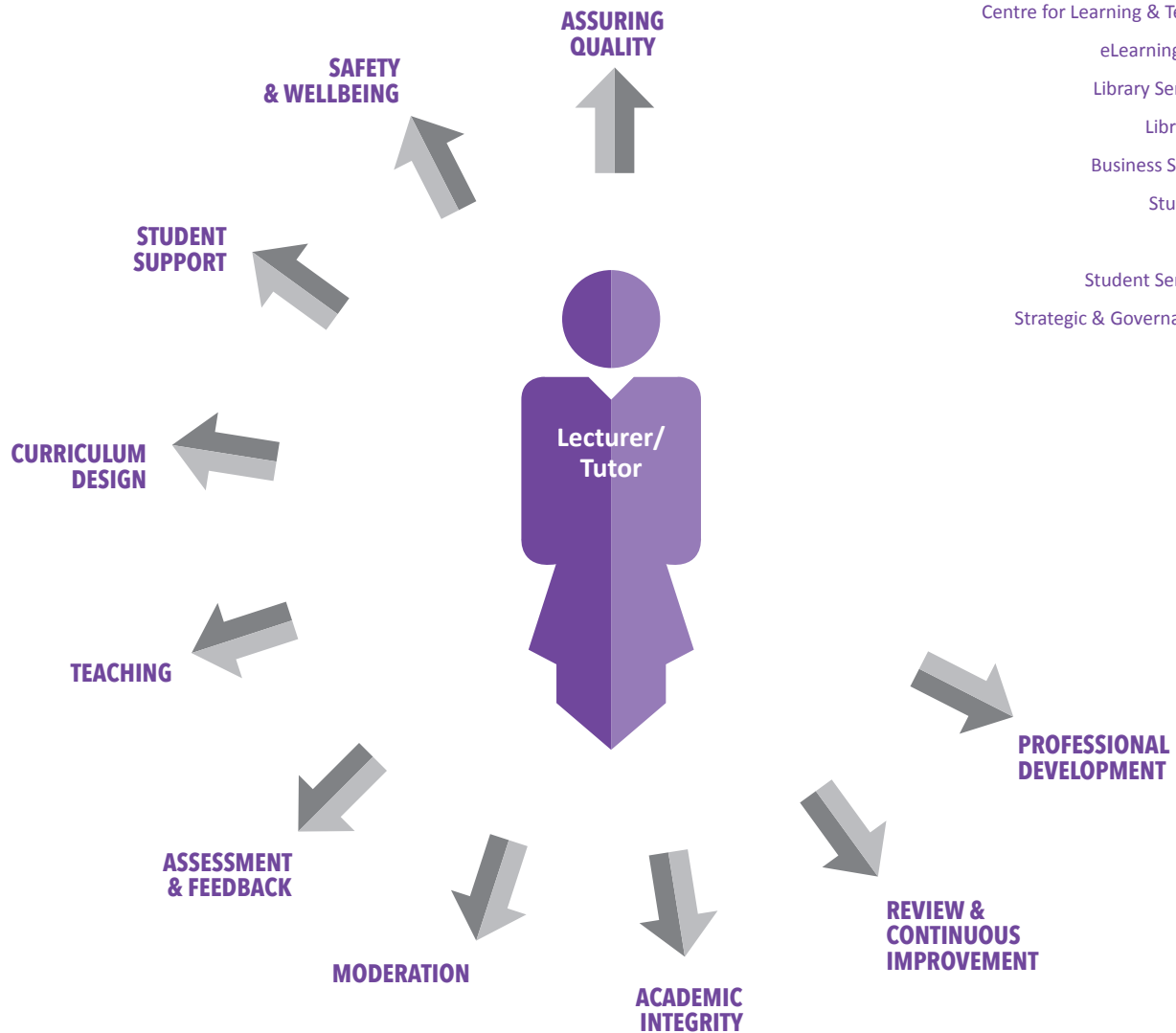


# Third Party Partner Purple HANDBOOK

## An Introduction to Teaching with ECU: Third Party Partner Institutions

Centre for Learning and Teaching



### University Policies, Guidelines & Rules

Course & Unit Approval  
Curriculum Planning & Development  
Curriculum Delivery & Assessment  
Academic Misconduct & Plagiarism  
Admission, Enrollment  
& Academic Progress Rules  
Records Management Policy  
Bullying & Discrimination  
Recognising Indigenous  
Australian People & Country  
Occupational Safety & Health  
Code of Conduct Framework  
Intellectual Property  
Advanced Standing Guide  
Privacy

### Support Services

Centre for Learning & Teaching (CLT)  
eLearning Assist Team  
Library Services Centre  
Library eReserve  
Business Support Team  
Student Surveys  
Surveys Unit  
Student Services Centre  
Strategic & Governance Services

#### **PURPLE BOOK DETAILS**

Developed by the Centre for Learning  
and Teaching @ Edith Cowan  
University.

CLT

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Email: [clt@ecu.edu.au](mailto:clt@ecu.edu.au)

Web: [intranet.ecu.edu.au/learning](http://intranet.ecu.edu.au/learning)

#### **FOR FURTHER QUERIES REGARDING PERMISSIONS**

**Centre for Learning and Teaching**

Edith Cowan University

Email: [clt@ecu.edu.au](mailto:clt@ecu.edu.au)

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Available in electronic form from [intranet.ecu.edu.au/learning](http://intranet.ecu.edu.au/learning)

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## HOW TO USE

Relevant links and resources can be found throughout this guide on the left/right hand side.

## ECU WEBSITE

ECU Website:

<http://www.ecu.edu.au>

## ECU STUDENT/STAFF PORTAL

To access the ECU student/staff portal, go to:

<https://mylogin.ecu.edu.au/>

## WELCOME

### *How to use the Purple Handbook*

This book is split into 4 sections: Setting the Context, The Elearning Environment, Your Teaching and Learning Role, and Your Professional Development.

Each page has a right or left column (when necessary) which highlights relevant links, policies and procedures and/or guidelines that you will need in your role.

We hope you find this resource helpful. For more information about any of the topics covered in this resource, please go to the ECU website.

### *Acknowledgement of Country*

At the commencement of every semester all teaching staff are encouraged to do an acknowledgement at the beginning of the first lecture, tutorial, seminar or laboratory. Doing so communicates cultural safety and respect to Aboriginal students, and demonstrates ECU's commitment to reconciliation.

#### **Acknowledgement of Country**

ECU is committed to promoting awareness of and respect for the traditional owners of the land on which ECU affiliated meetings, events or teaching and learning is taking place.

We acknowledge and respect our continuing association with the Nyoongar people, the traditional custodians of the land upon which our Western Australian campuses stand. ECU is committed to reconciliation and recognises and respects the significance of Aboriginal and Torres Strait Islander peoples' communities, cultures and histories.

## CHAPTER 1: SETTING THE CONTEXT

This book is designed to assist academic staff members teaching at a Third Party Partner Institution to find resources and services to assist with teaching for ECU. As a University we aim to be recognised nationally and internationally for our teaching and learning excellence. As an ECU staff member, you make a vital contribution to our student outcomes, which impacts directly on our success as a University.

### Role description

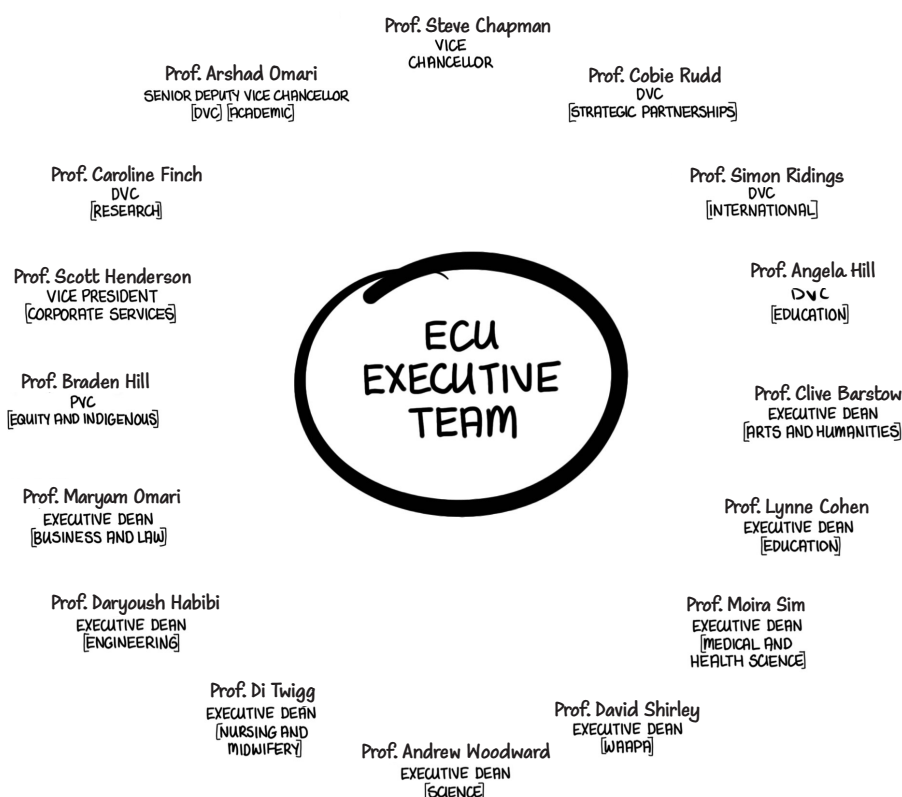
As a tutor and/or lecturer in a partner institution, you are part of a teaching team and you will report to the Unit Coordinator for the unit you are teaching.

