University of Western Sydney
Bringing knowledge to life

Teaching
Development Unit

Teaching@UWS 2010

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

Feedback
We welcome your feedback on any aspect of this booklet that will help us to improve future editions. Please email your comments or suggestions to Associate Professor Janne Malfroy j.malfroy@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 2009-2011 is our commitment to develop staff capacity for high quality teaching, and to ensure that teaching at our university is consistently effective. This booklet Teaching@UWS is one of the strategies that will help us fulfil 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 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 old. Besides dealing with career issues like workloads, performance review and promotion, it also introduces our framework for Learning and Teaching Development;
- Section 4 deals with support services and is required reading because of recent changes in the structure of these services.

The 2010 academic year promises to be an interesting one for learning and teaching at UWS. Besides our focus on academic staff development, we will continue to work hard on enhancing our efforts in blended learning, improving the first year experience, and implementing our indigenous education strategy. This year also sees the implementation of the Criteria and Standards Based Assessment Policy across all units, and more widespread use of Learning Guides.

I wish you the best success in learning and teaching during 2010.

Professor Stuart Campbell
Pro Vice-Chancellor (Learning and Teaching)

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 and academic freedom, inclusiveness, collegiality, ethics and accountability in the pursuit of the University's core activities: learning and teaching, research, and community engagement.

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 35,000 students and close to 2,600 staff. The University has six campuses located throughout GWS. These campuses are located at:

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

UWS – course profile

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

UWS – student profile

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

- Seventy percent (70%) of UWS domestic students are residents of Greater Western Sydney;
- In 2009, the domestic student cohort background represented more than 150 countries. Nearly one third of these domestic students were born overseas. International students were drawn from more than 90 countries and represented 12% of the University's total student population. Seven percent (7%) of the international students are studying offshore;
- Seventy- nine percent (79%) of UWS students are undergraduates. The majority of commencing students are non-current school leavers;
- Close to 25% of domestic students are admitted on the basis of a Vocational Education and Training courses other than a secondary education course (Australian or overseas equivalent; complete or incomplete);
- Fewer students (16%) are undertaking postgraduate work and higher degree research programs (2%);
- A significant proportion of UWS students are the first in their families to participate in higher education.

UWS – graduate attributes

In 2003 UWS developed a set of graduate attributes that encapsulates the characteristics the University seeks to engender through its teaching programs. Specifically these programs set out to "ensure that UWS students 'learn to learn' and graduate with the ability to participate actively and responsibly in a changing world" (UWS Teaching and Learning Plan 2004-2008, Strategic Goal 5). The graduate attributes fall broadly into five key areas:

- command of multiple skills and literacies to enable adaptable lifelong learning;
- knowledge of Indigenous Australia through cultural competency and professional capacity
- development of comprehensive, coherent and connected knowledge;
- ability to apply knowledge through intellectual inquiry in professional or applied contexts;
- ability to bring knowledge to life through responsible engagement and appreciation of diversity in an evolving world.

The graduate attributes may be adapted for specific discipline areas.

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 headed by the Chancellor and is supported by a number of standing committees and advisory councils.

The Academic Senate is responsible for academic policy formation and decision making in the University.

The Office of the Vice Chancellor supports the Vice Chancellor, Professor Janice Reid AM, in her leadership and management of the University.

Individual academics contribute to academic governance processes at School and College level through membership of Academic Senate Standing Committees. For further information see the Academic Senate Standing Committees policy available at *http://policies.uws.edu.au/view.current.php?id=00133*

A diagram of the Governance structure of the University is available at *www.uws.edu.au/about_uws/uws/governance*

The management structure

There are two Divisions within the University as well as the Office of the Chief Operating Officer, and the Office of the PVC Campus Development. An organisation chart of the University is available at *www.uws.edu.au/campuses_structure/cas/structure*

College, School and teaching program structures at UWS

There are three colleges and 17 schools located within the University. This includes a Graduate School of Management and the Medical School, which had its first intake of students in 2007.

The three colleges are the College of Arts, the College of Business and the College of Health and Science. The key function of the Colleges is to ensure that the University's core functions of learning and teaching and research are carried out according to its Mission and Strategic Plan. More information about UWS' College structure is at *http://www.uws.edu.au/about/colleges_schools*

Schools are integral organisational units of the academic structure at UWS. Each School's leadership team is made up of the Head of School, Associate Heads of School, and the School Manager. For some schools, there is also a Technical Coordinator.

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

- Head of School;
- Associate Head of School;
- Head of Program;
- Unit Coordinator;
- Lecturer, Tutor.

Your Head of Program has the responsibility for ensuring that you are given appropriate support to develop and enhance your teaching knowledge and skills.

Your Unit Coordinator provides you with support for teaching units, particularly in relationship 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 Delivery Service (DDS) web page at *http://policies.uws.edu.au/masterlist.php*

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.

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.

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.

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. It does not exclude the setting of mid-session examinations or tests run by individual unit coordinators.

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 details procedures to be followed.

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.

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 the 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.

Complaint Handling and Resolution Policy
UWS has introduced 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/opq/planning_and_quality/complaints_management_and_resolution*

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.

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.

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

Copyright Policy
This 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*

Other policies to familiarise yourself with include:
- Intellectual Property;
- Privacy;
- Occupational Health and Safety;
- Equal Opportunity;
- Bullying Prevention Guidelines and Policy;
- Disability;
- Inclusive Curriculum;
- Conflict of Interest Guidelines;
- Children on Campus.

Strategic development priorities for learning and teaching at UWS

UWS aims to create a superior and engaged learning experience for its students. During 2009-2011, UWS is implementing a number of strategic initiatives to achieve that aim. The University's Learning and Teaching Plan 2009-2011 describes strategic initiatives and improvement actions being undertaken. Many of the improvement actions in learning and teaching entail collaborative work between Colleges and Divisions of the University, reflecting the belief at UWS that Bringing Knowledge to Life is a whole of university responsibility.

Access the Teaching and Learning Plan 2009-2011 at: *http://www.uws.edu.au/learning_teaching/learning_and_teaching*

UWS's commitment to quality in learning and teaching is reflected throughout its governance processes, its codes and policies, and its integrated framework to track and improve teaching.

