awarded five stars for social equity—the highest rating in Queensland—highlighting its commitment to accessibility, inclusion, and support for first-generation and diverse students.
- Student-Teacher Ratio: The University also received five stars for student-teacher ratio, reflecting its emphasis on personalised learning and academic support.

The Good Universities Guide is a respected independent resource that evaluates Australian universities across teaching quality, learning resources, student support, and graduate outcomes.

3. Key University Updates

3.1. Portfolio Design Proposals

Proposals for the seven portfolio / function designs have been released and, as of 23 October:

- Following consultation, Decision Documents have been released for the International Engagement Portfolio, Governance and Compliance Function, Engagement Portfolio, Students and Education Portfolio, and Corporate Services Portfolio;
- Consultation has closed and feedback is under consideration for the Academic Portfolio; and

- The Design Proposal for the First Nations Portfolio was released for consultation on 22 October, with feedback closing on 5 November.

The new organisational structure will formally commence from 2 January 2026, although it is expected that transitional arrangements will be effective earlier as proposals are finalised.

3.2. Vice-Chancellor's Executive Shaping our Future Advisory Group

Professor Lorelle Burton and Professor Stephen Bird have been selected as the Joint Chairs of the Vice-Chancellor's Executive Shaping our Future Advisory Group following a carefully considered nomination process. Their combined expertise, exemplary leadership, and steadfast dedication to academic excellence will be instrumental in guiding the group's strategic direction and impact across the University.

This group will ensure diverse viewpoints are considered during the implementation of Shaping our Future initiatives. Their insights and guidance will be particularly valuable as the University transitions into the new structure in the coming months.

3.3. Suburban University Study Hub

The Inala Study Hub and Engagement Manager, Dr Su-Ann Tan, commenced in the role on 13 October, representing a significant milestone in operational readiness. Community engagement activities are continuing throughout October in Inala, maintaining strong local involvement and ensuring the initiative remains responsive to community needs. Works funded by the federal government grant are progressing well, with building permits approved, construction underway by contractor Aizer, furniture and ICT equipment procured, and branding development initiated. A soft launch is proposed for 16 December, with the official opening planned for February 2026. The Office of the Vice-Chancellor is currently liaising with the Minister for Education's office to confirm a suitable date for the formal launch.

3.4. Southern Queensland Education Alliance

On 16 September, the Southern Queensland Education Alliance (SQEA) was officially launched by Professor Barney Glover AO, Commissioner of Jobs and Skills Australia at the Toowoomba campus. The Alliance brings together educators and government and aims to align education and economic strategies to address local needs and advance national reform priorities. Foundation members include UniSQ and TAFE Queensland, supported by Toowoomba and Surat Basin Enterprise. The Alliance encompasses the area from the Darling Downs and South West to the Southern and Western parts of South East Queensland, Logan, Ipswich, Scenic Rim, and the Lockyer Valley. The establishment of the Alliance responds directly to priorities outlined in the Australian Government's Higher Education Accord, including improved access, stronger regional partnerships, and deeper collaboration across the education and training sectors. Attendees at the event included TAFE Queensland's Kate Venables, General Manager (South West) and Jenni Butler, Chief Academic Officer, representatives from Lockyer Valley and South Burnett Regional Councils, and Lucille Chalmers, Chief Executive Officer, Darling Downs and West Moreton Primary Health Network.

3.5. International Student Landscape

International Student Recruitment: Recruitment activities for Trimester 1, 2026 continue across all key markets, with applications reaching an all-time high. Recent in-market engagement has taken place in Kenya, South Africa, Pakistan, Bhutan, India, Bangladesh, and the Philippines, driving strong interest across priority regions.

UniSQ participated in China Scholarship Council (CSC) fairs from 13 - 24 October to recruit high-calibre PhD candidates, alongside further

promotional events in Vietnam, Mexico, and Colombia. Momentum continues to build globally as teams work to convert this record-level interest into confirmed enrolments.

UniSQ International recently relaunched the [UniSQ Chinese language website](#). The site, which has been updated with a clearer and more user-friendly interface, strengthens UniSQ's presence in China and makes it easier for prospective students, parents, and agents to learn about our programs, scholarships, and partnerships in their own language. It's an important step in supporting recruitment and engagement across the region.

International Partnerships:

Federal University of Minas Gerais (UFMG), Brazil: The University is in the process of renewing the Memorandum of Understanding (MoU) with UFMG for the following:

- Research collaborations and joint supervision of PhD programs, including Cotutelle.
- Academic program arrangements including articulation or collaborative double degrees in the fields of: Health and Wellbeing; Sustainability and energy transition; Digital transformation and new technologies; Culture, arts, and traditional knowledge; and Justice, governance and institutional change.

Nong Lam University (NLU), Vietnam: The University is in the process of establishing an MoU with NLU for the following:

- Joint scientific research activities, including conferences, symposia, and collaborative projects.
- Research collaborations and joint supervision of PhD programs, including the Cotutelle program, under the Project No. 89 funding program by the Vietnam Government.

SRM Institute of Science and Technology, India: The University is in the process of finalising an MoU with SRM for the following:

- Research collaborations including Cotutelle.
- Dual Awards/Articulation Pathway.
- Student Mobility.
- Study Tours.

China University of Geosciences (Beijing) (CUGB), China: The University is in the process of renewing the MoU with CUGB for the following collaboration opportunities:

- Facilitation of Study Abroad and short-term study tour arrangements.
- Teaching partnerships: Development of the articulation of students, International Exchange, Study Abroad, double degree, or delivery of teaching programs. Development of Chinese-foreign Joint Education Program at the undergraduate and postgraduate levels in compatible areas.
- Research collaborations and joint supervision of PhD programs, including the Cotutelle program.

Global Education Programs:

Current participation in global education programs for Trimester 3, 2025 comprises:

- Nine UniSQ students undertaking semester exchange programs across Asia, the United States, and Europe — destinations include Japan, South Korea, Italy, the United Kingdom, and the United States.
- Six UniSQ students undertaking a New Colombo Plan-funded Surveying Research project in Kiribati, with program duration varying from 4- 12 weeks.

Upcoming School-Led Programs include:

- Medical Science Study Tour to Malaysia – 15–28 November 2025, 12 students.
- New Colombo Plan Funded Nursing Tour in Vietnam – 2-22 November, eight students participating.
- Paramedic “Challenges Abroad” Program in Thailand – January 2026, 14 students.

4. Responsible Officer

Professor Karen Nelson
Vice-Chancellor
vc@unisq.edu.au



University of
Southern
Queensland

Briefing Document

Academic Board

To:	Academic Board
From:	Deputy Vice-Chancellor (Students and Education)
Date:	Tuesday, 28 October 2025
Subject:	Education Report to Academic Board

1. Recommendation

The Deputy Vice-Chancellor (Students and Education) recommends that Academic Board notes the contents of this report.

2. Executive Summary

This document provides a high-level update on key sector and University-wide education matters, and updates on the priorities and initiatives set out in the Education Plan 2022-2025, all of which support quality and excellence in the:

- Program Portfolio;
- Innovative Teaching and Learning;
- Student Experience; and
- Academic Infrastructure.

3. Key Activities during the Reporting Period

3.1. Universities Australia Student Governance Symposium

Universities Australia (UA) presented the UA Student Governance Symposium in collaboration with the University of New South Wales (UNSW) on 14 October. The event, which brought together students, leaders, university executives, academic and professional staff to discuss and explore how students can contribute positively to strong governance at universities and create vibrant, inclusive university communities, attracted more than 300 students. The symposium featured discussions and panels with leaders from universities, student organisations, government agencies and governance bodies, sharing insights on how to build stronger, more transparent and inclusive decision-making structures across the sector.

3.2. Student Voice Australasia

UniSQ will continue its role as host institution for Student Voice Australasia (SVA) until 2027, strengthening its commitment to authentic student voice, meaningful partnership, and shared leadership across higher education.

Established in 2019, SVA is an international network of students and staff dedicated to embedding inclusive, evidence-based approaches to student voice in higher education decision-making. The network fosters meaningful student engagement in governance, learning and teaching, and the overall student experience. UniSQ became the host of SVA in 2023.

3.3. Commonwealth Prac Payments

The Commonwealth Prac Payment (CPP) Scheme, introduced in response to recommendations in the Australian Universities Accord Final Report, commenced on 1 July 2025 to provide financial support to students undertaking mandatory placements in teaching, nursing, and social work. UniSQ was the first Australian university to open applications, doing so on 23 April. CPP aims to support students undertaking mandatory placements, particularly those from under-represented cohorts.

As of 17 September, 1,361 applications had been assessed and 1,221 approved (89% approval rate). The scheme has proven effective in engaging under-represented student groups including rural and remote applicants.

Several cohort-based barriers to accessing the CPP have been identified including income test failures for Enrolled Nurses transitioning to Registered Nurses and timing issues for education students due to misaligned study/work periods. UniSQ has raised these issues at a national level and is providing tailored advice to affected students.

3.4. Education Plan Pillars

Create a Sustainable and Strategic Program Portfolio

- Stage 2 of the Program Portfolio initiative relating to the **development and refinement of the Education Strategy and Curriculum Framework** is progressing well. Initial in-person workshops led by Professor Judyth Sachs and Professor Ian Solomonides, held in Springfield with members of Vice Chancellor's Executive, Heads of School and academic leads from across the University, have now concluded. Further opportunities for staff, students and external stakeholders to engage, online and in-person, will be offered over the weeks to come, with more in-person workshops scheduled for Toowoomba and Ipswich from late October/early November. We are keen for all staff to have the opportunity to submit expressions of interest to be included in the workshops and/or to submit feedback via an online platform, with further details to come.
- **UniSQ's Master of Business Administration (MBA) has been ranked Australia's best online MBA program under \$50,000 by MBA News Australia.** This recognition reflects the program's distinctive features, including flexible delivery, scenario-based learning, capstone projects, authentic assessment, and strong industry engagement. The MBA is regarded as a highly cost-effective option for professionals seeking the next step in their careers, with its affordability also creating opportunities in new international markets.
- **A new suite of disciplinary pathway diplomas** has been developed to expand access to higher education for students with low ATARs by providing structured, discipline-aligned entry points into UniSQ undergraduate programs. These diplomas combine foundational academic, digital, and cultural literacy development with selected undergraduate coursework, ensuring students are well-prepared and eligible for degree-level study. By maximising credit transfer and offering tailored academic support, the diplomas enhance student retention and success, align with national recommendations from the Australian Universities Accord, and position UniSQ as a leader in inclusive, future-focused education pathways. Pending endorsement by Education Committee, this suite of pathway diplomas will be considered by Academic Board at its meeting of 11 November.
- **Union Institute of Language's (UIL) English for Academic Purposes (EAP) program launched in Toowoomba in October.** The program is designed to help international students fast-track their English skills and prepare for university success. It is designed to equip learners with the language skills, confidence, and academic foundations needed to

succeed in undergraduate, postgraduate, and PhD studies. The program will provide direct English language pathways into all levels of the University's degrees.

- **PL-Connect** is an initiative of the School of Education and provides a **suite of professional learning sessions tailored to meet the professional learning needs of diverse educators in our professional community**. It includes free, short, online sessions with a focus on practical strategies presented by UniSQ academics who are leaders in their fields. Current registration numbers for this initiative have reached more than 2,300, including participants from Queensland, interstate, and internationally. One example currently on offer in the series, *Making Maths Meaningful*, includes sessions with School of Education staff Associate Professor Seyum Getenet, Dr Saidat Adeniji and Associate Professor Melissa Fanshawe.

Embrace Innovative Learning and Teaching Practices

- Following the pilot of a **survey related to the Learning Management System (LMS)** undertaken with Associate Heads (Learning, Teaching and Student Success), the survey is being refined and will be shared with academic staff more broadly. Feedback from the survey, in conjunction with inputs from the LMS working party, will be used to develop an LMS template (with some modifiable aspects to cater to unique discipline needs) to ensure quality and consistency in StudyDesks and improve the student learning experience.
- The **UniSQ Library participated in International Open Access Week** the week commencing 20 October. This year's theme *Who owns our knowledge?*, focused on knowledge production and barriers, data privacy, data sovereignty, and the challenges of artificial intelligence and knowledge creation. UniSQ contributed to the international program with two events –
 - Attracting opportunity: Perspectives of returning and new authors to open educational resources – a roundtable of UniSQ open textbook authors discussed approaches to reducing barriers to learning resources and the opportunities they have experienced after the publication of their texts; and
 - Open to AI: Oversharing in a data-hungry time – Charlie Nelson introduced some common AI technologies and discuss ethics, integrity, and data ownership pitfalls and potential open access implications.

Provide Intentionally Designed Flexible Student Experiences

- Students are being asked to respond to an internal **survey designed to understand elements of the lived experience of students**, including experience with the new Flexible Academic Calendar, other academic matters and social aspects of the student experience and how various elements influence students' academic learning experiences, health and wellbeing. The survey is modelled on the UniSQ Students as Partners framework and results will be used to identify practices that work well and areas for improvement.

Following on from the update in the previous Education Report to Academic regarding another internal student survey, to date, 246 responses have been collected for to the **survey seeking to gain an understanding of the UniSQ student experience of assessment, assessment feedback, artificial intelligence use, and learning environment preferences (virtual and physical)**. The results from this survey, which opened on 16 October (go live date was delayed for the previously reported date of 1 September), will help in shaping future learning and teaching related planning and capacity building activities for staff and students.

- The **COMPAS program**, which is a suicide screening initiative, was implemented at UniSQ in late June 2025, with the survey closing on 28 July. As previously reported, a total of 1,272

students engaged with the survey, including 427 complete responses. The majority of participants (93%) accessed the survey through email invitations. Students from all year levels participated, with first-year students representing 38% of responses. Most respondents (60%) were studying fully online.

Through the survey, 95 students were identified as requiring additional support. Outreach to these students was conducted by 35 provisionally registered Master of Psychology students. As of 14 October 2025, 55 of the identified students have been contacted, with 22 having completed the COMPAS support process, which involved an initial check-in and a four-week follow-up via phone call or text message. During these contacts, students developed individual safety or coping plans to assist in managing mental health challenges and were linked to further resources where appropriate. Students who could not be reached have been referred to the UniSQ Wellbeing team for follow-up support.

The Master of Psychology students continue to provide support to 33 students who remain engaged with the program. To date, 1900 SMS messages have been exchanged between the Psychology Masters students and the identified students. While outreach phone calls have been made through clinic phones, call data is not currently available.

- **Queensland Certificate of Education (QCE) Revision Webinars** were held the week of 1 September and the week of 8 September. These were run by Inspiration Education and were **open to our Year 12 students from our School Partnership Schools**. The recordings of the webinars were shared with students post event and received over 900 views and over 600 unique views.

Enabling Strategies

- The new **degrees and courses website** was launched on 27 August. This newly redeveloped site has over 400 fresh web pages that highlight study areas, areas of interest, degrees, majors, and specialisations.
- **Advertising activity** continues to build, aimed at Trimester 1 2026 applications and conversions. This includes undergraduate, postgraduate, school leaver, pathways, study area and program marketing for ICT, Business, Engineering, Allied Health, Psychology, Education, Law Health, Master of Data Science, Master of Organisation Project Management, Master of Business, MBA Aviation. Additional campaigns will begin in November.

4. Responsible Officer

Professor Glen Coleman
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University of
Southern
Queensland

Briefing Document

Academic Board

To:	Academic Board
From:	Deputy Vice-Chancellor (Research and Innovation)
Date:	Tuesday, 11 November 2025
Subject:	Research Report to Academic Board

1. Recommendation

The Deputy Vice-Chancellor (Research and Innovation) recommends that Academic Board notes the contents of this report.

2. Executive summary

This document provides an update on the University's research performance, major strategic initiatives and other research-related matters, which address the quality of the University's research and research training.

3. Research performance and reporting

3.1. Research income

The University's externally audited final position for the 2024 Higher Education Research Data Collection (HERDC) income was \$37.79 million. In total, the University's research income for 2024 was \$42,015,836, which includes other income of \$4,218,158, which is not reportable via HERDC. This result represents an approximate 9.5% increase on the previous year's total research income.

As at 30 September 2025, the University's total research income for the year is approximately \$29.53 million (which includes \$29.18 million in HERDC reportable income).

The University has demonstrated strong growth in research income so far this year, with increased success across national competitive grants, government programs, and industry collaborations. Notable trends include substantial investment in quantum and advanced technologies, expanded partnerships with bodies such as the Grains Research & Development Corporation, and continued success in securing Australian Research Council funding. These outcomes reflect a strategic diversification of funding sources and a growing emphasis on interdisciplinary, impact-driven research.

3.2. HDR completions

As at 24 October 2025, 119 higher degree by research (HDR) students have completed all requirements, which is above the 105 completions finalised by the same time in 2024. In 2024, the total completions were 131. To date, in addition to 119 completions, 25 students are undertaking revisions, 30 are under examination, and a further 13 are in the process of submitting.

As at 24 October 2025, HDR program admissions for 2025 totalled 207 (156 PhD including 1 DPHC and 51 research masters; comprising 126 domestic and 81 international students). As a comparison, the total number of students who commenced an HDR program was 245 in 2024 and 232 in 2023.

In 2025, the University conducted both annual and mid-year scholarship rounds, resulting in the award of 91 scholarships to domestic and international PhD candidates – an 85.7% increase from the 49 scholarships awarded in 2024. This outcome is significant, as institutional data indicates that stipend scholarships for full-time domestic students, and any scholarships for full-time international students, markedly reduce proportional attrition from HDR programs.

3.3. Research publications

As at 15 October 2025, there have been 1,463 papers affiliated with the University indexed in Scopus, compared to the total for 2024 of 1,696 publications. The publications quality to date in 2025 (with some uncertainty owing to the recent nature of the publications) is still high, with a field-weighted citation impact of 1.75 to date, and 80% of publications are in Q1 journals (compared to the long-term average of 72.3% over 2015-2025).

UniSQ Library has recently released the [Journal Finder: UniSQ Read & Publish Agreements dashboard](#) to help staff and research students identify eligible journals for manuscript submission under UniSQ's Council of Australasian University Librarians (CAUL) agreements. It draws on CAUL title lists, SciMago rankings, and Australian Business Deans Council (ABDC) ratings, with filters for subject, FoR category, journal type, and agreement status. A tutorial for using the dashboard and further resources are available via the [Publication Planning Library Guide](#), and feedback on the dashboard can be sent to Dr Tricia Kelly.

3.4. International rankings

Times Higher Education (THE) rankings

UniSQ has maintained its position in the 351-400 band in the 2026 THE World University Rankings, released in early October, for the third consecutive year. The University's overall score saw a modest increase from 50.53 to 50.71 and UniSQ is ranked 23 out of 37 ranked Australian universities. Research Quality remains UniSQ's strongest pillar, though its rank dropped slightly to 176 with a minor score decrease (87.8 to 87.1). The Research Environment experienced the largest decline, falling 44 places due to changes in academic staff ratios, despite a strong Papers to Academic Staff score of 95.1. Reputation scores for both Teaching and Research remain low, marking the weakest results since 2019. Positively, the Teaching pillar improved significantly, rising 25 places from 887 to 862, supported by increased academic staff and doctorate completions.

3.5. Research awards

2025 Sedentary Behaviour Research Network Research Leadership Award: Professor Stuart Biddle has been announced as winner of this annual award, which honours excellence in research and/or innovative scholarly activity in the field of sedentary behaviour. The award recognises scholars whose research on sedentary behaviour has provided exceptional insight and impact.

2025 Fertilizer Industry Environmental Award: Professor Bernadette McCabe and her team in the Centre for Agricultural Engineering were recognised at the September [Fertilizer Australia](#) Conference in Melbourne. Their foundational biosolids biochar research contributed to their local industry partner, Toowoomba-based Tanuki (a joint venture with Pyrocal), being awarded the 2025 Fertilizer Industry Environmental Award. The research is funded by an [ARC Industrial Transformation Research Hub](#).

2025 Excel Awards: Professor Levente Kiss and Dr Noel Knight are long time contributors to work done by the [Australian Fungicide Resistance Extension Network](#) (AFREN) led by Curtin University. Recently, AFREN was selected as a finalist in the [Industry Engagement](#) category in the [Engagement Australia](#)

2025 Excellence Awards, with the winners to be announced in November.

3MT: The [Three Minute Thesis \(3MT®\)](#) competition challenges HDR students to present their thesis in just three minutes using language suitable for a non-specialist audience. The aim is to cultivate academic, presentation, and research communication skills while promoting the significance of their research to broader communities. The winners of UniSQ's 2025 Virtual 3MT are:

- First Place, representing UniSQ at the 2025 Virtual Asia Pacific Competition: Aasha Rose, [Does Braille Literacy Impact Quality of Life?](#)
- Second Place: Katelyn Collins, [Dear you, please poo!](#)
- UniSQ People's Choice Award: Janifer Jui, [Don't Stress, AI has got you Covered.](#)

3.6. Recent grant success

Research grant successes since the last Research Report to Academic Board include:

- Associate Professor Matthew Richardson (iLAUNCH) and Dr Tristan Shelley from the Centre for Future Materials (CFM), in partnership with AeroMech Pty Ltd, have received \$20,000 in funding under the Queensland Engaging Science Grant Program. This funding will enable iLAUNCH, CFM and AeroMech to engage with over 300 high school students across Brisbane, Ipswich and Toowoomba through aerospace manufacturing-themed workshops starting in early October and continuing into early 2026.
- Professor Allan Manalo, Director (Centre for Future Materials) and Professor Bernadette McCabe, Director (Centre for Agricultural Engineering), have received \$249,999 from the Queensland Department of the Environment, Tourism, Science and Innovation's (DETSI's) Queensland-Germany Bioeconomy Collaborative Science Program for their project titled 'Net-zero carbon cement from biomass wastes'. The aim of this project is to create a new type of cement technology through the use of biomass wastes that has zero-carbon emissions, thus supporting Queensland's transition to a zero-carbon economy in 2050.
- DETSI's Queensland-Bavaria Collaborative Research Program has provided \$8,000 respectively to two renewables research projects:
 - Dr Janitha Jeewantha, Associate Professor Omar Alajarmeh, and Associate Professor Jayantha Epaarachchi from CFM will develop a novel class of bio-based shape memory polymers (BioSMPs) derived from fully renewable epoxy resins. By replacing petrochemical materials, these BioSMPs support low-emission manufacturing and net-zero innovation across sectors like energy, aerospace and construction.
 - Professors Ravinesh Deo, Rajendra Acharya and Jeffrey Soar, along with Dr Sujan Ghimire from across the School of Business and School of Mathematics, Physics and Computing have received funding for their project 'DREAMS' (Distribution of Renewable Energy with Adaptive Machine Learning Models). This project will apply advanced machine learning to optimise renewable energy flows in electricity grids, supporting smarter, cleaner and more efficient energy systems.
- The Queensland Rural Health Innovation and Research Collaborative has funded two projects focusing on improving health outcomes for Darling Downs residents:
 - Amber Johnson (HDR student), Dr James Fowler, Professor Amy Mullens, Associate Professor Annette Bromdal and Dr Emerson Zerafa-Payne were funded \$9,995 for their project working with LGBTQIA+ young people and clinical partners to co-design a structured group-therapy mental health intervention that is tailored to the unique experiences of LGBTQIA+ individuals.
 - Professor Venerina Johnston and Dr Melanie Fuller from the School of Health and Medical Sciences have received \$9,988. Their project will assess a hybrid prehabilitation model for rurally located, morbidly obese patients awaiting knee replacement surgery at Darling Downs Hospital and Health Service (DDHHS). The intervention includes diet and

exercise and is designed to help patients achieve weight loss and physical wellbeing goals to reduce the risk of complications post-surgery for knee replacement.

4. Research strategy and governance

4.1. Policy and procedure

The Research and Innovation (R&I) Division has recently been working to deliver new, and update existing, policies and procedures that govern the research activities of the University. In line with the current Shaping our Future change program, new development and major review work has been paused unless required by legislation or a pre-existing business need.

Updates published since the last meeting of Academic Board include:

- Following TEQSA's March update to its *Research and Research Training Guidance Note*, the Research Active Procedure was revised to assess researcher's research outputs over a five-year period (previously three). Following broad consultation across the University, the procedure was published in mid-October.
- Significant updates were also made to the Human Research Ethics Procedure to reflect current practices and align with the revised National Statement on Ethical Conduct in Human Research (2025), effective from early 2026. In support of this, the Research Integrity and Ethics Team has introduced improvements to the ethics review process, including mandatory peer review, local endorsement, system upgrades, AI-assisted administration, and training seminars and toolkits.
- The Research Misconduct Penalty Schedule has been updated to streamline information. This change includes repeal of the two pre-existing Schedules, *Non-Employee Researcher Research Misconduct Penalty Schedule* and the *Student Research Misconduct Penalty Schedule*.
- The HDR Thesis Presentation Schedule was updated to include a new section '3.5 Declaration of artificial intelligence (AI) use', detailing the requirement for HDR students to declare AI use in their theses.

Existing policy instruments currently under review or in the approval pipeline include the revised Authorship Procedure, which has been updated to include greater clarity on using UniSQ affiliation, and to reflect current processes and expectations; and the new Animal Ethics Procedure, which has been developed to combine and streamline several pre-existing animal ethics policy instruments and to reflect current practices and ensures compliance with the Australian Code for the Care and Use of Animals for Scientific Purposes (8th Edition, updated 2021), with finalisation expected in early 2026.

4.2. External regulations and consultations

Strategic Examination of Research and Development (SERD)

In late September and early October, UniSQ submitted coordinated responses to all six SERD issue papers, which constituted the Department of Industry's national consultation to inform future R&D policy and funding settings. UniSQ's responses collated input across the Research and Innovation Division and supported increased ARC funding, sustainable investment in NCRIS infrastructure, and improved coverage of indirect research costs. We advocated for meaningful institutional differentiation and mission-based funding aligned with national priorities. The response also endorsed reforms to unlock IP capability, improve research performance metrics, and elevate First Nations research. Key positions were reflected in internal reporting to the Research Committee and Council in October.

Horizons Europe

In early September, the Department of Industry, Science and Resources released a statement on Australia and the EU starting non-binding exploratory talks on Australia's possible association to Horizon Europe, the EU's key funding program for research and innovation. As part of national consultation, UniSQ recently coordinated internal consultation to inform the Regional Universities Network (RUN) feedback submission. Input was sought from key research leaders and institutes, with a focus on identifying strategic alignment and opportunities for engagement. UniSQ's response expressed broad support for international research collaboration, particularly in key areas that align with UniSQ's research flagships. However, the submission also emphasised that participation in Horizon Europe should not come at the expense of existing domestic research funding, such as the research block grant.

Research Integrity Reform

Discussions continue at the national level on the Partnering for Research Integrity Reform working group. A Matrix of Actions that includes 12 focus areas has been developed. The Working Group is currently reviewing and providing feedback on these focus areas. The working group was established to address public concerns, largely driven by the media, of the robustness of Australia's governance framework for managing research integrity matters. There is a strong external call for the establishment of a national body. Generally speaking, the feedback from universities is that the need for a national body (and potentially significant administrative overhead as a result), is not clear. The focus within university peak bodies, such as the Australasian Research Management Society (ARMS) and the DVCR network, has been to advocate for consistent definitions and data collection to better understand the need and concern. There is also a strong focus on educating regulatory bodies and the public on the current process for the management of integrity matters to provide assurances. A further focus is on providing additional training resources to enable consistency in approaches to matters to ensure quality.

5. Strategic initiatives

5.1. Innovative Launch, Automation, Novel Materials, Communications and Hypersonics (iLAUNCH)

International Astronautical Congress (IAC): The IAC is the world's largest annual space conference, organised by the International Astronautical Federation. It brings together global space leaders, researchers, industry professionals, and students to share the latest advancements in space science, technology, policy, and education. iLAUNCH was an exhibitor at this year's congress, held in Sydney from 29 September through 3 October 2025.

UniSQ [Head Start](#) space science student [Anay Ashwin](#) recently became one of the youngest people to serve as an analog astronaut after earning a place on an eight-day isolation mission at the Analog Astronaut Training Center in Poland. The mission brought together an international and interdisciplinary crew from Australia, Poland, India and Sweden and replicated the operational and environmental stressors of spaceflight within a sealed, windowless habitat. Anay, who is 15, conducted medical research during a space simulation and presented his findings at the the 2025 IAC. Anay's participation at the conference was sponsored by iLAUNCH and the School of Mathematics, Physics and Computing.

Future Innovation Leadership Program: The Cruxes Innovation Future Innovation Leaders Pilot Program has entered the execution phase. HDR students from all three iLAUNCH partner universities are represented within a cohort of 10 participants. The program commenced on September 16th, and includes online masterclasses, mentoring by industry partners, and participation in peer learning & industry showcase events (including the IAC).

Project SWIFT: Through the iLAUNCH Trailblazer program, UniSQ is partnering in Project SWIFT, a national, \$50-million Optus-led consortium to build and launch Australia's first sovereign low Earth orbit (LEO) satellite by 2028. Led by Professor Duncan Wright, Director (Centre for Astrophysics), UniSQ researchers are developing advanced imaging technology for the satellite's Adler Imager payload, enabling high-resolution non-Earth imaging to support astronomical research and space domain

awareness. This initiative has received extensive national media coverage including [The Courier Mail](#) (reach 1.42 million), all Australian Community Media digital mastheads, including [The Canberra Times](#), [The Age](#) and [The Daily Mail](#) (reach 51 million).

Leadership transition arrangements: Following a very successful establishment of iLAUNCH and a comprehensive suite of core commercialisation projects, the Executive Director, Darin Lovett and the Chief Operating Officer, Dr Milica Symul left UniSQ on 3 October 2025, at the conclusion of the IAC.

While the University seeks long-term replacements, the following transition arrangements are in place:

- Professor Peter Schubel is Acting Executive Director.
- Dr Samantha Rose is Acting Chief Operating Officer.

Further information regarding leadership support arrangements for the Institute for Advanced Engineering and Space and Sciences and Office of Research will be communicated in due course.

6. Research training and professional development

2025 Grant Writing Workshop Series: These workshops have been finalised for 2025, with the final session 'Grant Writing Admin 101' presented by Dr Sam Rose held in mid-September. The sessions unpack the components of a major grant application using the Australian Research Council's Discovery Project scheme as a case study, and provide an interactive opportunity for academics from all levels and disciplines to upskill in writing grant applications. In 2025, 22 ECRs commenced the program, supported by a diverse range of contributors and a well-defined curriculum.

Seminar: Addressing Challenges in Research Publication Integrity: On 29 October 2025, UniSQ hosted a seminar led by Professor Jennifer Byrne, recipient of the 2025-2026 Australian Academy of Science Professor David Vaux Research Integrity Fellowship. The session examined issues such as irreproducible biomedical research and the rise of paper mills. Professor Byrne shared findings from her team's work on reagent errors in cancer research and discussed the potential impact of generative AI on publication practices, offering practical advice for researchers on identifying quality publications.

Opportunity to contribute to THE Campus: As a Times Higher Education (THE) partner institution, UniSQ contributes articles to THE's digital platform THE Campus, showcasing our expertise and innovation. THE is inviting submissions on a broad range of spotlight topics over November and December 2025. Previous UniSQ articles can be explored via the [THE Campus website](#), and researchers and leaders interested in writing for the platform should contact UniSQ Media and Communications via communications@unisq.edu.au for further information.

7. Responsible officer

Professor John Bell, Deputy Vice-Chancellor (Research and Innovation)
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University of
Southern
Queensland

Briefing Document

UniSQ Academic Board

To:	Academic Board
From:	Education Committee
Date:	Monday, 3 November 2025
Subject:	Education Committee Report to Academic Board

1. Recommendation

The Deputy Chair of Education Committee Professor Noeleen McNamara recommends that Academic Board:

- a. **notes** the confirmed minutes from Education Committee Meeting No. 5/25 held 7 August 2025 (Attachment 1) and unconfirmed minutes from the Education Committee Meeting No.6 held 2 October 2025 (Attachment 2)
- b. **approves** the new Pathway Diplomas new program accreditation, endorsed via flying minute by Education Committee (Attachment 3) (refer 2.1)
- c. **notes** four (4) major program accreditation curriculum item proposals approved by Education Committee (refer 2.1)
- d. **endorses/approves** the Admission, Enrolments and Graduations Policy Suite (refer 2.2)
- e. **notes** the Academic Integrity Report (Full Year 2024) (Attachment 3) and Interim Report 2025 (Attachment 4) (refer 2.3)
- f. **notes** the Annual Education Agent Management Report (refer 2.3)

2. Executive Summary

The following matters were considered at the Education Committee meeting of 2 October 2025 (6/25) in accordance with the Education Committee Terms of Reference. A full list of meeting items, discussions, decisions and actions are recorded in the unconfirmed Minutes provided as **Attachment 1** to this Report.

2.1. Curriculum Items

Education Committee considered the following curriculum items for recommendation to Academic Board for approval, following amendments and endorsement via flying minute. This proposal is included as a separate item on the Academic Board agenda.

- New Program Accreditation – Pathway Diplomas
 - Diploma of Agriculture and Environmental Science Studies (DOAE)
 - Diploma of Business and Management Studies (DBMS)
 - Diploma of Construction Studies (DOCS)
 - Diploma of Education and Teaching Studies (DETS)

- Diploma of Engineering and Technologies (DENT)
- Diploma of Law and Justice Studies (DLJS)

Education Committee considered and **approved** the following major program change curriculum items for Academic Board to note:

1. [Master of Nursing \(MNSG\) Suite and New Nested Graduate Certificate of Nursing RN Prescriber \(GCRN\), subject to mapping being addressed, effective from Trimester 1 2027](#)
2. [Bachelor of Nursing \(BNSG\), effective from Trimester 1 2027](#)
3. [Master of Counselling \(MCCO\), Graduate Diploma in Counselling \(GDCN\) and Graduate Certificate of Counselling \(GCCO\), effective from Trimester 1 2026](#)
4. [Bachelor of Environmental Science \(BENV\), effective from Trimester 1 2026](#)

2.2. Admission, Enrolment and Graduations Policy Suite

Education Committee considered and endorsed the new **Admission, Enrolment and Graduation Policy Suite** to Academic Board for approval/endorsement to the Vice-Chancellor for approval. This will be presented as a separate item on the Academic Board agenda.

2.3. Academic Quality Reports

An overview of the following reports was presented to Education Committee and are tabled as separate items for Academic Board to note

- **Academic Integrity Report (Full Year 2024) and Interim Report 2025**
- **2024 Annual Education Management Report**

3. Rationale

3.1. Terms of Reference

This matter is for consideration by Academic Board in accordance with the Education Committee Terms of Reference, which state the Education Committee is a Standing Committee of Academic Board and is responsible to Academic Board for quality assurance processes for learning and teaching to promote an academic culture of excellence and to ensure positive student outcomes.

4. Attachments

Attachment 1 – Confirmed Minutes of the 7 August 2025 meeting.

Attachment 2 – Unconfirmed Minutes of the 2 October 2025 meeting.

Attachment 3 – Flying Minute for Pathways Diplomas

5. Responsible Officer

Professor Glen Coleman - Deputy Vice Chancellor (Students and Education)
Chair Education Committee
dvcstudentsandeducation@unisq.edu.au



CONFIRMED



Minutes

Education Committee

Meeting No: 5/25

Date and Time: Thursday, 7 August 2025, 1:00pm

Location: Council Chamber, Level 5 S Block, Toowoomba Campus

Committee Secretary: Tracey Tyers, Governance Officer (Academic Board) | 4631 1912

Members Present:

- | | |
|--|--|
| Professor Lorelle Burton (Chair) | Dr Rohan Genrich (Acting Deputy Chair) |
| Professor Geoff Slaughter (arrived at Item 4.1 via Zoom) | Associate Professor Lisa Beccaria |
| Dr Rebecca Te'o | Associate Professor Eric Ng |
| Professor Charlotte Brownlow | Catherine Hills |
| Professor Ian Wells | Dr Kathy Reeves |
| Belinda Reimers | Shane Simmons |
| Carmel O'Sullivan | Dr Dianne Stratton-Maher |
| | Taylor Mehaffey (via Zoom) |

Apologies:

- | | |
|----------------------------|-----------------------------|
| Professor Noeleen McNamara | Professor Elizabeth Cardell |
| Professor Jo-Anne Ferreira | Dr Emerson Zerafa-Payne |
| Corbin Zeller | |

Members Absent:

- Samiul Chowdhury

By Invitation:

- Camilla Stinson - for Associate Director (Academic Program Support Services)
Dr Tania Leach – for Item 4.1
Associate Professor Kyle Jenkins – for Item 4.2
Dr Daryl Sparkes – for Item 4.2

Observers:

- Julie Shinnars, University Secretary and Director (Governance)
Olivia Milnes, Executive Officer (Council)

Welcome and Acknowledgement of Country

The meeting opened at 1:00pm. A quorum was present.

The Chair Professor Lorelle Burton provided an Acknowledgement of Country and paid respect to Elders past and present and First Nations colleagues attending the meeting.

The Chair welcomed members and invited guests to the meeting and noted apologies.

Declaration of Conflict of Interest and Statement of Confidentiality

The Chair invited members of the Education Committee to declare any potential, perceived or actual conflicts of interest with the matters listed. There were no conflicts of interest noted.

Members were advised that when discussing an item from an Education Committee meeting the discussion should be limited to the topic rather than identifying particular individuals.

Members were also reminded that if any matters discussed during the course of the meeting were to be treated confidentially, they would be identified.

Starring of Items

Members agreed to unstar Item 8.1 Learning and Teaching Innovation Subcommittee Report noting the absence of the Chair of the Subcommittee.

Having provided members with an opportunity to star any additional agenda items, it was resolved that Education Committee approve or note *en bloc* all items which were not starred.

1. Confirmation of the Minutes

Resolved:

Education Committee resolved that the minutes of the Education Committee meeting (04/25) held on 12 June 2025, having been circulated and read, be confirmed as a true and complete record.

2. Business Arising from the Minutes

The post meeting actions arising from the previous meeting were circulated.

3. Comments from the Chair

The Chair Professor Lorelle Burton addressed members and discussed the following matters:

- **Online timetabling** – Professor Burton provided an update on the online timetabling pilot, with experiences for three online classes in Trimester 1 and Trimester 2 2025 currently under review. Feedback has been gathered from students and staff via surveys and follow-up discussions

Academic staff reported improved student participation and higher attendance rates, while suggesting refinements such as better planning for staffing, reducing timetable duplication, and incorporating student preferences. Students praised the simple registration process and advance scheduling, but requested communication on attendance requirements, on-campus options, and earlier visibility of class choices.
- Professor Burton noted that Student Administration is working closely with the Dean (Learning and Teaching Futures), Professor Jo-Anne Ferreira, and the Academic Affairs leadership team on planning for a broader rollout of online timetabling in the coming year, aligned with study mode and program offer strategy.
- **CourseLoop** – The Chair noted the work Student Administration has been undertaking since earlier this year to address challenges experienced by students enrolling through the CourseLoop Handbook. Professor Burton advised that the academic schematics and terminology were not student-friendly, leading to increased student enquires. Efforts have therefore focused on quality assuring the Handbook's content and design to provide a more consistent and streamlined enrolment experience for students ahead of the 2026 admissions period.
- **UniSQ Shaping Our Future** – Professor Burton gave a brief update around the UniSQ Shaping our Future organisational structure design proposals.

The Chair informed members of Shane Simmons' upcoming departure from UniSQ and expressed thanks for his significant contributions to Education Committee, Academic Board, and the University.

4. Curriculum Items

4.1. Major Program Change - Master of Learning and Teaching (Early Years) (MELT) | Master of Learning and Teaching (Primary) (MPLT) | Master of Learning and Teaching (Secondary) (MSLT)

Received: CourseLoop Proposal: 33325 Master of Learning and Teaching Suite | Major Program Change

The Deputy Head of School (Education) Dr Tania Leach introduced this item and provided an overview of the proposal, highlighting that the changes to the Master of Learning and Teaching program suite are proposed in response to recommendations from the recent comprehensive program review.

Members assigned to review the proposal provided feedback prior to the meeting which was forwarded to the program team for consideration and action where appropriate. The following matters were discussed:

- **Program and Course Learning Outcomes:** Feedback by reviewers highlighted that the mapping of Program Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), assessment, and graduate outcomes is not clear. Dr Leach advised that the core content is currently being accredited, and mapping will be completed once this is finalised.
- **Australian Higher Education Graduation Statement (AHEGS):** Member feedback highlighted the importance of incorporating the new core content areas - Brain and learning, Pedagogical practices, Classroom management, and Responsive teaching into the AHEG Statement. Dr Leach advised that a review of the AHEG Statement has been proposed.
- **Stakeholder consultation:** Reviewer feedback noted that student consultation is not evident within the proposal. Dr Leach advised that consultation with graduates and current students has been undertaken and agreed to incorporate this within the proposal documentation.
- **PhD articulation pathway:** A member asked whether any students will be affected by the removal of the PhD articulation pathway. Dr Leach advised that there are no current enrolments in the PhD articulation pathway.
- **Offers, pre-requisites and recommended enrolment patterns:** Member feedback identified some issues with pre-requisites and the recommended enrolment patterns. Dr Leach advised that the feedback had been considered and will be addressed as required.
- **Indigenous perspectives:** Members sought clarification around the embedding of Indigenous perspectives into the curriculum. Dr Leach advised that Indigenous perspectives are embedded within the courses across the Master of Learning and Teaching suite.

Dr Leach agreed to consider the feedback and proposed minor amendments; once actioned, the Committee will be provided with an update.

The Committee commended the School of Education on the quality of the proposal and acknowledged the strong alignment with both the comprehensive program review and professional accreditation submission.

Resolved:

- *Education Committee **approved** the proposed major program change for the Master of Learning and Teaching (Early Years) (MELT), Master of Learning and Teaching (Primary) (MPLT), and the Master of Learning and Teaching (Secondary) (MSLT), subject to the abovementioned minor updates, effective from Trimester 1 2026.*

4.2. Bachelor of Film and Screen Production (BFSP) | Bachelor of Television and Radio (BTVR)

4.2.1. Major Program Change - Bachelor of Film and Screen Production (BFSP) | Bachelor of Television and Radio (BTVR)

Received: CourseLoop Proposal: 30628 Bachelor of Film and Screen Production (BFSP) and Bachelor of Television and Radio (BTVR) | Major Program Change.

The Head of School and Dean (Creative Arts) Associate Professor Kyle Jenkins, and the Program Director Dr Daryl Sparkes introduced this item and provided an overview of the related proposals, highlighting that the changes to the programs are proposed in response to recommendations from the recent comprehensive program review.

Associate Professor Jenkins outlined the proposal to combine the Bachelor of Film and Screen Production with the Bachelor of Radio and Television by integrating successful components from the television and radio majors. The objective to expand and contemporise the curriculum and enhance industry relevance, particularly in response to evolving media formats, was noted. Associate Professor Jenkins advised that the proposed structure aims to offer greater flexibility, enabling students to undertake either or both majors or to combine with other disciplines offered across the university.

Dr Sparkes highlighted that the updated Bachelor of Film and Screen Production would become the first entirely online film production program in Australia, and one of only three in the world.

Members assigned to review the proposal provided feedback prior to the meeting which was forwarded to the program team for consideration and action where appropriate. The following matters were discussed:

- **Online offer strategy:** A member queried the rationale for increasing online delivery options while the existing online offerings have lower enrolments than the on-campus offerings. Dr Sparkes highlighted the evolving industry landscape, for example, the improved access to technology and affordability of equipment, which will enable students to fulfill the program requirements online. Dr Sparkes noted that some basic equipment will be required to undertake certain courses and advised that this will be noted in the requisites within the Course Specifications.

Professor Burton stressed the importance of ensuring the marketing strategy clearly conveys that the program can be undertaken entirely online.

- **Proposed program structure:** Members suggested including a summary outlining the core program changes and an overview of the new 8+8+8 program structure. Associate Professor Jenkins advised that the recommended enrolment patterns for Trimesters 1 and 2 have been created, which represent the new program structure and agreed to include these in the proposal documentation.

Members discussed the number of Level 3 courses included within the Program's core. Associate Professor Jenkins advised that this proposal was prepared following advice received from the curriculum management team.

- **Student attrition and attraction:** Members requested proposed strategies to address attrition and attraction rates. Associate Professor Jenkins highlighted differing issues across the campuses, advising that a multifaceted strategy is being developed to address student attrition and attraction. He advised that the strategy will focus on providing early intervention and academic support for at-risk students, expanding Work Integrated Learning opportunities to support earlier student engagement with industry, and increasing engagement with secondary schools.

- **Program and Course Learning Outcomes:** Members queried whether the use of the word *research* in PLO6 is appropriate for this program. In response, Associate Professor Jenkins advised that *research* holds a different meaning in the creative arts discipline and agreed to update the statement to reflect this.

Associate Professor Jenkins agreed to review the language used within the Program and Course Learning Outcomes and update for clarity and consistency.

- **Editorial matters:** Associate Professor Jenkins agreed to consider the following matters:
 - Maximum program duration;
 - 'Head Shot' entry requirement.

The Committee recommended that the updates proposed by members be incorporated into the CourseLoop proposal for information and record keeping.

ACTION: BFSP Program Director

Resolved:

- Education Committee **approved** the major program change to the structure of the Bachelor of Film and Screen Production (BFSP) and the Bachelor of Television and Radio (BTVR) into a single program - Bachelor of Film and Screen Production (BFSP) effective from Trimester 1 2026.

4.2.2. Program Discontinuation – Bachelor of Television and Radio Production (BTVR)

The Head of School and Dean (Creative Arts) Associate Professor Kyle Jenkins and the Program Director Dr Daryl Sparkes introduced this item and provided an overview of the proposal, highlighting that the discontinuation is proposed in response to recommendations from the recent comprehensive program review, and as part of the major program change proposal as discussed in the previous item.

Members assigned to review the proposal provided feedback prior to the meeting which was forwarded to the program team for consideration and action where appropriate. The following matters were discussed:

- **Transition Plan:** Members discussed the short transition period. Associate Professor Jenkins advised that the program currently has low enrolment numbers, and that existing students have been contacted and individualised study plans created.

HCUC Partnership: Members noted that the partnership agreement with the Han Chiang University College of Communication (HCUC) continues beyond the end of the teach-out period. Associate Professor Jenkins advised that students through HCUC primarily enrol in film production, therefore transition into the new Bachelor of Film and Screen Production will meet the requirements for those students to continue.

The Committee commended the School on the proposal, which presented a defined teach-out plan, individualised study plan mapping, strong stakeholder consultation and clear student communications.

Resolved:

- Education Committee **endorsed** for recommendation to Academic Board for approval, the discontinuation of the Bachelor of Television and Radio Production (BTVR) effective from Trimester 1 2026.

ACTION: Governance Officer (Academic Board)

4.3. Minor Program Change

The following minor program changes were approved by the Deputy Vice Chancellor (Academic Affairs) and links to the CourseLoop proposals were circulated for members' information.

- Bachelor of Physiotherapy (Honours) (BPTH)
- Bachelor of Occupational Therapy (Honours) (BOTH)

5. Academic Quality Policy and Procedure

5.1. Admissions, Enrolment and Graduations Policy Suite

Received: Admissions, Enrolment and Graduations Policy Suite Briefing Paper

The draft Admissions, Enrolment and Graduations (AEG) Policy Suite was presented to the Committee for consideration and endorsement. The Deputy Academic Registrar and Director (Student Administration) Belinda Reimers introduced this item and thanked Governance Officer Emma Phillips for her support throughout the recent review of the policy suite.

Ms Reimers provided an overview of the proposed changes across the AEG policy suite, highlighting the following key areas:

- the structure of the Policy and subordinate procedures has been updated to remove overlap, and will result in the repeal of three existing policies;
- the procedure design has been revised to reduce prescriptiveness; and
- definitions have been updated to align with changing sector and Government terminology.

The proposals for each procedure were introduced and considered individually.

- **Admissions Procedure** - Ms Reimers noted key updates to the Admissions Procedure:
 - **Alternative entry pathways and non-standard admissions requirements** have been highlighted, reflecting the University's intent to encourage alternate entry applications, and providing clear guidance to staff and students around the process.
 - A **merit-based selection process** for postgraduate programs with Commonwealth Supported Places has been added.
 - The conditions for **deferral of an offer** have been clarified.
 - **Minimum age requirements** for domestic and international student admissions have been added, and robust protocols established. Currently admissions are determined on a case-by-case basis, with no minimum age prescribed. The new minimum age requirements have been determined in line with sector benchmarking, and exclusions will be managed case-by-case.

Members queried whether minimum age requirements would affect the UniSQ Head Start program. It was highlighted that Head Start is a non-award program, therefore excluded from minimum age requirements. This exclusion is noted in the Procedure.

- **Enrolment Procedure** - Ms Reimers noted the key updates to the Enrolment Procedure:
 - Reference to the new **Academic Calendar** has been added to improve the management of student enrolment.
 - Details around **data and information** required from students to ensure compliance with external obligations have been updated.
 - The **maximum time to complete** has been clarified to create consistency, and an exemption included for programs with specific professional accreditation requirements.

- The period of non-enrolment that results in a **program withdrawal** has been reduced. To mitigate the impact, the re-admission process has been streamlined to support easier enrolment for students.
- Members discussed delegating authority to Course Coordinators for approving **late enrolment** applications. Ms Reimers noted the intent to reduce prescriptiveness in policy and suggested that exceptions could be managed through school-level procedures, if needed. Professor Burton recommended clarifying the approval authority before progressing the procedure for endorsement.

ACTION: Deputy Academic Registrar

• **Graduations Procedure** - Ms Reimers noted the key updates to the Graduations Procedure:

- A student-centred responsive **conferral model** has been developed and is clearly articulated in the Procedure. The new model also separates the conferral of an Award from the Graduation ceremony.
- The process for **revocation of Awards** by the University has been clarified, and the **surrender of Awards** by a Graduate has been added.
- **Nested qualifications** – Ms Reimers advised the Committee of a proposal from the Vice-Chancellor to automate the conferral of nested Awards – such as certificates or diplomas embedded within a Bachelor's degree – once eligibility is met. Currently, these Awards are issued upon student request, and automation would require eligibility reviews be undertaken prior to each trimester intake. Integration of CourseLoop with the student management system is planned to support this process.

The conferral of nested and stackable qualifications was discussed. Ms Reimers explained that conferral is based on enrolment: Students in stackable programs graduate from their current Award before credits are applied to the next Award. Students eligible for exit Awards following withdrawal are contacted and offered conferral.

A query was raised regarding the potential for inflated completion rates and alignment with Australian Qualifications Framework (AQF) and TEQSA principles. The Chair clarified that the intent is to enhance the student experience by recognising completed Award requirements.

The Dean (Academic), Professor Geoff Slaughter, noted that a review of the Coursework Curriculum Design policy suite is underway, with a focus on increasing exit opportunities through additional Awards such as Advanced Diplomas. He also highlighted challenges around managing generic exit Awards and ensuring student consultation and consent in automated conferral processes.

- The Chair noted that further consultation with key stakeholders, along with work on systems development and program design, is needed to assess the feasibility of an automated conferral process.
- Associate Provost Professor Burton agreed to establish a working group to review student expectations and current practices relating to exit awards and nested qualifications. The group's findings will help guide revisions to the University's AEG policy suite and inform any related Handbook amendments. An update will be provided at the Committee's next meeting.

ACTION: Chair and Deputy Academic Registrar

- Members noted some editorial issues within the Graduations Procedure and undertook to forward these to the Deputy Academic Registrar and Director (Student Administration) for consideration.



- The Committee discussed the impact of academic misconduct on the conferral process. Members were advised that eligibility to graduate is confirmed only after final grades are released. Where a student is under investigation for potential misconduct, an Incomplete grade is applied until the matter is resolved. If a final grade is subsequently changed to Incomplete after eligibility to graduate has been confirmed, the conferral process is either paused pending resolution or reversed if the award has already been conferred. The Chair undertook to consult with the Dean (Learning and Teaching Futures) on options to streamline academic integrity processes and minimise disruption to conferral.

ACTION: Chair and Dean (Learning and Teaching Futures)

The Committee agreed that the AEG Policy Suite should be further refined following additional stakeholder consultation, and the proposal returned to the next meeting of Education Committee for consideration and endorsement.

6. Academic Quality Reports

6.1. Annual University Academic Quality and Cohort Review 2024

The Committee received the Annual University Academic Quality and Cohort Review 2024. Chair Professor Lorelle Burton provided a brief introduction on behalf of Professor Slaughter, Dean (Academic), noting that the report was submitted for the Committee's consideration and would be forwarded to Council for noting via Academic Board.

During discussion, members expressed concerns regarding the accuracy and clarity of the data presented, identifying potential calculation errors and ambiguities in key metrics, particularly in the following areas:

- Higher Degree by Research data
- Pathways programs
- Student success
- Withdrawal Without Academic Penalty.

Members were invited to submit feedback and concerns to the Dean (Academic) for review and appropriate action.

It was agreed that the report should undergo further review to ensure data integrity and improve clarity of the metrics before submission to Academic Board. The Dean (Academic) committed to revising the report and presenting an updated version at the next Education Committee meeting.

ACTION: Dean (Academic)

6.2. UniSQ Academic Quality Framework Meta Protocol

Received: UniSQ Academic Quality Framework Meta Protocol.

The Dean (Academic), Professor Geoff Slaughter, introduced the revised Meta Protocol, developed in response to Committee recommendations and the 2024 External Review of Academic Governance.

The Meta Protocol integrates all components of the University's Academic Quality Framework – covering design, accreditation, delivery, monitoring, institutional quality assurance, review and improvement, and the maintenance of academic integrity. The protocol also outlines the progression of reports through Education Committee, Academic Board, and Council. It is a living document, subject to ongoing review.

Members supported forwarding the Meta Protocol to Academic Board for noting and recommended a formal review in early 2026 to reflect organisational changes.

ACTION: Governance Officer (Academic Board)

7. Education Committee Self-Assessment 2024-2025

Received: Education Committee Self-Assessment 2024-2025 Survey Results Summary.

The Chair, Professor Lorelle Burton, introduced the item and noted strong member engagement with the survey. Professor Burton provided an overview of the key strengths and areas for improvement were outlined. In accordance with the Terms of Reference, the Self-Assessment Survey Report and action plan will be submitted with the Committee's Annual Report to Academic Board in February 2026.

To address survey themes, Professor Burton proposed a 5-point Strategy Plan for 2025-2026:

1. Enhance member capability
2. Strengthen student experience oversight
3. Improve strategic engagement
4. Close the feedback loop
5. Advance policy and compliance monitoring.

Members were encouraged to review the survey summary and follow-up actions for discussion at the next meeting.

8. Subcommittee Reports

8.1. Learning and Teaching Innovation Subcommittee

Received: Learning and Teaching Innovation Subcommittee Minutes 17 July 2025.

This item was unstarred.

9. Other Business

No other business was discussed.

10. Next meeting

The next scheduled meeting of Education Committee will be held on 2 October 2025, Council Chamber, Toowoomba Campus.

11. Close

The meeting closed at 3:34pm.

Unconfirmed



University of
Southern
Queensland

Minutes

Education Committee

Meeting No: 6/25

Date and Time: Thursday, 2 October 2025, 1:00pm

Location: Council Chamber, Level 5 S Block, Toowoomba Campus

Committee Secretary: Emma Phillips, Governance Officer

Members Present:

Professor Glen Coleman (Chair)	A/Professor Lisa Beccaria
Professor Noeleen McNamara	Dr Rohan Genrich
Professor Geoff Slaughter	Catherine Hills
Professor Charlotte Brownlow	Dr Kathy Reeves
Professor Ian Wells (left item 4.2)	Dr Dianne Stratton-Maher
Belinda Reimers	Dr Emerson Zerafa-Payne (zoom – left item 4.3)
Carmel O'Sullivan	Samiul Chowdhury
A/Professor Jessica Marrington (zoom)	Taylor Mehaffey
Professor Elizabeth Cardell (left item 4.3)	Corbin Zeller

Apologies:

Professor Lorelle Burton	Professor Jo-Anne Ferreira (proxy Jessica Marrington)
Associate Professor Eric Ng	

Members Absent:

By Invitation:

- Senior Coordinator (Academic Operations - Program Support) - Camilla Stinson
- Professor (Pathways) - Professor Marcus Harmes – for item 4.1
- Acting Head of School (Nursing and Midwifery) - Professor Leah East – for item 4.2 and 4.3
- Master of Nursing Program Director - Associate Professor Melissa Taylor – for item 4.2
- Bachelor of Nursing Program Director - Associate Professor Linda Ng – for item 4.3
- Head of School and Dean (Psychology and Wellbeing) - Professor Gavin Beccaria – for item 4.4
- Master of Counselling Program Director - Dr India Bryce– for item 4.4
- Head of School and Dean (Agriculture and Environmental Science) - Associate Professor John Dearnaley – for item 4.5
- Bachelor of Environmental Science Program Director - Dr Lila Singh-Peterson – for item 4.5
- Associate Head (LTSS) Agriculture and Environmental Science - Associate Professor Mark Lynch – for item 4.5
- Director (International Admissions and Governance) - Laureen Rautenbach – item 6.2

Observers:

Olivia Milnes, Executive Officer (Council)

The meeting opened at 1:03pm. A quorum was present.