Your role involves:

- Preparing for classes, including creating session plans;
- Communicating with Unit Coordinators about all learning and teaching matters, including academic integrity and moderation;
- Communicating with students to support their learning;
- Monitoring learning, conducting formative assessments and providing feedback on learning to students and Unit Coordinator;
- Accessing the Learning Management System (LMS) for unit delivery;
- Having a sound understanding of ECU processes and support services offered to students.

### University Academic Structure

The University is organised into eight schools, with each school responsible for teaching, learning and research programs.



### ECU Strategic Plan

ECU produces an institutional Strategic Plan every five years. The current plan (2017-21) includes a list of expected learning and teaching outcomes and strategies for achieving those outcomes. In addition, each School produces a Teaching and Learning Operational Plan.



### ECU STRATEGIC PLAN

To access the ECU Strategic Plan, go to: <http://www.ecu.edu.au/about-ecu/welcome-to-ecu/strategic-goals>

### ECU ORGANISATIONAL STRUCTURE

For the ECU organisational flowchart go to: <https://intranet.ecu.edu.au/staff/centres/strategic-and-governance-services/our-services/strategy-and-performance/planning-framework>

### ACADEMIC PROGRAM MANAGERS

A senior academic staff member will be appointed at ECU's main campus in Perth, Western Australia. The Academic Program Manager is responsible for:

- Overall coordination of academic delivery of the offshore program ensuring ECU policy and procedure is adhered to;
  - Fostering continuous improvement in student learning, support and outcomes;
  - Participation in the Annual Review Board; and
  - Be the key liaison with ECU services centres involved with transnational delivery including the International Office, Off Campus Support, Admissions, and Assessments.
- <https://intranet.ecu.edu.au/staff/centres/human-resources-service/our-services/planning-structures-and-positions/organisation-structure-and-positions>



### OFF CAMPUS SUPPORT

Off Campus Support  
(Student Services Centre)  
<https://www.ecu.edu.au/centres/student-life/overview>  
Key contact: Ms Erin Bishop, Team Leader;  
email: [enquiries@ecu.edu.au](mailto:enquiries@ecu.edu.au)

### ADMISSIONS

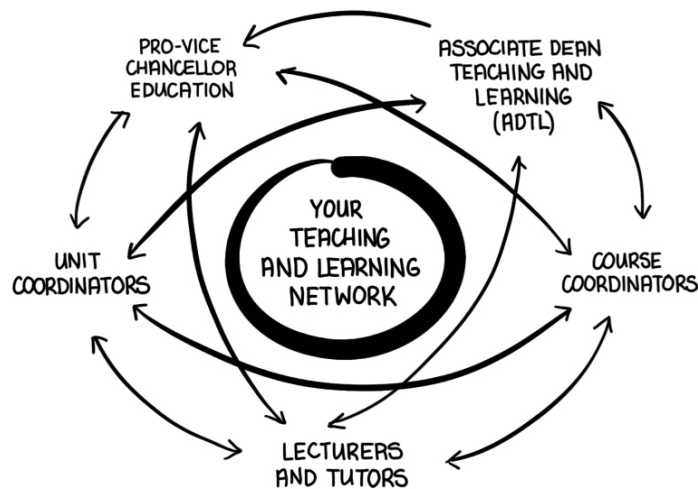
Admissions  
(Student Services Centre)  
<http://www.ecu.edu.au/future-students/overview>  
Key contact: Annette Thompson, Manager;  
email: [admissions@ecu.edu.au](mailto:admissions@ecu.edu.au)

### TRANSNATIONAL EDUCATION (TNE)

Transnational Education  
(International Office)  
<https://www.ecu.edu.au/centres/international-office/overview>  
Key contact for strategic & contract related matters: Ms Anita Jolly, Manager; [a.jolly@ecu.edu.au](mailto:a.jolly@ecu.edu.au)

## Your Teaching and Learning Network

Knowing who is in your Teaching and Learning network will greatly assist you in your role at ECU. This network will enable you to find support, seek clarification and locate resources to assist you in your daily activities. Get to know who your colleagues are.



In this role, you will work closely with the Unit Coordinator. The Unit Coordinator is responsible to their Course Coordinator for all aspects relating to the currency and smooth running of the unit and for quality teaching and learning in the unit.

### Unit Coordinators

Responsibilities vary depending on the type of unit and mode of delivery but broadly, Unit Coordinators are responsible for the following:

- ensuring the Unit Outline is current and accurate, updating this as appropriate;
- revising or writing the Unit Plan;
- devising appropriate assessment items, preparing the marking keys (or rubrics) for each assessment item and moderating;
- ordering course material such as textbooks and e-reserve readings;
- ensuring the Blackboard site is available and current; and
- regularly briefing lecturers and tutors on the unit and any issues.

### Key Contacts and Services

- **Off Campus Support** (Transnational and National Program Support)- Administrative support for unit availability, appeals, moderation; Facilitate offshore teaching staff approval and Blackboard access; Enrolment/student enquiry liaison; Invoicing of enrolments. Key contact: Ms Erin Bishop, Team Leader (*on the left hand navigation*)
- **Admissions** (Student Hub)- Enquiries relating to specific applications and fee payment, assessment, admission, and student offer letters. Key contact: Annette Thompson, Manager.
- **Transnational Education** (International Office)-Quality assurance, compliance, regulatory approvals and reporting; Oversight of student lifecycle, systems and processes and accreditation at each TNE location. Key contact for strategic & contract related matters: Ms Anita Jolly, Manager.

## ECU Environment

### Our Vision

ECU's vision is to be recognised for our world ready graduates and leading edge research.

### Our Purpose

ECU's purpose is to transform lives and enrich society through education and research.

### Our Values

What we do at ECU, and the way we interact with others, is underpinned by the following four values:

Integrity – being ethical, honest and fair

Respect – considering the opinions and values of others

Rational Inquiry – motivated by evidence and reasoning

Personal Excellence – demonstrating the highest personal and professional standards

### Our strategic goals

Our strategic goals will enhance excellence in:

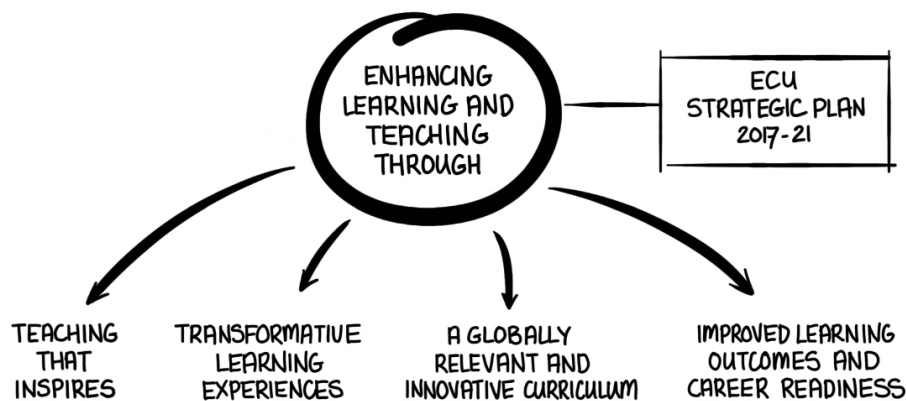
learning and teaching; research and knowledge translation; internationalization; and organizational sustainability.