The QILT: Showcasing Quality in Learning and Teaching web resource showcases good practice in learning and teaching in some priority areas for UWS. Access the QILT site at *http://tdu.uws.edu.au/qilt/*

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.

The University's Tracking and Improvement System for Learning and Teaching (TILT) is the University's key data gathering and reporting system. Further information about TILT is available at *www.uws.edu.au/opq/planning_and_quality/tracking_and_improving_performance#1*

You can find a complete list of the surveys administered by the Office of Planning and Quality (OPQ) at *www.uws.edu.au/opq/planning_and_quality/surveysabout/adminorg/corpserv/opq/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 ID Number. You need this number to activate your MyUWSAccount, which is the account staff and students use to log in to a number of UWS systems, including the staff webpages.

Once activated, you can use your MyUWSAccount to access the UWS e-learning system, *v*UWS; staff email and calendars; computers in the general purpose computer labs; PlatformWeb (PWeb) for tutorial registration and timetabling; the consoles in lecture theatres and teaching spaces; to register for workshops and sessions on learning and teaching; and log into your office computer.

Before you can access any of these facilities and systems you must activate your MyUWSAccount. You can do this at *http://myuwsaccount.uws.edu.au*

If you experience difficulties with your MyUWSAccount or password contact the IT Service Desk on ext. 5111.

MyStudent Records (MySR)
Student Online Enrolment System
MyStudentRecords (MySR) provides students with online access to view and update their enrolment and 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 and most other online systems from the menu on the left side of the screen.

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
http://pubapps.uws.edu.au/news

arounduws
arounduws is an online staff newsletter published monthly between February and November. *http://staffnews.uws.edu.au*

UWS Staff Intranet
The UWS Staff Intranet provides you with access to forms, systems and staff related information.
http://staff.uws.edu.au/staffportal

E-Update
E-Update includes notices of interest to all staff and is published daily online and via a daily news email. To subscribe to E-update visit *http://corpapps.uws.edu.au/media/eupdate/dailynews.phtml*

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

Events Calendar
The UWS Events Calendar is available at *http://pubapps.uws.edu.au/events_diary/index.php*

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 classes, and teaching strategies for a number of commonly-used learning environments including lectures, tutorials, laboratory classes, and the e-environment.

This section also provides information about assessment, marking and providing feedback, academic honesty and plagiarism prevention, and reflecting on and improving your teaching. Suggestions in this section are based on contemporary research into learning and teaching in higher education.

Teaching: a complex and passionate experience

Stephen Brookfield in his text The Skillful Teacher (1990) called teaching a "complex and passionate experience." The challenge for teachers, especially those new to teaching, is to navigate your way around an environment that is fulfilling, yet challenging and complex.

The student population at UWS as well as at 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. The students we teach now may have up to twenty jobs over the span of their careers. Helping them hone their ability to be independent or self-regulated learners is essential.

The expectations of prospective employers are also impacting on what we teach and how we teach it. Employers expect graduates to be competent communicators and team workers, as well as possessing knowledge in their field of study.

A range of information and communications technology (ICT) is changing the learning and teaching environment, providing easy communicative capability for students and for you, as well as expanding student access to learning resources outside the classroom. These and other factors contribute to making teaching a challenging and fulfilling career. Teaching@UWS is designed to support you in developing your teaching knowledge and practices.

How do students learn?

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 amount of content covered in the unit and the speed at which it is delivered, the assessment tasks set, and the learning environment which students encounter.

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

In recent research (Scott, 2005, p.xiii) students say that what motivates them to engage in and persevere with learning is the perception that what is being put forward is:

- relevant to any one or a mix of the following: their career, further study plans, their general interests and a range of social as well as intellectual needs;
- desirable, that is, consistent with their general values;
- distinctive, having potential to give them 'the edge' in a highly competitive market; and, most importantly,
- achievable, that is, they can feasibly manage what is being asked of them, given other life demands and their particular background, abilities and experience.

Scott, G. (2005) *Accessing the student voice: Using CEQuery to identify what retains students and promotes engagement in productive learning in Australian higher education.* Canberra: Department of Education, Science and Training. Retrieved October 28, 2009, from *www.dest.gov.au/sectors/higher_education/publications_resources/profiles/access_student_voice.htm*

Students recognise good teaching

Students like and remember teachers who are enthusiastic, motivating, and communicate high expectations. They like teachers who are knowledgeable, organised and approachable, outside as well as inside the classroom.

They like teachers who:

- challenge them;
- display empathy towards them;
- provide and encourage feedback;
- are positive about them and their learning, and are not critical.

Effective teachers understand that while mastery of subject matter is important, good teaching involves more than this. Ramsden (2003, pp. 86-7) suggests a number of important properties of good teaching, seen from the lecturer's point of view:

- sharing your love of the subject with students;
- making the material taught stimulating and interesting;
- engaging with students at their level of understanding;
- explaining the material plainly;
- committing yourself to making it absolutely clear what has to be understood, at what level, and why;
- showing concern and respect for students;
- encouraging student independence;
- improvising and adapting new methods;
- using teaching methods and academic tasks that require students to learn thoughtfully, responsibly and cooperatively;
- using valid assessment methods;
- focusing on key concepts, and student misunderstandings of them, rather than on covering ground;
- giving the highest-quality feedback on student work; and
- desiring to learn from students and other sources about the effects of teaching and how it can be improved.

Students in varying fields of education prefer certain teaching methods

Evidence from recent Australian graduates shows that students from varying fields of education indicate certain teaching methods as being productive of learning for them. The following table may help you decide where to invest your energy in teaching students or redesigning aspects of your unit/s. In some fields of education, most "best aspect" comments indicated just one or two methods. These are underlined in the following table.

