The Little Red BOOK

An Introduction to Teaching at ECU:
Centre for Learning and Teaching

WELCOME
Information about Orientation for new staff, the ECU Strategic Plan, Tertiary Education Quality and Standards and the Centre for Learning and Teaching.

TEACHING AND LEARNING
Information for Course and Unit Coordinators, Lecturers and Tutors about Unit Codes, Unit Outlines and Plans, the Blackboard Learning Management System, Assessment and Examination information.

ADMINISTRATION
Administrative Policies and Guidelines including Acknowledgement of Country, the English Language Proficiency Strategy, and Accessibility. All teaching related administration including teaching periods, the Academic Calendar, Facilities and Property, Lecture recordings, teaching spaces and emergency protocols.

STUDENT SUPPORT
Focusses on the responsibilities that all academic staff have for the safety and wellbeing of students, including confidentiality, duty of care, equal opportunity, the student charter and sources of help available for students.

RESOURCES
Information on a range of resources and services that are available to support academic staff and students in their learning and teaching, including details about both the administration systems and the learning and teaching systems at ECU.

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

ECU UNIVERSITY
EDITH COWAN
CONTENTS

INTRODUCTION

How to use this handbook 4

CHAPTER 1: SETTING THE CONTEXT 5

Role description 5
University Academic Structure 5
Your teaching and learning network 6
Key contacts and services 6
ECU environment 7
Our students 7
Assuring quality 8
Staff safety and wellbeing 9
Student safety and wellbeing 10
Student Support 11

CHAPTER 2: YOUR LEARNING AND TEACHING ROLE 12

ECU Teaching and learning systems 12
Critical teaching and learning policies for your role 14
Curriculum design 14
Course learning outcomes 14
Teaching and delivery 14
Assessment, moderation, feedback, and monitoring learning 15
Academic Integrity 17
Review and continuous improvement 18

CHAPTER 3: YOUR PROFESSIONAL DEVELOPMENT 20

Professional Development Courses 20
WELCOME

How to use the Purple Handbook
This book is split into 3 sections: Setting the context, 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
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.

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/
CHAPTER 1: SETTING THE CONTEXT

This book is designed to assist both new and experienced academic staff members to find resources and services to assist with teaching at 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, 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.
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.

Responsibilities vary depending on the type of unit and mode of delivery but broadly.

Unit Coordinators

Unit Coordinators are 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.

Responsibilities vary depending on the type of unit and mode of delivery: for example, there may be special requirements if the unit is laboratory based, a practicum unit, or taught transnationally.

Unit Coordinators are responsible for at least 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, moderating if appropriate;
- ordering course material such as textbooks and e-reserve readings;
- ensuring the Blackboard site is available and current;
- briefing lecturers and tutors on the unit and on any issues.

For more detailed information on the role of being a Unit Coordinator, please see the Blue Book in this series called “Course Coordinators Handbook”.

Course Coordinators

Course Coordinators are responsible to their Executive Dean for the overall quality and cohesion of their course, including the current degree program and the future directions and development of that degree.

Typical responsibilities include:

- designing, building and implementing new or updated Course/s;
- monitoring and reviewing the course;
- acting on and responding to evaluation and feedback;
- providing accurate and timely reporting;
• mentoring and leading staff;
• understanding the regulatory and quality assurances a course must meet;
• liaising with industry, business and professional groups, identifying opportunities for collaboration; and
• ensuring that your course is financially sustainable and aligns with the University’s strategic direction

For more detailed information on the role of being a Course Coordinator, please see the Green Book in this series called “Course Coordinators Handbook”.

**Key Contacts and Services**

- **Off Campus Support** (Student Services Centre) - 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 ([web and email on the left hand navigation](#))

- **Admissions** (Student Services Centre) - Enquiries relating to specific applications and fee payment, assessment, admission, and student offer letters. Key contact: Annette Thompson, Manager; ([web and email on the left hand navigation](#))

- **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; ([web and email on the left hand navigation](#))

**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.
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

<table>
<thead>
<tr>
<th>More than 27,000 students</th>
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<tbody>
<tr>
<td>Around 18,000 undergraduates and 6,000 postgraduates</td>
</tr>
<tr>
<td>More than 4,000 international students</td>
</tr>
<tr>
<td>From over 100 countries</td>
</tr>
</tbody>
</table>

We encourage international students to choose ECU. Perth, Western Australia offers a truly authentic Australian experience and 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.