## ECU STRATEGIC PLAN

To access the ECU Strategic Plan, go to:

<http://www.ecu.edu.au/about-ecu/welcome-to-ecu/strategic-goals>



## Our Students

Our students at ECU come from all over Australia and the world to study in a practical and supportive learning environment. Our programs provide real world training to those starting their careers and those who want to take their careers to a new level or in a new direction.

### ECU STUDENTS

	More than 30,000 students
	Around 22,000 undergraduates and 8,000 postgraduates
	Around 6,000 international students
	From over 100 countries

We encourage students to choose ECU whether students attend classes in Perth, Western Australia for a truly authentic Australian experience or at another of ECU's locations, ECU's international programs can help students realise their dreams.

To better understand the students you will be teaching, ask your Unit Coordinator for information about admissions data, conversion to application data, course enrolment trends, and retention data.



## AUSTRALIAN QUALIFICATIONS FRAMEWORK (AQF)

To read about the AQF requirements and how it might inform your teaching, go to:

<https://www.aqf.edu.au/>

## TEQSA

For full details on the Tertiary Education Quality Standards, go to: <http://www.teqsa.gov.au>

## Assuring Quality

### The Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) provides the standards for Australian qualifications and it underpins national regulatory and quality assurance. It is an integrated policy that ensures:

- qualification outcomes remain relevant and nationally consistent;
- flexible qualifications linkages and pathways are supported; and
- national and international portability and comparability of qualifications.

The AQF presents as a taxonomy involving levels and qualification types. The levels define the relative complexity and depth of achievement and the autonomy required of graduates to demonstrate that achievement. The levels and types are defined by criteria expressed as learning outcomes.

### What the AQF Means for your Unit

Each unit should state in the unit plan how the particular unit outcomes help to develop the course learning outcomes. In addition, each unit plan should indicate how the unit assessment contributes to the overall assessment of the course. That is, does the unit assessment assess any part of the course learning outcomes?

Finally, be aware that examples of completed student assessments may need to be collected and stored for agencies like the Tertiary Education Quality and Standards Agency (TEQSA). Your Course Coordinator or Unit Coordinator will inform you if this is necessary and how this is to be done.

TEQSA is responsible for accrediting AQF qualifications. Currently, ECU is a self-accrediting university which means we are responsible for accrediting our own AQF qualifications to TEQSA standards.

TEQSA's role is to assure that quality standards are being met by all registered higher education providers. These standards are designed to ensure a quality higher education experience for students.

The registration/re-registration process recurs up to every seven years and is underpinned by three principles: regulatory necessity; reflecting risk; and, proportionate regulation.

TEQSA places a strong emphasis on promoting and facilitating a culture of effective self-assurance by providers.

TEQSA has two roles

- **Quality Assurance** against the Higher Education Threshold Standards Framework 2015.
- **Quality Improvement** to promote continuous improvement and excellence across the sector.

The Higher Education Standards Framework 2015 (HESF) represent the minimum acceptable requirements for the provision of higher education in or from Australia by higher education providers registered under the TEQSA Act 2011.

### TEQSA THERE ARE STANDARDS ACROSS SEVEN DOMAINS:

1.	Student Participation and Attainment
2.	Learning Environment
3.	Teaching
4.	Research and Research Training
5.	Institutional Quality Assurance
6.	Governance and Accountability
7.	Representation, Information and Information Management

### Higher Education Standard 5.4 Delivery with Other Parties

The HESF requires that when a course of study, any parts of a course of study, or research training are delivered through arrangements with another party(ies), whether in Australia or overseas,



the registered higher education provider remains accountable for the course of study and verifies continuing compliance of the course of study with the standards in the Higher Education Standards Framework that relate to the specific arrangement.

## STAFF SAFETY AND WELLBEING

### ***Equity and Diversity***

ECU strives to provide a supportive environment for students and staff which celebrates diversity, promotes excellence and advances equity.

ECU is an inclusive university that values diversity and aims to create for students, staff and the broader community an environment free from discrimination. ECU is committed to increasing access and providing opportunities for students who face barriers to higher education.

### ***Staff Safety and Wellbeing Policy***

ECU is committed to providing a safe, healthy and inclusive environment where all employees have the opportunity to express and resolve work-related grievances in accordance with the principles of natural justice. All grievances will be dealt with fairly, promptly, sensitively and confidentially.

The purpose of this policy is, in conjunction with the Grievance Procedures outlined within the relevant industrial agreement, to:

- a. Provide guidelines and formalised procedures to assist in the resolution of work related grievances;
- b. Help managers negotiate resolutions with employees fairly and impartially;
- c. Help employees resolve grievances at the lowest possible operational level; and
- d. Promote consistency in the way similar matters are managed across ECU.

### ***Prevention of Harassment, Bullying and Discrimination Policy***

ECU is committed to providing safe and inclusive work and learning environments, and intends to minimise the risk of inappropriate behaviours such as bullying and all unlawful forms of harassment, discrimination and assault (including racial harassment, racial vilification, sexual harassment, sexual assault, other forms of violence and victimisation), in accordance with our duty of care.

So far as is practicable the University will take all reasonable steps to:

- a) Prevent inappropriate behaviours and violence;
- b) Raise awareness amongst staff and students of the standards of behaviour required while working and studying at ECU;
- c) Provide guidelines and procedures;
- d) Prevent bullying, harassment, discrimination and violence; and
- e) Provide appropriate support for staff and students who are victims.

### ***Defamation***

The University is committed to pursuing academic freedom to the maximum extent. However, academic freedom does not extend to any action that contravenes defamation laws. The law of defamation is intended to protect people's reputations from unfair attack.

- Defamation is anything that is spoken, written or communicated about someone else, to a third person or more, and is considered by that person to have damaged their reputation in the eyes of others.

*Take great care with whatever you say and write about someone else. This includes email, voice-mail and other forms of electronic communications.*

### ***Equal opportunity***

Compliance with Equal Opportunities (EO) legislation means that all students and staff have



## WORK HEALTH, SAFETY AND WELLNESS

A copy of the Privacy Policy can be obtained from the ECU Office of Governance Services Policy Database at <http://intranet.ecu.edu.au/staff/centres/human-resources-service/our-services/work-health-safety-and-wellness>



## RESPECT. NOW. ALWAYS

Support resources available at ECU:

<http://intranet.ecu.edu.au/student/support/sexual-assault-and-harassment>

Email: [reportassault@ecu.edu.au](mailto:reportassault@ecu.edu.au)

## ECU PRIVACY POLICY

A copy of the Privacy Policy can be obtained from the ECU Office of Governance Services Policy Database at

<http://policysearch.ecu.edu.au>

## STUDENT CHARTER @ ECU

The ECU Student Charter website:

<http://intranet.ecu.edu.au/student/my-studies/rules-policy/student-charter>

## EMAIL POLICY

<http://policysearch.ecu.edu.au>

## ECU SOCIAL MEDIA POLICY

<http://policysearch.ecu.edu.au>

equal access to study and work opportunities, are treated with fairness and respect and are not discriminated against.

### ***Respect. Now. Always.***

At ECU we are committed to a safe learning and working environment. We have zero tolerance for sexual assault or harassment. Support is available from ECU and other organisations, no matter when or where the assault or harassment happened.

*(follow the links on the left hand navigation menu)*

## STUDENT SAFETY AND WELLBEING

All academic staff at ECU, including sessional staff, have responsibilities for the safety and wellbeing of students in their care.

### ***Confidentiality of student information***

Personal data and academic achievements of students are private records, protected by the Privacy Policy. A copy of the Privacy Policy can be obtained from the ECU Office of Governance Services Policy *(follow the links on the left hand navigation menu to the ECU Privacy Policy)*

### ***Duty of care responsibilities***

Academic staff have a duty of care obligation towards their students. Generally, this will revolve around academic work and providing a supportive environment for learning and/or research.

### ***Student Charter***

The Student Charter identifies that ECU is committed to providing a challenging educational environment in which all members of its culturally and geographically diverse community can realise their potential.

The Student Charter outlines what students can expect from ECU and from its staff.

*(follow the links on the left hand navigation menu to the ECU Student Charter website)*

## STUDENT SUPPORT

Students can receive support on most non-academic issues through one phone number: 134 328.

Alternatively they can email [enquiries@ecu.edu.au](mailto:enquiries@ecu.edu.au). Some of these services also have online chat.