Welcome and Acknowledgement of Country

The Chair Professor Glen Coleman provided an Acknowledgement of Country and paid respect to Elders past and present and First Nations colleagues attending the meeting.

The Chair welcomed members and invited guests to the meeting and noted apologies.

Declaration of Conflict of Interest and Statement of Confidentiality

The Chair invited members of the Education Committee to declare any potential, perceived or actual conflicts of interest with the matters listed. There were no conflicts of interest noted.

Members were advised that when discussing an item from an Education Committee meeting the discussion should be limited to the topic rather than identifying particular individuals.

Members were also reminded that if any matters discussed during the course of the meeting were to be treated confidentially, they would be identified.

Starring of Items

Having provided members with an opportunity to star any additional agenda items, it was resolved that Education Committee approve or note *en bloc* all items which were not starred.

1. Confirmation of the Minutes

Resolved:

Education Committee resolved that the minutes of the Education Committee meeting (05/25) held on 7 August 2025, having been circulated and read, be confirmed as a true and complete record.

2. Business Arising from the Minutes

The post meeting actions arising from the previous meeting were circulated with the following updates:

- Outstanding item/s related to the Admissions, Enrolment and Graduations suite will be discussed at item 5.1.
- Updated Annual University Academic Quality and Cohort Review 2024 will be tabled at Academic Board 11 November 2026
- Education Committee Action Plan – results to be forwarded to Deputy Chair for consideration to develop an action plan in response to the Committees self-assessment survey.

2.1. Academic Board Report to Education Committee

Members received Academic Boards report from its meeting held 9 September 2025 which provided an overview of the resolutions of recommendations made from the Education Committee meeting held 7 August 2025.

3. Comments from the Chair

The Chair addressed members and discussed the following matters:

- QILT data will be circulated to members once full analysis has been completed and will be tabled at a future meeting.

ACTION: Circulate QILT data (Chair)

- Portfolio changes and delegations – review of Policy instruments with delegations related to Academic Quality Policy instruments is underway.

- A review of the Committee structures that precede Education Committee is needed to ensure appropriate quality checks are undertaken.
- Concerns were raised regarding the current process for suspending and discontinuing programs and majors. It was noted that the University's approach requiring suspension before discontinuation can be administratively cumbersome and may lead to confusion. A specific case in an undergraduate Engineering program was raised, where new majors were approved but later suspended due to low enrolments, prompting questions about whether affected students were given fair opportunities to complete their intended program or an equivalent. The Chair and Dean (Academic) undertook to review the matter in consultation with the Head of School and Program Director, and to report back to the Board to provide assurance that appropriate arrangements were in place

ACTION: Chair to respond back to EC

- The Committee was briefed on recent improvements to the University's online Handbook. The updated version includes significantly enhanced program descriptions, improved navigation between courses and programs, and consolidated access to key information such as credit, accreditation and English language requirements. These changes aim to create a more intuitive and user-friendly experience for students. Further development is underway to integrate transition plans and course offers directly into the Handbook. This will ensure students can easily access consistent and comprehensive information about program changes, reducing reliance on outdated emails or external platforms. The goal is to streamline enrolment processes and reduce the workload on support teams. Feedback from staff and students is welcomed to continue refining the layout and functionality.

4. Curriculum Items

4.1. New Program Accreditation – Diploma of Agriculture and Environmental Science Studies (DOAE), Diploma of Business and Management Studies (DBMS), Diploma of Construction Studies (DOCS), Diploma of Education and Teaching Studies (DETS), Diploma of Engineering and Technologies (DENT), Diploma of Law and Justice Studies (DLJS)

Received: CourseLoop Proposal: [22038 Pathway Diplomas](#)

Head of School and Dean (Pathways Education) Professor Ian Wells and Professor Marcus Harnes presented the proposal for a suite of Pathway Diplomas, designed to support students who do not meet direct entry requirements into undergraduate degrees. These diplomas aim to provide a structured, supportive transition into higher education, particularly for students from enabling programs or with low ATARs. The model is based on a successful program at other institutions, and the Diplomas have been designed in consultation with UniSQ Schools.

Committee members assigned to review the proposal had provided written feedback to the abovementioned staff prior to the meeting. Professor Wells indicated this feedback would be addressed, which included resolving outstanding comments within the proposal and incorporating supporting literature/evidence on the transition pedagogy approach within higher education.

Other discussion and feedback included:

- The need for further work on **mapping Course Learning Outcomes to Program Level Outcomes**, particularly regarding the naming and learning outcomes of the four core courses, and clarification around which discipline-specific courses have been selected by schools.

- Ensuring program learning outcomes reflect AQF Level 5 standards and incorporating HESF-aligned learning and teaching approaches.
- Consideration of an undergraduate **certificate-level exit point**.
- In response to a query on tracking of student progression, it was agreed that this could be discussed offline.
- Members expressed confusion around the proposed model and how it would **function administratively**. Questions were raised about course enrolment, credit arrangements, fee structures, and how mirrored enabling courses would be managed within the diploma framework. It was noted that **further clarification is needed to ensure the model is operationally sound and compliant**.
- **Admission equivalency pathways and unadjusted ATAR or equivalencies** to be discussed and clarified with the Deputy Academic Registrar.

For members awareness, the Chair requested a briefing paper on the following to be tabled at a future Education Committee:

- Summary of UniSQ's suite of Pathway options that are available
 - **ACTION:** Head of School and Dean (Pathways Education) Professor Ian Wells
- Summary of all diploma types currently offered (eg including entry diplomas, nominated and generic exit diplomas, and the newly proposed Pathway Diplomas)
 - **ACTION:** Camila Stinson, Belinda Reimers

Members agreed that a flying minute to endorse the Pathway Diplomas to Academic Board would be appropriate, with Professor Ian Wells, Associate Professor Lisa Beccaria and Belinda Reimers to ensure the key issues above are addressed and approved by Deputy Chair Professor Noeleen McNamara. A flying minute will be circulated for endorsement by Monday 27 October with responses due by Monday 3 November. Following endorsement of the flying minute, the proposal will be forwarded to Academic Board for approval, noting the Academic Board agenda is published Tuesday 4 November 2025.

ACTION: Professor Ian Wells, Associate Professor Lisa Beccaria, Belinda Reimers and Deputy Chair Professor Noeleen McNamara

4.2. Major Program Change – Master of Nursing (MNSG) Suite and New Nested Graduate Certificate of Nursing RN Prescriber (GCRN)

Received: CourseLoop Proposal: 33268 Master of Nursing (MNSG) Suite and Nested Graduate Certificate of Nursing RN Prescriber (GCRN)

The acting Head of School Professor Leah East and Program Director Associate Professor Melissa Taylor introduced the item and provided an overview of the proposed major changes to the Master of Nursing (MNSG) program suite including the Graduate Diploma of Nursing (GDNG) and Graduate Certificate of Nursing (GCNG). A summary of the proposed changes was documented in CourseLoop and reflect responses to the 2024 comprehensive review. It was noted that the retention of specialisations in this discipline, even at Graduate Certificate level is critical for market viability.

In response to feedback received from members assigned to review the proposal, it was noted that general concerns raised would be addressed within the mapping of the Course Learning Outcomes and Program Learning Outcomes which are being re-mapped.

The following points were addressed from the feedback received:

- Course Learning Objectives had been updated to align with regulatory requirements; reduced from 7–9 to 4–5 per course.
- Use of lower-level verbs in Graduate Certificate courses justified for scaffolding foundational learning.
- No rubrics currently attached. It was noted the inherent requirements are consistent with Bachelor and Graduate Diploma programs. There was discussion on whether they are necessary given APHRA registration requirements.
- AHEGS statement to be updated in consultation with Course and Program Management team.
- Recommended enrolment patterns do not appear visible.
- Indigenous perspectives are embedded throughout the curriculum, especially in Rural and Remote specialisation.
- Recognition that mental health specialisation is critical however is suspended due to staffing and low enrolments, noting most students have completed or are close to completion, with individual course selections offered to impacted students.

The Nursing team were commended for the clarity and quality of the proposal, with recognition of the strong and evident alignment to the comprehensive review.

Resolved:

- *Education Committee **approved** the major program change to the Master of Nursing (MNSG) Suite and New Nested Graduate Certificate of Nursing RN Prescriber (GCRN), **subject** to the mapping concerns abovementioned being addressed and reviewed, effective from Trimester 1 2026.*

ACTION: Governance Officer

4.3. Major Program Change – Bachelor of Nursing (BNSG)

Received: CourseLoop [Proposal – 33514 Bachelor of Nursing \(BNSG\)](#)

The Program Director Associate Professor Linda Ng provided an overview of the major program changes which are aligned with the recent recommendations from the comprehensive program review. A summary of the changes are documented within CourseLoop and aim to ensure the program remains responsive to evolving healthcare needs, regulatory standards and student expectations, while reflecting best practices in nursing education.

Members assigned to review the proposal noted it was well written with no major concerns raised.

A query was raised regarding how the University may compete with fee-free Bachelor of Nursing programs at TAFE Gold Coast, and it was noted that fee free initiative is being phased out from the following year. It was noted that the University should remain vigilant as TAFE continues to push for Commonwealth-supported places and expansion of their Bachelor offerings.

In response to a member query on rural and regional placements and the associated Rural Health Multidisciplinary Training (RHMT) funding, it was confirmed that extended rural placements are retained as one of three final-year options (acute, aged care or rural).

In response to a member query about moving away from the recently introduced cultural safety course shared across programs, Associate Professor Ng noted that student feedback indicated significant overlap between the standalone cultural safety course and Indigenous content embedded in other modules. The program team consulted extensively with students and opted to integrate cultural safety throughout the curriculum to reduce duplication and enhance relevance. This decision aligns with Australian Nursing and Midwifery Accreditation Council (ANMAC) guidance and reflects a student-centred approach to curriculum design.

No further issues or concerns were raised.

Resolved:

- Education Committee **approved** the major program change to the Bachelor of Nursing (BNSG), effective from Trimester 1 2027.

ACTION: Governance Officer

4.4. Major Program Change and Specialisation Discontinuations – Master of Counselling (MCCO), Graduate Diploma in Counselling (GDCN) and Graduate Certificate in Counselling (GCCO)

Received: CourseLoop [Proposal- 33464 Master of Counselling \(MCCO\), Graduate Diploma in Counselling \(GDCN\) and Graduate Certificate of Counselling \(GCCO\)](#)

This item was considered after item 4.5.

Acting Head of School Professor Gavin Beccaria and Program Director Dr India Bryce introduced the proposal and noted the counselling suite currently serves around 80 full fee-paying students, supported by approximately 2.5 FTE staff. The programs are fully accredited by Psychotherapy and Counselling Federation of Australia (PACFA) and Australian Counselling Association (ACA), and recent efforts have focused on streamlining offerings and improving entry pathways.

Committee members assigned to review the proposal had provided written feedback to the abovementioned staff prior to the meeting. Dr Bryce indicated this feedback would be addressed, which included queries around mapping, recommended enrolment patterns and student consultation around suspensions.

A member noted a recurring issue with accessing mapping documents in CourseLoop across multiple program proposals. It was suggested that this may be due to system limitations or user navigation challenges and should be investigated further.

Members discussed the classification of the Master of Counselling program as online versus external. While coursework is delivered online, the program includes mandatory placements and residential schools, which require in-person attendance. It was clarified that accreditation bodies may still consider the program online due to the flexibility of placement locations. However, the wording in the proposal around delivery mode (online vs external) was noted as potentially confusing and was requested to be reviewed to ensure consistency and clarity.

A concern was raised about the increasing trend of programs proposing their own standalone research methods courses, often replacing existing shared units. While the rationale for the Master of Counselling proposal was acknowledged, citing misalignment with student needs and feedback about the current course being too advanced, members emphasised the need for institutional efficiency and resource sharing. It was suggested that a more generic, cross-disciplinary research methods course could be developed for coursework Masters programs to avoid duplication and cost implications. The issue of course coding and HECS contribution rates was also flagged for further consideration.

Resolved:

- Education Committee **approved** the major program change to the Master of Counselling (MCCO), Graduate Diploma in Counselling (GDCN) and Graduate Certificate of Counselling (GCCO), effective from Trimester 1 2026.

ACTION: Governance Officer



4.5. Major Program Change – Bachelor of Environmental Science (BENV)

Received: CourseLoop [Proposal 33536 Bachelor of Environmental Science \(BENV\)](#)

This item was considered after 4.3.

Head of School Associate Professor John Dearnaley, Program Director Dr Lila Singh-Peterson and Associate Professor Mark Lynch were present to introduce the item and answer members queries.

The three major changes were highlighted with an overview of the rationale for the proposed change:

- **Climate and Water Science majors** to be combined due to low enrolments and limited career pathways.
- **Core curriculum revised** to reduce first-year course load and improve progression
- **Wildlife Management major** aligned with the Bachelor of Science for consistency

Committee members assigned to review the proposal had provided written feedback to the abovementioned staff prior to the meeting. Associate Professor Dearnaley spoke to this feedback and advised it had been addressed within CourseLoop.

A concern was raised regarding the replacement of MAT1100 Foundation Mathematics with a Level 2 course, STA2190 Experimental Design and Analysis. It was noted that this change may be challenging for students without strong mathematical backgrounds. In response, it was clarified that STA1003 Foundational Statistics remains part of the curriculum, and students will progress from basic to advanced statistical concepts. The program also retains a prerequisite of general mathematics to support student readiness. It was suggested that the course mapping could be made clearer to better illustrate progression.

In response to a member query regarding suspension of the Water Science Major, it was suggested that the rationale for these changes could be more clearly articulated at the beginning of the proposal to better highlight the intent to improve enrolments, progression, and graduate outcomes.

A suggestion was made to consider strengthening the inclusion of environmental law within the program, particularly in light of mandatory climate reporting legislation. While a module currently exists within ENV2101 Environmental Pollution (new course), it was noted that deeper legal literacy may benefit graduates and enhance employability.

The Committee commended the team for their extensive consultation which was evident within the proposal.

Resolved:

- Education Committee **approved** the major program change to the Bachelor of Environmental Science (BENV), effective from Trimester 1 2026.

ACTION: Governance Officer

4.6. Minor Program Changes – For Noting

The following minor program reviews were approved by the Deputy Vice Chancellor (Academic Affairs) and links to the CourseLoop proposals were circulated for members' information.

- Proposal-37260 Bachelor of Creative Arts (Honours) (BCAH)
- Proposal-37305 Master of Science (MSCN)
- Proposal-37179 Biomedical Engineering & Mining Engineering Majors

4.7. Interim Program Reviews – For Noting

The following interim program reviews were approved by the Deputy Vice Chancellor (Academic Affairs) and links to the CourseLoop proposals were circulated for members' information.

- Proposal-33998 Bachelor of Accounting (BACT) (BCLL) Suite
- Proposal-33999 Bachelor of Business (BBIZ) (BZIT) (BZLW) (BZSC) (ADBZ) (DPBZ) Suite
- Proposal-34000 Master of Business (MBIZ) (GDBZ) (GCBU) Suite
- Proposal-33997 Bachelor of Aviation (BAVN) (ADAV) Suite
- Proposal-30580 Bachelor of Information Technology (BITC) (DITC) (UCCC) Suite
- Proposal-34006 Juris Doctor (DJUR) (GDJP) Suite
- Proposal-34004 Bachelor of Social Work (Honours) (BSWH) (BSWK) Suite
- Proposal-34002 Bachelor of Speech Pathology (Honours) (SPYH)
- Proposal-34003 Bachelor of Occupational Therapy (Honours) (BOTH)
- Proposal-34007 Bachelor of Physiotherapy (Honours) (BPTH)
- Proposal-34716 Associate Degree of Allied Health (ADAH)
- Proposal-34001 Master of Professional Engineering (MENS) (GDNS) (GCNS) Suite
- Proposal-34005 Bachelor of Laws (LLBP)

5. Academic Quality Policy and Procedure

5.1. Admissions, Enrolment and Graduations Policy Suite

This item was discussed after item 6.1.

Received: Admissions, Enrolment and Graduations Policy Suite Briefing Paper

The Deputy Academic Registrar and Director (Student Administration) Belinda Reimers introduced this item, noting this was the second submission following a detailed review and discussion at the previous Education Committee meeting.

In response to feedback from the previous Education Committee, minimal changes had been required for the Graduations Procedure, with the main focus on clarifying the handling of nested and exit awards. Updated descriptions were added to clearly define exit awards and their issuance. A key issue remains the inability to automatically issue nested awards due to system limitations and lack of data that maps nested courses to each other.

The appropriate authority for approving late enrolment requests under the Enrolment Procedure was discussed, with the Committee agreeing to maintain the Course Coordinator as the approval authority.

Resolved:

1. endorsed the new Admissions, Enrolment and Graduations (AEG) Policy (Attachment 1) to Academic Board for approval;
2. endorsed the updated Admissions Procedure (Attachment 2) to Academic Board for endorsement to the Vice-Chancellor for approval;
3. endorsed the Enrolment Procedure (Attachment 3), including the new proposed definition Compulsory Study Periods to Academic Board for endorsement to the Vice-Chancellor for approval;
4. endorsed the new Graduations Procedure (Attachment 4) to Academic Board for endorsement to the Vice-Chancellor for approval;
5. recommended to Academic Board that the revised policy suite be effective 1 January 2026;

6. endorsed the repeal of the Admissions Policy (Attachment 5), Enrolment Policy (Attachment 6) and the Award Eligibility and Graduation Policy (Attachment 7) to align with publication of the new policy to Academic Board for approval;
7. noted the initial Implementation Plans, as recorded in Attachment 8, 9 and 10.

ACTION: Governance Officer

5.2. Grades Procedure – Proposed Change

This item was discussed after item 6.2.

Received: Proposal on minor changes to Grades Procedure.

The Deputy Academic Registrar and Director (Student Administration) Belinda Reimers introduced this item. The Committee reviewed the proposed changes to the Grades Procedure, specifically updates to Table 3. The changes aim to improve transparency, administrative efficiency, and student understanding of temporary grades. The changes were presented for discussion and feedback, noting they were considered minor changes under the Policy Framework.

Proposed Changes:

- Introduction of two new temporary administrative grades:
 - Outstanding work-integrated learning activities (IWL)
 - Pending academic integrity reviews (RWR), replacing the ambiguous use of RN and the placeholder 0.02 grade.
- Reinstatement of full descriptions for temporary grades to make them student-facing and reduce confusion.
- Delegation for Heads of School to extend grade resolution timeframes in exceptional circumstances (e.g. medical delays or placement issues).

Key Discussion Points

- **Terminology:** Members suggested revising the wording of the academic integrity-related grade (currently proposed: Result withheld pending review (RWR)), to avoid confrontational language, suggesting “under academic review”. This was supported and will be amended prior to seeking approval from the Accountable and Responsible Officers to approve changes to the procedure to be published
- **Administrative Fail Grades:** Interest was expressed in making grades like FNS and FNP staff and student facing to support legislative reporting and improve data accuracy.
- **System Functionality:** Suggestions included improving system sophistication to allow for dropdowns or standardised grade notes to reduce manual errors and student queries.
- **Policy Review:** Concerns were raised about the appropriateness of Heads of School approving extensions beyond 12 months, with suggestions that future approvals be escalated to the Dean (Curriculum and Quality).
- **Assessment Practices:** Broader discussion included the need to revisit how supplementary and deferred assessments are categorised and communicated, with a view to supporting academic discretion and reducing rigidity.

It was agreed the feedback on terminology is to be amended and final approval of minor changes would need to be approved by the Accountable and Responsible Officers of the Procedure.

ACTION: Deputy Academic Registrar

6. Academic Quality Reports

6.1. Academic Integrity Report

This item was discussed after item 5.2.

Received: Academic Integrity Full Year 2024 and Interim Report for Q1 and Q2 2025.

Acting Dean (Learning and Teaching Futures) Associate Professor Jessican Marrington introduced the two reports, noting a significant rise in cases over recent years, largely driven by artificial intelligence-related misconduct. However, recent data shows a decline in incidents, potentially due to policy changes, assessment reform and increased integration of AI into assessments. Recent efforts to enhance academic integrity education and prevention was noted, including redesign of student facing materials and mandatory training for both students and staff, and a key initiative underway being the development of bespoke education modules tailored to specific types of academic misconduct.

The Committee acknowledged the need for ongoing monitoring and refinement of academic integrity management and endorsed the report to proceed to the Academic Board.

Resolved:

- To **note** the Academic Integrity Full Year 2024 and Interim Report for Q1 and Q2 2025 and forward to Academic Board for noting.

ACTION: Governance Officer

6.2. 2024 Annual Education Management Report

This item was discussed after item 4.4.

Received: 2024 Annual Education Management Report.

The Director (International Admissions and Governance) Laureen Rautenbach, introduced this item, noting it was the second annual Education Agent Management Report, which provides oversight of the University's education agent profile, recruitment markets, and systems used to monitor agent performance. The report supports quality assurance and compliance with ESOS requirements and was initially developed following a recommendation identified during the preparation for the TEQSA re-registration process.

Key elements of the report include:

- Governance and due diligence processes for agent appointment and renewal
- Training and performance monitoring, including visa outcomes and corrective actions
- Development of dashboards to track agent-related student retention and attrition, with reporting to be included in the 2025 report

Feedback and suggestions from members for the 2025 report included:

- **Data Presentation:** Inclusion of actual numbers alongside percentages in dashboards for greater clarity.
- **Agent Performance:** Suggestion to include data on top-performing agents, visa refusal rates, and student volumes, while maintaining appropriate data privacy.
- **Regional Insights:** A breakdown of agent activity and success rates by region was recommended to better understand recruitment patterns.
- **Qualitative Assessment:** Narrative overview of agent performance and impact, including comparisons with other universities.

- **Program-Level Analysis:** Interest was expressed in linking agent data with student progression and performance at the program level.

The report was endorsed for submission to the Academic Board, with suggested enhancements to be considered for future iterations.

Resolved:

- To **note** the *2024 Annual Education Management Report* and forward to Academic Board for noting.

ACTION: Governance Officer

7. Sub-Committee Reports

The unconfirmed minutes from the Learning and Teaching Innovation Subcommittee meeting of 11 September 2025 will be provided at the next Education Committee meeting.

ACTION: Governance Officer

8. For Information

The Tertiary Collection of Student Information (TCSI) | Change to reportable gender terms paper was noted.

9. Other Business

No other business was discussed.

10. Next meeting

The next scheduled meeting of Education Committee will be held in 2026, Council Chamber, Toowoomba Campus.

11. Close

The meeting closed at 4:10pm.

From: Academic Board
To: AD - Academic Program Support; Associate Dean Learning Teaching; Associate Provost; Catherine Hills; Corbin Zeller; Dean Academic; Dean Graduate Research School; Dean Learning and Teaching Futures; Deputy Academic Registrar and Director (Student Administration); Dianne Stratton-Meher; Director USQ College; Director Library; DVC Students and Education; Elizabeth Cardell; Emerson Zerafa-Payne; Eric Ng; Kathy Reeves; Lisa Beccaria; Noeleen McNamara; P/C (First Nations Strategy); Rohan Genrich; Samuil Chowdhury; Taylor Mehaffey
Cc: Academic Board; Julie Shinnars; Sophie Egeland
Subject: FOR RESPONSE: Education Committee Flying Minute
Date: Friday, 24 October 2025 9:43:04 AM
Attachments: image001.png

Dear Education Committee Members,

At its meeting of 2 October 2024, Education Committee considered Item 4.1 New Program Accreditation - Diploma of Agricultural and Environmental Science Studies, Diploma of Business and Management Studies Diploma of Construction Studies, Diploma of Education and Teaching Studies, Diploma of Engineering and Technologies, Diploma of Law and Justice Studies ([Proposal 22038](#)).

At that meeting, Education Committee agreed that it required more information in order to endorse the programs, and resolved to consider the implementation of the Pathways Diplomas, including technical set-up, enrolment and reporting processes, and presentation of information to students in Handbook, via flying minute for endorsement and forwarding to Academic Board. The updated and additional information is provided below, followed by the resolution for your consideration. **This email requires a response from you – please read carefully all of the below.**

Updated and additional information for proposal-22038 Pathway Diplomas

Implementation component	Description	Associated links												
Technical set-up	In addition to the Award program set-up, non-award enabling programs (program codes to be advised) will be established to offer the Pathway Diploma foundation courses. This will enable students to complete the mandatory Fee-Free Uni Ready Commonwealth Assistance form (FFUR CAF) for the enabling program and enrol into the foundation courses at no charge. The full Diploma programs (Award) will be configured as HELP loan eligible programs so students can be charged the appropriate commonwealth supported course fee (CSP). Parallel Diploma courses to the foundation courses will need to be created so credit can be applied.													
Student management	Admission. Students will apply for the full Diploma program only and will be admitted to both the diploma and the non-award enabling program by Admissions staff at the point of matriculation. Enrolment. Students will then be enrolled in the foundation courses under the non-award program and complete the FFUR CAF. As they complete each foundation course, Pathways administration staff will apply credit to the student's Diploma program. Students will be able to enrol concurrently in both the non-award foundation and diploma programs. Students will be required to complete an (award) CAF for award courses.													
Course coding and naming conventions	To enable ease of student enrolment and course matching it is proposed that the course names for the non-award courses are matched to existing UniSQ Ready equivalents as follows (course names to be used for are bolded): <table><tr><th>Diploma</th><th>UniSQ Ready equivalent</th></tr><tr><td>MDS1001 Navigating the University: Studying for Success</td><td>TPP0122 Study Management</td></tr><tr><td>MDS1002 Academic English</td><td>TPP0123 Communications B</td></tr><tr><td>DIP1081 DIP Maths</td><td>TPP0181 Elementary Mathematics</td></tr><tr><td>1</td><td>TPP182 General Mathematics</td></tr><tr><td>DIP1082 DIP Maths 2</td><td></td></tr></table>	Diploma	UniSQ Ready equivalent	MDS1001 Navigating the University: Studying for Success	TPP0122 Study Management	MDS1002 Academic English	TPP0123 Communications B	DIP1081 DIP Maths	TPP0181 Elementary Mathematics	1	TPP182 General Mathematics	DIP1082 DIP Maths 2		
Diploma	UniSQ Ready equivalent													
MDS1001 Navigating the University: Studying for Success	TPP0122 Study Management													
MDS1002 Academic English	TPP0123 Communications B													
DIP1081 DIP Maths	TPP0181 Elementary Mathematics													
1	TPP182 General Mathematics													
DIP1082 DIP Maths 2														
Reporting	Non-award enrolment. Students enrolled in non-award courses will be reported as: ● Course of study type code (E310) of '30' ● Domestic Commonwealth supported students enrolled in FEE-FREE Uni Ready courses should be reported with a Student status code (E490) of '261' ● Full-Fee paying students in enabling courses should be reported with a Student status code (E490) that reflects their relevant full-fee paying circumstance, for example: ○ E490= '230' for those deferring all or part of Enabling course tuition fee through FEE-HELP ○ E490= '302' for those who paid full Enabling course tuition fee Award enrolment. Students enrolled in award courses will be reported as: ● Course of study type code (E310) of '21' ● Domestic Commonwealth supported students enrolled in award courses in the Diploma should be reported with a Student status code (E490) of '201' or '204' ● Full-Fee paying students in enabling courses should be reported with a Student status code (E490) that reflects their relevant full-fee paying circumstance.	Non-award enrolment												
Handbook presentation	The following information will be presented to students to guide correct enrolment. This will be modelled from the UON Handbook, particularly the page linked below: Description ● Two of the Diploma in Business core courses are available fee free under the Diploma Foundation Studies program. You are required to complete these two core courses to meet the requirements of your Diploma as they allow you to develop your academic skills for success in further tertiary studies. Please see further information about our free Diploma Foundation Studies courses to ensure you enrol in these correctly.	UON link to diploma information Handbook – Diploma in Business												

Resolution:

Education Committee endorses and resolves to recommend to Academic Board to accredit the following programs for five years effective Trimester 1, 2026:

- Diploma of Agricultural and Environmental Science Studies
- Diploma of Business and Management Studies
- Diploma of Construction Studies
- Diploma of Education and Teaching Studies
- Diploma of Engineering and Technologies
- Diploma of Law and Justice Studies.

Voting Procedure

Education Committee Members are asked to consider the above resolution and respond, via return email, with their vote – endorse / do not endorse / abstain from voting.

Voting closes at 4pm on Friday 31 October 2025. Late votes will not be accepted.

Further information

Should you have any questions or require further information, please contact me via return email.

Thank you for your attention to this matter.

Regards

Emma Phillips

Governance Officer | Governance Office

T: +61 7 4631 2665

E: academic.board@unisq.edu.au

University of Southern Queensland | Toowoomba, Queensland | 4350 | Australia



University of
**Southern
Queensland**

The University of Southern Queensland acknowledges the First Nations of southern Queensland and their ongoing connection to Country, lands, and waterways. Further, we recognise Aboriginal and Torres Strait Islander peoples as the first educators and researchers of Australia. We pay deep respect to Elders past and present.



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Briefing Document

UniSQ Academic Board

To:	Academic Board
From:	Research Committee
Date:	8 October 2025
Subject:	Research Committee Report to Academic Board – 8 October 2025 Meeting

1. Recommendation

The Research Committee recommends the Academic Board:

- a) notes the unconfirmed Research Committee Meeting Minutes 8 October 2025
- b) **consider endorsement** of the revised Authorship Procedure to the Vice-Chancellor for approval
- c) notes the Graduate Research School Report
- d) notes the UniSQ Human Research Ethics Committee Report
- e) notes the UniSQ Animal Ethics Committee Report
- f) notes the Research Training Subcommittee Report

2. Executive Summary

The following matters were considered at the Research Committee meeting of 8 October 2025 in accordance with the Research Committee Terms of Reference, which state the Research Committee is a Standing Committee of Academic Board and is responsible to Academic Board for providing leadership in relation to academic governance and quality assurance of research and research training, research integrity and risk.

A full list of meeting items, discussions, decisions and actions are recorded in the unconfirmed Minutes provided as **Attachment 1** to this Report.

2.1. Policy and Procedures

Research Committee considered the following Policy and Procedures:

- **Draft Animal Ethics Procedure** – noted the updates reflect current processes, requirements and compliance obligations
- **Revised Research Misconduct Penalty Schedule** – for noting
- **Authorship Procedure** - endorsed the following policy item to Academic Board for consideration of endorsement to the Vice-Chancellor for approval – for discussion at Academic Board on 11 November.

2.2. Reports

The following reports were considered and noted by Research Committee:

- National Security Update on Foreign Arrangement Scheme
- Research Council's Research Insights Capability Consultation Document

- draft National Health and Medical Research Strategy 2026-2036
- Research Grants and Contracts Report
- Strategic Examination of Research and Development
- NHMRC's Good Institutional Practice Guide
- CAUL Vendor Negotiations Update

3. **Attachments**

Attachment 1 - unconfirmed Meeting Minutes 8 October 2025

Attachment 2 - Graduate Research School Report

Attachment 3 - Human Research Ethics Committee Report

Attachment 4 - Animal Ethics Committee Report

Attachment 5 - Research Training Subcommittee Report 12 May 2025 meeting

4. **Responsible Officer**

Professor John Bell
Deputy Vice-Chancellor (Research and Innovation)
Research Committee Chair
dvc.researchandinnovation@unisq.edu.au



UNCONFIRMED

Minutes

University of
Southern
Queensland

Research Committee

Meeting No: 6/25

Date and Time: Wednesday, 8 October 2025, 2:00pm

Location: Zoom

Committee Secretary: Olivia Milnes Executive Officer (Council)

Members Present:

Associate Professor Polly Burey (Acting Chair)	Associate Professor Beata Barorowicz
Professor Sherif Mohamed	
Professor Charlotte Brownlow	Associate Professor Simon Murphy
Dr Samantha Rose	Professor Min Hong
Carmel O'Sullivan	Dr Ahmad Sharifian-Barforoush
Professor Bernadette McCabe	Dr Anita Wheeldon
Associate Professor Alison McCarthy	Taylor Mehaffey
Jason Bainbridge	Fabrizio Carmignani

Apologies:

Professor John Bell	Dr Geoff Keating
Professor Glen Coleman	Professor Andrea Lamont-Mills
Dr Jenny Wang	Sana Bashir

Observers:

Julie Shinnars Director Governance and University Secretary
 Emma Phillips Governance Officer
 Dr Amanda Fernie Manager (Research Integrity and Ethics)
 Kaya Edwards Business Support and Policy Coordinator

Acknowledgement of Country

The Acting Chair provided an Acknowledgement of Country and paid respect to Elders past, present and emerging.

Welcome

The meeting opened at 2:01pm with quorum present. The Acting Chair noted apologies received from Professor John Bell, Dr Jenny Wang, Dr Geoff Keating, Professor Andrea Lamont-Mills and Sana Bashir.

Declaration of Conflict of Interest

The Chair invited members of Research Committee to declare any potential, perceived or actual conflict of interest with the matters listed.

Resolved:

No conflicts of interest were raised.

Statement of Confidentiality

Members were reminded that if any matters discussed during the course of the meeting were to be treated confidentially, they would be identified.

Starring of Items

Having provided members with an opportunity to star any additional agenda items, it was resolved that Research Committee approve or note *en bloc* all items which were not starred.

1. Confirmation of the Minutes

Research Committee **resolved** that the minutes of the Research Committee meeting (05/25) held on 6 August 2025, having been circulated and read, be **confirmed** as a true and complete record.

2. Business Arising from the Minutes

2.1. Academic Board Report to Research Committee

Received for noting: Academic Board Report to Research Committee 9 September 2025.

2.2. Matters arising from previous meeting

- a) In progress: Undertake further analysis of publications from 2019 to 2024 broken down by individual fields of research to include papers published behind a paywall. Action by Carmel O'Sullivan
- b) In progress: Research Committee Self-Assessment Survey 2024-2025 Outcomes. At its meeting on 9 September, Academic Board considered the Research Committee Self-Assessment Survey 2024-2025 and noted the summary of responses, and that the Committee would be developing an action plan to address areas requiring improvement. Due Feb 2026.

3. Research Committee Chair's Report

Received: Research Committee Chair's Report 22 September 2025.

The Chair's Report was taken as read. Associate Professor Burey provided a brief overview of the following items in the Report:

- As of the end of August, UniSQ reported total research income for 2025 at approximately \$27.53M, with the majority attributed to HERDC and the Research Block Grant.
- Rankings and Recognition: UniSQ is ranked among the top 20 universities in Australia and within the top 300 globally. UniSQ has maintained its position within its current band in the Academic Ranking of World Universities.
- Positive outcomes were achieved across the reporting period in relation to research grant successes. The Acting Chair extended congratulations to Professor Bernadette McCabe and Professor Allan Manalo for their recent successes in obtaining funding.
- Professor Stuart Biddle was recently announced as winner of the 2025 Sedentary Behaviour Research Network Research Leadership Award.
- PhD student Chundu Tamang will represent UniSQ at the Falling Walls Lab Australia Finale in Canberra.
- iLAUNCH leadership transition interim arrangements will be in place from Monday 6 October, with Professor Peter Schubel appointed as Acting Executive Director and Dr Samantha Rose appointed as Acting Chief Operating Officer.

- Office of Research update: the Office of Research has continued enhancement of animal and human research ethics processes. Other activities of note include the final 2025 Grant Writing Workshop Series which was held in September and presented by Dr Rose.
- Recent outcomes from the Research Integrity Reform working group include the development of 12 focus areas. UniSQ is contributing feedback regarding the focus areas. A paper outlining measures the University can adopt to enhance transparency in research integrity matters will be presented at the next meeting of the Research Committee.
- Engagement activities across the reporting period included the Climate Future and Smart Agriculture Forum hosted by UniSQ. In September the University held a town hall discussion to recognise World Suicide Prevention Day.

Professor Fabrizio Carmigani was invited to provide an update on the Shaping our Future current major organisational change activities. Professor Carmignani advised the following:

- The Academic Portfolio Design Proposal is currently out for consultation.
- The proposal outlines a new academic portfolio structure, which includes the realignment of organisational units, research centres, Graduate Research School (GRS), and the Office of Research. In addition, the Proposal includes the establishment of a new office for the Pro Vice-Chancellor (Research, Development and Commercialisation) and a reconfiguration of academic units into five schools plus the Pathway College.
- Staff were encouraged to provide feedback, with an emphasis to consider both positive and constructive input.

No further questions were raised.

The Research Committee resolved to:

- a) Note the Research Committee Chair's Report 22 September 2025.
- b) **Action Acting Chair:** to provide a paper outlining measures the University can adopt to enhance transparency in research integrity matters to be presented at the next meeting of the Research Committee.

4. National Security and Government Regulations

Received: Briefing Paper - National Security Update on Foreign Arrangement Scheme.

The Director (Office of Research) Dr Samantha Rose introduced this item. Dr Rose took the paper as read and provided an overview of the following:

- The Foreign Arrangement Scheme was established in late 2020. A formal review of the scheme was conducted in mid-2024. The review process has now been finalised. Changes and recommendations from the review will be implemented in accordance with the finalised findings.
- The recent changes to the Foreign Arrangement Scheme are expected to have a positive impact on UniSQ, particularly by reducing instances of double handling in administrative processes. A list of exemptions has been introduced, which may help streamline compliance and reduce administrative burden.
- Further review of the exemption list and its applicability to UniSQ's operations will be undertaken.
- In response to recent changes to the Foreign Arrangement Scheme, UniSQ will update relevant policies and procedures.
- Stakeholders will be informed and updated as required to ensure alignment with the revised processes.

No further questions were raised.

The Research Committee resolved to:

- a) Note the National Security – Update on Foreign Arrangements Scheme paper.

5. UniSQ Policy and Procedure

5.1. Research Misconduct Penalty Schedule

Received: Briefing Paper - Seeking Feedback on Research Misconduct Penalty Schedule. Attachment 1 Research Misconduct Penalty Schedule.

The Director (Office of Research) Dr Samantha Rose introduced the revised Research Misconduct Penalty Schedule which was submitted to the Committee for consideration and feedback.

Dr Rose highlighted acknowledged the contributions made by Manager (Research Integrity and Ethics) Dr Amanda Fernie and Business Support and Policy Coordinator Kaya Edwards. Dr Rose took the paper as read and noted that the Schedule was developed to consolidate two existing Schedules (*Student Research Misconduct Penalty Schedule* and the *Non-Employee Researcher Research Misconduct Penalty Schedule*). The table in the Briefing Paper outlines other changes.

Committee feedback and discussion:

A member raised a query regarding the second paragraph of section 3.1.3, specifically about reporting international students on student visas to the relevant government department and the provision on confidentiality. Dr Rose confirmed that notification is required as per regulatory obligations. Dr Rose advised that confidentiality is preserved as much as possible while ensuring compliance with the Code provisions.

The Committee agreed and clarified that if a student has completed all relevant processes and appeals, and the outcome is suspension from their program, this leads to a leave of absence which may affect their visa status. reporting is a formal notification to the government and is an obligation under visa regulations.

The Committee discussed whether the phrasing of the notification should be changed, noting that the reporting is a formal notification to the government and is an obligation under visa regulations. In addition members discussed and confirmed that it is the student's enrolment status that is reported, not the student personally.

A member queried the process in the case that a student is exonerated. Dr Fernie advised that the Research Code of Conduct includes a process for cases where allegations are not upheld. The penalty schedule provides assurance of clear procedures.

The Research Committee resolved to:

- a) Note the revised Research Misconduct Penalty Schedule
- b) Note the feedback provided by the Committee.
- c) **Action Dr Rose:** to confirm alignment between the Academic Integrity Manager's actions and the Academic Integrity Schedule.

5.2. Animal Ethics Procedure

Received: Briefing Paper - Seeking Feedback on Animal Ethics Procedure. Attachment 1 Animal Ethics Procedure.

The Director (Office of Research) Dr Samantha Rose introduced the new Animal Ethics Procedure for consideration and feedback by the Committee.

Dr Rose advised the Procedure has been drafted to reflect current processes, requirements and compliance obligations.

The Committee agreed with the approach and supported the draft Animal Ethics Procedure.

No concerns were raised.

The Research Committee resolved to:

- a) Note the new draft Animal Ethics Procedure.

5.3. Authorship Procedure

Received: Briefing Paper Endorsement of Authorship Procedure. Attachment 1 revised Authorship Procedure.

The Director (Office of Research) Dr Samantha Rose introduced the revised Authorship Procedure for consideration of endorsement by the Committee.

Dr Rose took the paper as read and highlighted that Table 1 provided an overview of key issues identified and a summary of actions taken.

Committee feedback and discussion:

A member raised a question regarding the absence of AI references in the current procedure. The Committee agreed that section 4.5 sufficiently covers AI.

The Committee discussed how the corresponding author is used to calculate price per unit for subscriptions. Ms O'Sullivan confirmed the importance of acknowledging the corresponding author. The Committee considered whether this should be included alongside the procedure and resolved that the corresponding author context will be noted and considered for inclusion.

Ms O'Sullivan highlighted recent issues around copyright when generating content. While no amendments to the procedure are required, the Committee agreed it is important to raise awareness. Dr Rose agreed to consider adding clarifying guidance notes.

The Research Committee resolved to:

- a) **Endorse** the revised Authorship Procedure.
- b) Forward the Authorship Procedure to Academic Board meeting of 11 November for endorsement to the Vice-Chancellor for approval.
- c) Note that following approval of the procedure the effective date will be the same as the approval date
- d) Note a major review of the procedure was conducted and the review date be extended by five years
- e) **Action Committee Services Officer:** forward to Academic Board meeting 11 November.
- f) **Action Dr Rose:** develop supplementary guidance notes with additional content and scenarios to support the procedure.

6. Australian Research Council's Research Insights Capability Consultation Document

Received: Briefing Paper - Australian Research Council's Research Insights Capability Consultation Document. Attachment 1 ARC Research Insights Capability consultation document.

The Director (Office of Research) Dr Samantha Rose took the report as read. The following matters were highlighted:

- It was reported that the Australian Research Council has disestablished its previous approach to research evaluation.
- The Australian Research Council is now consulting with the higher education sector to develop a new framework, focusing on research insights capability via an interactive dashboard.
- The aim is to minimise reporting burdens on universities.
- A number of consultation questions are currently open.
- An attachment was provided outlining the intended research insights capability consultation.

Committee feedback and discussion:

Dr Rose highlighted the positive impact of increased uptake in researcher identifiers and open access publishing and encouraged support for these practices. The Committee agreed that open access is beneficial but noted that Australian higher education is not funded to cover associated costs.

The Committee discussed the source of data and emphasised the importance of using open, non-commercial, high-quality data. Dr Rose advised that on 8 September the Australian Research Council listed data sources including OpenAlex, university repositories, government datasets, and mapping to Field of Research codes.

A member provided feedback on potential biases in data-driven accounts of research excellence, noting that certain universities may be advantaged depending on the type of research conducted.

The Committee discussed and expressed concerns about third-party tools and data metrics (e.g. citation index, impact factors) and emphasised the need for targeted feedback.

A member suggested a joint submission with other universities. Dr Rose confirmed that this is being addressed at the national level through the Regional Universities Network and the Australian Research Council and noted this is a unique opportunity to develop a holistic framework that includes non-STEM disciplines.

Dr Rose requested Committee members to send any targeted feedback to her by the end of October/early November.

The Research Committee resolved to:

- a) Note the Australian Research Council's Research Insights Capability Consultation Document.
- b) **Action Dr Rose:** continue to set up meetings with ARC and the Committee.
- c) **Action Research Committee Members:** Committee members to send any targeted feedback to Dr Rose by the end of October/early November.
- d) **Action Associate Professor Beata Barorowicz:** will follow up with Associate Heads for input.

7. Research Grants and Contracts Report

Received: Office of Research – Research Grants and Contracts July 2025 Report.

The Director (Office of Research) Dr Samantha Rose introduced this item and took the paper as read. Dr Rose highlighted the following:

- As of end of July, the University had submitted 196 grant applications across 80 different schemes, representing an 18% decrease compared to the previous year.
- Last year's numbers were boosted by two rounds of ARC DPI, which are not present this year.
- Several schemes have been delayed or reduced, contributing to the decline, noting there is \$53M in the pipeline awaiting outcomes.

The Committee discussed concerns regarding the impact of the University's Shaping our Future major organisational change on both the ability and motivation to submit research grants. The most impacted areas are those where academics are primarily aligned with schools, institutes and centres.

The Committee noted the importance of tracking how the integration with academic portfolios may affect future grant submissions and highlighted the need to quantify the risk and ensure the University is aware of potential impacts. A member suggested analysing other research outcomes and outputs to determine if the trend is longer-term noting the next three months are pivotal to establish a baseline performance and track change impacts.

The Committee discussed if this issue should be escalated as a formal risk and agreed to monitor for consideration in the new year.

Dr Rose advised that despite fewer applications, the average funding per project is increasing, indicating a trend toward high-quality, high-value research.

Dr Rose will present visuals on research projects in the January report, with breakdowns to better understand the pipeline.

The Research Committee resolved to:

- a) Note the Office of Research – Research Grants and Contracts July 2025 Report.
- b) **Action Dr Rose:** January Report to include visual pipeline breakdowns.
- c) **Action Dr Rose:** consider formalising the issue as a risk item in future Committee discussions.
- d) **Action Dr Rose:** begin mapping current performance metrics to support future impact analysis.

8. Draft National Health and Medical Strategy

Received: Briefing Paper - draft National Health and Medical Research Strategy 2026-2036.

The Director (Office of Research) Dr Samantha Rose introduced this item and took the paper as read. Dr Rose highlighted the following:

- The NHMS (National Health and Medical Strategy) draft strategy was released in August. The consultation process is currently in its second phase and feedback is being actively sought from stakeholders.
- Research Committee members are invited to contribute feedback for inclusion in the University's combined feedback submission.
- The importance of consistent funding across the research pipeline was highlighted.

The Research Committee resolved to:

- a) Note the draft National Health and Medical Research Strategy 2026-2036 Briefing Paper.
- b) **Action Committee Members:** provide feedback to Dr Rose by 8 October for inclusion in the combined feedback.

9. Strategic Examination of Research and Development

Received: Briefing Paper - Strategic Examination of Research and Development.

The Director (Office of Research) Dr Samantha Rose introduced this item and took the paper as read. Dr Rose highlighted the following:

- The government has undertaken a strategic review of Australia's research and development. The outcome has resulted in the release of six briefing papers; a summary of these is included in the overview section of the paper.
- Emphasis was placed on the value proposition and the importance of genuine collaboration.
- Key sectors highlighted include Health, Defence Agriculture, Energy and Resources.

The Committee discussed and noted concerns regarding some of the proposals, particularly the matched funding requirement, which may pose challenges or limitations.

The Research Committee resolved to:

- a) Note the Strategic Examination of Research and Development.

10. NHMRC Good Institutional Practice Guide

Received: Briefing Paper - NHMRC's Good Institutional Practice Guide. Attachment 1 NHMRC Good institutional practice guide.

The Director (Office of Research) Dr Samantha Rose introduced this item and took the paper as read. Dr Rose highlighted the following:

- Discussion on the Community of Practice (CoP) for research integrity and its alignment with the Research Committee.
- Proposal to establish a Champions Network to support integrity initiatives.
- Reference to TEQSA's emphasis on a strong and robust research culture.
- Noted the importance of soft skills in demonstrating cultural development.
- Consideration of whether the Committee should begin implementing exemplars as part of its Terms of Reference (ToR).

The Research Committee resolved to:

- a) Note the NHMRC's Good Institutional Practice Guide.
- b) **Agreed** to the establishment of a University Community of Practice or network to discuss and champion research quality and integrity to further promote a positive research culture.
- c) **Agreed** that regular updates are provided to Research Committee to monitor progress of this implementation initiative.
- d) **Action Committee Services Officer:** include this item on the 2026 Business Schedule.
- e) **Action all Committee members:** to ensure they are aware of the CoP and related initiatives.
- f) **Action Dr Rose:** Develop a matrix of actions to support implementation and bring this back for discussion in early 2026.

11. Council for Australian University Librarians

Received: Memorandum – CAUL Vendor Negotiations Update

The University Librarian Carmel O'Sullivan took the paper as read and highlighted the following:

- New Zealand universities are now full members of the Australasian consortium.
- The consortium consistently negotiates half the subscription costs for universities.
- Over the past several years, publish agreements have significantly improved open access publishing for academics.
- The strategy has helped avoid an estimated \$134 million in costs across Australia and New Zealand in 2024. And \$1.3M for UniSQ in 2024.
- CAUL aims to shift how value is conceived and to move away from outdated metrics.
- A robust governance framework is in place, chaired by the Vice-Chancellor of Deakin University, with participation from various DVCs and academics.
- The aim is to eliminate Article Processing Charges, which are seen as lacking value.
- Notification has been made to the ACCC to enable collective bargaining on behalf of member universities.
- Initial offers have already been made by the consortium.

The Committee discussed the next steps and were advised that data collection would continue. In addition, ongoing monitoring of the negotiation process will occur, and the Research Committee will be updated on any significant developments.

The Research Committee resolved to:

- a) Receive ongoing updates from the University Librarian.

12. Graduate Research School Report

Received: Graduate Research School Report to Research Committee 17 September 2025.

The Dean (Graduate Research School) Professor Charlotte Brownlow presented this item and took the Report as read. The following updates were highlighted:

- The report broke down data by school and centre, focusing on; number of new HDR students and the number of HDR completions.
- Commencements have increased significantly, with 108 new students having commenced their studies.
- There is one final research period remaining this year, offering one more opportunity for HDR students to commence.
- This intake is comparable to the 2024 cohort.
- Completions are currently tracking slightly above 2024 levels. Overall, completions are unpredictable, but projections suggest performance will be equivalent to or slightly ahead of 2024.

The Research Committee resolved to:

- a) Note the Graduate Research School Report 17 September 2025.
- b) Note the update on 2025 completions for HDR programs
- a) Note the update on the HDR commencements for 2025
- b) **Action Committee Services Officer:** Forward to Academic Board 11 November for noting.

13. Committee Reports

13.1. UniSQ Human Research Ethics Committee

Received: UniSQ Human Research Ethics Committee Report 1 October 2025.

The Research Committee resolved to:

- a) Note the UniSQ Human Research Ethics Committee Report 1 October.
- b) **Action Committee Services Officer:** Forward to Academic Board 11 November for noting.

13.2. UniSQ Animal Ethics Committee

Received: UniSQ Animal Ethics Committee Report 17 September 2025.

The Research Committee resolved to:

- a) Note the UniSQ Human Research Ethics Committee Report 17 September.
- b) **Action Committee Services Officer:** Forward to Academic Board 11 November for noting.

13.3. Research Training Subcommittee

Received: Research Training Sub-committee Report 1 October 2025. Attachment 1 unconfirmed minutes Research Training Sub-committee 1 September 2025.

The Research Committee resolved to:

- a) Note the Research Training Sub-committee Report 1 October 2025
- b) Note the unconfirmed minutes of the Research Training Sub-committee meeting of 1 September 2025 (Attachment 1).
- c) **Action Committee Services Officer:** Forward to Academic Board 11 November for noting.

13.4. Early Career Researcher (ECR) Program Steering Committee

No report received this cycle.

14. Other Business

No other business was raised for discussion.

15. Next meeting

The 2026 Research Committee meeting dates are yet to be confirmed. The Acting Chair thanked all members for their contributions across 2025.

16. Close

The Acting Chair declared the meeting closed at 3.41pm.



University of
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Briefing Document

Research Committee

To:	Research Committee
From:	Deputy Vice-Chancellor (Research and Innovation)
Date:	Wednesday, 1 October 2025
Subject:	Endorsement of Authorship Procedure

1. Recommendation

The Deputy Vice-Chancellor (Research and Innovation) recommends that Research Committee:

1. considers and endorses the revised Authorship Procedure (Attachment 1) and forwards to Academic Board for endorsement and recommendation to the Vice-Chancellor for approval;
2. notes that following approval of the procedure, the effective date will be the same as the approval date; and
3. notes that, in accordance with Section 5.4 of the Policy Framework, a major review of the entire procedure was conducted, and that the review date be extended by five years.

2. Rationale

Terms of Reference

This matter is for consideration by Research Committee in accordance with its terms of reference, which state that the Research Committee shall:

- Make recommendations to Academic Board regarding the development, implementation and effectiveness of policies, procedures and practices relevant to research and research training.

3. Background

The Authorship Procedure has undergone a major review in response to the regular five-year policy review cycle. The procedure is subordinate to the Research Code of Conduct Policy (Attachment 2), which sets out the principles governing the responsible conduct of research activities at the University.

The purpose of the Authorship Procedure is to establish the process by which Authorship is managed at the University, and applies to all researchers.

4. Consultation and Feedback

Consultation was undertaken with the following stakeholders:

- Deputy Vice-Chancellor (Research & Innovation)
- Dean (Graduate Research School)
- Director (Office of Research)
- Research Services Manager
- Manager (Research Integrity and Ethics)

All feedback has been reviewed and, where appropriate, is incorporated in the draft. Key issues identified and the consequential actions taken are summarised in Table 1 below.

Table 1: Key issues informing policy review

Issue	Action taken
The Procedure does not include sufficient information regarding the criteria for authorship.	<i>Section 4.1 Criteria for authorship</i> has been added to detail the criteria for authorship in line with <i>Authorship: A Guide supporting the Australian Code for the Responsible Conduct of Research</i> .
The responsibilities of researchers in relation to authorship requires more detail.	<i>Section 4.5 Accountability</i> has been updated to include extra dot points detailing author responsibilities (including responsibilities to disseminate findings responsibly, disclose conflicts of interest, cite relevant work, follow publisher guidelines, etc.).
There is no information included regarding circumstances where an author is uncontactable or deceased.	Information has been added to the last paragraph in <i>Section 4.5 Accountability</i> to indicate that publication can proceed with an author included if there is documentation that attempts at contact have occurred, or the author is deceased, and would not reasonably object to being included as an author.
Lack of clarity around when a contribution should be acknowledged but does not constitute authorship.	<i>Section 4.6 Contributions other than authorship</i> has been updated to include more detail about the kinds of circumstances in which contributions may be acknowledged (e.g., sources of funding; provision of technical support; provision of material data; etc.).
Clarity is required about when to include UniSQ affiliation.	<i>Section 4.7 UniSQ affiliation</i> has been added to outline the requirements of using the 'University of Southern Queensland' name in relation to a researcher.

5. Attachments

Attachment 1: Revised Authorship Procedure

Attachment 2: Research Code of Conduct Policy (head policy)

6. Responsible Officer

Professor John Bell

Deputy Vice-Chancellor (Research and Innovation)

Research and Innovation Division

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University of
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Authorship Procedure

1 Purpose

To establish the process by which Authorship is managed at the University.

2 Scope

This Procedure applies to all Researchers.

3 Procedure overview

This Procedure supports the University's Research Code of Conduct Policy and contains specific guidance to assist Researchers to appropriately attribute Authorship, to identify responsibilities and to manage disputes.

The University recognises Authorship in the following circumstances:

- a significant intellectual or scholarly contribution to a Research Output; and/or
- significant contributions to documents related to Research, such as Research proposals, grant applications, reports for funding agencies, tenders, patents and patent applications, creative works, reports, and web-based publications and applications (e.g., professional blogs).

This Procedure closely aligns with Authorship: A Guide supporting the Australian Code for the Responsible Conduct of Research. It outlines the responsibilities and processes related to Authorship at the University. Specifically, it aligns with the following principles outlined in the Australian Code for the Responsible Conduct of Research (the Code):

- Principle 4, 'Fairness in the treatment of others', which requires Researchers to 'give credit, including Authorship where appropriate, to those who have contributed to the Research.'
- Principle 6, 'Recognition of the right of Aboriginal and Torres Strait Islander Peoples to be engaged in Research that affects or is of particular significance to them', which requires Researchers to credit the contributions of Indigenous people and knowledge.

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4 Procedures

4.1 Criteria for Authorship

Consistent with the Authorship: A Guide supporting the Australian Code for the Responsible Conduct of Research, Authorship must be based on significant intellectual or scholarly contribution that must include one, and should include a combination of two or more, of the following:

- conception and design of the project or output;
- acquisition of Research data where the acquisition has required significant intellectual judgement, planning, design, or input;
- contribution of knowledge, where justified, including Indigenous knowledge;
- analysis or interpretation of Research data; and
- drafting significant parts of the Research Output or critically revising it so as to contribute to its interpretation.

It is a breach of the Code to fail to acknowledge individuals who meet any of the above criteria. It is also a breach of the Code to include authors who do not meet at least one of the above criteria.

In line with current best practice (e.g., International Committee of Medical Journal Editor - recommendations), all authors must also:

- agree to be personally accountable for the author's own contributions;
- ensure that questions related to the accuracy or integrity of any part of the work, even those in which the author was not involved, are appropriately investigated, resolved, and resolutions documented in the literature; and
- approve the submitted version of the output.

Contributors who do not meet the criteria for Authorship or are unable to approve the submission or be accountable for its content should be listed in the Acknowledgements section.

4.2 Authorship agreements

Researchers should discuss Authorship at the early stages of Research and continue that discussion through the development of a Research project. It should be noted that Authorship may evolve and change, especially as new people may be brought into a collaboration to provide additional information and discipline expertise. An Authorship agreement is needed for each Research Output.