Science & Built Environment Team/group project, assignments, field study/site visit, hands on practice, lecture, class exercises, laboratory work, practical work, practical experience	**Management & Commerce** Team/group project, assignments, lecture, class exercises, seminar – individual presentation, tutorial, discussion, case study, real world problems to solve, work experience
Health Clinical placement, practical experience, lecture, hands on practice, assignments, tutorial, class exercises, group project work, labs, practicum, work experience	**Society, Culture & Creative Arts** Assignments, class exercises, lecture, tutorial, group project, class discussion, hands on practice, practical experience, seminar – individual presentation, practical work
Education Practicum, assignments, hands on practice, lecture, tutorial, class discussion, class exercises, team/group project work	

Source: Scott, G (2005) *Accessing the student voice: Using CEQuery to identify what retains students and promotes engagement in productive learning in Australian higher education*. Canberra: Department of Education, Science and Training. Retrieved January 22, 2007, from *http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles/access_student_voice.htm*

If you are interested in finding out how some of these teaching methods have been constructed as assessment tasks at UWS, visit the University's QILT (Quality Learning and Teaching) web site, at *http://tdu.uws.edu.au/qilt/*

Remember that changes to assessment methods within a unit require approval through your Head of School. Refer to the Courses and Units Approval Policy, available at *http://policies.uws.edu.au/view.current.php?id=00117*

Planning for learning and teaching

Planning your first class

Planning your first class, and any subsequent classes, will help to ensure that your educational objectives are achieved. Most teachers experience nervousness when teaching a unit for the first time. Plan what you will teach in the class and how you will do this within the allocated time frame. What will you do, and what will the students be doing? It may be useful too, the day before your first class, to visit the teaching room to check the layout, lights and audiovisual set up.

The student population that you will encounter at UWS is diverse and likely to include: students of different ages and generations; non-English speaking background students; Aboriginal students, international students, students with a disability; and students with a wide range of prior educational experiences.

Use one of your early teaching classes to find out something about your students and why they are taking the unit. 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 which involves student participation and engagement.

Managing the learning environment

Managing student behaviour 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 modelling 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.

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.

Remember as well 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 or staff in the Teaching Development Unit for advice and support.

Helping students find support

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.

Engaging in learning and teaching

University learning and teaching environments have undergone significant change over the past decade. The emphasis is increasingly on learning and the learner, rather than on teaching and the teacher, and on active learning rather than passive listening. Teaching is no longer widely seen as 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 increasingly expect their units to provide online resources, communication spaces, assignment submission and other activities via e-learning. A large proportion of taught units at UWS now incorporate the use of e-learning to provide students with a range of digital resources to support their learning.

These changes in the university learning and teaching environment and expectations of students present a particular challenge to the most commonly used teaching method in higher education: the lecture.

Lectures

Effective lectures can generate an understanding of a topic through explanation and analysis of concepts, issues and ideas. Lectures can stimulate motivation, enhance 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 research also highlights that student concentration levels reduce significantly after approximately 15 minutes of passive listening (Bligh, 2000, What's the use of lectures?). 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 section 'Activities to engage students' in lectures on page 21 of this booklet contains some ideas that you might 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, eg for students to jot down main points. 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 understanding some of the detailed concepts. Decide what definitions, explanations, diagrams, examples, etc. it will be useful for students to have 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, 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 per slide and no more than six words per line. You should plan student learning activities to intersperse with the activity of learning from slides.

Activities to engage students in lectures

When planning your lectures, consciously think about ways to 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 explain their answers to their neighbour;
- 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 of four points covered in the lecture.

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.

UWS Lectures Online

Lectures Online is an automated recording system for digitally capturing face-to-face lectures for web delivery. The 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 most lecture theatres at UWS. Recordings are made available through the e-learning system, *v*UWS, 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.

Student and staff guides, scheduling forms, sample lectures and a list of equipped teaching spaces are available at *http://www.uws.edu.au/learning_teaching/learning_and_teaching/uws_lectures_online*

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 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:

- a problem-based learning session in which students work to solve a particular problem;
- a discussion session in which you, the tutor, facilitate or lead a discussion on a particular topic;

- a seminar in which 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 in which students observe a process and develop their own skills and receive feedback;
- a workshop in which 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 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 use 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 *www.uws.edu.au/ohs/ohs*

Small classes focus on learning through small group interaction

Tutorials, seminars and lab classes usually focus on group learning. Group interaction among students helps to build group cohesion and enhances their 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, that is not too risk-taking and does not require a great deal of self-disclosure.

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.

Making small classes effective

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 in maintaining 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.

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.

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 their 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 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.

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 combat it. One suggestion is to distribute class preparatory sheets for students, perhaps through the unit's *v*UWS site. Preparatory sheets might contain a series of questions relating to the topic. Students 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 UWS Tutor's Guide. An electronic copy of the Tutor's Guide is available at the University's Quality in Learning and Teaching (QILT) website at *http://tdu.uws.edu.au/qilt/*

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 placement, practicum 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 placement, practicum 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 regarding this aspect of the unit.

Encouraging student involvement in field work, practicums and placements

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

- selecting interesting, relevant and instructive sites or placements;
- encouraging interaction and hands-on experience;
- promoting active thinking and observation by getting students to complete activities;
- making the collection of data integral to the process;
- encouraging students to work in teams;
- allowing ample opportunity for students to ask questions, discuss issues, practise skills and most importantly debrief after the experience.

E-learning at UWS

The integration and use of information and communications technologies in units of study at UWS can make learning and teaching more accessible and flexible. The effective use of e-learning technologies in the curriculum can provide for highly interactive, visual and socially engaging learning opportunities for all learners including the digitally literate frequent users of mobile devices. At UWS, e-learning technologies are being used to enrich the face-to-face student learning experience.

The E-learning environment at UWS

UWS is committed to enriching learning opportunities for students through the provision of online learning resources and activities which complement face-to-face learning contexts. At UWS the e-learning environment is known as Virtual UWS, or *v*UWS (pronounced "views"). A large proportion of taught units (93% in 2009) at UWS incorporate the use of e-learning to provide students with a range of digital resources, communication spaces, assessment tools, learning resources, and learning activities. Increasingly, our students expect their units to provide them with access to digital materials and capabilities.

You can request that a *v*UWS 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 EDMM (E-Learning Designer Management Module) which is accessible from within the *v*UWS portal page. You need to log into *v*UWS and then access EDMM.

Support for *v*UWS is provided by the Teaching Development Unit. Contact the E-Learning Service Desk by email: *vuws@uws.edu.au*, call 02 9852 5252 (ext. 5252) or login to *v*UWS and visit the E-Learning Staff Support site. Academic staff have access to self-directed and blended staff development modules as well as face to face staff development sessions. Information about e-learning staff development is disseminated to academic staff via EdWeb, the University's mailing list for designers of *v*UWS sites. You will be automatically added to EdWeb when you are first given designer access to *v*UWS.

