

Teaching@UWS 2014



Authors and contributors to the development of Teaching@UWS

This edition of *Teaching@UWS* has been prepared by Susan Mowbray from the Learning and Teaching Unit with assistance from Rosemary Thomson, Lecturer in Higher Education, and Kerry Wyburn, both from the Office of the Pro Vice-Chancellor, Education.

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Disclaimer

All information contained in this booklet was correct at the time of publication.

Feedback

Your feedback on any aspect of this booklet that will help to improve future editions is welcome. Please email your comments or suggestions to Elizabeth Deane, e.deane@uws.edu.au

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Introduction to this booklet

The University is committed to creating a superior and engaged learning environment for our students. A key element of the Learning and Teaching Strategic Plan 2012-2014 is our commitment to develop staff capacity for high quality teaching, and to ensure that teaching at our university is consistently effective and of the highest quality. This booklet, *Teaching@UWS*, is one of the strategies that will help us fulfill that commitment, along with our Foundations of University Learning and Teaching program and training for sessional academic staff. Teaching at the University of Western Sydney (UWS) demands very special skills; many of our staff teach across campuses or collaborate with colleagues at other campuses. Our student body is highly diverse; about half our students are mature aged and about half are the first in their families to study at university. We don't just teach classes - we help to launch successful careers in a region that is undergoing huge social and economic transformation.

Here are some hints on how to approach the four sections of *Teaching@UWS*; Section 1 is essential information on governance and policy. If you are new to UWS you may find that we organise ourselves a little differently from other universities; Section 2 condenses a good deal of wisdom about learning and teaching into a manageable package. This will be especially valuable to new teachers. Section 3 is essential reading for all staff, new and experienced. It discusses issues

like workloads, performance review and promotion and introduces our framework for Learning and Teaching Development. Section 4 deals with support services and is required reading to be familiar with the structure of these services.

The 2014 academic year will bring with it many opportunities for enhancing the quality of our learning and teaching at UWS. Much of our effort will focus on working with colleagues to embed blended learning¹ approaches in the curriculum, along with our continued commitment to the UWS Standards and Assessment Framework. This will involve an emphasis on integrating information and communication technologies (ICT) to engage students in face-to-face and online learning, along with enhancing the quality of assessment and feedback across courses. We will also continue to work with you to enhance student engagement and retention, particularly in the first year.

I wish you the best success in learning and teaching during 2014.

Professor Kerri-Lee Krause
interim Deputy Vice-Chancellor (Education)
Professor of Higher Education

1 "Blended learning at UWS refers to a strategic and systematic approach to combining times and modes of learning, integrating the best aspects of face-to-face and online interactions for each discipline, using appropriate ICTs."

Section 1: The learning and teaching environment at UWS

This section provides information to help you orient yourself to the University. It contains information on governance, policies that impact on learning and teaching, strategic development priorities for learning and teaching, quality frameworks in use at the University, and systems for accessing essential information.

Welcome to UWS

Welcome to the University of Western Sydney: a University that values excellence through learning and teaching, research and community engagement, specifically with the people of Greater Western Sydney (GWS). As stated in the UWS Mission Statement, the University aims to be:

A University of international standing and outlook, achieving excellence through scholarship, teaching, learning, research and service to its regional, national and international communities, beginning with the people of Greater Western Sydney.

The University's Values Statement emphasises excellence, scholarly rigour, academic freedom, inclusiveness, collegiality, ethics and accountability in the pursuit of the University's core activities: learning and teaching, research, and community engagement. You can read more about the University's mission and

values at www.uws.edu.au/about_uws/uws/mission_goals_strategic_plan

UWS – a multi-campus university

UWS is one of the largest universities in Australia with more than 41,000 students and over 3,000 staff (FTE) in 2013. The University has six campuses located throughout GWS. These campuses are located at:

- Bankstown campus (Milperra);
- Campbelltown campus;
- Hawkesbury campus (Richmond);
- Nirimba Education Precinct, Blacktown (Quakers Hill);
- Parramatta campus, and Westmead precinct;
- Penrith campus (Kingswood and Werrington North and South).

UWS – course profile

UWS offers a comprehensive range of undergraduate courses in arts, business, communication arts, engineering, information and communications technology, forensics, health sciences, nursing, sport studies, law, medicine, policing and criminology, psychology, sciences, social sciences, teaching and education, and tourism and urban planning. Postgraduate coursework and higher research degrees are offered in many of the disciplines.

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UWS – student profile

One of the things that will strike you about UWS is the rich multicultural nature of the student population. The University reflects the cultural diversity of the GWS region with which it engages. Here are some statistics about our student population:

- Seventy-six percent (76%) of UWS domestic students are residents of GWS.
- In 2013, the domestic student cohort background represented more than 150 countries of birth. Just under 30% of these domestic students were born overseas.
- International students were drawn from more than 90 countries and represented 10% of the University's total student population. Nine percent (9%) of the international students are studying offshore.
- Eighty two percent (82%) of UWS students are undergraduates, thirteen percent (13%) are undertaking postgraduate course level programs and two percent (2%) are undertaking higher degree research programs.
- Just over half (51%) of commencing students are aged under 21 years of age.
- Fourteen percent (14%) of domestic commencing students were admitted on the basis of Vocational Education and Training (VET) courses other than a

secondary education course (Australian or overseas equivalent; complete or incomplete) in 2013.

- A significant proportion of UWS students are the first in their families to participate in higher education.

UWS – graduate attributes

The curricula of all UWS courses are designed so that students acquire a set of knowledge and skills attributes by the time they graduate. In undergraduate courses, those attributes include skills and literacies to enable lifelong learning, knowledge of Indigenous Australia, coherence and connectedness in learning, intellectual enquiry skills, and the ability to engage with an evolving world. Postgraduate courses are underpinned by attributes aligned with the requirements of the professional fields that students will enter.

For more information on UWS-specific graduate attributes read the Graduate Attributes Policy available at <http://policies.uws.edu.au/view.current.php?id=00158>

Governance and management structures at UWS

The governance structure

The governing authority of the University is the Board of Trustees. The Board is led by the Chancellor and is supported by a number of specialist committees.

Section 1: The learning and teaching environment at UWS

The Academic Senate is the peak academic body of the University, responsible to the Board for monitoring academic standards, approving academic policies and academic programs, and promoting research. Individual academics contribute to academic governance processes through membership of Academic Senate and its Committees.

The Vice-Chancellor is the chief executive and academic and administrative head of the University. The current Vice-Chancellor is Professor Barney Glover.

For more information about the governance of the University please refer to the Leadership and Governance pages on the UWS website at http://www.uws.edu.au/about_uws/uws

The management structure

The broader management structure of the University is detailed in the organisation chart available at www.uws.edu.au/campuses_structure/cas/structure

School and teaching program structures at UWS

The nine Schools within the University are: Business; Computing, Engineering and Mathematics; Education; Humanities and Communication Arts; Law; Medicine; Nursing and Midwifery; Science and Health;

and Social Sciences and Psychology. The key function of the Schools is to ensure that the University's core functions of learning, teaching and research are carried out according to its Mission and Strategic Plan. Each School's leadership team is made up of the Dean, Deputy Dean, and the School Manager. For some schools, there is also a Technical Coordinator.

In general, the learning and teaching support structure of each school at UWS looks like this:

Dean;
Deputy Dean;
Director of Academic Program;
Academic Course Advisor;
Unit Coordinator;
Lecturer,
Tutor.

Your Director of Academic Program (DAP) is responsible for ensuring that you are given appropriate support to develop and enhance your teaching knowledge and skills. Your Academic Course Advisor has responsibility for assisting the Director of Academic Program, with a focus on student-related matters. The Academic Course Advisor will contribute to ensuring that you are given appropriate support for planning, implementing and evaluating student learning experiences within the program.

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Your Unit Coordinator provides you with support for teaching units, particularly in relation to unit administration, content, assessment and resources.

Codes, policies and procedures that impact on learning and teaching

The following codes, policies and procedures are fundamental to managing the learning and teaching environment in the University. Where there are specific procedures to be followed in implementing a policy, these are detailed within the relevant policy document. All UWS codes and policies can be accessed through the Policy Document Development Service (Policy DDS) webpage at www.uws.edu.au/policy/policy_dds

Academic Policies Framework

This document sets out the framework of academic policies that have been approved by Academic Senate, and shows how they are related to each other and to the University's Academic Standards and Assessment Framework. The Academic Standards and Assessment Framework is closely aligned with the Assessment Policy and provides an overarching approach to curriculum design, delivery and support. The Framework identifies key principles against which the University plans and measures its success and identifies areas for improvement.

The Framework is accessible as a linked document through the Assessment Policy – Criteria and Standards-Based Assessment in the Policies DDS.

Assessment Policy – Criteria and Standards-Based Assessment

This policy states that UWS uses a criteria and standards-based approach to student assessment. Criteria and standards-based assessment requires that criteria be identified and performance standards be described so that students know the level of performance required for each assessment task. Assessment criteria and standards are communicated to students via the unit's Learning Guide. For examples of statements encouraging class attendance, see Associated Information for the Assessment Policy, in the DDS; you may want to include a statement to this purpose in your unit's Learning Guide.

Award Courses and Units Approval Policy

This policy outlines the processes for approval of new courses and units and changes to existing courses and units. As a teacher you need to be aware of the circumstances under which changes to units of study can be made, and by whom.

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Code of Conduct

This outlines the ethical standards and expected professional and personal conduct for staff and UWS community members. All staff are required to read and acknowledge the Code of Conduct.

Complaint Handling and Resolution Policy

UWS has a process for managing student and staff complaints as soon as they arise. The Complaints Management and Resolution website explains the processes available. This site is located at www.uws.edu.au/about_uws/uws/governance/complaints_management_and_resolution

Copyright Policy

This policy offers a general guide for using copyright materials at UWS. It provides copyright information with regard to computer software, copying for examinations, copying for educational purposes, use of audiovisual material, digital repository, CD-ROM, broadcasts, print and graphic materials and fair dealing.