It is good practice to have an Authorship agreement in place that can be updated throughout the development of the paper and finalised prior to submission. Authors must approve the Research Output before its submission for publication and, in doing so, agree to be accountable for it. Authors must also approve the final version before publication.

It is recommended that the University's Authorship Agreement form is used to facilitate discussion and record Authorship contributions and agreement. This ensures that there is appropriate:

- identification of those who will be recognised as the authors of the Research Output;
- documentation and confirmation of the affiliation of each author;
- description of the contribution that each author has made (or will make) to the Research Output;
- indication of the order in which the authors appear. The agreed order of authors should be consistent with any applicable disciplinary norms and publication requirements;
- identification of those who will be acknowledged for their contribution(s) other than Authorship; and
- identification of at least one corresponding author.

A record of agreement may also be captured through email or letters. It is the responsibility of the corresponding author to maintain records of the Authorship agreement. All authors are also encouraged to keep records for their own reference, particularly when co-authors are from different institutions.

Researchers are recommended to regularly review the University's Authorship Agreement form and Authorship documentation to prevent Authorship disputes.

4.3 Corresponding author

Where there is more than one author of a Research Output, at least one co-author, by agreement amongst the authors, should be nominated as the corresponding author. The corresponding author is responsible for communication between the publishers and managing communication between the co-authors. The corresponding author is also responsible for ensuring that the submission is compliant, and the Research presented satisfies all requirements by the publisher as well ensuring that all authors have approved the submission, including the order of authors and contributions.

4.4 Appropriate and fair attribution of Authorship

Researchers must ensure appropriate and fair attribution of Authorship, avoiding ghost, gift or honorary Authorships. All authors are responsible for raising concerns around the omission of any individuals who have had a significant intellectual or

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scholarly contribution. A Researcher who qualifies as an author must not be included or excluded without their written agreement, and a record of this agreement must be kept.

4.5 Accountability

All authors are collectively responsible for the whole Research Output. An individual author is directly responsible for the accuracy of their contribution and should have confidence in the contributions of their fellow authors.

Responsibilities may vary depending on extent and type of the contribution by each author. If an author doesn't agree to be accountable for their contribution, their contribution should not be included in the Research Output.

All authors are responsible for:

- their direct contribution to the Research Output;
- taking reasonable steps to ensure the accuracy and integrity of the contributions of all other co-authors;
- raising any concerns about the accuracy and integrity of the Research before the Research is submitted or published;
- disseminating overall Research findings and conclusions responsibly, honestly and with integrity and transparency, and making findings openly accessible where possible;
- disclosing any Conflict of Interest (perceived, potential or actual) in the Research Output;
- citing and acknowledging other relevant work appropriately, following corresponding guidelines and formatting accurately;
- responding to any concerns about the accuracy and integrity of the Research and promptly and diligently acting to correct the record to amend any errors made in any published material; and
- following publisher guidelines in regard to the use of artificial intelligence, and/or disclosing whether an artificial intelligence system was used and clearly acknowledging and explaining how the tool was used.

In addition to the responsibilities outlined above, the corresponding author is responsible for ensuring that agreement has been reached and recorded appropriately prior to submitting the Research Output for publication. In rare circumstances where all reasonable efforts have been made to contact an author and these are documented, or where a person is deceased, and approval cannot be obtained, publication can proceed provided their contribution warranting Authorship is recorded in writing and there are no known reasons why the person would object to being included as an author. Allegations of Plagiarism (including author exclusion) will be

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resolved in accordance with the Research Code of Conduct: Management of Potential Breaches Procedure.

4.6 Contributions other than Authorship

Authors are responsible for fairly and fully acknowledging those who have contributed to the Research and Research Output but do not meet the criteria for Authorship. For example:

- sources of funding or any financial or in-kind support;
- significant contributions by people such as Research assistants, statisticians, software/code developers, cultural/community advisors, or librarians; or
- contributions in the form of samples, materials, data, equipment, technical assistance or writing.

An acknowledgement could also appear if one of the major contributors passes away before an output is finalised (and it is unclear whether they meet the criteria for Authorship). The terms of acknowledgement should be discussed with the next of kin and their views sought prior to publication. Acknowledgements must be made in accordance with the relevant funding, Research or other agreement.

It is expected that when acknowledgements are included, authors obtain the permission of named contributors prior to inclusion.

Researchers intending to publish Indigenous knowledge obtained through sources including unpublished manuscripts or audio or video recordings should refer to the National Health and Medical Research Council Ethical guidelines for Research with Aboriginal and Torres Strait Islander peoples. Researchers should refer to the University's Intellectual Property Policy and subordinate Procedures as well as the Research Data Management and Indigenous Data Governance Schedule when proposing to work with Aboriginal and Torres Strait Islander Research.

4.7 University of Southern Queensland affiliation

The name 'University of Southern Queensland' must:

- Appear in all outputs produced by University Researchers and only in Research Outputs generated under the auspices of the University, even if published after the Researcher(s) leave the University. If the Researcher moves to another institution, University of Southern Queensland should appear as secondary affiliation. Incomplete or incorrect profiles or Research Output records are minimised when all authors include their unique Open Researcher and Contributor Identifier (ORCID) in every output authored.
- Be used in full; acronyms or abbreviations should not be used in Research Outputs.
- Appear as the primary affiliation of Researchers employed with a Research function at the University. A School, Institute or Centre may be listed as part of the University of Southern Queensland byline, also in full, and if that area has

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contributed to the Research. An example of a University byline is below, slight variations can be applied as required by the publisher.

"<Researcher Name>, <Research Institute>, University of Southern Queensland, Australia"

- Be accompanied by other non-University affiliations relevant to the author's Research and academic practice (e.g., company, business, organisation). Citing non-University affiliations related to the output is important for identifying industry collaboration and Research translation, and is necessary for declaring a potential, perceived or actual Conflict of Interest.

4.8 Authorship disputes

4.8.1 Informal resolution

Where a dispute arises between authors, all parties are encouraged to first attempt to resolve the matter informally and ideally using an existing Authorship agreement for the output under dispute. Records of Authorship disputes and the agreed resolution should be kept by the authors involved. It is noted that this informal resolution process may not be possible in situations where:

- power imbalances exist between authors;
- there are breakdowns in communication;
- there is a failure to accept accountability for contribution/s; and/or
- the Research Output has been published.

Researchers may also seek advice from a University Research Integrity Advisor. Research Integrity Advisors play an important role in building the culture of Research integrity and ethics at the University. They provide initial advice to Researchers who may be unsure about responsible Research conduct. Student Researchers are also encouraged to seek advice from Student advocates.

4.8.2 Mediation

If informal resolution is not possible or is unsuccessful in resolving the matter, the Researcher/s involved should consult a senior academic who must be completely independent of the dispute and have no actual or perceived Conflicts of Interest. Suggested examples of appropriate senior academics include the Associate Dean (Research), Institute Executive Director, or Dean (Graduate Research School).

The senior academic shall attempt to resolve the dispute by mediation. Any agreement reached in mediation must be recorded in writing. If mediation fails, or if the process is taking a significant amount of time (i.e., more than 12 weeks) to resolve, the dispute should be referred in writing to the Manager (Research Integrity and Ethics).

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4.8.3 Referral

When a matter is referred to the Manager (Research Integrity and Ethics) by either the senior academic or one or more of the author/s, it should include the following details:

- the parties involved and contact details;
- the reason for the dispute;
- a copy of the Authorship agreement or any informal written documentation about Authorship, such as email correspondence;
- copies of any key documentation to show how each of the authors may have made a significant intellectual contribution to the Research Output;
- a list of all those believed to be valid authors, and why;
- a list of those believed to have contributed to the Research Output and who should be acknowledged (without being an author), and why;
- a basic timeline of events leading to the dispute;
- the outcome sought and the reason why;
- details of any attempt at informal resolution; and
- any other relevant documentation.

Following receipt of the matter, the Manager (Research Integrity and Ethics) will review details received. Following review, the Manager (Research Integrity and Ethics) may determine that the Authorship dispute should be dealt with in accordance with the Research Code of Conduct: Management of Potential Breaches Procedure and refer it accordingly.

If it is not referred, the Manager (Research Integrity and Ethics) will arrange a meeting with all parties to attempt to clarify the concerns. At this point the matter may be able to be resolved. If the matter is not resolved, an initial assessment will be prepared by the Manager (Research Integrity and Ethics) for the Deputy Vice-Chancellor (Research and Innovation) to make a determination.

4.8.4 Final review and outcome

The Deputy Vice-Chancellor (Research and Innovation) will review the initial assessment and may choose to meet with all parties involved prior to making a determination. In reviewing the matter, the Deputy Vice-Chancellor (Research and Innovation) may determine that an Authorship dispute should be dealt with in accordance with the Research Code of Conduct: Management of Potential Breaches Procedure.

The Decision made by the Deputy Vice-Chancellor (Research and Innovation) is final and will be communicated in writing to all parties involved. If an agreement cannot be

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reached among all eligible authors, the Research Output should not be published in its current form.

Disputes involving authors from other institutions are to be handled by the institution of the corresponding author. Confidentiality will be maintained to the greatest extent possible in resolving Authorship disputes.

4.8.5 Potential breaches

The Research Code of Conduct: Management of Potential Breaches Procedure outlines the process for reviewing potential breaches of the University's Research Code of Conduct Policy and associated Procedures. Examples of a Breach in Research related to Authorship can be found in more detail in Authorship: A guide supporting the Australian Code for the Responsible Conduct of Research.

5 References

Australian Government. (2019). Authorship: A guide supporting the Australian Code for the Responsible Conduct of Research. Canberra, ACT: Australian Government, Retrieved from: <https://nhmrc.gov.au/about-us/publications/australian-code-responsible-conduct-research-2018>

Australian Government. (2018). Australian Code for the Responsible Conduct of Research. Canberra, ACT: Australian Government, Retrieved from: <https://nhmrc.gov.au/about-us/publications/australian-code-responsible-conduct-research-2018>

6 Schedules

This Procedure must be read in conjunction with its subordinate schedules as provided in the table below.

7 Procedure Information

Accountable Officer	Deputy Vice-Chancellor (Research and Innovation)
Responsible Officer	Deputy Vice-Chancellor (Research and Innovation)
Policy Type	University Procedure
Policy Suite	Research Code of Conduct Policy
Subordinate Schedules	
Approved Date	9/2/2024
Effective Date	9/2/2024

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Review Date	18/2/2025
Relevant Legislation	
Policy Exceptions	Policy Exceptions Register
Related Policies	Intellectual Property Policy Records and Information Management Policy
Related Procedures	Commercialisation of Intellectual Property Procedure Intellectual Property Procedure Research Code of Conduct: Management of Potential Breaches Procedure Research Data and Primary Materials Management Procedure
Related forms, publications and websites	Australian Code for the Responsible Conduct of Research • Authorship Guide • Peer Review Guide University Authorship Agreement Form University Statement on Peer Review Research Data Management and Indigenous Data Governance Schedule
Definitions	Terms defined in the Definitions Dictionary Conflict of Interest Plagiarism Research Research Output Researcher Student University Definitions that relate to this Procedure only

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Authorship

Authorship should be an honest reflection of the contribution to Research; assigned fairly, and consistently with established disciplinary practice; and communicated clearly and transparently between contributors to the Research.

An author must satisfy at least one, preferably two or more of the following to be included on a Research Output:

- Conception and design of the project or Research Output.
- Acquisition of Research data where the acquisition has required significant intellectual judgement, planning, design, or input.
- Contribution of knowledge, where justified, including Indigenous knowledge.
- Analysis or interpretation of Research data.
- Drafting significant parts of the Research Output or critically revising it so as to contribute to its interpretation.

Authorship must not be attributed when an individual has not made a significant intellectual or scholarly contribution to a Research Output. It should not be attributed solely on the basis of:

- The provision of funding, data, materials, infrastructure or access to equipment.
- The provision of routine technical support, technical advice or technical assistance.
- The position or profession of an individual (commonly referred to as 'gift Authorship').
- Whether the contribution was paid for or voluntary.
- The status of an individual who has not made a significant intellectual or scholarly contribution being such that it would elevate the esteem of the Research (commonly referred to as 'guest Authorship').

If appropriate, recognition of these other types of contributions by Researchers, funding bodies and/or organisations may be included on the Research Output as an acknowledgement (but not as Authorship).

Keywords	
Record No	14/2211PL

DRAFT

Research Code of Conduct Policy

1 Purpose

To establish a framework to promote sound and ethical research conduct and to promote best practice approaches in the responsible conduct of Research Activities at the University.

2 Scope

This policy applies to all University Researchers.

3 Policy Statement

The University is committed to maintaining the highest standards of integrity in conducting research, and to creating and maintaining an ethical research culture. The University's Research Code of Conduct Policy sets expectations for the responsible conduct of Researchers.

This Policy must be read in conjunction with the University's Code of Conduct Policy, the Australian Code for the Responsible Conduct of Research, 2018 and the Australian Code for the Responsible Conduct of Research's supplementary guides.

It is the responsibility of Researchers to be aware of and comply with the Australian Code for the Responsible Conduct of Research and conduct research in a responsible and ethical manner.

Some examples of legislation, policy, procedures and guidelines are listed in Section 7 of this policy. These documents provide further information for Researchers in relation to their research conduct and inform this policy.

This policy aligns with:

- *Higher Education Standards Framework (Threshold Standards) 2021: Standard 5.2 Academic and Research Integrity*

4 Principles

4.1 Statement of guiding principles

The University has adopted the principles within the Australian Code for the Responsible

Conduct of Research, and all Researchers are expected to uphold these principles at all times whilst undertaking Research Activities:

1. **honesty** in the development, undertaking and reporting of research
2. **rigour** in the development, undertaking and reporting of research
3. **transparency** in declaring interests and reporting research methodology, data and findings
4. **fairness** in the treatment of others
5. **respect** for research participants, the wider community, animals, and the environment
6. **recognition** of the right of Aboriginal and Torres Strait Islander peoples to be engaged in research that affects or is of particular significance to them
7. **accountability** for the development, undertaking and reporting of research
8. **promotion** of responsible research practices.

4.2 Responsibilities

The Australian Code for the Responsible Conduct of Research represents the core behaviours that characterise the responsible conduct of research. The University endeavours to fulfil all responsibilities under the Australian Code for the Responsible Conduct of Research, 2018 and identifies and trains Research Integrity Advisors within the institution to assist with promotion and fostering of responsible research.

Research Integrity Advisors work with the University's Research Integrity and Ethics team to provide advice relating to the principles and responsibilities outlined in the Australian Code for the Responsible Conduct of Research, 2018. When advice is sought, privacy and confidentiality will be maintained in accordance with relevant University policy.

All Researchers must become familiar with their individual responsibilities outlined in the Australian Code for the Responsible Conduct of Research, 2018 and seek advice from the University to identify other relevant Policy Instruments and Regulatory Compliance Instruments which may include compliance with some or all of the following:

- Researchers undertaking research involving humans, and/or their data or tissue, must comply with ethical principles of integrity, respect for persons, justice and beneficence, in accordance with: the National Health and Medical Research Council Act 1992 and the National Statement of Ethical Conduct in Human Research. Furthermore, Researchers planning to do any type of research involving Aboriginal and Torres Strait Islander peoples must consult and follow the advice in the most contemporary versions of Ethical

conduct in research with Aboriginal and Torres Strait Islander Peoples and communities: Guidelines for researchers and stakeholders and Keeping research on track II as well as the Guidelines for Ethical Research in Australian Indigenous Studies (GERAIS) produced by the Australian Institute of Aboriginal and Torres Strait Islander Studies.

- Researchers involved in the care and use of animals for scientific purposes, must comply with the governing principles outlined in: the Animal Care and Protection Act 2001(Qld) and the Australian code for the care and use of animals for scientific purposes.
- Researchers involved in the use of genetically modified organisms and/or research that incorporates biological agents, must comply with the requirements outlined in: the Gene Technology Act 2000 (Cwlth), the Gene Technology Act 2001 (Qld), and the National Health Security Act 2007.
- All Researchers will have unique health and safety considerations relating to the conduct of research, whether it is conducted in a laboratory, out in the field, remotely or within an office environment. It is expected that researchers behave responsibly when conducting their research and act in accordance with the University's Work Health and Safety Risk Management Procedure and other relevant guidelines, standards and manuals specific to their type of research.

4.3 Potential breaches of the Research Code of Conduct Policy

The Vice-Chancellor is responsible for ensuring that the University has in place proper processes for managing breaches in research. Accordingly, the University has established the Research Code of Conduct: Management of Potential Breaches Procedure to outline the process for reviewing potential breaches of the University's Research Code of Conduct Policy.

5 References

Australian Government. (2018). Australian Code for the Responsible Conduct of Research. Canberra, ACT: Australian Government, Retrieved from <https://nhmrc.gov.au/about-us/publications/australian-code-responsible-conduct-research-2018>.

6 Schedules

This policy must be read in conjunction with its subordinate schedules as provided in the table below.

7 Policy Information

Accountable Officer	Deputy Vice-Chancellor (Research and Innovation)

Responsible Officer	Deputy Vice-Chancellor (Research and Innovation)
Policy Type	Governance Policy
Policy Suite	Authorship Procedure Human Research Ethics Procedure Non-Employee Researcher Research Misconduct Penalty Schedule Research Code of Conduct: Management of Potential Breaches Procedure Research Data and Primary Materials Management Procedure Research Data Management and Indigenous Data Governance Schedule Student Research Misconduct Penalty Schedule
Subordinate Schedules	
Approved Date	14/5/2019
Effective Date	1/7/2019
Review Date	23/4/2029
Relevant Legislation	Animal Care and Protection Act 2001 (Qld) Australian code for the care and use of animals for scientific purposes 8th Edition 2013 Australian Code for the Responsible Conduct of Research, 2018 Gene Technology Act 2000 (Cwlth) Gene Technology (Queensland) Act 2016 (Qld) Higher Education Standards Framework (Threshold Standards) 2021 - Sections 4.1 & 4.2 National Health and Medical Research Council Act 1992 National Health Security Act 2007 National Statement on the Ethical Conduct in Human Research 2007 (updated 2018)

	Public Sector Ethics Act 1994 Enterprise Agreement
Policy Exceptions	Policy Exceptions Register
Related Policies	Academic Freedom and Freedom of Speech Policy Animal Wellbeing and Ethics Policy Code of Conduct Policy Costing and Pricing Policy Environmental Management Policy and Procedure Intellectual Property Policy National Security Policy Public Interest Disclosure Policy Student General Conduct Policy Student Grievance Resolution Policy Work Health and Safety Policy
Related Procedures	Commercialisation of Intellectual Property Procedure Costing and Pricing (Research) Procedure Intellectual Property Procedure National Security Procedure Research Management Procedure Sanctions and Export Controls Procedure Student Appeals Procedure Work Health and Safety Risk Management Procedure
Related forms, publications and websites	Animal Ethics website Human Research Ethics website Biosafety and regulated substances website

	Research Integrity and Research Integrity Advisors website Student Research Misconduct Penalty Schedule University Statement on Peer Review
Definitions	Terms defined in the Definitions Dictionary Policy Instrument A Policy Instrument refers to an instrument that is governed by the Policy framework. These include Policies, Procedures and Schedules. Regulatory Compliance Instrument An external compliance instrument provided by legislation, regulation, standards, statutes or rules, including subordinate instruments. Research Activities Refers to activities that result in the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings. This could include synthesis and analysis of previous research to the extent that it leads to new and creative outcomes. Research Conduct Complaint A Complaint about a potential breach of the University Research Code of Conduct and the Australian Code for the Responsible Conduct of Research occurs when a concern is raised or identified that one or more Researchers have conducted research that is not in accordance with the principles and responsibilities outlined in those documents. All Research Conduct Complaints will be dealt with in accordance with the University's Managing and Investigating Potential Breaches of the Research Code of Conduct Procedure. Researcher Any person/s involved in Research Activities at, or on behalf of the University. This includes, but is not limited to Employees, Students, visiting scholars, research partners, research affiliates, holders of Honorary or Adjunct positions. Student A person who is enrolled in a UniSQ Upskill Course or who is admitted to an Award Program or Non-Award Program offered by the

	University and is: currently enrolled in one or more Courses or study units; or not currently enrolled but is on an approved Leave of Absence or whose admission has not been cancelled. University The term 'University' or 'UniSQ' means the University of Southern Queensland. Vice-Chancellor The person bearing the title of Vice-Chancellor and President, or as otherwise defined in the University of Southern Queensland Act 1998 , including a person acting in that position.
	Definitions that relate to this policy only
Keywords	
Record No	14/2208PL



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Briefing Document

Research Training Sub Committee

To:	Research Training Sub Committee
From:	Dean, Graduate Research School
Date:	Friday, 22 August 2025
Subject:	Graduate Research School Scholarship Report (Mid-year)

1. Recommendation

The Dean (Graduate Research School) recommends that the Research Training Sub-Committee:

- Notes the report of scholarships awarded for the 2025 mid-year scholarship round.
- Provides feedback to inform future scholarship processes.

2. Summary

The award of HDR scholarships follows the procedure set out in the Higher Degree by Research Student Scholarship Procedure. In 2024 the process to award scholarships to HDR students was amended. The previous process comprised a general round for applications, organised by citizenship, where all applicants are assessed together irrespective of discipline.

To better manage the increased number of applications, and to ensure better alignment with UniSQ's flagship areas and maximisation of weighted completions, the change reorganised the scholarship process away from a general round and towards a focus on target areas of strength and priority. This approach was first initiated for the 2025 main round and was again followed for the 2025 mid-year round.

Five scholarship categories were proposed and a removal for application of fee only scholarships was activated. These reflected the four Flagships with an industry stream within each Flagship area. Fee scholarships were instead awarded with International Stipend Scholarships and the remainder used to support competitive externally funded stipend scholarships.

3. Rationale

3.1. Terms of Reference

This matter is for consideration by Research Training Sub-Committee in accordance with its terms of reference, including:

Develop, review, and monitor implementation of policies and procedures concerning higher degree by research;

Monitor quality of all aspects of research training including research supervision;

Promote excellence in research training;

Coordinate the development, accreditation, and reaccreditation of higher degree by research programs in collaboration with relevant Schools, Colleges, and Research Institutes and Centres.

4. Report

4.1. Application process

The Scholarship Application form required applicants (working with prospective supervisors) to identify the Flagship Area for their research. Four separate panels were chaired by the Dean (GRS) for consistency but drawing on discipline specific expertise. Flagship research and academic leaders, or their nominees, formed part of each panel. After all four panels had met, a summary of all ranked applications was generated and a final list of students proposed in consultation with the panel members. This ensured both quality of the applicants and an equitable distribution of scholarships.

4.2. Assessment criteria

Following the previous round the assessment criteria weightings were reconsidered to address feedback that not enough weighting was given to alignment with UniSQ research strengths.

Each applicant was assessed against the following:

- Academic achievement (20%)
- Research capability (20%)
- Research project environment (40%)
- Supervisory team (20%)

Applicants were asked to demonstrate their abilities in each of the areas above as part of the application process.

4.3. Applications and outcomes

A summary of the number of applications and final allocations can be found in the tables below. As per previous rounds, more applications were received from international students.

Table 1: Domestic PhD student applications and outcomes

Flagship	Applications submitted	Successful Applications
Agriculture and Environment	3	2
Space and Defence	5	4
Health	11	10
Regional Development	10	4
Total	29	20

Table 2: Domestic MRES student applications and outcomes

Flagship	Applications submitted	Successful Applications
Agriculture and Environment	2	2
Space and Defence	1	1
Health	3	3
Regional Development	1	1
Total	7	7

Table 3: International MRES student applications and outcomes

Flagship	Applications submitted	Successful Applications
Agriculture and Environment	2	0
Space and Defence	4	3
Health	5	2
Regional Development	13	1
Total	24	6

Table 5: International PhD student applications and outcomes

Flagship	Applications submitted	Successful Applications
Agriculture and Environment	37	5
Space and Defence	14	3
Health	33	4
Regional Development	44	1
Total	128	13

Within each of the flagship areas, students had the opportunity to apply for an industry stream, which required the support of an industry partner for an eligible internship during the candidature. A summary of the industry stream and successful outcomes can be seen below. Note that these are included in the overall figures in the tables above and are not additional scholarships.

Table 7: Industry stream scholarships

Flagship	Applications	Successful applications
Agriculture and Environment	Domestic PhD - 0 MRES Domestic - 0 International PhD - 2 International MRES - 0	Domestic PhD - 0 MRES Domestic - 0 International PhD - 1 International MRES - 0
Space and Defence	Domestic PhD - 2 MRES Domestic - 0 International PhD - 3 International MRES - 1	Domestic PhD - 2 MRES Domestic - 0 International PhD - 1 International MRES - 1
Health	Domestic PhD - 0 MRES Domestic - 0 International PhD - 0 International MRES - 0	Domestic PhD - 0 MRES Domestic - 0 International PhD - 0 International MRES - 0
Regional Development	Domestic PhD - 2 MRES Domestic - 1 International PhD - 1 International MRES - 2	Domestic PhD - 1 MRES Domestic - 1 International PhD - 0 International MRES - 0
Total	14	7

*Note these scholarships are included in the overall figures and are not additional scholarships.

Table 8: Overall summary of successful scholarship applicants

Category	Description	Successful applications
Industry engagement*	Domestic PhD scholarship	3
	International PhD scholarship	2
Gender - Domestic PhD scholarship	Male	7
	Female	13
	Gender other	0
Gender - International PhD scholarship	Male	8
	Female	5
	Gender other	0
Gender – MRES scholarship	Male	Domestic – 2 International - 2
	Female	Domestic – 5 International – 4
	Gender other	0
First Nations HDR student scholarships*	No applicants in this round	
Students with disability scholarships*	4	

*Note these scholarships are included in the overall figures and are not additional scholarships.

4.4. Reflections and future directions

The new approach to scholarship applications adopted for 2025 scholarship recipients achieved its goal in ensuring that proposed research aligned with UniSQ Flagship areas, and an equitable distribution of excellent students was reflected. However, there were some challenges in students applying under the correct Flagship and multiple applications from the same supervisory team.

For future rounds, should academic units prioritise which applications are put forward to the panels for consideration to reduce the number of applications on similar topics from the same supervisory team?

5. Responsible Officer

Professor Charlotte Brownlow

Dean, Graduate Research School

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University of
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Briefing Document

Research Training Sub Committee

To:	Research Training Sub Committee
From:	Dean, Graduate Research School
Date:	Friday, 22 August 2025
Subject:	AI use in HDR

1. Recommendation

The Dean (Graduate Research School) recommends that the Research Training Sub-Committee:

Notes the new Using Generative AI in HDR Research at UniSQ webpage

Notes the required actions outlined to satisfy the TEQSA Gen AI strategies for research training: Emerging practice toolkit items.

Notes the new Artificial Intelligence for Higher Degrees by Research course on StudyDesk.

2. Rationale

2.1. Terms of Reference

This matter is for consideration by Research Training Sub-Committee in accordance with its terms of reference, including:

Develop, review, and monitor implementation of policies and procedures concerning higher degree by research;

Monitor quality of all aspects of research training including research supervision;

Promote excellence in research training;

Coordinate the development, accreditation, and reaccreditation of higher degree by research programs in collaboration with relevant Schools, Colleges, and Research Institutes and Centres.

3. Proposal

On 26 June 2025, TEQSA produced the second of their resources to address the risk generative artificial intelligence (GenAI) poses to award integrity: [Gen AI strategies for research training: Emerging practice](#). Embedded within the guide is a toolkit, presented as four checklists for best practice.

The GRS has prepared two resources which satisfy many aspects of the toolkit, which is detailed in following sections. Table 1 identifies how each toolkit item has been or will be addressed, pending support for all the required actions listed.

The two resources prepared by the GRS are:

1. Webpage | A public facing web page with information on GenAI use in HDR Research at UniSQ
2. StudyDesk | A course for HDR students to inform decision making for GenAI use in their programs



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Table 1
TEQSA Toolkit and GRS Actions

Item #	Toolkit Item	Status	GRS Action
Induction, guidance and training			
1	Provide clear and accessible guidance on GenAI use in research, tailored for HDR students.	Satisfied	• Publish the Using Generative AI in HDR Research at UniSQ webpage.
		In progress	• Present an HDR Essentials webinar on Using Generative AI in Research at UniSQ.
2	Develop a training module for staff and students on the ethical and responsible use of GenAI in research.	Satisfied	• Publish the Artificial Intelligence for Higher Degrees by Research StudyDesk
3	Ensure all supervision staff receive clear guidance on the institutional position on ethical and responsible GenAI use in research and research training.	Satisfied	• Publish the Using Generative AI in HDR Research at UniSQ webpage.
		In progress	• Present an HDR Essentials webinar on Using Generative AI in Research at UniSQ.
4	Establish a formal GenAI use agreement that is signed by HDR candidates and supervisors at the beginning of candidature.	Satisfied	• Publish updated HDR Preliminary Thesis Topic Proposal
Research process			
5	Clearly communicate the ethical and legal obligations of using GenAI tools to conduct research.	Satisfied	• Publish the Using Generative AI in HDR Research at UniSQ webpage.
6	Provide instructions on what data can and cannot be uploaded to third party GenAI platforms.	Indirectly satisfied	• Addressed in the Using Generative AI in HDR Research at UniSQ webpage and Artificial Intelligence for Higher Degrees by Research StudyDesk
7	Develop resources, case studies, and guidance for candidates and staff on appropriate and inappropriate GenAI use.	Satisfied	• Publish the Artificial Intelligence for Higher Degrees by Research StudyDesk
8	Provide information on GenAI tools that adhere to ethically sound data management practices.	Satisfied	• Publish the Using Generative AI in HDR Research at UniSQ webpage
9	Update the student learning management system (LMS) and HDR webpages with clear instructions, guidelines,	Satisfied	• Publish the Using Generative AI in Research at UniSQ webpage • Publish the Artificial Intelligence for Higher Degrees by Research StudyDesk

	and resources around the effective and ethical use of GenAI.		
Assessment and thesis examination			
10	Review existing assessment and examination requirements for assurance of learning.	Satisfied	HDR admission after Jan 1 2025 are required to complete an oral examination after submission of their thesis.
11	Implement necessary system changes to confirm submitted work has been appropriately prepared and GenAI use acknowledged and declared.	Satisfied	- Update to Thesis Presentation Schedule, Thesis Template, and Guideline documents with an AI declaration requirement. - Update to Statement by Supervisor to endorse the HDR Student AI declaration
12	Distribute formal guidance to external examiners on institutional expectations around GenAI use in graduate research, and the assessment and feedback process.	In progress	Additional text will be added to the examiner email clearly outlining UniSQ's expectations of the use of GenAI and declarations of ethical use by HDR students.
Publication and grant applications			
13	Provide information for HDR students around GenAI use in publications and grant applications.	In progress	Present an HDR Essentials webinar on Using Generative AI in Research at UniSQ – inclusive of a section specifically addressing GenAI use in publications and grant applications.
14	Inform candidates about the importance of checking publisher policies and journal submission guidelines relating to GenAI use.	In progress	Present an HDR Essentials webinar on Using Generative AI in Research at UniSQ – inclusive of a section specifically addressing GenAI use in publications and grant applications.
15	Provide guidance and training on the necessary considerations when using GenAI and obligations to additional legislation, codes of conduct, and policies pertaining to research.	Satisfied	Publish the Using Generative AI in HDR Research at UniSQ webpage

WEBPAGE DRAFT - Using Generative AI in Research at UniSQ

3.1. Required actions

1. Publish the Using Generative AI in HDR Research at UniSQ webpage.
2. Publish the Artificial Intelligence for Higher Degrees by Research StudyDesk
3. Develop and present an HDR Essentials webinar on Using Generative AI in Research at UniSQ, including information on:
 - a. GenAI use in research, tailored for HDR students.
 - b. GenAI use in publications and grant applications.
 - c. the institutional position on ethical and responsible GenAI use in research and research training.
 - d. checking publisher policies and journal submission guidelines relating to GenAI use.
4. [HDR Preliminary Thesis Topic Proposal](#): Declarations added to section 1 and 2 of the proposal form. The below statement be added under the *Proposed Methods* sub-section.

“HDR students are responsible for ensuring they use GenAI in a manner that does not breach the [Australian Code for the Responsible Conduct of Research](#) (the Code) or the University’s [Research Code of Conduct Policy](#). Any use of GenAI must be declared per the [Thesis Presentation Schedule](#). By signing section 1 of this proposal, you are acknowledging this responsibility and requirement.”

For supervisors, an additional statement to the list of agreements - “HDR students use of GenAI must be declared and utilised in compliance with the University’s Research Code of Conduct Policy.”

5. [Statement by Supervisor](#): Additional statement to Section 2 of the Examination requirement - Statement by HDR Supervisors.

“Any use of GenAI has been declared and utilised in compliance with the University’s Research Code of Conduct Policy.”

6. [Thesis Templates and Guidelines](#): New HDR Thesis requirement added to template and guidelines for AI declaration (see Figure 1)

WEBPAGE DRAFT - Using Generative AI in Research at UniSQ

ARTIFICIAL INTELLIGENCE DECLARATION

Artificial Intelligence (AI) has/has not been used in the generation of this/these research output(s).

<if "has">

AI Model Used (incl. version):

Paid or free version used:

Date of Use:

Purpose of Use:

Prompts used and raw responses generated are available in Appendix #

<Complete the above for each use of AI.>

I, <Student Name>, hereby declare that my use of AI in this thesis was undertaken in a manner consistent with the [University of Southern Queensland's Research Code of Conduct Policy](#) and subordinate Procedures and Schedules.

Figure 1 Example Artificial Intelligence Declaration in HDR Theses

3.2. Webpage - Using Generative AI in HDR Research at UniSQ

The Using Generative AI in HDR Research at UniSQ webpage discusses the risks associated with using GenAI in HDR Research. The webpage outlines how GenAI must be used responsibly and identifies potential risks and mitigations for consideration. The risks are described across four themes in reference to the [Research Code of Conduct Policy](#) guiding principles. The risk themes are:

- Keep Records (Honesty, Transparency, Reproducibility, and Accountability)
- Plagiarism and Integrity (Rigour and Transparency)
- Misinformation and "Hallucination" (Rigour)
- Bias and Data Privacy (Fairness and Respect)

The website provides pointed information on GenAI considerations for HDR students. The webpage also emphasises student and supervisor responsibility, thesis requirements, and a link to the Artificial Intelligence for Higher Degree by Research StudyDesk.

Appendix 1 provides the content which has been drafted for the new web page. The proposed location is the [GRS Current Students](#) page per Figure 2.

WEBPAGE DRAFT - Using Generative AI in Research at UniSQ

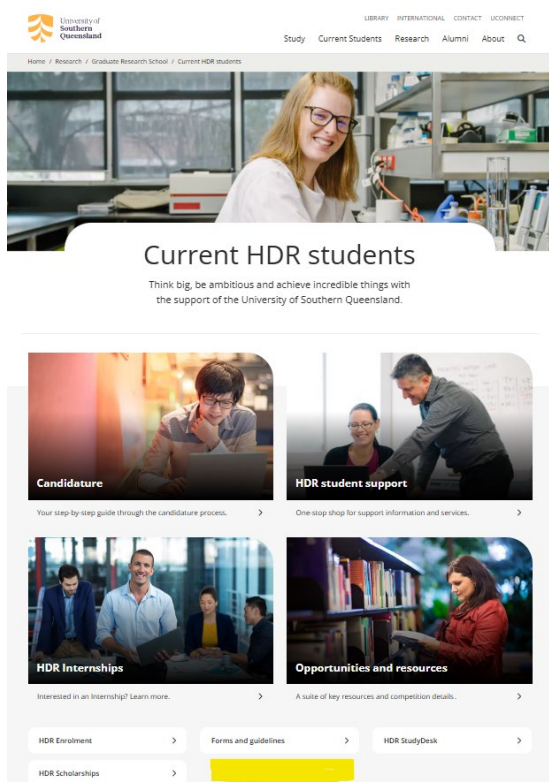


Figure 2 Proposed webpage link location

The GRS consulted with Dr Amanda Fernie (Manager Research Integrity and Ethics) for the proposed web page content.

3.3. StudyDesk - Artificial Intelligence for Higher Degrees by Research

The [Artificial Intelligence for Higher Degrees by Research](#) Course provides information to students on how to use GenAI responsibly, ethically, and with integrity. However, it is not a comprehensive manual for the use of GenAI in research and does not provide explicit training in prompt engineering/similar. The purpose of the StudyDesk is to aid students in how to thoughtfully apply GenAI and considerations they must address with the support of their supervisory team. The StudyDesk content is arranged in four sections for easy navigation by students (see Figure 3).

WEBPAGE DRAFT - Using Generative AI in Research at UniSQ

Navigation

You can navigate through the course by either using the Course Navigation menu among the boxes to the left of the page, or by clicking on the images below:

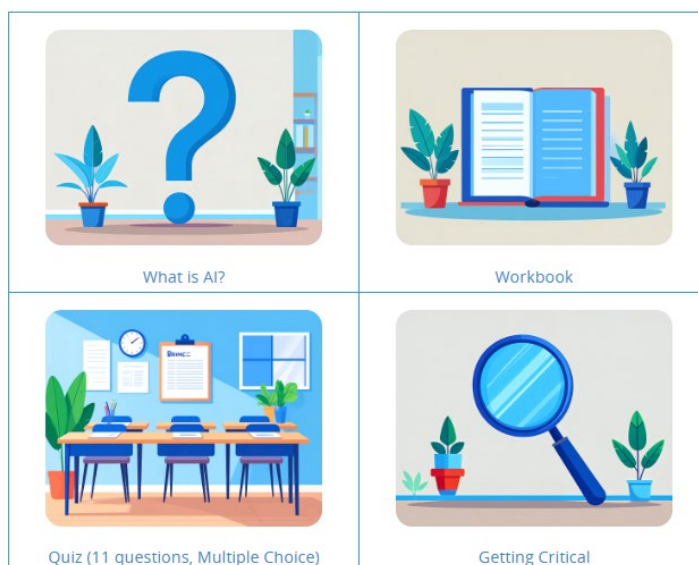


Figure 3 Navigation Panel of StudyDesk

1. What is AI?

A description of generative AI technologies and what type is the focus of the course. A short clip is provided from a [UniSQ HDR Masterclass](#) by Dr. Nick Schuster on describing AI.

2. Workbook

The Workbook comprises a number of short videos and commentary providing an overview of the ethical and integrity issues associated with AI use in research.

3. Quiz

A short multiple choice quiz assessing the content of the workbook.

4. Getting Critical

The course was developed, or collected, using generative AI to demonstrate a responsible use of AI and highlight some of its issues. This section examines and discusses the course content generation.

The GRS welcomes any staff to review the content on the StudyDesk. Please email GRSAdmin@unisq.edu.au to request access to the course if there are access issues.

4. Responsible Officer

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Appendix 1

Using Generative AI in HDR Research at UniSQ

GenAI has emerged as a powerful tool with the potential to enhance the capacity of researchers at all levels. Use of GenAI in research is not, however, without its risks. If a researcher chooses to use GenAI in their work, they are responsible for ensuring they do so in a manner that does not breach the [Australian Code for the Responsible Conduct of Research](#) (the Code) or the University's [Research Code of Conduct Policy](#).

All researchers at the University are expected to uphold the principles of the Code whilst undertaking research activities. Those principles are:

1. **honesty** in the development, undertaking and reporting of research
2. **rigour** in the development, undertaking and reporting of research
3. **transparency** in declaring interests and reporting research methodology, data and findings
4. **fairness** in the treatment of others
5. **respect** for research participants, the wider community, animals, and the environment
6. **recognition** of the right of Aboriginal and Torres Strait Islander peoples to be engaged in research that affects or is of particular significance to them
7. **accountability** for the development, undertaking and reporting of research
8. **promotion** of responsible research practices.

Researchers may also need to comply with other University policies and regulations that apply to their work. Some examples can be found in the [Research Code of Conduct Policy](#).

The following advice is given to guide researchers to reduce some of the risks that the use of GenAI in their research may breach the Code. It is by no means comprehensive, and researchers are ultimately responsible for their own conduct.

Artificial Intelligence for Higher Degree by Research

The [Artificial Intelligence for Higher Degrees by Research StudyDesk](#) is designed to provide HDR students with the knowledge to use AI responsibly, ethically, and with integrity. It is not a comprehensive manual for the use of AI in research and does not provide explicit training in prompt engineering/similar. However, such information is linked to that in the "Other Resources" section of the StudyDesk.

Both students and supervisory team members must actively consider the responsible and appropriate use of AI throughout a student's candidature. Whilst students will be responsible for the inclusion, application, and implications of AI in the final thesis and research outcomes, supervisors may also be held accountable as the stakeholders providing approval of a thesis for examination.

Within a UniSQ Thesis, a declaration of AI use is required per the [Higher Degree by Research Thesis Presentation Schedule](#). Sample texts for inclusion are provided in the [Thesis Templates](#).

Keep Records (Honesty, Transparency, Reproducibility, and Accountability)

This advice helps mitigate all the risks below and provides context for any future review of your work, hence it appears first in this list. It is also vital to ensure transparency, helps with reproducibility, and mitigates the risk of the quality of your work being questioned. A lab-based researcher might keep a notebook/log of their laboratory work for similar reasons.

Every time you use a GenAI model for research purposes, record the:

WEBPAGE DRAFT - Using Generative AI in Research at UniSQ

- Date and time you used the model;
- The name and version of the model;
- The entity paying for the use of the model (see Bias and Data Privacy below);
- The prompt you used and any follow-up questions;
- The raw responses the model provided;
- How you used the response the model provided.

You may be required to disclose GenAI use when you submit your papers for publication or your thesis. A detailed log will be vital to that disclosure.

The Graduate Research School recommends data log for all AI usage which should be included in a [Data Management Plan](#). Under the [Australian Code for Responsible Conduct of Research](#), good data management aligns with a researcher's responsibilities. A template for this record is available from [AI use data log](#) <link to doc on HDR forms and guidelines page> is available. Upon completion of an HDR program, the GRS will invite students to store all pertinent data in the RISE Research Data Repository.

Higher Degree by Research (HDR) students should maintain an open discussion about any GenAI use in their research with their HDR Supervisors. They can help you navigate this and other potential Research Integrity pitfalls.

Plagiarism & Integrity (Rigour and Transparency)

Risk

GenAI models are "black boxes." That is, there is no way to reliably know where they have drawn the text they generate from. It is entirely possible that, by including verbatim text generated by a GenAI model in a research output, you may be plagiarising another researcher or, debatably, the model itself.

Mitigation

You might use the AI-generated text to inspire your own description of what you are reporting or reviewing.

Example: There may be occasions when the AI model includes information in a summary that you had no idea existed. That has value (provided you verify the factual content).

Misinformation and "Hallucination" (Rigour)

Risk

Even the most advanced GenAI models "hallucinate" from time to time. You cannot trust that every fact within an AI output is accurate even when you provide the relevant information in your prompt. Multiple researchers across fields and institutions have, for instance, had GenAI generate a reference list for their own written work. That reference list has then been found to be either completely or partially made up and the researchers involved have had papers retracted, lost their employment, and suffered huge reputational damage.

Mitigation

Verify all information provided to you by GenAI yourself.

WEBPAGE DRAFT - Using Generative AI in Research at UniSQ

Bias and Data Privacy (Fairness and Respect)**Risk (Data Privacy)****Paid vs “Free”**

Most publicly available GenAI models have both “free” and paid or premium versions of their models available. As a rule, you should never use the “free” version of a GenAI model for anything related to your research. Whatever you input into the “free” version will be used to train the model. If you were to ask CoPilot to re-word the Conclusions chapter of your thesis, for instance, you are adding that chapter to the vastness of the ChatGPT training data, essentially giving your work to Microsoft and OpenAI for use without attribution to you. The cost of the “free” version is the information you put into it. It is also important to understand that the content used to train GenAI models may infringe on the IP rights of third parties or privacy laws.

UniSQ provides access to the premium version of CoPilot. The key benefit of the premium version is that the information you input is not used to train the model. You can, therefore, ask it to reword parts of your thesis without it being absorbed by the model.

Ethics Concerns

The responsible collection, handling, and storage of research data is of paramount importance in any research project and there are multiple reasons why the data in your research project might need to be kept safe from irresponsible use. Uploading your research data to any cloud-based GenAI model (paid or “free”) risks:

- The transfer of the data to another country;
- The use of the data to train the model you have used, or a subsequent model;
- The upload of data that could be used to identify research participants by a sufficiently powerful AI model, either now or in the future;
- The inclusion of your data in responses to prompts made by other users of the GenAI model;
- There is a growing number of organisations developing and implementing a growing number of AI models. As happens with time, ownership of those models will change and the Terms & Conditions associated with them will change too. You cannot assume that the promise of data security made to you this week will be kept into the future;
- Data that has become part of a GenAI model cannot be removed from that model. If your Ethics Clearance requires you to give participants the option to remove their data from the study, you will not be able to meet that obligation if the data has been integrated with the training dataset for the model.

Mitigation (Data Privacy)

GenAI can be an immensely powerful tool for data analysis and it is conceivable that there are/will be projects that cannot be realised without AI-powered analyses. The only way you can be assured that the privacy of the data analysed will not be compromised is to conduct that analysis using a model installed and run in an environment controlled by yourself or the University (i.e. a model run on the University’s HPC, noting that the current generation of University-supplied computers are not capable of running a local LLM effectively).

Risk (Bias)

The major GenAI models were trained on datasets dominated by Western languages, cultures, and perspectives. This introduces a bias towards a Western-centric view in the responses GenAI delivers. Some models also appear to have been deliberately set up to deliver outputs that align with the views of their company



WEBPAGE DRAFT - Using Generative AI in Research at UniSQ

executives, the jurisdictions in which their owner organisations operate, or to obscure objective historical truths.

Mitigation (Bias)

Do not accept an AI output as objective truth. Think critically about what the model has delivered and remember that, even though it has access to a vast amount of knowledge, may interact with you in natural language and seem to have agency, it is only as good as the data it has been trained on and the parameters within which it has been set up to operate.

Some resources to help students learn how to use and write prompts for GenAI are listed below:

- [Joining the NLP Revolution | LinkedIn Learning](#)
- [ChatGPT Prompt Engineering for Developers - DeepLearning.AI](#)
- [How to use ChatGPT to enhance research | THE Campus Learn, Share, Connect](#)



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Southern
Queensland

Briefing Document

Research Training Sub Committee

To:	Research Committee
From:	Dean, Graduate Research School
Date:	Monday, 18 August 2025
Subject:	Graduate Research School Report

1. Recommendation

The Dean (Graduate Research School) recommends that the Research Training Sub-Committee:

Notes the update on 2025 completions for HDR programs.

Notes the update on the HDR commencements for 2025.

2. Rationale

2.2. Terms of Reference

This matter is for consideration by Research Training Sub-Committee in accordance with its terms of reference, including:

Develop, review, and monitor implementation of policies and procedures concerning higher degree by research;

Monitor quality of all aspects of research training including research supervision;

Promote excellence in research training;

Coordinate the development, accreditation, and reaccreditation of higher degree by research programs in collaboration with relevant Schools, Colleges, and Research Institutes and Centres.

3. Report

All data in this report is considered current as of 18/08/2025.

This report includes commencement and completion data by domestic and international student status. UniSQ defines a domestic student as an Australian citizen, a New Zealand citizen, an Australian Permanent Resident, or the holder of an Australian permanent humanitarian visa. All other students are considered international students.

3.1. HDR Commencements

3.1.1. New student commencements

190 students have been admitted into HDR programs to date in 2025; 117 Domestic and 73 International (Figure 1).

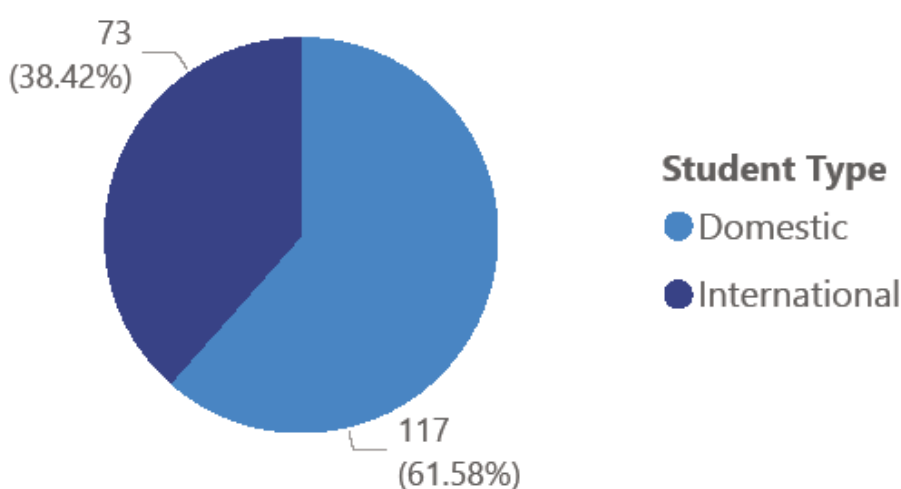


Figure 1 Commencements by Student Type 2025

The HDR programs available for admission are the DPHD, DPHC, and MRES. The programs are offered in the Research Academic Calendar, with MRES admission only available in Research Period 1, 4, and 6 due to cross calendar enrolment requirements. Table 1 and 2 summarise the HDR admissions for doctoral and master's students by Field of Education costing, principal supervisor organisational unit affiliation, and study period. Any "(Blank)" items in the table indicate data which has not yet been updated by the relevant admissions team and generally reflects an admission in progress or late admission into the program.

Table 1*2025 Doctoral Commencing HDR students by Field of Education, Principal Affiliation, and Study Period*

Category	Research 1, 2025	Research 2, 2025	Research 3, 2025	Research 4, 2025	Research 5, 2025	Research 6, 2025	Total
High Cost Doctoral	13	15	14	7	12	7	68
Academic Affairs Administration				1	2		3
Centre for Agricultural Engineering (Operations)			1				1
Centre for Agricultural Engineering (Research)					1		1
Centre for Crop Health (Operations)					2		2
Centre for Crop Health (Research)	1	1					2
Centre for Future Materials (Operations)		2	1	1		1	5
Centre for Sustainable Agricultural Systems (Research)		1					1
Graduate Research School					1		1
Office of the Associate Provost				1			1
School of Agriculture and Environmental Science	2	1	3		2	2	10
School of Business				1			1
School of Engineering	6	5	4	2	1	3	21
School of Health and Medical Sciences	1		1				2
School of Mathematics, Physics and Computing	1	1			1	1	4
School of Psychology and Wellbeing	2	4	2		2		10
School of Surveying and Built Environment			2				2
UniSQ College				1			1
Low Cost Doctoral	20	14	13	10	9	6	72
Centre for Health Research (Operations)			1				1
Learning and Teaching Futures	1						1
School of Business	3	1	3	2	2	1	12
School of Creative Arts		2	2		1		5
School of Education	7	1	1	1	2	2	14
School of Engineering				1		1	2
School of Health and Medical Sciences	1			1			2
School of Humanities and Communication	1	2	1		1		5
School of Law and Justice		1		3			4
School of Mathematics, Physics and Computing	5	3	2	2	2	1	15
School of Nursing and Midwifery		1	2		1	1	5
School of Psychology and Wellbeing	1	2	1				4
UniSQ College (Pathways)	1	1					2

Table 2

2025 Commencing MRES students by Field of Education, Principal Affiliation, and Study Period

Category	Research 1, 2025	Research 4, 2025	Research 6, 2025	Total
		2	3	5
School of Agriculture and Environmental Science	1			1
School of Mathematics, Physics and Computing			1	1
School of Psychology and Wellbeing	1			1
School of Surveying and Built Environment			1	1
UniSQ College			1	1
High Cost Masters	4	7	4	15
Centre for Applied Climate Sciences (Research)			1	1
Centre for Future Materials (Research)	1			1
School of Agriculture and Environmental Science	1	4	1	6
School of Engineering		2	1	3
School of Health and Medical Sciences		1		1
School of Mathematics, Physics and Computing	1			1
School of Surveying and Built Environment	1		1	2
Low Cost Masters	11	13	6	30
Centre for Agricultural Engineering (Research)		1		1
School of Business	4	1	4	9
School of Creative Arts	1		1	2
School of Education	3	1		4
School of Engineering		1		1
School of Health and Medical Sciences		2		2
School of Mathematics, Physics and Computing		5	1	6
School of Psychology and Wellbeing	1	1		2
UniSQ College (English Language)		1		1
UniSQ College (Pathways)	2			2

3.1.2. Admission comparison trends

Figure 2 tracks the cumulative HDR commencements from 2023 to 2025 across each calendar year. In 2023 and 2024, a total of 230 and 246 students respectively commenced in HDR programs. Breaks in the graph reflect months with no new students (due to intake periods). Tables 3 and 4 compare doctoral and master's program commencements by admission period and student type (Domestic/ International).

HDR Commencements (Cumulative) by Month and Year

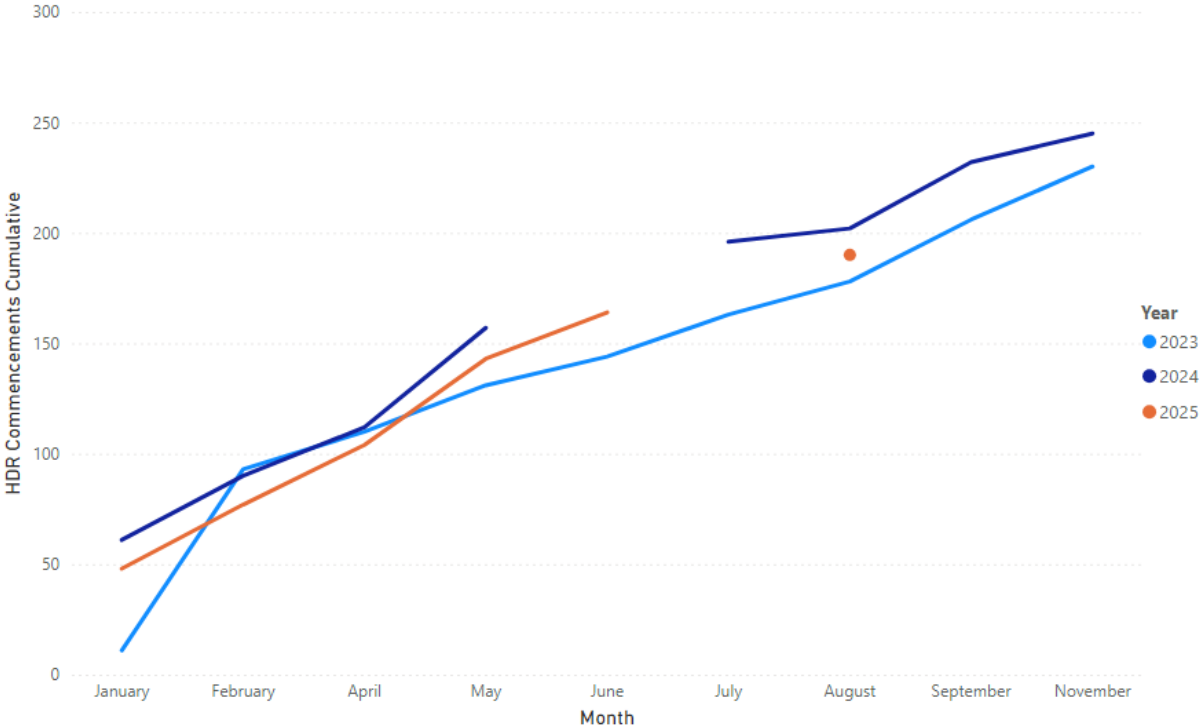


Figure 2 HDR Commencements from 2023 - 2025

Table 3
Doctoral Program Commencements from 2023 to 2025

Year	R1	R2	R3	R4	R5	R6	R7	R8	S1	Total
2025	33	29	27	17	21	13				140
International	5	11	15	7	7	4				49
Domestic	28	18	12	10	14	9				91
2024	36	29	22	15	39	6	18	13		178
International	9	12	6	7	7	1	12	6		60
Domestic	27	17	16	8	32	5	6	7		118
2023	11	63	17	21	19	15	21	24	6	197
International	2	20	8	6	8	7	9	14	1	75
Domestic	9	43	9	15	11	6	8	10	5	122

Table 4*MRES Program Commencements from 2023 to 2025*

MRES	Intake 1	Intake 2	Intake 3	Total
2025	13	22	13	50
International	6	10	8	24
Domestic	9	12	5	26
2024	25	30	12	67
International	10	5	4	19
Domestic	15	25	8	48
2023	13	13	7	33
International	2	3	0	5
Domestic	11	10	7	28

Note: Intakes are inclusive of Interim Trimester, Trimester, and Research study periods

3.2. HDR Completions

93 students have completed an HDR program to date in 2025. Completion by student type is shown Figure 3. Two of the completed HDR students have self-identified as First Nations, one each from the DPHD and MRES programs.