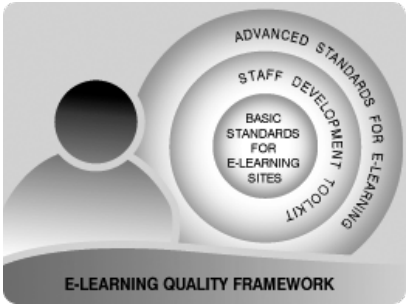
If you are interested to see how other UWS lecturers are teaching online and the types of learning activities they have designed for their students, refer to the E-Learning Exemplars on the University's QILT web site at *http://tdu.uws.edu.au/qilt/elearning.html*

The E-Learning Quality Framework

The UWS E-Learning Quality Framework focuses on the improvement of individual e-learning sites and the development of academic staff skills, for the explicit purpose of improving student learning in the online environment.

The E-Learning Quality Framework consists of three 'layers':

- Basic Standards
- Staff Development Toolkit
- Advanced Standards



This enables designers to develop their own e-learning design skills from a basic level right through to advanced, pedagogical uses of e-learning. The framework provides explicit support systems in place at all stages.

For further information about the E-Learning Quality Framework go to *http://tdu.uws.edu.au/qilt/elearning.html*

The Basic Standards self review process takes less than 20 minutes to complete and the easy to use guide includes useful tips and strategies to help improve the quality of your e-learning sites.

Planning for E-learning

E-learning can assist students to develop the skills and knowledge required to successfully complete their assessment tasks and work towards achieving the intended learning outcomes for the unit. In planning how to integrate e-learning into your teaching, some useful questions to ask yourself include:

- what and how do I want students to learn?
- what and how do students want to learn?
- what is best learned face-to-face?
- what can be usefully learned using the online environment?

When e-learning is used to complement learning that happens in face-to-face classes, it is referred to as "blended learning".

An online module "Introduction to Blended Learning" is available on request, through the TDU web site. The module will assist you in thinking through how you could use blended learning in your unit; it can be completed in 1.5 to 2 hours. Access the module at: *http://www.uws.edu.au/learning_teaching/learning_and_teaching/teaching_development_unit/teaching_development_activities*

If you are interested to see how other UWS staff are using blended learning and the types of learning activities they have designed for their students, refer to the E-Learning Exemplars on the University's QILT web site at *http://tdu.uws.edu.au/qilt/index.html*

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

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

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 Teaching Development Unit has produced an Assessment Guide to support UWS staff in implementing criteria and standards-based assessment. An electronic version of the Guide is available at the University's QILT web site, *http://tdu.uws.edu.au/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 other mandatory components of the unit outline and learning guide. You can view the policy at: *http://policies.uws.edu.au/*

As the lecturer/tutor, you will be responsible for explaining the unit's assessment tasks to students. Ensure that you provide an opportunity in class time for students to ask questions about assessment tasks, or conduct a learning activity which helps students understand the expected standard of performance in the task. Section 8 of the Assessment Guide will help you plan an activity.

If you are interested in seeing some examples of current good practice in assessment across the three Colleges at UWS, visit the University's QILT web site at *http://tdu.uws.edu.au/qilt/*
A number of these case studies showcase practice-based group projects in professional or professional-like settings.

Academic honesty and minimising plagiarism

The prevention of plagiarism and building the skills of scholarship 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. These policies were outlined briefly in Section 1 of this booklet. The policies listed below are particularly relevant to managing plagiarism:

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

As mentioned in Section 1 of this booklet, the unit outline template is available through the UWS Library website at *http://library.uws.edu.au/unit_outline.php*

All other documents mentioned above are available through the UWS Policies Document Development System (DDS) page at *http://policies.uws.edu.au/masterlist.php*

The following strategies, which you could integrate into your unit, will minimise opportunities for students to plagiarise:

- modifying the assessment task each session (within the parameters of what's listed in the unit approval documentation);
- designing a task with multiple solutions or one that creates artefacts to capture individual effort;
- teaching the academic writing conventions used in your discipline;
- modelling academic honesty in your own teaching practice;
- being seen to monitor for instances of plagiarism, and discussing the issue of plagiarism with your students to ensure that they understand what constitutes plagiarism and that they are aware of the seriousness and repercussions of a plagiarism charge.

Marking

Students focus attention on assessment tasks and are often anxious about their performance, particularly when it concerns major pieces of assessment or core units in their program of study. As the marker, you have an important role to play in making sure that the assessment process is as fair and open as possible.

The Assessment Policy – Criteria and Standards-Based Assessment requires that students are 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 allows different markers to assess student work fairly and promotes consistency in marking. Information about developing assessment criteria and standards is available in the UWS Assessment Guide at: *http://tdu.uws.edu.au/qilt/*

Remember that several lecturers/tutors are often working on the same unit, so team meetings to discuss expectations and marks are often the norm. Students at UWS submit assignments with a completed Assignment Cover Page attached. The cover page forms part of the unit outline or 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.

Providing appropriate and timely feedback

Feedback provides useful information from which the student can learn. It should be timely, and clearly explain how the final mark was derived. 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 and;
- 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 marks for your students. Check with your School whether there is a particular template to use for this purpose. 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.

For resources about assessment design, marking and giving feedback, and minimising plagiarism, refer to the TDU web site at *http://www.uws.edu.au/learning_teaching/learning_and_teaching/teaching_development_unit/resources*

Reflecting on and improving your teaching

There are a range of strategies which 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 is located at: *www.edst.educ.ubc.ca/faculty/pratt/DPtpi.html.* Other resources relevant to the TPI are also available at the site.

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.

A 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 to jot down their response on a sheet of paper which 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).

The University has a formal process for seeking feedback from students on their experiences of teaching and units. Details of this process are available through the OPQ website, at *www.uws.edu.au/opq/planning_and_quality*

Further reading about learning and teaching in higher education

The following is a short 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. (2007). *Teaching for quality learning at university: What the student does* (3rd ed.). Buckingham, UK: Society for Research into Higher Education and Open University Press.