If you require specific information contact the Copyright Officer, Mr. Frank Hill, f.hill@uws.edu.au; or telephone 02 9852 5932 (Ext. 5932). Further information is available at <http://library.uws.edu.au/copyright.php>

Examinations Policy

This policy refers to end-of-session formal examinations and deferred examinations. It sets out the University rules and procedures, and the expectations the University has of its students, this includes the setting of mid-session examinations or tests run by individual unit coordinators.

Graduate Attributes

This policy describes the broad academic and intellectual attributes that a UWS graduate should derive from their study.

Misconduct – Student Academic Misconduct Policy

This policy defines plagiarism, cheating and collusion and describes the reporting and investigative procedures to be followed in the case of alleged misconduct. It also outlines the appeals process for students.

Misconduct – Student Non-Academic Misconduct Policy

This policy defines non-academic misconduct including harassment, destruction/damage/misuse of University property, falsifying information, and unreasonable class disruption. It applies to all UWS students and to conduct occurring at any facilities owned or occupied by the University, and to any events or activities such as excursions or educational placements with outside organisations.

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Progression and Unsatisfactory Academic Progress Policy

This policy covers matters relating to identifying and dealing with poor performance, including “at risk” students, multiple failures, conditional enrolment, appeals, suspension or exclusion for unsatisfactory academic performance and maximum length of enrolment.

Referencing Styles Policy

This policy provides the University’s position on the setting of referencing styles for use by students, and for use by staff in setting teaching materials. It aims to reduce the incidence of unintentional plagiarism by providing guidance to students.

Review of Grade Policy

This policy provides a process for a formal application for a Review of Grade issued at the end of a teaching session. This policy does not preclude students from informally discussing their concerns about a grade with the academic responsible for the unit.

Special Consideration Policy

This policy has been instituted to support students who would under normal circumstances reach their usual demonstrated performance level but are significantly affected by serious misadventure, accident or extenuating circumstances beyond their control. This

policy lists the delegations to approve special consideration and explains the procedures to be followed.

Student Feedback on Units and Teaching Survey Policy

This policy outlines how student feedback on units and teaching is gathered, reported, and utilised using University-approved standard surveys. Working on student feedback is part of the University’s ongoing commitment to providing a quality learning experience for students.

Teaching and Learning – Fundamental Code

This code has been developed to assist staff and students to be clear about what the University believes to be the fundamental responsibilities of staff and students within the undergraduate and (coursework) postgraduate learning and teaching environment.

Unit Outline and Learning Guides Policy

This policy states that UWS is committed to making clear to students what they are expected to learn and how they will be assessed. The policy explains the framework for communicating unit information to students and lists mandatory components to be included in the Unit Outline, the Learning Guide, and Learning Resources and Experiences.

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The Student Unit Outline template is available from the UWS Library site at http://library.uws.edu.au/unit_outline.php

Other policies to familiarise yourself with:

- Academic Advising Policy;
- Bullying Prevention Policy and Guidelines;
- Children on University Premises Policy;
- Conflict of Interest Policy;
- Disability Policy;
- Equal Opportunity and Diversity Policy;
- Intellectual Property Policy;
- Privacy Policy;
- Respect and Inclusion in Learning and Working Policy;
- Student Code of Conduct;
- Timetabling Policy;
- Working with Children (UWS Employees) Policy;
- Workplace Health and Safety Policy.

Strategic development priorities for learning and teaching at UWS

The UWS Learning and Teaching plan 2012-2014 takes account of significant developments in Australian higher education, including the need for institutional responsiveness in an increasingly competitive environment and the imperative to provide evidence of learning and teaching quality and standards in a new regulatory environment. The Plan affirms and extends our commitment to the dual priorities

of widening student access to higher education, particularly in the GWS area, while simultaneously achieving excellence in all aspects of our academic program. The Plan comprises three key objectives, along with implementation strategies, performance measures and indicators of success in the following areas:

- i. our students;
- ii. our curriculum; and
- iii. the quality of our teaching.

The Learning and Teaching Plan 2012-2014 represents a three-year blueprint to guide strategic planning and implementation in each School and Division. UWS will be known for the flexibility of its academic programs and pathways to university study. Innovative approaches to curriculum delivery and blended learning will be a hallmark of our program offerings.

You can access the Learning and Teaching Plan at http://www.uws.edu.au/learning_teaching/learning_and_teaching

Quality at UWS

The UWS Framework for Quality Management seeks to produce high quality outcomes for staff, students, clients, partners and all other key stakeholders. UWS gathers performance data and feedback from students, staff, employers and graduates.

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The University's Tracking and Improvement System for Learning and Teaching (TILT) is the key data gathering and reporting system. Further information about TILT is available at www.uws.edu.au/tilt

You can find a complete list of the surveys administered by the Office of Strategy and Quality (OSQ) at www.uws.edu.au/strategy_and_quality/sg/surveys

Accessing relevant systems at UWS

MyUWSAccount

Once you start working at UWS and your paperwork has been processed by Human Resources, you will receive your staff identification number. You need this number to activate your MyUWSAccount, which you will use to log in to a number of UWS systems and staff webpages. Before you can access these, you must activate your MyUWSAccount.

You can do this at <https://myuwsaccount.uws.edu.au>

Once activated, you will need to complete an online request for the access you require. This access may include email, mailboxes, public folders, shared network locations and applications such as *vUWS*. The request form is available on the MyIT Portal > Request Something > Accounts

& Access > Staff Profile > New employee hire. You can use your MyUWSAccount to log into your office computer, consoles in lecture theatres and teaching spaces, to access the UWS blended learning system (*vUWS*), staff email and calendars, computers in the general purpose computer labs, PlatformWeb (PWeb) for tutorial registration and timetabling, and to register for workshops and sessions on learning and teaching.

If you experience difficulties with your MyUWSAccount or password go to <http://MyIT.uws.edu.au> or contact the IT Service Desk on ext. 5111 (02 9852 5111).

MyStudent Records (MySR) Student Online Enrolment System

MyStudentRecords (MySR) provides students with online access to view and update their enrolment, personal details and view their results at the end of each teaching session. Students access MySR via the MyUWS Student Portal at <https://myuws.uws.edu.au> and use their MyUWSAccount details to log in. Once logged into the portal, they can access MySR, PlatformWeb, their student email account (MyMail) and most other online systems from the menu on the left side of the screen.

Section 1: The learning and teaching environment at UWS

Keeping up-to-date at UWS

As a new staff member there are several ways in which you can keep up-to-date on news and events at UWS.

UWS News

For the latest UWS news and media releases visit www.uws.edu.au/newscentre

You can also check the UWS Twitter Feed @UWSNews

Around UWS

AroundUWS is the University's staff news site and can be found at www.uws.edu.au/arounduws

Staff Home Page

The UWS Staff Home page provides you with access to forms, systems and other staff information. It can be found at www.uws.edu.au/staff_home

E-Update

E-Update includes notices submitted by staff and is published daily online and via a daily news email. To subscribe to E-Update visit www.uws.edu.au/eupdate

To submit your own E-Update notice visit <http://intrapps.uws.edu.au/media/eupdate/submit.phtml>

Yammer

Yammer is a collaborative forum where you can create and join groups and connect with your colleagues. Join the UWS Yammer Network at www.yammer.com/uws.edu.au

UWS on Social Media - Join the Conversation

Keep track of the latest posts from the official UWS social media channels and find out how you can get involved on our Join the Conversation website at www.uws.edu.au/jointheconversation

Events Calendar

The UWS Events Calendar is available at www.uws.edu.au/home/events

Section 2: About learning and teaching

This section will assist you in preparing to teach your classes. It offers some initial thoughts about learning and teaching at university, and provides practical information on planning and managing student learning, and developing teaching strategies. At UWS we expect teachers to interact with students directly (e.g. in class, online) and indirectly (e.g. providing feedback on student learning activities), using a blend of learning environments. This section also provides information about assessment, marking and providing feedback, academic honesty, preventing plagiarism and reflecting on and improving your teaching.

Teaching: A complex and passionate experience

Stephen Brookfield, in his text *The Skillful Teacher* (2006), talks about the multilayered complexity of teaching, mentioning passion, hope, doubt and exhilaration as some of the ways that higher education teachers experience teaching. The challenge for teachers, especially those new to teaching, is to effectively navigate an environment that is fulfilling, yet challenging and complex.

The student population at UWS, like other universities, is diverse with students frequently engaging in work at the same time as attending university, thus having less time to commit to study than in the past (see the Student Profile in Section 1

of this booklet for summary data about the University's diverse student profile). Many UWS students are the first in their family to attend university; the students we teach now may have up to twenty jobs over the span of their careers. Helping students improve their ability to be independent, self-regulated learners is essential.

Units of study at UWS use blended learning – a blend of modes and times of delivery that make the best use of high quality face-to-face learning as well as online delivery. Students are required to access learning resources and to communicate online, as well as attend face-to-face classes. These and other factors contribute to making teaching a challenging and fulfilling career.

Research has shown that effective university teaching focuses attention on students and their learning activities, rather than on teachers and their teaching. The approach that students take to their learning is strongly influenced by factors such as the teaching methods used, the assessment tasks set, the learning environment which they encounter and the amount of content covered in the unit and the speed at which it is delivered.

Section 2: About learning and teaching

Students learn most effectively when they are actively involved in the learning process and enabled to link new material to what they already know. Learning environments which are interactive and practice or problem-based, which use some independent study or negotiated learning, simulated environments, and/or blended learning methods will engage students' interest and learning. A learning environment that is supportive and promotes self-esteem and respect for students as learners is fundamental to engaging students. Students' learning is enhanced when they have time to consolidate new knowledge, and when assessment tasks require them to apply what they have learned.

Planning for learning and teaching

Your role as part of a teaching team

Increasingly university learning extends beyond the traditional 'chalk and talk' classroom environment to include other types of learning environments and learning activities and modalities; teaching is becoming a more complex team-based activity with multiple roles. You may be responsible for particular tutorial or practical classes within a unit of study that someone else is coordinating. If you are coordinating a unit, you may be coordinating classroom/online teaching and marking contributions

by colleagues, possibly on several campuses, as well as guiding student learning. Units form part of study programs within structures of prerequisites and co-requisites that ensure students build skills and knowledge progressively. You may also be teaching across disciplines. While this can make teaching challenging, you can expect peer support. Remember, there is no need to work in isolation.