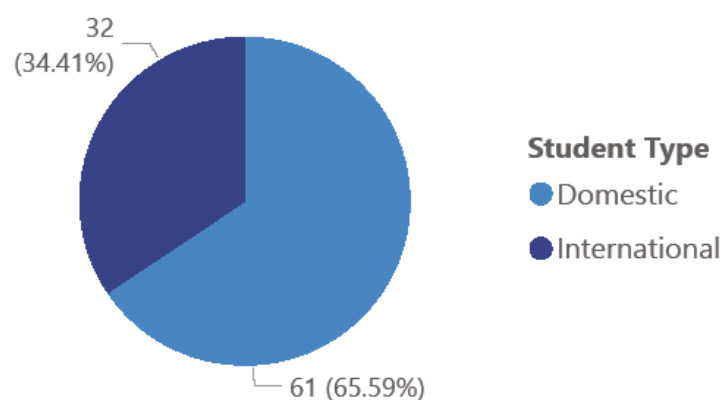


Figure 3 2025 HDR Completions by Student Type

3.2.1. Completions summary

HDR completions by student type and citizenship is shown in Figure 4 and Table 5. The completions for the discontinued HDR programs are included, however the completions for these programs will continue to diminish. The principal supervisor's primary organisational unit affiliation for completed students is displayed in Table 6.

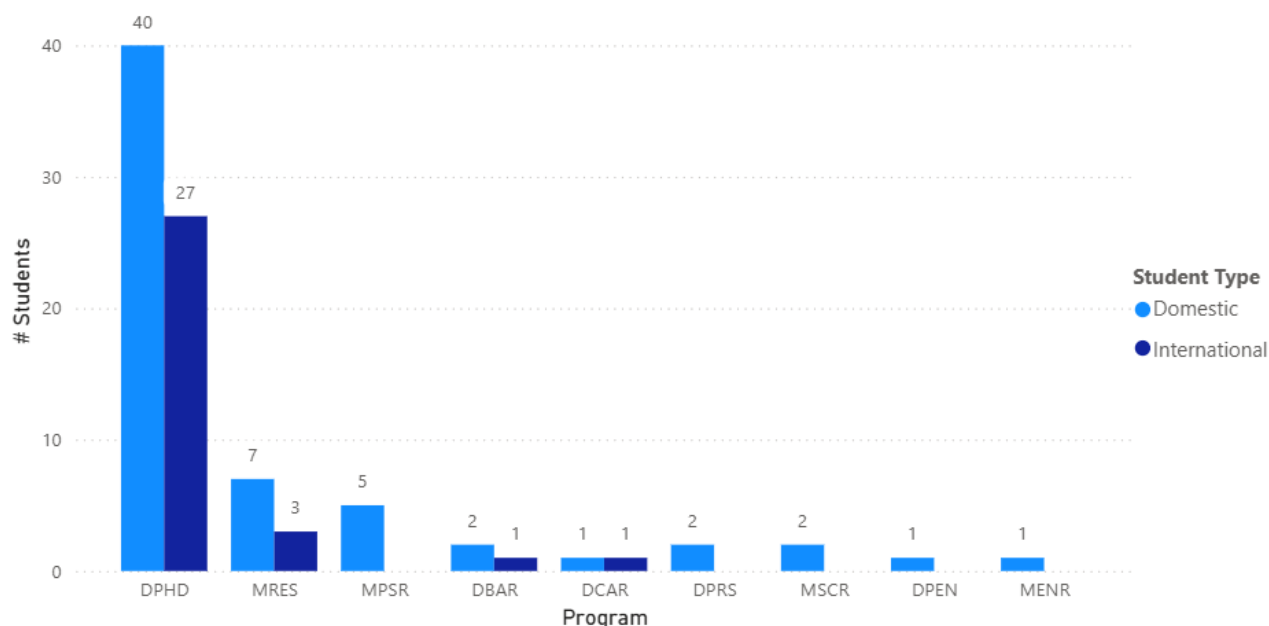


Figure 4 2025 HDR Completions by Program

Table 5

2025 Completions by Citizenship and Program

Citizenship	DBAR	DCAR	DPEN	DPHD	DPRS	MENR	MPSR	MRES	MSCR	Total
Australian	2	1	1	34	2	1	4	6	2	53
International	1	1		6				1		9
Intl Oncampus				21				2		23
New Zealand				1			1			2
Permanent Res not NZ				5				1		6

Table 6*Organisation Unit Affiliation of 2025 HDR Completions by Program*

Principal Supervisor Department Description	DBAR	DCAR	DPEN	DPHD	DPRS	MENR	MPSR	MRES	MSCR	Total
Academic Affairs Administration				1						1
Centre for Agricultural Engineering (Operations)						1				1
Centre for Agricultural Engineering (Research)				1						1
Centre for Applied Climate Sciences (Operations)				1						1
Centre for Crop Health (Operations)				1						1
Centre for Future Materials (Operations)				1						1
Centre for Sustainable Agricultural Systems (Operations)				1						1
Institute for Resilient Regions (Operations)				1						1
Office of the Associate Provost								1		1
Research Infrastructure Admin				1						1
School of Agriculture and Environmental Science								1		1
School of Business	3			14				2		19
School of Creative Arts		2		3						5
School of Education				15	1		5	1		22
School of Engineering			1	9				2		12
School of Humanities and Communication				2						2
School of Law and Justice				1						1
School of Mathematics, Physics and Computing				4						4
School of Nursing and Midwifery									2	2
School of Psychology and Wellbeing				1				3		4
School of Surveying and Built Environment				6						6
UniSQ College				1						1
UniSQ College (Pathways)				3	1					4
Total	3	2	1	67	2	1	5	10	2	93

3.2.2. Weighted completions

Weighted completions are calculated by student type (international/ domestic), Field of Education (high/low-cost), ethnicity (First Nations), and internships engagements. Table 7 summaries the completions weightings by student type and Field of Education. Two First Nations students have completed their HDR programs. No students with internships have completed in 2025.

Table 7*Weighted HDR Completions*

Student Type	High Cost Doctoral	High Cost Masters	Low Cost Doctoral	Low Cost Masters
Domestic				
First Nations		1	1	
Other	14	5	31	9
International	14	2	15	1

3.2.3. Completion comparison trends

The completions from 2024 and 2025, by program and month, are shown in Table 8. Figure 5 shows the cumulative HDR completions for 2024 and 2025 by monthly intervals.

Table 8

HDR Completions by Program and Month from 2024 to 2025

Program	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
2025	19	10	4	6	13	18	11	12					93
MSCR	1							1					2
MRES	2	1				3	2	2					10
MPSR	1	1		1			1	1					5
MENR				1									1
DPRS	1							1					2
DPHD	14	8	2	3	13	13	7	7					67
DPEN			1										1
DCAR			1			1							2
DBAR				1		1	1						3
2024	11	16	8	9	10	10	12	3	16	10	14	12	131
MSCR		1		1		1			1		1	1	6
MRES						2		1	2	1	1		7
MPSR		1	1			1						1	4
DPRS	1						1				1		3
DPHD	9	14	3	7	10	5	9	2	13	9	10	10	101
DPHC							1						1
DPEN			1										1
DEDU	1		1			1							3
DCAR							1						1
DBAR			2	1							1		4

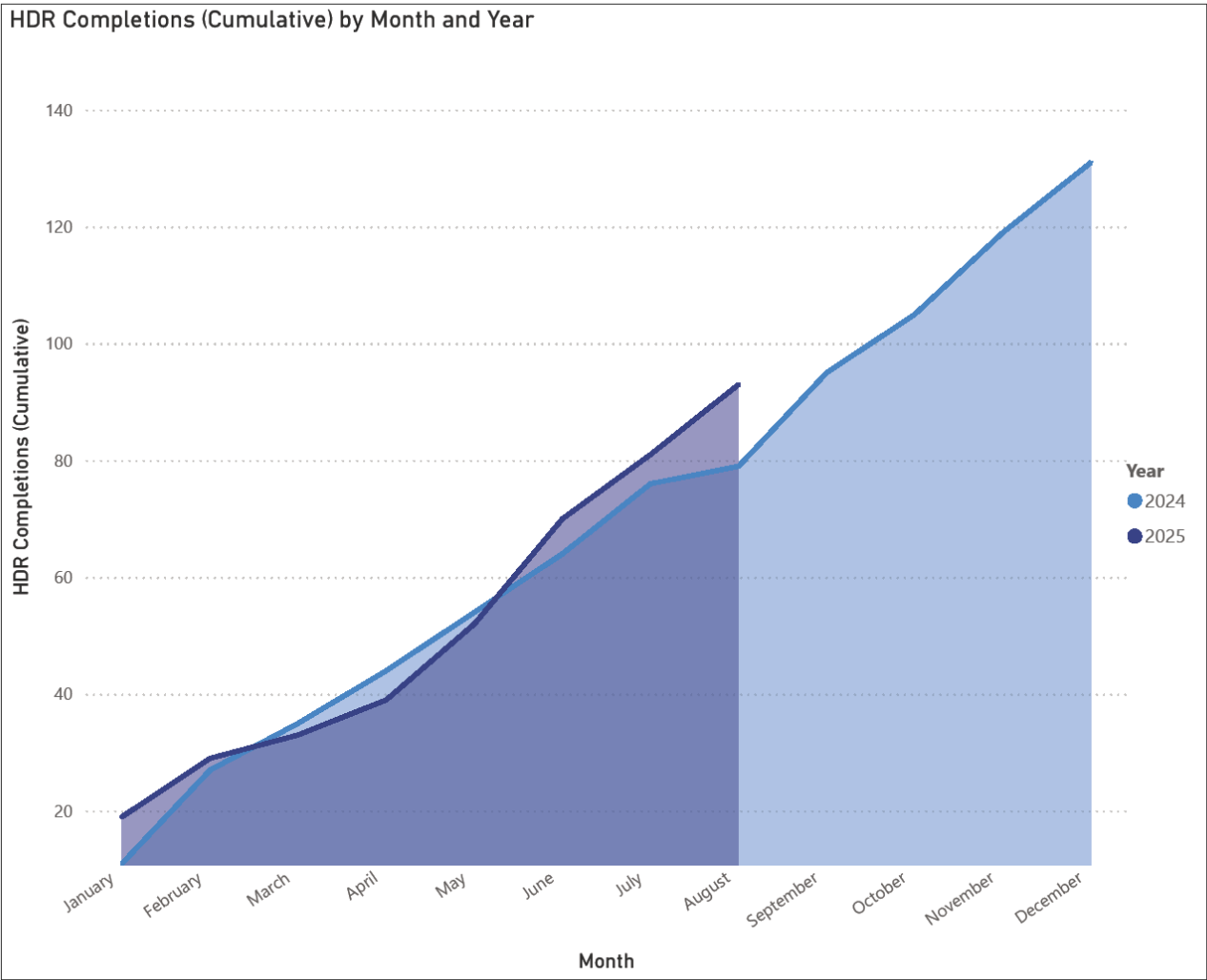


Figure 5 Cumulative HDR Completions for 2024 – 2025



3.3. Student Attrition

Tables 9 and 10 display the number of HDR students who have been cancelled/withdrawn or dismissed from their respective HDR programs from 2024 to 2025. Cancellation reasons include Failure to enrol (FAIL), Transfer to another program (USQT), and Voluntary withdrawal (VDIS)

Table 9

HDR Program Cancellations/Withdrawals from 2024 to 2025

Year	DART	DBAR	DEDU	DPHD	DPRS	MPSR	MRES	MCSR	Total
2025		1	5	29	2	2	11	1	51
VDIS				27	1		8	1	37
USQT				1			1		2
FAIL		1	4	2	1	2	2		12
2024	2	2	5	36	1	2	9	2	59
VDIS	1	1	2	30		2	5	1	42
USQT	1	1	2	3					7
FAIL			1	3	1		4	1	10

Table 10

HDR Program Dismissals from 2024 to 2025

Year	DBAR	DPHD	MPSR	MRES	Total
2025	1	3	1		5
2024	1	6		1	8

4. Responsible Officer

Professor Charlotte Brownlow

Dean, Graduate Research School

07 4631 2982

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University of
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Queensland

University of Southern Queensland

Academic Board

Briefing Document

To:	Academic Board	Date: 4 November 2025
From:	Deputy Vice-Chancellor (Students and Education)	
Subject:	Academic Quality Policy Report	

1. Recommendation

The Deputy Vice-Chancellor (Students and Education) recommends that Academic Board:

- notes the update on Academic Quality policy activities.

2. Academic Quality Policy Overview

Attachment 1 provides an overview of the status of Academic Quality policy instruments by policy suite, including details of development, review and consultation activities in the current reporting period. The [Policy site](#) provides information relating to all recent policy approvals and pending versions as well as policy gazettal.

3. Recent approvals and publications

Academic Quality Policy Instruments	Action	Status
Research Active Procedure	Amendments made to: - update the threshold standards for calculating research active status, in particular to consider research outputs over a five-year period in alignment with TEQSA guidance - clarify that staff actively engaged in an HDR program, and also ECRs for three years post-award, are deemed research active - clarify that a research book is considered equivalent to four research outputs	Effective 09-10-2025
Class of Honours Schedule	Updated Class of Honours schedule provides a standard approach to determining the class of honours for embedded and separate (end-on) bachelor honours programs. The key updates include: - Renamed to the Class of Honours Schedule - Removal of Schedule A and B, instead your GPA calculation will depend on the type of honours model used. - Honours/research/thesis project grade still counts towards your GPA, but there's no longer a separate minimum grade requirement. - All attempts at relevant courses will count towards your GPA, unless stated otherwise. - GPA cut-offs for honours classes have been updated to match sector standards and apply to both honours models. - Must achieve at least a "Pass" grade in all graded courses that count toward your honours GPA to be eligible for the award of an honours degree.	Effective 19-09-2025
Academic Medals and Awards Schedule	Replaced Medals and Awards with Distinction Schedule. Changes include: - New name: Faculty Medals will become Academic Excellence Awards. - New look: A new certificate design, with input from the Student Senate. - Same prestige: The criteria for the award, which is presented to students who have performed with academic excellence in a bachelor degree, remain the same and will continue to recognise this high level of outstanding academic achievement	Effective 19-09-2025

Assessment and Grades - Roles and Responsibilities Schedule	Amended item 4 under section '3.4 Academic Registrar and Director (Student Administration) to include authorisation to update a temporary administrative Grade to a Final Grade to reflect the outcome of an applicable administrative process.	Effective 30-09-2025
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4. Attachments

Attachment 1: Academic Quality Policy Status Table

5. Responsible Officer

Name:	Professor Glen Coleman	Phone:	07 4631 2004
Position:	Deputy Vice-Chancellor (Academic Affairs)	Email:	DVCAcademicAffairs@unisq.edu.au

Attachment 1 - Academic Quality Policy Status Table

Policy Suite	Title	Status	Accountable Officer	Responsible Officer	Review Date	Target Completion
Academic Programs and Courses Quality Policy	Academic Programs and Courses Quality Policy		Provost	Deputy Vice-Chancellor (Academic Affairs)	22/02/2027	
Academic Programs and Courses Quality Policy	Course Management Procedure		Provost	Deputy Vice-Chancellor (Academic Affairs)	1/01/2028	
Academic Programs and Courses Quality Policy	Course Quality Assurance and Review Procedure		Provost	Deputy Vice-Chancellor (Academic Affairs)	2/08/2028	
Academic Programs and Courses Quality Policy	Coursework Program Quality Assurance and Review Procedure		Provost	Deputy Vice-Chancellor (Academic Affairs)	2/08/2028	
Academic Programs and Courses Quality Policy	Higher Degree by Research Program Design and Review Procedure		Deputy Vice-Chancellor (Research and Innovation)	Dean (Graduate Research School)	23/07/2029	
Academic Programs and Courses Quality Policy	Program Accreditation Procedure		Provost	Deputy Vice-Chancellor (Academic Affairs)	22/04/2029	
Academic Programs and Courses Quality Policy	Program Change, Suspension and Discontinuation Procedure		Provost	Deputy Vice-Chancellor (Academic Affairs)	22/04/2029	
Academic Programs and Courses Quality Policy	Course Nomenclature and Coding Schedule		Provost	Deputy Vice-Chancellor (Academic Affairs)	1/01/2028	
Academic Programs and Courses Quality Policy	Course Specifications Requirements Schedule		Deputy Vice-Chancellor (Academic Affairs)	Dean (Academic Transformation)	1/01/2028	
Academic Programs and Courses Quality Policy	Non-Award Pathways Schedule		Provost	Head of College and Dean (Pathways Education) Deputy Vice-Chancellor (Academic Affairs)	22/04/2029	
Academic Programs and Courses Quality Policy	Program Development Team Schedule		Deputy Vice-Chancellor (Academic Affairs)	Dean (Academic Transformation)	5/04/2027	
Academic Programs and Courses Quality Policy	Program Expedited Approval Pathway Schedule		Provost	Deputy Vice-Chancellor (Academic Affairs)	22/04/2029	
Academic Programs and Courses Quality Policy	Program Nomenclature Schedule		Deputy Vice-Chancellor (Academic Affairs)	Dean (Academic Transformation)	19/09/2028	
Admissions Policy	Admissions Policy	Complete overhaul of instrument with new suite proposed. Admission, Graduations and Enrolment Policy with a Procedure for each element. Repeal of Admissions Policy, major update to Admissions Procedure, repeal of Award Eligibility and Graduation Procedure, repeal of Enrolment Policy and major update to Enrolment Procedure	Provost	Associate Provost	11/04/2019	January 2026
Admissions Policy	Admissions Procedure	Complete overhaul of instrument with new suite proposed. Admission, Graduations and Enrolment Policy with a Procedure for each element. Repeal of Admissions Policy, major update to Admissions Procedure, repeal of Award Eligibility and Graduation Procedure, repeal of Enrolment Policy and major update to Enrolment Procedure	Associate Provost	Deputy Academic Registrar and Director (Student Administration)	11/04/2019	January 2026
Admissions Policy	English Language Proficiency Requirements Procedure		Deputy Vice-Chancellor (Academic Affairs)	Dean (Academic)	20/12/2028	
Assessment Policy	Assessment Policy		Provost	Deputy Vice-Chancellor (Academic Affairs)	14/02/2027	
Assessment Policy	Assessment of Special Circumstances Procedure		Associate Provost	Deputy Academic Registrar and Director (Student	5/03/2026	
Assessment Policy	Assessment Procedure	Not due however a major review under the “Reimagining Assessment” strategic initiative has commenced. There may be consequential changes, following consideration being given to repealing one or both subordinate schedules	Provost	Deputy Vice-Chancellor (Academic Affairs)	1/01/2028	Quarter 4, 2025
Assessment Policy	Grades Procedure	Minor changes discussed at Education Committee (6/25) around clarifying temporary administrative grades, including introduction of two new grades. Endorsed with approval by AO/RO to follow.	Provost	Deputy Vice-Chancellor (Academic Affairs)	14/02/2027	
Assessment Policy	Assessment and Grades - Roles and Responsibilities Schedule		Provost	Deputy Vice-Chancellor (Academic Affairs)	14/02/2027	
Assessment Policy	Assessment Pattern Schedule	Not due however consideration is being given to repealing the schedules and relocating any relevant instruments to the Assessment Procedure or to local guidelines.	Provost	Deputy Vice-Chancellor (Academic Affairs)	14/02/2027	
Assessment Policy	Assessment Types Schedule	Not due however consideration is being given to repealing the schedules and relocating any relevant instruments to the Assessment Procedure or to local guidelines.	Provost	Deputy Vice-Chancellor (Academic Affairs)	14/02/2027	
Assessment Policy	Class of Honours Schedule		Deputy Vice-Chancellor (Academic Affairs)	Associate Provost	19/09/2030	

Award Eligibility and Graduation Policy	Award Eligibility and Graduation Policy	Complete overhaul of instrument with new suite proposed. Admission, Graduations and Enrolment Policy with a Procedure for each element. Repeal of Admissions Policy, major update to Admissions Procedure, repeal of Award Eligibility and Graduation Procedure, repeal of Enrolment Policy and major update to Enrolment Procedure	Provost	Associate Provost	7/07/2019	January 2026
Award Eligibility and Graduation Policy	Academic Medals and Awards Schedule		Deputy Vice-Chancellor (Academic Affairs)	Associate Provost	19/09/2030	
Coursework Curriculum Design Policy	Coursework Curriculum Design Policy	Major revision of the suite to streamline content and procedural steps, remove process-level information and reflect implementation of CourseLoop. This has been integrated into the Program Offer Strategy as part of the ongoing Shaping Our Future project.	Provost	Deputy Vice-Chancellor (Academic Affairs)	27/07/2026	Quarter 4, 2025
Coursework Curriculum Design Policy	Coursework Curriculum Design and Structure Procedure		Deputy Vice-Chancellor (Academic Affairs)	Dean (Academic Transformation)	18/08/2026	
Coursework Curriculum Design Policy	Coursework Curriculum Design and Structure Schedule		Deputy Vice-Chancellor (Academic Affairs)	Dean (Academic Transformation)	18/08/2026	
Educational Partnerships Policy	Educational Partnerships Policy	Suite currently being reviewed with consultation with key stakeholders, led by Dean (Academic). Inclusion of specific references to transnational education within the existing policy suite, including proposed new Transnational Education Procedure.	Provost	Pro Vice-Chancellor (International)	17/11/2025	Quarter 4, 2025
Educational Partnerships Policy	Cotutelle PhD Program Procedure		Deputy Vice-Chancellor (Research and Innovation)	Dean (Graduate Research School)	13/03/2028	
Educational Partnerships Policy	Educational Partnerships - Articulation and Credit Transfer Pathways Procedure		Provost	Pro Vice-Chancellor (International)	23/07/2029	
Educational Partnerships Policy	Educational Partnerships - Coursework Dual and Joint Awards Procedure		Provost	Deputy Vice-Chancellor (Academic Affairs)	1/01/2030	
Educational Partnerships Policy	Educational Partnerships - Third Party Delivery of Coursework Programs Procedure		Provost	Deputy Vice-Chancellor (Academic Affairs)	1/01/2030	
Enrolment Policy	Enrolment Policy	Complete overhaul of instrument with new suite proposed. Admission, Graduations and Enrolment Policy with a Procedure for each element. Repeal of Admissions Policy, major update to Admissions Procedure, repeal of Award Eligibility and Graduation Procedure, repeal of Enrolment Policy and major update to Enrolment Procedure	Provost	Associate Provost	1/04/2019	January 2026
Enrolment Policy	Credit and Exemption Procedure		Deputy Vice-Chancellor (Academic Affairs)	Associate Provost Dean (Academic)	5/04/2027	
Enrolment Policy	Enrolment Procedure	Complete overhaul of instrument with new suite proposed. Admission, Graduations and Enrolment Policy with a Procedure for each element. Repeal of Admissions Policy, major update to Admissions Procedure, repeal of Award Eligibility and Graduation Procedure, repeal of Enrolment Policy and major update to Enrolment Procedure	Associate Provost	Deputy Academic Registrar and Director (Student Administration)	1/04/2019	January 2026
Enrolment Policy	Student Academic Progress Procedure		Associate Provost	Deputy Academic Registrar and Director (Student	8/08/2026	
Enrolment Policy	Student Authority to Act Procedure		Associate Provost	Deputy Academic Registrar and Director (Student	3/10/2029	
Enrolment Policy	Transfer Between Providers Procedure		Associate Provost	Deputy Academic Registrar and Director (Student	1/01/2030	
Enrolment Policy	Student Authority to Act Schedule		Associate Provost	Deputy Academic Registrar and Director (Student	3/10/2029	
Graduate Attributes Policy	Graduate Attributes Policy		Provost	Deputy Vice-Chancellor (Academic Affairs)	23/02/2028	
Higher Degree by Research Student Policy	Higher Degree by Research Student Policy		Deputy Vice-Chancellor (Research and Innovation)	Dean (Graduate Research School)	21/09/2026	
Higher Degree by Research Student Policy	Higher Degree by Research Student Admissions and Enrolments Procedure		Deputy Vice-Chancellor (Research and Innovation)	Dean (Graduate Research School)	25/11/2027	
Higher Degree by Research Student Policy	Higher Degree by Research Student Progress Procedure		Dean (Graduate Research School)	Dean (Graduate Research School)	8/08/2026	
Higher Degree by Research Student Policy	Higher Degree by Research Student Scholarship Procedure		Deputy Vice-Chancellor (Research and Innovation)	Dean (Graduate Research School)	28/06/2028	
Higher Degree by Research Student Policy	Higher Degree by Research Supervision Procedure		Deputy Vice-Chancellor (Research and Innovation)	Dean (Graduate Research School)	25/11/2027	

Higher Degree by Research Student Policy	Higher Degree by Research Thesis Examination Procedure		Deputy Vice-Chancellor (Research and Innovation)	Dean (Graduate Research School)	1/01/2030	
Higher Degree by Research Student Policy	Research Training Program Scholarship Procedure		Deputy Vice-Chancellor (Research and Innovation)	Dean (Graduate Research School)	28/06/2028	
Higher Degree by Research Student Policy	Higher Degree by Research Confirmation of Candidature Schedule		Dean (Graduate Research School)	Dean (Graduate Research School)	25/05/2027	
Higher Degree by Research Student Policy	Higher Degree by Research Student Annual Progress Review Schedule		Deputy Vice-Chancellor (Research and Innovation)	Dean (Graduate Research School)	25/05/2027	
Higher Degree by Research Student Policy	Higher Degree by Research Thesis Presentation Schedule		Deputy Vice-Chancellor (Research and Innovation)	Dean (Graduate Research School)	25/05/2027	
Higher Degree by Research Student Policy	Higher Degree by Research Thesis Submission Schedule		Deputy Vice-Chancellor (Research and Innovation)	Deputy Vice-Chancellor (Research and Innovation)	23/04/2029	
Higher Degree by Research Student Policy	Joint PhD Proposal Procedure		Deputy Vice-Chancellor (Research and Innovation)	Dean (Graduate Research School)	23/04/2029	
Learning and Teaching Policy	Learning and Teaching Policy	Review principles, including consideration of adding a principle relating to universal design. Led by the Dean (Learning and Teaching Futures), consultation with key stakeholders is in progress.	Provost	Deputy Vice-Chancellor (Academic Affairs)	15/11/2027	Quarter 4, 2025
Learning and Teaching Policy	Equivalence of Experience and Expertise with Academic Qualification Levels Procedure		Provost	Deputy Vice-Chancellor (Academic Affairs)	28/02/2029	
Research Policy	Research Policy		Deputy Vice-Chancellor (Research and Innovation)	Director (Office of Research)	16/11/2026	
Research Policy	Higher Doctorates Procedure		Deputy Vice-Chancellor (Research and Innovation)	Dean (Graduate Research School)	18/01/2027	
Research Policy	Research Active Procedure		Deputy Vice-Chancellor (Research and Innovation)	Deputy Vice-Chancellor (Research and Innovation)	15/12/2027	
Research Policy	Research Management Procedure		Deputy Vice-Chancellor (Research and Innovation)	Director (Office of Research)	3/06/2029	
Student Academic Integrity Policy	Student Academic Integrity Policy		Provost	Deputy Vice-Chancellor (Academic Affairs)	17/11/2025	
Student Academic Integrity Policy	Student Academic Misconduct Procedure	Previously planned new Higher Degree by Research (HDR) Student Academic Misconduct Procedure and Penalty Schedule not proceeding, with information to be incorporated into existing Student Academic Misconduct Procedure and Penalty Schedule.	Provost	Deputy Vice-Chancellor (Academic Affairs)	2/09/2029	Quarter 1-2, 2026
Student Academic Integrity Policy	Student Academic Misconduct Penalty Schedule		Deputy Vice-Chancellor (Academic Affairs)	Heads of School/College	2/09/2029	
Work Integrated Learning Activities Policy	Work Integrated Learning Activities Policy		Provost	Deputy Vice-Chancellor (Academic Affairs)	23/07/2029	
Work Integrated Learning Activities Policy	Work Integrated Learning Activities Procedure	12 month post implementation update due following approval July 2024. Led by Academic Director (Health Partnerships). Scheduled to be tabled at Academic Program Committee October 2024 which means tabled at Education Committee 2026.	Provost	Deputy Vice-Chancellor (Academic Affairs)	23/07/2029	Quarter 1, 2026



University of
Southern
Queensland

Briefing Document

Academic Governance Committees

To:	Academic Board
From:	Deputy Vice-Chancellor (Students and Education)
Date:	4 November 2025
Subject:	Consideration and endorsement of AEG Policy Suite

1. Recommendation

The Deputy Vice-Chancellor (Students and Education) recommends that Academic Board:

1. considers and approves the new Admissions, Enrolment and Graduations (AEG) Policy (Attachment 1);
2. considers and endorses the updated Admissions Procedure (Attachment 2) to the Vice-Chancellor for approval;
3. considers and endorses the Enrolment Procedure (Attachment 3), including the new proposed definition *Compulsory Study Periods* to the Vice-Chancellor for approval;
4. considers and endorses the new Graduations Procedure (Attachment 4) to Academic Board to the Vice-Chancellor for approval;
5. recommends the revised policy suite be effective 1 January 2026;
6. endorses the repeal of the Admissions Policy (Attachment 5), Enrolment Policy (Attachment 6) and the Award Eligibility and Graduation Policy (Attachment 7) to align with publication of the new policy;
7. notes the initial Implementation Plans, as recorded in Attachment 8, 9 and 10

2. Rationale

Terms of Reference

This matter is for consideration by Academic Board in accordance with its terms of reference which states that Academic Board shall:

- Review and provide advice on the development and effectiveness of policies, procedures and schedules that guide all academic and educational activities, including approval of Academic Quality policies.

3. Background

A review of the policy instruments relating to admission, enrolment and graduation was commenced several years ago, with consultation and drafting taking place over a three-year period from late 2021. It was identified that a certain amount of overlap existed across the

admission, enrolment and graduation policy suites and that it was not always clear under which policy each subordinate procedure should be located. As such, it was determined that a combined head policy, setting out the overarching principles governing AEG activities, would simplify the policy layers. Individual procedures addressing key functions will sit under the head policy, as listed below, noting that there may be repeal and/or relocation of policy instruments in the future.

AEG Head Policy

- Admissions Procedure
- English Language Proficiency Requirements Procedure
- Credit and Exemption Procedure
- Enrolment Procedure
- Student Academic Progress Procedure
- Transfer Between Providers Procedure
- Assessment of Special Circumstances Procedure
- Student Authority to Act Procedure
 - Student Authority to Act Schedule
- Graduations Procedure
 - Academic Medals and Awards Schedule

Implementation of the AEG Policy suite will result in the repeal of the following policy instruments:

- Admissions Policy
- Enrolment Policy
- Award Eligibility and Graduation Policy.

A new global definition is proposed: *Compulsory Study Periods*

Trimester1, Trimester 2 and Trimester 3 are designated as Compulsory Study Periods for the purposes of an International Student studying in Australia on a Student Visa.

4. Consultation and Feedback

Extensive consultation took place through multiple channels including emails, committee meetings and workshops. This has included consultation at various stages with:

- Associate Director (Student Administration)
- Director (International Admissions and Governance)
- International Admissions Manager
- Deputy Academic Registrar and Director (Student Administration)
- Manager (Admission and Program Information Management)
- Manager (Assessment Support)
- Manager (Enrolment, Progression and Completions)
- Dean (Graduate Research School)
- Coordinator (Progression and Completion)
- Academic Division Executive
- Manager (Administrative Compliance Services)
- Student Senate
- Senior Coordinator & Coordinator (Academic Operations)
- Academic Affairs L&T Committee
- Academic Affairs Leadership Group
- Student Complaints Resolution Coordinator

- Heads of School and Associate Heads (LTSS)
- Education Committee
- Research Committee (Graduations Procedure)

Gazettal of the Admissions, Graduations and Enrolment Policy has been undertaken.

Detailed discussion on the current draft policy and associated procedures took place at the 7 August and 2 October 2025 Education Committee meetings.

5. Implementation

Implementation actions have been identified as part of the consultation process and are included in attachments 8, 9 and 10. Implementation activities will be overseen by the Responsible Officer.

Following approval, the policy suite will be published as a pending version in the Policy Library, with the effective date being 1 January 2026.

6. Attachments

Attachment 1: Draft Admissions, Enrolment and Graduations Policy

Attachment 2: Draft Admissions Procedure

Attachment 3: Draft Enrolment Procedure

Attachment 4: Draft Graduations Procedure

Attachment 5: [Admissions Policy](#) (for repeal)

Attachment 6: [Enrolment Policy](#) (for repeal)

Attachment 7: [Award Eligibility and Eligibility Policy](#) (for repeal)

Attachment 8: Admissions Procedure Implementation Plan

Attachment 9: Enrolment Procedure Implementation Plan

Attachment 10: Graduations Procedure Implementation Plan/s

Admissions, Enrolment and Graduations Policy



1 Purpose

To outline the principles governing the Admission, Enrolment and graduation requirements, ensuring clarity, consistency and support for all Students.

2 Scope

This Policy applies to the Admission and Enrolment process for Coursework Programs, including Award and non-Award pathways, and the graduation process for all Award Program Students, including Higher Degree by Research (HDR).

For Admission and Enrolment processes for HDR Students, please refer to the HDR Student Admission and Enrolment Policy.

3 Policy Statement

The University is committed to upholding standards of fairness, transparency and accountability through its Admission, Enrolment and graduation processes. The University will ensure that relevant information regarding these processes is readily accessible to all stakeholders, promoting a positive and supportive environment for Student success.

This Policy aligns with:

- *Higher Education Standards Framework (Threshold Standards) 2021*: Standard 1.1 Admission; 7.2 Information for Prospective and Current Students
- *National Code of Practice for Providers of Education and Training to Overseas Students (2018)* (National Code) Standard 8 Overseas student visa requirements; Standard 9 Deferring, Suspending or cancelling the overseas student's enrolment.

4 Principles

4.1 Admissions

The University will:

- admit Applicants on the basis of merit, specific program requirements and perceived probability of success

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- retain Decision making authority regarding an application outcome
- support participation and foster fair and attainable opportunities for all Applicants.

4.2 Enrolment

The University will:

- support Students in progressing through their program in a timely manner
- retain the right to amend, discontinue, suspend or cancel a Student's Enrolment or program of study to meet University or legal compliance requirements
- ensure that Students have access to the Courses and resources necessary to complete their program
- foster an environment that accommodates the diverse needs of Students while promoting Academic Integrity and supporting Academic Progress.

4.3 Graduation

The University will:

- provide Graduates with official academic documents in formats that safeguard their integrity, security and authenticity
- provide for posthumous conferral, where applicable
- recognise outstanding academic achievements through conferral of academic medals and awards to graduating Students
- ensure Students satisfy the requirements for the Award within the maximum allowable duration.
- ensure that HDR Students receive formal confirmation upon satisfying all program requirements, advising them of their entitlement to use the associated title, while acknowledging that the Award will be conferred at the next relevant conferral date.

Council reserves the right to revoke an Award that has been conferred on the basis that the individual:

- did not complete the necessary requirements for the Award; or
- achieved conferral through Academic Misconduct, fraudulent or dishonest means.

4.4 Review of Decision

Anyone who is dissatisfied with a Decision in relation to their Admission, Enrolment or graduation may request a review of this Decision in accordance with the Student Grievance Resolution Procedure.

5 References

Nil.

6 Schedules

This policy must be read in conjunction with its subordinate schedules as provided in the table below.

7 Policy Information

Accountable Officer	Provost
Responsible Officer	Associate Provost
Policy Type	Academic Quality Policy
Policy Suite	Admissions Procedure English Language Proficiency Requirements Procedure Enrolments Procedure Credit and Exemption Procedure Student Academic Progress Procedure Student Authority to Act Procedure Student Authority to Act Schedule Transfer Between Providers Procedure Graduations Procedure Academic Medals and Awards Schedule
Subordinate Schedules	
Approved Date	

Effective Date	
Review Date	
Relevant Legislation	Public Records Act 2023
Policy Exceptions	Policy Exceptions Register
Related Policies	Records and Information Management Policy
Related Procedures	Records and Information Management Procedure
Related forms, publications and websites	
Definitions	Terms defined in the Definitions Dictionary Academic Integrity Academic Progress Admission Applicant Award Award Program Council Course Coursework Program Decision Enrolment Higher Degree by Research (HDR) Higher Degree by Research (HDR) Student Policy Student University

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	Definitions that relate to this policy only
Keywords	
Record No	24/279PL

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Version	Date	Author	Change Description

DRAFT

Admissions Procedure

1 Purpose

To set out information about the selection and Admission of Applicants to University Coursework Programs and non-Award pathways.

2 Scope

This Procedure applies to all Admission into University Coursework, including Coursework Programs and non-Award pathways.

This Procedure does not apply to Admission to Higher Degree by Research (HDR) programs. Please refer to the Higher Degree by Research Student Admissions and Enrolments Procedure.

3 Procedure Overview

This Procedure aligns with:

- *Higher Education Standards Framework (Threshold Standards) 2021 (HESF):* Standard 1.1 Admission; Standard 2.2 Diversity and Equity; Standard 7.2 Information for Prospective and Current Students.
- *National Code of Practice for Providers of Education and Training to Overseas Students (2018) (National Code)* Standard 2: Recruitment of an overseas student; Standard 3: Formalisation of Enrolment and Written Agreements; Standard 7: Overseas Student Transfers, Standard 8 Overseas student visa requirements; Standard 9 Deferring, Suspending or cancelling the overseas student's enrolment.

4 Procedures

4.1 Admission Information

The University will publish all relevant information about programs, pathways, requirements, and the application process, including:

- program details, Pre-requisites, and Assumed Knowledge
- Admission criteria and special requirements
- application deadlines, fees, and submission methods

- Recognition of Prior Learning (RPL) application processes
- Work Integrated Learning (WIL) requirements
- eligibility for professional registration, where applicable.

This information is made available on the University's website and other communication channels.

The University will apply appropriate guidelines for confirming the veracity and authenticity of academic qualifications and supporting documents.

4.1.1 General Admission Considerations

The following factors are taken into consideration for Admission into University Coursework Programs and non-Award pathways:

4.1.1.1 Academic suitability

The University will set minimum program entry requirements to ensure Applicants possess the required knowledge and capability for success in the program. These minimum requirements will be published.

4.1.1.2 Assumed Knowledge

Applicants must be aware of the foundational knowledge required for their program. This knowledge is published on the University's website. Applicants who do not possess the Assumed Knowledge are encouraged to undertake preparatory courses before applying.

4.1.1.3 Subject Pre-requisites

Applicants must meet specific Pre-requisites, which may include Year 12 subjects or other qualifications. If Applicants do not meet these, they may apply to demonstrate equivalency through other means.

4.1.1.4 English Language Proficiency

All Applicants must meet the English proficiency requirements of their program. Applicants who do not meet these requirements may complete an approved preparatory English program that meets the English language proficiency requirements for the program.

4.1.1.5 Minimum Age Requirements

The minimum age requirement for domestic Applicants seeking Admission is 18 years of age (except for non-Award pathways unless specified otherwise in the program's Admission requirements). Domestic Applicants 16-18 years of age, such as high school leavers, must have completed their secondary studies to year 12 level (or

equivalent). UniSQ will not accept domestic Applicants who are under the age of 16 at the time that they commence their studies at the University.

The minimum age requirement for international Applicants who will be studying on campus on a Student Visa is 17 years and 6 months at time of enrolment. International Applicants enrolling through an approved articulation partner and who will be at least 17 years at the time of UniSQ enrolment may be approved on a case by case basis. These applications will be managed under the University's Under 18 International Students Policy.

4.1.1.6 International on campus Student Admission

International Applicants applying to study on campus in Australia must meet both University and relevant visa eligibility requirements.

4.1.1.7 Alternative Entry Pathways

Applicants who do not meet the entry requirements for a program may be considered for Admission based on academic equivalencies such as previous study, work experience, or life experience. The University will review these on a case-by-case basis, with approval granted by the relevant Head of School.

4.1.2 Non-standard Admission Requirements

Some programs may have additional selection criteria, which Applicants must meet in addition to the general requirements. These criteria may be used to assist in determining either Academic suitability or merit. These may include:

- performance in an audition
- presentation of a portfolio of creative work
- attainment in specialised tests
- responses in an interview
- demonstrated achievement of specified vocational or professional standards
- statement addressing defined selection criteria.

Non-standard Admission requirements, where applicable, are published on the University's website.

4.1.3 Admission quotas

The University may set a quota for the number of Students admitted to a program each Study Period, including programs that require close supervision (such as Work Integrated Learning, practicum or Research components) or based on accreditation requirements or other factors. Where the number of eligible Applicants exceeds the available places, Applicants are selected based on merit.

For postgraduate programs with Commonwealth Supported Places (CSP), if the number of eligible Applicants exceeds the available places, Applicants are selected based on merit. The merit-based selection considers factors such as academic performance, relevant experience, and any non-Standard admission criteria.

An Applicant may not receive an offer if the University is unable to provide suitable supervision or resources. Applicants who meet the basic Admission requirements but do not meet the quota may have their application considered for the next available intake.

4.1.4 Admission schemes and adjustment factors

The University offers Admission schemes for Students who meet approved eligibility and selection criteria. These schemes are designed to increase access to higher education for Students from diverse backgrounds.

Adjustment factors are additional points that may be added to an Applicant's Selection Rank to improve their position in the merit order. The University offers several adjustment factors to domestic Applicants, as listed on the [Adjustment factors pathway](#) website.

4.2 Applying for Admission

Applicants must submit their application using the method set out on the University's website and by the application due date. Applications that are received late will be considered for the next program intake, where applicable.

Credit may also be awarded towards Course components of an Award Program. Applications for Credit can be made in accordance with the Credit and Exemption Procedure.

4.3 Admission Application outcomes

The **Associate Provost** and the Executive Director (International) have the authority to make offers of Admission to domestic and international Applicants respectively. Applicants will receive a formal notification of the outcome, which will fall under one of the following categories:

- Unconditional Offer
- Conditional Offer
- Unsuccessful application.

If an Applicant is not accepted for Admission into their preferred program, the University may offer Admission into an alternative pathway or program.

4.3.1 Unconditional Offer

Offers of Admission to successful Applicants will set out:

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- the Applicant's rights and responsibilities
- details of their program
- applicable tuition and other fees
- instructions on how to respond to the offer
- information on RPL and, if applicable, whether any prior study, work experience or qualifications have been credited towards the program.

International Applicants who are unable to meet the program's commencement date may be considered for admission to a future intake.

4.3.2 Conditional Offer

A conditional offer is made where Admission is subject to specified conditions being satisfied. This may include completion of a program or a required preparatory course. Documented evidence that the specified conditions have been met must be supplied in order to finalise acceptance.

4.3.3 Unsuccessful Application

If an Applicant does not meet the Admission requirements for the program, the program quota is exhausted or visa eligibility criteria are not met, an offer will not be made. In such cases, the Applicant may be advised to consider other available programs or pathways.

4.4 Responding to an Offer

Applicants who receive an offer of Admission can respond in one of the following ways:

- accept the offer;
- defer the offer; or
- decline the offer.

4.4.1 Accepting the Offer

Applicants must accept the offer by the specified deadline to proceed with the next steps, including Enrolment and payment of any fees. If an Applicant does not respond by the specified date, the offer will lapse for that Study Period. Applicants may apply to reinstate a lapsed offer, but reinstatement is subject to program Admission quotas.

- Domestic Applicants: The offer is valid for 12 months from the date of the offer, where there are eligible program intakes, unless otherwise specified.
- International Applicants: The offer must be accepted within the timeline specified in the University's key dates.

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4.4.2 Deferring the Offer

Applicants who need to postpone the start of their program may request to defer their offer. The conditions for Deferment of an offer differ depending on whether the Applicant is domestic or international.

4.4.2.1 Domestic Applicants

Domestic Applicants may defer their commencement for up to one year, with the option for a second year upon request. At the end of the deferral period, the Applicant is guaranteed a place in the program, provided it is available for commencing Students that year. Some programs, such as quota-managed programs, do not allow Deferment. If the program is no longer offered or has been substantially amended, the University will endeavour to offer an alternative program.

4.4.2.2 International Applicants

International Applicants who have not yet accepted their offer may request to defer to the next available Study Period. This request can be made personally or through an Applicant's registered Education Agent.

International on-campus Students who have already arrived in Australia on a Student Visa will not be permitted to defer their commencement. Should there be issues impacting their planned commencement, Students should contact the University regarding a possible Leave of Absence, which is only allowed in Special Circumstances, in accordance with the Assessment of Special Circumstances Procedure.

If the Applicant holds a non-Student Visa and has accepted their place/offer, the deferral request will be assessed and, if approved, a new offer letter will be issued.

International on-campus Students, holding a Student Visa, wishing to defer before arriving in Australia should contact the UniSQ International Office.

4.4.3 Declining the Offer

Applicants may decline the offer at any time and should notify the University in writing as soon as possible.

4.4.4 University-Initiated Withdrawal of an Offer

The **Associate Provost** or Executive Director (International) has the authority to withdraw an offer of Admission or withdraw a Student from the program where an offer was made based on inaccurate or fraudulent information supplied by the Applicant, Education Agent or a certifying authority, or due to an incorrect assessment of the application.

In certain circumstances, the University may determine that it is necessary or reasonable to withdraw an offer to fulfil regulatory or administrative requirements.

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4.5 Cross-Institutional Study

Students enrolled in an Award Program at another institution may apply to undertake Cross-institutional Study of one or more Courses at the University for the purpose of obtaining Credit towards the Award requirements of the program at their home institution.

Admission of a Cross-institutional Study Applicant is subject to home institution approval.

4.6 Study Exchange and Study Abroad

Applicants for Study Exchange or Study Abroad are responsible for obtaining information on Course availability, content, Assumed Knowledge and Enrolment Requirements. Admission requirements specific to Study Abroad and Study Exchange are published on the University's website.

All Applicants must meet the program-specific English language requirements.

Applicants may apply directly to the University or through an approved third party. Maximum allowable periods of study apply.

An application for Admission for a Study Exchange or Study Abroad may be rejected if the Applicant does not meet the Admission criteria for the Course applied for, or if there are insufficient places remaining in the Course.

4.7 Transfer to another program

Students wishing to change their program can apply to do so at any time. Acceptance into the new program will be subject to program Admission requirements and for International Students studying on a visa, will be subject to further visa-related considerations.

4.8 Readmission

Students seeking readmission into a program from which they have been cancelled or following a period of Suspension or Exclusion should refer to the Enrolment Procedure for more information.

4.9 Applying for Admission while suspended or excluded from another provider

Applicants who have been suspended or excluded from another provider must disclose full details of the Suspension or Exclusion in their application for Admission and will not normally be considered for Admission until their period of Exclusion or Suspension has ended. The Applicant may be required to demonstrate that the conditions resulting in the Exclusion or Suspension no longer apply. Each application will be

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considered on its merits by the Associate Provost or nominee, or the Executive Director (International) who may seek advice as required.

4.10 Review of Decision

Where an Applicant is unsuccessful for Admission to a University program or pathway, they may submit a request to have the Decision reviewed, in accordance with the Student Grievance Resolution Procedure.

4.11 Annual quality assurance

Annual reviews of the University's Admission criteria are conducted with input from the relevant Academic areas to ensure transparency and to respond to regulatory requirements.

5 References

Nil.

6 Schedules

This procedure must be read in conjunction with its subordinate schedules as provided in the table below.

7 Procedure Information

Accountable Officer	Associate Provost
Responsible Officer	Deputy Academic Registrar and Director (Student Administration)
Policy Type	University Procedure
Policy Suite	Admission, Enrolment and Graduations Policy
Subordinate Schedules	
Approved Date	
Effective Date	
Review Date	
Relevant Legislation	Higher Education Support Act (2003) National Code of Practice for Providers of Education and Training to Overseas Students 2018

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Policy Exceptions	Policy Exceptions Register
Related Policies	Academic Programs and Courses Quality Policy Educational Partnerships Policy Student General Conduct Policy Under 18 International Students Policy
Related Procedures	Assessment of Special Circumstances Procedure Educational Partnerships - Articulation and Credit Transfer Pathways Procedure Educational Partnerships - Coursework Dual and Joint Awards Procedure Educational Partnerships - Third Party Delivery of Coursework Programs Procedure English Language Proficiency Requirements Procedure Enrolment Procedure Higher Degree by Research Student Admissions and Enrolments Procedure Higher Degree by Research Student Progress Procedure Higher Degree by Research Supervision Procedure Student Academic Progress Procedure Student Authority to Act Procedure Student Grievance Resolution Procedure Work Integrated Learning Activities Procedure
Related forms, publications and websites	QTAC Online Application UniSQ Online Application Form QTAC Tertiary Course Search QTAC Admissions Criteria UniSQ Program Guide

	UniSQ Future Students website UniSQ International Students website
Definitions	Terms defined in the Definitions Dictionary Admission Applicant Assumed Knowledge Award Program Commonwealth Supported Place Course Coursework Program Credit Cross-institutional Study Decision Deferment Education Agent Exclusion Higher Degree by Research (HDR) International Student Leave of Absence Pre-requisite Procedure Research Special Circumstances Study Abroad Study Exchange

	Study Period
	Suspension
	University
	Definitions that relate to this procedure only
	Student Visa
Keywords	
Record No	24/280PL

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Version	Date	Author	Change Description



Enrolment Procedure

1 Purpose

To establish the requirements and guidelines for Student Enrolment, including Course Enrolment, Leave of Absence, and changes to Enrolment status.

2 Scope

This Procedure applies to all Domestic and International Students Enrolling in University Coursework, including Coursework Programs and non-Award pathways, and should be read in conjunction with the Admissions Procedure and the Credit and Exemption Procedure.

This Procedure does not apply to Enrolment for Higher Degree by Research (HDR) Students. Please refer to the HDR Admissions and Enrolments Procedure.

3 Procedure Overview

This Procedure outlines the steps and requirements for Students to manage their Enrolment, including Course selection, study load maintenance and Enrolment adjustments. It details the process to request Leave of Absence and address changes to Enrolment status, ensuring compliance with academic and visa regulation.

This Procedure aligns with the:

- *Higher Education Standards Framework (Threshold Standards) 2021*: Standard 1.1 Admissions; Standard 7.2 Information for Prospective and Current Students
- *National Code of Practice for Providers of Education and Training to Overseas Students (2018)*: Standard 3: Formalisation of Enrolment and Written Agreements, Standard 8: Overseas student visa requirements; Standard 9: Deferring, Suspending or Cancelling the Overseas Student's Enrolment
- *Higher Education Support Act 2003*
- *Education Services for Overseas Students Act 2000*

4 Procedures

Students enrolled in Coursework Programs and non-Award pathways must meet the program specific enrolment requirements as published by the University.

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4.1 Academic Calendar

The University publishes an official Academic Calendar on the University's website prior to Enrolment opening for the next Academic Year.

The Academic Calendar specifies the dates of Study Periods, as well as Formal Examination periods, study breaks, public holidays and critical administrative dates, including Census Dates, dates for application for Admission, Enrolment and withdrawal.

The University will ensure the following information is published prior to Enrolment opening for the following academic year:

- Program and Course information through the University Handbook
- Course Fee schedules
- Academic Calendar and key administrative dates for each Study Period
- Resources and support for self-service Enrolment

4.2 Enrolment in Courses

Students must enrol by the last date to enrol as specified in the University Academic Calendar for the relevant Study Period. The Courses in which Students are enrolled must align with the requirements of the Academic Program to which they have been admitted.

Students are responsible for ensuring correct Enrolment, including verifying correct offerings for Courses offered at multiple locations or in different modes of study.

In certain circumstances where Students cannot enrol themselves, the University will manage Student Enrolment directly.

4.2.1 Requisites

Students are responsible for planning their Enrolment to understand the course requisites and ensure all Pre-requisite, Co-requisite, and Anti-requisite conditions are met as they progress through their Academic Program. If requisite conditions have not been met, the Course Enrolment may be withdrawn. In exceptional circumstances, the Program Director (or delegate) may waive a Pre-requisite or Co-requisite condition upon receiving a request from the Student.

4.2.2 Majors and specialisations

In programs that require the completion of a major or specialisation, Students are responsible for nominating their selection at the time of their initial Enrolment.

During the course of study, Students may change their major or specialisation, provided they have considered the amount of overlap between components,

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availability of electives, and how the change might affect their overall program requirements. It is recommended that Students seek advice prior to making a change.

4.2.3 Late Enrolment

The Academic Calendar specifies the last day to add a new course for each Study Period. Permission to enrol in a Course after this date may be granted by the Course Coordinator, provided the Student will not be disadvantaged by the late Enrolment. In exceptional circumstances, and where possible, the University may enrol a Student in a Course after the last date for adding Courses, up to the Census Date.

Enrolment in a Course after the Census Date is not permitted.

4.2.4 Commonwealth Supported Places

Students who are offered a Commonwealth Support Place (CSP) are eligible to enrol in Courses upon meeting the following conditions before the Census Date of their first Study Period:

- Complete an Electronic Commonwealth Assistance Form (ECAAF) for a HELP loan request.
- Provide their Unique Student Identifier (USI).
- For Students requesting a HELP loan, provide their Tax File Number (TFN) or a certificate of application for a TFN.

Students enrolled in a CSP who fail to meet the conditions described above by the Census Date will have their Enrolment withdrawn for that Study Period. If Students enrol in additional Units, beyond the normal requirements of their Academic Program, those additional Units will be charged on a fee-paying basis.

Students who are not eligible for a Commonwealth Supported Place or are admitted into a program that does not offer a Commonwealth Supported Place, will be offered a Full-Fee Paying Place (excluding International Students). Full fee-paying places do not offer subsidies and Students are liable for the full cost of each course they enrol in.

Domestic Students may be eligible to defer payment of their tuition fees using the Higher Education Loan Program (HELP). Students in a Full-Fee Paying Place will be required to pay the fees by the fee due date of each Study Period they are enrolled. Domestic Students eligible to defer their payment of their tuition fees to the Higher Education Loan Program (HELP) will need to have completed their HELP form prior to the census date and have provided their USI and TFN. Student's who do not pay their fees by the fee due date or have not completed their HELP form by Census, will have their Course enrolment cancelled.

International Students are not eligible to receive an Australian Government subsidy and are required to pay full international tuition fees. Students who do not pay their fees by the fee due date, will have their Course enrolment cancelled.

Students enrolled in a CSP are not permitted to undertake Courses beyond the required number for their program of study.

4.2.5 Administrative Correction to a Student's Enrolment

The University may correct a Student's Enrolment at any time if it has been established that any relevant conditions exist, including:

- A request to correct Enrolment was submitted prior to the relevant administrative date but was not actioned.
- An error was made by the University in processing a Student's Enrolment.
- Documented evidence exists of academic or administrative advice that has resulted in a negative impact on a Student's ability to enrol, withdraw, or complete a Course.
- A Student has not met the Enrolment requirements for Enrolment in a Course.
- An application for Credit was approved after the Student Enrolled in the corresponding Course.
- Another reason consistent with applicable legislation and University Policy Instruments.

Where an administrative correction involves withdrawal of a Course after the Census Date for the relevant Study Period, there will not be an associated grade or fee liability for the enrolment.

Administrative corrections to Enrolment may occur at any time. Corrections made past the relevant Study Period Census Date will require approval from the **Deputy Academic Registrar**.

Students will be advised of any administrative corrections to Enrolment as soon as they are made.

4.3 Readmission

Students seeking readmission following a period of Suspension or Exclusion must apply for readmission to their program of study or to transfer to another program of study. Readmission will be refused if the conditions of the Suspension or Exclusion have not been met. For details on readmission following Exclusion, refer to the Student Academic Progress Procedure. For details on readmission following Suspension, including additional admission restrictions, refer to the Student Academic Misconduct Procedure or the Student General Misconduct Procedure, as applicable. The application will be considered according to the published Admission requirements at the time of Admission.

Students applying for readmission may also be required to satisfy specific Enrolment conditions imposed by the University.

Domestic Students should submit a readmission application to the University. Once submission is made:

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- The Student's readmission application will be forwarded to the relevant School/College for assessment. Assessment will include whether the program is still being offered; the Student's timeframe for completion; the Student's admit term; the Student's Exclusion history; the Student's eligibility to graduate status; and any outstanding fees.
- If the School/College determines that the admit term is to be reset then all Courses previously studied need to be reviewed for non-contributory status as per the provisions under Section 4.11 of these procedures. Any Exemptions/Credits previously granted must also be removed but may be reapplied once the admit term is reset.
- A Student's admit term should only be reset if not doing so would extend the period of completion of the Academic Program beyond the maximum stipulated period. Re-setting an admit term for a program can only be processed at the time readmission is requested and for the current Study Period.

All International Students requesting readmission into a program from which they have been either cancelled, Suspended or Excluded must submit a new application via the International Student online application process.

4.4 Withdrawal from a Course

Students are responsible to ensure they are aware of the key administrative and withdrawal dates and make changes to their Enrolment prior to these dates to ensure they do not incur financial or academic penalties. A student can withdraw from their course/s through the Student Centre up until the last teaching day of the study period.

Withdrawal Timing	Academic Penalty	Fee Liability	Grade Recorded	Transcript Impact
On or before the Census Date	No academic penalty	No Fee Liability	Course removed from academic record	Not listed on the official Academic Transcript
After the Census Date, but on or before the last teaching day	No academic penalty	Liable for tuition fees and student amenities fees	WAP (Withdrawn without Academic Penalty)	Not listed on the official Academic Transcript

When a Student does not withdraw prior to the last day to withdraw without academic penalty, the Student will be awarded a final grade for their course/s at results release for that study period.