Brookfield, S. (1990). T*he skillful teacher: on technique, trust, and responsiveness in the classroom.* San Francisco: Jossey-Bass.

Collison, G., Elbaum, B., Haavind, S., & Tinker, R. (2000). *Facilitating online learning: Effective strategies for moderators.* Madison, WI: Atwood Publishing.

Dunn, L., Morgan, C., O'Reilly, M., & Parry, S. (2004). *The student assessment handbook: New directions in traditional & online assessment.* New York: RoutledgeFalmer.

Jacques, D., & Salmon, G. (2007). *Learning in groups. A handbook for face-to-face and online environments* (4th Edition). 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. (2002). *E-tivities: The key to active online learning.* London: Kogan Page.

Weimer, J. (2002). *Learner-centred 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, 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 Performance Planning and Review (APPR) process, promotion and Professional Development Program (PDP) Leave.

Professional development at UWS

The UWS Professional Development Policy, revised in 2009, 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.*

There are two key providers of professional development for academic staff:

- The Teaching Development Unit provides University-wide support for learning and teaching. Visit the TDU website at *www.uws.edu.au/tdu*
- The Professional Development Unit provides University-wide support for organisational development and individual learning and development in a range of areas (leadership, management, career and professional development, organisational knowledge, systems and IT, diversity and well-being). Visit the PDU website at *http://staff.uws.edu.au/staff/adminorg/corpserv/pdu*

For information on academic promotion, Professional Development Program Leave policies and schedules, the UWS Academic Staff Agreement and forms go to the HR website at *http://staff.uws.edu.au/staffportal/hr.phtml*

Induction for new academic staff

As employees of the University, all new academic staff 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 an orientation session and training in occupational health and safety, statutory obligations, records management, equity and diversity,

managing and supervising staff (for those staff who are academic supervisors), and the University's Academic Performance Planning and Review process.

In addition, staff should receive induction in their Schools or Centres. For information and to enrol in core training modules go to *http://staff.uws.edu.au/staff/adminorg/corpserv/pdu/orientation*

Learning and teaching development
As part of their induction at UWS, new academic staff are required to engage in learning and teaching development organised by the Teaching Development Unit. Details of this development are provided below.

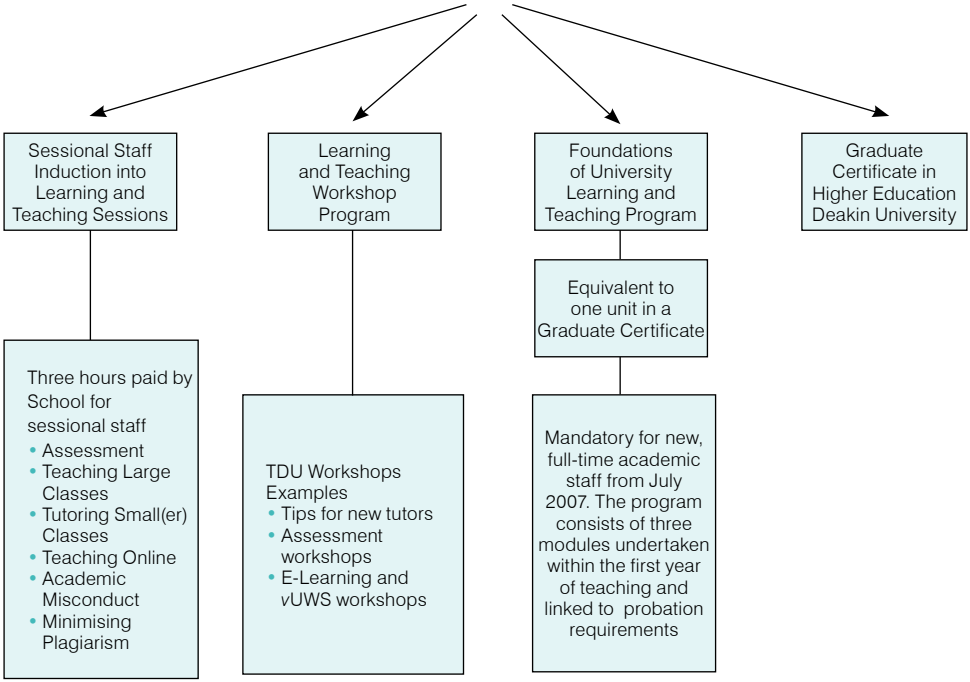
UWS Learning and Teaching Development Framework

In 2006, the University approved a Learning and Teaching Development Framework which covers all academic staff: full-time and sessional. The diagram on page 36 depicts this framework.

The framework includes:

- Mandatory induction into learning and teaching for sessional staff. These sessions are paid, three-hour sessions held in your school. The focus of these sessions will be on assessment and marking, teaching large classes, tutoring small groups, student academic misconduct and minimising plagiarism;
- The Foundations of University Learning and Teaching program which was launched in July 2007. This program is mandatory for newly appointed full-time academic staff at Associate Lecturer, Lecturer and Senior Lecturer levels, where the appointment is 12 months or longer. The Foundations 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 to enrol in the online Deakin University Graduate Certificate in Higher Education (GCHE). UWS staff who have successfully completed the Foundations of University Learning and Teaching program discussed above will receive credit towards one unit of the four-unit GCHE from Deakin.

UWS Learning and Teaching Development Framework



The TDU workshops mentioned above are offered in a range of modes: face-to-face, blended, and fully online. Registration for these workshops is via TDU's Teaching Development Activities webpage at *www.uws.edu.au/tdu*

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 Human Resources web site at *http://www.uws.edu.au/staffportal/hr.phtml*

For full-time staff or staff on a contract of 12 months or more, your probationary period is usually 12 months. Staff who are appointed to a fixed-term appointment of less than twelve months 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 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 for any areas where your performance requires improvement. Your College Dean will approve your confirmation of appointment, having considered the recommendations of your academic supervisor. In the case of academic staff appointed outside the Colleges, 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. *http://pubapps.uws.edu.au/teldir/*

Workload agreements

Note that a new Enterprise Agreement is under negotiation as at November 2009, and the information provided here may change as a result of a new Agreement coming into effect after November 2009.