When thinking about strategies to use in the class, think about how a typical student would like to be taught. Keep in mind that effective teaching is an active process that involves student participation and engagement. It is often helpful in one of your early classes to find out something about your students and why they are taking the unit. Another useful strategy for checking student understanding in class and/or seeking quick feedback from students is the 'minute paper'. At an appropriate point in the class, ask students to respond to a question you pose and jot down their response on a sheet of paper they hand in (anonymously) at the end of the class. Questions you may want to ask include: "What was the most important thing you learned during this class?" or "What important question remains unanswered?" (Angelo & Cross, 1993).

Section 2: About learning and teaching

Blended learning at UWS

Blended learning at UWS refers to “a strategic and systematic approach to combining times and modes of learning, integrating the best aspects of face-to-face and online interactions for each discipline, using appropriate ICTs.” At UWS there is a whole of institution focus on designing learning that is student focused, provides vibrant on campus experiences, engages with the community and supports increased flexibility in how, when and where students learn.

Within Schools there are specialist learning design staff working closely with academics and there is support from a central team (<http://www.uws.edu.au/qilt/qilt/support>).

A strong community of practice has been forged through regular blended learning forums and other professional development activities (http://www.uws.edu.au/qilt/qilt/events,_workshops_and_forums).

The Quality in Learning and Teaching (QILT) website <http://www.uws.edu.au/qilt/qilt> has resources to support the quality of learning at UWS including:

- Blended Learning Technology Toolkit.
- Advanced Standards in Blended learning.
- UWS Sunset learning design tool.
- Case studies of good practice in using iPads in learning and teaching.

The integration and use of learning technologies in units of study at UWS can make learning more accessible and flexible. The effective use of learning technologies to communicate, collaborate, share and access content and undertake assessment can provide for highly interactive, visual and socially engaging learning opportunities for all learners including digitally literate frequent users of mobile devices.

Engaging in learning and teaching

University learning and teaching environments have undergone significant change over the past decade. The emphasis is increasingly on active learning rather than passive listening. Teaching is no longer widely seen as the transfer of facts from academic expert to student learner. Instead, universities are arenas for critical thinking in which students explore and construct knowledge and develop their potential as learners, researchers and professionals. Our students expect their units to provide online resources, communication spaces, assignment submission and other activities via blended learning. All taught units at UWS incorporate the use of blended learning to provide students with a range of digital resources to support their learning.

Section 2: About learning and teaching

Below are some specific suggestions for various learning environments. Teaching in the online environment is mentioned first here because it usually requires preparation at an earlier stage – that is, several months in advance. This means starting to plan classroom and practical activities as well, since they will all need to form a coherent whole in terms of the student learning experience. There are curriculum and blended learning support staff in each discipline cluster who can help you with planning, implementing and evaluating new learning activities and resources. Ideally, this should be part of a team process where you work with colleagues to plan the next teaching session.

Online learning - vUWS

UWS is committed to enriching learning opportunities for students through the provision of online learning resources and activities that complement face-to-face learning contexts. At UWS the online learning environment is known as Virtual UWS, or vUWS (pronounced “views”). All units use a vUWS site, complementing face-to-face learning activities and incorporating a range of digital resources, communication spaces, assessment tools, learning resources, and online learning activities. Increasingly, our students expect their units to provide them with access to digital materials and communication capabilities.

Getting started with vUWS

You must request that a vUWS site be activated for your unit, for each session. If you are part of a teaching team in the unit, the unit coordinator will request the site. Requesting a site is done through E-Learning Designer Management Module (EDMM) which is accessible from within vUWS. You will need to log into vUWS and then access EDMM which is located under the ‘For Staff’ tab. Before you can be added to a vUWS site with instructor level access you will be required to complete a brief online Induction Module. The Induction Module is available to all staff once they have logged into vUWS. After completion of the Induction Module it will take one business day for your instructor access to be enabled and you will receive an email notification to confirm this.

Technical support for vUWS is available from the IT Service Desk from 8.00am to 5.00pm Monday to Friday (excluding Public Holidays). You can log your requests directly in the MyIT portal available at <http://MyIT.uws.edu.au> or contact the IT Service Desk on (02) 9852 5111. You will be able to log into MyIT using your MyUWSAccount. Before you log a request, take a look at the range of knowledge articles in MyIT. You will be able to find vUWS related articles by using the ‘Search Knowledge’ option and typing in ‘vUWS’.

Section 2: About learning and teaching

Lectures

Effective lectures can generate an understanding of a topic through explanation and analysis of concepts, issues and ideas. Lectures can stimulate motivation, explain and model the processes of critical analysis or thinking and questioning, and provide a perspective on a field of expertise that cannot be found in a textbook. Lectures can also expose students to the ongoing workings of the scholarly mind.

While research into learning in higher education shows that lectures can achieve the outcomes listed above, the same body of research also highlights that student concentration levels reduce significantly after approximately 15 minutes of passive listening (Bligh, 2000). To continue learning beyond this time, student activity needs to change.

Reinvigorating student attention can be accomplished by a variation in the type of input from the lecturer (for example, showing visual content if you have been speaking up till then). However, a more effective way of prompting students to renew their concentration is by requiring them to spend a couple of minutes doing an activity which enables them to consolidate what they have just heard. The 'Activities to engage students in lectures' later in this section contains some ideas that you may find useful.

Making lectures effective

When lecturing, keep in mind the following principles:

- students like to get a quick overview of the topic and how it fits into the broader context;
- students relate new knowledge in the context of their existing knowledge;
- introductions are most effective when they are motivating and interesting;
- students can be easily overburdened, for instance, by the competing demands of listening and note-taking; and
- students remember best what was said first in the lecture, what was said just before and after an activity break, and what was said last in the lecture. Use these points in the lecture to focus on the most important elements.

In planning a lecture, decide first what main issues, themes, concepts or problems are to be taught and learnt. Aim to limit the number of issues, themes etc. taught to three to five per lecture. One suggestion for planning is to think of each theme as a segment and decide how to sequence these in relation to each other. Decide the amount of time each segment should take in the lecture. Build in some student activity time for each segment, even if it is only a couple of minutes, e.g. for students to jot down main points.

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The 'Activities to engage students in lectures' section below offers further ideas. If you decide to provide online lecture notes for students, consider whether constructing these as prompts for note making during activity breaks or the lecture will help students to perceive the whole picture, as well as better understand some of the detailed concepts. Decide what definitions, explanations, diagrams, examples, etc. will be useful for students and include these in the online materials. When explaining a concept or issue, speak clearly so that you can be heard by all the students. In a large room, slow your rate of delivery. If you think that students may not understand what you are saying, illustrate main points visually as well as verbally.

If you are teaching in one of the large lecture theatres, use the microphone in the lectern to ensure that you are audible or if you prefer to move away from the lectern, arrange to use a lapel microphone. Contact the IT Service Desk, ext. 5111 (02 9852 5111), at least 24 hours in advance of your lecture to book a lapel microphone. If you decide to use PowerPoint™ slides in your lecture, keep in mind that text and diagrams need to be legible from the back of the room. Use colour and special effects sparingly. Maximum content per slide

should be no more than seven lines and no more than six words per line. Plan student learning activities to intersperse with the activity of learning from slides.

Lectures online

Lectures Online is an automated recording system for digitally capturing lectures. The Lectures Online system records the images which are projected on the screen in the lecture theatre and records your voice through the lecture theatre microphone. You can also record hand notations using a document camera. Lectures Online is available in lecture theatres and recordings are made available through *vUWS*, to be viewed online or downloaded to a personal media device. Lectures Online provides an additional learning resource for students, supporting them in revising and deepening their understanding of lecture material.

Activities to engage students in lectures

When planning your lectures, consider how you will engage students and keep them interested. You might give students a short warm-up thinking activity at the start of your lecture that recaps relevant material from the previous lecture. For example, you could ask students to:

- do a quick multiple choice quiz and ask them to discuss their answers with their neighbour;

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- discuss a short problem that you pose;
- brainstorm an idea or proposition. Once you have explained a concept, you could give the students a short activity in which they practise recalling, using or applying the concept. You could for instance:
- give them a case study or newspaper article to reflect on;
- give them a short problem to discuss and solve;
- ask them to brainstorm a real life situation currently in the news or from their personal life;
- ask them to explain or define the concept to their neighbour.

At the end of the lecture you might ask students to:

- note down questions about concepts that are still unclear for them. These could be jotted down on paper anonymously and left at the front of the room for you;
- summarise the main three or four points covered in the lecture. Student response technologies (e.g. classroom voting systems) can be used to support some of these activities. The Blended Learning support staff in your discipline cluster team or in the central Blended Learning support team will be able to advise you on what is available and how to set this up.

Reviewing the lecture afterwards

Writing down your thoughts after the lecture can be a useful method for reflecting on what happened. You might reflect on what worked well, what did not work so well, whether the resources were appropriate, whether the lecture was engaging, what you might do differently next time. You might also want to find out from the students how they are experiencing the lectures.

Managing the learning environment

Some general suggestions that apply in all learning environments are:

1. Managing student behavior in class is easier in a learning environment that demonstrates respect for others. As the teacher, you have a powerful role to play in creating such a learning environment by modeling qualities and attitudes that demonstrate respect, courtesy and equity. When you model behaviours such as listening to different opinions and dealing with disagreement by rational debate, you promote similar behaviours on the part of students.

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2. The majority of students attending university are there because they want to be there and have a vested interest in an orderly and productive class. However, some students can occasionally disrupt classes through activities such as answering mobile phones, chatting to classmates at inappropriate times, or challenging your expertise. This can be unsettling for you and for the other students in your class, and is best dealt with decisively. One strategy for pre-empting some inappropriate behaviours in class is to construct a set of ground rules with students. This is most effectively done in the first class, and can then be referred to as required during the session. Discussion about ground rules could centre on why students are at university and what sort of environment is most conducive to their learning. This way, students themselves can formulate or have input into the ground rules. Sample ground rules may include students not interrupting when another person is speaking, arriving on time, turning off their mobile phones in class, etc.
3. Remember that from time to time, even given the best of intentions, not all students will be satisfied with your teaching. If disruptions are occurring continually in your class, you may choose to modify your content or approach. An open discussion with your students may help to establish why this is happening. Consult a colleague in your School for advice and support.
4. Sometimes students will approach you with issues other than those directly related to the course. These problems could be interfering with their ability to do your unit. Listen empathically, but be aware that you are not expected to solve their problems. Direct them to appropriate student support services. See Section 4 of this booklet for information on student support services.

