

Learning and Teaching Matters
27 November 2025

Overview from Director, CEI
Professor Anthony Whitty

On behalf of the Centre for Education and Innovation (CEI), I thank you for your dedication throughout 2025 in delivering high-quality, dynamic learning experiences for our students. Your collaboration with CEI has been instrumental in advancing cross-disciplinary projects and initiatives.

Professional learning workshops will be advertised in early 2026 in preparation for Semester 1, if you require advice or assistance in the meantime, please contact CEI@acu.edu.au.

HELTA Symposium: Scholarship of Teaching and Learning

Registrations are now open for the HELTA Symposium, our final event in 2025. The symposium will explore scholarship and innovation in teaching and learning across ACU, with presentations focused on enhancing student experiences and outcomes.

[View the program and read the abstracts here.](#)

Where: Online

When: Thursday 4 December

Time: 10:00am - 12:30pm (AEDT)

[Register your attendance here.](#)

RW Grades and Academic Integrity cases

In readiness for Results Release next week, the Academic Integrity Team (AIT) will work with the Student Results Team to apply Results Withheld (RW) grades where needed until COB Thursday, 4 December.

An RW grade will be applied to a student's unit at the end of the study period if:

- Their academic integrity case is still under investigation and no outcome has been reached.
- The student has not notified the AIT that they have completed the compulsory education modules assigned as part of a misconduct breach.

Note: Students with a finding of *Poor Academic Practice (PAP)* do not have a hold on their grade. LICs must finalise and release grades for any student for whom you have received a PAP letter.

RW grades will only be requested by the AIT for cases that are lodged in SAMMS by **COB Thursday 4 December**.

LICs are required to request an RW for cases submitted **after COB 4 December** by emailing stresults@acu.edu.au cc. academic.integrity@acu.edu.au.

End of year Commonwealth Prac Payments

During ACU's Christmas closedown period, the Commonwealth Prac Payment (CPP) schedule will be temporarily impacted.

Students with approved CPP applications who complete eligible placement weeks between **15 December 2025 and 4 January 2026** will receive their payments after the closedown, with a **lump-sum payment expected on Friday, 9 January 2026**.

Applications submitted and finalised before December for placements prior to mid-December will be prioritised for approval and payment before the closedown. Applications requiring additional information may be delayed until January 2026 once the University reopens.

The CPP rate depends on the calendar year in which placement weeks are completed:

- **2025 placements:** \$331.65 per week
- **2026 placements:** rate to be confirmed (applies to weeks completed from 5 January 2026 onwards)

For further enquiries, please contact CPP@acu.edu.au.

Special Consideration pilot during Summer Term and ACUO T1

From **Summer Term** and **ACU Online Term 1 2026**, students will be able to submit Special Consideration requests directly through the Assignment Extension Tool in Canvas. This enhancement supports:

- Longer-term assignment extension, with the ability to upload supporting documentation (e.g. medical certificates or Education Inclusion Plans).
- Progress tracking directly in Canvas.

Staff resources

- [How do I review and approve Special Consideration requests using the Assignment Extension Tool?](#)
- [Staff training video](#)

The existing 72-hour automatic extension process remains unchanged. This pilot will help evaluate whether the tool can streamline the management of Special Consideration requests across the University and inform future policy updates.

For questions, please contact Learning.Technologies@acu.edu.au.

Student Advocacy Service information sessions

As results are released, many students experience a mix of relief and uncertainty. This period can be especially challenging for those who are disappointed with their grades or who receive academic progress notifications. You can play an important role in connecting these students with the Student Advocacy Service for guidance and support.

The [Receiving Results Information Sessions](#) help students understand their options after results are published. Sessions cover topics such as eligibility criteria required for supplementary assessment, the process of submitting an appeal, requesting Re-credit of Unit/s and Refund of Fees in Special Circumstances, and accessing ACU's student support services.

For students who have received At Risk, Show Cause, or Termination of Enrolment notifications, the [Academic Progress Information Sessions](#) outline the steps they can take to respond effectively and highlight available university supports to help them stay on track.

Please encourage students who express concern about their results or have received academic progress notifications to attend the relevant Advocacy service info session.