Academic work is organised across teaching, research, governance and university engagement. Details of the Academic Workload provisions are included in Clause 39 of the Academic Staff Agreement which can be found at *http://policies.uws.edu.au/view.current.php?id=00168*

The workload model requires a full-time staff member to be engaged in the various activities related to academic work for at least 1,725 hours per year, in accordance with the current Enterprise Agreement. You will work with your Associate Head of School 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 Performance Planning and Review (APPR) process, which is outlined below.

Academic Performance Planning and Review (APPR) processes

APPR is part of an integrated process that provides a mechanism for developing agreed academic performance goals, guidance and feedback from academic supervisors and develops plans to support academic staff members in achieving their goals. The process is designed to evaluate performance and recognise staff achievements.

After you have developed your workload agreement with your supervisor, you complete a self evaluation and a performance plan, both of which are incorporated in the Performance Planning and Review Form. The Academic Management, Development and Performance flowchart sets out the cycle and time frame. These can be found at *www.uws.edu.au/staff/adminorg/corpserv/ohr/carplan/perfmgt*

It's a good idea before you begin the APPR process to review your position classification to see what is expected of you at the level to which you were appointed. Position classification standards for academic staff are found in Part 3, Schedule 4 of the Academic Staff Agreement 2006-2008.

The current version of this agreement is available at *http://policies.uws.edu.au/view.current.php?id=00168*

Academic promotion processes

Academic promotion is an important mechanism within the University which seeks to attract, 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. The promotion application process begins with an invitation from the Vice-Chancellor through the Office of Human Resources 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 Human Resources 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 *http://staff.uws.edu.au/staff/adminorg/corpserv/ohr/carplan/acadprom*

Accessing support in preparing a promotions application

Academic staff promotion information sessions run by the Office of Human Resources 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 Head of School or your Head of Unit regarding your intention to apply for promotion and to gain specific feedback about your performance.

Professional Development Program (PDP) leave

There is a provision for eligible academic staff to apply to undertake a sustained period of academic development called the Professional Development Program (PDP). The purpose of PDP 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 PDP leave after three years of continuous service, including successfully completing the probationary period of one year. The maximum period granted for PDP leave is 22 weeks. Staff intending to apply for PDP leave should attend one of the information sessions offered each year by the Office of Human Resources.

Further information about PDP Leave, including a link to the policy is available at *http://staff.uws.edu.au/staff/adminorg/corpserv/ohr/carplan/pdp*

Support for teaching awards – internal and external

Teaching awards are an important part of UWS' 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.

The three Colleges at UWS call annually for nominations for College teaching awards. Staff are notified about the nomination process via College email lists. For information about past winners of College Teaching Excellence Awards, see *www.uws.edu.au/learning_teaching/learning_and_teaching/office_of_the_pro-vice-chancellor/awards_for_learning_and_teaching#2*

The Vice-Chancellor's Award for Teaching recognises and rewards excellence in teaching. Staff preparing a nomination for the VC's Award for Teaching address criteria identical to those used by the Australian Learning and Teaching Council (ALTC) Awards for Teaching Excellence. The VC's Excellence Awards Policy and Guidelines, including information about eligibility and nomination processes are available at *www.uws.edu.au/learning_teaching/learning_and_teaching/office_of_the_pro-vice-chancellor/awards_for_learning_and_teaching#2*

Each year, Expressions of Interest are called for: Australian Learning and Teaching Council (ALTC) Citations for Outstanding Contribution to Student Learning; ALTC Awards for Teaching Excellence; and ALTC Awards for Programs that Enhance Learning. Citations recognise and reward the diverse contribution that individuals and teams make to the quality of student learning. Nominees for Citations address one or two selection criteria. Teaching Excellence Awards recognise teachers (individuals and teams) renowned for the excellence of their teaching, who have outstanding presentation skills and who have made a broad and deep contribution to enhancing the quality of learning and teaching in higher education. Nominees for Teaching Excellence Awards address five selection criteria. Programs that Enhance Learning recognise learning and teaching support programs and services that make an outstanding contribution to the quality of student learning and experience of higher education. Nominees for Programs that Enhance Learning address four selection criteria. Information about ALTC teaching award processes and timelines are available at the Office of the PVC (Learning & Teaching) web site *www.uws.edu.au/learning_teaching/learning_and_teaching/awards_for_learning_and_teaching#3*

Support for staff preparing nominations for the teaching awards listed above comes from various sources: School and College colleagues; web-based resources; staff from the Teaching Development Unit; and staff from the Office of the PVC (Learning and Teaching).

Section 4: Support services for learning and teaching

This section describes a number of support services, centres and networks across the University that will support you in carrying out your learning and teaching role at UWS.

Office of the Pro-Vice Chancellor (Learning and Teaching)

The Office of the PVC (Learning and Teaching) is responsible for the quality of learning and teaching at UWS and for shaping the course profile of UWS in concert with the University's broad strategic directions. Attached to this office are the Teaching Development Unit, the Student Learning Unit and Badanami Centre for Indigenous Education. The office also oversees the development of relationships with the Vocational and Technical Education sector, including TAFE.

Teaching Development Unit (TDU)

The Teaching Development Unit (TDU) is an academic development and e-learning service unit. The unit supports the key directions outlined in the UWS Strategic Plan for Learning and Teaching 2009 – 2011. TDU works collaboratively with academic staff in Schools on projects negotiated around specific objectives such as assessment practices or improving the quality of flexible learning. The unit also provides formal learning and teaching programs (such as Foundations), customised sessions, clinics, workshops and a range of online and independent learning resources.

The Quality in Learning and Teaching (QILT) website at *http://tdu.uws.edu.au/qilt* showcases exemplars in learning and teaching at UWS.

TDU manages the e-learning system, known as 'virtual UWS' or *v*UWS 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. Staff in the unit engage in research and evaluation of practice that is applied and contributes to institutional development. For further information about the Teaching Development Unit visit their website at *http://www.uws.edu.au/tdu*

Student Learning Unit (SLU)

The Student Learning Unit provides educational services to enhance students' academic achievement through development of their skills in language, mathematics and learning. Academic staff within SLU work in partnerships with Schools and other units to develop programs, curricula, teaching strategies and resources that enhance students' academic skills. SLU also offers enabling and preparatory programs directly to students in transition as well workshops for undergraduate and graduate students.