Tutorials, seminars and laboratory classes

UWS students learn in a range of discipline-specific tutorial, seminar, practical and laboratory classes. These classes involve fewer students than lectures, and like blended or online learning, provide more scope for learner participation and involvement. In small classes, learners need to know what is expected of them and they need clear tasks and directions.

In the University's learning environment, tutorials can take several forms. These include:

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- a problem-based learning session where students work to solve a particular problem;
- a discussion session where you, the tutor, facilitate or lead a discussion on a particular topic;
- a seminar where one or more students lead a presentation and discussion on a prepared topic;
- an online seminar or structured activity which you facilitate or moderate;
- a demonstration and practice session where students observe a process and develop their own skills and receive feedback;
- a workshop where students share experiences and develop skills and knowledge through various activities.

Practical and laboratory classes can provide opportunities for students to begin experiencing what it is like to be a professional in their discipline area – to work on practical problems, communicate solutions and give and receive constructive criticism. By definition, practical classes involve student participation, but the format of classes may vary widely between disciplines. Some common aims of these classes include encouraging inquiry and exploration, linking theory to practice, teaching practical skills — and also getting to know students as individuals.

In practical classes timing is critically important so that you can get through what you planned, especially if you have a number of different activities to cover. Before your class, make sure you can operate all the equipment and familiarise yourself with relevant occupational health and safety issues. Discuss with students any laboratory/practical room rules, including rules about clothing, behaviour, cleanliness and safety.

More Information about OHS and Laboratory Safety Guidelines is available from <http://www.uws.edu.au/ohs/ohs/labsafety>

Learning through small group interactions

Tutorials, seminars and laboratory classes usually focus on group learning. Interaction among students helps to build group cohesion and enhances students' capacity to work in a collaborative way. Arranging an introductory activity, whereby students get to know each other at the start of session, sets the tone for the class. Introductory activities show the students that you intend to establish a relaxed but focused learning atmosphere. Select an activity that you think the group will be comfortable with, one that does not require a great deal of self-disclosure or risk-taking.

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Making small classes effective

Small classes are a place where students have a greater opportunity to be actively involved, to ask questions and, in a safe and supportive learning environment, share and test out their ideas and interpretations. When managing small classes, it is important to create a good group atmosphere. Learners need to feel comfortable and safe so they can voice their own opinions. Learning each other's names is very important and will help make students less nervous about revealing difficulties or discussing ideas. This is why providing students with an opportunity to introduce themselves at the first tutorial and involving them in activities that will let them know a little about one another is a positive first step.

Discuss with students your expectations around their preparation and participation. Be clear about reading tasks, pre-class work and the rules of discussion. Outline any assessment requirements for the tutorial. It is a good idea to develop ground rules for participation in the class at the beginning of the session. Ground rules can help to clarify expectations and help maintain a good working relationship between you and the group, and among the students themselves. Some examples of ground rules for discussion and agreement amongst the group are: everyone will arrive

on time; everyone will listen to each other and not interrupt when someone else is speaking; it is acceptable to critique a person's ideas but not to criticise people as individuals; everyone will turn mobile phones to 'silent'; everyone will come prepared to class.

Preparing students for small classes

It is often difficult to get students to do preparatory work in order to be able to contribute to active learning in small classes. Think about this beforehand and plan activities to reduce it. One suggestion is to distribute class preparatory sheets for students, perhaps through the unit's vUWS site. Preparatory sheets might contain a series of questions relating to the topic. Students could prepare sheets and bring them along to the class. This written work could form the basis of discussion and could be used as part of the assessment (if this is built into the assessment regime for the unit).

For further ideas on teaching and facilitating learning in small classes, refer to the University's Quality in Learning and Teaching (QILT) website at <http://www.uws.edu.au/qilt/qilt>

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Learning spaces

Think about the physical layout of the room. If the furniture is moveable and if time permits, arrange the room to encourage equal participation: perhaps a 'U' shape or semi-circle format could be used. Try to avoid seating students in straight rows if you want them to work together or discuss ideas. If it is not possible to rearrange the room, an alternative is asking students to work in threes, with the person next to them plus the person in front or behind them.

Involving all students in learning

Involving all students is a challenge. Aim to select learning activities and experiences that will require students to actively engage rather than passively receive. You might try some of the following:

- have students work in pairs or groups of three to discuss various aspects of a problem and then report back to the group – it is difficult to not be involved in a group of two;
- ask students to create a scenario based on a recent (work?) experience;
- get students to do group presentations based on particular readings;
- have students begin the tutorial by reporting to their peers what they learnt from the week's lecture.

Importance of effective questioning

Effective facilitation of student participation in the group requires developing good questioning skills. Sometimes a variety of questioning techniques will help get the discussion going. As part of your small class planning, it is a good idea to think about the questions you will use.

Remember to:

- use open-ended questions (questions that cannot be answered with only one or two words);
- allow students time to think about a question before they respond;
- allow students time to chat with their neighbour before they respond to the whole class;
- rephrase and redirect a question if you need to;
- pitch questions at an appropriate level;
- probe as well as ask what, why and how;
- make sure you involve all students if possible; and, most importantly,
- accept all responses, working constructively with the good and the not so good.

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Practicums, placements and fieldwork

The key feature of all practicums, professional or clinical placements and fieldwork is that they provide students with practical experiences relevant to their intended profession. Give students clear guidelines and intended learning outcomes for their practicum, placement or fieldwork. Students need to be able to see a link between the practical experience and the theory taught in class. Links should be made explicit to students both before and after the experience. Participation in any practicum, placement or fieldwork can expose students to occupational safety hazards and risks. If the unit you teach has a practicum, placement or fieldwork component, check with your School regarding specific policies and procedures about this aspect of the unit.

Encouraging student involvement in practicums, placements and fieldwork

The following range of strategies will encourage student participation in practicums, placements and fieldwork:

- select interesting, relevant and instructive sites or placements;
- encourage interaction and hands-on experience;
- promote active thinking and observation by getting students to complete activities;

- make the collection of data integral to the process;
- encourage students to work in teams;
- allow ample opportunities for students to ask questions, discuss issues, practice skills and most importantly, debrief after the experience.

Assessment, marking and feedback

Assessment is an integral part of the learning and teaching process and makes a significant contribution to the achievement of student learning outcomes. UWS uses a criteria and standards-based approach to student assessment. Criteria are the desired characteristics of student performance in an assessment task (what the student does) and standards describe the anticipated levels of students' performance (how well they do it).

The Assessment Policy states that assessment is based on established criteria and standards, not ranking, and will:

- guide and encourage effective student learning. Assessment tasks will align with learning outcomes which reflect unit objectives and relevant graduate attributes;
- fairly, validly and reliably measure student performance of intended learning outcomes, and;
- define and maintain academic standards.

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UWS has an assessment guide to support staff in implementing criteria and standards-based assessment, including helping students to understand assessment expectations. An electronic version of the guide is available at the University's QILT website, <http://www.uws.edu.au/qilt/qilt>

Assessment information is communicated to students via the Unit Outline (assessment items and weighting) and the Learning Guide (assessment details including criteria and standards, marking guides, exemplars of student work). The Unit Outline and Learning Guides Policy lists the required components of each. You can view the policy at <http://policies.uws.edu.au/view.current.php?id=00154>

Schools often provide a Learning Guide template for use by unit coordinators; check with the School Manager or your Director of Academic Program. The Unit Outline template is also available through the UWS Library website at http://library.uws.edu.au/unit_outline.php

As the lecturer/tutor, you will be responsible for explaining the unit's assessment tasks to students. Ensure you provide opportunities in class time for students to ask questions about assessment tasks, or conduct a learning activity that helps

students understand the expected standard of performance in the task. Section 8 of the *UWS Assessment Guide* will be useful in helping you plan an activity.

Academic honesty and minimising plagiarism

Building the skills of scholarship and preventing plagiarism underpins good assessment practice. UWS has developed a number of policies, procedures and practices which collectively provide a framework for ensuring educational quality, encouraging best practice approaches in learning and teaching, and managing instances of academic misconduct. Some of these policies were outlined in Section 1 of this booklet.

The policies listed below are particularly relevant to managing plagiarism:

- Assessment Policy – Criteria and Standards-Based assessment;
- Examinations Policy;
- Misconduct - Student Academic Misconduct Policy with supporting documentation;
- Teaching and Learning – Fundamental Code

(All policies are available through the UWS Policies Document Development System (DDS) page at www.uws.edu.au/policy/policy_dds)

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You can integrate the following strategies into your unit to help minimise opportunities for students to plagiarise:

- modify the assessment task each session (within the parameters of what is listed in the unit approval documentation);
- design a task with multiple solutions or one that creates artefacts to capture individual effort;
- teach the academic writing conventions used in your discipline;
- model academic honesty in your own teaching practice;
- be seen to monitor for instances of plagiarism and discuss the issue of plagiarism with your students to ensure i) they understand what constitutes plagiarism and ii) they are aware of the seriousness and repercussions of a plagiarism charge.

Marking

Students focus their attention on assessment tasks and are often anxious about their performance, particularly when it concerns major assessment tasks or core units in their program of study. As the marker, you have an important role to play in making sure the assessment process is as fair and open as possible. The Assessment Policy – Criteria and Standards-Based Assessment requires that students be

provided with criteria and standards for each assessment task in the unit. This supports students to target their efforts appropriately. Markers also use the marking scheme (criteria and standards) to mark the assessment task. Marking schemes allow different markers to assess student work fairly. They also promote consistency in marking. Remember that several lecturers/tutors are often working on the same unit, so team meetings to discuss expectations and marks are often the norm.

Information about developing assessment criteria and standards, and moderating marking processes, is available in the UWS Assessment Guide at <http://www.uws.edu.au/qilt/qilt>

Students at UWS submit assignments with a completed Assignment Cover Page attached. The cover page forms part of the Learning Guide. The cover page has space for students to write in information relevant to the assignment, including the date due and date submitted. The cover page also requires students to verify that the work submitted is their own.