In each case they should mention the location on which they are studying.

Issue/Problem	Support Services Available
Accessing information, information literacy	Library
Career or employment related issues	ECU Career Services Graduate School's Research Work Register
Course information	Course Information Hub
Disability	Student Equity, Diversity and Disability Service
Emotional or psychological issues	Student Counselling Service
Experiencing bullying, harassment or discrimination	Student Equity, Diversity and Disability Service
Financial Difficulties	Student Loans Student Guild
Student Fees	Student Hub
General Student enquiries	Student Hub - Refer student here when unsure who else should help them
International Student Support	Student Hub Student Success
International student visa & enrolment issues	Student Hub Student Success

Issue/Problem	Support Services Available
Medical Problems	Health Services
Postgraduate research support	Graduate Research School Research Consultants
Spiritual Guidance and support	Multi-Faith office
Study skills and advice	Learning Advisors
Sexual Assault/Harassment reporting	Director Student Services Centre (students) Director HR
Technology and computer issues	IT Support



### STUDENT LIFE @ ECU

Student Hub offices are available at Mount Lawley, Joondalup and South West (Bunbury) campuses. They can be contacted by telephone on 134 328 or by email at:

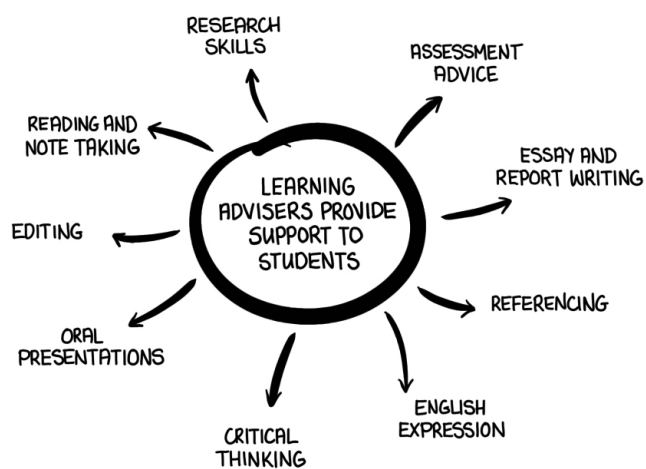
[enquiries@ecu.edu.au](mailto:enquiries@ecu.edu.au)

### COURSE INFORMATION HUB

<http://intranet.ecu.edu.au/student/support/contact-us/course-information-hub>

### ACADEMIC SKILLS CENTRE @ECU

You can find information about Academic Skills Support offerings at ECU: <https://intranet.ecu.edu.au/student/my-studies/study-assistance/academic-skills-centre>



## CHAPTER 2: THE ELEARNING ENVIRONMENT

### ECU Teaching and learning systems

WHAT  
RESOURCES  
ARE  
AVAILABLE?

#### BLACKBOARD @ ECU

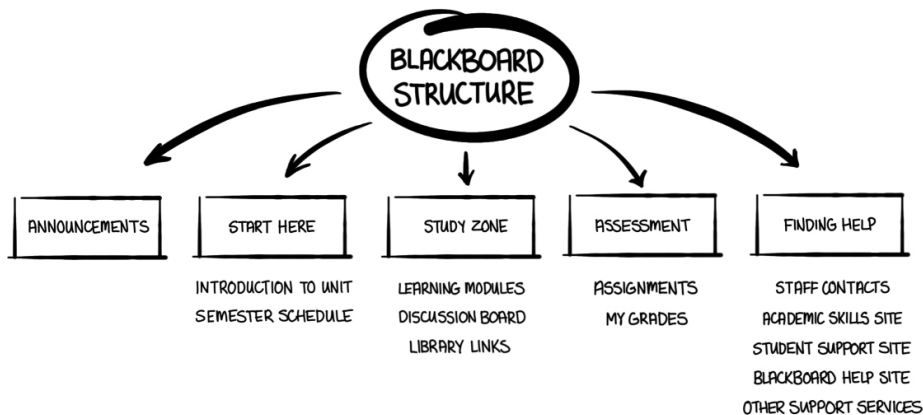
To access Blackboard externally you must login using your normal ADS login (standard ECU login username and password) at: <https://blackboard.ecu.edu.au>



## BlackBoard

Blackboard is the Learning Management System used by ECU for all online materials and unit delivery.

- Its main purpose is to provide a technology enhanced learning environment through a web-based interface for staff and students to use for unit learning;
- All units at ECU should be using the Blackboard system, whether the mode of delivery is on-campus or off-campus. Blackboard can be accessed from the ECU homepage; and
- A standardised Blackboard structure must be used to ensure that students have a consistent experience across all their Units – the structure is built from a template created centrally and modified by Schools.



## Marks Recording System (MRS)

- Before semester begins, the Unit Outline (created in CAPS) gets mirrored in your Blackboard Grade Centre.
- Throughout semester lecturers and tutors record marks into the Blackboard Grade Centre.
- Towards the end of the unit, once they have been approved, the Unit Coordinator must transfer these marks from Grade Centre to MRS, the permanent storage in Student Records (ie Callista).

## Using the Grade Centre is mandatory at ECU

Blackboard's Grade Centre is where all marks for all assessments and students get entered, regardless of whether they were done in Blackboard, Turnitin, PebblePad, using some other eLearning technology or simply done as an in-class assessment.

Grade Centre has the following advantages:

- marks are synced up to ECU's Marks Recording System (MRS), which records them for academic progression/graduation purposes.
- marks can be returned to students privately and instantly, and is much more effective than posting an entire class' results on a noticeboard.

## Turnitin

The University has a site license for Turnitin, an internet-based plagiarism-prevention service. Both students and staff can submit a document to Turnitin. Once uploaded, the document remains on the Turnitin.com website and becomes one of the millions of documents against which others are compared.

The software checks for unoriginal content and results can be used to identify similarities to existing sources or can be used in formative assessment to help students learn how to avoid plagiarism and improve their work.

WHAT  
RESOURCES  
ARE  
AVAILABLE?

## TURNITIN @ ECU

For more information on how to use Turnitin, and resources for students submitting assignments through Turnitin at ECU:

<https://intranet.ecu.edu.au/learning/learning-technologies/turnitin>

## ECU STUDENT/STAFF PORTAL

To access the ECU student/staff portal, go to: <https://mylogin.ecu.edu.au/>

## ASSESSMENT POLICY

<http://policysearch.ecu.edu>



#### **ACADEMIC INTEGRITY @ ECU**

<https://intranet.ecu.edu.au/learning/academic-integrity/overview>

#### **POLICY SEARCH**

<http://policysearch.ecu.edu.au>

### ***Teaching and Delivery***

ALL LEARNING AT ECU will be technology-enhanced. Please note the following definitions for delivery at ECU.

**On-campus:** Studying 'on campus' involves attendance at a range of classes at your selected campus, for example- lectures, tutorials, workshops, video conferences and laboratories. You will also access the University Learning Management System – Blackboard, and you will be using a range of innovative digital technologies including eportfolios, discussion boards, simulations etc **Online:** Studying 'online' involves accessing all your learning resources in the digital learning environment, including the University Learning Management System, Blackboard, eportfolios, discussion boards simulation activities etc. You will not have to attend a campus, but will have opportunities to 'meet' your peers and teachers in virtual classrooms.

Teaching approaches will vary according to the discipline, the year level, student characteristics and learning outcomes.

Teaching and learning, face-to-face or in the virtual space, should:

- include active learning
- promote interaction and engagement
- purposefully integrate technology

In active learning environments, students are actively engaged in tasks that require them to go beyond the passive reception and understanding of content.

You will communicate with your students through their ECU email, discussion boards, and in a virtual classroom through Blackboard Collaborate.

## CHAPTER 3: YOUR LEARNING AND TEACHING ROLE

### ***Critical Teaching and Learning Policies for your role***

Key policies and legislative documents for your role are listed on the left hand navigation menu, including:

- Academic Integrity Policy
- Code of Conduct Policy
- Social Media Policy
- Curriculum Design Policy
- Assessment Policy
- Copyright- Online High-use Collection Policy
- Recognising Aboriginal and Torres Strait Islander Peoples and Country Policy

- Prior to unit commencement
  - Communicate with Unit Coordinator to review unit outcomes, assessment and learning and teaching resources including Blackboard site
- Throughout unit teaching period
  - Regular communication with Unit Coordinator to review unit and student progress, session plans
- Prior to submission of assessment task
  - Communication to understand expectations of students for successful completion of task
- Post marking of each assessment task
  - Feedback to Unit Coordinator any concerns on student progress and success, including students at risk, academic integrity and grade
- Following unit grading and UTEI
  - Review of student experience and student success and plan for improvement

### ***Technology Enhanced Learning and Teaching***

Please note the following definitions for delivery at ECU.