The Student Advocacy Service offers free, confidential advice, along with practical online resources to assist students in navigating university processes. Students can contact us at advocacy.service@acu.edu.au or visit studentportal.acu.edu.au/advocacy.

Preparing for a course review?

The Education–Research Nexus has become a core element of ACU’s course review process, reinforcing the University’s commitment to research-informed teaching and learning across all programs.

The Nexus focuses on four key principles:

- Courses shaped by current evidence and ACU research.
- Teaching grounded in robust, contemporary knowledge.
- Students using and evaluating evidence in real-world contexts.
- Building research skills within ethical frameworks.

A new CMAS section (C4): Course Design, Quality and Integrity has been introduced. Course teams are now asked to provide a concise narrative describing how the four Nexus principles are embedded throughout their program.

[Staff resources are available](#) to assist in understanding and articulating these principles within course documentation. More advice can be requested from CEI@acu.edu.au.

New QILT data released on ACU’s DataHub

The 2024 Quality Indicators for Learning and Teaching (QILT) data is now published on the [Educational Analytics page of DataHub](#).

These dashboards developed by CEI in partnership with the Data Excellence Team allow benchmarking of ACU’s student experience with Universities Australia (UA) data, across the student lifecycle.

Filtering is available by faculty, school, discipline, and a variety of demographic cohorts. The DataHub dashboards have the following new data:

1. Student Experience Survey (SES): 2023 and 2024 UA data, with the updated focus areas
2. Employer Satisfaction Survey (GOS): 2024 ACU and UA data
3. Graduate Outcome Survey (GOS): 2024 UA data
4. Graduate Outcome Survey-Longitudinal: GOS-L

In February 2026, ACU’s 2025 GOS and SES data will be released, and CEI and Data Excellence will co-facilitate training sessions on using the DataHub dashboards and interpreting QILT data. These sessions will be widely communicated to staff.

For further information, please contact Evaluations.CEI@acu.edu.au.

An update on the Your Voice Matters project

Your Voice Matters is a university-wide initiative that enhances the quality, consistency, and transparency of student learning experiences through improved feedback, Canvas LMS design, and academic quality assurance processes. Implementation of key deliverables is planned from Semester 1 2026.

A summary of the project streams and their coordinators is provided below:

1. **Feedback & Rubric Design (Dr Louise Maddock, A/Prof Jennifer Carpenter, Miss Nicole Blakey):** Developing an evidence-informed feedback framework and consistent rubric guidelines to improve clarity, timeliness, and student engagement.
2. **LMS Foundation Standards (Ms Carly Milanovic):** Establishing a university-wide Canvas template and minimum standards to ensure consistency and accessibility in unit design.
3. **SELT Review (Mr David Heath):** Redesigning ACU's internal feedback surveys to generate actionable insights using the Ask–Listen–Act model.
4. **Unit Evaluation & Moderation (A/Prof Alison Owens, A/Prof Jodi Sita):** Creating a standardised moderation template to strengthen fairness, quality, and accountability in delivery and review.
5. **ACU Thrive Expansion (Dr John Mahoney, Mr James Nicholson):** Extending the ACU Thrive learning model beyond first year to enhance retention, satisfaction, and success across all undergraduate programs.

ASU: Expanding maths and numeracy support for Education and Health students

The Academic Skills Unit (ASU) has developed new Canvas-based resources to support two of ACU's largest cohorts. These can be embedded into units or promoted as targeted student support.

Numeracy for Teaching – Building Numeracy and Problem-Solving Skills

This resource is the core output of an AALL-funded project focused on proven techniques for solving mathematical problems. The Canvas modules include:

- Core numeracy skills for pre-service teachers.
- Explicit teaching and practice of problem-solving strategies.
- “Co-solving with AI” activities, where students apply these techniques using AI tools.

It is available as a standalone unit to support LANTITE numeracy preparation and can also be linked into Education units or promoted alongside existing maths support materials.

Healthcare Maths – Drug Calculation and Clinical Numeracy

This Canvas module is designed for Nursing, Midwifery and Paramedicine students and focuses on drug calculations and related numeracy skills. It combines:

- Short explanations, worked examples, and practice exercises.
- Content aligned with first-year healthcare units.

The module was co-designed with academics in Nursing, Midwifery and Paramedicine, providing a model that can be extended across other health disciplines.