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

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

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


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. Some of these services also have online chat. In each case they should mention the location on which they are studying.

<table>
<thead>
<tr>
<th>Issue/Problem</th>
<th>Support Services Available</th>
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</thead>
<tbody>
<tr>
<td>Accessing information, information literacy</td>
<td>Library</td>
</tr>
<tr>
<td>Career or employment related issues</td>
<td>ECU Career Services</td>
</tr>
<tr>
<td></td>
<td>Graduate School’s Research Work Register</td>
</tr>
<tr>
<td>Course information</td>
<td>Course Information Hub</td>
</tr>
<tr>
<td>Disability</td>
<td>Student Equity, Diversity and Disability Service</td>
</tr>
<tr>
<td>Emotional or psychological issues</td>
<td>Student Counselling Service</td>
</tr>
<tr>
<td>Experiencing bullying, harassment or discrim-</td>
<td>Student Equity, Diversity and Disability Service</td>
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<td>ination</td>
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</tr>
<tr>
<td>Financial Difficulties</td>
<td>Student Loans Student Guild</td>
</tr>
<tr>
<td>Student Fees</td>
<td>Student Central</td>
</tr>
<tr>
<td>General Student enquiries</td>
<td>Student Central - Refer student here when unsure who else should help them</td>
</tr>
<tr>
<td>International Student Support</td>
<td>Student Central</td>
</tr>
<tr>
<td>International student visa &amp; enrolment issues</td>
<td>Student Central</td>
</tr>
<tr>
<td>Medical Problems</td>
<td>Health Services</td>
</tr>
<tr>
<td>Postgraduate research support</td>
<td>Graduate Research School</td>
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<tr>
<td></td>
<td>Research Consultants</td>
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<tr>
<td>Spiritual Guidance and support</td>
<td>Multi-Faith office</td>
</tr>
<tr>
<td>Study skills and advice</td>
<td>Learning Consultants</td>
</tr>
<tr>
<td>Sexual Assault/Harassment reporting</td>
<td>Director Student Services Centre (students)</td>
</tr>
<tr>
<td></td>
<td>Director HRSC (staff)</td>
</tr>
<tr>
<td>Technology and computer issues</td>
<td>IT Support</td>
</tr>
</tbody>
</table>

Typical responsibilities include:
• designing, building and implementing new or updated Course/s;
• monitoring and reviewing the course;
• acting on and responding to evaluation and feedback;
• providing accurate and timely reporting;
• mentoring and leading staff;
• understanding the regulatory and quality assurances a course must meet;
• liaising with industry, business and professional groups, identifying opportunities for collaboration; and
• ensuring that your course is financially sustainable and aligns with the University’s strategic direction.

STUDENT CENTRAL @ ECU
Student Central 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

COURSE INFORMATION HUB
http://intranet.ecu.edu.au/student/support/contact-us/course-information-hub

OFF CAMPUS SUPPORT
Off Campus Support (Student Services Centre)
http://intranet.ecu.edu.au/student/support/off-campus
For more detailed information on the role of being a Course Coordinator, please see the Green Book in this series called "Course Coordinators Handbook".

For academic support, the Academic Skills Centre located in Blackboard provides tip sheets, exemplars and guides for various assessment types.

Learning Advisers also provide academic support including online assignment support to students.

**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](https://blackboard.ecu.edu.au)

**Computer resources for students**
Computer resources are available on all ECU campuses in the eLab and students can obtain access 24 hours a day, 7 days a week during semester. After hours access cards are required outside normal operating hours. IT Support staff are available to assist students at the metropolitan campus eLab counters.

**Student Guild**
The ECU Student Guild is a student run support service and representative organisation for students at Edith Cowan University. The Guild exists under the University Act as a student body and union on campus.
The Guild provides the following services for students:

- activist spaces and facilities for students;
- activities and events on campus;
- Education and Welfare Support Officers;
- equipment hire;
- equity, diversity & sustainability representation and support;
- food vouchers;
- grievance and appeals assistance/advice;
- information and referrals;
- interest-free emergency loans;
- legal referrals and advice;
- second-hand books and computers;
- social, cultural and political engagement opportunities;
- student representation on committees and ECU Council;
- support for clubs, societies & associations at ECU; and
- support for International Students’ Council and Post Graduates’ Association.

CHAPTER 2: THE LEARNING ENVIRONMENT

ECU Teaching and learning systems

Turnitin @ ECU

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

ECU Student/Staff Portal

To access the ECU student/staff portal, go to: https://mylogin.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.
Course 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.