Students who experience special circumstances that prevented them from undertaking the necessary study to successfully complete the requirements of their course/s, might be eligible to apply for a Waive of Academic Penalty and Fee Reversal. The Waive of Academic Penalty and Fee Reversal process is an audited Commonwealth Government process, and applications are assessed in accordance with the Higher Education Support Act (2003) Section 104 – 25, the Higher Education Support

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(Administration) Guidelines 2022, and the Higher Education Administrative information for Providers Guide to Special Circumstances Decision Making. Students are responsible for reviewing the eligibility criteria and requirements for supporting evidence when submitting their Waive of Academic Penalty and Fee Reversal application. A Student cannot apply for a Waive of Academic Penalty and Fee Reversal for course/s that they have successfully completed.

Students have up to twelve (12) months from the last teaching date of the study period to submit their Waive of Academic Penalty and Fee Reversal application and can submit through the Student Centre. If a Student has their application rejected, they will have the option to submit a Review of Decision application within 28 business days of receiving the original outcome of their Waive of Academic Penalty and Fee Reversal application.

4.5 International Students on a Student Visa Enrolment requirements

International Students studying in Australia on a Student Visa, are required to maintain a Full-Time Study load throughout their Program. For on-campus International Students, a Full-Time Study load consists of eight (8) Units per calendar year. International Students must enrol in all Compulsory Study Periods. If a Student is unable to enrol in all Compulsory Study Periods, the University may approve a Leave of Absence for that Study Period.

International Students on a Student Visa may undertake no more than one-third of their program through Online or External Course delivery. Commencing International Students will be provided with an Enrolment plan to ensure adequate planning and Course availability.

International Students should seek advice before withdrawing or changing their Enrolment from a Course, as well as changing their Major or Specialisation to ensure they remain compliant with their visa conditions.

If an International Student is studying their final Course and the Course is only offered online, it may be completed online. If an On-campus Course is not available in the Student's final study period, all Courses in that period may be studied online.

International Students must have a valid Confirmation of Enrolment (CoE) throughout their Enrolment at the University. A Confirmation of Enrolment (CoE) is a document issued by the University to verify an International Student's enrolment in a specified program. The CoE provides confirmation that a Student is enrolled and are eligible to apply for a Student Visa in Australia.

4.6 Maximum time to complete

All programs have a maximum time within which Students are required to complete their studies. The table below outlines the maximum time to complete. Programs with professional accreditation requirements may specify a different completion timeframe. Variations due to accreditation requirements require the approval of the **DVC (Academic Affairs)**.

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Standard program duration (full-time)	Maximum time to complete Award
0.5-year degree (4 Units)	3 years
1-year degree (8 Units)	4 years
2-year degree (16 Units)	6 years
3-year degree (24 Units)	8 years
4-year degree (32 Units)	10 years

A Program Director may grant an extension to the maximum period for completion of a Program where there is evidence of Special Circumstances and a reasonable expectation of program completion within the extended timeframe.

The maximum time to complete may be reduced for Students approved for Credit or Recognition of Prior Learning (RPL) on Admission.

4.7 Leave of Absence

A Full-Time Study load consists of six (6) to eight (8) Units per calendar year. Any load of less than six (6) Units per year is considered Part-Time Study.

4.7.1 Students other than International Students on a Student Visa

Students other than International Students on a Student Visa who intend to take a break from study for one (1) Study Period or longer should register for a Leave of Absence, which allows them to retain their place in the program for up to two years, with applications for up to 12 months at a time.

All periods of Leave of Absence contribute to the maximum time allowed to complete the program. A Leave of Absence longer than one (1) full Academic Year will require approval from the relevant Program Director.

Failure to notify the University about a Leave of Absence will result in the Student being withdrawn from the program after 12 months.

4.7.2 International Students on a Student Visa

A Leave of Absence is available to on-campus International Students who need to defer or temporarily suspend their studies for up to 12 months due to compassionate or compelling circumstances. Students can submit a request for a Leave of Absence at any time by notifying the University before the Census Date of the next Study Period.

The University will notify the relevant government body of the deferral or suspension once approved.

All periods of Leave of Absence contribute to the maximum time allowed to complete the program. The University will notify Students of the need to re-Enrol at the end of their approved Leave of Absence.

4.8 Interruptions to study

Subject to the provisions of the *Anti-Discrimination Act 1991 (Qld)*, if, in the opinion of both the Associate Provost and the Deputy Vice-Chancellor (Academic Affairs), the state of health of any Student enrolled in a course or program, or of any person seeking re-enrolment for any program, gives cause for concern, either the Associate Provost or the Deputy Vice-Chancellor (Academic Affairs) may refer the matter to the Vice-Chancellor who may take such action as is considered necessary to:

1. protect the health, safety and/or wellbeing of the Student or person concerned, staff and/or Students; or
2. preserve the teaching and learning experience of other Students.

Such action may include interrupting a Student's enrolment while the Student undergoes a medical assessment by a practitioner appointed by the University at its cost. The medical practitioner will write a report of their findings to the University and recommend action to be taken by the University to manage the Student's wellbeing during their enrolment.

4.9 Cross-institutional enrolment

Cross-institutional Students enrol in a Course or Courses through another institution, which, upon successful completion, can be credited to their Program at their home institution.

A Student of the University may apply to undertake one or more Courses with another domestic provider. An application must be submitted to the relevant Program Director for assessment of the suitability of the proposed Course. Approval for Cross-institutional Study is granted where evidence indicates that the integrity of the Academic Program will not be compromised.

Students are responsible for organising their application and enrolment with the host university, as well as initiating the transfer of Credit to their University program upon successful completion of the Cross-institutional Study.

The maximum amount of Cross-institutional Study that may be undertaken for credit towards a University program is prescribed by the maximum amount of credit transfer specified in the Credit and Exemption Procedure.

Students from other universities wishing to enrol at the University to complete Cross-institutional Study must apply as specified in the Admission Procedure.

4.10 Withdrawal from a Program

A Student may withdraw from a program at any time. When a Student withdraws from a program, they are automatically withdrawn from all currently Enrolled Courses and are no longer considered Enrolled at the University. The provisions related to withdrawing from Courses apply to the Courses in which the Student was Enrolled at the time of withdrawal.

A Student who has not Enrolled in a Course by Census Date for a period of twelve (12) months will be withdrawn from their program unless they are on an approved Leave of Absence.

A Student who has not commenced studies in a program and is not Enrolled in a future Study Period must request a Deferment of Enrolment. Students who do not have a Deferment will have their Enrolment cancelled after the Census Date of the current Study Period and will be withdrawn from their program. Students who have had their Enrolment cancelled and wish to recommence studies must reapply for Admission.

International Student Visa holders should seek advice from the Department of Home Affairs prior to withdrawing from their Program regarding the implications this may have for their visa status.

4.11 Non-Contributory Courses

The University recognises that there may be occasions where a Course already completed will not contribute to a program or where the allowable timeframe for program completion has been exceeded. In such cases, the Course may be made non-contributory.

Courses within a program can only be made non-contributory in the following instances:

- where the maximum timeframe to complete a program will be exceeded. If Courses from a designated timeframe are made non-contributory, all Courses prior to that timeframe must also be made non-contributory. Courses cannot be made non-contributory where there is sufficient allowable timeframe to complete the program;
- where Course(s) completed in a program do not form part of the program structure and therefore should not be counted towards the completion of that program. For example, a Student having completed a Course(s) outside of their program's recommended Enrolment pattern;
- where a Student has been identified as being over-enrolled in their program;
- where a Course(s) has a clinical component and is considered to be out of date;
- where the admit term for a program has been reset at the time of readmission, due to the maximum timeframe to complete a program being exceeded, all Courses completed prior to the new admit term will be made non-contributory.

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Course(s) cannot be made non-contributory where a fail Grade (F, FNP, FNC, FNS as set out in the Assessment policy and its pursuant procedures) has been recorded. Except where the admit term for the program has been reset at the time of readmission.

Course(s) may be designated as non-contributory to a Student's program only at the written request of the Dean (Academic).

These procedures do not preclude the University from granting Credits/Exemptions on the basis of designated non-contributory Courses.

Making Courses non-contributory are not grounds for Special Circumstances and therefore are not a valid reason for extending a Student's Confirmation of Enrolment (COE).

A Student undertaking additional Units must meet the timelines for completing their program as set out under the Section 4.6 Maximum Time to Complete.

4.12 Repeating Courses Successfully Completed

The University only permits Students to repeat a Course they have already successfully completed under the following specific circumstances:

- Research topic or Work Integrated Learning experience: If the Student will undertake a different Research topic or Work Integrated Learning experience, such as a Science Research Project (SRP) or similar placement.

When a Student repeats a Course, the grade for the repeated course will be included in the Student's cumulative or program Grade Point Average (GPA).

Repeated successful Courses are considered outside of Award requirements and must be undertaken on a full-fee paying basis.

4.13 Review of Decision

Any Student unsatisfied with a Decision in relation to Enrolments may request a review of the Decision under the provisions of the Student Grievance Resolution Procedure.

5 References

Nil.

6 Schedules

This procedure must be read in conjunction with its subordinate schedules as provided in the table below.

7 Procedure Information

Accountable Officer	Associate Provost
Responsible Officer	Deputy Academic Registrar and Director (Student Administration)
Policy Type	University Procedure
Policy Suite	Admission, Enrolment and Graduations Policy
Subordinate Schedules	Student Authority to Act Schedule
Approved Date	
Effective Date	
Review Date	
Relevant Legislation	Education Services for Overseas Students (ESOS) Act (2000) Higher Education Administrative Information for Providers (AIP) Higher Education Standards Framework (Threshold Standards) 2021 Higher Education Support Act 2003 National Code of Practice for Providers of Education and Training to Overseas Students 2018
Policy Exceptions	Policy Exceptions Register
Related Policies	Assessment Policy Handling Personal Student Information Policy and Procedure Marketing and Brand Policy Privacy Policy Refund of Student Fees Policy and Procedure Student Academic Integrity Policy Student General Conduct Policy Student Grievance Resolution Policy

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	Students with a Disability Policy and Procedure
Related Procedures	Admissions Procedure Assessment of Special Circumstances Procedure Assessment Procedure Higher Degree by Research Student Admissions and Enrolments Procedure Higher Degree by Research Student Progress Procedure Privacy Procedure Records and Information Management Procedure Student Academic Progress Procedure Student Appeals Procedure Student Authority to Act Procedure Student Debt Management Procedure Student Discrimination, Bullying, Harassment and Sexual Misconduct Response Procedure Student Grievance Resolution Procedure Website Procedure
Related forms, publications and websites	
Definitions	Terms defined in the Definitions Dictionary Academic Program Admission

	Anti-requisite
	Award
	Census Date
	Co-requisite
	Course
	Coursework
	Coursework Program
	Cross-institutional Study
	Decision
	Deferment
	Domestic Student
	Enrolment
	Exemption
	External Course
	Formal Examination
	Full-Time Study
	Higher Degree by Research (HDR)
	International Student
	Leave of Absence
	On-campus Course
	Online Course
	Pre-requisite
	Special Circumstances
	Student
	Study Period

	Unit
	University
	Work Integrated Learning
	Compulsory Study Periods (new proposed) Trimester 1, Trimester 2 and Trimester 3 are designated as Compulsory Study Periods for the purposes of an International Student studying in Australia on a Student Visa.
	Definitions that relate to this procedure only
	Student Visa
Keywords	
Record No	24/281PL

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Version	Date	Author	Change Description

Graduations Procedure

1 Purpose

To set out the process for the conferral of Awards, graduation, and other related processes.

2 Scope

This Procedure applies to Students graduating from Award Programs.

3 Procedure overview

This Procedure outlines requirements for Award conferral, including posthumously where appropriate, and the conditions under which an Award may be revoked.

This Procedure aligns with:

- *Higher Education Standards Framework (Threshold Standards) 2021*: Standard 1.5 Qualifications and Certification; Standard 7.2 Information for Prospective and Current Students.

4 Procedures

4.1 Met requirements for graduation

When a Student has been assessed as meeting the program requirements for graduation, they are considered to be a Graduand, and are notified of their eligibility to graduate via their University issued email account. This assessment typically occurs after the completion of all Course requirements, including any final Assessment Items or Work Integrated Learning (WIL), and the release of grades.

Graduands are issued with official documentation, including:

- Australian Higher Education Graduation Statement
- Official Academic Transcript (digital format).

The Australian Higher Education Graduation Statement:

- conforms to the Guidelines for the Presentation of the Australian Higher Education Graduation Statement

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- includes additional achievements, such as academic medals and awards (refer to the Medals and Awards with Distinction Schedule).

The official Academic Transcript serves as a final record of the Student's Enrolment history, including all program Admissions and Course Enrolments, Final Grades achieved and Awards conferred.

In special circumstances where a Student is eligible for an early release of their final course grade, they will receive a '*Met Requirements*' letter and a digital Official Academic Transcript. However, the Student will not be officially completed from their program until the official results release date for their final study period.

Where a Student is enrolled in a Dual or Joint Award arrangement with an educational partner, the awarding of the UniSQ qualification may be delayed until the requirements of both courses have been fulfilled.

4.2 Nested Qualifications

Upon completion of an Award that falls within a Nested Qualification, Students are eligible to have the corresponding nested Award conferred before progressing to a higher-level program as per the Coursework Curriculum Design and Structures Procedure. Students who are conferred a nested Award will receive a Testamur and other official documentation, as outlined in Section 4.5. The conferral of a higher-level Award does not rescind any lower-level Awards completed as part of the Nested Qualification.

4.3 Exit Awards

An exit Award may be conferred when a Student does not complete the full requirements of the Coursework Award Program to which they were admitted. A Student may apply for an exit Award or the University may determine that exiting is appropriate. The University may confer an exit award to eligible students who have not enrolled in any courses for more than 12 months, have not submitted a formal leave of absence, and have not been excluded from their program. Students who complete an exit Award will receive a Testamur and other official documentation, as outlined in Section 4.5, and may attend a graduation ceremony. Students who have graduated with an exit Award may apply for readmission to the original Award Program.

4.4 Posthumous Awards

A posthumous Award may be conferred upon a deceased Student by the University, on the recommendation of the **Associate Provost or Deputy Vice-Chancellor (Research and Innovation)**, and will be managed in accordance with the Guidelines for a Deceased Student, managed by the Wellbeing Team.

A request for a posthumous Award may be initiated by:

- a Close Relative of the deceased Student

- the School/College responsible for the Student's Coursework or Higher Degree by Research (HDR) program.

A posthumous Coursework Award may be conferred if the Student:

- had met all requirements of the program to which they were admitted; or
- had successfully completed two thirds of the program to which they were admitted; or
- had met requirements for a lower level Award.

The Associate Provost may consult with relevant parties, including the Head of School and the Deputy Vice-Chancellor (Academic Affairs), as appropriate.

A posthumous HDR Award may be conferred following consideration of factors such as:

- the Student's progression in the program (e.g. completion of confirmation of candidature and significant research progress)
- the proportion of the Research completed
- the amount of Research Training Program (RTP) funding consumed

The supervisory team will provide a recommendation to the Deputy Vice-Chancellor (Research and Innovation), who may consult with relevant parties, including the Graduate Research School, to determine the appropriate course of action.

If the Student is eligible for a posthumous Coursework or HDR Award, the Award may be conferred as a posthumous Award and presented to a family representative of the Student, or in absentia, at a graduation ceremony. The Director (Support for Learning) will liaise with the Close Relative regarding the preferred method of conferral. The University records will indicate that the Award was conferred posthumously.

The Director (Support for Learning) will arrange appropriate notification of the denial of the request for a posthumous Award to the Close Relative of the deceased Student.

4.5 Conferral of Awards

Awards are conferred upon Students under the authority of the University Council, once all academic requirements are met and any outstanding matters (including debts and disciplinary actions) have been resolved. After a Student has been confirmed as eligible to graduate, conferral takes place at the next scheduled conferral date. Conferral is the process of granting an Award to a Student, and takes place independently of the Graduation ceremony. Upon conferral, the Student officially becomes a Graduate of the University.

The Associate Provost provides a report of certification of Award eligibility and conferral to Council twice per year.

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4.5.1 Official documentation

Upon conferral, Graduates will receive:

- a printed Testamur
- a digital Testamur.

The Testamur will state:

- the full title of the Award
- the components of the Award, including honours, primary Major or Specialisation (minors are not recorded on official documentation)
- if applicable, details of a joint Testamur (e.g., Cotutelle PhD program or Joint Awards with partner institutions)
- the date of conferral.

Graduates may request replacement copies of their Testamur, on payment of a fee. Graduates may use Award title abbreviations to represent the full title of their Award in professional, academic, and official contexts upon issue of their digital graduation documents.

4.6 Graduation Ceremony

Graduates will be notified of their eligibility to attend the ceremony once their graduation is confirmed. The notification will include the ceremony date, location, and instructions for registering to attend. Graduates who cannot attend the scheduled ceremony may apply to attend an alternative ceremony.

All Graduates, Academic Employees, and University Council members must wear appropriate academic dress at the ceremony.

4.7 Revocation of Awards

The University Council reserves the right to revoke an Award that has been conferred, on the basis of the following grounds:

- the Student did not meet the necessary requirements for the Award; or
- the Award was achieved through Academic Misconduct, fraudulent actions or dishonest means.

When an Award is revoked, the Student will be informed in writing that they are no longer permitted to cite or claim the Award. The date of revocation will be recorded on the Student's academic record.

In cases where it is identified that an administrative error led to the incorrect conferral of an Award, the **Associate Provost** may approve revocation of the Award.

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4.8 Surrender of Awards

A Graduate may surrender an Award by providing:

- written notice signed by the Graduate that states that they have decided to surrender the Award (a surrender notice); and
- the printed Testamur; or
- in cases where a Testamur is not in the possession or under the control of the Graduate surrendering the Award, evidence that confirms that the document has been lost, defaced or destroyed.

Surrendering an Award does not alter the Graduate's academic transcript. The transcript remains an accurate record of the Graduate's enrolment and academic achievement. However, it will be annotated to indicate that the Award has been surrendered.

4.9 Review of Decision

Any grievance arising from this Procedure will be managed in accordance with the Student Grievance Resolution Policy and subordinate Policy Instruments.

5 References

Nil.

6 Schedules

This procedure must be read in conjunction with its subordinate schedules as provided in the table below.

7 Procedure Information

Accountable Officer	Associate Provost
Responsible Officer	Deputy Academic Registrar and Director (Student Administration)
Policy Type	University Procedure
Policy Suite	Admission, Enrolment and Graduation Policy
Subordinate Schedules	Academic Medals and Awards Schedule
Approved Date	
Effective Date	

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Review Date	
Relevant Legislation	
Policy Exceptions	Policy Exceptions Register
Related Policies	
Related Procedures	Enrolment Procedure Higher Degree by Research Student Admissions and Enrolments Procedure Higher Degree by Research Thesis Examination Procedure
Related forms, publications and websites	https://www.unisq.edu.au/current-students/graduations https://www.unisq.edu.au/research/graduate-research-school/current-hdr-students
Definitions	Terms defined in the Definitions Dictionary Academic Employee Academic Transcript Admission Assessment Item Award Award Program Close Relative Collaborative Double Degree Council Course Coursework Dual Award Enrolment Final Grade

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	Graduand
	Higher Degree by Research (HDR)
	Nested Qualification
	Student
	Testamur
	University
	Work Integrated Learning
	Definitions that relate to this procedure only
Keywords	
Record No	24/282PL

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Admissions Policy

1 Purpose

To establish the expectations and requirements for employees who admit Students.

2 Scope

This policy applies to the process by which Applicants become Students of the University. The Admission process finishes when the Applicant is formally enrolled as a Student on the University's system. This policy applies to the Admission of Domestic and International Students seeking entry into all Award Programs and Non-Award Programs offered by the University.

3 Policy Statement

The University establishes the expectations and requirements for Admission through this policy. Admission is determined on the basis of Academic Merit or the capacity for university level study. The University recognises that this can be measured by formal qualifications and by means other than formally recognised educational attainment. The Admissions Procedure sets out the criteria which an Applicant must satisfy in order to be admitted to the University.

Students seeking entry to programs at the University must satisfy the general Admission principles outlined in this policy as well as the specific entry requirements as detailed in the Admissions Procedure.

This Policy aligns with the:

- *Higher Education Standards Framework (Threshold Standards) 2021: Standard 1.1 Admissions, Standard 7.2 Information for Prospective and Current Students*

4 Principles

The Admission principles of the University are:

1. Admission to University Award Programs is determined on the basis of merit, specific program requirements and perceived probability of success.
2. Non-Award Programs and Courses do not have Academic Merit Admission requirements.

3. The University supports the Admission of Applicants who are considered to have a reasonable chance of success in the program to which they apply.
4. The University may establish and use alternative entry programs to assist the Admission of under-represented community groups.
5. There are a limited number of places available in each program. Where demand for a program exceeds the available number of places, Admission to the program may be denied, despite the Applicant meeting the minimum entry requirements.
6. The University may cancel the Enrolment of Students.
7. Admission requirements will be made available for Applicants.

5 References

Nil.

6 Schedules

This policy must be read in conjunction with its subordinate schedules as provided in the table below.

7 Policy Information

Accountable Officer	Provost
Responsible Officer	Associate Provost
Policy Type	Academic Quality Policy
Policy Suite	Admissions Procedure English Language Proficiency Requirements Procedure
Subordinate Schedules	
Approved Date	10/8/2023
Effective Date	10/8/2023
Review Date	11/4/2019
Relevant Legislation	Higher Education Support Act (2003)
Policy Exceptions	Policy Exceptions Register

Failure to comply with this Policy or Policy Instrument may be considered as misconduct and the provisions of the relevant Policy or Procedure applied. A hard copy of this electronic document is uncontrolled and may not be current as UniSQ the University regularly reviews and updates its Policies and Policy Instruments. The latest controlled version can be found in the UniSQ's [Policy and Procedure Library](#).

Related Policies	Enrolment Policy Work Integrated Learning Activities Policy
Related Procedures	Enrolment Procedure Higher Degree by Research Student Admissions and Enrolments Procedure Higher Degree by Research Student Progress Procedure Higher Degree by Research Supervision Procedure Program Accreditation Procedure Student Academic Progress Procedure
Related forms, publications and websites	QTAC Online Application UniSQ Online Application Form QTAC Tertiary Course Search QTAC Admissions Criteria UniSQ Program Guide UniSQ Future Students website UniSQ International Students website
Definitions	Terms defined in the Definitions Dictionary Academic Merit Academic Merit is based on an Applicant's level of academic achievement during their prior studies. It is generally assessed on an applicant's OP score, International Baccalaureate (IB) score, Australian Tertiary Admissions Rank, or equivalent rank based on the applicants qualifications and/or work experience. Admission The process of submission and assessment of applications for entry to study at the University. Applicant A person who applies for any program or Course of study offered by

	the University whether the application is made through the Queensland Tertiary Admission Centre (QTAC) or directly to the University. Award Program A sequence of study which leads to an academic qualification granted by the University and conferred by Council. Domestic Student A Student who is an Australian citizen, a New Zealand citizen, an Australian Permanent Resident or the holder of an Australian permanent humanitarian visa. Enrolment The process of admitting Students to one or more Courses for the current Academic Year. International Student A Student who is not an Australian citizen, a New Zealand citizen, an Australian Permanent Resident or the holder of an Australian permanent humanitarian visa. Non-Award Program A sequence of study which does not lead to an Award. Student A person who is enrolled in a UniSQ Upskill Course or who is admitted to an Award Program or Non-Award Program offered by the University and is: currently enrolled in one or more Courses or study units; or not currently enrolled but is on an approved Leave of Absence or whose admission has not been cancelled. University The term 'University' or 'UniSQ' means the University of Southern Queensland.
	Definitions that relate to this policy only
Keywords	QTAC, direct entry, tertiary entrance

Record No	13/25PL
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Enrolment Policy

1 Purpose

To outline the framework that governs all Course Enrolments at the University to ensure compliance with relevant Government requirements and University regulations.

2 Scope

This policy applies to Enrolment in all programs and Courses offered by the University.

3 Policy Statement

The University recognises that Enrolment is a crucial aspect of the relationship between a Student and the University. The University is committed to ensuring that all practices in relation to Enrolments are consistent, fair and transparent, and comply with applicable external regulations and requirements.

This Policy aligns with the:

- *Higher Education Standards Framework (Threshold Standards) 2021: Standard 1.1 Admissions*
- *National Code of Practice for Providers of Education and Training to Overseas Students (2018): Standard 3: Formalisation of Enrolment and Written Agreements, Standard 9: Deferring, Suspending or Cancelling the Overseas Student's Enrolment*

4 Principles

To that end, the following principles and requirements apply:

1. To be enrolled at the University, Students agree to be bound by the regulations, policies and procedures of the University and agree to pay all fees, levies and charges directly arising from their Enrolment.
2. Enrolled Students are able to participate in classes, and other educational and support activities of the University; to undertake research at the University; to receive recognition for the work done and, be awarded a Grade on completion of the requirements of a Course of study; and to be eligible to receive an Award from the University.

3. Each enrolled Student will be issued with a unique Student identifier, which implies shared responsibility for the University to collect and record information as it relates to the Student's Enrolment, in accordance with University privacy policies, procedures and relevant privacy legislation, and for the Student to provide all information necessary to be enrolled.
4. Enrolled Students may amend their Enrolment for the current Academic Year in certain circumstances and in accordance with University program and Award regulations and legal compliance requirements.
5. The University may amend a Student's Enrolment or program of study in certain circumstances, to meet University and/or legal compliance requirements.
6. Enrolled Students may apply for leave from study in accordance with criteria established by the University.
7. The Enrolment of a Student may be discontinued, suspended or cancelled under certain conditions established by the University, at the instigation of either the University or the Student.
8. Subject to requirement 7 above, a Student remains enrolled until such time as the Student:
 - a. Has qualified for the Award (Student enrolled in a program of study).
 - b. Has completed all requirements of the Course/s (Student enrolled in single Course/s).
 - c. Has not re-enrolled by the due date (Student enrolled in but yet to complete a program of study).
 - d. Has submitted a Thesis as part of the requirements for a Higher Degree by Research.
9. Prior Learning assessed by the University may be used to satisfy, or partially satisfy, program Admission criteria, and/or to gain Credit or Exemption/s in some programs.
10. The University will make the necessary information and reasonable services and support readily available to Students to enable them to fulfill the requirements of their enrolment.

5 References

Nil.

6 Schedules

This policy must be read in conjunction with its subordinate schedules as provided in the table below.

7 Policy Information

Accountable Officer	Provost
Responsible Officer	Associate Provost
Policy Type	Academic Quality Policy
Policy Suite	Credit and Exemption Procedure Enrolment Procedure Student Academic Progress Procedure Student Authority to Act Procedure Student Authority to Act Schedule Transfer Between Providers Procedure
Subordinate Schedules	
Approved Date	10/8/2023
Effective Date	10/8/2023
Review Date	1/4/2019
Relevant Legislation	
Policy Exceptions	Policy Exceptions Register
Related Policies	Admissions Policy Work Integrated Learning Activities Policy
Related Procedures	Admissions Procedure Higher Degree by Research Student Admissions and Enrolments Procedure Higher Degree by Research Student Progress Procedure
Related forms, publications and websites	

Failure to comply with this Policy or Policy Instrument may be considered as misconduct and the provisions of the relevant Policy or Procedure applied. A hard copy of this electronic document is uncontrolled and may not be current as UniSQ the University regularly reviews and updates its Policies and Policy Instruments. The latest controlled version can be found in the UniSQ's [Policy and Procedure Library](#).

Definitions	Terms defined in the Definitions Dictionary
	Academic Year A period of time consisting of Semesters and Study Periods that all commence in the same calendar year. Admission The process of submission and assessment of applications for entry to study at the University. Award The qualification conferred upon a Student following the successful completion of an Academic Program. The categories of Award are listed in the Program Nomenclature Schedule . Course A discrete element of a program, normally undertaken over a single Study Period, in which the Student enrolls, and on completion of which the Student is awarded a grade. Credit The number of units, up to a specified limit, granted towards a University Award on the basis of either previous Formal, Informal or Non-formal Learning. Credit reduces the number of Courses required to complete an Award Program. Enrolment The process of admitting Students to one or more Courses for the current Academic Year. Exemption The release from the requirement to complete a specific required Course but without reducing the overall number of Units required to complete the program. Grade (noun) A Grade is a code that indicates the status of the Assessment of Student performance against the Learning Outcomes of a Course. Higher Degree by Research (HDR)

	A Research Doctorate or Research Masters program for which at least two-thirds of the Student load for the program is required as research work. Student A person who is enrolled in a UniSQ Upskill Course or who is admitted to an Award Program or Non-Award Program offered by the University and is: currently enrolled in one or more Courses or study units; or not currently enrolled but is on an approved Leave of Absence or whose admission has not been cancelled. Thesis Also known as a Standard Thesis, is the material outcomes of a program of research. It is also referred to as a 'dissertation'. University The term 'University' or 'UniSQ' means the University of Southern Queensland.
	Definitions that relate to this policy only
Keywords	Enrolment
Record No	13/120PL

Award Eligibility and Graduation Policy

1 Purpose

To establish the requirements for Award eligibility and conferral.

2 Scope

This policy applies to all Students enrolled in an Award Program.

This policy does not apply to Honorary Awards. Please refer to the Honorary Award and Title Policy for information on Honorary Awards.

3 Policy Statement

The University grants Awards only if a program of study leads to the Award of that qualification and all of the requirements of the program of study have been fulfilled.

A Student who has fulfilled all of the requirements for an Award Program is confirmed as eligible to graduate and becomes a Graduand of the University.

The University confers Awards and medals on Graduands at a graduation ceremony, or in absentia during a graduation ceremony.

In exceptional circumstances, the Associate Provost, or the Deputy Vice-Chancellor (Research and Innovation), as appropriate, may confirm eligibility to graduate and recommend to the Vice-Chancellor that the University confers Awards on Graduands without a formal graduation ceremony taking place.

This Policy aligns with the:

- *Higher Education Standards Framework (Threshold Standards) 2021: Standard 1.5 Qualifications and Certification*

4 Principles

The following principles and requirements apply for all Award Programs:

1. Students must satisfy all the requirements for the Award within the maximum time

allowable as specified in the program accreditation documents and the University Handbook.

2. Students who have had a break in their study that requires them to apply for readmission must, if readmitted, resume study under the Award Program requirements which are in place at the time they are readmitted.
3. In exceptional circumstances, the Dean (Academic) of the Faculty offering the program, or the Dean (Graduate Research School) in the case of Higher Degree by Research programs, may extend the time to complete the Award Program beyond that specified in the program accreditation documents.
4. A Student who does not meet the completion requirements for the Award Program in which they are, or have been, enrolled may be eligible to graduate with a lower level Award, subject to any Credit limits, if all program requirements of the lower level Award have been met.
5. Once a Higher Degree by Research Student satisfies all the requirements of their program, the University will issue a letter advising that the Student has satisfied the requirements of the Award Program and that the Award is yet to be conferred. This letter will be authorised by the Dean (Graduate Research School). The Student is entitled to use any associated title (for example Doctor for the PhD) on receipt of the letter. The Student's Award will not be conferred until the next relevant conferral date.
6. Any Student who has a debt of any type to the University will not be permitted to graduate.

5 Medals and Awards with Distinction

The University recognises outstanding academic achievement by conferring University Medals, Faculty Medals, Awards with Distinction and Awards for Excellence upon graduating Students. Specific eligibility criteria for Medals and Awards with Distinction are set out as per the Medals and Awards with Distinction Schedule.

6 Posthumous Awards

The University may recognise the achievements of a Student who has died after the completion of the requirements for an Award, and is yet to graduate from the University, by posthumously conferring the Award.

The University may also recognise a Student who has died whilst in the final stages of their program of study by posthumously conferring the Award in which they were enrolled or a lesser/embedded Award. If the Student is not eligible to receive a lesser/embedded Award, then the Student may be posthumously awarded a Certificate of Achievement by the University.

Upon the recommendation of the Associate Provost, the Vice-Chancellor will recommend the

appropriate course of action to the Chancellor for approval on behalf of Council. All Posthumous Awards approved will be reported by the Chancellor at a subsequent meeting of Council.

7 Graduation ceremonies

Unless warranted by exceptional circumstances, the Chancellor, as head of the University's Council, confers Awards on behalf of the University at graduation ceremonies.

The University holds a number of graduation ceremonies throughout the year. Prior to each ceremony, the Deputy Vice-Chancellor (Academic Affairs) will confirm those Students who have completed the requirements to graduate.

Students who have been confirmed as having completed the requirements of an Award Program and who wish to attend a graduation ceremony must submit their request to attend by the prescribed date.

At graduation ceremonies, Graduands, processing academic staff and members of the University Council must wear academic dress as outlined on the University website.

The University may limit the number of people who accompany a Graduand to a graduation ceremony.

Graduates will be presented with their Testamur at the graduation ceremony. Graduates who have their Award conferred 'in absentia' will receive their Testamur after the relevant graduation ceremony or the date of conferral.

Upon conferral of an Award, the Student will become a Graduate of the University and will become part of the University's Alumni Network.

8 Students with debts to the University

Any Student with debts of any type to the University will not be permitted to graduate until the debt is cleared. It is the responsibility of the Student to clear any debts to the University before the cut-off date to graduate for the relevant graduation ceremony.

A Testamur will not be issued to any Student with a debt to the University.

9 Revocation of Award

Council reserves the right to revoke an Award that has been conferred on the basis that the individual:

- did not complete the necessary requirements for the Award; or

- achieved conferral through Academic Misconduct, fraudulent or dishonest means.

Upon revocation of the Award by Council, the individual is advised in writing that they are no longer permitted to cite or imply that they are a recipient of the Award and a note including the date the Award was revoked is placed on the individual's academic record.

10 Replacement Testamur

In certain circumstances, the University may replace a Graduate's Testamur.

Applications to replace a Testamur shall be made to the Graduations Office.

The University will normally only replace a Testamur in the following circumstances:

- A change of name is required on the Testamur.
- The original Testamur is damaged.
- The original Testamur was issued by the Darling Downs Institute of Advanced Education (DDIAE) or the University College of Southern Queensland (UCSQ) and the Graduate wishes the Testamur to be re-issued by the University of Southern Queensland (UniSQ).
- The original Testamur is lost.

Fees may be charged by the University for a replacement Testamur.

11 References

Nil.

12 Schedules

This policy must be read in conjunction with its subordinate schedules as provided in the table below.

13 Policy Information

Accountable Officer	Provost
Responsible Officer	Associate Provost
Policy Type	Academic Quality Policy

Failure to comply with this Policy or Policy Instrument may be considered as misconduct and the provisions of the relevant Policy or Procedure applied. A hard copy of this electronic document is uncontrolled and may not be current as UniSQ the University regularly reviews and updates its Policies and Policy Instruments. The latest controlled version can be found in the UniSQ's [Policy and Procedure Library](#).

Policy Suite	Medals and Awards with Distinction Schedule
Subordinate Schedules	Medals and Awards with Distinction Schedule
Approved Date	13/12/2024
Effective Date	13/12/2024
Review Date	7/7/2019
Relevant Legislation	
Policy Exceptions	Policy Exceptions Register
Related Policies	
Related Procedures	Higher Degree by Research Thesis Examination Procedure
Related forms, publications and websites	https://www.unisq.edu.au/current-students/graduations https://www.unisq.edu.au/research/graduate-research-school/current-hdr-students
Definitions	Terms defined in the Definitions Dictionary Academic Misconduct Academic Misconduct encompasses all behaviours, including doing as well as attempting to do, any of the acts, omissions or activities that constitute Academic Misconduct: involving the misrepresentation of academic achievement; or undermining the core values (honesty, trust, fairness and respect) of Academic Integrity; or breaching Academic Integrity; whether intentional or unintentional. Academic Misconduct includes, but is not limited to the following: Plagiarism and Self-plagiarism; using (including for Assessment or review) the work prepared by another person or software, including generative artificial intelligence, as their own without appropriate attribution; Collusion, such as any unauthorised collaboration in preparation or presentation of work, including knowingly allowing personal work to be copied by others; all forms of Cheating in examinations and other Assessment tasks; Contract Cheating; Promoting ways to breach Academic Integrity or using University resources to support others in breaching Academic Integrity; offering or accepting bribes (money or other favours), e.g. for Admission or for Marks/Grades; and fabrication or falsification of information or Student identity (TEQSA Guidance Note: Academic Integrity, Version 1.2, 28 March 2019). Award The qualification conferred upon a Student following the successful

completion of an Academic Program. The categories of Award are listed in the Program Nomenclature Schedule .

[Award Program](#)

A sequence of study which leads to an academic qualification granted by the University and conferred by Council.

[Council](#)

Council means the governing body, the University of Southern Queensland Council.

[Course](#)

A discrete element of a program, normally undertaken over a single Study Period, in which the Student enrolls, and on completion of which the Student is awarded a grade.

[Coursework](#)

A method of teaching and learning that leads to the acquisition of skills and knowledge and does not include a major research component.

[Graduand](#)

A Student who the Deputy Vice-Chancellor (Academic Affairs), or Dean (Graduate Research School) in the case of Higher Degree by Research programs, has certified as having completed all the requirements of an Academic Program but upon whom Council has not yet conferred that Award.

[Graduate](#)

A Student upon whom Council has conferred an Award.

[Higher Degree by Research \(HDR\)](#)

A Research Doctorate or Research Masters program for which at least two-thirds of the Student load for the program is required as research work.

[Student](#)

A person who is enrolled in a UniSQ Upskill Course or who is admitted to an Award Program or Non-Award Program offered by the University and is: currently enrolled in one or more Courses or study

	units; or not currently enrolled but is on an approved Leave of Absence or whose admission has not been cancelled.
	Testamur
	A certificate issued by the Council of the University to signify that a Student has satisfied the requirements of a specific program and has graduated.
	Unit
	This is an indicator of the value of a Course. Most Courses are valued at one Unit. Units are used to track progress towards completing a program. (The term used prior to 2002 to describe a Course)
	Definitions that relate to this policy only
Keywords	Graduation, Award, Award Eligibility
Record No	13/263PL

IMPLEMENTATION PLAN			
Policy Instrument Name:	Admissions Procedure (part of AEG Suite)		
Accountable Officer:	Associate Provost		
Responsible Officer:	Deputy Academic Registrar and Director (Student Administration)		
Target Implementation Date:	1 January 2026		
Can it be delivered within the existing budget?	Yes		
Can it be delivered using existing employees?	Yes		
	Action Steps	Responsibility	Timeline
1. EDUCATION & AWARENESS Staff/Student announcements via email, SharePoint, divisional newsletters etc.	- All staff announcement via email - Academic Division Newsletter - International partners and agents - External bodies (eg. QTAC)	- Academic Policy team - Academic Policy team - UniSQ International - Student Administration	On publication
2. PUBLICATIONS & INFORMATION Forms, letters, templates, manuals, registers, websites, FAQs, SharePoint, Handbook, program rules etc.	- Review and update relevant student-facing content (eg. Program Guide) to ensure alignment with revised terminology and new processes. - Review and update automated correspondence (e.g., offer letters, welcome communications) to ensure alignment with new policy language.	- Student Administration - UniSQ International	On publication

3. BUSINESS PROCESSES Update or development of local processes, operating procedures, process maps etc.	Revise approval and decision-making steps to reflect updated delegations or procedural requirements.	- Student Administration - UniSQ International	On publication
4. TECHNOLOGY & SYSTEMS Impact on management systems, software licences, applications etc.	- Review configuration of student systems (e.g., CRM Domestic Application, Handbook) to ensure compliance of revised policy instruments. - Liaise with ICT and Student Systems to scope timeframes and dependencies for implementation. - Review CRM templates, student portals and dashboards to align with policy language.	- Student Administration - UniSQ International	On publication
5. COMMITTEES Change to Terms of Reference, membership, reporting requirements etc.	Distribution of Domestic Postgraduate Commonwealth Supported Places to be reported to Load Operations group.	Student Administration	Ongoing, each Trimester commencing March 2026
6. EDUCATION & TRAINING Drop-in sessions, information sessions, workshops, online modules etc.	As required during the implementation period	- Student Administration - UniSQ International	As needed

7. MONITORING Timelines and checkpoints to monitor implementation success and effectiveness	- Initial implementation check 12-month implementation review	Academic Division, supported by the Academic Policy Team	- March 2026 - December 2026
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ACADEMIC POLICY TEAM			
	Details	Timeline	Status
1. Repeals of policies or delegations that must be approved by a different approval authority?	N/A	N/A	N/A
2. Mass Contextual Searches completed for which terms?	Admissions Policy	Prior to committee endorsement	Completed
3. Policy Library Impacts: other policy instruments	Repeals (to be replaced with new AEG Policy) - Admissions Policy - Award Eligibility and Graduation Policy - Enrolment Policy Update references in other policy instruments to revised AEG Policy. Other Policy Suite movements: Currently under Admissions Policy: English Language Proficiency Schedule to sit under new AEG Policy.	On publication	
4. Policy Library Impacts: academic delegations	Admissions Procedure (update Academic Delegations Register): - New delegation for approving Alternative Entry Pathways (section 4.1.1.7): Head of School - New delegation for authority to make offers (section 4.3): Associate Provost (domestic students), Executive Director (International) (international students)	On publication	

	• New delegation to approve withdrawing offers (section 4.4.4): Associate Provost (domestic students), Executive Director (International) (international students)		
5. Policy Library Impacts: definitions	N/A		

IMPLEMENTATION PLAN			
Policy Instrument Name:	Enrolment Procedure (part of AEG Suite)		
Accountable Officer:	Associate Provost		
Responsible Officer:	Deputy Academic Registrar and Director (Student Administration)		
Target Implementation Date:	1 January 2026		
Can it be delivered within the existing budget?	Yes		
Can it be delivered using existing employees?	Yes		
	Action Steps	Responsibility	Timeline
1. EDUCATION & AWARENESS Staff/Student announcements via email, SharePoint, divisional newsletters etc.	- All staff announcement via email - Academic Division Newsletter - International partners and agents - All student announcement via uconnect	- Academic Policy team - Academic Policy team - UniSQ International - Student Communications	December, prior to publication
2. PUBLICATIONS & INFORMATION Forms, letters, templates, manuals, registers, websites, FAQs, SharePoint, Handbook, program rules etc.	- Review and update relevant student-facing content (eg. Enrolments guides, website and FAQ's) to ensure alignment with revised terminology and new processes. - Review and update automated correspondence (e.g., enrolment communications, International Offer letters) to ensure alignment with new policy language.	- Course and Program Management - Student Communications - Student Administration - UniSQ International	On publication

3. BUSINESS PROCESSES Update or development of local processes, operating procedures, process maps etc.	- Revise approval and decision-making steps to reflect updated delegations or procedural requirements. - Revise business processes to align with new procedure, specifically Readmission, Leave of Absence, Withdrawal from a program and Administrative correction	- Student Administration - UniSQ International	On publication
4. TECHNOLOGY & SYSTEMS Impact on management systems, software licences, applications etc.	- Review configuration of student systems functionality (e.g., Nominating major, Leave of Absence) to ensure compliance with revised policy instruments. - Liaise with ICT and Student Administrative Systems to scope timeframes and dependencies for implementation.	- Student Administration - UniSQ International - Student Administrative Systems - ICT	Commence in August ready for publication in January
5. COMMITTEES Change to Terms of Reference, membership, reporting requirements etc.	Review requirements in alignment with organisational change process	- Student Administration - Academic Affairs	Commencing September
6. EDUCATION & TRAINING Drop-in sessions, information sessions, workshops, online modules etc.	Business process changes to be communicated to student facing areas	- Student Administration - UniSQ International - iconnect	December, ready for publication
	- Initial implementation check 12-month implementation review	Academic Division, supported by the Academic Policy Team	- March 2026 - December 2026

7. MONITORING Timelines and checkpoints to monitor implementation success and effectiveness			
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ACADEMIC POLICY TEAM			
	Details	Timeline	Status
1. Repeals of policies or delegations that must be approved by a different approval authority?	N/A	N/A	N/A
2. Mass Contextual Searches completed for which terms?	Enrolment Policy	Prior to committee endorsement	Completed
3. Policy Library Impacts: other policy instruments	Repeals (to be replaced with new AEG Policy) - Admissions Policy - Award Eligibility and Graduation Policy - Enrolment Policy Update references in other policy instruments to revised AEG Policy. Other Policy Suite movements: Currently under Enrolment Policy: Credit and Exemption Procedure, Student Academic Progress Procedure, Student Authority to Act Procedure, Student Authority to Act Schedule, Transfer Between Providers Procedure to sit under new AEG Policy.	On publication	
4. Policy Library Impacts: academic delegations	Enrolment Procedure (update Academic Delegations Register): - New delegation to approve Administrative correction to Enrolment after census (section 4.2.5): Deputy Academic Registrar - New delegation to approve extension to maximum period allowed for professionally accredited program completion (section 4.6): DVC (AA) - New delegation to approve extension to maximum period allowed for program completion (section 4.6): Program Director	On publication	

	• New delegation to approve Leave of Absence for longer than one (1) full Academic Year (Section 4.7.1): Program Director • New delegation to approve cross-institutional study (Section 4.9): Program Director • New delegation to approve enrolment into a course after last day to add (section 4.2.3): Course Coordinator		
5. Policy Library Impacts: definitions	Compulsory Study Period (new proposed) Trimester 1, Trimester 2 and Trimester 3 are designated as Compulsory Study Periods for the purposes of an International Student studying in Australia on a Student Visa	On publication	

IMPLEMENTATION PLAN			
Policy Instrument Name:	Graduations Procedure (part of AEG Suite)		
Accountable Officer:	Associate Provost		
Responsible Officer:	Deputy Academic Registrar and Director (Student Administration)		
Target Implementation Date:	1 January 2026		
Can it be delivered within the existing budget?	Yes		
Can it be delivered using existing employees?	Yes		
	Action Steps	Responsibility	Timeline
1. EDUCATION & AWARENESS Staff/Student announcements via email, SharePoint, divisional newsletters etc.	- All staff announcement via email - Academic Division Newsletter - International partners and agents	- Academic Policy team - Academic Policy team - UniSQ International	On publication
2. PUBLICATIONS & INFORMATION Forms, letters, templates, manuals, registers, websites, FAQs, SharePoint, Handbook, program rules etc.	- Review and update relevant student-facing content (eg. Website and FAQ's) to ensure alignment with revised terminology and new processes. - Review and update automated correspondence (e.g., Graduation communication suite) to ensure alignment with new policy language.	- Student Administration - UniSQ International - Engagement	On publication

3. BUSINESS PROCESSES Update or development of local processes, operating procedures, process maps etc.	• Revise approval and decision-making steps to reflect updated delegations or procedural requirements. • Revise business processes pertaining to Double Degree awards and surrendering of award	• Student Administration • Engagement	On publication
4. TECHNOLOGY & SYSTEMS Impact on management systems, software licences, applications etc.	• Review configuration of student systems (e.g., Graduation validation) to ensure compliance of revised policy instruments. • Liaise with ICT and Student Systems to scope timeframes and dependencies for Nested Qualifications implementation. • Review CRM templates, student portals and dashboards to align with policy language.	• Student Administration • Student Administrative Systems • ICT • EPMO	Commencing August
5. COMMITTEES Change to Terms of Reference, membership, reporting requirements etc.	• Review requirements in alignment with organisational change process .	• Student Administration • Academic Affairs	September
6. EDUCATION & TRAINING Drop-in sessions, information sessions, workshops, online modules etc.	As required during the implementation period	• Student Administration • Engagement	As needed

7. MONITORING Timelines and checkpoints to monitor implementation success and effectiveness	- Initial implementation check 12-month implementation review	Academic Division, supported by the Academic Policy Team	- March 2026 - December 2026
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ACADEMIC POLICY TEAM			
	Details	Timeline	Status
1. Repeals of policies or delegations that must be approved by a different approval authority?	N/A	N/A	N/A
2. Mass Contextual Searches completed for which terms?	Award Eligibility and Graduation Policy	Prior to committee endorsement	Completed
3. Policy Library Impacts: other policy instruments	Repeals (to be replaced with new AEG Policy) - Admissions Policy - Award Eligibility and Graduation Policy - Enrolment Policy Update references in other policy instruments to revised AEG Policy. Other Policy Suite movements: Currently under Award Eligibility and Graduation Policy: Medals and Awards with Distinction Schedule (pending version: Academic Medals and Awards Schedule) to sit under new Graduations Procedure.	On publication	
4. Policy Library Impacts: academic delegations	Graduation Procedure (update Academic Delegations Register): New delegation to approve revocation of Award for administrative error (section 4.7): Associate Provost	On publication	
5. Policy Library Impacts: definitions	N/A		



University of
Southern
Queensland

Briefing Document

Academic Board

To:	Academic Board
From:	Dean Learning Teaching Futures
Date:	Thursday, 11 September 2025
Subject:	Academic Integrity Report Full Year 2024

1. Recommendation

The Dean (Learning and Teaching Futures) recommends that Academic Board note the Academic Integrity Annual Report for 2024.

2. Background

This matter is for consideration by Academic Board in accordance with Section 4.11 of the Student Academic Misconduct Procedure:

The Dean (Learning and Teaching Futures) will coordinate submission of an annual report to Academic Board, through Education Committee, listing de-identified Student Academic Misconduct findings by Course, category, penalty imposed, the number that proceeded to a Review of Decision or Appeal, the outcomes from the Review of Decision or Appeal, trend analyses and actions taken to address identified root causes.

3. Executive Summary

In 2024, 2,792 incidents of suspected Academic Misconduct were managed by the University, including 796 that were unsubstantiated. Unsubstantiated incidents occur when there is insufficient evidence to support an allegation or insufficient evidence following an investigation to make a finding of academic misconduct.

Unsubstantiated incidents include:

- Dismissed, pre-allegation – Reported incidents that were investigated but did not proceed further, as the School Academic Integrity Lead determined there was insufficient evidence to substantiate the allegation.
- Unsubstantiated, post-allegation - Alleged incidents that, following investigation and completion of the formal response process, were found to be unsubstantiated.

Unauthorised use of Artificial Intelligence accounted for most incidents over the reporting period: there were 2,377 incidents of *Unauthorised use of Artificial Intelligence* reported. In order to address this issue, the UniSQ Academic Integrity Framework of *Educate, Prevent, Detect* has been used to re-imagine assessments across the University (prevent); extend educative efforts for staff and students (educate); and review Student Academic Misconduct policy instruments (detect). A revised Student Academic Misconduct Procedure and Academic Misconduct Penalty Schedule came into effect on 2 September 2024, with changes relating to:

- Introduction of new, formal academic misconduct category that removes a penalty and requires students to undertake an educative intervention: *Poor Academic Practice*, which may be applied where the suspected academic misconduct is minor with respect to the overall integrity of the work and students are within the first 8 courses of their program
- Introduction of a 'review of decision' process which allows for Associate Dean (Learning and Teaching) to review decisions prior to appeal: In relation to a finding of Academic Misconduct where the penalty does not include Suspension or Expulsion, students may lodge a request for a review of the decision, in accordance with Section 4.4 of the Student Grievance Resolution Procedure
- Greater flexibility in applying penalties
- Change in delegated authority for decision-making:
 - Academic Integrity Lead determines *Poor Academic Practice*
 - Associate Head (LTSS) determines Category 1
 - Head of School determines Category 2
- New suspension and expulsion processes.

The attached Annual Report provides details for the reporting period 1 January – 31 December 2024.

4. Attachments

Attachment 1: Academic Integrity Annual Report 2024

5. Responsible Officer

Professor Jo-Anne Ferreira
 Dean (Learning and Teaching Futures)
 DeanLTF@unisq.edu.au

Academic Integrity

Annual Report 2024



This report:

- summarises misconduct incidents between 1 January and 31 December 2024,
- identifies areas for improvement based on the academic misconduct data, and
- provides an overview of academic integrity practice improvements that will be prioritised in 2025 to address the identified areas for improvement.

It includes three sections:

1. An overview of 2024, including notable events impacting on academic integrity practice and academic misconduct data
2. 2024 academic misconduct data
3. Academic integrity practice improvements: summary of identified priorities for implementation during 2025

1. Overview

1.1. Actions taken to address root causes, 2024

- On 9 May 2024 a definition change to *Plagiarism* and *Contract Cheating* was published (approved by Academic Board in April, 2024). From 9 May 2024, suspected Academic Misconduct involving artificial intelligence was processed as Plagiarism, which allowed for Category 1 penalties to be applied.
- In May 2024 a new UniSQ Assessment Item Task Sheet was introduced to include four acceptable levels of Artificial Intelligence (AI) use. The aim of the inclusion of these for AI use was to communicate to students in a consistent manner the ways in which AI can be used for each assessment item. While not mandatory for use in 2024, the new UniSQ Assessment Item Task Sheet was to become mandatory in 2025.
- On 28 June 2024, the Provost approved *Poor Academic Practice* as a new, formal academic misconduct category that removes a penalty and requires students to undertake an educative intervention. This is aligned with the UniSQ Academic Integrity Framework, which seeks to educate students about what academic practice is, what constitutes poor academic practice, and how to improve their academic practice. The category may be applied to students who are in their first year or their first eight courses of study and who have no prior recorded academic misconduct.
 - From the commencement of the new academic misconduct category in mid-2024, 539 *Poor Academic Practice* warnings were sent.
- In June 2024, TEQSA asked all registered higher education providers for an institutional action plan addressing the risk gen AI poses to the integrity of their awards. On 3 July 2024, the University's Artificial Intelligence Action Plan, prepared by the Dean (Learning and Teaching Futures) was submitted in response to the TEQSA Request for Information.



- This document outlines AI principles and actions relating to integrity, curriculum, and professional learning.
- On 2 September 2024, a revised Student Academic Misconduct Procedure and Academic Misconduct Penalty Schedule came into effect, with major changes relating to:
 - Introduction of a finding of *Poor Academic Practice*
 - Introduction of a *Review of Decision* mechanism
 - Greater flexibility in applying penalties (categorisation of *Unauthorised use of Artificial Intelligence* changed from *Contract Cheating* to *Plagiarism*)
 - Lower-level delegated authority for decision-making
 - New suspension and expulsion process.
- In October 2024 the strategic oversight for academic integrity at the University moved Portfolios, from the Academic Transformation Portfolio to the Learning and Teaching Futures (LTF) Portfolio. New direction is being set with this move to shift our approach to academic integrity at UniSQ to more holistically reflect our framework, emphasising education and prevention, supported by detection.
- On 24 November 2024, a toolkit titled *Gen AI strategies for Australian higher education: Emerging practice* was released by TEQSA. Developed from the information received in response to the Request for Information (Artificial Intelligence Action Plans), the toolkit seeks to support institutions in further developing and implementing effective strategies for meaningful and ethical integration of gen AI tools into teaching and learning practices, while also mitigating the risk gen AI poses to award integrity. TEQSA also has a Gen AI Knowledge Hub that aims to assist higher education providers and their staff to meet new challenges and benefit from opportunities afforded by advances in generative artificial intelligence (gen AI).
 - The publication of these resources by TEQSA shows the impacts of gen AI in higher education are rapid and evolving, impacting on the context in which academic integrity operates and the way academic misconduct is applied.
 - Evidence of these impacts at UniSQ include the large numbers of students that were reported for academic misconduct for the *Unauthorised use of Artificial Intelligence* in 2024.
 - Evidence of evolving responses applied at UniSQ that impact on academic integrity practice and academic misconduct reporting includes the development of the new UniSQ Assessment Item Task Sheet with the four acceptable levels of Artificial Intelligence (AI) use.

1.2. Academic integrity incidents overview

Between 1 January – 31 December 2024, 2,792 incidents of suspected Academic Misconduct were managed by the University, of which 796 were found to be unsubstantiated.

Unsubstantiated incidents were either *Dismissed (pre-allegation)* or *Unsubstantiated (post-allegation)*:

- *Dismissed (pre-allegation)* are suspected incidents that are reported, but the School Academic Integrity Lead has determined that the incident did not meet the evidence threshold to support an allegation. The incident, therefore, proceeds no further and no penalty is recorded.
- *Unsubstantiated (post-allegation)* are alleged incidents that are unsubstantiated following investigation and the formal allegation and response process. No penalty is recorded.

High numbers of *Dismissed (pre-allegation)* of a particular type of academic misconduct may indicate a need to improve staff knowledge about this type of incident and the evidence thresholds required.

In 2024, of the unsubstantiated incidents, 678 were *Dismissed (pre-allegation)* and 118 were *Unsubstantiated (post-allegation)*. Of the incidents that were *Dismissed (pre-allegation)*, 629 were for *Unauthorised use of Artificial Intelligence*, indicating a need to improve staff knowledge about this type of incident and the evidence thresholds required.

1.3. Academic integrity incidents: A comparison across the last three years

Figure 1 shows a comparison of total reported academic misconduct incidents across the last three years, noting figures for 2023 and 2024 represent the calendar year, while 2022 figures represent the pre-Flexible Academic Calendar academic year (Semesters 1 - 3).