To embed these resources in your units or discuss similar maths support options for your course, please contact academicskills@acu.edu.au.

Vulnerability and trust

Dr Jeremy Koay (SFHEA), Lecturer in Academic Literacy from Diploma Programs, shares his insights on how openness strengthens rapport and promotes engagement in the classroom.

Allowing ourselves to be honest and vulnerable is not always seen as a virtue. Yet in my experience teaching Academic Literacy units in several Diploma courses, I have observed that openness is essential for building trust between students and teachers. In an environment that tends to frame teaching primarily as the transmission of information, it is worth reconsidering teachers as mentors. As Mackh (2025) notes in his book *Teaching for Retention*, rapport is a key element of effective mentoring, which grows out of empathy and respect.

In my classes, I regularly share with students that writing continues to challenge me, particularly when I am working on unfamiliar topics. I also admit that reviewing literature and working through multiple rounds of revisions can be both time-consuming and frustrating. At the same time, I highlight the satisfaction of discovering new ideas and shaping them into a coherent paragraph.

Although such honesty may compromise my credibility as an ‘expert’ writer, I offer these reflections in the hope that my students will recognise that writing is both demanding and deeply rewarding. I would like to encourage teachers to adopt openness and trust as the foundation of their practice.

Associate Deans Learning and Teaching – Contact Details

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Learning and Teaching Matters
16 October 2025

Overview from Director, CEI
Professor Anthony Whitty

As Semester 2 draws to a close and we enter a busy period of marking and administrative tasks, I encourage you to take a moment to read through the information included in this newsletter.

The ACU community continues to thrive thanks to the dedication of our staff in both academic and professional roles. As we continue to innovate and evolve our teaching practices, CEI welcomes your feedback, ideas, and reflections for the year ahead, based on your experiences and those of your students.

SELT surveys are an integral feedback mechanism, and we encourage you to promote the importance of completing the surveys to your students. You can [access promotional materials to share in your classrooms](#) here. You can also monitor the response rates of your survey(s) in Canvas, see [how to check them here](#).

If you have any questions, please get in touch with CEI@acu.edu.au.

CEI T&L Showcase

Join us next **Wednesday, 22 October** for this year's CEI Teaching and Learning Showcase. This national event brings together educators and innovators from across ACU and the higher education sector to explore this year's theme, *Reimagining Human Connection in an Age of Digital Disruption*.

This special event will feature:

- Professor Tania Broadley, Deputy Vice-Chancellor (Education), unveiling the *Education and Student Success Plan*
- Professor Phillip Dawson (Deakin University) delving into the world of GenAI and its impact on assessment.
- A student panel and an external panel offering their insights and perspectives on connection, innovation, and belonging in contemporary education

Rooms are reserved across all campuses (excl. Blacktown) to support in-person networking, meaningful conversations, and shared refreshments.

[Register your attendance](#) and view the full event program on the [CEI Showcase Series webpage](#).

We look forward to welcoming you to the CEI Showcase. For any questions, please [contact CEI@acu.edu.au](mailto:CEI@acu.edu.au).

Commonwealth Prac Payments

The CPP Team are busily reviewing applications for upcoming placement windows for nursing, midwifery, social work, and teaching cohorts. Staff play a key role in supporting student awareness and application readiness.

There are 3 key stages of CPP eligibility:

1. enrolment/unit level
2. means testing, and
3. placement requirements
 - a. Must be completing a minimum of 30 hours or 4 days of placement a week.

- b. Many integrated placements, flexi placements and placement days that include single visits in education may not be eligible.

You can support students by:

- Directing them to the [Student Portal](#) for information and to apply.
- Confirming placement details if required.
- Encouraging them to check their eligibility and apply before their placement begins.

The following resources will help students gain a better understanding:

- [Student Portal - CPP](#) →
- [Am I eligible for the CPP?](#) (includes list of eligible courses) →
- [CPP AskACU Knowledge Base articles](#) →
- [Department of Education - CPP](#) →
- [Eligibility Checker questionnaire](#) →
- [Services Australia - How to report CPP correctly](#) →

For further questions, please contact CPP@acu.edu.au.