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

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

CURRICULUM DELIVERY AND ASSESSMENT POLICY
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**

- Prior to unit commencement
  - Meeting 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

**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 Delivery and Assessment Policy
- Curriculum Planning and Development Policy
- Copyright - Online High-use Collection Policy
- Recognising Aboriginal and Torres Strait Islander Peoples and Country Policy

**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.

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. Formative feedback can be from the teacher, from students (self-reflection or peer review) and from industry partners or employers.

## ASSESSMENT GRADES AND MARKS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>High Distinction</td>
<td>80 to 100</td>
</tr>
<tr>
<td>D</td>
<td>Distinction</td>
<td>70 to 79</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>60 to 69</td>
</tr>
<tr>
<td>C</td>
<td>Pass</td>
<td>50 to 59</td>
</tr>
<tr>
<td>FI</td>
<td>Incomplete and Repeat</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Pass (Conceded)</td>
<td>45 to 49</td>
</tr>
<tr>
<td>N</td>
<td>Fail</td>
<td>0 to 49</td>
</tr>
</tbody>
</table>

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 (before grades are finalised):**
- If the previous processes have not achieved consistency and fairness, moderation may require scaling of student marks.
The ECU Curriculum Delivery and Assessment Policy specifies that 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.

In reference to third party partnerships, the policy also states:

- 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 Online Moderation System, available using an Easy Login through the Staff Portal.
- 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**

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
The ECU Plagiarism guide (linked from the navigation on the right hand side) should be given to students.

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).

Assignment cover sheet and 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.
CHAPTER 4: TEACHING ADMINISTRATION

Teaching periods and timetables
It can sometimes feel as if universities are run by clocks and calendars, but it is important to have clear signposts for the start and end times of different activities to ensure coordination of the 20,000 students and 400 courses we offer. The sooner you can familiarise yourself with the academic calendar and teaching timetable the easier your work here will be.

The academic calendar
Most of the academic program at ECU takes place in two semesters (Semester One and Semester Two). Other patterns are used and include summer and winter schools, three trimesters, four terms and two full year periods. Normally, semesters one and two include between 12 and 14 teaching weeks, a one-week mid-semester break free from class contact and a final two-week examination period.

The ECU Academic Calendar provides all staff and students with the university timeline for each year, including teaching period start and end dates. A few Schools have their own calendar, which can be accessed from the School’s website. It is important to know which pattern applies to the units you are teaching.

University holidays
The University has a two-week period where the majority of Schools and Service Centres throughout the University close. This is known as the Essential Student Services Period and runs over Christmas and New Year. The three other WA public holidays - Labour Day, Foundation Day and the Queen’s Birthday - are not University holidays. In lieu of losing these as public holidays, ECU staff have an additional five days annual leave during the Essential Student Services Period in December/January.

Facilities and Property
The University has a wide variety of purpose-built teaching spaces, equipped with the latest technology to support good quality learning. It would be useful to find out more about the teaching spaces in your School that have been purposefully designed or equipped with your discipline or subject-area in mind.

Computers in teaching spaces
IT Services provides Internet and other technologies within our teaching rooms. Many Schools have their own laboratory computers. If you wish to provide laboratory access for your students within a unit you should speak with your Course Coordinator about laboratory protocols and booking procedures.

Lecture recordings
Some teaching spaces are equipped with computers to allow you to record your lectures. If you are asked to record your lectures, you should inform students you are doing so. At ECU we have various software solutions for your lecture/recording needs. For more information about the software products available to ECU staff, see the link on the left hand side ‘Staff Software’.

Food and drink in teaching spaces
Students are not permitted to take food or drink (except water) into teaching spaces. If you see any students behaving inappropriately in this regard, please remind them of the need to respect these simple rules.

Vacating teaching spaces
It is University policy to vacate rooms 15 minutes before the start of the next scheduled class. When a class has finished, please take any students seeking help or guidance away from the lectern, or better still, move outside to allow the next lecturer to set up for their class.
vacating a teaching space, it is important to turn off all equipment that you have turned on. This includes media facilities such as DVD players and lecture equipment and, of course, any lights. Please also clean any whiteboards.

**Furniture in teaching spaces**
Staff should always leave the furniture and fittings in classrooms in the position in which they were found. If you use teaching spaces with moveable furniture, you are encouraged to arrange the furniture to suit your teaching styles. However, if you move the furniture in a room, you should ensure it is returned to the standard configuration you found when you arrived.