Figure 1. Academic misconduct incidents 2022-2024

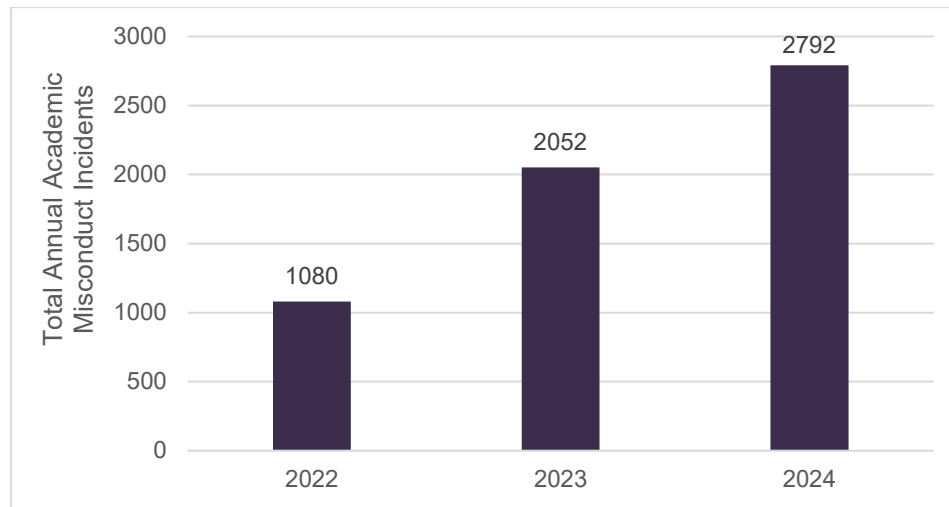


Table 1 provides a comparison of the academic misconduct outcome categories across the last three years. For comparative purposes, each outcome category is also shown as a proportion of the incidents for the year.

This data shows over the last three years, there has been a reduction in the proportion of incidents resulting in a Category 2 outcome, which in 2024 could partially be a result of the introduction of the *Poor Academic Practice* category. This reduction in proportion of Category 2 outcomes, with the aligned increase in *Poor Academic Practice* outcomes in 2024, demonstrates alignment with the UniSQ Academic Integrity Framework, which seeks to educate students about what academic practice is, what constitutes poor academic practice, and how to improve their academic practice.

Table 1. Academic misconduct incidents by outcome category 2022-2024

	2022		2023		2024	
Academic misconduct outcome category	Incidents	Proportion of the 2022 incidents	Incidents	Proportion of the 2023 incidents	Incidents	Proportion of the 2024 incidents
Unsubstantiated	118	10.9%	578	28.2%	796 Dismissed (pre-allegation): 678 Unsubstantiated (post-allegation): 118	28.5%
Poor Academic Practice*	-	-	-	-	539	19.3%
Category 1	267	24.7%	523	25.5%	813	29.1%
Category 2	695	64.4%	951	46.3%	644	23.1%

*Poor Academic Practice was introduced in mid-2024.

2. Academic Misconduct 2024

2.1. Academic misconduct by outcome category

Academic misconduct outcome categories resulting from decisions on the 2024 reported incidents are visualised in Figures 2 and 3.

Figure 2 shows academic misconduct outcome categories as a proportion of all reported incidents, with dismissed or unsubstantiated incidents in yellow, incidents that led to a penalty in purple (Category 1 and Category 2), and incidents that were managed through education (the new category, *Poor Academic Practice*) in pink.

Figure 3 includes only the substantiated incidents (i.e., which led to a formal penalty, Category 1 or 2, or educative intervention, *Poor Academic Practice*). This figure shows that while *Poor Academic Practice* was only introduced in mid-2024, just under one third of total substantiated incidents were resolved through this new educative outcome category.

Figure 2. Academic misconduct outcomes: Shown as a proportion of all reported incidents (n=2,792), 2024

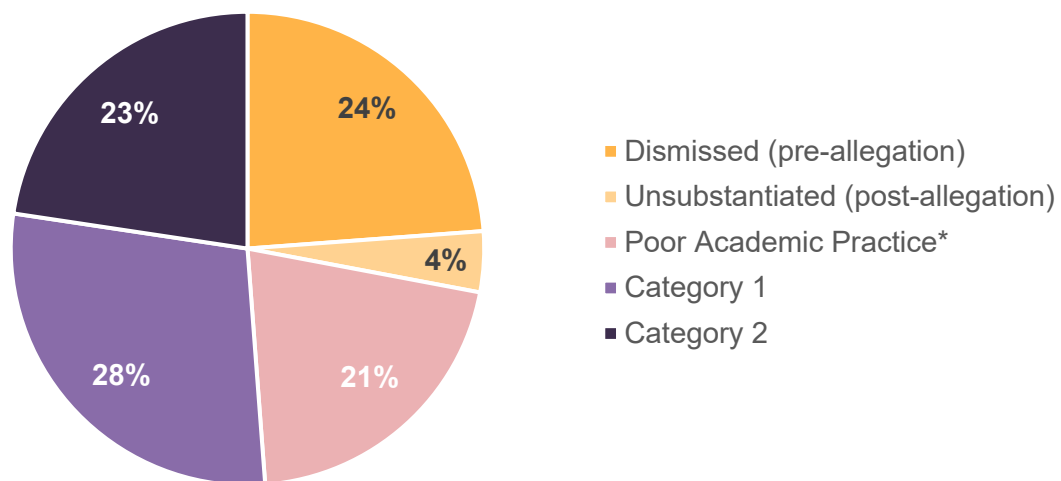
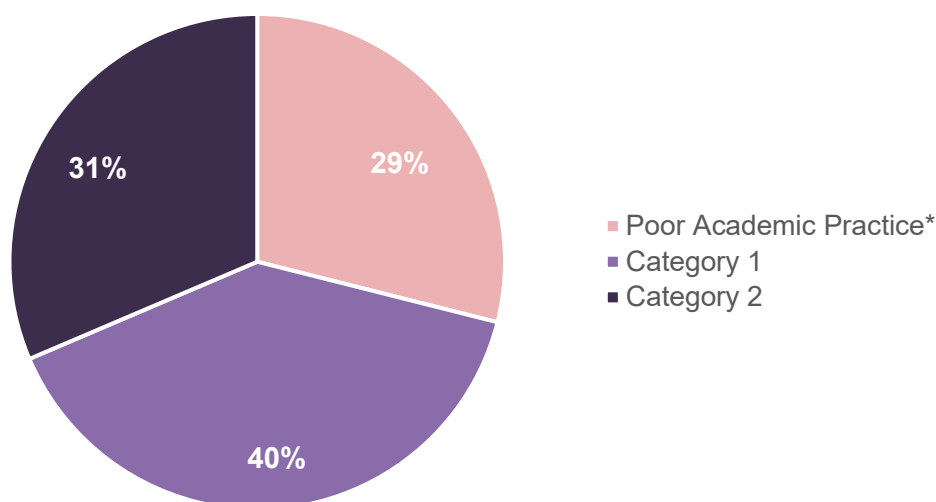


Figure 3. Academic misconduct outcomes (substantiated incidents only, n= 1,996): Shown as a proportion of substantiated incidents



*Poor Academic Practice was introduced in mid-2024

2.2. Academic misconduct type

Recording of academic misconduct type in AIRS

When multiple types of academic misconduct are identified in a single assessment item by a student, a single allegation is issued to the student detailing all detected breaches. However, only the most serious misconduct type is recorded in the Academic Integrity Reporting System (AIRS).

Example:

A student was reported for both Unauthorised use of Artificial Intelligence and falsification of references. The evidence showed extensive unauthorised AI use, alongside two falsified references. Given the severity of the AI misuse, the incident was recorded in AIRS as *Unauthorised use of Artificial Intelligence*, while the allegation sent to the student included both misconduct types.

Academic misconduct type

Table 2 provides an overview of the types of academic misconduct reported between 1 January and 31 December 2024, along with the outcomes. The data shows the majority of incidents reported in 2024 related to the *Unauthorised use of Artificial Intelligence* (just over 85%), and of these, just over a quarter (26.5%) were dismissed (pre-allegation).

The rapid and evolving changes occurring in AI in higher education – and therefore at UniSQ – likely contributed to high reporting of *Unauthorised use of Artificial Intelligence*. Such changes at UniSQ included:

- the introduction of the Assessment Item Task Sheet, which included guidance on acceptable levels of artificial intelligence use,
- changing thresholds for reporting unauthorised use of artificial intelligence using a Turnitin AI score,
- changing level of confidence in the Turnitin AI score – initially the score was considered relatively reliable for the detection of AI, however in 2024, Turnitin included a disclaimer on their website: “Turnitin writing detection model may not always be accurate (it may misidentify human-written, AI-generated, and AI-generated and AI-paraphrased text), so it should not be used as the sole basis for adverse actions against a student”. While the Turnitin AI score was never the sole basis for reporting unauthorised use of AI at UniSQ, due to the belief it was a fairly reliable tool at flagging potential use of AI, it was widely used to identify AI use.
- the commencement of educative initiatives for academic staff encouraging the reimagining of assessment through the ethical integration of artificial intelligence usage in assessments – continuation of educative initiatives for staff focusing on artificial intelligence integration and detection will occur during 2025.

The 2024 data on academic misconduct type are compared to 2023 and 2022 data in Table 3, and Figures 4 and 5. During this three-year period, the unauthorised use of Artificial Intelligence started to be detected and reported in 2023 and was recorded as *Contract Cheating* – this therefore inflates the contract cheating incident count and proportion of incidents in 2023.

Table 3 provides the comparison of academic misconduct type, 2022-2024. It shows total number of incidents reported per academic misconduct type, as well as the academic misconduct type as a proportion of all incidents reported for the year. This comparison shows the trend for an increase in reporting on the *Unauthorised use of Artificial Intelligence*, with a decrease in reporting of other types of academic misconduct. Compared to 2022 and 2023, reporting of the other types of academic misconduct reduced both in number and as the proportion of academic misconduct incidents (apart from *Falsification and Misrepresentation*, which has had low reporting for the 3-year reporting period).

Table 2. Academic misconduct outcomes by misconduct type

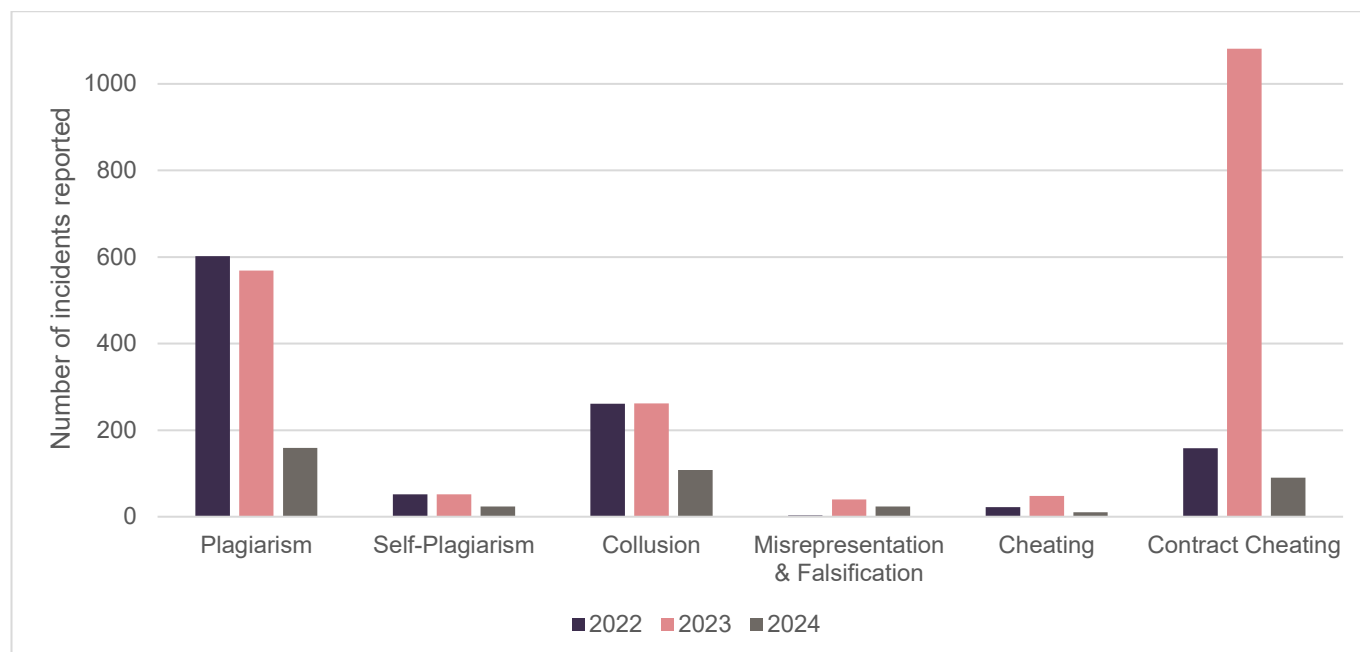
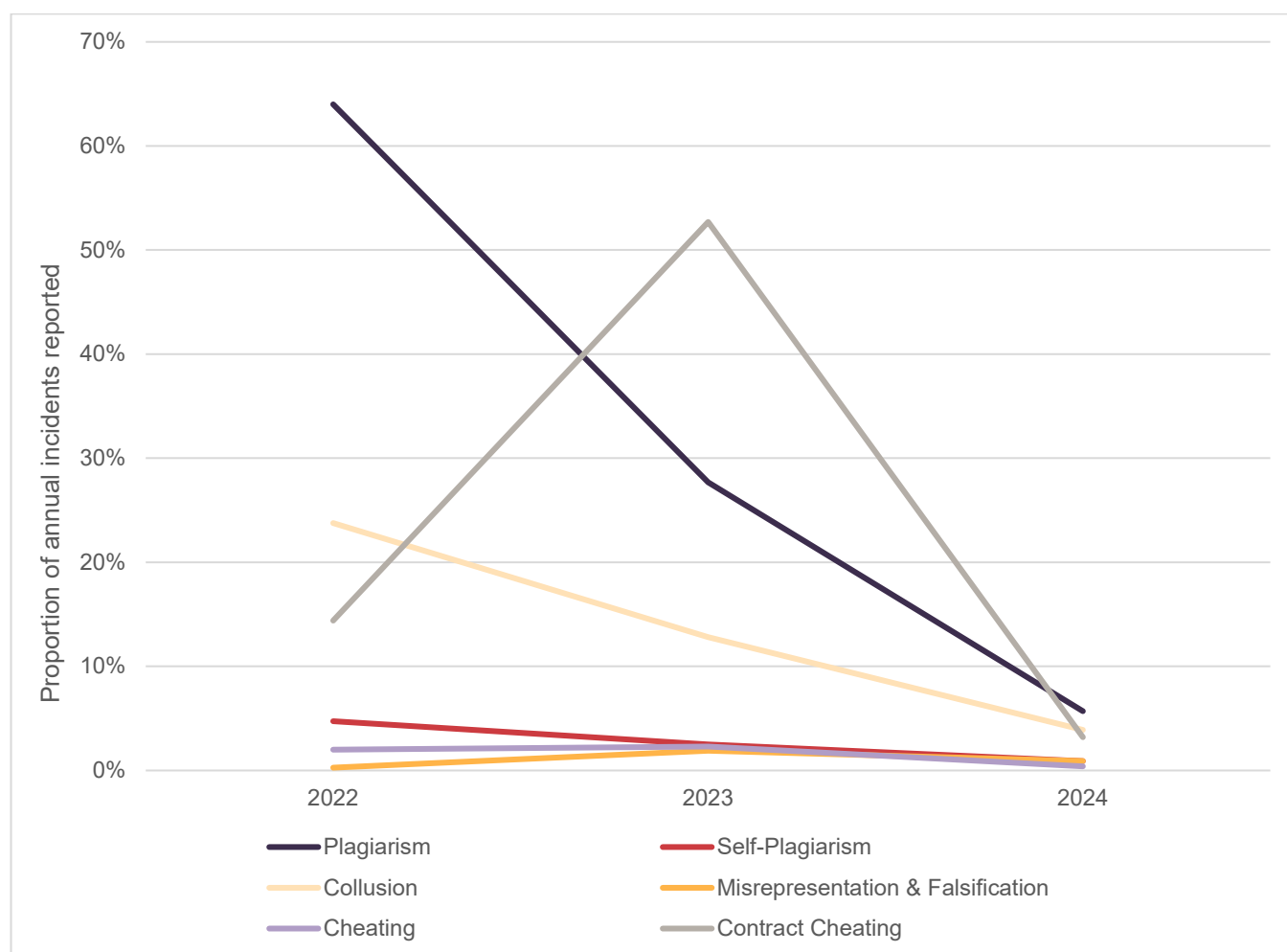
Academic misconduct outcome	Unauthorised Use of Artificial Intelligence	Plagiarism	Self-Plagiarism	Collusion	Misrepresentation & Falsification	Cheating	Contract Cheating
Dismissed (pre-allegation)	629	25	4	8	-	2	10
Unsubstantiated (post-allegation)	81	9	-	15	-	3	10
Poor Academic Practice*	493	33	3	8	1	-	1
Category 1	643	81	16	43	14	2	14
Category 2	531	11	1	34	9	3	55
Total	2,377	159	24	108	24	10	90

*Poor Academic Practice was introduced in mid-2024

Table 3. Academic misconduct type comparison, 2022-2024

Academic misconduct type	2022		2023		2024	
	Incidents	Proportion of 2022 incidents	Incidents	Proportion of 2023 incidents	Incidents	Proportion of 2024 incidents
Artificial Intelligence	-	-	-	-	2,377	85.1%
Plagiarism	602	64.0%	569	27.7%	159	5.7%
Self-Plagiarism	52	4.7%	52	2.5%	24	0.9%
Collusion	261	23.8%	262	12.8%	108	3.9%
Misrepresentation & Falsification	3	0.3%	40	1.9%	24	0.9%
Cheating	22	2.0%	48	2.3%	10	0.4%
Contract Cheating	158	14.39%	1081*	52.7%*	90	3.2%

* In 2023, *Unauthorised use of Artificial Intelligence* was recorded as *Contract Cheating* which inflated the Contract Cheating incident count and proportion of incidents

Figure 4. Academic misconduct by type: Comparison of number of incidents reported 2022-2024***Figure 5. Academic misconduct by type: Comparison of proportion of incident type reported per year 2022-2024***

* In 2023, *Unauthorised use of Artificial Intelligence* was recorded as *Contract Cheating* which inflated the Contract Cheating incident count and proportion of incidents

2.3. Academic misconduct penalty applied

Table 4 provides a list of the penalties that were applied in accordance with the Student Academic Misconduct Penalty Schedule for substantiated academic misconduct incidents reported during 2024.

A new Student Academic Misconduct Penalty Schedule came into effect in late 2024. Penalties applied are therefore reflective of both the previous schedule and the current schedule.

In Table 4, a high proportion of Category 2 penalties applied were in the penalty category "Award zero marks for the assessment item". This is likely due to *Unauthorised use of Artificial Intelligence* being recorded and applied as *Contract Cheating* prior to the new Student Academic Misconduct Procedure coming into effect in late 2024, meaning this penalty was the minimum penalty that could be applied in the case of *Unauthorised use of Artificial Intelligence*.

Table 5 shows the academic misconduct penalty applied by misconduct type for Category 1 and Category 2 incidents.

Table 4. Academic misconduct penalty applied to substantiated Category 1 and Category 2 incidents

Penalty – Category 1	Total	Percentage of total Category 1 Penalties
Mark reduction – 5%	59	7.3%
Mark reduction – 10%	95	11.8%
Mark reduction – 15%	43	5.3%
Mark reduction – 20%	246	30.6%
Mark reduction – 25%	33	4.1%
Mark reduction – 50%	28	3.5%
Give the Student a warning	148	18.4%
Resubmit work with no Mark reduction	15	1.9%
Resubmit the Assessment Item to achieve a Mark no higher than the minimum "pass" mark for the Assessment Item	94	11.7%
Allocate a Mark based on the portion of the Student's Assessment Item that is unaffected by the Academic Misconduct	-	-
Submit alternative Assessment Item to achieve a Mark no higher than the minimum "pass" mark for the Assessment Item	4	0.5%
Request Examiner mark the piece of work	40	5.0%
Penalty – Category 2	Total	Percentage of total Category 2 Penalties
Award zero Marks for the Assessment Item	544	83.4%
Mark capped at 50/100 (or 50%)	8	1.2%
20% reduction in Marks	2	0.3%
Award zero Marks for the Course, leading to a Fail Grade for the Course	86	13.2%
Suspension from the University for 12 months	12	1.8%
Suspension from the University for 1-3 years	-	-
Permanent expulsion from the University	-	-

Table 5. Academic misconduct penalty (Category 1 and 2) applied by misconduct type

	Unauth'd Use of AI	Plagiarism	Self- Plagiarism	Collusion	Misrepr'n & Falsifi'n	Cheating	Contract Cheating
Category 1							
Mark reduction – 5%	43	7	6	2	1	-	-
Mark reduction – 10%	81	8	-	5	-	-	5
Mark reduction – 15%	37	4	-	-	2	-	-
Mark reduction – 20%	210	20	1	6	3	1	4
Mark reduction – 25%	27	1	-	3		-	2
Mark reduction – 50%	21	-	-	3	3	-	1
Mark capped at 50/100 (or 50%)	5	1	-	1	1	-	-
Warning with no mark reduction	109	15	1	14	4	1	4
Resubmit work	11	3	1	-	-	-	-
Resubmit work, with a maximum grade of 50%	72	9	4	9	-	-	-
Submit alternative work for max grade of 50%	-	1	3	-	-	-	-
Request Examiner mark the piece of work	27	12	-	-	-	-	1
Category 2							
Award zero Marks for the Assessment Item	455	7	1	30	5	2	44
Award zero Marks for the Course, leading to a Fail Grade for the Course	66	4	-	4	4	8	-
20% reduction in Marks	2	-	-	-	-	-	-
Suspension from the University for 12 months	8	-	-	-	-	1	3

2.4. Academic misconduct by school

Table 6 provides an overview of academic misconduct incidents per school in 2024.

The largest number of academic misconduct incidents were reported in programs from the schools with the highest EFTSL: Nursing and Midwifery, and Education. The School of Nursing and Midwifery, accounting for 44.1% of overall reported incidents (1231 incidents). The School of Education accounted for 12.7% of overall reported incidents (355 incidents).

The table also compares incidents reported against school EFTSL and Headcount by considering incidents reported as a proportion of each. When comparing EFTSL data in this report, it is important to note that academic misconduct data is recorded on a per incident basis and some students will have more than one incident of academic misconduct. Including the EFTSL and Headcount provides context to the volume of academic misconduct cases per school and program. This data does not necessarily mean there is higher academic misconduct in these schools, but can be an indication academic integrity is being actively monitored and reported. As a proportion of EFTSL and Headcount, the School of Nursing and Midwifery had the highest academic misconduct incident reporting (58.9% of EFTSL and 34.8% of Headcount), with the School of Business recording the next highest (34% of EFTSL and 14.7% of Headcount).

Table 6. Academic misconduct by school

School	Academic Misconduct Incident Count	Percentage of total Academic Misconduct incidents	EFTSL in courses taught by the School*	Incidents as a percentage of EFTSL	Headcount in courses taught by the School*	Incidents as a percentage of Headcount
Agriculture and Environmental Science	108	3.9%	423.31	25.5%	1,568	6.9%
Business	329	11.8%	966.25	34.0%	2,240	14.7%
Creative Arts	3	0.1%	270.63	1.1%	596	0.5%
Education	355	12.7%	1,955.25	18.2%	3,494	10.2%
Engineering	103	3.7%	848.69	12.1%	2,089	4.9%
Health and Medical Sciences	177	6.3%	872	20.3%	2,698	6.6%
Humanities and Communication	74	2.7%	405.88	18.2%	1,594	4.6%
Law and Justice	96	3.4%	685.03	14.0%	1,428	6.7%
Mathematics, Physics and Computing	80	2.9%	831.38	9.6%	3,206	2.5%
Nursing and Midwifery	1,231	44.1%	2,090.63	58.9%	3,542	34.8%
Psychology and Wellbeing	196	7.0%	783.88	25.0%	1,920	10.2%
Surveying and Built Environment	20	0.7%	430.50	4.6%	1,148	1.7%
UniSQ College	7	0.3%	618	1.1%	2082	0.3%
College of First Nations	2	0.1%	87.38	2.3%	584	0.3%
Graduate Research School	11	0.4%	554.88	2.0%	937	1.2%
Total	2,792	* Data sourced from <u>Course Load (School of Course)</u>				

2.5. Academic misconduct by program

In 2024, academic misconduct incidents were recorded in 129 programs. Of these, 65 programs had three incidents or fewer reported for the year, while 42 programs had ten or more incidents reported.

Table 7 provides an overview of the 15 programs with the highest number of reported academic misconduct incidents for 2024. Table 7 includes program EFTSL to show the volume of academic misconduct cases per program in relation to enrolment load for the 15 programs with the highest number of reported academic misconduct for 2024. This data does not necessarily mean higher academic misconduct in these programs, but can be an indication academic integrity is being actively monitored and reported. It also shows a high proportion of academic misconduct incidents in relation to program load occur in Masters level programs: MISP, MSCN, MENS, and MNSG.

Data for 2024 are compared against 2023 in Table 8 to show the trend for an increase or decrease in incidents reported for these programs.

Table 7. Academic misconduct by program EFTSL and Headcount

Program Code	Program Name	Incidents	EFTSL*	Incidents as % of Program EFTSL*	Headcount*	Incidents as % of Program Headcount
BNSG	Bachelor of Nursing	1,162	2,096.63	55.4%	2,997	38.8%
BSED	Bachelor of Education (Secondary)	132	552.88	23.9%	689	19.2%
MISP	Master of Information Systems	107	127.13	84.2%	161	66.5%
BBCM, BBIZ	Bachelor of Business	92	346.25	26.6%	607	15.2%
BPED	Bachelor of Education (Primary)	86	613.38	14.0%	786	10.9%
MSCN	Master of Science	74	111.5	66.4%	246	30.1%
MENS	Master of Professional Engineering	59	99	59.6%	154	38.3%
LLBP	Bachelor of Laws	55	445	12.4%	770	7.1%
BENH	Bachelor of Engineering Honours	50	467.28	10.7%	792	6.3%
MCYS	Master of Cyber Security	44	85.38	51.5%	109	40.4%
BMLS	Bachelor of Medical Laboratory Science	41	105.88	38.7%	156	26.3%
MEDC	Master of Education	41	150.50	27.2%	382	10.7%
BPSH	Bachelor of Psychology (Honours)	36	267.5	13.5%	451	8.0%
MNSG	Master of Nursing	36	54.75	65.8%	167	21.6%
BEED	Bachelor of Education (Early Education)	34	155.5	21.9%	247	13.8%

* Data sourced from [EFTSL – Program and Major](#)

Table 8. Academic misconduct by program: Comparing 2024 data to 2023 data

Program Code	Program Name	Reported Incidents 2023	Reported Incidents 2024
BNSG	Bachelor of Nursing	641	1,162 ↑
BSED	Bachelor of Education (Secondary)	41	132 ↑
MISP	Master of Information Systems	133	107 ↓
BBCM, BBIZ	Bachelor of Business	83	92 ↑
BPED	Bachelor of Education (Primary)	38	86 ↑
MSCN	Master of Science	102	74 ↓
MENS	Master of Professional Engineering	22	59 ↑
LLBP	Bachelor of Laws	104	55 ↓
BENH	Bachelor of Engineering Honours	25	50 ↑
MCYS	Master of Cyber Security	52	44 ↓
BMLS	Bachelor of Medical Laboratory Science	52	41 ↓
MEDC	Master of Education	27	41 ↑
BPSH	Bachelor of Psychology (Honours)	22	36 ↑
MNSG	Master of Nursing	15	36 ↑
BEED	Bachelor of Education (Early Education)	18	34 ↑



2.6. Academic misconduct by course

In 2024, academic misconduct incidents were recorded in 348 courses. Of these, the 2014 course had three incidents or fewer reported for the year, while 65 courses had ten or more incidents reported.

Table 9 provides an overview of the 30 courses with the highest number of reported academic misconduct incidents for 2024. Table 9 includes course enrolment numbers to show the volume of academic misconduct cases per course in relation to enrolment numbers for the 30 courses with the highest number of reported academic misconduct for 2024. This data does not necessarily indicate higher academic misconduct in these courses but can be an indication academic integrity is being actively monitored and reported. It also shows a high proportion of academic misconduct incidents in relation to course enrolments were reported in ENG620, CIS5103, BIO2108 and CIS6025.

Table 9. Academic misconduct by course (Top 30)

	Course Code	Course Name	Number of Incidents	Total Enrolments (Headcount) in Course*	Incidents as % of Total Course Enrolments
1	NUR1204	Aboriginal and Torres Strait Islander Health	177	836	21.2%
2	NUR1120	Burden of Disease and Health Equity	157	706	22.2%
3	NUR2203	Episodes of Care B	125	776	16.1%
4	NUR1103	Context of Professional Nursing Practice	87	654	13.3%
5	NUR1100	Introduction to Nursing	85	628	13.5%
6	NUR3300	Clinical Inquiry and Evidence Based Practice	84	611	13.7%
7	NUR3201	Quality, Safety and Risk	74	645	11.5%
8	NUR2102	Clinical Skills for Practice A	72	861	8.4%
9	NUR3397	Complex Care A	65	705	9.2%
10	NUR1102	Literacies and Communication for Health Care	64	675	9.5%
11	NUR1203	Cultural Safety and Professional Practice	57	860	6.6%
12	ENG3003	Engineering Management	40	197	20.3%
13	CIS5103	Management of Digital Assets and Data	38	44	86.4%
14	NUR3020	Professional Transitions	38	632	6.0%
15	PSY1010	Foundation Psychology A	37	481	7.7%
16	MGT1101	Human Capabilities for Business	32	342	9.4%
17	EDC2400	Educating Learners with Special Needs Across Contexts	28	298	9.4%
18	EDC1000	Introduction to the Profession	28	541	5.2%

	Course Code	Course Name	Number of Incidents	Total Enrolments (Headcount) in Course*	Incidents as % of Total Course Enrolments
19	ENG6207	Innovation Management and New Product	28	29	96.6%
20	SCI6103	Essentials for Professional Scientists	26	119	21.8%
21	ESI4100	Promoting Inclusive Practices	26	180	14.4%
22	EDC4000	Preparing for the Profession	25	330	7.6%
23	BIO2108	Haematology 1	24	57	42.1%
24	MGT1001	Cultivating Talent	23	243	9.5%
25	NUR2204	Clinical Skills for Practice B	22	779	2.8%
26	CIS6025	Big Data Visualisation	21	73	28.8%
27	BIO1108	Foundations in Human Anatomy and Physiology A	20	199	10.1%
28	PSY1030	Cross-Cultural and Indigenous Psychology	20	230	8.7%
29	CIS5204	Cloud Based Business Systems	20	142	14.1%
30	ENV2103	Hydraulics I	19	97	19.6%

* Data sourced from [Course Enrolments by Subject, Career, and Course](#)

2.7. Academic misconduct by cohort

2.7.1. Domestic and international student data

Table 10 provides a comparison of the reported academic misconduct by cohort for domestic and international students. This data shows that in proportion to cohort EFTSL and Headcount, there is a higher rate of academic misconduct incidents reported in the international student cohorts, ISONC and ISOFF: domestic student academic misconduct incidents occurred at a rate of 17.1% of domestic student EFTSL and 9.3% of domestic student Headcount, while international student academic misconduct incidents occurred at a rate of 183.7% of EFTSL and 80.2% of Headcount for ISOFF students and 52.8% of EFTSL and 42.7% of Headcount for ISONC students.

Table 11 provides details on the categories of academic misconduct for the 2024 reported incidents for international students (ISONC and ISOFF) and domestic students. The proportion of incidents in each category of academic misconduct for each cohort is included, showing international students are more likely to receive the higher penalty category, *Category 2*: 27.7% of ISONC student incidents and 62.9% of ISOFF student incidents led to a Category 2 penalty, while 19.6% of domestic student incidents led to a Category 2 penalty. This could indicate international students are engaging in more serious academic misconduct behaviours that lead to a more severe penalty (Category 2) and/or international students are engaging in academic misconduct more often (once a student receives two Category 1 penalties, they normally receive a Category 2 on their third or more breach). This data shows there is a need to support our international students to better understand the UniSQ academic integrity requirements.

To help understand the types of academic misconduct, our international and domestic student cohorts have a greater propensity to engage. Figure 7 shows academic misconduct types as a proportion of cohort

incidents. Because reporting of *Unauthorised use of Artificial Intelligence* was so high, this academic misconduct type has been removed from the data shown in Figure 7. This helps to show which of the other academic misconduct types may need to be better addressed in our domestic and international cohorts. The data shows when *Unauthorised use of Artificial Intelligence* incidents are removed, *Collusion* and *Contract Cheating* are the academic misconduct types with the highest proportion for international students: Collusion incidents make up 36% of all other types of academic misconduct incidents for international students; and Contract Cheating incidents make up 33% of all other types of academic misconduct incidents for international students. For domestic students, when *Unauthorised use of Artificial Intelligence* incidents are removed, *Plagiarism* is the academic misconduct type with the highest proportion of incidents, 51% for domestic students.

In 2024, academic misconduct incidents for international students were recorded in 46 programs. Of these, 24 programs had three incidents or fewer reported for the year, while 11 programs had ten or more incidents reported. Table 12 provides detail about the programs with the ten or more incidents of academic misconduct reported for international students. This is reported against International Student EFTSL and Headcount in the program. The data shows that incidents as a percentage of international student EFTSL and Headcount is more than 50% in six of these programs (in bold).

Table 10. Academic misconduct by cohort: Domestic and international cohorts

Citizenship Status	Total Reported Incidents	Cohort EFTSL*	Incidents as a % of Cohort EFTSL	Cohort Headcount	Incidents as a % of Cohort Headcount
Domestic	1,744	10,199.72	17.1%	18,662	9.3%
International					
International Off-campus	97	52.81	183.7%	121	80.2%
International On-campus	833	1,577.38	52.8%	1,953	42.7%
Other					
International Overseas	10	No data available			
New Zealand Citizen	35				
Permanent Humanitarian Visa	15				
Permanent Resident of Australia	58				

* Data sourced from [EFTSL & Headcount – Program and Major](#) , [International Headcount & EFTSL by Home Country](#)

Table 11. Categories of academic misconduct for student cohorts and proportion of incidents in each category for each cohort: International On-campus (ISONC), International Off-campus (ISOFF), and domestic cohorts

Category of academic misconduct	International On-campus (ISONC)	% of total ISONC student incidents in category	International Off-campus (ISOFF)	% of total ISOFF student incidents in category	Domestic	% of total domestic student incidents in category
Dismissed (pre-allegation)	176	21.1%	17	17.5%	461	26.4%
Unsubstantiated (post-allegation)	20	2.4%	2	2.1%	92	5.3%
Poor Academic Practice*	182	21.8%	4	4.1%	332	19.0%

Category of academic misconduct	International On-campus (ISONC)	% of total ISONC student incidents in category	International Off-campus (ISOFF)	% of total ISOFF student incidents in category	Domestic	% of total domestic student incidents in category
Category 1	224	26.9%	13	13.4%	535	30.7%
Category 2	231	27.7%	61	62.9%	342	19.6%

*Poor Academic Practice was introduced in mid-2024

Figure 7: Academic misconduct types as a proportion of cohort incidents*

* *Unauthorised use of AI* has been removed for purposes of the comparison

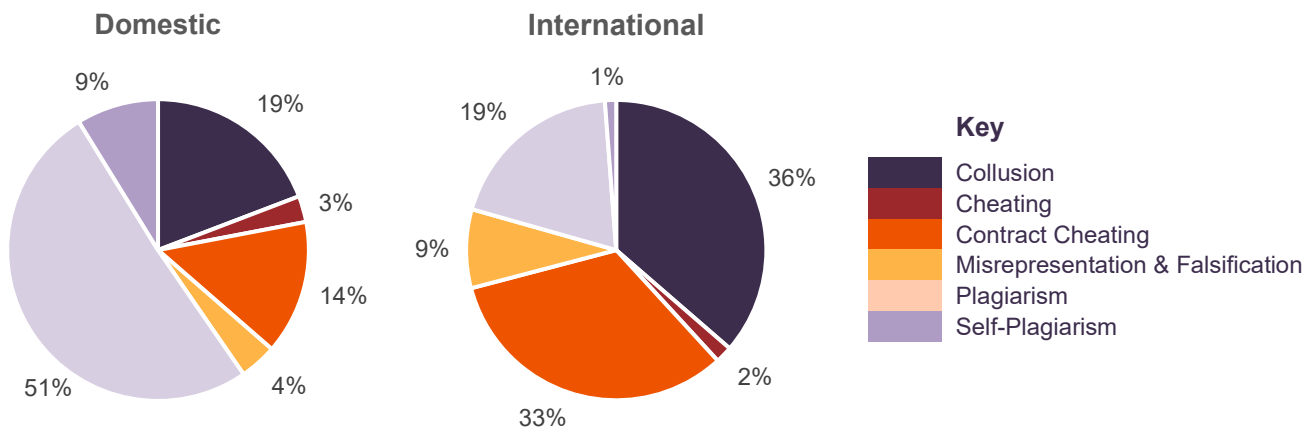


Table 12. Academic misconduct by program: International students

Program Code	Program Name	International Student Incidents	International Student EFTSL in Program*	Incidents as % of International Student EFTSL	International Student Headcount in Program*	Incidents as % of International Student Headcount
BNSG	Bachelor of Nursing	487	562.81	86.5%	662	73.6%
MISP	Master of Information Systems	107	125.88	85%	158	67.7%
MSCN	Master of Science	71	99.88	71.1%	126	56.3%
MENS	Master of Professional Engineering	51	77.5	65.8%	98	52.0%
MCYS	Master of Cyber Security	44	78	56.4%	97	45.4%
BMLS	Bachelor of Medical Laboratory Science	25	34	73.5%	39	64.1%
MCTN	Master of Information Technology	21	69.75	30.1%	81	25.9%
BBIZ	Bachelor of Business	17	16.5	103%	22	77.3%
BITC	Bachelor of Information Technology	15	66.75	22.5%	88	17.0%

Program Code	Program Name	International Student Incidents	International Student EFTSL in Program*	Incidents as % of International Student EFTSL	International Student Headcount in Program*	Incidents as % of International Student Headcount
MADS	Master of Data Science	15	39.63	37.9%	46	32.6%
BENS	Bachelor of Engineering Technology	11	23.72	46.4%	32	34.4%

* Data sourced from [EFTSL & Headcount – Program and Major](#)

2.7.2. Correctional Centre, Education Agent, and Education Partner data

Tables 13 and 14 provide an overview of academic misconduct data for students who are studying from a Correctional Centre or studying through an Education Partner. UniSQ Education Partners include UniSQ Sydney, Geraldton Universities Centre, Institute of Chartered Accountant of Sri Lanka, and Illawarra ITeC. Table 13 provides an overview number of incidents reported for these two cohorts, as well as incidents as a proportion of EFTSL and Headcount. Table 14 provides details on the categories of academic misconduct for the 2024 reported incidents.

Table 15 provides more detail for the three largest UniSQ Education Partners (UniSQ Sydney, Geraldton Universities Centre, Institute of Chartered Accountant of Sri Lanka). EFTSL and Headcount are included to show incidents as a proportion of the cohort, and 2024 data is compared to 2023 data to show whether there has been an increase or decrease in incidents as a proportion of the cohort. For all three cohorts there was an increase in reported incidents.

Table 13. Academic misconduct by cohort: Correctional Centre and Education Partners

Cohort	Incidents	EFTSL*	Incidents as % of EFTSL	Headcount*	Incidents as % of Headcount
Correctional Centre	3	197.63	1.5%	782	0.4%
Education Partners	101	145.94	69.2%	200	50.5%

* Data sourced from [EFTSL & Headcount – Program and Major](#) (UniSQ College, Correctional) and [University Partners Cohorts Dashboard](#) and [UniSQ All Partner Report 2025](#)

Table 14. Categories of academic misconduct for Correctional Centre & Education Partner cohorts

Category of academic misconduct	Correctional Centre	Education Partner
Dismissed (pre-allegation)	1	20
Unsubstantiated (post-allegation)	1	2
Poor Academic Practice*	1	5
Category 1	-	18
Category 2	-	57

*Poor Academic Practice was introduced in mid-2024

Table 15. Academic misconduct by Education Partner cohorts: Comparison of number and proportion of incidents reported 2023-2024

Education Partner	2023					2024				
	Incidents	EFTSL*	Incidents as % of EFTSL	Head-count*	Incidents as % of Head-count	Incidents	EFTSL*	Incidents as % of EFTSL	Head-count*	Incidents as % of Head-count
UniSQ Sydney	98	105.44	92.9%	155	63.2%	83	87.75	94.6% ↑	115	72.2% ↑
Geraldton Universities Centre	9	48.56	18.5%	72	12.5%	16	53.31	30% ↑	70	22.9% ↑
Inst. of Chartered Accountants of Sri Lanka	-	5.75	-	15	-	2	4.88	41.0% ↑	15	13.3% ↑

* Data from [University Partners Cohorts Dashboard](#)

Education Agents undertake approved international student recruitment on behalf of UniSQ. While these partners are not involved in the education of UniSQ students, Tables 16 and 17 provide an overview of academic misconduct data for students recruited through these agents.

Table 16 provides data on the number of incidents reported for this cohort, as well as on the categories of academic misconduct for the reported incidents.

Table 17 shows the agents from which referred students then recorded the greatest number of academic misconduct incidents in 2024. The table reports data for the ten agents with the highest number of reported incidents. Data from the top 10 in 2024 are compared to 2023 data to show the trend for an increase or decrease in incidents reported, with all recording an increase.

Table 16. Categories of academic misconduct for Education Agent cohort

	Education Agent incidents	Education Agent incidents as a percentage of all 2024 Academic Misconduct incidents**
Total incidents	847	30.3%
Dismissed (pre-allegation)	180	26.5%
Unsubstantiated (post-allegation)	20	16.9%
Poor Academic Practice*	181	33.6%
Category 1	231	28.4%
Category 2	235	36.5%

*Poor Academic Practice was introduced in mid-2024

** Total 2024 Academic Misconduct incidents are list in Table 1, page 5

Table 17. Academic misconduct by Education Agent Type: Comparison of number of incidents reported 2023-2024

Agent Name	2023 incidents	2024 incidents
Expert Education and Visa Services	81	129 ↑
International Academy	52	81 ↑
Krishna Consultants	27	31 ↑

Agent Name	2023 incidents	2024 incidents
IDP - Kochi	19	29 ↑
AECC Global - Kochi	8	23 ↑
Kaaiser Services Pvt Ltd	16	21 ↑
Global Reach - Kottayam	10	21 ↑
IDP Education Aust - Brisbane	16	19 ↑
IDP Education Aust - Kathmandu	7	18 ↑
Aus Studies Consultants - Brisbane	5	18 ↑

2.7.3. Undergraduate and postgraduate student data

Table 18 shows academic misconduct incident data as a proportion of EFTSL and Headcount for undergraduate, postgraduate and non-award student cohorts. Academic misconduct incident data for the undergraduate and postgraduate cohorts, considered as a proportion of cohort EFTSL and Headcount, shows that rates of incident reporting are relatively similar for these two cohorts. Rates of incident reporting are much lower for students in the non-award cohort.

Table 19 provides data on the categories of academic misconduct for these cohorts.

Table 18. Academic misconduct by cohort: Undergraduate, postgraduate, and non-award cohorts

Cohort	Incidents	Cohort EFTSL*	Incidents as % of cohort EFTSL	Cohort Headcount*	Incidents as % of cohort Headcount
Undergraduate	2,190	8,758.75	25.0%	13,956	15.7%
Postgraduate	562	2,380.16	23.6%	4,474	12.6%
Non-Award	28	681.75	4.1%	2,502	1.1%

* Data sourced from [EFTSL & Headcount – Program and Major](#)

Table 19. Categories of academic misconduct for undergraduate, postgraduate, and non-award cohorts

Category of academic misconduct	Undergraduate	Postgraduate	Non-Award
Dismissed (pre-allegation)	545	125	7
Unsubstantiated (post-allegation)	86	28	1
Poor Academic Practice*	514	22	3
Category 1	648	143	14
Category 2	397	244	3
Total incidents	2,190	562	28

*Poor Academic Practice was introduced in mid-2024

2.8. Academic misconduct: Complaints and grievances

2.8.1. Complaints

Three complaints relating to Academic Misconduct were received in 2024. Summaries of the complaints, along with response provided from the University are provided below:

- Complaint: related to Academic Misconduct process for NUR3300 and the lack of information/support provided to the student by the Course Coordinator during the process and the length of time it took to receive an outcome.

Response from University: Review of Academic Misconduct Procedure in September 2024 resulted in set timeframes for finalising cases; University is looking to establish automated student communications.

- Complaint: related to Academic Misconduct process for ENG4111/ENG4112 and the lack of information/support provided (including during the Appeal process), as well as timeliness of an outcome.

Response from University: It was found the student did experience some delays during the process; Appeal to be expedited; sufficient support provided to student by Support for Learning & iConnect; Grievance Resolution Unit to review Appeal process to enhance outreach to students & monitor increases in volume and manage accordingly.

- Complaint: related to Academic Misconduct process for SES2203 and the lack of information/support provided to the student by the Course Coordinator during the process and the length of time it took to receive an outcome.

Response from University: University is looking to establish automated student communications.

2.8.2. Formal grievances

Three formal grievances relating to Academic Misconduct were received in 2024. Summaries of the grievances, along with response provided from the University are provided below:

- Grievance: related to NUR1100. Issues included: Turnitin as an unreliable tool to assess Academic Integrity breaches; students should be advised during orientation to keep their drafts and internet history to ensure they have evidence if ever investigated for Academic Misconduct; delays in investigating cases resulting in delays in student program progression as well as impacts to student wellbeing; students feeling unjustly punished by the Academic Misconduct process.

Response from University: Turnitin is only one tool used as part of detection; suggestion of including information in orientation discussed with orientation and student comms team; changes made to procedure which will ensure set timeframes in finalising cases; 'poor academic practice' stage as part of new procedure will formalise warning process but will not be recorded on Academic Misconduct register.

- Grievance: related to Academic Misconduct process for NUR3201 & NUR3397 and time taken from Allegation to Notice of Academic Misconduct resulting in delays in confirming graduation eligibility.

Response from University: Academic misconduct cases overturned and student eligible to graduate.

- Grievance: Student unable to submit assessment because the Academic Integrity module timed out even though they had completed it for 2024.

Response from University: Student's AI module marked as completed to allow them to submit their assessment.

2.8.3. Review of Decision and Appeals

On 2 September 2024, when the revised Student Academic Misconduct Procedure and Academic Misconduct Penalty Schedule came into effective, one of the major changes was the introduction of a review of decision process. Before the change in Student Academic Misconduct Procedure, students would lodge an appeal. Appeals were therefore all submitted before the release of the revised Student Academic Misconduct Procedure on 2 September 2024; and Review of Decisions were lodged from September to the end of the reporting year.

Table 20 provides a summary of the Appeals lodged and Table 21 provides a summary of the Review of Decisions lodged.

Table 20. Appeals data

Appeal applications, total		106
Resolutions:		
• Administrative or Student withdrawal		18
• No grounds for appeal		76
• Appeal heard and dismissed		2
• Appeal heard and upheld		9
• Resolved informally		1
Outcome of appeals that were heard and upheld:		(9)
• Removal of academic misconduct penalty		3
• Change to penalty severity		6
Where a change to penalty severity occurred due to the appeal upheld, changes included:		(6)
• Change of academic misconduct category from Category 2 to Category 1		2
• Category of academic misconduct upheld with change of penalty applied within category		4
Details on the appeals that were resolved formally and upheld		
Academic Misconduct Type	Original penalty	New penalty
Contract Cheating	Category 2: Award zero Marks for the Course, leading to a Fail Grade for the Course	Category 2: Fail (0%) for the Assessment Item
Contract Cheating	Category 2: Award zero Marks for the Course, leading to a Fail Grade for the Course	Category 2: Fail (0%) for the Assessment Item
Contract Cheating	Category 1: Resubmit work with a maximum Mark of 50/100 (or 50%)	Category 1: Warning with No Mark Reduction

Plagiarism	Category 2: Award zero Marks for the Course, leading to a Fail Grade for the Course	Category 2: Fail (0%) for the Assessment Item
Collusion	Category 2: Award zero Marks for the Assessment Item	Category 1: 20% mark reduction for the Assessment Item
Collusion	Category 2: Award zero Marks for the Assessment Item	Category 1: Warning with no Mark reduction
Self-Plagiarism	Category 2: Award zero Marks for the Assessment Item	Removal of the Academic Misconduct penalty from the assessment item Removal of Academic Misconduct case from the Student Academic Misconduct Register
Plagiarism	Category 1: Warning with no Mark reduction	Removal of the Academic Misconduct penalty from the assessment item Removal of Academic Misconduct case from the Student Academic Misconduct Register
Plagiarism	Category 1: Resubmit work with no Mark reduction	Removal of the Academic Misconduct penalty from the assessment item Removal of Academic Misconduct case from the Student Academic Misconduct Register Completion of Academic Integrity Module

Table 21. Review of Decision data

Review of decision applications, total	22
Resolutions: - Administrative or Student withdrawal from process - Resolved formally and upheld - Resolved formally and dismissed - Resolved informally	3 11 5 3
Outcome of reviews that were resolved formally and upheld - Review of decision upheld with removal of Academic Misconduct penalty - Review of decision upheld with a change to penalty severity	(11) 2 9
Where a change to penalty severity occurred due to the review of decision upheld; changes included: Change of category of academic misconduct from Category 2 to Category 1	(9) 8 1

- Category of academic misconduct upheld with change of penalty applied within category

Details on the upheld review of decisions that were resolved formally and upheld

Academic Misconduct Type	Original penalty	New penalty
Misrepresentation & Falsification	Category 1: Mark capped at 50/100 (or 50%)	Category 1: Resubmission of assessment item to achieve no higher than 50%
Plagiarism	Category 2: Award zero Marks for the Assessment Item	Category 1: 10% reduction in marks
Plagiarism	Category 2: Award zero Marks for the Assessment Item	Category 1: 10% reduction in marks
Plagiarism	Category 2: Award zero Marks for the Assessment Item	Category 1: 20% reduction in marks
Plagiarism	Category 2: Award zero Marks for the Assessment Item	Category 1: 20% reduction in marks
Plagiarism	Category 2: Award zero Marks for the Assessment Item	Category 1: 20% reduction in marks
Plagiarism	Category 2: Award zero Marks for the Assessment Item	Category 1: A warning, and Student to receive a mark of 1/5 for Academic Literacy
Plagiarism	Category 2: Award zero Marks for the Assessment Item	Category 1: 20% reduction in marks
Plagiarism	Category 2: Award zero Marks for the Assessment Item	Category 1: Resubmission of assessment item to achieve no higher than 50%
Plagiarism	Category 2: Award zero Marks for the Assessment Item	Removal of Academic Misconduct penalty altogether
Plagiarism	Category 2: Award zero Marks for the Assessment Item	Removal of Academic Misconduct penalty altogether

3. Academic Integrity practice improvements: 2025 identified priorities

The main issues identified from the 2024 data were:

1. High rate of *Unauthorised use of Artificial Intelligence* incidents dismissed pre-allegation - this means upon review of the evidence submitted, the Academic Integrity Leads determined the evidence did not meet the threshold for investigation and the incident did not progress. The dismissal rate of just over a quarter (26.5%) of the *Unauthorised use of Artificial Intelligence* incidents indicates a need to improve staff knowledge about this type of incident and the evidence thresholds required.
2. Continued high rates of academic misconduct reported for our international student cohorts, which are more likely to lead to Category 2 penalties. The data also shows that collusion and contract cheating are the misconduct types with the highest proportion of incidents for international students.

During 2025, the aims of the Academic Integrity Teams are to:



- address issues emerging from 2024 in relation to academic misconduct detection and reporting,
- shift our approach to academic integrity at UniSQ to more holistically reflect our framework, emphasising education and prevention, supported by detection.

To support the achievement of these aims, a set of strategic initiatives have been identified for implementation during 2025. These initiatives focus on enabling an educative approach to creating and maintaining a culture of Academic Integrity at UniSQ. They are listed below and themed under each of the UniSQ Academic Framework elements: Education, Prevention, Detection.

EDUCATION

Development of materials about Academic Integrity for inclusion in Week 1 course materials

For Trimester 3 orientation and week 1, UniSQ will have resources on Academic Integrity for inclusion in Week 1 course materials, which can be used to support student learning about the important of upholding academic integrity principles.

The Academic Integrity Team will benchmark similar materials from other universities with the aim of developing a range of materials that can be used by all Course Coordinators in their Week 1 modules/course material. The aim is to enable a University-wide education first approach to Academic Integrity through the explicit inclusion of materials that set expectations of ethical practice.

Success of the implementation of these modules will be measured by uptake of the materials, and long-term by improved awareness of academic integrity practices that lead to reduced incidents of academic misconduct.

Bespoke Learning Modules (Student)

By the end of 2025, UniSQ will have bespoke academic integrity modules on Plagiarism/Self-Plagiarism, Collusion, and Misrepresentation which can be used to support student learning as part of the Poor Academic Practice. These modules will become a key learning resource that Academics can use when poor academic practice is identified.

The Academic Integrity Team will work with relevant stakeholders to develop these resources.

Success of the implementation of these modules will be measured by uptake in CC and AIL referral of students to these resources as a response to Poor Academic Practice.

Supporting international students

During 2025, the Academic Integrity Team will investigate and develop a proposal for how to better support the academic integrity education of our international student cohorts. Once approved, the development and implementation of this Program would become a 2026 strategic priority.

Academic Integrity resources and knowledge uplift for Academics: SharePoint

By the mid-2025, UniSQ will have a refreshed Academic Integrity SharePoint with resources for Academics that support UniSQ's approach: Education, Prevention, Detection.

Success of the implementation of this refreshed site will be measured by site analytics, an indicator of visits received to the site.

Academic Integrity resources and knowledge uplift for Academics: Poor Academic Practice

To support understanding of the application of Poor Academic Practice (introduced in late 2024) the Academic Integrity Team will develop resources for Schools and attend School Forums where appropriate.

Success of the implementation of this initiative will be measured by a reduction in academic questions about the application of poor academic practice, indicating increased understanding.

Academic Integrity resources and knowledge uplift for Academics: identifying unauthorised use of AI (reduced reliance on Turnitin AI score)

To support academic knowledge on AI use in assessment, the Academic Integrity Team will:

- work with the Curriculum design team to support academics to ethically and authentically integrate AI in assessment,

- develop resources (and attend School Forums where appropriate) that upskill academics on the various factors that indicate AI has been used in the production of an assessment item. The aim is to help academics identify where AI has been used in ways that are contrary to the level and types of AI use allowed (articulated in Assessment Guidelines and Task Sheet) and reduce the reliance on the Turnitin AI score as an indicator.

Success of the implementation of this initiative will be measured by a reduction in reporting of academic misconduct (unauthorised use of AI) and, where academic misconduct (unauthorised use of AI) is reported, by a reduction in incidents where the Turnitin score is the basis of the report.

PREVENTION

Assessment Transformation

As part of the Assessment Heatmap Project, under the Reimaging Assessment initiative, a call for information has gone out to Course Coordinators on the progress to date of 2025 assessment modifications. The priority is on assessment tasks identified as high-risk in terms of unauthorised use of Artificial Intelligence (AI), identified in the Assessment Heatmap Project, however key information for all assessment tasks (including permitted use of AI) has been requested.

Adapt and Enhance drop-in-sessions facilitated by the Curriculum Design Team designed to support the co-design of assessment, have been developed to cover the impetus for assessment change, understanding assessment transformation, and introduce the Academic Transformation Toolkit. Following the school/college-based assessment transformation workshops, the Curriculum Design Team will support academic staff to transform assessments for 2026 delivery via ongoing weekly co-design drop-in sessions. This Assessment Transformation project is complemented by the collaborative (Academic Integrity Unit, Learning and Teaching Futures, and Curriculum Design Team) redevelopment of the Staff Integrity SharePoint site (currently undertaking user experience testing) to focus on the three pillars: EDUCATION- DETECTION- PREVENTION of Academic Misconduct.

A working group for programmatic approaches to assessment will be run to inform approaches that UniSQ may take as we work towards more robust ways to assure our students learning. The purpose of the working group is to collaboratively examine and/or develop approaches to programmatic assessment with discipline specific inputs, to ensure our strategies and approaches are appropriately informed and fit for purpose.

Student Website

By the end of 2025, UniSQ will have current information aligned with policy about Academic Integrity on the Current Students Website, communicated using supportive language with a focus on education.

The Academic Integrity Team will work with the Student Communications Team to update the Academic Integrity on the Current Students Website to improve transparency, update and align the content with policy, and implement an educative focus to this resource.

Success of the implementation of this initiative will be a refreshed section of the Current Students Website by October 2025.

AIMT

By the end of 2025, ready for implementation from 2 January 2026, the Academic Integrity Team will work with relevant stakeholders, including the Student Comms Team, to implement a change in the annual student Academic Integrity Mandatory Training rollover date that aligns with the new Academic Calendar.

Success of the implementation of this change will be measured by a reduction in student complaints about the timing of the module.