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Providing appropriate and timely feedback

Feedback provides useful information from which students can learn. It should be timely and clearly explain how the final mark was derived. Students submit assessments through *vUWS* and the assignments are marked and annotated directly within *vUWS*, using Word, Excel, PDF or Powerpoint. As a marker, avoid writing extensive comments on each page of an assignment. It is better to target your feedback on the most important issues. This will go some way to ensuring that students read and learn from your feedback.

Some guidelines to help you with providing feedback include:

- respond to the conceptual understanding that the student demonstrated;
- let students know where they have demonstrated good understanding, as well as where they need to improve;
- explain clearly what is missing or what has been misinterpreted;
- direct students to specific sources that could help them;
- focus on what was said rather than just how it was said;
- avoid unclear or sarcastic comments;
- provide feedback that shows the students how to structure, organise, expand and edit information.

Final marks and grading

It is essential to keep accurate and confidential records of the marks you allocate to your students. Check with your School whether there is a particular template to use for this purpose. If student assignments have been submitted through *vUWS*, the Grade Centre in *vUWS* records marks which can then be downloaded to an Excel spreadsheet and submitted to the appropriate person in the School. If you are keeping your own records, it is a good idea to save duplicate files of marks to a USB drive, or to print a copy of your final marks in case of network or computer failure. This is particularly relevant if you are working on a home computer. Find out from the School the due date for marks to be submitted and the name of the colleague to whom marks should be sent. All marks need to be prepared in time to be submitted to a School meeting at the end of each session.

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Reflecting on and improving your teaching

There is a range of strategies you can use to reflect on and improve your teaching. Four key areas can provide information and data about your teaching practice: yourself, your peers, your students' experiences, and your students' learning. Reflecting on your own teaching can be easy and surprisingly informative. You may want to keep a journal (paper or electronic) in which you record your own appraisal of each class immediately after it finishes. Points to consider include whether you believe the students achieved the intended learning outcomes for the session; what the highlights or notable events were; what you would do the same next time; what you would do differently.

The web-based Teaching Perspectives Inventory (TPI), developed by a University of British Columbia academic, can be a useful resource to prompt reflection and help you understand your approach to teaching. The TPI takes 10 or so minutes to complete and your results are returned to you immediately on the web site, along with interpretive material. The TPI site includes other relevant resources and is located at www.teachingperspectives.com

Your peers can also be a useful source of feedback about your classroom teaching practice or your learning and teaching materials. If you decide to ask a colleague to observe and provide feedback on your classroom teaching, discuss with them prior to the class which specific aspects of your practice you want feedback on.

The University also has a formal process for seeking feedback from students on their experiences of teaching and units. Details of this process are available through the Office of Strategy and Quality (OSQ) website at http://www.uws.edu.au/strategy_and_quality/sq/surveys

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Further reading about learning and teaching in higher education

The following is a list of texts which you may find useful in developing your knowledge and skills in learning and teaching.

Angelo, T., & Cross, K. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass.

Biggs, J., & Tang, C. (2011). *Teaching for quality learning at university: What the student does* (4th ed.). Buckingham, UK: Society for Research into Higher Education and Open University Press.

Brookfield, S. (2006). *The skilful teacher: On technique, trust, and responsiveness in the classroom* (2nd ed.). San Francisco: Jossey-Bass.

Hunt, L., & Chalmers, D. (Eds.). (2012) *University teaching in focus: A learning-centred approach*. Camberwell, Vic: ACER Press.

Jacques, D., & Salmon, G. (2007). *Learning in groups. A handbook for face-to-face and online environments* (4th ed.). London: Routledge.

Littlejohn, A., & Pegler, C. (2007). *Preparing for blended e-learning*. London: Routledge.

Race, P., & Pickford, R. (2007). *Making teaching work: 'Teaching smarter' in post-compulsory education*. London: Sage.

Ramsden, P. (2003). *Learning to teach in higher education* (2nd ed.). London: RoutledgeFalmer.

Salmon, G. (2011). *E-Moderating: The key to online teaching and learning* (3rd ed.). London: Routledge.

Salmon, G. (2002). *E-tivities: The key to active online learning*. London: Kogan Page.

Salmon, G., & Edirisingha, P. (Eds.). (2008). *Podcasting for learning in universities*. Berkshire, UK: Open University Press.

Weimer, J. (2002). *Learner-centered teaching: Five key changes to practice*. San Francisco: Jossey-Bass.

Section 3: Developing your academic career

This section describes professional development as set out in the UWS Professional Development Policy. It provides advice about mandatory professional development for new academic staff in their first year of working at UWS, and outlines the requirements for academic staff relevant to probation, workload agreements, the Academic Career Development Planning and Review (ACDPR) process, promotion and Academic Development Program (ADP) Leave.

Professional and career development at UWS

The UWS Professional Development Policy defines professional development as “the provision of development opportunities and activities to extend and broaden the scope of professional capabilities of employees in relation to their role and responsibilities.”

The Office of People and Culture (OPC), through the Office of Organisational Development (OOD), provides University-wide support for organisational development and individual learning and development. Organisational development programs that relate to staff include *Compass* (for performance planning and development) and *MyVoice* staff engagement activities. Professional development courses are provided in a range of areas including academic leadership, supervising staff, career development, UWS policies, IT skills training, and diversity and wellbeing.

Academic staff have access to a range of career development opportunities including the Vice-Chancellor’s Professional Development and Post-Graduate Study Scholarships, the Vice-Chancellor’s Excellence Awards in Teaching, Educational Allowance, Academic Promotion and Academic Development Leave.

Induction for new academic staff

All academic staff who are new to UWS are required to participate in the University’s induction program. This induction is essential to the completion of probationary requirements and to meet statutory obligations and responsibilities. The program includes orientation sessions, both face-to-face and online; training in workplace health and safety, statutory obligations, records management, equity and diversity and the University’s Performance Planning and Review process (*Compass Program*).

New academic staff are required to engage in learning and teaching development as outlined below in the *Learning and Teaching Development Framework*. Academic supervisors are required to complete the *i-Manager* Series comprising three core mandatory modules on statutory and supervisory responsibilities. The core modules and other highly relevant management development programs are available both face-to-face and online.

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Academic Supervisors should complete the *i-Manager Series* once every three years to stay up-to-date with changes to policies and legislation. In addition, staff new to the University or to their role should participate in induction to their Schools, Centres or Institutes.

Learning and Teaching Development Framework

In 2006, the University approved a *Learning and Teaching Development Framework* that covers all academic full-time and sessional staff. The framework includes:

Induction to Learning and Teaching for new sessional staff

The *Induction to Learning and Teaching* is a three hour, paid session held in your School. Your attendance is mandatory. The focus of these sessions is on assessment and marking, teaching large classes, tutoring small groups, student academic misconduct and minimising plagiarism.

Foundations of University Learning and Teaching Program

The Foundations of University Learning and Teaching (FULT) program was launched in July 2007. The program is mandatory for new full-time academic staff appointed at Associate Lecturer, Lecturer and Senior Lecturer levels, where the appointment is 12 months or longer, and the role includes teaching. The FULT program is completed

over one year, or two teaching sessions. It consists of three modules, which together constitute the equivalent of one unit in a postgraduate certificate. A certificate is awarded upon successful completion of the three modules.

Arrangements are in place between UWS and Deakin University for UWS staff who wish to enroll in the online Deakin University Graduate Certificate of Higher Education (GCHE). UWS staff who have successfully completed the FULT program will receive credit towards one unit of the four unit GCHE from Deakin.

Probation

All academic appointments are subject to the completion of a satisfactory probation period. Details about academic probationary appointments are found in the current Academic Staff Enterprise Agreement; see the Office of People and Culture website at http://www.uws.edu.au/people_and_culture/opc/employee_relations/uws_enter_prise_agreements

For full-time staff or staff on a contract of two years or more, your probationary period will normally be for not less than two years. Staff who are appointed to a fixed-term appointment of less than two years have shorter probationary periods and these are detailed in your Letter of Offer. The probation process begins with you participating in a planning discussion with your academic

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supervisor to clarify and agree upon your duties, the expectations and goals associated with your appointment and to identify your support and development needs.

Throughout your probationary period, your supervisor must inform you in writing of any impediments to the continuation of your employment, if impediments become apparent. You will receive guidance and support in any areas where your performance requires improvement. Your Dean will approve your confirmation of appointment, having considered the recommendations of your academic supervisor. In the case of academic staff appointed outside the Schools, the Head of your Unit confirms your appointment. Successful completion of probationary requirements is linked to completion of the Foundations of University Learning and Teaching program described above.

For further information about the probation processes, contact your HR Advisor at http://www.uws.edu.au/people_and_culture/opc/employee_relations/uws_enterprise_agreements

Workload agreements

Academic work is organised across teaching, research, governance and university engagement. Details of the Academic Workload provisions are included in the Academic Staff Agreement which can

be found at http://www.uws.edu.au/people_and_culture/opc/employee_relations/uws_enterprise_agreements

The workload model requires ongoing and fixed term (contracts of 12 months or more) staff to be engaged in the various activities related to academic work for an average of 35 hours per week averaged over a one-year period per year or pro-rated for an employee engaged part time, in accordance with the current Academic Staff Enterprise Agreement. School or Unit Work Plan policies provide the framework for academic workload agreements and you will work with your Supervisor to ensure these hours are distributed to enable the school to meet its teaching commitments and research objectives, while providing opportunities for you to develop your academic and research profile. Workload agreements are linked to the Academic Career Development Planning and Review (ACDPR) process.

Academic Promotion

Academic promotion is an important mechanism within the University that seeks to retain, develop and reward high quality staff. UWS has a well developed, benchmarked, quality assured process for academic promotion that values excellence and innovation in teaching, educational development, research, scholarship and the advancement of knowledge. Academic promotion rounds are scheduled annually.

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The promotion application process begins with an invitation from the Vice-Chancellor through the Office of People and Culture for eligible staff to submit their application. The closing date is normally two months following the date on which applications are invited. The Office of People and Culture coordinates promotion processes, including establishing Promotions Committees, receiving applications, and providing Executive Officer support to the work of the Promotions Committees. Relevant policies govern the promotions process and provide details on eligibility, criteria and procedures. These policies contain links to guidelines for completing applications together with the application template. All promotion applications are submitted electronically using the application template.