**Emergency evacuation**
Emergency evacuation procedures, together with an Assembly Zone location map, are located at all building EXITs and in each of the University’s formal teaching spaces. Staff and students should make themselves familiar with this information for all of the buildings they use.
At the beginning of semester, all lecturing staff are required to inform students about the protocols for emergency evacuation. This, of course, pre-supposes that staff are themselves familiar with these protocols. In the event of an emergency, teaching staff on campus have a duty of care to take control of the situation/class until Security or the Chief Warden arrives.
An emergency will be signalled either by the building’s emergency warning system or by a Fire Warden. On hearing the Emergency Warning System:

- remove anyone from danger, do not panic;
- close all doors in area (if Bomb Threat leave open);
- assemble all students in the class ready for evacuation;
- evacuate by nearest safe exit then proceed to the Assembly Area (do not use lifts);
- ensure the Building Warden or Emergency Response Officer is informed of any people who are injured, unconscious or have a disability; and
- keep students together and follow instructions from Warden or

Please note:
- if you need to contact external emergency services, dial 000;
- for emergencies requiring first aid, always seek immediate professional medical help from University First Aiders, or Security; in the event of a medical emergency it is not appropriate to contact the on-campus Medical Centre; and
- if using a University landline first dial 0 for an outside line.

**Accessibility**
Accessible websites and resources help make online resources clear and easy to use for any user, regardless of any physical, mental or any other difficulty. Web accessibility for a university refers to the public website, the student and staff Intranets and the units available online.
It is important for a site to be accessible for the following reasons:
1. According to the Australian Bureau of Statistics, 18.5% of Australians have a disability. Not all of these are obvious. Students are not obliged to divulge their disability and many of these disabilities are hidden, particularly in an online setting. By providing students with accessible sites, we can be certain that students have a reasonable opportunity to succeed in their studies.
2. It is against the law not to.
3. Taking notice of the clarity of your site, being consistent in your language choices and ensuring your instructions are clear will help all students and give students a variety of ways to learn.

**Social Media Policy**
This policy provides a framework for participation in social media by ECU staff, students and members of Council. The Social Media Policy encourages and supports responsible use of social media when communicating on one of ECU’s official social media channels or commenting on University matters on external social media sites.
Copyright and intellectual property
The University, its staff and students are subject to the requirements of the Commonwealth of Australia Copyright Act 1968 (as amended). University policies have been established to comply with these requirements and other contractual obligations and must at all times be observed and adhered to by staff and students.

Copyright
The underlying principle of the copyright law is to grant authors and other creators exclusive rights over their work and to reward them for the time and effort required to put an idea into a material form. It was also designed to provide a balance between the rights of copyright owners and the rights of users of copyright material, such as educational institutions and libraries.

It is important that any work copied is fully referenced to meet requirements under Moral Rights amendments to the Copyright Act. As authors and creators, students’ work is protected by copyright.

As an employer, ECU will normally own copyright for all work produced by you as an employee in the course of your duties. Work produced by or under the direction of government normally rests with the Crown. The Copyright Act will determine copyright ownership unless there is a contract between the parties to the contrary.

Intellectual property
ECU supports the commercialisation of intellectual property developed through research, teaching and learning activities. As an employer, ECU claims ownership of the intellectual property of all work produced by you as an employee in the course of your duties. Thus, material produced by you, as part of your teaching program, is usually owned by the University. Private developments not related to your University duties are your intellectual property.

The University will not normally seek to exercise its intellectual property rights over small-scale academic or creative publishing income. However, you should refer to the ECU Copyright webpage for further information if you are intending publishing something or negotiating with a publishing company.

All material published on the Internet is automatically protected by copyright. Although viewing material on the Internet is free, downloading it for storage or printing is a ‘reproduction’ under Australian copyright law and generally requires the permission of the copyright owner.

Downloading may not infringe copyright where a single production (copy) of the material is made in accordance with the ‘fair dealing’ provisions of the Copyright Act for the purposes of personal study or research. Use of the material can be limited by specific conditions (e.g., for educational or non-commercial purposes) or may be unrestricted. Often websites will include a copyright notice, which describes what use can be made of the material.

Audio-visual copying
Audio-visual materials, privately copied for research and study purposes, may be submitted by a student for assessment or used by the student in any class presentation. However, the copy may not be used for any other purposes, including teaching purposes. The University is licensed to make copies of television (including from cable and satellite) and radio broadcasts for educational purposes, providing each copy made is properly reported and ‘marked’ (labelled).