Gen AI and Assessment

During 2025, the Academic Integrity Team will work with the Associate Dean LTF and Senior Curriculum Designer to support the introduction of AI Guidelines in Assessment.

DETECTION

System Improvements: Sherlock

UniSQ's Academic Integrity detection software, Sherlock, requires ongoing updates to remain aligned to ongoing developments in the cyber space. Improvements to Sherlock have not been undertaken since 2023.

During 2025 the Academic Integrity Team will work with the Cyber Security Team to implement system improvements to Sherlock. These improvements include additional flags that improve our ability to detect contract cheating and respond to increasingly sophisticated online methods used by third parties to solicit students, and by students to avoid detection.

Success of the implementation of this initiative will be measured by the addition of at least 2 improvements to the software, noting there have been no improvements since 2023.

System Improvements: AIRS

UniSQ's Academic Integrity Reporting Software, AIRS, requires ongoing updates to remain aligned to policy and changes in academic integrity practices. A number of improvements to AIRS have been identified to enable Course Coordinators and Academic Integrity Leads to use the system easily to support reporting of suspected misconduct in alignment with policy.

During 2025 the Academic Integrity Team will work with the Student Systems CRM Team to implement system improvements to AIRS. These improvements include addition of data fields that will improve the useability of the system and reporting of the data, as well as changes that will lead to minor efficiencies in administrative workload (e.g. addition of buttons to automate incidents sent to Learning Advisors).

Success of the implementation of this initiative will be measured by feedback on Academics on the usability of the system, as well as with its alignment with policy.

Student Letters

The Academic Integrity Team will work with the relevant teams to update the letters sent to students when there is an incident of misconduct. The aim is to simplify the content and change the language to enable a supportive, trauma-informed practice is used.

Success of the implementation of this initiative will be measured through the publication of a full suite of new letters that use student-friendly, supportive language. These will be in use by the end of Q2, 2025.

OTHER

Reporting Dashboard in Power BI

Lead the development of a Power BI Dashboard that provides access to real time, high-level Academic Integrity and Academic Misconduct data, which are regularly reported through various reports, this improving access for Schools and Executive, while reducing manual work spent on reporting by the Academic Integrity Team.

Success of the implementation of this initiative will be measured by a decrease in the time spent by the Academic Integrity Team on developing reports for the various stakeholders throughout the year.



University of
Southern
Queensland

Briefing Document

Academic Board

To:	Academic Board
From:	Dean Learning Teaching Futures
Date:	Thursday, 11 September 2025
Subject:	Academic Integrity Report Interim 2025

1. Recommendation

The Dean (Learning and Teaching Futures) recommends that Academic Board note the Academic Integrity Interim Report for Q1 and Q2 2025.

2. Background

This matter is for consideration by Academic Board in accordance with Section 4.11 of the Student Academic Misconduct Procedure:

The Dean (Learning and Teaching Futures) will coordinate submission of an annual report to Academic Board, through Education Committee, listing de-identified Student Academic Misconduct findings by Course, category, penalty imposed, the number that proceeded to a Review of Decision or Appeal, the outcomes from the Review of Decision or Appeal, trend analyses and actions taken to address identified root causes.

3. Executive Summary

Between 1 January – 30 June 2025, 453 incidents of suspected Academic Misconduct were managed by the University through the formal process and recorded in the Academic Integrity Reporting System. Of these incidents, 97 were found to be unsubstantiated. At the time of reporting, 55 incidents were still under review (outcome to be determined).

Unsubstantiated incidents include:

- Dismissed, pre-allegation – Reported incidents that were investigated but did not proceed further, as the School Academic Integrity Lead determined there was insufficient evidence to substantiate the allegation.
- Unsubstantiated, post-allegation - Alleged incidents that, following investigation and completion of the formal response process, were found to be unsubstantiated.

Most notably, there has been a decrease in incidents reported in comparison to the same time last year. In the 2024 Interim Report a total of 1,721 incidents of suspected academic misconduct were reported for Q1 and Q2 2024, including 247 unsubstantiated cases.

This reduction may partly be attributable to the large amount of work being undertaken in the Assessment Transformation Project to mitigate risks posed by the increasing use and influence of Artificial Intelligence in assessment.

The attached Interim Report provides details for the reporting period 1 January – 30 June 2025.

The Academic Integrity Annual Report for 2025 will be provided to Academic Board by mid-2026.

4. Attachments

Attachment 1: Academic Integrity Interim Report 2025

5. Responsible Officer

Professor Jo-Anne Ferreira
Dean (Learning and Teaching Futures)
DeanLTF@unisq.edu.au

Academic Integrity

Interim Report 2025



This report provides an overview of academic misconduct data for the reporting period 1 January to 30 June 2025.

1. Overview

1.1. Actions taken to address root causes, 2025

- Update to the Academic Integrity Mandatory Training (January 2025)

The student mandatory training module was updated to include information and training related to the use of AI in learning and assessment.

- Development and release of a StudyDesk learning module for students called *AI Power Up: Supercharge your Learning* (January 2025)

The resource was developed to help students explore fundamental AI concepts and their transformative applications in the educational landscape. The aim of the module is to help students build skills to critically assess AI outputs, understand their limitations, and foster an integrated, ethical academic approach when using AI.

- Implementation of a mandatory Assessment Item Task Sheet (from Trimester 1, 2025)

A standardised Assessment Item Task Sheet was made mandatory across all courses to clearly communicate permitted levels of AI use in assessments, ensuring students receive explicit guidance on appropriate AI engagement.

- Assessment Transformation activities to mitigate *Unauthorised use of Artificial Intelligence* (Q1 and Q2, 2025)

As part of the Assessment Heatmap Project and Reimagining Assessment initiative, high-risk assessment tasks were prioritised for redesign. Course Coordinators contributed updates on 2025 modifications, supported by the Curriculum Design Team through drop-in sessions and workshops. These sessions introduced the Academic Transformation Toolkit and facilitated co-design of assessments for 2026 delivery. A working group was also established to explore programmatic assessment approaches tailored to disciplinary contexts.

- Strategic staffing enhancements (April/May 2025)

Two new roles, Academic Integrity Manager (April 2025) and Academic Integrity Coordinator (May 2025), commenced within the Learning and Teaching Futures Portfolio to advance strategic efforts in academic integrity and misconduct prevention.

- Academic Integrity SharePoint redevelopment (released May 2025)

The staff Academic Integrity SharePoint site was collaboratively redeveloped (Academic Integrity Team, Learning and Teaching Futures, and Curriculum Design Team) to align with the University's three-pillar approach to academic integrity: Education, Detection, and Prevention.

- Updates to the Current Students website (Academic Integrity) to include clear information about UniSQ's current AI-levels in assessment (May 2025)

Clear information about UniSQ's current approach to AI in assessment have been included on the Current Students website and in the related Student FAQs. This information outlines where students can find the authorised use of AI for an assessment item (i.e. in the assessment item task sheet) and directs them to their Course Coordinator in the first instance if they have any questions about the allowed level of AI use.

- Academic Integrity resources and capacity building (Q2, 2025)

To support implementation of the Poor Academic Practice category introduced in late 2024, the Academic Integrity Team developed targeted resources and engaged with Academic staff at School Forums. Additional resources and sessions were delivered to help academics identify unauthorised AI use in assessments, reduce reliance on Turnitin AI scores, and reinforce alignment with the mandatory task sheet and assessment guidelines.

1.2. Academic integrity incidents overview

Between 1 January – 30 June 2025, 453 incidents of suspected Academic Misconduct were managed by the University through the formal process and recorded in the Academic Integrity Reporting System. Of these incidents, 97 were found to be unsubstantiated. At the time of reporting, 55 incidents were still under review (outcome to be determined).

The 97 unsubstantiated incidents were either:

- *Dismissed, pre-allegation* (45 incidents): These are suspected incidents that are reported, but the School Academic Integrity Lead has determined that the incident did not meet the evidence threshold to support an allegation. The incident, therefore, proceeds no further, and no penalty is recorded.
- *Unsubstantiated, post-allegation* (52): These are alleged incidents that are unsubstantiated following investigation and the formal allegation and response process. No penalty is recorded.

Incidents managed by UniSQ College

During the reporting period, 22 incidents were managed separately, and outside of the Academic Integrity Reporting System by UniSQ College. These included:

- 13 incidents in a non-award program
- 9 incidents in a Graduate Research School Program, progressed on behalf of the GRS.

The nine incidents reported in the GRS program were progressed by UniSQ College as GRS do not have an Academic Integrity Lead. These incidents were dismissed because they were managed outside of the formal process required by policy. For any future incidents, the College will use the formal system in the future, as per section 2 and section 4.2.1 of the Student Academic Misconduct Procedure.

1.3. Academic integrity incidents: A comparison across the last three years

Figure 1 shows a comparison of total reported academic misconduct incidents across the last four years, noting figures for 2023, 2024, and 2025 represent the calendar year, while 2022 figures represent the pre-Flexible Academic Calendar academic year (Semesters 1 - 3).

Table 1 provides a comparison of the academic misconduct outcome categories across the last four years. For comparative purposes, each outcome category is included as a proportion of the incidents for the year. This data shows over the last four years, there has been a reduction in the proportion of incidents resulting in a Category 2 outcome – from 64.4% of incidents in 2022 to 17.2% in the first half of 2025.

This trend could partially be a result of the introduction of the *Poor Academic Practice* category in 2024. This reduction in proportion of Category 2 outcomes, with the aligned increase in *Poor Academic Practice* outcomes in 2024 and 2025, demonstrates alignment with the UniSQ Academic Integrity Framework, which seeks to educate students about academic practice, what constitutes poor academic practice, and how to improve their academic practices.

Figure 1. Academic misconduct incidents 2022-2025

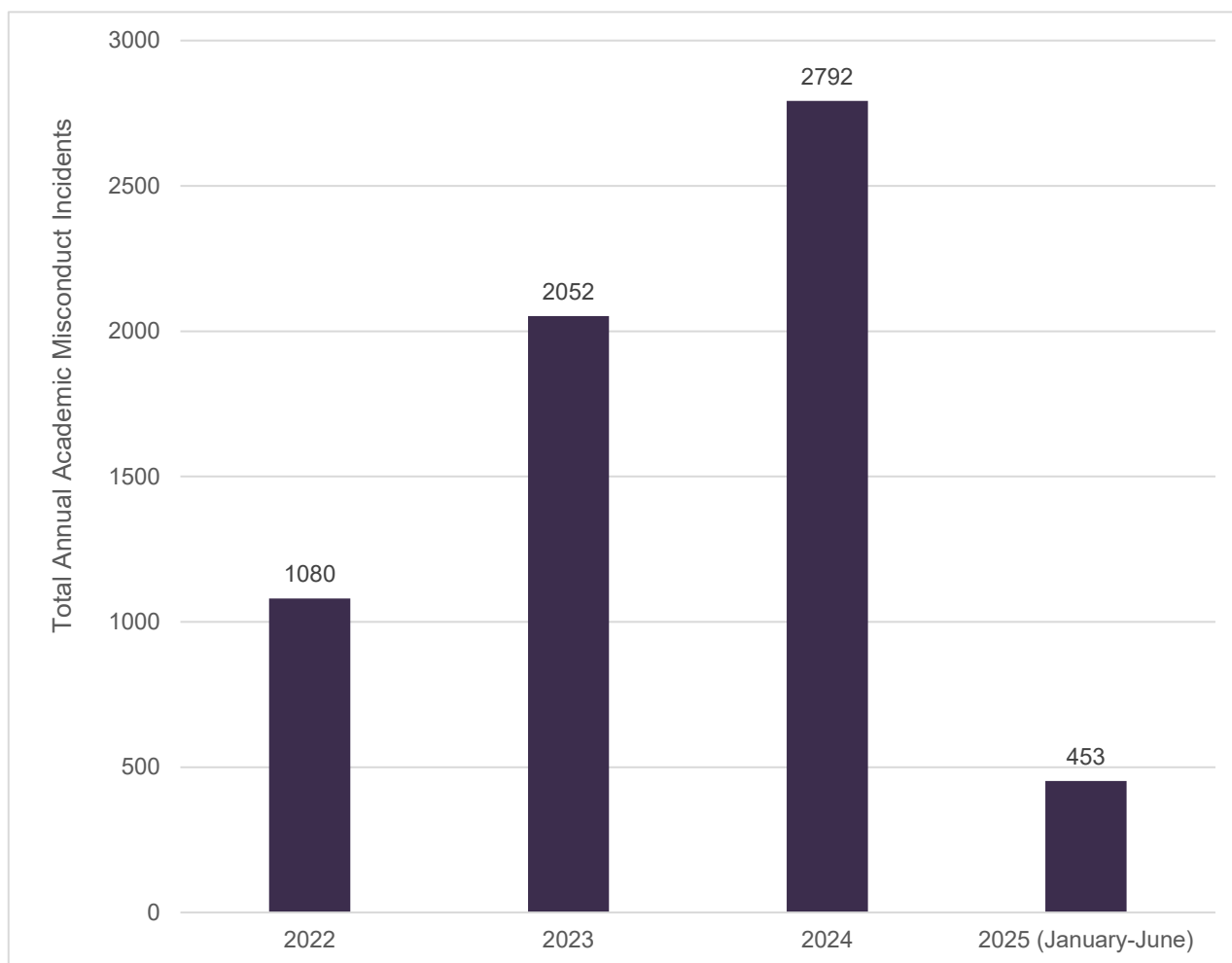


Table 1. Academic misconduct incidents by outcome category 2022-2025

	2022		2023		2024		2025 (January - June)**	
Category of academic misconduct	Incidents	Proportion of 2022 incidents	Incidents	Proportion of 2023 incidents	Incidents	Proportion of 2024 incidents	Incidents	Proportion of 2025 incidents
Unsubstantiated total	118	10.9%	578	28.2%	796	28.5%	97	21.4%
Dismissed (pre-allegation)					(678)		(45)	
Unsubstantiated (post-allegation)					(118)		(52)	
Poor Academic Practice*	-	-	-	-	539	19.3%	82	18.1%
Category 1	267	24.7%	523	25.5%	813	29.1%	141	31.2%
Category 2	695	64.4%	951	46.3%	644	23.1%	78	17.2%

*Poor Academic Practice was introduced in mid-2024.

** 12.1% (55 incidents) remained in progress, therefore, are yet to have an outcome recorded

2. Academic Misconduct, January – June 2025

2.1. Academic misconduct by outcome category

Academic misconduct outcomes resulting from decisions on the 2025 reported incidents are visualised in Figures 2 and 3.

Figure 2 shows academic misconduct outcome categories as a proportion of all reported incidents, with dismissed or unsubstantiated incidents in yellow, incidents that led to a penalty in purple (Category 1 and Category 2), and incidents that were managed through education (the new category, *Poor Academic Practice*) in pink.

Figure 3 includes only the substantiated incidents (i.e., led to a formal penalty, Category 1 or 2, or educative intervention, *Poor Academic Practice*).

Figure 2. Academic misconduct outcomes: Shown as a proportion of all reported incidents (n=453), January to June 2025

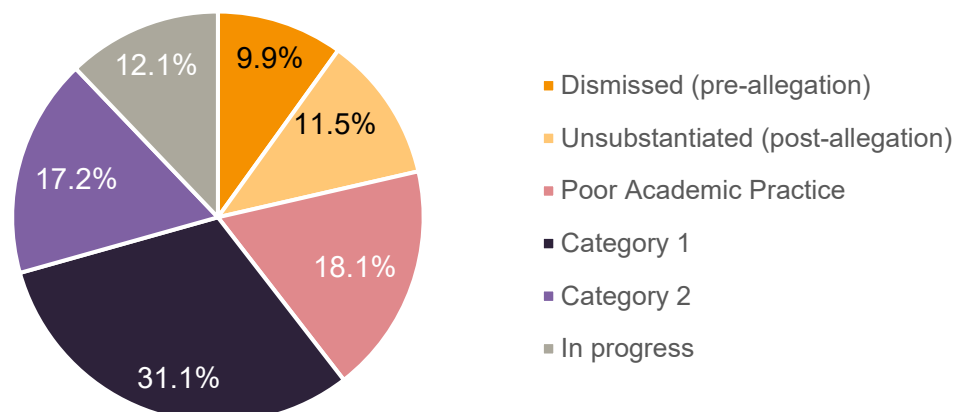
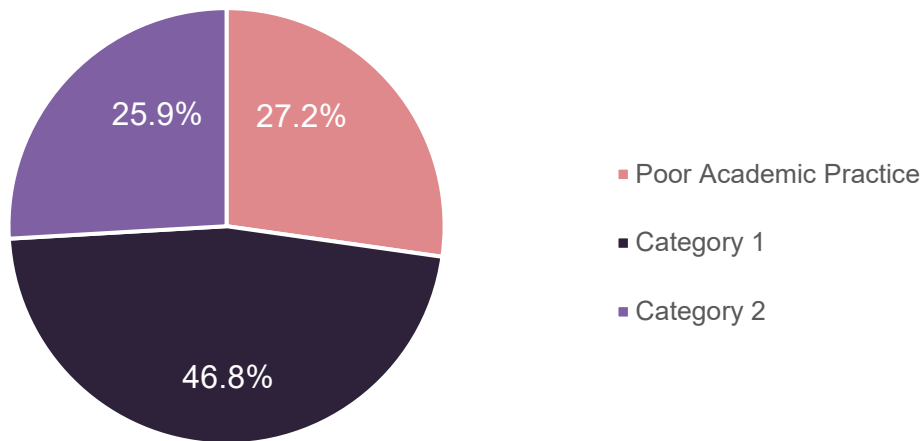


Figure 3. Academic misconduct outcomes (substantiated incidents only): Shown as a proportion of substantiated incidents (n=301), January to June 2025



2.2. Academic misconduct type

Recording academic misconduct types in AIRS

When multiple types of academic misconduct are identified in a single assessment item by a student, a single allegation is issued to the student detailing all detected breaches. However, only the most serious misconduct type is recorded in the Academic Integrity Reporting System (AIRS).

Example:

A student was reported for both Unauthorised use of Artificial Intelligence and falsification of references. The evidence showed extensive unauthorised AI use, alongside two falsified references. Given the severity of the AI misuse, the incident was recorded in AIRS as *Unauthorised use of Artificial Intelligence*, while the allegation sent to the student included both misconduct types.

Academic misconduct type

Figure 4 provides an overview of the most common types of academic misconduct reported between 1 January and 31 June 2025. The data shows that in the first half of 2025, *Unauthorised use of Artificial Intelligence* remained the most reported academic integrity issue, accounting for just over 72% of all incidents (in 2024 it accounted for 85% of incidents).

As noted in the 2024 Annual Report, over the last two years, the rapid and evolving changes occurring in AI in higher education – and therefore at UniSQ – have likely contributed to high reporting of *Unauthorised use of Artificial Intelligence*. Such changes at UniSQ included:

- the introduction of the Assessment Item Task Sheet, which included guidance on acceptable levels of artificial intelligence use,
- changing thresholds for reporting unauthorised use of artificial intelligence using a Turnitin AI score,
- changing level of confidence in the Turnitin AI score – initially the score was considered relatively reliable for the detection of AI, however in 2024, Turnitin included a disclaimer on their website: “Turnitin writing detection model may not always be accurate (it may misidentify human-written, AI-generated, and AI-generated and AI-paraphrased text), so it should not be used as the sole basis for adverse actions against a student”. While the Turnitin AI score was never the sole basis for reporting unauthorised use of AI at UniSQ, due to the belief it was a fairly reliable tool at flagging potential use of AI, it was widely used to identify AI use during 2024.

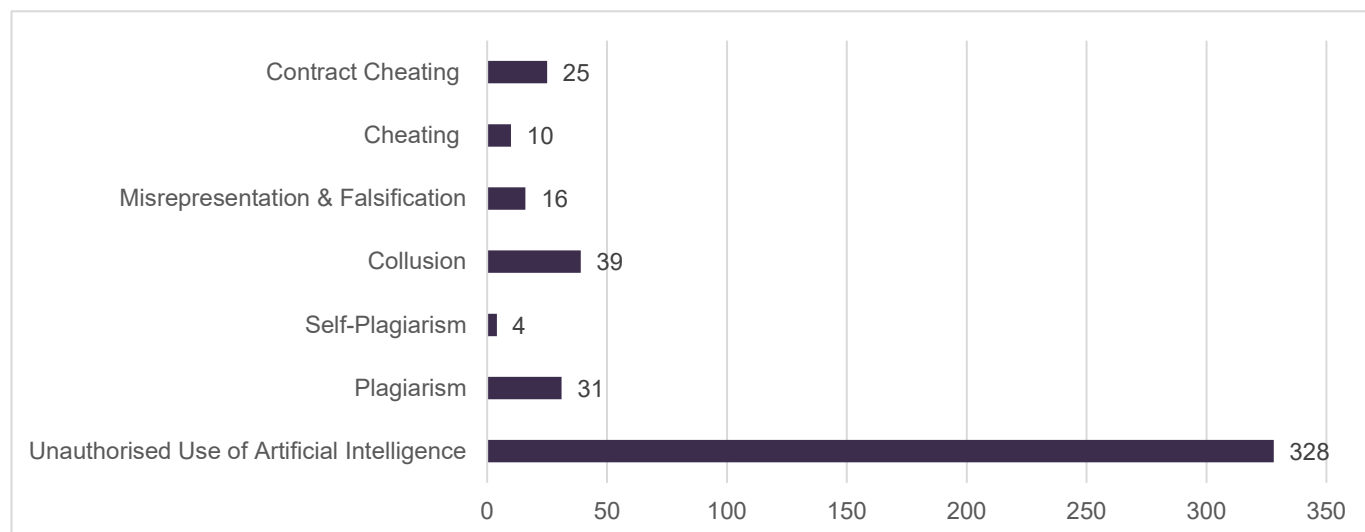
Figure 4. Academic misconduct type, January to June 2025

Table 2 presents a comparison of academic misconduct types reported in 2025 against those reported in 2024. This data shows total number of incidents reported per academic misconduct type, and the academic misconduct type as a proportion of the incidents reported for the year. The comparison reveals a downward trend in reporting on the *Unauthorised use of Artificial Intelligence*.

During 2025, the decrease in reported incidents of *Unauthorised use of Artificial Intelligence* may be attributed to several key initiatives:

- Ongoing educative initiatives for academic staff, launched in 2024 and expanded in 2025, which support the redesign of assessments to ethically integrate AI. These efforts aim to help students understand how to use AI tools appropriately and responsibly.
- Continued professional development focused on AI integration and detection, equipping staff with the knowledge and tools to incorporate AI meaningfully into learning while also identifying potential misuse.
- Targeted training with Academic Integrity Leads, focusing on the evidence thresholds required to support allegations of academic misconduct related to *Unauthorised use of Artificial Intelligence*.
- Professional development delivered through School forums to support academics in addressing minor academic integrity concerns through constructive, learning-focused conversations with students.

Table 2. Academic misconduct type comparison, 2024-2025

Academic misconduct type	2024		2025 (January - June)	
	Incidents	Proportion of 2024 incidents	Incidents	Proportion of 2025 incidents
Artificial Intelligence	2,377	85.1%	328	72.4%
Plagiarism	159	5.7%	31	6.8%
Self-Plagiarism	24	0.9%	4	0.9%
Collusion	108	3.9%	39	8.6%
Misrepresentation & Falsification	24	0.9%	16	3.5%
Cheating	10	0.4%	10	2.2%
Contract Cheating	90	3.2%	25	5.5%

Table 3 provides an overview of the types of academic misconduct reported during the reporting period, along with their outcomes.

The data shows that of the *Unauthorised use of Artificial Intelligence* reported during 2025, around 20% were either dismissed (pre-allegation) or unsubstantiated (post-allegation). This means the Academic Integrity Leads determined, on the balance of probabilities, evidence did not meet the threshold to support or substantiate an allegation. One reason incidents related to the *Unauthorised use of Artificial Intelligence* were dismissed was due to the introduction from Trimester 1, 2025 of the mandatory Assessment Item Task Sheet: where the mandatory Assessment Item Task Sheet was not used in a course, and a suspicion of academic misconduct was raised in relation to the *Unauthorised use of Artificial Intelligence*, the incident was dismissed.

Table 3. Academic misconduct type by outcome category

Academic misconduct outcome category	Unauthorised Use of Artificial Intelligence	Plagiarism	Self-Plagiarism	Collusion	Mis-representation & Falsification	Cheating	Contract Cheating	Total
Dismissed (pre-allegation)	21	4	-	20	-	-	-	45
Unsubstantiated (post-allegation)	43	1	1	3	-	-	4	52
Poor Academic Practice*	70	9	1	-	-	2	-	82
Category 1	112	10	-	11	4	1	3	141
Category 2	41	4	-	4	11	5	13	78
In progress	41	3	2	1	1	2	5	55
Total	328	31	4	39	16	10	25	453

2.3. Academic misconduct by school

Table 4 provides an overview of academic misconduct incidents per school for January-June 2025 and table 5 shows the data for UniSQ College.

The table also compares incidents reported against school EFTSL and Headcount by considering incidents reported as a proportion of each. When comparing EFTSL data in this report, it is important to note that academic misconduct data is recorded on a per incident basis and some students will have more than one incident of academic misconduct. Including the EFTSL and Headcount provides context to the volume of academic misconduct cases per school and program. This data does not necessarily mean there is higher academic misconduct in these schools but can be an indication academic integrity is being actively monitored and reported.

As a proportion of EFTSL and Headcount, the School of Agriculture and Environmental Sciences had the highest academic misconduct incident reporting (12.7% of EFTSL and 3.4% of Headcount), with the School of Business recording the next highest (11.2% of EFTSL and 3.7% of Headcount).

No incidents were reported and recorded in the Academic Integrity Reporting System for the School of Engineering, and the Graduate Research School during the reporting period.

Through the Academic Integrity CoP, the School Academic Integrity Leads engage regularly in upskilling on elements of academic misconduct and integrity, including reporting, investigation of incidents, and application of penalties.

Table 4. Academic misconduct by school: reported in AIRS

School	Academic Misconduct Incident Count	Percentage of total Academic Misconduct incidents	EFTSL in courses taught by the School*	Incidents as a percentage of EFTSL	Headcount in courses taught by the School*	Incidents as a percentage of Headcount
Agriculture and Environmental Science	46	10.2%	363.5	12.7%	1,346	3.4%
Business	65	14.3%	581.88	11.2%	1,772	3.7%
Creative Arts	2	0.4%	236.88	0.8%	663	0.3%
Education	41	9.1%	1,393.41	2.9%	3,065	1.3%
Engineering	-^	-	650.31	-	1,851	-
Health and Medical Sciences	33	7.3%	737.56	4.5%	2,493	1.3%
Humanities and Communication	18	4.0%	311.81	5.8%	1,326	1.4%
Law and Justice	21	4.6%	551.31	3.8%	1,339	1.6%
Mathematics, Physics and Computing	53	11.7%	582.25	9.1%	2,377	2.2%
Nursing and Midwifery	117	25.8%	1,605.69	7.3%	3,229	3.6%
Psychology and Wellbeing	50	11.0%	811.56	6.2%	2,481	2.0%
Surveying and Built Environment	7	1.5%	313.94	2.2%	1,001	0.7%
College of First Nations	-^	-	43.23	-	301	-
Graduate Research School	-^	-	412.94	-	985	-
Total	453	* Data sourced from <u>Course Load (School of Course; Study Period 1 & 2, 2025)</u> ^Where there is no data reported, no incidents of academic misconduct have been lodged in the system by the school				

Table 5. Academic misconduct, UniSQ College

	Academic Misconduct Incident Count	EFTSL in courses taught by the College*	Incidents as a % of College EFTSL	Headcount in courses taught by the College *	Incidents as a % of College Headcount
UniSQ College incidents	13^	433.38	2.9 %	1,621	0.8%

* Data sourced from Course Load (School of Course; Study Period 1 & 2, 2025)

^Incidents recorded and progressed through UniSQ College processes, separate from the formal Academic Integrity Reporting System

2.4. Academic misconduct by program

During Q1 and Q2 2025, academic misconduct incidents were recorded in 62 programs. Of these, eight programs had ten or more incidents reported, while 36 programs had three incidents or fewer reported.

Table 6 provides an overview of the eight programs with the highest number of reported academic misconduct incidents for the reporting period. Table 5 includes program EFTSL to show the volume of academic misconduct cases per program in relation to enrolment load. This data does not necessarily mean higher academic misconduct in these programs, but can be an indication academic integrity is being actively monitored and reported. Including this data shows the highest proportion of academic misconduct incidents compared to program load occurred in MSCN during the reporting period.

During 2025, LTF are developing a range of resources to improve how we communicate with students and upskill them on academic integrity. Addressing academic misconduct in programs with a high proportion of international students will also need to become a priority of the strategic work in this area.

Table 6. Academic misconduct by program EFTSL and Headcount

Program Code	Program Name	Incidents	EFTSL*	Incidents as % of Program EFTSL*	Headcount*	Incidents as % of Program Headcount
BNSG	Bachelor of Nursing	162	2,209.44	7.33%	2,966	5.46%
MSCN	Master of Science	47	121.38	38.72%	247	19.03%
BSCI	Bachelor of Science	22	249.69	8.81%	482	4.56%
BSER	Bachelor of Education (Secondary)	21	477.38	4.40%	688	3.05%
BBIZ	Bachelor of Business	20	170.63	11.72%	312	6.41%
BAVN	Bachelor of Aviation	17	71.25	23.86%	138	12.32%
LLBP	Bachelor of Laws	11	410.5	2.68%	777	1.42%
BENV	Bachelor of Environmental Science	11	46.88	23.46%	77	14.29%

* Data sourced from [EFTSL – Program and Major](#) (10 July 2025)

2.5. Academic misconduct by course

During Q1 and Q2 2025, academic misconduct incidents were recorded in 113 courses. Of these, 13 courses had ten or more incidents reported, while 97 courses had three incidents or fewer reported.

Table 7 provides an overview of the 13 courses with ten or more incidents reported. Table 6 includes course enrolment numbers to show the volume of academic misconduct cases per course in relation to enrolment numbers. This data does not necessarily indicate higher academic misconduct in these courses, but can be an indication academic integrity is being actively monitored and reported. Including this data shows a high proportion of academic misconduct incidents compared to course enrolments were reported in REN1201 and SCI6103.

Table 7. Academic misconduct by course

	Course Code	Course Name	Number of Incidents	Total Enrolments (Headcount) in Course*	Incidents as % of Total Course Enrolments
1	NUR1120	Burden of Disease and Health Equity	36	916	3.93%
2	SCI6103	Essentials for Professional Scientists	31	112	27.68%
3	NUR1100	Introduction to Nursing	28	441	6.35%
4	PSY1040	An Introduction to Cultural Safety in Practice	20	989	2.02%
5	REN1201	Environmental Studies	18	61	29.51%
6	CRI1111	Criminology	17	207	8.21%
7	MGT3303	The Equipped Graduate	14	97	14.43%
8	HIS2008	Total War: WWII and the 20th Century	13	75	17.33%
9	NUR3201	Quality, Safety and Risk	12	1,148	1.05%
10	NSC2500	Pharmacology and Pathophysiology in Health	12	762	1.57%
11	NUR1103	Context of Professional Nursing Practice	11	670	1.64%
12	MGT1001	Cultivating Talent	10	73	13.70%
13	NUR3300	Clinical Inquiry and Evidence Based Practice	10	847	1.18%

* Data sourced from Course Enrolments by Subject, Career, and Course, T1, T2 (10 July 2025)

2.6. Academic misconduct by cohort

2.6.1. Domestic and international student data

Table 8 provides a comparison of the reported academic misconduct by cohort for domestic and international students. This data shows in proportion to cohort EFTSL and Headcount, there is a higher rate of academic misconduct incidents reported in the international on-campus student cohort (ISONC): 9.48% of EFTSL and 7.34% of Headcount.

Table 8. Academic misconduct by cohort: Domestic and international cohorts

Citizenship Status	Total Reported Incidents	Cohort EFTSL*	Incidents as a % of Cohort EFTSL	Cohort Headcount	Incidents as a % of Cohort Headcount
Domestic	290	9,043.69	3.21%	17,711	1.64%
International					
International Off-campus	1	27.63	3.62%	79	1.27%
International On-campus	139	1,465.66	9.48%	1,894	7.34%
Other					
International Overseas	2	No data available			
New Zealand Citizen	6				
Permanent Humanitarian Visa	4				
Permanent Resident of Australia	11				

* Data sourced from [EFTSL & Headcount – Program and Major](#) , [International Headcount & EFTSL by Home Country](#) (10 July 2025)

During the reporting period, academic misconduct incidents for international students (International On-campus and International Off-campus) were recorded in 27 programs. Of these, three programs, ten or more incidents were reported, while 18 programs had three incidents or fewer reported. Table 9 provides details about the programs with ten or more incidents of academic misconduct reported for international students. This is reported against International Student EFTSL and Headcount in the program. The data shows that incidents as a percentage of international student EFTSL is more than 50% in two of these three programs (in bold), and more than 50% of Headcount in one.

Table 9. Academic misconduct by program: International students

Program Code	Program Name	International Student Incidents	International Student EFTSL in Program*	Incidents as % of International Student EFTSL	International Student Headcount in Program*	Incidents as % of International Student Headcount
BNSG	Bachelor of Nursing	45	607.5	7.41%	678	6.64%
MSCN	Master of Science	43	70.75	60.78%	108	39.81%
BSCI	Bachelor of Science	12	14.5	82.76%	22	54.55%

* Data sourced from [EFTSL & Headcount – Program and Major](#)

2.6.2. Correctional Centre, Education Partner, and Education Agent data

Table 10 provides an overview of academic misconduct data for students who are studying from a Correctional Centre or studying through an Education Partner, including incidents a proportion of EFTSL and Headcount. UniSQ Education Partners include UniSQ Sydney, Geraldton Universities Centre, Institute of Chartered Accountant of Sri Lanka, and Illawarra ITeC. Table 10 provides data on the outcome categories for these cohorts.

Education Agents undertake approved international student recruitment on behalf of UniSQ. While these partners are not involved in the education of UniSQ students, the categories of academic misconduct for this cohort are also included in Table 11 for comparative purposes. Table 12 shows the agents from which referred students then recorded the greatest number of academic misconduct incidents during the reporting period. The table reports data for the ten agents with the highest number of reported incidents. Data from the top 10 in Q1 and Q2 2025 are compared to 2024 data to show the trend for an increase or decrease in incidents reported.

Table 10. Academic misconduct by cohort: Correctional Centre and Education Partners

Cohort	Incidents	EFTSL*	Incidents as % of EFTSL	Headcount*	Incidents as % of Headcount
Correctional Centre	1	140.38	0.71%	499	0.2%
Education Partners	1	95	1.1%	139	0.72%

* Data sourced from [EFTSL & Headcount – Program and Major](#) (UniSQ College, Correctional) and [University Partners Cohorts Dashboard](#) and [UniSQ All Partner Report 2025](#)

Table 11. Categories of academic misconduct for Education Agent cohort

Outcome categories	Correctional Centre	Education Partner	Education Agent
Dismissed (pre-allegation)	-	-	24
Unsubstantiated (post-allegation)	-	-	6
Poor Academic Practice*	-	-	16
Category 1	1	-	46
Category 2	-	1	35
In progress	-	-	9
Total incidents	1	1	136

Table 12. Academic misconduct by Education Agent Type: Comparison of number of incidents reported 2024 and Q1-Q2 2025

Agent Name	2024 incidents	2025 incidents
Expert Education and Visa Services	129	21
V & U Intellect Consultants Pt	4	7
IDP Australia Education - Vija	1	7
Global Reach - Kottayam	21	6
International Academy	81	6

ABC Global Education Consultants	8	6
IDP Edu. Aus-Hyderabad, Kukatpa	10	6
PFEC Global	13	5
Jeewa Australian Education Cen	3	4
IDP Education Aust - Kathmandu	18	4

2.6.3. Undergraduate and postgraduate student data

Table 13 shows academic misconduct incident data as a proportion of EFTSL and Headcount for undergraduate, postgraduate, and non-award student cohorts.

Table 13. Academic misconduct by cohort: Undergraduate, postgraduate, and non-award cohorts

Cohort	Incidents	Cohort EFTSL*	Incidents as % of cohort EFTSL	Cohort Headcount*	Incidents as % of cohort Headcount
Undergraduate	337	8031.03	4.20%	13,525	2.49%
Postgraduate (coursework)	112	1524.06	7.35%	3,231	3.47%
Non-Award	17 [^]	560.63	3.03%	2,225	0.76%

* Data sourced from [EFTSL & Headcount – Program and Major](#)

[^] These include 4 incidents reported formally through the Academic Integrity Reporting System and 13 incidents managed separately by UniSQ College

2.7. Academic misconduct: Feedback, complaints and grievances

2.7.1. Feedback

One feedback submission related to Academic Integrity was received during the reporting period.

- The feedback related to the Academic Integrity module expiration date and request to alter the timing.

Response from University: Timing and expiration of the module will be reviewed by the University in 2025.

2.7.2. Complaints

Six complaints relating to Academic Misconduct were received in the reporting period. Summaries of the complaints, along with response provided from the University are provided below:

- Complaint from an anonymous student that one of their fellow students has admitted to engaging in Academic Misconduct

Response from University: No substantial evidence to progress to formal investigation.

- Complaint related to Academic Misconduct process and delays in releasing of grades as part of the process.

Response from University: Student advised of the process to release grades during academic misconduct process and encouraged to contact course coordinator regarding any outstanding grades.

- Complaint related to Academic Misconduct process for TPP courses. Concerns from student that they continue to be flagged for AI use.

Response from University: When an assessment item is flagged with a high AI score, the University is duty bound to investigate. Additionally, the score is only one of many lines of evidence used in a much wider context, including giving students the opportunity to present notes or preparatory drafts to show the process of their assignment writing. Student encouraged to engage with Learning Advisors.

- Complaint from an anonymous student that one of their fellow students is engaging in Academic Misconduct.

Withdrawn, referred to Academic Integrity Team.

- Student raised concerns regarding the lack of support provided to them as part of the process.

Response from University: Student was still part of the allegation stage. Student encouraged to engage in the allegation process and referred back to their communications from the Academic Integrity Team. Student provided information on other support services available.

- Student was issued a notice of academic misconduct which stated they had not provided a response.

Response from University: A review of the student's email trails found that they did send a response, but it was not received by the University. The student's Academic Misconduct case reopened based on this evidence, and re-evaluation is in progress.

2.7.3. Formal grievances

One formal grievance submission relating to Academic Misconduct was received during the reporting period, however it was resolved informally and did not progress.

- The grievance related to academic misconduct process in EDM5100 and the student advised they were withdrawing from the University based on their treatment during the Academic Misconduct process.

The student spoke with HoS Education who had been in contact with the student providing the student with an explanation of the Academic Misconduct process. A formal Grievance therefore did not progress.

2.7.4. Review of Decision

During the reporting period 30 Reviews of Decision and 5 Appeal applications were submitted.

Table 14 provides a summary of the Review of Decisions lodged during the reporting period.

Table 15 provides a summary of the Appeals lodged during the reporting period.

Table 14. Review of Decision data

Review of decision applications, total	30
Resolutions:	
• Administrative or Student withdrawal from process	4
• Resolved formally and upheld	9
• Resolved formally and dismissed	15
• In progress	2
Outcome of reviews that were resolved formally and upheld	(9)
• Review of decision upheld with removal of Academic Misconduct penalty	1

Review of decision upheld with a change to penalty severity	8
Where a change to penalty severity occurred due to the review of decision upheld; changes included:	(8)
Change of category of academic misconduct from Category 2 to Category 1 or Category 2 to Poor Academic Practice	6
Category of academic misconduct upheld with change of penalty applied within category	2

Details on the upheld review of decisions that were resolved formally and upheld

Academic Misconduct Type	Original penalty	New penalty
Collusion	Category 2: Award zero Marks for the Assessment Item	Poor Academic Practice: Granted opportunity to submit another quiz to display understanding of course content
Contract Cheating and Plagiarism	Category 2: Award zero Marks for the Assessment Item	Poor Academic Practice: Student's original mark to be reinstated
Collusion	Category 2: Award zero Marks for the Assessment Item	Category 1: Award a maximum 50% for the assessment
Plagiarism	Category 2: Award zero Marks for the Assessment Item	Removal of Academic Misconduct penalty altogether
Collusion	Category 1: 80% reduction in the Marks achieved for the Assessment Item	Category 1: Award a maximum 50% for the assessment
Plagiarism	Category 2: Award zero Marks for the Assessment Item	Category 1: Warning & original assessment to be re-marked
Collusion	Category 2: Award zero Marks for the Assessment Item	Category 1: Award a maximum 50% for the assessment
Plagiarism	Category 1: 50% reduction in the Marks achieved for the Assessment Item	Category 1: Award a maximum 50% for the assessment provided the student passed the assessment item
Plagiarism	Category 2: Award zero Marks for the Assessment Item	Category 1: Award a maximum 50% for the assessment provided the student passed the assessment item

Table 15. Appeals data

Appeal applications, total	5
Resolutions:	
Administrative or Student withdrawal	2
No grounds for appeal	1
Appeal heard and dismissed	1
Appeal heard and upheld	0
Resolved informally	0



University of
Southern
Queensland

Briefing Document

UniSQ Council & Council Committee

To:	Academic Board through Education Committee
From:	Pro Vice-Chancellor (International)
Date:	Wednesday, 17 September 2025
Subject:	Annual Education Management Report - 2024

1. Recommendation

The Pro Vice-Chancellor (International) recommends that Education Committee considers and endorses the 2024 Annual Education Management Report to Academic Board for noting.

2. Rationale

This matter is for consideration by Academic Board as part of its role to:

- set institutional standards for academic quality and outcomes and monitor the effectiveness of initiatives to improve the quality of teaching and learning, programs and courses and the student experience, domestically, internationally and through Third Party arrangements.

3. Background

As a registered higher education provider under the TEQSA Act 2011, the University is required to monitor the performance of education agents and ensure that international students are genuine and engaged with learning. The University's obligations are set out in the following legislative instruments:

- Education Services for Overseas Students Act (ESOS Act)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code) Standard 4 Education Agents
- Standard 7 Overseas Student Transfers
- Higher Education Standards Framework (Threshold Standards) 2021 Standard 5.4 Delivery with Other Parties
- Standard 7.1 Representation.

The Annual Education Agent Management Report has been developed to assist in demonstrating that UniSQ is compliant with the respective legislative instruments outlined above, and that appropriate processes and procedures are in place to monitor and manage agent performance. This Report is produced for the Academic Board on an annual basis as part of UniSQ's quality assurance monitoring activities to ensure robust oversight mechanisms are in place for all agreements and activities in relation to the University's contracted education agents.

4. Attachments

Attachment 1 – Annual Education Management Report - 2024

5. Responsible Officer

Professor Ren Yi
Pro Vice-Chancellor (International)
pvcinternational@unisq.edu.au



University of
**Southern
Queensland**

17 September 2025

Education Agent Management

Annual Report: 2024

CRICOS: QLD 00244B, NSW 02225M TEQSA: PRV12081
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1. Background

UniSQ recruits international students from two primary sources:

- Direct (generated by word of mouth, social media, advertising etc.)
- Agent networks (Education agents)

Education agents are an important part of the Australian international education industry. They are valued and respected by Australian education institutions and the students they assist to enrol and study in Australia.

As a registered higher education provider under the [TEQSA Act 2011](#), the University is required monitor the performance of education agents and ensure that international students are genuine and engaged with learning. The University's obligations are set out in the following legislative instruments:

- [Education Services for Overseas Students Act](#) (ESOS Act)
- [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#) (National Code)
 - Standard 4 Education Agents
 - Standard 7 Overseas Student Transfers
- [Higher Education Standards Framework \(Threshold Standards\) 2021](#)
 - Standard 5.4 Delivery with Other Parties
 - Standard 7.1 Representation

The Annual Agents Report demonstrates that UniSQ is compliant with the respective legislative instruments outlined above, and that appropriate processes and procedures are in place to monitor and manage agent performance. Future reports will include additional detail associated with agent performance management activities in regards to recruitment to the University's partner, UniSQ Sydney Education Centre, which are in development.

2. Agent Status Report: 2024

Activity	2023	2024
New Agent Agreements	11	21
Agent Renewals	76	84
Agent Denials (i.e., non-renewals)	16	17
Agent Terminations	0	0
Total Number of Agents	175	190
Number of Countries represented* point in time	82	70

Non-renewals during the reporting period arose where agents were under performing in terms of application quality or conversion, which no longer warranted our investment in an ongoing relationship, or where agents discontinued their operations. New Agent sign-ups help fill these gaps in markets of strategic importance to UniSQ, and support UniSQ's exposure to new markets. The reduction in countries represented reflects a strategic recalibration based on market performance insights. As part of the agent agreement renewal process, extensions may be selectively offered for fewer markets, guided by historical performance data and aligned with the University's broader risk mitigation and diversification strategies.

An overview of agreement activity by market is below:

Market	New Agent Agreements	Agent Renewals	Agent Denials
Africa/Europe	2	9	1
Greater China	5	16	5
LATAM	3	8	1
Oceania	3	14	1
South East Asia	2	9	0
South Asia	6	28	9
TOTAL	21	84	17

The map below indicates the geographical spread of UniSQ's agent network. A number of agents have Australian offices that are included if the contract allows for onshore recruitment of international students. These agents will typically have their headquarters in Australia and multiple branches in one or more overseas countries.

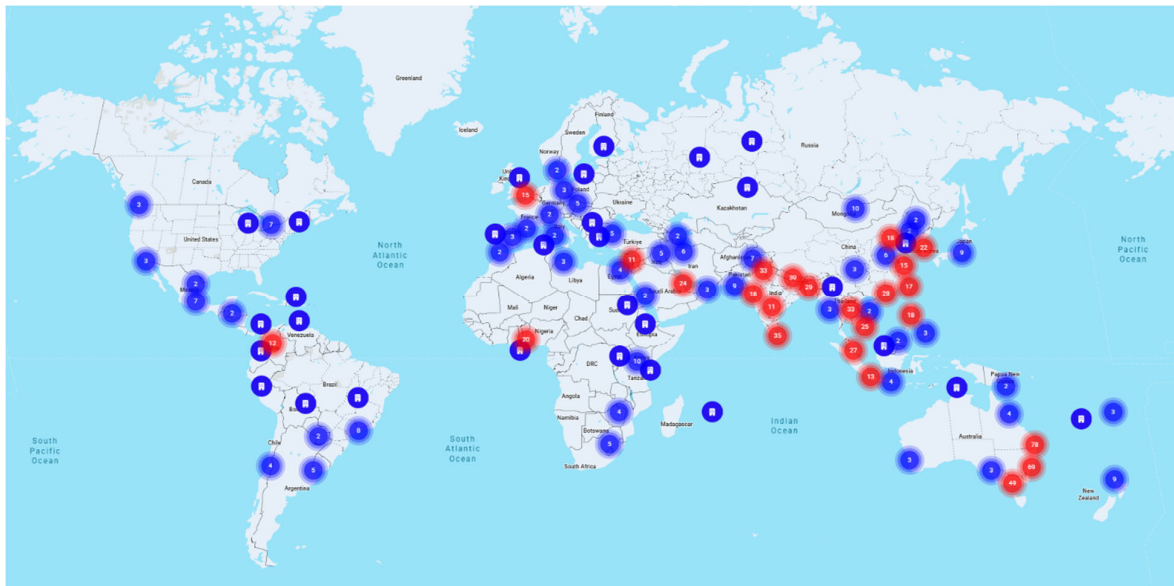


Figure 1: Geographical Spread of UniSQ Agent Network

Blue indicates the presence of one or more agents, while red signifies areas with a higher concentration of agents.

3. Management of Risk in International Student Recruitment via Agent Networks

Recruitment through the agent networks comprised approximately 74% of the international student intake in 2024. The risks related to the recruitment of students via agent networks, as opposed to direct recruitment, are generally confined to those agents recruiting students from high risk markets, which are flagged by Department of Home Affairs (DHA) [visa grant rates](#). The DHA [Document Checklist tool](#) provides an indicator of countries with higher evidence requirements, which is a flag for caution. Applicants from markets identified by DHA as higher risk may be required to provide additional evidence with their visa application relating to English proficiency, financial capacity etc. The graph below indicates the spread of source countries for 2024 international applications.

Top 10 Countries

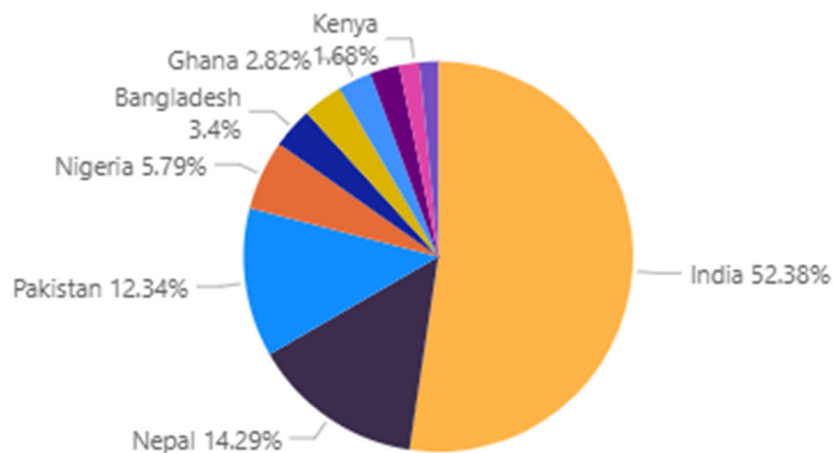


Figure 2: Top 10 Recruitment Countries (2024)

3.1 Department of Home Affairs (DHA) Risk Ratings

The DHA has developed a country/provider risk matrix, in which institutions are categorised into one of three "evidence levels": Level 1 is the lowest risk, Level 2 is medium risk, and Level 3 is high risk, with "risk" referring to the likelihood of accepting non-genuine students based on (recent) historical data. Evidence levels are reset twice per year, with the evidence level of the education provider for the 12-month period ending 31 December determining the provider's evidence level in the following March, and the evidence level for the 12-month period ending 30 June determining the provider's evidence level in the following September.

The evidence level assigned to each institution relies on an established formula that incorporating the following factors:

- rate of visa cancellations (25% weighting)
- rate of refusals due to a fraud reason (40% weighting)
- rate of refusals (excluding fraud) (10% weighting)
- rate of student visa holders becoming unlawful non-citizens (15% weighting)

- rate of Subsequent Protection Visa applications (10% weighting).

The evidence level impacts visa processing time - Level 1 applications have more streamlined evidentiary requirements and are therefore processed quickly. Level 3 has increased evidentiary level requirements with increased processing times. It is desirable for providers to be at Level 1 or 2 - UniSQ has consistently maintained a Level 2 position in 2024, and within that our monthly provider risk rating continues to improve. Maintaining an appropriate evidence level requires a very delicate balance between meeting recruitment goals and reducing risk in order to achieve a low-risk rating.

3.2 Visa outcomes

UniSQ International closely monitor visa rejection outcomes to track any trends or identify systemic issues. The Visa Refusal Dashboard is updated weekly with the latest information on visa outcomes and provides historical data on agent performance with regards to visa outcome rates. In cases of a visa refusal, applicants are requested to provide the University with a copy of the DHA decision record which outlines the basis of the decision. Any insights resulting from these reviews are shared via a weekly update with the International Admissions team to assist in assessing applications with the admissions assessor guidelines updated as required. The information is also shared with the International recruitment team who are responsible for managing agent relationships and agent performance. A visualisation of the Visa Refusal Dashboard is provided below [Figure 3].

The Department of Home Affairs provides all Education Providers with a monthly Education Provider Report, which tracks the University's visa outcomes and monthly provider risk rating level. This report is distributed to the International Executive Team and the relevant Executive members will relay key information to their teams for any adjustments to their activities (admissions risk management, recruitment activities etc) to ensure the market strategies and processes for risk mitigation assessment are appropriate for the current situation.

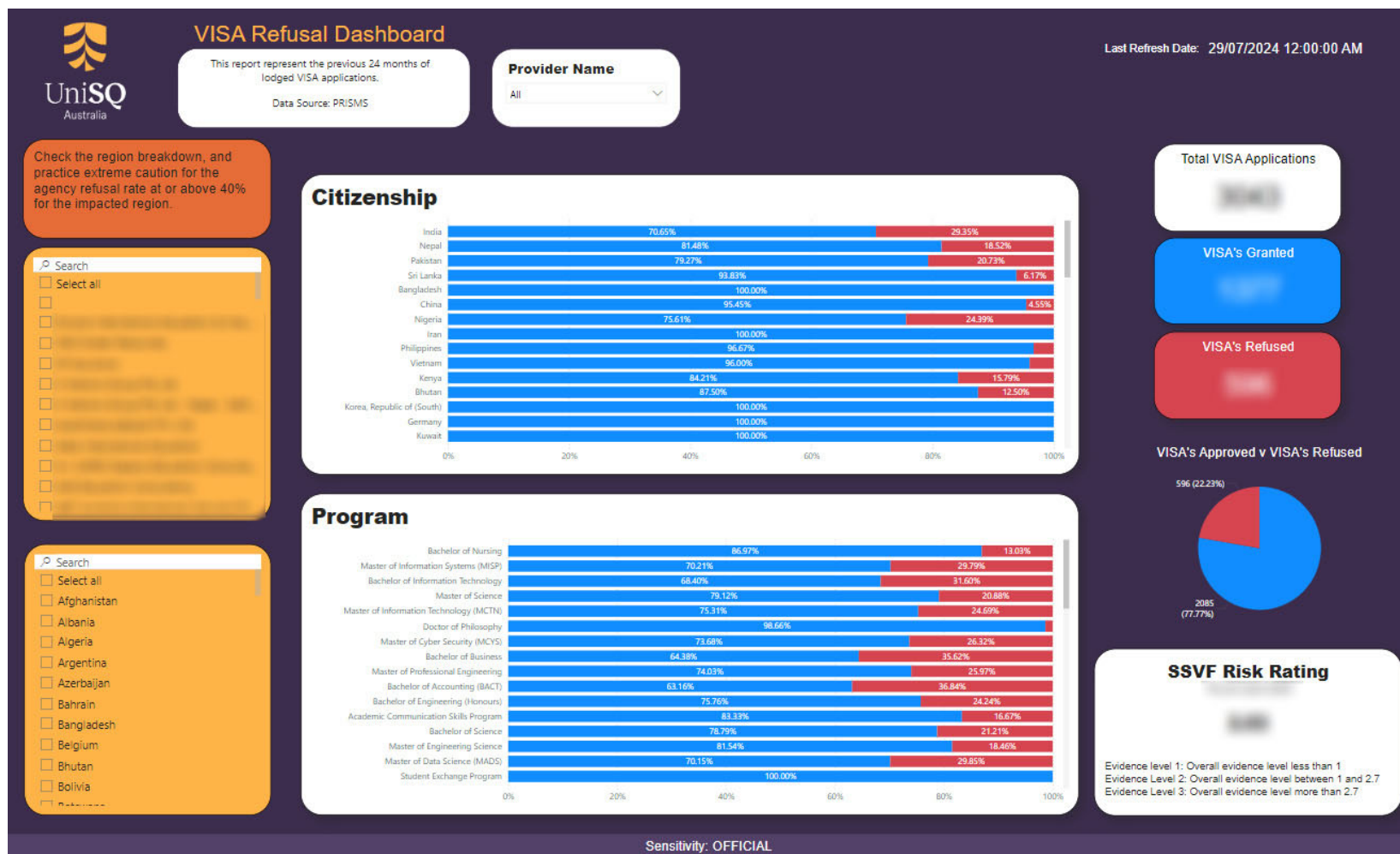


Figure 3: Sample Visa Refusal Dashboard

4. Agent Management

As a TEQSA-registered higher education provider, the University must ensure robust oversight mechanisms are in place for all contracts with education agents. This includes monitoring compliance, ensuring students referred by agents are genuine and engaged in learning, and taking prompt corrective action in the event or likelihood of misrepresentation or unethical conduct.

The University undertakes a range of actions to monitor quality assurance and demonstrate compliance with the respective legislative instruments as well as the University's organisational policies and standards.

4.1 Compliance Monitoring

4.1.1 Application

Prospective education agents must submit an application which is reviewed against the University's strategic priorities and market diversification strategies. If the University requires representation in the territories in which the agent operates, and the information supplied meets the initial assessment, the University will conduct further due diligence prior to making a final decision. These include referee checks, checking company registration against the ABN registry if applicable, and reviewing the agent's sector performance data. The University is under no obligation to appoint an Education Agent to be its representative. The Agent appointment process requires approval by the following:

- Relevant International Office Relationship Manager (IRM) (recommendation).
- Director (International Admissions and Governance) (compliance check and endorsement).
- Pro Vice-Chancellor (International) (final approver).

4.1.2 Agreement

As required by the National Code, the University enters into a written agreement with each education agent it engages to formally represent it. The agreement outlines the responsibilities of the University in ensuring compliance at all times with the ESOS Act and National Code 2018, the obligations of the agent in representing UniSQ and processes for monitoring compliance with these obligations, including ensuring the education agent is giving students accurate and up-to-date information on UniSQ's services. Agents are required to act honestly and in the best interests of the student and have appropriate knowledge and understanding of the international education system in Australia, including the Australian International Education and Training Agent Code of Ethics. The standard agreement term is either one or two years.