Students and staff can access a range of learning resources and activities from the Student Learning Unit website at *www.uws.edu.au/slu*

Badanami Centre for Indigenous Education

Badanami Centre for Indigenous Education at UWS coordinates and manages a wide range of academic and support programs for Aboriginal and Torres Strait Islander students on all UWS campuses. It is a place for staff and students offering spaces to meet or study, and a contact point for students needing personal assistance, advice or academic support during their studies. Badanami offers an Indigenous Alternative Entry Program aimed at increasing Indigenous 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 for the course they have chosen.

Badanami coordinates and manages a tutorial assistance program, where individuals or groups of students are linked up with qualified and experienced tutors from the same study area. Academic support is provided on the basis of individual and group requests. Badanami also manages and co-ordinates the AREP Bachelor of Education and Bachelor of Community Welfare courses . This program aims to enhance students' awareness of the academic and administrative requirements of their course of study.

Badanami academic staff consult and work with school-based academics to implement the Indigenous Graduate Attribute and Indigenous content into UWS courses and units.

For further information about Badanami Centre for Indigenous Education visit their website at *www.uws.edu.au/indigenous_education*

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 *v*UWS sites, excellent study facilities and the delivery of online and face to face training and point of need assistance to students. The library attempts to hold or acquire all materials (books, journals, e-resources) to which students are referred in their coursework.

The Library has discipline groups of liaison librarians supporting the information needs of students and staff of their allocated School. These librarians will be happy to provide further information about resources and services for academic staff. Further information is available on the UWS Library Service webpage at *http://library.uws.edu.au/academicstaff.php*

UWS Counselling Service

The UWS Counselling Service provides workshops and programs to assist students in their personal and educational development at university. The service also offers free and confidential counselling to students who want to talk through and change areas of difficulty, conflict or crisis in their lives thereby assisting students to achieve their academic goals.

For further information about the UWS Counselling Service visit their website at *www.uws.edu.au/counsellingservice*

Disability Service

The Disability Service works exclusively with students with a disability or chronic health condition. Students are provided with appropriate assistance and academic support to enable them to participate and compete equally with their peers in all course activities. The Disability Service develops Academic Integration Plans (AIP) for students registered with the service. AIPs stipulate the adjustments required in lectures, tutorials, assessment tasks and examinations. AIPs are distributed electronically to 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 is able to help students with rent problems, Centrelink and financial issues, discipline and other matters that may come up during sessions. They also offer emergency food vouchers, book vouchers for academic textbooks and loans for university and living expenses.

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 embracing our diversity, encouraging conversation and respecting our similarities and differences.

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

Office of Planning and Quality (OPQ)

The Office of Planning and Quality coordinates University quality management initiatives and provides information for tracking and improving performance. The office also provides advice on and support for University strategic planning and review activities and complaints resolution processes. Some of the quality assurance and quality improvement processes and

frameworks across the University include: coordination and preparation for Australian Universities Quality Agency (AUQA) 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; development and distribution of standard statistical reports relating to university activities; and 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 Planning and Quality visit their website at *http://www.uws.edu.au/opq/planning_and_quality*

Office of Research Services (ORS)

The Office of Research Services provides administrative and management support for researchers and research activity across UWS, with a strong focus on research development, income generation, ethical review, and the coordination of research student training quality, research scholarships and development. Contact Research Services for information on research funding opportunities, how to lodge your research publications, and how to register as a supervisor of postgraduate research students. The booklet Research@UWS provides more details about research funding and how Research Services may assist you.

For further information about the Office of Research Services visit their website at *www.uws.edu.au/researchservices*

Professional Development Unit (PDU)

The Professional Development Unit (PDU) provides professional development, training and support for academic and general staff to enhance their individual capabilities, management and leadership capabilities, and to build their organisational knowledge through seminars on higher education issues, University policies and systems. PDU provides support to Colleges, Schools and Divisional Units in their performance, planning and review processes, quality management, team building and change processes, and to individuals on their career planning and development.

For further information about the Professional Development Unit visit their website at *http://staff.uws.edu.au/staff/adminorg/corpserv/pdu*

Heads of Program Network (HoPNet)

HoPNet is a network and forum for Heads of Program to come together three or four times a year and gain information on academic development, policy and governance matters and to discuss learning and teaching issues and initiatives from a cross-disciplinary perspective. If you would like to be included in the HoPNet Forums contact *j.holman@uws.edu.au*

ITS Service Desk

The ITS Service Desk provides IT support services for staff and students. You are able to contact the ITS Service Desk in various ways. Preference is given to requests for assistance logged through the BMC Remedy self service system available to all staff and students (using MyUWS login). The self service system can be found at *http://itsm.uws.edu.au*
Using this system speeds up your resolution because when you fully describe the problem and provide relevant screen shots or attachments, the Service Desk is able to quickly see and diagnose. You can also call the Service Desk on ext. 5111 (9852 5111) from any UWS campus or email your request to *servicedesk@uws.edu.au.* Telephone and self service requests are given priority over emails.

The ITS Service Desk also assists staff with:

- UWS owned computer or telephone issues
- booking audio-visual equipment
- booking videoconference sessions
- booking off-air recording of TV programs (ABC/SBS)

If the Service Desk team is unable to solve your request, they will assign it to the relevant campus based team for assistance or to a 3rd level support area for further investigation. You will always receive an email notification that your job/request has been logged. The advantage of the self service option is that you can monitor and track the progress of your request.

The full range of IT services available for UWS staff is listed in the IT Services Catalogue at
http://pubapps.uws.edu.au/sercat/
The catalogue is searchable and provides detail on specific services including availability, costs (if any), and key links for further information.

For information about the Service Desk's hours of operation, contact details, forms, and policies visit their website at *www.uws.edu.au/campuses_structure/cas/services_facilities/it/helpdesk*

International Office

The International Office consists of four distinct but related areas: student exchange promotion and administration; international student recruitment and application

management; support services for international students as well as executive services including international liaison and relationship management; and secretariat to UWS international committees as well as reporting and strategic planning functions related to the university's international business.