Commercially produced films, videos or audios must not be copied for use within the University, nor copied using ECU-owned equipment. Any films, videos or audios used in the University should be purchased or hired in the name of Edith Cowan University.

Photocopying
Section 40 of the Copyright Act permits an individual to make a single copy of a ‘reasonable portion’ of a literary, dramatic or musical work without direct permission from the copyright owner, providing that:
the copying is done for the purposes of research and study; and the dealing is ‘fair’.

• A ‘reasonable portion’ is usually accepted as being:
  • 10% of a ‘work’ (or if the ‘work’ is divided into chapters, one chapter, whichever is the greater) of a literary, dramatic or musical work published in an edition of 10 pages or more;
  • An article in a periodical publication (or more than one article if they relate to the same subject matter - although ‘same subject matter’ is not clearly defined in the Act it is generally regarded as being fairly limited); and
  • Where a work is contained in an anthology (a collection of separate works): the whole work if no more than 15 pages in the anthology, where it exceeds 15 pages, the work may be copied only if it is not available separately published.
  • The term ‘reasonable portion’ is not defined in relation to works of less than 10 pages, or in relation to artistic works.

It is important to recognise that the 10% rule applies at all times University-wide. This means that for a ‘work’ already in digital format, only 10% from the ‘work’ can be made available online at any one time University-wide. To manage this, readings in digital format should be made available to students through the Library’s new eReserve system.

**Library**

It should be noted that diagrams, tables, graphs, maps, photographs, colour plates of artwork are complete ‘works’ in their own right. They may be copied only when they accompany text to which they refer or where it can be shown that they have not been separately published (but then only if the dealing is ‘fair’). ECU is licensed to make multiple copies for educational purposes, providing the copying does not exceed the prescribed limits and is fully referenced with source details. The copying may be to or from digital format, providing that where it is placed online, it is on a secure Intranet (password protected) and must not to be accessible to the public.

**Room Bookings**

ECU has many different types of rooms that can be booked for both academic programs and meetings and/or events. Room allocation for academic purposes is managed through ECU’s Timetable Office at timetable@ecu.edu.au. For locating and booking meeting rooms on ECU campuses, ECU uses a web based system called ECUSIS. The ECUSIS system will show you the location of the room, the room capacity and equipment specifications and availability. To make a booking, login to the staff/student portal and select ECUSIS Room Bookings from the left-hand menu. Select the campus or Room List option on the left-hand side to search for a room.

**CHAPTER 5: YOUR PROFESSIONAL DEVELOPMENT**
**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. (link on the left hand navigation menu)

**Work Health, Safety and Wellness**: It is a legal requirement that all staff complete the Health and Safety induction and Emergency and Evacuation Training: (link on the left hand navigation menu)

**Equal Opportunity Training**: All staff are required to complete an Equal Opportunity (EO) online training course. (link on the left hand navigation menu)

**Orientation for new staff**
The ECU Human Resources Service Centre provides an online induction for all new staff. It allows you to explore the facilities and services available at ECU, to understand key priorities of the University and to familiarise yourself with the structure of our organisation.

**Sessional Staff Summit**
The Sessional Staff Summit is an interactive session designed specifically for sessional academic staff at ECU. It includes practical strategies for engaging students in their learning, usable ideas for marking and providing feedback to students, and increased familiarity with teaching technologies used at ECU. See the Learning Intranet for more information.

**Professional Development Courses (PDCs)**
Teaching academics should be aware that they are required to complete the PDC programs as follows:

<table>
<thead>
<tr>
<th>PDC111</th>
<th><strong>ALL teaching academics</strong> must complete PDC111 regardless of prior teaching experience. This module must be completed prior to commencing teaching, if possible, but within the first month.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDC112</td>
<td><strong>On-campus teaching academics</strong> must complete PDC112 or equivalent face-to-face prior within three months of commencing their teaching duties.</td>
</tr>
<tr>
<td>PDC114</td>
<td><strong>Online teaching academics</strong> must complete PDC114 online within the first month of commencing their teaching duties.</td>
</tr>
<tr>
<td>PDC115</td>
<td><strong>On Campus or Online Academics who are teaching in a transnational partnership</strong> must also complete PDC115 online or equivalent face-to-face prior to commencing teaching, if possible, but within the first month.</td>
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