4.1.3 Agent Training

Agent training is an ongoing process that is conducted throughout the life cycle of the agent contract. Training is provided both formally at discrete points and ongoing on an ad hoc basis. The initial formal training is conducted by the relevant IRM on commencement of the agreement. Ongoing formal training occurs at contract renewals (normally yearly). The relevant IRM has to provide the mode and date of training of these formal training sessions in the Agent Renewal Checklist (included as Attachment 1), which is recorded on the Agent Administration System. This training covers the following topics:

Agent training checklist

Agent Training is to cover the following:

- UniSQ General Information
- Application Process and Requirements
- Entry Requirements: Academic, English and GTE
- Financial Requirements
- Omega Training/Refreshment

Mode of training:

* In-person ▼

Date of training:

* 30/05/2023 📅

* Note for new Agents, training is to be completed within on month of Agreement start date.

Figure 4: Agent Training Checklist

Ad Hoc ongoing training is generally provided through the Agent Portal, and more targeted interventions are offered when specific issues arise.

4.1.4 Agent Portal

On appointment, agents are issued a Welcome Pack and introduced to the Agent Portal (shown in figure 5 below) which contains an overview of essential information regarding commission payments, responsibilities, key contacts, application processes, systems access etc. The Portal also provides agents with access to training resources, including links to relevant ESOS legislation along with other relevant internal policies and procedures, and to official UniSQ marketing material, and training is self-directed via links in the Portal. In 2024 there were 10 International Recruitment team members managing agent relationships, each responsible for regular training and visits to their agent's offices. The Portal is showcased to new agents during their initial training, as required when new counsellors are appointed and trained, and during the IRM's regular visits when in market.

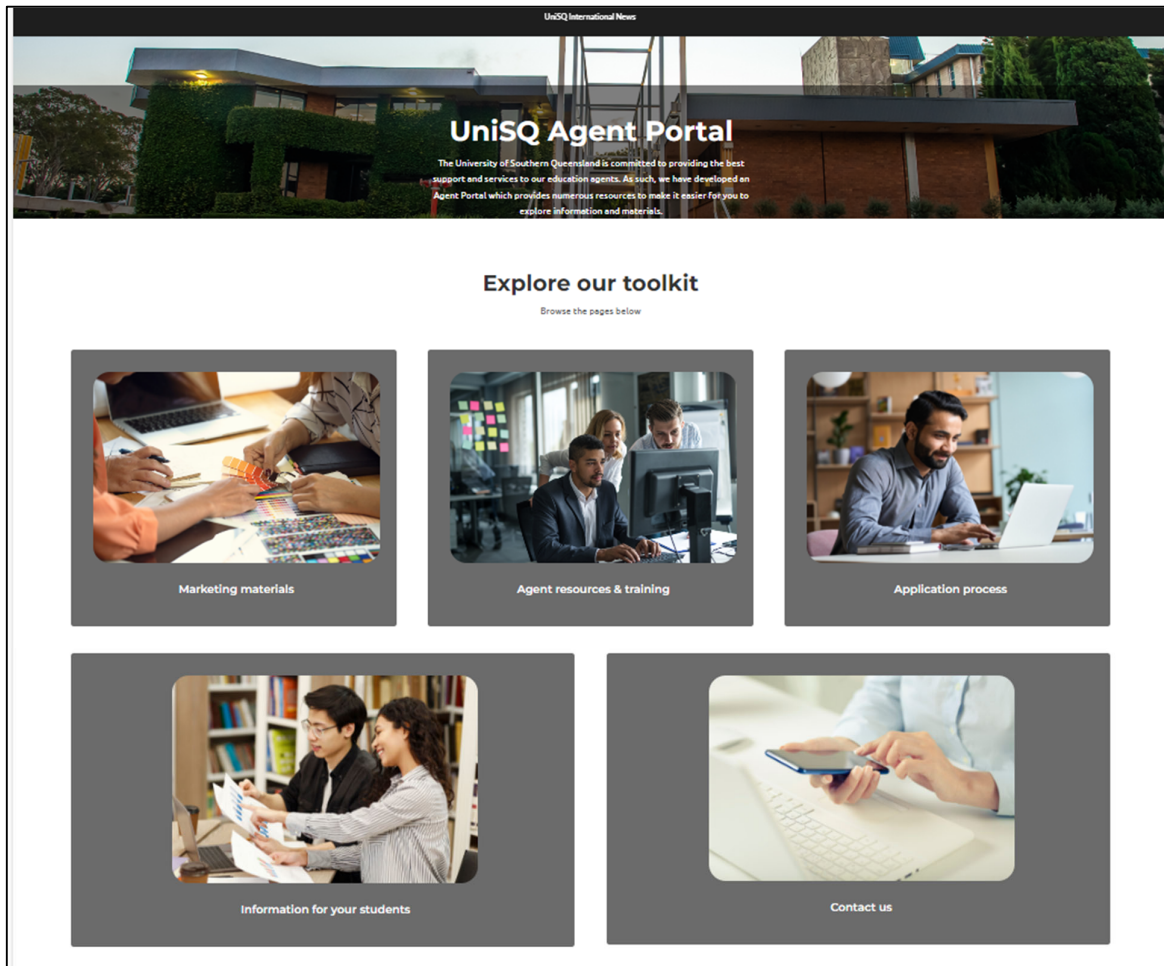


Figure 5: Agent Portal

4.1.5 Access to University Systems

Internal protocols are in place to control and monitor agent access to the OMEGA system and the UniSQ Agent Portal. Initial access is granted per agreement, and access is reviewed and updated for all agent contracts on request from agents. All system access is controlled by the International Office agent administration team.

4.1.6 Agent performance

Agent performance is monitored across a range of indicators including visa refusals, application conversion rates, and application quality and integrity concerns. This information is referenced in the agreement renewal process, and also to identify any more timely interventions that may be required. The reporting is available across a range of filters including region, study program, citizenship and source (onshore / offshore).

4.1.7 Agreement Renewal

Approximately three months prior to the agreement's expiry date, a quality assurance review is undertaken which includes checking the agent's knowledge of the Australian regulatory environment and compliance with ESOS requirements, declaration of any conflicts of interest, and agent training requirements. These checks are conducted by the relevant IRM and the results are recorded in the Agent Administration system. The resulting information is provided to the relevant IRM (refer Attachment 1) to support their recommendation on renewal for a further term (either one or two years), and an overall performance rating. The recommendation on whether or not to renew the agreement is considered and endorsed by the Director (International Admissions and Governance) prior to final approval by the Pro Vice-Chancellor (International).

4.1.8 Early Termination and Non-renewal of Agent Agreements

The agent agreement outlines the procedures to be followed where an agent contract is terminated early due to a breach of the agreement or is not renewed at the agreement's expiry date. Early termination is enabled by the various monitoring mechanisms in place, as set out in Section 16 of the Agent Agreement. As far as possible, early termination is avoided through timely intervention and additional training of the agent.

In 2024 approximately 8.95% of agent agreements were not renewed (in comparison with 7.4% in 2023). The most common grounds for non-renewal were:

- agent application performance, i.e. low applications rates etc.
- agent visa performance, i.e. a high number of visa refusals.
- market data and declining demand.

4.2 Students

The remit of UniSQ International is to ensure at point of admission that international applicants meet quality and integrity guidelines, are genuine and meet all legislative requirements. This assessment is undertaken by the admissions team through risk and integrity checks of the application information (academic, identity, financial evidence) provided. These risk and integrity checks are details in the Admissions Manual and the UniSQ Admissions policy suite.

Once enrolled, a range of academic quality assurance processes and student support interventions will apply to monitor student engagement in learning, including reporting of breaches of academic integrity by agent-referred students to identify any trends requiring corrective action.

4.3 Representation

The University is responsible for ensuring that details of authorised recruitment agents is correctly displayed on the [UniSQ website](#). This data is fed automatically from the agent database and is audited annually by the agent administration team. This audit ensures there is alignment across all relevant systems: the agent database, the admissions system and the contract management system. Automated reminders are sent regularly to agents to ensure details are current which enables accurate information to be displayed.

Representation through agents of the University, its educational offerings and charges, must be accurate and not misleading.

4.4 Recommendations

4.4.1 Additional agent performance quality indicators

UniSQ International are supporting the development of dashboards to monitor international student attrition and retention, which will assist with support recruitment risk mitigation and agent performance management. This information should identify trends by program, market and agent, which can support market strategy and agent performance management.

Attachment 1: Agent Renewal Checklist

IBM Details
Approvals (2)

Obligatory ESOS Compliance Requirements:

- Has sufficient knowledge of the Australia international education regulatory
- No conflict of interest as an international education agent of UniSQ environment.
- Acts ethically, honestly and in the best interests of international students.
- Observe confidentiality and transparency in dealing with international students.

As the manager of this agency, I confirm they meet the obligatory ESOS compliance requirements:

Agent training checklist

Agent Training is to cover the following:

- UniSQ General Information
- Application Process and Requirements
- Entry Requirements: Academic, English and GTE
- Financial Requirements
- Omega Training/Refreshment

Mode of training:

Date of training: 

* Note for new Agents, training is to be completed within on month of Agreement start date.

Recommendation

Recommended term for agreement:

Is the performance data satisfactory:

Overall performance rating:

Provide a short business case supporting the agency engagement:

By approving this request, you acknowledge and confirm the above details are true and correct:

Additional approval comments:



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**Southern
Queensland**

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University of
Southern
Queensland

APS Partnerships Report

Academic Program Committee

To:	Academic Program Committee
From:	Magrietha Kotze
Date:	Monday, 22 September 2025
Subject:	Articulation and Credit Transfer Arrangements Overview

Summary

Overview 2025		Domestic	International
All Articulation/Credit Arrangements (Current)	Admission	6	1
	Credit	34	10
Total Credit Transfer Arrangements (Current)			12
TOTAL		40	23

Other updates:

- The full list of articulation and credit transfer arrangements, including links to the arrangement document, is provided on the following pages.
- Arrangements in establishment are also provided at the end of this report.

ESTABLISHED ARRANGEMENTS (as at 23/09/2025)					
Institution/Organisation	Location	UniSQ Programs	Expiry	Type	Category*
Albright Institute of Business and Language	Australia	Bachelor of Business (BBIZ) Master of Business (MBIZ) Bachelor of Information Technology (BITC)	13/11/2025	Articulation	Current
Aurora Training Institute	Australia	Bachelor of Business (BBIZ) Bachelor of Education (Early Childhood) (BEED) Bachelor of Early Childhood (BECH)	01/01/2026	Articulation	Current
Australian College of Tourism and Information Technology	Australia	Bachelor of Business (BBIZ) Bachelor of Information Technology (BITC)	09/01/2026	Articulation	Current
Australian Institute of Learning	Australia	Bachelor of Business (BBIZ) Bachelor of Accounting (BACT) Bachelor of Aviation (BAVN)	28/08/2027	Articulation	Current
Australian Pacific College	Australia	Bachelor of Business (BBIZ) Bachelor of Accounting (BACT)	24/04/2028	Articulation	Renewed
		Master of Business (MBIZ)	24/04/2028	Articulation	Renewed
Aventia Institute	Australia	Bachelor of Business (BBIZ) Bachelor of Business and Bachelor of Information Technology (BZIT) Bachelor of Agricultural Technology and Management (BATM)	01/05/2027	Articulation	Current
Aviation Australia	Australia	Admission - Graduate Certificate of Aviation (GGAV) Admission - Master of Business Administration Aviation (MAVN)	10/09/2027	Articulation	Under Review
Axial Training	Australia	Bachelor of Business (BBIZ) Bachelor of Accounting (BACT)	07/12/2025	Articulation	Current
Axiom College	Australia	Associate Degree of Business (ADBZ) Bachelor of Business (BBIZ) Bachelor of Aviation (BAVN) Bachelor of Early Childhood (BECH) Bachelor of Education (Early Childhood) (BEED) Bachelor of Education (Primary) (BPED)	28/08/2027	Articulation	Current
Barrington College	Australia	Bachelor of Business (BBIZ)	09/11/2025	Articulation	Current
Browns English Language School	Australia	Admission – English Pathway	28/05/2027	Articulation	Current
Canterbury Technical Institute	Australia	Bachelor of Business (BBIZ) Bachelor of Information Technology (BITC)	23/08/2026	Articulation	Current

ESTABLISHED ARRANGEMENTS (as at 23/09/2025)					
Institution/Organisation	Location	UniSQ Programs	Expiry	Type	Category*
Central Regional TAFE	Australia	Bachelor of Nursing (BNSG)	26/10/2026	Articulation	Current
Charlton Brown	Australia	Bachelor of Business (BBIZ) Bachelor of Information Technology (BITC) Master of Business (MBIZ)	25/07/2026	Articulation	Current
DaV'ange Group	Australia	Bachelor of Social Work (BSWK) Bachelor of Arts (BART) Bachelor of Science (Psychology) (BSCP) Bachelor of Business (BBIZ) Master of Business Administration (MBAL) Master of Business (MBIZ)	27/11/2026	Articulation	Current
Department of Defense Use Australian spelling: Defence	Australia	Bachelor of Agricultural Technology and Management (BATM) Bachelor of Environmental Science (BENV) Associate Degree of Business (ADBZ) Bachelor of Accounting (BACT) Bachelor of Aviation (BAVN) Bachelor of Business (BBIZ) Bachelor of Creative Arts and Community Wellbeing (BCAW) Bachelor of Digital Design (BDIT) Bachelor of Film and Screen Production (BFSP) Bachelor of Music (BMUC) Bachelor of Television and Radio Production (BTVR)-suspended Bachelor of Theatre (BTHT) Bachelor of Visual Art (BVSA) Associate Degree of Engineering (ADNG) Bachelor of Engineering Technology (BENS) Bachelor of Engineering (Honours) (BENH) Bachelor of Biomedical Sciences (BBSC) Bachelor of Arts (BART) Bachelor of Communication and Media (BCNM) Bachelor of Information Technology (BITC) Bachelor of Science (BSCN) Bachelor of Science (Psychology) (BSCP) Bachelor of Social Work (BSWK) Associate Degree of Surveying (ADSS) Bachelor of Surveying (Honours) (BSPH) Bachelor of Surveying Technology (BSST)	27/05/2027	Articulation	Under review
Fit Education		Bachelor of Business (BBIZ)	13/03/2028	Articulation	Current

ESTABLISHED ARRANGEMENTS (as at 23/09/2025)					
Institution/Organisation	Location	UniSQ Programs	Expiry	Type	Category*
Flor-Hanly	Australia	Bachelor of Accounting (BACT)	22/02/2026	Articulation	Current
Get Set Education	Australia	Bachelor of Business (BBIZ)	09/10/2026	Articulation	Current
Hutchinson Builders	Australia	Associate Degree of Construction (ADCN)	20/05/2027	Articulation	Current
Imagine Education	Australia	Bachelor of Early Childhood (BECH) Bachelor of Education (Early Childhood) (BEED)	12/05/2027	Articulation	Current
Institute of Health and Nursing Australia	Australia	Bachelor of Social Work (BSWK) Bachelor of Early Childhood (BECH) Bachelor of Education (Early Childhood) (BEED) Bachelor of Nursing (BNSG)	22/02/2027	Articulation	Current
Intech Institute of Technology	Australia	Associate Degree of Engineering (ADNG) Bachelor of Engineering Technology (BENS) Bachelor of Engineering (Honours) (BENH) Bachelor of Science (BSCN)	21/06/2027	Articulation	Current
International House Brisbane	Australia	Admission – English Pathways	15/02/2027	Articulation	Current
Kirana Colleges	Australia	Bachelor of Early Childhood (BECH) Bachelor of Education (Early Childhood) (BEED) Bachelor of Social Work (BSWK) Bachelor of Science (Psychology) (BSCP)	18/03/2027	Articulation	Current
McNab Construction	Australia	Associate Degree of Construction (ADCN) Bachelor of Construction (Honours) (BCNH)	05/11/2027	Articulation	Current
National Institute of Education and Technology	Australia	Bachelor of Business (BBIZ) Master of Business (MBIZ) Master of Business (MBIZ)	25/07/2026	Articulation	Terminated
Outsource Institute	Australia	Bachelor of Engineering (Honours) (BENH) Associate Degree of Construction (ADCN) Bachelor of Construction (Honours) (BCNH)	26/10/2025	Articulation	Current
Power Tynan	Australia	Bachelor of Accounting (BACT)	24/01/2026	Articulation	Renewal in Progress
Prestige Service Training	Australia	Bachelor of Business (BBIZ)	26/10/2025	Articulation	Current
Queensland Corrective Services	Australia	Bachelor of Business (BBIZ)	15/11/2025	Articulation	Current

ESTABLISHED ARRANGEMENTS (as at 23/09/2025)					
Institution/Organisation	Location	UniSQ Programs	Expiry	Type	Category*
QLD Police Service	Australia	Admission - Master of Business (MBIZ) Admission - Graduate Certificate of Business (GCBU)	01/08/2027	Articulation	Current
Royal Australian Air Force (RAAF)		Bachelor of Aviation (BAVN) Graduate Certificate of Aviation (GCAV) Graduate Diploma of Aviation (GDAV) Master of Business Administration Aviation (MAVN)	28/01/2028	Articulation	Renewed
Rural Medical Education Australia	Australia	Bachelor of Sport and Exercise Science (BSES) Bachelor of Clinical Exercise Physiology (BSEH) Bachelor of Science (Psychology) (BSCP) Bachelor of Psychology (Honours) (BPSH) Associate Degree of Allied Health (ADAH)	30/11/2026	Articulation	Current
Skills Generation	Australia	Bachelor of Social Work (BSWK) Bachelor of Social Work (Honours) (BSWH) Bachelor of Science (Psychology) (BSCP) Bachelor of Psychology (Honours) (BPSH)	06/12/2025	Articulation	Current
TAFE NSW	Australia	Bachelor of Music (BMUC) Bachelor of Creative Arts and Community Wellbeing (BCAW) Bachelor of Theatre (BTHT) Bachelor of Visual Art (BVSA) Bachelor of Film and Screen Production (BFSP) Bachelor of Communication and Creative Industries (BCCI) Bachelor of Accounting (BACT) Bachelor of Social Work (BSWK) Bachelor of Aviation (BAVN) Bachelor of Business (BBIZ) Bachelor of Environmental Science (BENV) Bachelor of Science (BSCN) Bachelor of Early Childhood (BECH)	27/11/2026	Articulation	Current
		Bachelor of Education (Early Childhood) (BEED) Bachelor of Engineering (Honours) (BENH) Bachelor of Information Technology (BITC) Bachelor of Biomedical Science (BBSC) Bachelor of Nursing (BNSG) Bachelor of Surveying Technology (BSST) Bachelor of Engineering Technology (BENS)			

ESTABLISHED ARRANGEMENTS (as at 23/09/2025)					
Institution/Organisation	Location	UniSQ Programs	Expiry	Type	Category*
		Associate Degree in Biomedical Sciences (ABSC) Associate Degree of Medical Laboratory Science (AMLS) Associate Degree of Surveying (ADSS)			
TAFE QLD	Australia	Bachelor of Social Work (BSWK) Bachelor of Engineering Technology (BENS) Bachelor of Engineering (Honours) (BENH) Bachelor of Business (BBIZ) Bachelor of Accounting (BACT) Bachelor of Music (BMUC) Associate degree of Allied Health (ADAH) Bachelor of Early Childhood (BECH) Bachelor of Education (Early Childhood) (BEED) Bachelor of Education (Primary) (BPED) Bachelor of Education (Secondary) (BSED) Bachelor of Nursing (BNSG) Bachelor of Agricultural Technology and Management (BATM) Associate Degree of Engineering (ADNG) Bachelor of Aviation (BAVN) Bachelor of Social Work (Honours) (BSWH) Bachelor of Science (Psychology) (BSCP) Bachelor of Psychology (Honours) (BPSH) Bachelor of Environmental Science (BENV) Bachelor of Digital Design (BDIT) Bachelor of Information Technology (BITC) Bachelor of Arts (BART) Bachelor of Sport and Exercise Science (BSES) Bachelor of Clinical Exercise Physiology (Honours) (BSEH) Bachelor of Film and Screen Production (BFSP) Bachelor of Visual Arts (BVSA) Bachelor of Information Technology (BITC) Bachelor of Arts (BART) Associate degree of Allied Health (ADAH) Associate Degree of Engineering (ADNG)	26/03/2026	Articulation	Current
The Hacker Exchange	Australia	Associate Degree of Business (ADBZ) Bachelor of Aviation (BAVN) Bachelor of Accounting (BACT) Bachelor of Business (BBIZ) Bachelor of Information Technology (BITC) Bachelor of Business and Bachelor of Information Technology (BZIT) Bachelor of Business and Bachelor of Science (BZSC)	08/11/2026	Articulation	Current

ESTABLISHED ARRANGEMENTS (as at 23/09/2025)					
Institution/Organisation	Location	UniSQ Programs	Expiry	Type	Category*
Union Institute of Language	Australia	Admission – English Pathways Admission – Relevant Bachelor	05/03/2027	Articulation	Current
UNSW College	Australia	Admission – Foundation Programs	20/11/2027	Articulation	Under Review
Alliance University	India	Bachelor of Information Technology (BITC) Master of Professional Engineering (MENS) Master of Information Systems (MISP) Master of Information Technology (MCTN) Master of Data Science (MADS) Bachelor of Engineering (BENH)	12/03/2028	Articulation	Current
Beijing Technology and Business University	China	Bachelor of Business (BBIZ) Bachelor of Aviation (BAVN)	27/04/2027	Credit Transfer	Current
Central University of Finance and Economics	China	Bachelor of Business (BBIZ) Bachelor of Communication and Media (BCNM)	23/10/2026	Credit Transfer	Current
Communication University of China	China	Bachelor of Arts (BART) Bachelor of Film and Screen Production (BFSP) Bachelor of Communication and Media (BCNM) BDIT Bachelor of Television and Radio (BTVR) Bachelor of Design and Interactive Technologies (BDIT)	28/06/2027	Articulation	Current
Henan University of Economics and Law	China	Bachelor of Business (BBIZ) Bachelor of Information Technology (BITC) Bachelor of Communication and Creative Industries (BCCI)	20/06/2027	Articulation	Current
Lanzhou University	China	Bachelor of Science (BSCN)	29/01/2027	Credit Transfer	Under Review
Nanjing Audit University	China	Bachelor of Accounting (BACT) Bachelor of Business (BBIZ) Bachelor of Communication and Creative Industries (BCCI)	12/12/2027	Articulation	Current
Xi'an International Studies University	China	Bachelor of Business (BBIZ) Bachelor of Aviation (BAVN)	26/12/2025	Articulation	Current
Xiamen University	China	Bachelor of Business (BBIZ) Bachelor of Aviation (BAVN) Bachelor of Accounting (BACT)	02/01/2027	Articulation	Current
Universitas Brawijaya	Indonesia	Bachelor of Accounting (BACT) Bachelor of Business (BBIZ) Master of Business (MBIZ)	23/11/2025	Credit Transfer	Current
Tehran University of Medical Sciences	Iran	Master of Public Health (MPUH) Graduate Diploma of Public Health (GDPH)	10/04/2027	Credit Transfer	Current

ESTABLISHED ARRANGEMENTS (as at 23/09/2025)					
Institution/Organisation	Location	UniSQ Programs	Expiry	Type	Category*
Han Chiang University College of Communication	Malaysia	Bachelor of Film and Screen Production (BFSP) Bachelor of Business (BBIZ) Bachelor of Communication and Creative Industries (BCCI) Bachelor of Television and Radio Production (BTVR)-suspended	15/01/2027	Articulation	Current
Tecnológico de Monterrey	Mexico	Master of Information Systems (MISP)	08/05/2027	Credit Transfer	Current
UUNZ	New Zealand	Admissions – English Pathways	06/09/2026	Articulation	Current
Westerfield College	Nigeria	Bachelor of Business (BBIZ) Bachelor of Information Technology (BITC) Bachelor of Biomedical Sciences (BBSC) Bachelor of Engineering (Honours) (BENH)	20/08/2026	Articulation	Current
Scottish Qualifications Authority	Scotland	Bachelor of Business (BBIZ) Bachelor of Accounting (BACT) Bachelor of Information Technology (BITC)	14/02/2027	Articulation	Current
Institute of Chartered Accountants of Sri Lanka (ICASL)	Sri Lanka	Bachelor of Accounting (BACT) Bachelor of Business (BBIZ) Master of Business (MBIZ) Master of Business Administration (MBAL)	28/08/2027	Credit Transfer	Current
Sri Lanka Institute of Information Technology (SLIIT)	Sri Lanka	Bachelor of Business (BBIZ) Bachelor of Business and Bachelor of Information Technology (BZIT) Associate Degree of Engineering (ADNG) Bachelor of Engineering Technology (BENS) Bachelor of Engineering (Honours) (BENH)	27/11/2027	Credit Transfer	Current
Sri Lanka Institute of Information Technology City University (SLIIT City)	Sri Lanka	Bachelor of Science (BSCN) Associate Degree of Engineering (ADNG)	12/02/2028	Articulation	Current
Ho Chi Minh City Open University	Vietnam	Bachelor of Business (BBIZ)	20/11/2025	Credit Transfer	Current
Ho Chi Minh City University of Technology (HCMUT)	Vietnam	Bachelor of Information Technology (BITC)	30/11/2026	Credit Transfer	Current
HUTECH University of Technology	Vietnam	Bachelor of Information Technology (BITC)	20/11/2026	Credit Transfer	Current
Hoa Sen University	Vietnam	Bachelor of Business (BBIZ)	20/02/2026	Credit Transfer	Current

ARRANGEMENTS IN ESTABLISHMENT (as at 23/09/2025)				
Institution/Organisation	Location	UniSQ Programs	Type	Notes
Department of Defense	Australia	As per current arrangement (~25 UniSQ programs)	Articulation - Credit	In Progress. Feedback received from Defense. Preparing response.
UNSW College	Australia	School of Business School of Mathematics, Physics and Computing School of Engineering School of Surveying and Built Environment School of Humanities and Communication.	Articulation - Credit	New articulation request from UNSW College to map their diploma programs to ours. 15 September 2025: emailed HOSs for assistance. Awaiting responses from Schools.
Aviation Australia	Australia	Bachelor of Aviation (BAVN)	Articulation - Credit	15 August 2025: PD of BAVN, have been working with Aviation Australia to establish an articulation agreement into our BAVN. Have sent Form A to PD to forward onto Aviation Australia to complete and return. Waiting to hear back from PD.
Power Tynan	Australia	Bachelor of Accounting (BACT)	Internship - Articulation	Internship Program Articulation Arrangement expiring 24 January 2026. 3 September 2025: DepHOS – Business confirmed no changes to BACT program and suggested renewing exiting arrangement or extend. Assuming there are no changes in the Power Tynan arrangement.



Briefing Document

Academic Board

To:	Academic Board
From:	Vice-Chancellor
Date:	Tuesday, 28 October 2025
Subject:	Statement of Strategic Ambition

1. Recommendation

The Vice-Chancellor recommends that Academic Board reviews and provides feedback on the draft Statement of Strategic Ambition (Attachment 1).

2. Executive Summary

The development of the Statement of Strategic Ambition has advanced to the next stage, with the engagement phase now complete and all feedback submissions closed. Feedback from both internal and external stakeholders has been thoroughly considered. A dedicated session with senior leaders was held on Friday, 3 October, during which the feedback was reviewed and directly informed the development of the strategies outlined on page 2 of Attachment 1. A consultation version of the Statement of Strategic Ambition (and accompanying five-year plan) was shared with Council on 20 October and Vice-Chancellor’s Executive on 22 October for their review and feedback. A future visioning session will be held with the senior leader group on 4 November to discuss and confirm the strategies underpinning each strategic pillar.

3. Statement of Strategic Ambition

3.1. Consultation

From the University’s foundation in 1960 through to today, UniSQ’s purpose has always been clear: to empower learners, support our communities, and deliver research that makes a real difference. Going forward, UniSQ’s vision is to be Australia’s most transformative university, and that means ensuring the University’s strategy reflects the values, needs, and hopes of those the University serves.

The University invited students, staff, alumni, industry and research partners, and broader community members to help shape its future direction, launching a major engagement initiative as part of developing its new 2026-2030 strategic plan. The Our Foundations, Our Future campaign, which commenced in mid-July 2025, reflected UniSQ’s renewed commitment to working alongside its communities. UniSQ was established through grassroots community action, and as we planned our next chapter, we turned to the people who know us best.

Insights from consultation were shared with Council at meetings held 18 August and 20 October 2025. Insights from consultation have informed the development of the University’s strategy, particularly regarding the formulation of strategies to support our strategic pillars.

3.2. Development

Following the close of consultation, themes were shared with senior leaders at a strategy development session held 3 October 2025. A Vice-Chancellor's Executive (VCE) consultation version of the Statement of Strategic Ambition (Attachment 1) was shared with Council on 20 October, and the VCE on 22 October for feedback. VCE members will continue to have input into the strategies and underlying actions, and success measures up to the end of November 2025. In addition to this opportunity for members of Academic Board to provide feedback on the draft Statement of Strategic Ambition, Senior leaders from across the University will have another opportunity to provide input at the 4 November Senior Leader Group meeting.

The completed strategic plan will be formally presented to Council for approval at Council's meeting of 8 December, marking the culmination of the consultation and development process.

These steps collectively ensure that the University's Statement of Strategic Ambition is developed through a comprehensive and inclusive process, reflecting input from all relevant stakeholders before submission for final approval.

3.3. Requirements for the plan

The Queensland Government Agency Planning Requirements 2025 provide agencies (including universities) with the mandatory requirements for strategic planning and operational planning.

Minimum information requirements of a strategic plan include: a vision, purpose, objectives, performance indicators, strategies, strategic risks and opportunities, specified timeline, relationship with/contribution to the Government objectives for the community, and consideration of commitment to respect, protect and promote human rights when developing a strategic plan.

A comprehensive review is required every four years and there is an expectation that an annual review is conducted each year of the plan.

Attachment 1 currently contains all required elements, except for the Risks, Opportunities, and connection between the strategies and government objectives. These sections will be incorporated after VCE has confirmed the strategies in late November.

4. Attachments

- Attachment 1: Statement of Strategic Ambition

5. Responsible Officer

Professor Karen Nelson
Vice-Chancellor
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STATEMENT OF STRATEGIC AMBITION

TOWARDS 2035



Draft - VCE Consultation Version

At UniSQ, our strength lies in community. We are shaped by the regions we serve. From students and staff to alumni, industry, and our Southern Queensland communities, everyone has a place in our shared story. We are committed to fostering inclusive learning and research environments that honour and celebrate the rich diversity, wisdom and cultures of first nations people.

VISION

The future we want to create

We will be Australia’s most transformative University, where ambition, community, creativity and excellence lead to a better tomorrow.

MISSION

What we do to achieve our vision

We will support the evolving needs of our students and communities, working together to foster industry-connected learners, create opportunities, and address present and future challenges.

VALUES

What we stand for

Respect for People, Place and Purpose

We respect the diversity, cultures, and ideas that enrich our communities. We acknowledge and respect the lands on which we learn, work, and build futures.

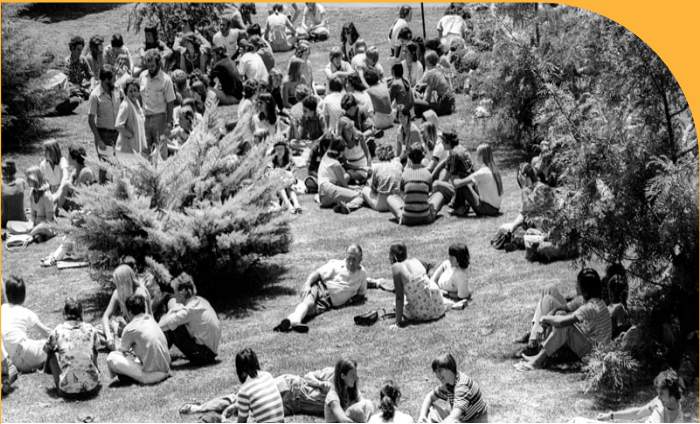
Integrity in Action

We lead with honesty, transparency, and accountability. We choose what is right over what is easy, building trust with our staff, students, partners, and communities.

Excellence in Practice

We strive for excellence in all we do, continually adapting and delivering meaningful impact. We measure our success by the positive change we create today and the future we help build.

We respect, protect and promote human rights in everything we do.



OUR FOUNDATIONS, OUR FUTURE

Our strategy is shaped by the ideas and voices of our communities, staying true to the proud regional heritage and history that built UniSQ. It reflects years of listening, learning, and working together with students, staff, alumni, partners, and regional collaborators. By honouring our origins and embracing the diversity of those we serve, we’re building a stronger, more connected university—one that empowers learners, supports thriving communities, is industry and globally connected and delivers research that makes a real difference, now and into the future.



OUR 5 YEAR STRATEGIC PLAN

Draft - VCE Consultation Version

STRATEGIC PILLARS *Focus areas that support our vision and mission*

Empowering Learning

We empower students through flexible learning experiences, guiding and supporting them to achieve their potential.

Discovery. Creativity. Impact.

We engage in world-class research that sparks discovery and creativity, informs future-ready education, and has meaningful impact.

Industry & Globally Connected

Our locally and globally connected staff and partnerships lead to solutions that meet current and future workforce demands.

STRATEGIES *How we will reach our goals*

Students at the centre

Work with and for students to co-create learning environments where students succeed.

Enhance flexibility and relevance in learning

Design learning experiences that are contemporary, meaningful, and adaptable to students' lives.

Provide a culturally safe, and inclusive environment

Develop robust support systems that foster a sense of connectedness and belonging for diverse student groups.

Learn today, lead tomorrow

Promote pathways that support lifelong learning, including stackable credentials, early career literacy, and hands-on, work-integrated learning experiences.

Prioritise quality and continuous improvement

Define, measure and communicate what quality means in teaching, courses, and university experience.

Improve lives and drive progress

Generate high-impact research that improves lives and drives regional and national progress.

Grow Strategic Partnerships and Collaboration

Work closely with local industries, research organisations, and international institutions to deliver real-world solutions.

Advance global research and mobility

Expand international research collaborations and global student mobility opportunities.

Deliver practical solutions

Support both fundamental research and industry-focused projects, prioritising research commercialisation, and translating discoveries into market-ready innovations that drive economic and social impact.

Develop Next-Generation Researchers

Nurture emerging research talent by providing Early Career Researchers (ECR) and Higher Degree by Research (HDR) students with targeted skill development, industry engagement, and scholarship opportunities.

Strengthen regional and community identity

Partner with local communities, schools, and TAFEs to shape programs that reflect regional needs and make UniSQ campuses vibrant hubs of learning and connection.

Build seamless educational pathways

Create clear, supported pathways from school to university and employment, strengthening career literacy and access to lifelong learning.

Deepen industry and workforce integration

Embed industry engagement across teaching, research, and student experience to deliver work-ready graduates and real-world impact.

Expand global engagement and partnerships

Grow international enrolments and collaborations that enhance campus diversity, strengthen strategic alliances, and extend UniSQ's global reach.

Drive economic and social impact through collaboration

Develop enduring partnerships with industry, government, and alumni to deliver innovation, prosperity, and resilience for Southern Queensland and beyond.

SUCCESS MEASURES *What will we use to measure progress?*

Student population (Headcount & EFTSL), student satisfaction, First Nations students, regional and remote students, WIL component of programs.

THE World University rankings, research income, Field Weighted Citation Index, industry partner funded research, industry funded HDR scholarships, patents, co-authored papers with industry, HDR Completions, researcher training.

International mobility program, WIL courses, student feedback on industry engagement, active industry partnerships, alumni mentoring and teaching participation, dvisory groups, co-designed curricula, student outreach events, school and TAFE partnerships, career education events.

EFTSL equivalent full time student load, WIL work integrated learning, THE Times Higher Education, HDR higher degree by research, VET vocational education and training

Postgraduate Research Experience Questionnaire (PREQ)

The Postgraduate Research Experience Questionnaire (PREQ) is conducted annually across all Australian universities and provides the following metrics:

- Overall satisfaction
- Supervision scale
- Intellectual climate scale
- Skill development scale
- Infrastructure scale
- Thesis examination scale
- Goals and expectations scale
- Industry engagement scale

The results from 2024 are reported from 82 HDR students, comprising 9.5% of the total HDR population at UniSQ and is comparable with response rates of other universities. Data for this report has been provided by Nigel Summers and Ben Harris.

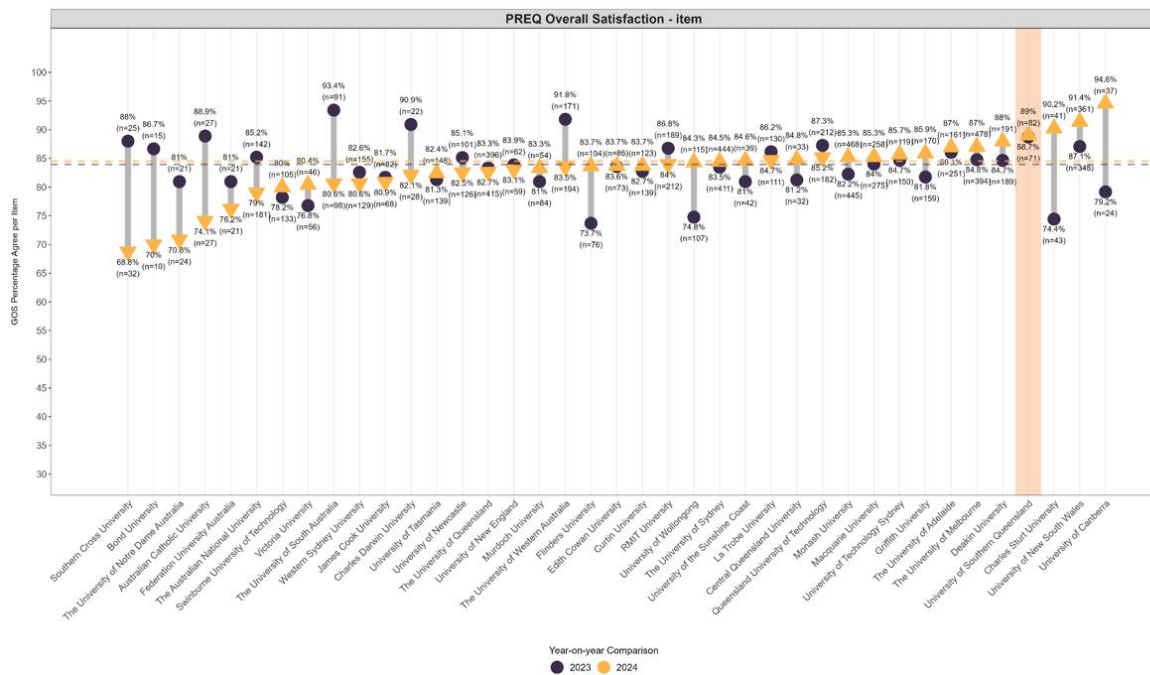
Summary of findings

1. Overall satisfaction continues to improve to 89% for UniSQ. This is well above the averages for all universities groupings, including the Go8 and RUN. UniSQ is placed 4th of all Australian universities.
2. HDR students rated their supervision satisfaction 2nd across all Australian universities and their examination experiences 5th across all Australian universities.
3. Other notable increases can be seen the supervision scale and the median salary for graduates. Median salary is the 4th highest across all Australian universities.
4. The other key indicators all showed stability or modest decline against 2023. The intellectual climate scale remains UniSQ's lowest ranking indicator, the 12th lowest of all Australian universities.

What follows is a high-level overview of the data. A fuller breakdown will be presented in due course once the full data becomes available. Note that the dashed line represents the 'All Universities' averages.

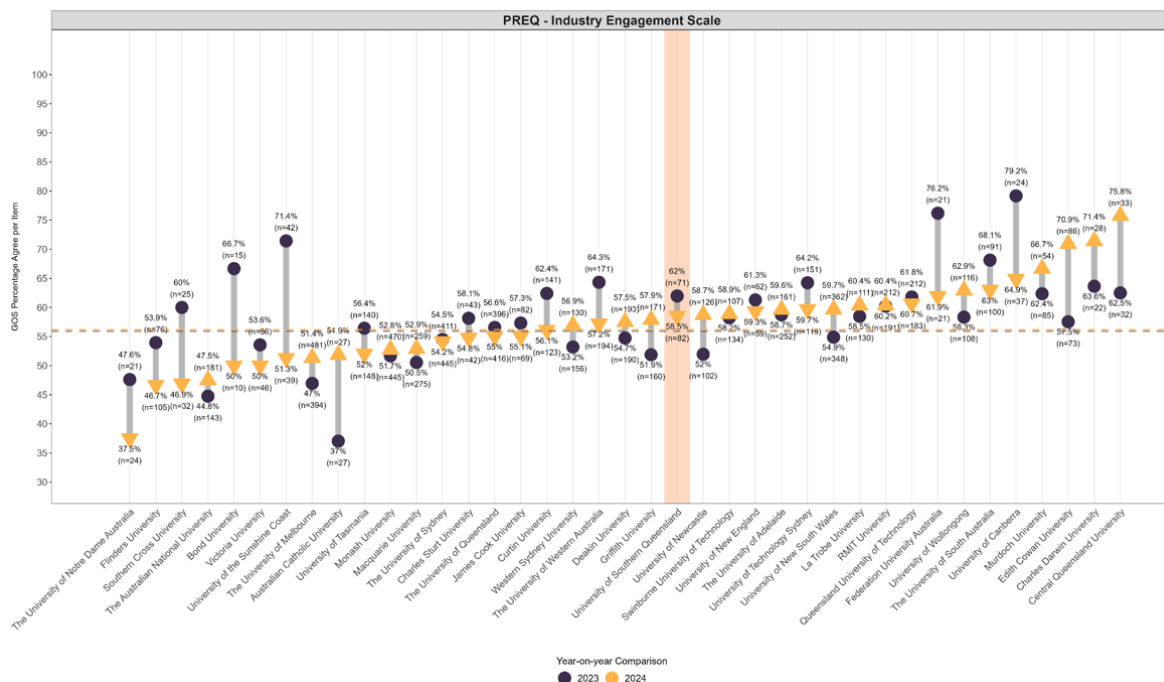
Overall Satisfaction

Overall UniSQ is ranked 4th for overall satisfaction, an increase from 5th for 2023.

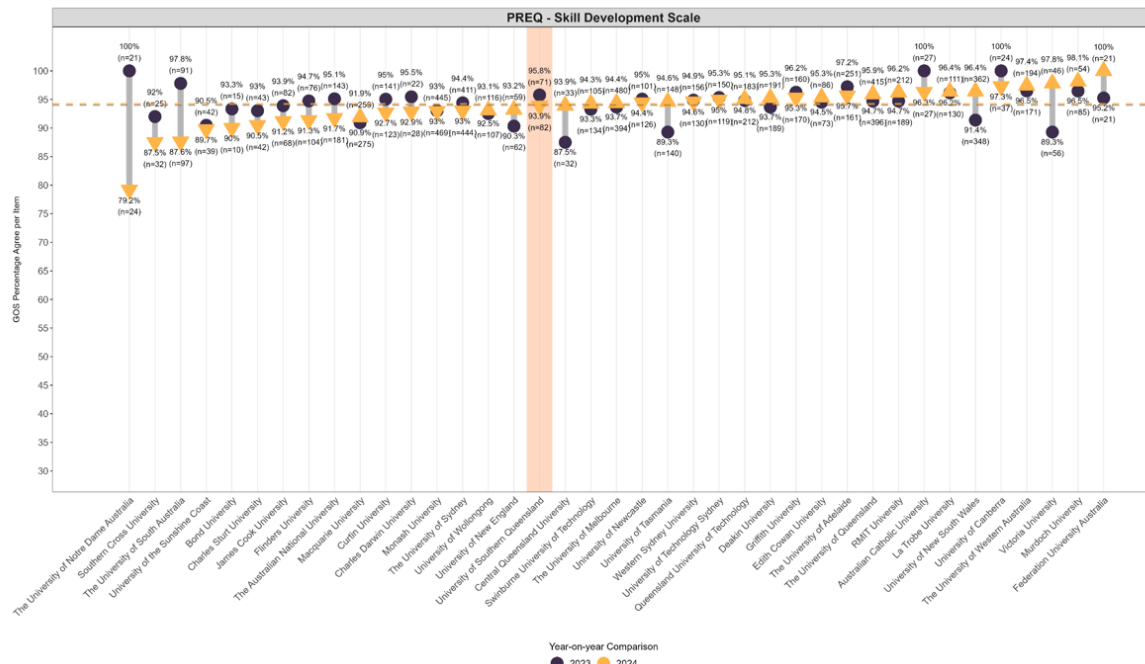


A breakdown of the scales also indicates that generally UniSQ is performing well in comparison with the sector. Areas noted for focus for development are with respect to intellectual climate, being lower than other measures, noting that all universities returned lower scores in this area.

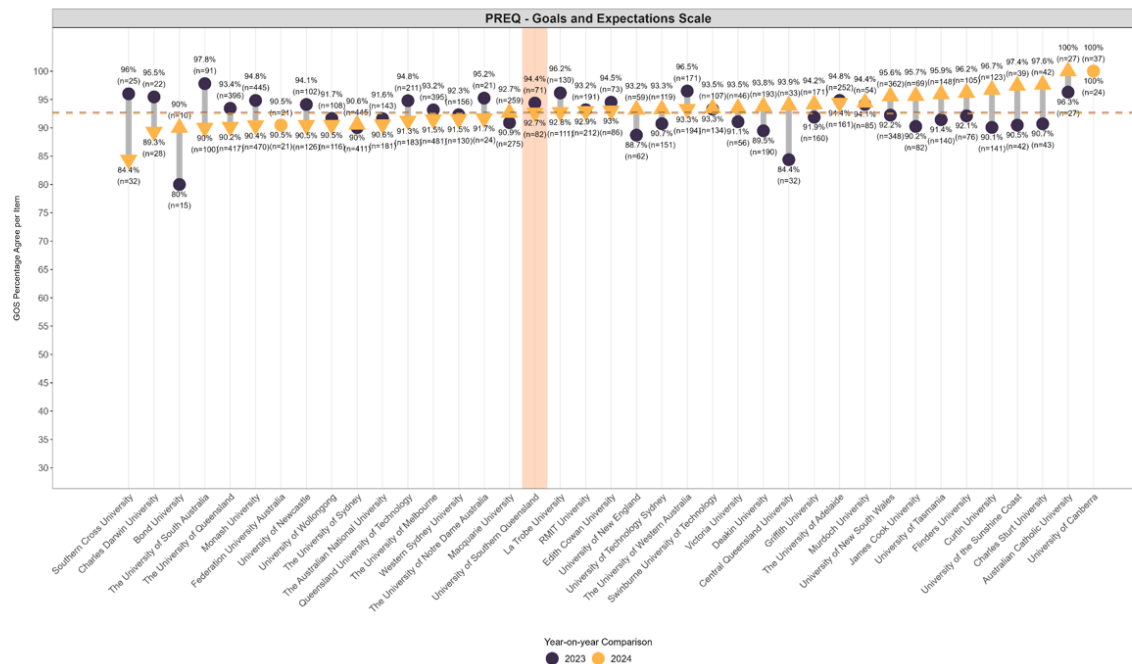
Industry Engagement Scale



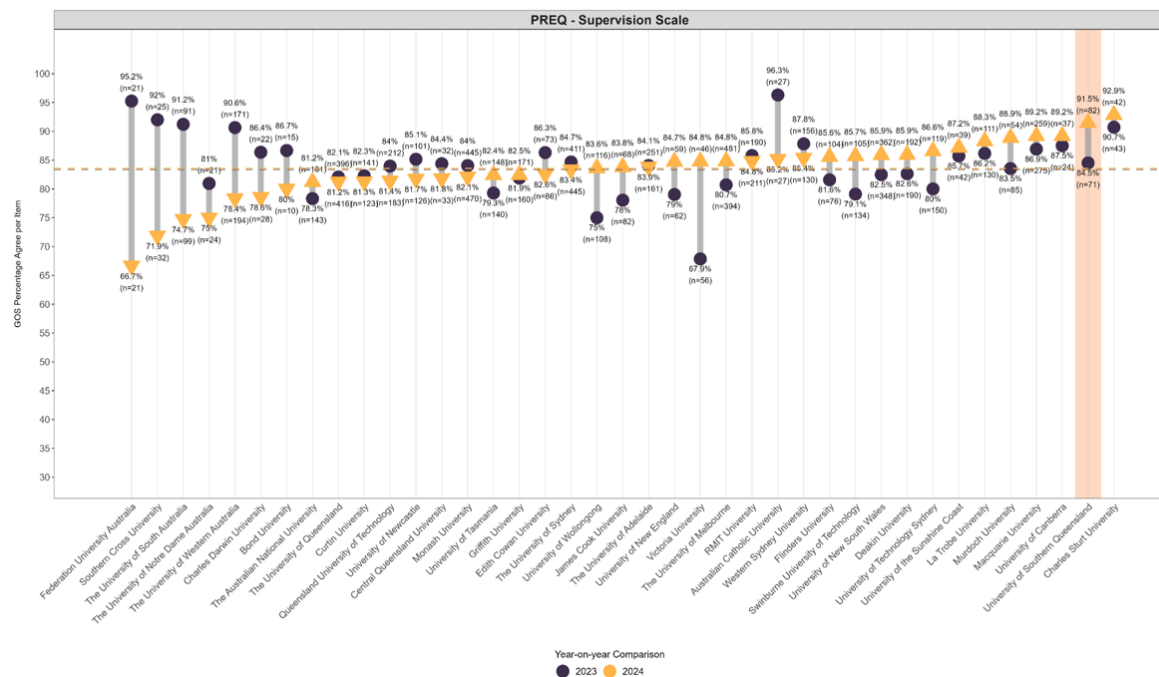
Skill Development Scale



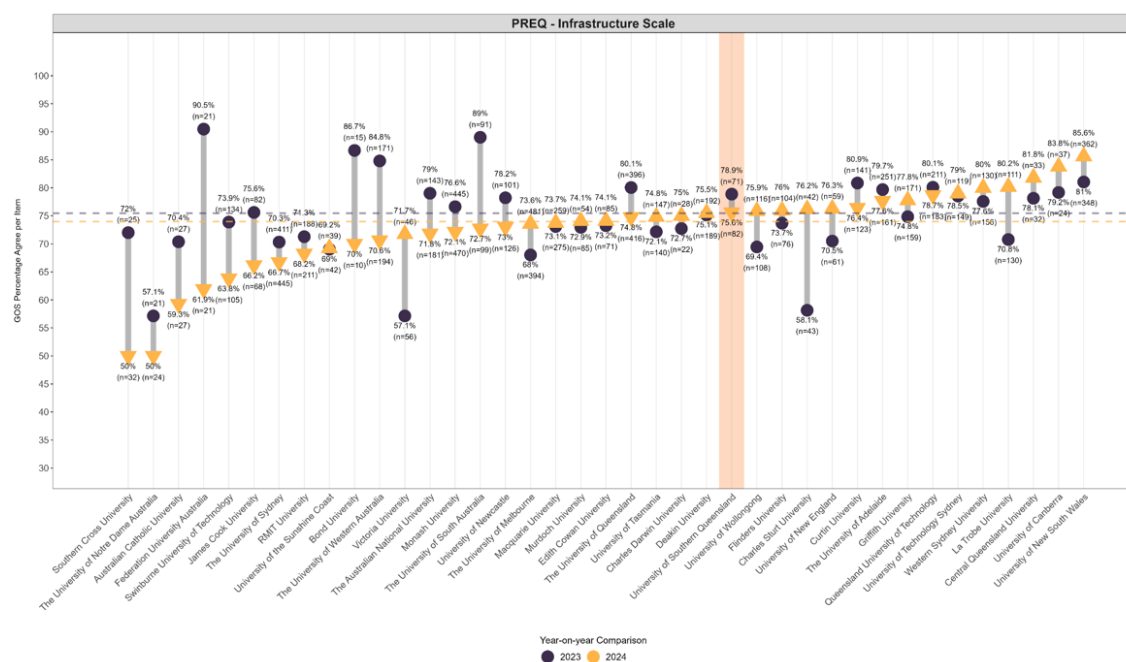
Goals and Expectations Scale



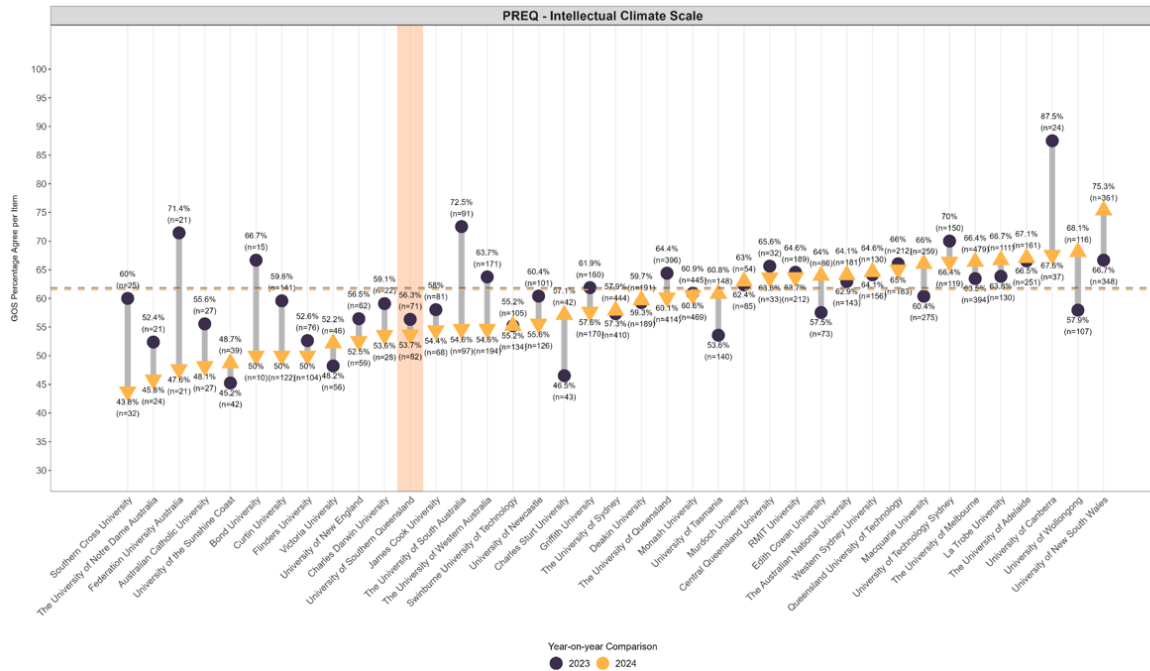
Supervision Scale



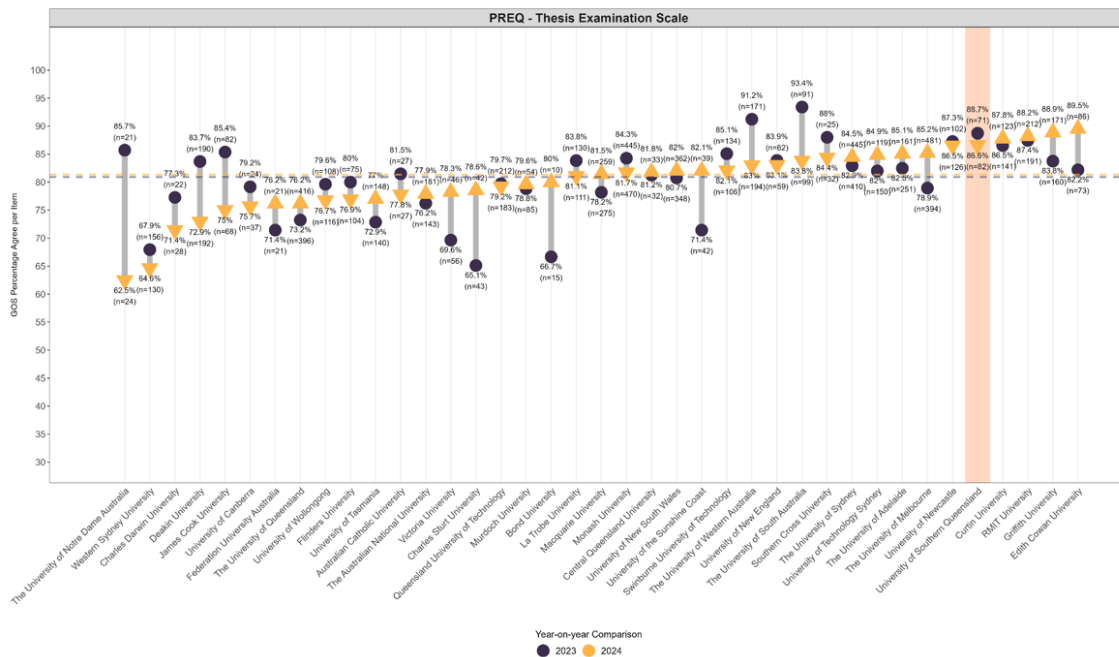
Infrastructure Scale



Intellectual Climate Scale



Thesis Examination Scale



General Employment Indicator