On-campus: Studying 'on campus' involves attendance at a range of classes at your selected campus, for example- lectures, tutorials, workshops, video conferences and laboratories. You will also access the University Learning Management System – Blackboard, and you will be using a range of innovative digital technologies including eportfolios, discussion boards, simulations etc

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### **BLACKBOARD @ ECU**

To access Blackboard externally you must login using your normal ADS login (standard ECU login username and password) at: <https://blackboard.ecu.edu.au>

### **ASSESSMENT POLICY**

<http://policysearch.ecu.edu.au>

### **ASSESSMENT, EXAMINATION AND MODERATION PROCEDURE**

<https://intranet.ecu.edu.au/staff/centres/strategic-and-governance-services/our-services/academic-governance-and-standards/curriculum-resources>

### **CURRICULUM DESIGN**

<https://intranet.ecu.edu.au/learning/curriculum-design/overview>

### **COPYRIGHT @ ECU**

<https://intranet.ecu.edu.au/research/supplemental/copyright>



WHAT DO I NEED TO KNOW?

### MODERATION

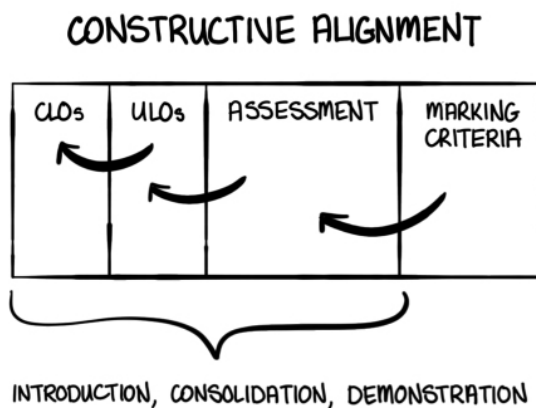
<https://intranet.ecu.edu.au/learning/curriculum-design/moderation>

### CURRICULUM DESIGN

<https://intranet.ecu.edu.au/learning/curriculum-design/overview>

### CURRICULUM DESIGN

Constructive alignment is a key concept in teaching and learning in higher education.



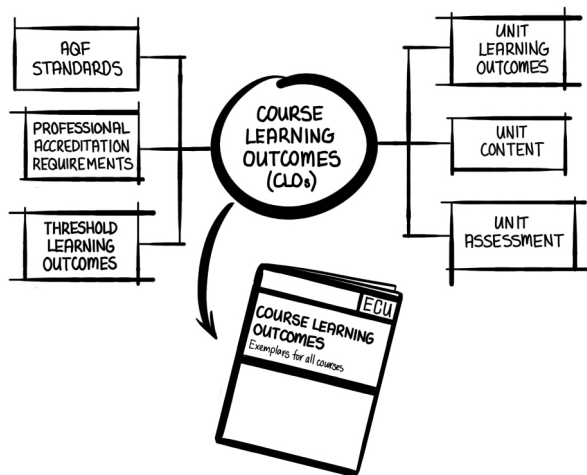
### Learning Outcomes

All units in a course will contribute to the Course Learning Outcomes in some way. You should be aware of the Course Learning Outcomes and how the unit you are teaching contributes to assuring the course learning outcomes.

Unit Learning Outcomes define what students will know and be able to do, and the qualities they will be able to demonstrate at the end of a learning experience (knowledge, skills, and application – as aligned to AQF levels and criteria) and are measurable and achievable within the unit.

Teaching and learning activities provide students with opportunities to develop the targeted knowledge, skills and applications at the appropriate level.

Assessment tasks must allow students to demonstrate the targeted knowledge, skills, and applications defined in the unit learning outcome. You will need to understand what the unit learning outcomes are and which assessment tasks align to which unit learning outcomes.



### Assessment, moderation, feedback, and monitoring learning

The ECU Curriculum Delivery and Assessment Policy emphasises that assessment practices at ECU should be designed to facilitate quality learning.

Assessment is about gathering and interpreting evidence of student learning in relation to intended learning outcomes.

- Summative Assessment: evidence interpreted for the purpose of certifying achievement.
- Formative Assessment: evidence interpreted for the purpose of guiding learning.



Assessment should be placed at the centre of curriculum design, ensuring both validity and reliability of assessment practice with direct linkage to stated unit learning outcomes.

- Formative Assessment is conducted during learning and provides feedback of progress towards learning goals. It is used by teachers and students to adjust teaching and learning while they are still happening.
- Summative Assessment is conducted at the completion of an instructional unit used to measure the level of success by comparing it against some standard or benchmark.

**Assessment FOR learning** is when an assessment is used to enhance learning and is a learning opportunity in itself. Formative feedback can be from the teacher, from students (self-reflection or peer review) and from industry partners or employers.

**Assessment OF learning** is when an assessment is used to measure learning and achievement at the end of a learning module for grade or certification.

#### ASSESSMENT GRADES AND MARKS

Grade	Description	Mark (%)
HD	High Distinction	80 to 100
D	Distinction	70 to 79
CR	Credit	60 to 69
C	Pass	50 to 59
FI	Incomplete and Repeat	
C	Pass (Conceded)	45 to 49
N	Fail	0 to 49

#### Moderation

Moderation is about ensuring consistency and fairness of the marking and grading processes and is designed to ensure equitable assessment processes among all offerings of a unit whether it is on campus, online or offshore. It enhances confidence in assessment outcomes; ensures academic standards; and certifies student achievement.

Moderation processes involve scrutiny of assessment tasks and marking criteria in relation to learning outcomes, as well as scrutiny of samples of student work across the range of marks. It ensures that markers align their marking standards with those of other markers. This process is particularly important when more than one person marks assessment items in a unit.

##### Pre-assessment moderation:

- Pre-assessment review ensures alignment with the unit learning outcomes that are being sampled and clarity of marking criteria.
- Outlines what a good response might look like, and how marks might be allocated. This should then be checked against the marking guide.

##### Review before marking:

- Pieces of student work can be randomly chosen and marked by all markers. Markers then meet and discuss any discrepancies in marks, adjusting and clarifying the marking guide (and often the task) for future use.

##### Review during marking (before work or marks are returned to students):

- Monitor and refine marker performance during the marking.

##### Review after marking:

- Staff and student feedback and results may inform revision of assessment tasks, marking criteria and moderation processes.



WHAT  
RESOURCES  
ARE  
AVAILABLE?

#### BLACKBOARD @ ECU

To access Blackboard externally you must login using your normal ADS login (standard ECU login username and password) at:  
<http://blackboard.ecu.edu.au>

#### ASSESSMENT, EXAMINATION AND MODERATION PROCEDURE

<https://intranet.ecu.edu.au/staff/centres/strategic-and-governance-services/our-services/academic-governance-and-standards/curriculum-resources>

#### MODERATION ESSENTIALS

This factsheet provides an overview of information related to moderation of assessment.  
<https://intranet.ecu.edu.au/learning/curriculum-design/moderation>

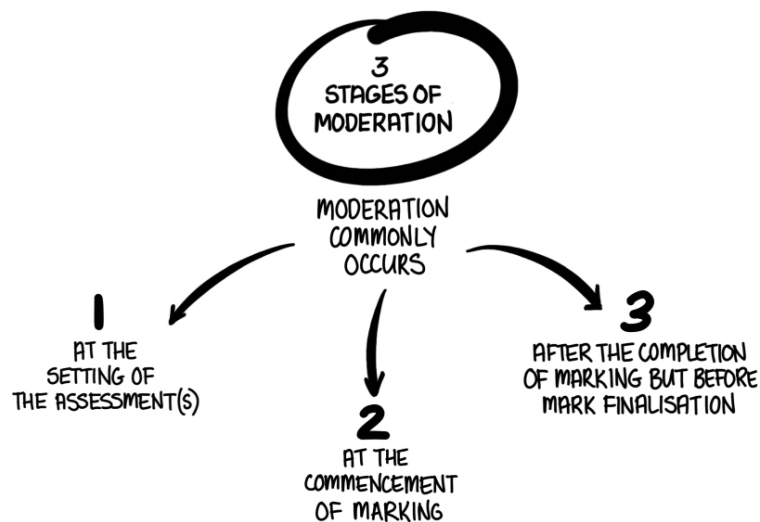
WHAT DO  
I NEED TO  
KNOW?