EIP and in-class quizzes

This is a reminder of the new integration between the Disability Data Management System (DDMS) and Canvas, to streamline support for students with approved Education Inclusion Plans (EIPs).

The new Canvas and DDMS integration automatically apply additional time to Canvas classic quizzes, for students with an applicable EIP.

All EIPs will be added to Canvas classic quizzes that are timetabled through exams and will be checked to confirm the adjustment has been applied.

For ALL in-class quizzes, staff will need check to confirm the adjustment has been applied.

If you need further assistance, read the [support article here](#) or reach out to the Learning Technology Team via [Service Central](#).

Exciting update to the AI Hub

We're thrilled to announce the launch of the **new AI Ethics tile** on the library's [AI Hub](#). This addition explores AI ethics through the lens of Catholic social teaching.

AI Ethics invites readers to reflect on key ethical pillars:

- Human dignity and agency
- Justice and equity
- Transparency and accountability
- Sustainability and stewardship
- Purpose and flourishing

We encourage you to explore this new resource and consider how these principles shape our use of AI. Feel free to share this resource with your students.

A big thank you to faculty colleagues for their valuable feedback and support.

HELTA Symposium: Scholarship of Teaching and Learning

Learning and Teaching Matters August 2025

The 2025 HELTA Symposium of Scholarship of Teaching and Learning will be hosted online on **4 December**.

All academic and professional staff are encouraged to attend the Symposium online. This is an excellent opportunity to learn more about teaching initiatives happening across the university, beyond your own school, faculty or directorate. The event program will be available soon.

[Register your attendance](#) →

If you have any questions, please contact CEI@acu.edu.au.

Academic Skills Unit vs Studiosity: Supporting Student Success

The **Academic Skills Unit (ASU)** offers tailored, in-depth support to help students thrive in their studies. ASU focuses on building core academic skills in maths, academic language, and learning strategies through a range of services including:

- Self-paced online resources
- Interactive workshops
- One-on-one consultations
- Library drop-ins during semester
- Ask an Advisor email support

This personalised, curriculum-aligned support is delivered by experienced advisors who understand ACU's academic expectations.

Studiosity provides on-demand, external academic support, available 24/7, to complement the ASU service. Students can submit questions or writing for feedback, but the service is **not ACU-specific** and does not have the contextual depth of ASU's offerings.

How you can promote ASU to students

- Promotional materials including a short video and PowerPoint slides are available via the [Information for Staff page](#) in Academic Skills online.
- Embed the list of [Academic Skills online resources and links](#) in your Canvas units.

You can collaborate with ASU to create discipline-specific workshops or resources to support your students by submitting the Service Central forms below:

- [Request a Student Workshop](#)
- [Request an Interactive Online Resource](#)

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Learning and Teaching Matters
28 August 2025

Overview from Director, CEI
Professor Anthony Whitty

I hope your Semester 2 is off to a strong and rewarding start. We know this time of year can be particularly busy, with staff deeply engaged in teaching and supporting students. To assist you, please engage with this short selection of timely resources to support your learning and teaching practice.

I'm thrilled to share that the Office of CEI recently approved its **1,000th student application for the Commonwealth Prac Payment (CPP)**. This is a huge achievement and a testament to the team's dedication, the effectiveness of the implemented solution, and the successful coordination of resources and support provided by academic and professional staff across the University to students since the program's launch in July. Congratulations!

If you need support with any aspect of learning and teaching, I invite you to get in touch with CEI@acu.edu.au.

CEI T&L Showcase

This year's theme of the CEI Teaching and Learning Showcase is ***Reimagining Human Connection in the Age of Digital Disruption***.

When: 22 October 2025

Where: Hybrid format presented from Melbourne, with on-campus rooms in Ballarat, Brisbane, Canberra, Melbourne, North Sydney and Strathfield.

Registrations will be open soon, so keep an eye out on the Staff Bulletin

All academic and professional staff are encouraged to attend the Showcase. This is an excellent opportunity to learn more about initiatives happening across the education sector, beyond your own school and faculty. The Showcase Day will culminate with the third Campus Community of Learning Advancement (CCoLA) meeting.

The full [program](#) is now available. If you have any questions, please contact CEI@acu.edu.au.