Further information about academic promotion processes, including links to policies, is available at www.uws.edu.au/academic_promotion

Accessing support in preparing a promotion application

Academic Promotion Information Sessions run by the Office of People and Culture are held at several campuses each year. Staff intending to apply for promotion should attend one of these sessions. It is also important to discuss with, and gain the support of, your Dean or Director regarding your intention to apply for promotion and

to gain specific feedback about your performance.

Academic Development Program (ADP) Leave

There is a provision for eligible academic staff to apply to undertake a sustained period of academic development called the Academic Development Program (ADP). The purpose of ADP leave is to assist you to pursue research, acquire new skills and knowledge that can be applied to your teaching or to develop ongoing partnerships with industry that will benefit the University. You are eligible to apply for ADP leave after three years of continuous service, including successfully completing the probationary period. The maximum period granted for ADP leave is 22 weeks. Staff intending to apply for ADP leave should attend one of the information sessions offered each year by the Office of People and Cultures.

Further information about ADP leave, including a link to the policy is available at www.uws.edu.au/adp

Recognising and rewarding quality teaching at UWS

Teaching awards and citations are an important part of UWS's commitment to promoting quality in learning and teaching. Awards recognise and reward the contributions that individuals and teams make to the quality of student learning.

Section 3: Developing your academic career

UWS Learning and Teaching Citations for Outstanding Contributions to Student Learning

UWS established institution-wide Learning and Teaching Citations for Outstanding Contributions to Student Learning in 2012. This scheme complements the Vice-Chancellor's Excellence Awards program. It is designed as a pathway to submission of citation and award applications at the national level, through the Office for Learning and Teaching (OLT). The UWS Citation scheme recognises and rewards the diverse contributions that individuals and teams make to the quality of student learning at the University and is open to all permanent, fixed term sessional and casual academic and professional staff at UWS.

Details are available at http://www.uws.edu.au/idvceducation/idvc_education/awards_for_learning_and_teaching/awards_and_citations

The Vice-Chancellor's Award for Teaching

The Vice-Chancellor's (VC) Excellence Awards, including the Awards for Teaching, showcase the endeavours and accomplishments of UWS staff and most importantly, publicly reward, recognise and encourage their excellent performance and achievements. Staff preparing a nomination for the VC's Award for Teaching address

criteria identical to those used by the national Awards for Teaching Excellence.

The VC's Excellence Awards Policy and Guidelines, including information about eligibility and nomination processes are available at http://www.uws.edu.au/about_uws/uws/vice-chancellors_welcome/vcs_excellence_awards

[Australian Government] Office of Learning and Teaching Awards for University Teaching

The Australian Awards for University Teaching are designed to recognise quality teaching practice and outstanding contributions to student learning. It is intended that recipients, with the support of their institutions, will contribute to systemic change in learning and teaching through ongoing knowledge sharing and dissemination, for example, presentations within the learning and teaching community, collegial mentoring, pairing and networking, and involvement in University and higher education committees. Support for staff preparing nominations for the teaching awards and citations is available from various sources including School colleagues, web-based resources and staff from the Office of the PVC (Education).

Details about the OLT teaching awards are available at <http://www.olt.gov.au/awards>

Section 4: Support services for learning and teaching

This section describes a number of support services and offices across the University. Each is positioned within the Academic and Research Division or the Corporate Strategies and Services Division of the University and each aims to support you in carrying out your learning and teaching role at UWS professionally and effectively.

The Academic and Research Division includes the Office of the interim Deputy Vice-Chancellor (Education) and the Office of the interim Deputy Vice-Chancellor (Research) and their associated areas of responsibility. The Corporate Strategies and Services Division includes the Office of the Pro Vice-Chancellor (Students and International), Capital Works and Facilities, Finance and other offices, as identified in the following discussion.

Office of the interim Deputy Vice-Chancellor (Education)

The Office of the interim Deputy Vice-Chancellor (iDVC) (Education) is responsible for enhancing the quality of learning and teaching and academic quality at UWS. The iDVC (Education) portfolio works closely with Schools to shape the course profile of UWS in alignment with the University's broad strategic directions.

The portfolio comprises the Learning and Teaching Unit, the Library, and the Badanami Centre for Indigenous Education. The office also oversees Tertiary Education Pathways and Partnerships.

Learning and Teaching Unit

The Learning and Teaching Unit (LTU) is an academic development and e-learning service unit. The unit supports the key directions outlined in the UWS strategic plans for learning and teaching. Staff in the unit engage in research and evaluation of practice that is applied and contribute to institutional development. LTU provides formal learning and teaching programs, customised sessions, clinics, workshops and a range of online and independent learning resources. The unit also works collaboratively with academic staff in Schools on projects negotiated around specific objectives such as curriculum planning, assessment practices or improving the quality of flexible learning. The Quality in Learning and Teaching (QILT) website showcases exemplars in learning and teaching at UWS at <http://www.uws.edu.au/qilt/qilt>

The LTU coordinates and teaches the FULT program for newly appointed teaching staff employed at Levels, A, B & C, where the appointment is for 12 months or longer.

Section 4: Support services for learning and teaching

The program offers staff the opportunity to enhance their teaching effectiveness through reflective practice and exploration of the educational theory and practice nexus. Work completed during the program links to the individual's own learning and teaching practices.

The LTU manages the UWS e-learning system, known as 'virtual UWS' or *vUWS* to students and staff, and provides staff development and a comprehensive support service, which is integral to the optimal use of e-learning technologies by students and staff. All units use a *vUWS* site, as the main gateway to a range of digital resources, communication spaces, assessment tools, learning resources, and online learning activities.

For further information about the Learning and Teaching Unit visit http://www.uws.edu.au/learning_teaching/learning_and_teaching

Hub of Academic Literacy and Learning (HALL)

The Hub of Academic Literacy and Learning (HALL) provides educational support to enhance students' academic achievement through development of their skills in language, writing and learning. Academic staff within HALL work in partnership with Schools and other units to develop programs, curricula, teaching strategies and

resources that enhance students' academic skills. HALL staff deliver workshops that aim to help students develop specific skills for university such as academic writing and critical thinking. HALL also staff the Library Roving program, a face-to-face 'drop-in' service available each semester at UWS campus libraries, as advised on the Library website. A wide range of online resources further supports the work of HALL.

For further information about HALL visit the website at <http://www.uws.edu.au/hall>

Mathematics Education Support Hub (MESH)

The Mathematics Education Support Hub (MESH) offers UWS students a wide range of mathematical and statistical support. MESH delivers several different types of workshops, including unit-specific workshops, exam preparation workshops and pre and intersession content workshops. The MESH website contains an extensive array of online resources that support the teaching of mathematics and statistics in a variety of disciplines including Chemistry, Accounting and Biology. An online tutoring service is available, in addition to library roving which occurs on many UWS campuses throughout the year.

Further information is available from the MESH website at www.uws.edu.au/mesh

Section 4: Support services for learning and teaching

Badanami Centre for Indigenous Education

Badanami Centre for Indigenous Education at UWS coordinates and manages a wide range of academic and support programs and services for Aboriginal and Torres Strait Islander students on all UWS campuses. Badanami offers an Indigenous Alternative Entry Program aimed at increasing Indigenous access and participation in all UWS undergraduate courses. The program assesses Indigenous people in a two-day workshop to allow them to demonstrate they meet essential criteria of literacy and mathematics for the course they have chosen. The program has now expanded to include two entry options; the assessment and testing program or the Badanami Tertiary Entry Program.

Badanami Centre is a place for staff and students that offers them spaces to meet or study, a contact point for students needing personal assistance, and advice or academic support including tutoring during their studies. Badanami coordinates and manages the Indigenous Tutorial Assistance Scheme (ITAS), where individuals or groups of students are matched with qualified and experienced tutors from the same study area. Academic support through ITAS is provided on the basis of individual and group requests. These programs and services aim to enhance

students' awareness of the academic and administrative requirements of their course of study in a supportive environment.

Badanami manages and co-ordinates the Bachelor of Education (Primary-AREP) and Bachelor of Community & Social Development courses. Badanami also delivers the Indigenous Australian Studies major and a Diploma of Community & Social Development. Badanami academic staff consult and work with School-based academics to implement the UWS Indigenous Graduate Attribute and assist staff to develop and embed Indigenous content into UWS courses and units as well as co-delivery of the unit. UWS students can enrol in the Indigenous Australian Studies major/units to achieve the Indigenous Graduate Attribute.

For more information about the Indigenous Graduate Attribute and Indigenous Australian Studies visit the webpage at <http://studyias.com.au/>

Further information about Badanami Centre for Indigenous Education is available at http://www.uws.edu.au/indigenous_education/badanami_centre_for_indigenous_education

Section 4: Support services for learning and teaching

UWS Library

The Library brings high quality, scholarly resources and services to the UWS community via its network of seven campus libraries and its extensive website. Teaching is supported through the development of strong online and print collections, collaboration with academics to ensure embedded links to e-resources in unit vUWS sites, excellent study facilities, delivery of online and face-to-face training and point of need assistance to students. The Library endeavours to provide access to all materials (books, journals, e-resources) to which students are referred in their coursework. The Library has nine School Librarians and a network of Liaison Librarians supporting the information needs of students and staff. School Librarians will be happy to provide further information about resources and services for academic staff.

For your School Librarian's contact details, refer to the Help > Contact Us section http://library.uws.edu.au/uws_library/help/contact-us/school-librarians on the Library website.

Further general information on services and resources is also available from the UWS Library website at <http://library.uws.edu.au>

Office of the interim Deputy Vice-Chancellor (Research)

Office of Research Services

The Office of Research Services (ORS) supports research efforts across the University through expertise in research development grants and collaboration and post-award grant administration. UWS has a vibrant and dynamic research culture, including multidisciplinary research across a range of areas including culture, society, health and the environment. The University fosters excellence in training future research leaders in cutting edge technologies and methods, supports the higher degree research (HDR) education program and developmental support for supervisory panels of postgraduate research students.