### STUDENT INTRANET

To find the cover sheet go to;  
<http://intranet.ecu.edu.au/student/forms/home>

### ASSESSMENT, EXAMINATION AND MODERATION PROCEDURE

<https://intranet.ecu.edu.au/staff/centres/strategic-and-governance-services/our-services/academic-governance-and-standards/curriculum-resources>

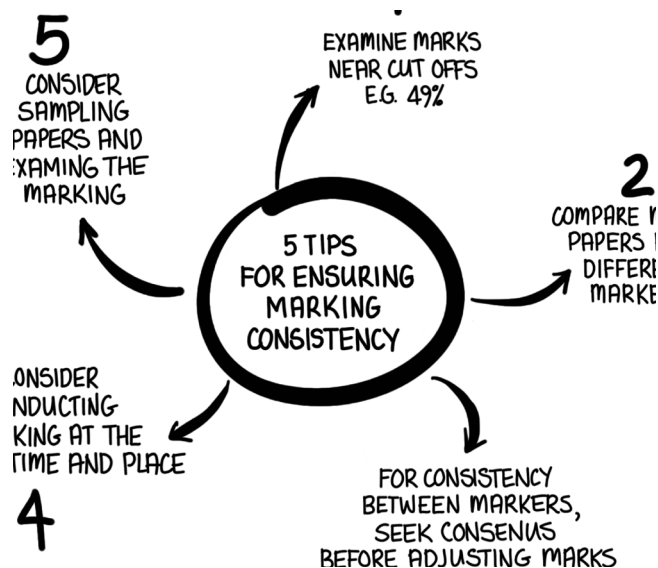


The ECU policy for Assessment specifies that units with multiple markers will require the unit coordinator to provide all markers with:

- a sample of the marked assessment item; and
- comprehensive marking keys for each assessment showing marks allocations.

The Unit Coordinator may implement ways to enhance the consistency and fairness of the marking of assessment items in your unit. For example you could:

- allocate questions to markers so that the same person marks a particular question for all papers, and
- ensure that every assessment (or at least a sample of submissions) is marked by more than one marker.



The Unit Coordinator should provide all markers with a sample of marked student work for each assessment to develop a shared understanding of the marking standards. Ideally this should happen at the time the task is given to students, and certainly before any student responses are marked.

#### Third party partnerships:

In reference to third party partnerships, it is suggested that:

- The delivery of all units within ECU managed courses requires a moderation process to ensure equivalence with on-campus delivery and standards.

- The ECU Unit Coordinator will provide the partner institution with the ECU unit outline and the unit plan including the assessment items and marking keys as applicable.
- Each unit plan will clearly indicate that any pre-moderated grades and marks are provisional marks and grades only and the final result will be subject to approval by the Board of Examiners.
- The major assessment or final examination will be marked by the ECU Unit Coordinator.
- Copies of at least 8 marked samples of each assessment item for each unit offering will be supplied to the ECU Unit Coordinator as soon as marking has been completed. The marked samples will include examples of all grades. The number of papers moderated for each assessment for each unit offering will be at least 10% of the unit enrolment.
- The ECU Unit Coordinator will remark the sample assessments and decide if adjustments to the marks of all students will be required.
- The results for each assessment moderation process will be recorded in the Marks Recording System (MRS) when the grades are finalised.
- The ECU Unit Coordinator will complete the moderation for each assessment within 10 days of receiving the sample assessments.
- The offshore marker should upload the results in Blackboard and provide them in a spreadsheet when submitting the assessment samples for moderation to Off Campus Support for delivery to the ECU Unit Coordinator.
- At the end of each teaching period, the partner institution will address all issues raised in the Unit Moderation Report, and discuss with the Unit Coordinator the changes to be made before the unit is next run.



### ACADEMIC INTEGRITY @ ECU

You can find information about Academic Integrity at ECU:

<https://intranet.ecu.edu.au/learning/academic-integrity/overview>

### PLAGIARISM @ ECU

The ECU Plagiarism guide to show students:

<http://intranet.ecu.edu.au/research/for-research-students/research-journey/writing-and-presenting-your-research/plagiarism>

### Academic Integrity

Academic Integrity addresses the values that reflect honesty and rigor in academia. All students need to be informed about the importance of academic honesty, how to reference correctly and how to not plagiarise.

Plagiarism is “to knowingly or unknowingly present as one’s own work the ideas or writings of another without appropriate acknowledgement or referencing” (Edith Cowan University, 2012).

### Plagiarism @ ECU

At ECU, the definition of Academic Misconduct (Academic Misconduct Rules (Students) under University Statute No. 22- Student Conduct) is:

Any conduct by a student in relation to academic work that is dishonest or unfair and includes, but is not limited to: plagiarism; unauthorised collaboration; cheating in assessment; theft of another student’s work; and/or making a false declaration about the material submitted for assessment.

Plagiarism is defined in the Academic Misconduct Rules (Students) as:

*To knowingly or unknowingly present as one’s own work the ideas or writings of another without appropriate acknowledgment or referencing. This may include, but is not limited to:*

- *paraphrasing or copying text without acknowledgment of the source; and/or*
- *copying, whether identically or in essence, the text of another student’s assignment or other students’ assignments; and/or*
- *copying, whether identically or in essence, of visual representations (for example cartoons, line drawings, photos, paintings and computer programs).*

### What do I do if I have a student repeating a unit? (re: assessment re-submission).

Students need to seek permission from the Unit Coordinator if they are going to submit an assessment task that they have already submitted. In the Academic Misconduct Rules, there is the definition of plagiarism, including self-plagiarism. Follow this link to read more about plagiarism.

Essentially, self-plagiarism is when a student copies, whether identically, substantially or in essence, one’s own work (multiple publication or self-plagiarism) that has been:



## ASSESSMENT, EXAMINATION AND MODERATION PROCEDURE

[https://intranet.ecu.edu.au/\\_data/assets/pdf\\_file/0011/784262/Assessment-Examination-and-Moderation-Procedures.pdf](https://intranet.ecu.edu.au/_data/assets/pdf_file/0011/784262/Assessment-Examination-and-Moderation-Procedures.pdf)

- published, without proper referencing in the Assessment Task being submitted; or
- submitted for an Assessment Task at another time (at the University or another institution), without permission from the Unit Coordinator for which the Assessment Task is to be submitted.

Note: This does not include a Student replicating their own work during a repeated Unit with permission from their Unit Coordinator, or resubmitting work within a Unit where the Student has been permitted to resubmit within a Unit, when repeating that Unit or resubmitting an Assessment Task.

Students will be alerted to this on the 'How to Succeed' page, where students will be told If you have undertaken this unit previously, be sure to contact your Unit Coordinator before you start your first assessment.

### **Assignment submission**

Students at ECU submit assignments with a completed assignment cover sheet attached. Students can download the cover sheet from the Student Intranet

The cover sheet also has summary information on:

- copyright for assignments;
- procedures and penalties on late assignments; and
- a caution on cheating and plagiarism.

This cover sheet has space for the student to sign (paper submission) and box to check (electronic submission). In doing this, the student is endorsing the statement "I certify that the attached assignment is my own work and that any material drawn from other sources has been acknowledged".

### **Late Assignments**

Students who wish to submit an assignment after the due date and avoid a late penalty must apply in writing to the Unit Coordinator stating the grounds. The penalty for late submission without approval is calculated as:

- A penalty of 5% of the maximum assignment mark for each working day late and more than five working days late, a mark of zero for the assignment.

### **Return of Assignments**

Student assignments should be marked and returned within ten working days from submission/ due date. Students should receive sufficient feedback on their assessment tasks.

### **Examinations**

It is the responsibility of the Unit Coordinator to prepare the end of semester examination paper and marking guides for the unit. It is every educator's responsibility to keep accurate records of all assessment results, including marks, for all their students. These records should be kept confidential, except for legitimate University purposes.

### **Unit Review and UTEI**

The data generated is used in improving the design of units and informs teaching practice. ECU's approach is to survey all units and the associated teaching staff every time the unit is offered. Results are made available via the UTEI system to the individual lecturer and tutor, as well as the relevant unit and course coordinators, school heads (Exec Deans, ADTLs and ADDs have access to these individual reports as well as more management-oriented reporting).