HELTA Symposium: Scholarship of Teaching and Learning

An online symposium will be held on **4 December 2025**. We welcome your abstracts reporting strategies, innovations and reflections on improving student learning experiences and outcomes at ACU.

This may be focused on face to face, blended or online teaching, curriculum and resource development, assessment reform, work-integrated learning options and supporting the student learning journey.

A call for abstracts is open, with a closing date of 13 October.

Papers accepted for the Symposium will be delivered online with 15 minutes for presentation and 5 minutes for questions.

If you have any questions, please contact CEI@acu.edu.au.

Join the HELTA Teams and LinkedIn

In our ongoing effort to foster collaboration and streamline communication, we invite all team members to join both the HELTA Teams and HELTA LinkedIn pages.

Why join?

HELTA Teams: Get instant updates, share ideas, participate in group discussions, and access important resources - all in one central hub.

HELTA LinkedIn: Connect with a wider professional network, stay up to date with the latest news, events, and achievements, and showcase your involvement with HELTA to your connections. N

By joining both platforms, you'll stay connected, informed, and empowered to contribute to our shared success. If you have any queries, please contact us at CEI@acu.edu.au.

New EIP and Canvas Integration

CEI are excited to introduce a new integration between the Disability Data Management System (DDMS) and Canvas, to streamline support for students with approved Education Inclusion Plans (EIPs).

The new Canvas and DDMS integration automatically applies additional time to Canvas classic quizzes, for students with an applicable EIP.

Important information:

- **Weekly updates:** The integration runs every Sunday night, checking for newly published classic quizzes and applying the extra time specified in each student's EIP.
- **Publishing timeline:** To ensure the integration captures the required adjustments, please publish your quizzes at least 1-2 weeks in advance of the exam date.
- **EIP documentation review:** It still remains essential for staff to review students' EIP documentation in full to ensure all necessary accommodations (e.g., reader or scribe support) are met throughout the semester.
- **No manual adjustments needed:** Staff will no longer need to manually add extra time for students in classic quizzes.
- This capability does not extend to New Quizzes or Assignments.

If you have any questions or need further assistance, please reach out to the Learning Technology Team via [Service Central](#).

LIC-assigned Poor Academic Practice (PAPs)

Lecturers in Charge (LICs) can make a direct determination of Poor Academic Practice (PAP) for students who engage in minor academic misconduct. While not classified as misconduct, PAP is a formal adverse finding under the [Student Academic Misconduct Procedure](#). It is recorded, and students receive academic counselling and may need to complete a compulsory Canvas education module.

Benefits of LIC-assigned PAPs

- Enables early intervention and timely feedback to help students improve before their next assessment.
- Support the development of academic literacies, especially for new students who are learning incrementally
- Allow LICs to release student results immediately with no delay due to misconduct referrals.
- Assessments are marked using the standard rubric, with no penalty applied for the PAP finding.
- Provide a structured learning opportunity through compulsory education modules, reducing the likelihood of repeated issues.
- Recognises LICs' expertise and autonomy

Considerations for teaching teams

PAP can be applied to students at any year level, provided there is no significant academic advantage gained. It is particularly useful for early-year students, where the focus is on supporting learning rather than penalising. The key factor in determining PAP is whether the student has demonstrated the essential learning outcomes of the assessment.

To ensure fairness, teaching teams must apply PAP consistently across all campuses.

- National moderation meetings should be used to align expectations and ensure equity.
- Students are only eligible for two PAP findings during their degree.

As students progress, academic integrity expectations increase. Missing early intervention opportunities may result in similar behaviours being treated as academic misconduct in later units, without the benefit of prior feedback and support.

A PAP finding should not be used for general academic skill issues like poor writing or structure. In these cases, students should be referred to appropriate support services such as the [Academic Skills Unit](#), [Studiosity](#) and [ACU Library Referencing Guides](#).

Does a PAP attract a mark deduction?

There is no mark penalty associated with a determination of PAP. Only an Academic Integrity Officer can apply a penalty following a formal misconduct determination. LICs must mark assessments at face value using the rubric, and cannot impose penalties outside this process, as doing so would breach policy and may be subject to appeal.