UWS has consolidated a position within the top 20 Australian universities in both Australian Research Council (ARC) and National Health and Medical Research Council (NHMRC) funding success in dollar value of grants awarded. The second Excellence in Research for Australia (ERA) review in December 2012 demonstrated that 70% of UWS research activity is at world standard or above. UWS is a comprehensive university, with 53 four-digit Fields of Research assessable in ERA 2.

Section 4: Support services for learning and teaching

In its key areas of research specialisation, the University received the highest ranking for research quality in the national quality assessment exercise.

Contact ORS for support in developing industry collaboration, information on research funding opportunities, ethical review, research scholarships and the HDR program.

For further information about the Office of Research Services, research funding and education and how ORS may assist you visit the website at www.uws.edu.au/research/ors

UWS Innovation

UWS Innovation (UWSI) has prime responsibility for the management of the University's intellectual property (IP), commercialisation and specialised equipment access. UWS Innovation supports UWS in building organisational and financial strength. Our contribution to this goal is twofold. First, our focus is on the effective management of IP in terms of risk management and education/ support to UWS researchers and research students. Increased awareness of IP amongst academics and robust protection in agreements mitigates against both the risk of loss of IP from research outcomes and IP challenges by third parties. Second,

we are responsible for protecting IP that is generated by staff and students of the University and the generation of income through the commercialisation of said IP. Our charter is to help turn scientific progress into tangible products, while returning income to the inventor and to the University to support further research.

The services that UWSI provides to academics include:

- Identification and protection of IP generated by academics and students that may be suitable for patent and other forms of IP protection. UWSI engages closely with UWS inventors to develop an intimate knowledge of their research and its commercial potential, thus enabling both research and commercialisation goals to be achieved.
- Commercialisation of research outcomes for society's use and benefit while generating unrestricted income to support research and education.
- Developing and delivering training in IP to UWS staff and students and engage in commercialisation initiatives.
- Management of all aspects of the University's administration of IP projects, including negotiation of suitable IP clauses in agreements and ensuring that all such projects are structured and conducted in accordance with the UWS IP Policy.

Section 4: Support services for learning and teaching

- Conduct of the UWS Intellectual Property Evaluation Panel. The panel assists staff and students with progression of any IP that may require protection and/or investment.
- Facilitation of the Equipment Access Platform to enable students, staff and Industry to gain easier access to this equipment.

For further information, contact Dr Kathryn Sunn, Acting Associate Director, Innovation on ip@uws.edu.au at <http://www.uws.edu.au/innovate>

Office of the Pro Vice-Chancellor (Students and International)

The Office of the Pro Vice-Chancellor (Students and International) leads the development of an integrated student lifecycle management strategy. The Office of the Pro Vice-Chancellor (Students and International) plays a leading role in developing a positive student experience and integrating functions of domestic and international students. This includes student recruitment, engagement and advancement, careers, student administration, student support services, campus safety and security, widening participation and promoting a cooperative education environment where UWS students can achieve and fulfill their aspirations.

UWS International

UWS International works closely with UWS schools, units and entities to facilitate the development of integrated international projects and activities across UWS. UWS International is responsible for:

- Marketing and recruitment of international students to UWS.
- Management of student mobility programs - study abroad and student exchange.
- Management and facilitation of international relationships and activities across UWS.
- Coordination and management of visiting international delegations to UWS and Memoranda of Understanding with other universities.
- Repository for information about international activities undertaken at, and involving, UWS.

UWS International has five working units comprising Strategy, Partnerships and Mobility, Compliance and Projects, Budget and Resources, Recruitment and Agent Management and Communications.

For further information about UWS International visit their website www.uws.edu.au/international

Section 4: Support services for learning and teaching

Student Representation and Participation

Student Representation and Participation promotes more engaged campus activity, as well as creating more opportunities for students to have a direct and ongoing say in student affairs and issues. Student representatives are elected by the student body to be an independent voice, and staff provide support and training to assist the elected students in their role, as well as contribute to activities to increase the vibrancy of student and campus life.

Further information on Student Representation and Participation is available from www.uws.edu.au/currentstudents/current_students/university_life/student_representation_and_participation_at_uws

UWS Careers

The UWS Careers unit enhances the UWS student experience by providing access to career development programs and services, as well as providing internship and employment opportunities.

We can assist you by providing:

- Guest lectures – on an existing careers-related topic or collaborating on a new topic. These lectures provide discipline-specific career information and assist students to gain job seeking skills.

- Career vUWS – there are 20 Online Career Development modules which you can incorporate in your lectures, tutorials or assessment tasks.
- Online resources – for you to access and share with your students for example, you can share with your students job openings, internship opportunities and career related workshops that are updated daily on the UWS Careers Facebook page.
- Student recruitment – if you need to employ a student for casual or contract work we can arrange it through our Jobs on Campus program

Our career services for students include:

- jobs on and off campus;
- employer presentations on campus;
- careers expos (Business, Education, Engineering and IT, Law and Property);
- job seeking skills workshops;
- individual career counseling, either face-to-face or by phone;
- Careers Doctor for online career advice that can be sought anonymously;
- CareerHub – An online job vacancy and career information service; and
- resume review service.

The unit also offers a range of services for employers to access and recruit talented UWS students and recent graduates.

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We encourage you to:

- contact us to deliver a guest lecture or include a careers module in your unit;
- promote Careers Services to students and employers; and
- participate in our Jobs on Campus program.

If you are interested in developing students' employability skills, or incorporating Work Integrated Learning into your courses, just contact one of our Career Education Consultants, Patricia Parish P.Parish@uws.edu.au

For more information about UWS Careers visit the staff site at www.uws.edu.au/careers/staff or contact *Freny Tayebjee* (f.tayebjee@uws.edu.au; 024736 0376).

Counseling Service and Mental Health & Wellbeing Team

The Counseling Service offers free and confidential counseling to all students who want to talk through any difficulties, conflict or crisis in their lives. The Service also provides workshops and programs to assist students in reaching their personal and educational goals. Study and Life Skills workshops can provide information and skills to help students do their best at university. Online workshop modules such as 'Time Management', 'Group work',

'Secrets to Success at Uni' and 'Managing your finances' are also available to all students at the 'Study, Money and Life Skills' *vUWS* site, under 'My *vUWS* Sites' once they are logged in to *vUWS*.

For further information visit the Counseling Service website at www.uws.edu.au/counsellingservice or students can contact our online Counseling Service at www.uws.edu.au/ecounseling

Mental Health Support

The Mental Health and Wellbeing team consists of staff who work closely with Counselors and Disability Advisors in facilitating the mental health needs of students. UWS staff can consult with the Counselors or the Mental Health and Wellbeing Team on any concerns they may have regarding a student's mental health. Find out who is in the team at <http://pubapps.uws.edu.au/teldir/schlprocess.php?FODS#CDS>, look at our resources and learn about training for staff such as Mental Health First Aid at www.uws.edu.au/mhwb

Disability Service

The Disability Service works with students with a medically verified disability or chronic health condition. Students are provided with appropriate adjustments and strategies for academic access to enable them to participate and compete with their peers in all course activities without unnecessary disadvantage through Academic Integration Plans (AIPs). The Disability Service develops AIPs for students registered with the service. AIPs are distributed electronically to relevant academics each session for implementation.

Further information on the Disability Service and Academic Integration Plans is available from www.uws.edu.au/disabilityservice

Student Welfare Service

The Student Welfare Service offers assistance to students on a range of issues including Centrelink and financial issues, accommodation and rent problems, student misconduct, special consideration and other welfare related matters. They offer emergency grants, textbook grants, food vouchers, book vouchers for academic textbooks, and loans for study and living expenses. The Student Welfare Service also provides specialist assistance to International students and manages a peer mentoring program for commencing students called MATES@UWS.

Further information on the Student Welfare Service is available from www.uws.edu.au/welfareservice

Chaplaincy

The Chaplaincy Team offers a caring presence to all staff and students at UWS, encouraging spirituality, offering hospitality and creating community. They do this by embracing our diversity, encouraging conversation, providing pastoral care and respecting our similarities and differences.

Further information on Chaplaincy is available from www.uws.edu.au/chaplaincy

Office of Strategy and Quality

The Office of Strategy and Quality (OSQ) coordinates University quality management initiatives and provides information for tracking and improving performance. The Office also assists with coordinating the University's integrated planning and review processes. A key responsibility for the OSQ is the development of the University's business intelligence platform and resources.

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Some of the quality assurance and quality improvement processes and frameworks across the University include coordination and preparation for external quality audits, coordination of the development of Key Performance Indicators (KPIs) for all areas of the University, coordination and analysis of management information to support the University's planning, quality and policy agendas and external reporting obligations, teaching and unit evaluation. Other responsibilities of the OSQ include the development and distribution of standard statistical reports relating to university activities, management and analysis of the annual graduate student satisfaction and employment surveys and regular first year student experience surveys.

For further information about the Office of Strategy and Quality visit their website at www.uws.edu.au/strategy_and_quality/sg

Office of Organisational Development

The Office of Organisational Development (OD) provides strategic advice and support for University-wide initiatives, activities and programs that strengthen the leadership and professional capability of staff, enhance career development, support organisational change, and foster a collaborative learning culture. The OD supports these measures through professional and career

development courses, mentoring, coaching, academic leadership development programs and team development and planning.

For further information see the links below or contact the Office of Organisational Development on 9678 7493 or od@uws.edu.au or the Office of People and Culture on 9852 5838 or opc@uws.edu.au

Helpful websites

http://www.uws.edu.au/staff_home with links to topics related to Working at UWS, Staff Development, New Staff, and Teaching etc.

<http://policies.uws.edu.au/view.current.php?id=00136> for the Professional Development Policy.

<http://policies.uws.edu.au/view.current.php?id=00214> for the Foundations of University Learning and Teaching Program.

Policy <http://www.uws.edu.au/od> for information on courses available through the Office of Organisational Development.

http://www.uws.edu.au/organisational_development/od/about_our_courses/new_staff for information and on training, orientation and induction.

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<http://www.uws.edu.au/compass> for information on the University's Performance Planning and Review process (Compass Program).

http://www.uws.edu.au/organisational_development/od/career_development/career_development_opportunities for information on career development opportunities at UWS.

http://www.uws.edu.au/organisational_development/od/career_development/leadership_and_management_development for information on leadership and management courses including the i-manager series.

http://www.uws.edu.au/people_and_culture/opc for information on staff benefits, working at UWS, enterprise bargaining, performance planning and development, etc.