Some reporting is also available to selected viewers via other systems (e.g., ECUonQ, or Analytics dashboards). Unit coordinators will review coursework units in ECUonQ, at the completion of the semester they are delivered, and provide analysis of:

- a) Student experience data;
- b) Student learning data;
- c) Grade distribution; and
- d) The assessment regime.

## CHAPTER 4: YOUR PROFESSIONAL DEVELOPMENT

### **Induction, Training and Professional Development**

All new sessional staff are required to complete the professional development unit PDC111 before or during their first teaching period. This is important because they may not have formal teaching credentials. In recognition of this development opportunity, ECU offers a series of professional development units (detailed below) to assist sessional staff in upgrading their personal teaching qualifications. Sessional staff will be paid for attending compulsory PDC units.



### **The Scholarship of Teaching and Learning (SoTL)**

The Scholarship of Teaching and Learning (SoTL) is integral to the work that unit coordinators perform. SoTL is developed “when our work as teachers becomes public, peer-reviewed and critiqued, and exchanged with other members of our professional communities so they, in turn, can build on our work... It does not become scholarship until it is subjected to systematic reflective analysis. Such reflection leads to its display or communication in ways that render it community property in the fullest sense—public, reviewed and exchanged”. Staff strongly encouraged to develop their SoTL at ECU by continually seeking opportunities for and participating in SoTL professional development offerings at ECU.

### **Appointments and Remuneration**

All paperwork associated with appointments is normally managed by school administrative officers. These administrators also tend to be knowledgeable in the policies and processes pertaining to other employment matters such as remuneration and superannuation, so Unit Coordinators are advised to provide sessional staff with their contact details. It is Unit Coordinator’s responsibility to ensure that contracts have been prepared, signed and returned by all sessional staff in a timely manner so that they are paid on time. Late return of contracts equates to late payment.

### **ECU Staff Online Induction**

Most of the items involve reading important information on our website, whilst others require a conversation to take place between you and your line manager.

**Behaviour Expectations:** Our staff are led by our purpose, vision and values which determines the Code of Conduct. Our values are integrity, respect, personal excellence and rational inquiry: Code of Conduct policy.

**Work Health, Safety and Wellness:** It is a legal requirement that all staff complete the Health and Safety induction and Emergency and Evacuation Training.

**Equal Opportunity Training:** All staff are required to complete an Equal Opportunity (EO) online training course.

### **Professional Development Courses (PDCs)**

Teaching academics should be aware that they are required to complete the PDC programs as follows:

<b>PDC111</b>	ALL teaching academics must complete PDC111 regardless of prior teaching experience. This module must be completed prior to commencing teaching, if possible, but within the first month.
<b>PDC112</b>	On-campus teaching academics must complete PDC112 or equivalent face-to-face prior within three months of commencing their teaching duties.
<b>PDC114</b>	Online teaching academics must complete PDC114 online within the first month of commencing their teaching duties.

### **Sessional (Casual) Staffing**

ECU employs a large number of sessional staff who are also likely to be concurrently employed in industry or at other universities. As such, it will be important for Unit Coordinators to be cognisant of the scheduling needs of sessional staff as they navigate working around their other employment

### **STAFF INDUCTION DETAILS**

To access the induction, visit the Human Resources Services, on the Staff induction website:

<http://intranet.ecu.edu.au/staff/centres/human-resources-service/our-services/recruiting-appointing-inductions-and-probation/staff-induction>

### **ACADEMIC STAFF PERFORMANCE EXPECTATIONS AND OUTCOMES (ASPEO)**

<http://policysearch.ecu.edu.au/WebDrawer.PolicySearch/Record?q=recAnyWord%3Aaspeo&sortBy=>

### **PROFESSIONAL DEVELOPMENT FOR TEACHING STAFF POLICY**

<http://policysearch.ecu.edu>



## CODE OF CONDUCT

<https://intranet.ecu.edu.au/staff/centres/strategic-and-governance-services/our-services/legal-and-integrity/integrity>

commitments. These requirements are congruent with ECU's endeavours to nurture collegial relationships as part of its social sustainability, engagement and inclusivity agenda. Unit Coordinator, have an essential role to play in ensuring that sessional colleagues are welcomed to the University, treated fairly and respectfully, and are professionally supported.

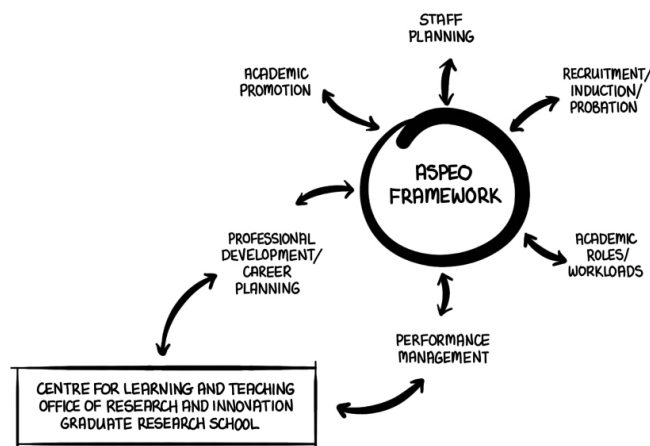
New colleagues are often confronted by complex tasks and need support in gaining an understanding ECU policies and procedures, as well as accessing relevant resources and services. As part of the social sustainability agenda, it is important that Unit Coordinators include colleagues in any collaborative endeavours to improve students' learning experiences and outcomes.

This inclusiveness into a team environment will help to enhance sessional staff retention. Over time, established sessional colleagues accumulate vital corporate knowledge of how the university, school and your program operate. However, there is a tendency to downplay the social and corporate capital of a colleague until they have left. At ECU we regard our sessional colleagues as important partners in the teaching and learning process.

Unit Coordinator should model sound teaching and learning practices and alert staff to professional development opportunities advertised through the Staff Development portal. Often overlooked is getting new staff upskilled in the use of essential teaching technologies such as Blackboard and Turnitin.

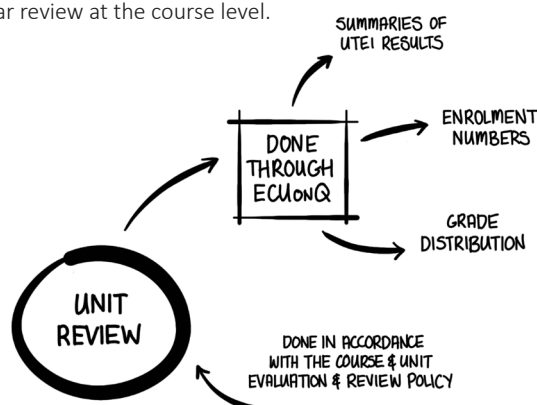
### Code of Conduct for ECU Staff

All staff at ECU are guided by the Code of Conduct which aims to provide guidelines for appropriate behaviour and to assist staff with addressing ethical issues.



### Unit Reviews

At the end of the year, (and mid-year for units only offered between January to June) Unit Coordinators are required to complete a unit review in accordance with the Course and Unit Evaluation and Review Policy. This is done through the ECUonQ tool. ECUonQ is an online tool providing unit coordinators with summaries of UTEI results (including student comments), enrolment numbers, and grade distributions. Unit coordinators are asked to reflect on the unit in the light of these and other prompts, and to develop action plans for future offerings. Once the period for unit reviews is closed, ECUonQ is opened up for Course Coordinators to conduct a similar review at the course level.





An important aspect of the Unit Co-ordination role is to apply continuous quality improvement mechanisms grounded in evaluation and review protocols and using ECU systems. This is an important part of the University's Quality Assurance Process, and is used to review the quality of units and how and where improvements might need to be made.

Unit Co-ordinators are required to engage with data on the student experience and outcomes, seeking multiple perspectives and a range of evidence to continually improve student retention and success in the unit. Staff feedback and input is a valuable source of data for Unit Coordinators.