For further information about the International Office visit their website at *http://pubsites.uws.edu.au/international/*

Office of Human Resources (OHR)

The Office of Human Resources website provides information on all matters in relation to your employment including Workplace Relations, HR Services; HR Operations and Transactional Service; Indigenous Employment & Engagement; Occupational Health & Safety and HR Information Services. You will also find links to Staff Online; information about pay and benefits; performance management and career development and the UWS Collective Agreements. HR Toolkits for supervisors and line managers are also available on this site to assist them in fulfilling their staff management responsibilities.

For further information about the Office of Human Resources visit their website a *http://staff.uws.edu.au/staffportal/hr.phtml*

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 including: provision of advice to staff on equity and diversity matters; plans and programs to assist groups of people who have been traditionally under-represented in employment and education (e.g. the UWS Disability Action Plan and the Ally 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.

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

Office of the Pro Vice-Chancellor University Engagement (OUE)

Engagement at UWS is defined as the collaboration of the University and external communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. The portfolio of the Pro Vice-Chancellor-Engagement is located in the division of Academic and Enterprise. Operational Units within the portfolio include the Art Collection, Careers & Cooperative Education Unit, Schools Engagement, and UWS Engagement. The main role of these units is to support engaged research and teaching activities across the University and to facilitate community partner relationships (local, national and international). The Engagement units work collaboratively to provide a wide variety of supportive services to expand engagement activities, such as community-based and experiential learning opportunities for UWS students. Key areas of focus for the UWS Engagement strategic plan are educational attainment, cultural understanding, small-medium enterprise development and environmental sustainability.

Visit the Office of University Engagement website at *www.uws.edu.au/about/adminorg/devint/oue*

Careers & Cooperative Education

Careers & Cooperative Education provides career opportunities for students and business solutions for employers. The unit aims to enhance the employability of students by providing career development education and work experience opportunities. Services for students include online job advertisements, industry placement programs, employer presentations on campus, careers expos, and careers workshops and resources. The unit also aims to strengthen UWS's links with organisations, especially in the GWS region. Some of the services available for employers seeking to recruit talented UWS students and recent graduates are job advertising, student placement programs, targeted mail-outs and email-outs, and careers expos.

The Careers & Cooperative Education team encourages UWS staff to be involved by requesting guest careers lectures or workshops, sponsoring student placements, providing academic supervision for placements, participating on selection panels, advertising jobs on UWS CareerHub, and by promoting our services to students and employers.

For more information about Careers & Cooperative Education visit their staff intranet site at *http://www.uws.edu.au/community/in_the_community/careers*

UWS Innovation and Consulting

UWS Innovation & Consulting (I&C) is the University's main interface with the commercial world. It is staffed by a team of qualified and experienced executives who have had successful careers in both the commercial world and in tertiary education.

I&C provides members of academic staff at UWS with a range of support services that generate additional sources of revenue for the University and the individuals involved in working on external projects "above load". The services that I&C provides to academics include:

- Identification of new and relevant opportunities to undertake paid consulting and applied research projects;
- Suitable documentation of, and protection of academics' Intellectual Property (IP) that may be suitable for patent and other forms of protection of academics' IP rights and privileges;
- Preparation of suitably commercial and highly professional proposals for consulting and applied research projects. Such work is usually undertaken on a collaborative basis providing the involved academic with an opportunity to enhance their commercial skills;
- Training in various aspects of consulting skills and the management of IP;
- Management of all aspects of the University's administration of consulting, applied research and IP projects, including ensuring that all such projects are structured and conducted in accordance with the UWS Policy on external work;
- Conducting the UWS Intellectual Property Evaluation Panel for the assessment and partial funding of IP developed by UWS academic staff and postgraduate students.

For further information, please contact:
Dr Kerry Hudson, Director.
k.hudson@uws.edu.au
Mark Woodbridge, Associate Director, Consulting. *m.woodbridge@uws.edu.au*
Dr Fiona Cameron, Associate Director, Innovation. *fiona.cameron@uws.edu.au*
or visit the website at
www.uws.edu.au/innovate/innovate

Print Services

Print Services is part of the Office of Public Affairs, Strategic Communication Services Group and provides 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 provided by Schools to students free of charge. Note for courseware sold to students through UWS bookshops Schools representative should contact UWSconnect Books directly.

For print services you may choose to place your order online, visit their in-house facility (Penrith campus) or if the job is marketing related please speak to the relevant College Marketing Manager.

For further information and a full list of products and services visit their website at *www.uws.edu.au/print_services*

Capital Works and Facilities

Capital Works and Facilities assists the University in its mission by delivering a range of services including security, mail and courier, parking, grounds and garden management, signage, repairs and maintenance, planning and managing the use of space, project delivery, managing construction, refurbishment of infrastructure, logistics, event management, transport, cleaning, recycling and waste management. The CW&F corporate headquarters is at Hawkesbury.

For further information about Capital Works and Facilities visit their website at *www.uws.edu.au/campuses_structure/cas/services_facilities/cwf*

Finance Office

The Finance Office provides you with information about financial policies and procedures, financial operations including travel and insurance, taxation and corporate credit cards, funds management, investment, and budgets.

For further information about the Finance Office visit their website at *www.uws.edu.au/about/adminorg/academic/fo*

For further assistance from the Teaching Development Unit

The Teaching Development Unit (TDU) is located at the Penrith Campus (Werrington South site), in Building BXa. For further assistance please contact one of our staff listed below.

Academic development and consultancy in learning and teaching matters
Associate Professor Janne Malfroy, Head, TDU, *j.malfroy@uws.edu.au*

Rosemary Thomson, Lecturer in Higher Education, Ext 5173 *r.thomson@uws.edu.au*

Dr Ian Olney, Lecturer in Higher Education (E-Learning) Ext. 5174 *i.olney@uws.edu.au*

Lynnae Rankine, E-Learning Manager, Ext. 5197 *l.rankine@uws.edu.au*

E-Learning Service Desk, Ext. 5252 (9852 5252) *vuws@uws.edu.au*

To register to attend a learning and teaching development workshop, including e-learning workshops, visit the Teaching Development Activities webpage on the Teaching Development Unit website at *www.uws.edu.au/tdu*

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www.uws.edu.au

Teaching Development Unit
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Booklets in the UWS Induction Series

Research@UWS
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