MyCareer Online (intranet) at <https://staffonline.uws.edu.au> is used to enrol in online and face-to-face courses and programs at UWS and to complete *Compass* performance planning and review.

Office of People and Culture

The Office of People and Culture (OPC) provides support to staff and information on working at UWS. Visit the OPC website for information on recruitment, pay, staff

benefits, superannuation, occupational health and safety, Aboriginal and Torres Strait Islander employment and engagement, and career and professional development. You can download OPC forms, the UWS Staff Agreements, and resources for managers. You can also find out more information about the Compass Program, the *Our People 2015 Staffing Strategy* and the University's performance planning, development and review process.

For more information about OPC, visit www.uws.edu.au/people_and_culture/opc

Equity and Diversity Unit

The Equity and Diversity Unit is a policy, educational and advisory unit on equity and diversity matters. The Unit works with the University community to promote and support equality of opportunity in education and employment at UWS, through a range of strategies. These include the provision of advice to staff on equity and diversity matters, plans and programs to assist groups of people who have been traditionally underrepresented in employment and education (e.g. the UWS Disability Action Plan, Equity and Diversity Strategic Plan, the Ally Network and Women's Network), training and education programs on areas such as harassment, discrimination and bullying and monitoring and reporting to external agencies on equity and diversity strategies and targets.

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Equity and Diversity also host regular open forums on contemporary social issues at Parramatta Campus. The forums feature prominent guest speakers and are free for all to attend, including staff, students and the general public.

For further information about the Equity and Diversity Unit visit their website at www.uws.edu.au/equity_diversity

Commercial Development Office

The Commercial Development team resides within the Office of Commercial and Estate Development and is focused on providing services in two key areas: Commercial Development and Consulting and Engagement. Commercial Development involves promoting commercial opportunities into sustainable and profitable commercial ventures that support the core activities of UWS – teaching and research – with alternative sources of funding. Consulting and Engagement activities require working closely with UWS academics to support consulting and tender initiatives identified within the Schools, Research Centres and Institutes. Working directly with UWS academics, the unit engages with external private and government organisations on business opportunities that leverage the University's strengths. The consulting team also works

collaboratively with other key University stakeholders, including UWS Innovation and Office of Research Services to provide commercial support.

Commercial Development

Commercial Development identifies opportunities to leverage UWS's assets and implements such initiatives to generate additional funding to support the University's core teaching and research activities. This involves adding value to land and other assets through the development of innovative and commercially attractive solutions directly, as well as with the engagement of specialist service providers.

One of the most important aspects of commercial development is the focus on creating strong, broad-based synergies between the University's core teaching and research activities and the Commercial operation.

Contacts

In the first instance, for general advice or assistance please contact

Commercial Development

opportunities: Jithendra Dissanayake on 4570 1854 or 0409 272 120

Consulting and Engagement

opportunities: Chris Lewis on 4570 1874 or 0416 045 727

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Consulting and Engagement

The Consulting team facilitates UWS commercial engagement and adds value to external activities by provision or management of the following services for UWS academics:

- commercial advice and guidance;
- project costing and pricing issues;
- contract negotiation;
- resolving issues arising from the commercial contract up to final project delivery;
- invoicing and revenue dispersal to UWS Schools, Centres and Institutes;
- assistance with preparation of tender submissions;
- assessment of commercial risk and preliminary identification of IP issues; and
- ensuring appropriate UWS approvals and delegations for tender or consulting projects (i.e. oversight of UWS Commercial Delegations, External Work Policy, Commercial Activity and Competitive Neutrality guidelines).

The type of commercial services provided vary from written reports, expert witness statements and delivery of customised short training courses for industry to laboratory work, product testing and mathematical/computing modeling. Our clients are often state and federal government entities

but have also included insurance and industrial companies, law and accounting firms, banks, major retailers and industry associations. Some specific examples of completed project work include:

- men's health, Indigenous and Torres Straits Islander health and social issues around the ageing population;
- development of a greenfields model for a primary health care centre in Greater Western Sydney;
- specialist advisory services in the medical and eHealth domain;
- scientific and laboratory verification;
- expert opinion on structural and engineering problems;
- statistical interpretation of data from surveys or databases; and
- sustainability assessment and training.

We also ensure a clear delineation between what is primarily contract research versus consulting opportunities, as often a consulting project will contain a research component and vice versa. In this regard, we liaise with the Office of Research Services and the Innovation Unit on specific IP related issues.

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Office of Financial Operations

The Office of Financial Operations reports to the Office of the Chief Financial Officer. The Office of Financial Operations provides the University with information about financial policies and procedures, financial operations, financial reporting, finance client support, financial systems, budgeting and forecasting, travel, taxation and insurance.

For further details on the services provided please see the Finance Office website www.uws.edu.au/finance

Office of Marketing and Communication

The Office of Marketing and Communications leads activity to build and protect the image, positioning and branding of the University. It integrates UWS activities related to communication and branding including Internal Communications, Web Services, iMedia and Design, Media and PR, Print Services and Brand. It ensures effective promotion of the University by contributing to strong and positive relationships with media, business, industry and the community generally and maintains ongoing linkage of the University with the region, regional interests and regional communities. The Office also plays a leading role in ensuring continuous improvement across a range of University systems that are designed to meet the needs of internal and external stakeholders.

Print Services

Print Services is part of the Office of Marketing and Communications. They provide a 'one stop shop' offering a wide range of services including printing of brochures, flyers, folders, books, magazines, posters, stationery, business cards, printing and binding of courseware. For courseware sold through UWS bookshops, the School's representative should contact UWSconnect Books directly www.connectbooks.com.au

For print services you may choose to place your order online. You can also visit the in-house facility which is located in Building F at the Penrith campus in Kingswood.

For more information and a full list of products and services visit the website at www.uws.edu.au/printservices

Information Technology Services Service Desk

UWS provides a range of IT services and support to staff and students.

The easiest way to access these is through the MyIT Portal at <https://MyIT.uws.edu.au> which provides the following options:

- Request Something – access a comprehensive catalogue of IT items that can be requested online.

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- IT Services – view a full description of all IT services, what is included and request related catalogue items associated with the service.
- Something's Broken – log a ticket for IT assistance where something is not working as it should. The IT Service Desk will provide direct support or escalate to the appropriate campus support or technical team where necessary.
- Search Knowledge – search and access support articles and answers to frequently asked questions for fast self service.
- Password Management – provides a link to resolve password issues.
- My Tickets – track the progress of any logged tickets online.

Staff and students can access limited features on the portal without logging in. Logging in using your my UWS Account ID and password provides access to the full range of features, including access to live chat with the IT Service Desk. The IT Service Desk can also be contacted by email itservicedesk@uws.edu.au or phone on extension 5111 (02 9852 5111).

Capital Works and Facilities

The Capital Works and Facilities (CW&F) Directorate is part of UWS's Corporate Strategy and Services Division. Reporting to the Deputy Vice-Chancellor (Corporate Strategy and Services), CW&F is responsible for the construction of new buildings, refurbishment of existing buildings, maintenance of almost 2000 hectares of landscape and the maintenance and cleaning of over 540 buildings across six campuses and external sites (e.g. the Blacktown Clinical School and the Rural Clinical Schools at Bathurst and Lismore). CW&F also provides services for mail and stores, furniture supply and installation, space management, project planning, spatial data, signage, and removals, relocations and event setups. The Hawkesbury campus farm and associated resources are also part of the CW&F portfolio.

The Directorate's headquarters are in building R1 on Hawkesbury campus, however CW&F has Campus Managers and teams of project managers and technical specialists based at every UWS campus. The Campus Managers are 'the face of CW&F'. They regularly liaise with senior UWS staff and stakeholders, and key staff to deliver quality, timely and cost effective outcomes for the campuses in alignment with strategic goals.

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Our planners, architects, engineers, designers, project managers and support staff are ready to assist in developing world-class teaching, research and learning environments. Working closely with the Office of Commercial and Estate Development (OCED) and guided by the Campus Masterplans, we collaborate with our clients to define, develop and deliver successful projects. Using in-house expertise, we can assist our clients from the inception of an idea through to facility construction and occupation. Our job is to make a complicated process manageable and understandable. Through the application of best-practice project delivery processes, we endeavour to ensure projects are completed on time, on budget and in accordance with the approved scope and specifications.

For up-to-date information on our current projects, visit the current projects webpage www.uws.edu.au/capital_works_and_facilities/cwff/projects

For more information about CW&F, visit www.uws.edu.au/cwff

For more information about CW&F's services, visit www.uws.edu.au/capital_works_and_facilities/cwff/about/campus_managers

To access CW&F's services, download and complete a Client Service Request Form: www.uws.edu.au/capital_works_and_facilities/cwff/cwff_forms

Campus Security

UWS Campus Security offices and teams are located on all UWS campuses. Campus Security is responsible for ensuring that every campus, building and facility is secure, safe, open and accessible. Campus Safety and Security officers are committed to keeping the UWS community safe and secure. Campus Safety and Security officers patrol each campus and can provide personal escorts for staff, students and visitors.

The security teams also

- manage criminal incidents through support for victims and investigation;
- respond to disturbances;
- maintain wellbeing and security checks and patrols for students and staff;
- manage lost and stolen property reports (property is kept for three months, except valuables which are normally turned over to the Police after 24 hours);
- investigate suspicious activities, trespassers and unwanted guests;
- provide first aid response and help; and
- aim to build a safe community environment with informal interaction with students, staff and visitors during the course of patrols.

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The installation of emergency contact points on each campus, along with an upgrade to the University's Closed Circuit Television (CCTV) systems further promote a safe environment for staff, students and visitors.

For further information visit http://www.uws.edu.au/campus_safety_and_security/security/safety_and_security

Campus Safety and Security officers are located on all UWS campuses, as detailed below.

Campus	Phone number	Location
Bankstown	(02) 9772 6444	Bld 10
Campbelltown	(02) 4620 3444	Bld 21
Blacktown	(02) 9852 4001	Bld C1
Hawkesbury	(02) 4570 1361	Bld J9
Parramatta	(02) 9685 9169	Bld EA
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