Evidence sources include:

ECUonQ (includes student performance)

UTEI

Other student responses (emails, discussions)

Peer review

Feedback/reflection from tutors

Feedback/reflection from learning consultants

Benchmarking activities



### UTEI INFORMATION

For more information on the UTEI, go to:

<http://intranet.ecu.edu.au/student/my-studies/surveys/unit-and-teaching-evaluation-instrument-utei>

### UTEI – Unit and Teaching Evaluation Instrument

UTEI data is collected through the online administration of a survey to students, and is intended to gauge student perceptions of the effectiveness of the unit and its teaching. UTEI surveys are administered towards the end of the major teaching blocks (Semester 1, Semester 2, Summer). All coursework units are evaluated, along with all teaching staff who have had a significant involvement in the delivery of the unit. Students fill it in at the end of each of their units to evaluate the content of their units as well as the academic delivery of the instructor and the overall unit-specific experience. Results are confidential, but shared with the instructor and everyone in their line management.

As well as providing feedback to academic staff involved in the unit, the results feed into a range of processes such as unit, course and school reviews, accreditations, teaching awards, assessment of pedagogical initiatives, and staff promotions.

The UTEI comprises a standardised three-part questionnaire which prompts students for ratings and comments on:

- unit
- lecturer
- tutor

The ratings are based on student responses on a Likert-style agree-disagree scale to a range of statements regarding the unit/teaching, looking at organisation, learning materials, assessment, challenge, communication, approachability and overall satisfaction. Students are asked to comment on the best aspects of the unit/teaching and also on areas where improvements might be considered.

Each staff member teaching a unit is evaluated either as a lecturer only, a tutor only, or both a lecturer and a tutor (depending on how the school, in collaboration with the unit coordinator, configures the UTEI set-up in CUOS). By providing student feedback data on individual units and educators, the UTEI is an important quality tool enabling university colleagues to monitor and evaluate the effectiveness of the teaching and learning across the University. All staff can access their UTEI results from the UTEI link in the Staff Portal.

UTEIs are essentially forms of summative evaluation, even though they can be used to inform future improvements. Some schools encourage more unofficial 'formative' feedback, and can provide templates for quick 'week 4' evaluations. When evaluating the effectiveness of a unit, student feedback on the learning environment as well as the student assessment results should be considered. Unit co-ordinators should also consider if any additional information or feedback is available and can be added to this review.

### **Unit Learning Environment (Student Feedback)**

Student feedback can tell you about students' experience of the content, delivery and assessment in this unit. This data should be considered in relation to:

- UTEI Satisfaction Trends (3 Year Trend for Unit, Lecturer, Tutor)
- UTEI Satisfaction for current year by campus, for school, for whole ECU
- UTEI Comments

### **Unit Assessment Results (Success & Grades)**

Student assessment outcomes in a Unit is informed by:

- Success, Failure and Withdrawal rates
- Grade Distribution (3 year trend)
- Current Year Grade Distribution (By Location)
- Current period grade distribution for assessment items by location

Student performance relative to other ECU locations is taken into account when evaluating instructor performance.

The ECU Academic Staff Performance Expectations and Outcomes (ASPEO) Framework provides Academic staff clarity on performance expectations in the core areas of academic work. There are three core areas of academic work at ECU:- Learning and Teaching;- Research and Research Training; and- University Service.

### ***Offshore Student Survey (OSS)***

The OSS is an annual electronic student survey of all offshore enrolled students at ECU to ascertain student experience of non-curriculum related matters and overall experience as an ECU student in relation to:

- Teaching quality
- Learning and skills development
- Student support and administration functions
- Library and IT facilities and support
- Students will be sent the survey electronically annually



## IMPORTANT INFORMATION @ ECU

### RESOURCES @ ECU

#### ECU STUDENT/STAFF PORTAL

<https://mylogin.ecu.edu.au/>

#### IT SERVICES

phoning 6304 6000 (6000 from any on campus telephone)

or emailing [itservicedesk@ecu.edu.au](mailto:itservicedesk@ecu.edu.au)

<http://intranet.ecu.edu.au/student/support/it-services/support-and-advice>

#### BLACKBOARD @ ECU

<http://blackboard.ecu.edu.au>

#### LIBRARY SERVICES @ ECU

<http://www.ecu.edu.au/centres/library-services/>

#### TURNITIN @ ECU

<http://intranet.ecu.edu.au/learning/learning-technologies/turnitin>

#### SOCIAL MEDIA @ ECU

Information: <http://intranet.ecu.edu.au/learning/learning-technologies/social-media>

### TEACHING AND LEARNING RESOURCES

#### ECU ACADEMIC CALENDARS

<http://intranet.ecu.edu.au/student/dates-and-events/academic-calendar>

#### ONLINE HANDBOOK

<http://www.ecu.edu.au/handbook>

#### LEARNING ADVISERS

<http://intranet.ecu.edu.au/student/my-studies/study-assistance/learning-consultants>

#### ASSESSMENT APPEALS

<http://intranet.ecu.edu.au/student/my-studies/exams-and-results>

#### ACADEMIC INTEGRITY @ ECU

<https://intranet.ecu.edu.au/learning/academic-integrity/overview>

#### REFERENCING

<http://ecu.au.libguides.com/c.php?g=410550>

#### PLAGIARISM @ ECU

<http://intranet.ecu.edu.au/research/for-research-students/research-journey/writing-and-presenting-your-research/plagiarism>

#### STAFF SOFTWARE

<http://intranet.ecu.edu.au/staff/centres/information-technology-services/our-services/your-computer-software-and-printer/software-for-work-and-home>

### STAFF RESOURCES

#### STAFF INDUCTION DETAILS

<http://intranet.ecu.edu.au/staff/centres/human-resources-service/our-services/recruiting-appointing-inductions-and-probation/staff-induction>

#### STAFF DEVELOPMENT PORTAL

<http://www.ecu.edu.au/staff-development/>

#### LEARNING INTRANET - TEACHING RESOURCES

<http://intranet.ecu.edu.au/learning/curriculum-design/overview>

#### UTEI

<http://intranet.ecu.edu.au/student/my-studies/surveys/unit-and-teaching-evaluation-instrument-utei>

#### EQUITY, DIVERSITY AND DISABILITY

<http://intranet.ecu.edu.au/student/support/student-equity>

#### COUNSELLING

<http://intranet.ecu.edu.au/student/support/counselling>

### STUDENT RESOURCES

#### ECU STUDENT HUB

<http://intranet.ecu.edu.au/student/support/contact-us>

#### ECU STUDENT/STAFF PORTAL

<https://mylogin.ecu.edu.au/>

#### ECU SOCIAL MEDIA POLICY:

<http://policysearch.ecu.edu.au>

#### ASK US @ ECU

This system can be accessed via the ECU

homepage or the Got a Question? AskUs website:

<http://askus.ecu.edu.au>

#### STUDENT GUILD @ ECU

<http://intranet.ecu.edu.au/student/campus-life/student-guild>

#### COURSE INFORMATION HUB

<http://intranet.ecu.edu.au/student/support/contact-us/course-information-hub>

#### STUDENT HEALTH

<http://intranet.ecu.edu.au/student/support/student-health>

#### SLIDE

<http://ecu.au.libguides.com/slide/home>

### TEACHING OFF CAMPUS RESOURCES

#### ONLINE LEARNING

<https://intranet.ecu.edu.au/learning/learning-technologies/online-learning-references>

### ECU POLICIES & LEGISLATION

#### ASSESSMENT @ ECU

<http://policysearch.ecu.edu.au>

#### ACCESSIBILITY @ ECU

<https://intranet.ecu.edu.au/staff/supplemental/website-accessibility>

#### COPYRIGHT @ ECU

<http://intranet.ecu.edu.au/student/supplemental/copyright>

#### ECU PRIVACY POLICY

<http://policysearch.ecu.edu.au>

#### ECU STRATEGIC PLAN

<http://www.ecu.edu.au/about-ecu/welcome-to-ecu/strategic-goals>

#### STUDENT CHARTER @ ECU

<http://funnelback.ecu.edu.au>

#### RULES, BYLAWS AND POLICIES

<http://policysearch.ecu.edu.au>

### CONTACT ECU BY

#### PHONE ON 134 328

For calls outside Australia  
phone +61 (8) 6304 0000

#### EMAIL US AT

[enquiries@ecu.edu.au](mailto:enquiries@ecu.edu.au)

#### WEB

[ecu.edu.au](http://ecu.edu.au)

#### FIND US AT

Facebook: ECUJourney

Twitter: edithcowanuni

Youtube: edithcowanuniversity

#### STUDENT HUB

<http://intranet.ecu.edu.au/student/support/contact-us/enquiries@ecu.edu.au>

#### STUDENT GUILD @ ECU

<http://intranet.ecu.edu.au/student/campus-life/student-guild>