Resources and support

- [LIC Guide to Determining the Application of Poor Academic Practice](#)
- [LIC Process for Determining Poor Academic Practice \(Flowchart\)](#)
- [LIC Summary: Lodging a determination of Poor Academic Practice](#)

Workshops can also be arranged for teaching teams and national or campus-based cohorts. For support or to schedule a session, please contact academic.integrity@acu.edu.au.

AI Peer Mentors

The Academic Skills Unit (ASU) has introduced AI Peer Mentor drop-in sessions to help students understand how to use artificial intelligence (AI) tools ethically and confidently in their studies. In these sessions, students can:

- Learn what AI use is allowed at ACU
- Hear from students with first-hand experience using AI in their studies
- See practical examples of AI as a study support tool (not a replacement)
- Get tips to avoid common pitfalls and protect your privacy
- Discover university-approved resources for using AI

Students can drop in online any time, Monday to Friday between 10am and 5pm during Semester 2 2025 via [Zoom](#).

Updates to EBSCO Databases

EBSCO databases such as Medline, CINAHL, ERIC and others have a new look, with a recently upgraded interface. The main updates are to the Search options. Adding a subject heading to a search is more intuitive. Searches are recorded under the *Recent activity* function and the *My dashboard* features let you save and organise searches.

A centrally placed filters option allows for the easy refinement of search results. The new updates also include a *Natural Language* search function. This AI generated feature allows queries in everyday language instead of keyword searching. It is suitable for quick answers to research questions rather than as a replacement for systematic searching.

More changes to the databases are planned in the coming months, including date filter enhancements and bulk delete.

For support using EBSCO, email library@acu.edu.au.

Student Advocacy Service

Navigating university processes can be challenging, but students don't have to do it alone. The Student Advocacy service offers confidential, independent support to help students understand university rules, decisions, and procedures.

We aim to build student confidence by equipping them with the tools and knowledge to handle issues themselves. Whether they're facing an academic challenge or need support responding to a university decision, we're here to guide them through it.

We provide clear, practical advice and explain their rights and options every step of the way. If they're unsure what to do or where to start, we're a safe first point of contact.

Our support includes:

- Help with submitting appeals
- Concerns about academic results
- Guidance on academic misconduct matters
- Advice following an At-Risk or Show Cause notification
- Support during termination of enrolment cases
- Re-credit of units and refund of the fees applications
- Assistance with complaints or feedback
- Acting as a support person in university meetings

Please encourage students needing any assistance in these areas to visit [Student Advocacy](#) or to email n:
advocacy.service@acu.edu.au

Re-thinking Assessment in the Age of GenAI

At the recent [IEAA Teaching and Learning Forum](#), ACU's Education Pathways team delivered an energising workshop titled "*What's Left to Assess? Rubrics optimised to acknowledge and reward learning.*" Designed as the finale of the conference, the workshop brought together academic staff in a collaborative and interactive format.

Participants were challenged to rethink rubric descriptors and explore how changes can allow staff to acknowledge and value authenticity. Modifying descriptors can make it clear that completing an assessment without the use of genAI has more value and can improve their results. It can also provide teachers with recourse when a student has over relied on an automated tool.

The centrepiece of the workshop was a Rubric Re-Design Sprint, where participants rewrote sample descriptors to reward human voice and evidence of progressive learning. For instance, using words like

original, unique, or personal in descriptors gives academic staff some leeway in awarding marks for students who “show up”.

The feedback was overwhelmingly positive, with participants leaving energised and equipped with actionable strategies to trial in their own courses. The workshop demonstrated how innovation and collaboration can reshape assessment in the GenAI era.

To learn more or engage with the Pathways team about this project, please contact Stuart.Parker@acu.edu.au.



Left to right: Harris Jahim, Capital College of the Arts; Miriam Mani, ACU; Dr. Biju Philip, La Trobe; Georgia Rowe, Adelaide University; Dr. Shalinka Jayatelleke, La Trobe; Dr. Aakash Mayur Shah, La Trobe; Dr. Christina Del Medico, Navitas.

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Learning and Teaching Matters
3 July 2025

Overview from Director, CEI
Professor Anthony Whitty

Dear colleagues,

As we wrap up the end of another jam-packed semester, I wanted to acknowledge the efforts of our staff who always place student experience and the pursuit of knowledge at the forefront. Your work is having a clear and positive impact.

A number of cross-functional initiatives have launched in the first half of the year and many more are in the pipeline. Congratulations to everyone involved for working collaboratively to deliver such important and impressive outcomes. You can read about these initiatives in the articles below.

As we turn our attention to preparations for Term 3 and Semester 2, please get in touch with CEI@acu.edu.au if you need support with any aspect of learning and teaching.

Commonwealth Prac Payment is now available

Applications for the new Commonwealth Prac Payment (CPP) are now open via the [Student Portal](#). Eligible students in nursing, midwifery, teaching, and social work can apply to receive \$331.65 per week for mandatory placements commencing on or after 1 July 2025.

Staff play a key role in supporting student awareness and application readiness. To assist, a Stakeholder Pack has been developed, providing quick access to:

- Key information and resources for staff
- Quick links to student-facing materials
- Guidance for responding to common student queries
- Communication templates

[Download the CPP Staff Stakeholder Pack](#) →

For further questions, please contact CPP@acu.edu.au.

AI at ACU Canvas Sites

CEI has developed two dedicated AI at ACU Canvas sites, one designed for staff and the other for students. Each site offers tailored guidance on the use of generative artificial intelligence (AI) in learning, teaching, and assessment at ACU – the activities published are non-compulsory.

Staff site: Provides practical resources for educators, including training modules, video demonstrations, and guidance on integrating AI responsibly into teaching.

Student site: Offers guidance on appropriate AI use in assessments, promotes ethical academic practice, and supports AI literacy through learning modules and policy information.

The AI at ACU - Student Canvas site will be made available to students on 16 July (via bulk enrolment). This timing helps reduce confusion with the compulsory Student Academic Integrity Module (AIM), particularly for students who are still to complete the module.

These resources reflect ACU's commitment to supporting informed and ethical AI use across the university. For access or support, contact CEI at CEI@acu.edu.au.

Lodging student misconduct & Results Withheld

Please be reminded of the reporting of Academic Integrity misconduct via SAMMS and the subsequent management of Results Withheld (RW) grades.

After result release tomorrow

For academic misconduct cases submitted to SAMMS on or after 4 July, the responsibility for applying RW grades will be with the **Lecturer in Charge (LIC) or the relevant school administrative staff**.

- Staff must email stresults@acu.edu.au with a request to apply RW grades to the nominated students, using the [template for DE and RW](#) available within the Central Q&A Teams (request access if you are not currently a member).
- Once the student list is submitted, the Exams team will then input the RW grades accordingly.

Change of Result (CoR) Process

Once the academic misconduct investigation leading to the RW status is resolved, academics must submit a Change of Result (CoR) request to remove the RW grade and enter the final result.

Whilst Academic Integrity processing times are currently shorter than usual, the AIT recognises that some cases may be more urgent than others. If cases need to be prioritised for any of the reasons listed below, please email the case details to academic.integrity@acu.edu.au:

- Course completion
- Needs result for practicum
- Potential visa issues
- EIPs or specific mental health issues
- Pre-requisites

Share your latest Learning and Teaching research with HELTA

Have you recently published new research in the field of Learning and Teaching? [HELTA](#) wants to showcase your research - whether it's a journal article, book, or other scholarly output.

Simply complete the [short registration form](#). Selected works will be featured through HELTA's communication channels to help share your insights and impact more broadly. Let's celebrate the impactful research being conducted at ACU.

ACU Online Student Success Coaches

We are pleased to introduce **Student Success Coaching**, a new support service designed to enhance the success and wellbeing of our online students.

Our team of Student Success Coaches:

- **Welcome students** to their studies and support them in being ready to learn
- **Offer one-on-one sessions** to explore study needs, challenges, and co-create action plans to move forward
- **Deliver proactive, targeted support** for students identified as needing additional assistance.

If you identify an online student who is struggling with engagement, time management or adapting to online study, please refer them to the Student Success Coaching team by:

1. Emailing the student's details to studentsuccesscoaching@acu.edu.au
2. Directing students to our [online booking system](#)

Education and Student Success Plan

ACU is developing a new [Education and Student Success Plan](#) to ensure the university continues to provide a high-quality, student-centred learning experience, aligned with [Vision 2033](#).

We want to hear from you!

By participating in the consultation, you can contribute to shaping priorities that directly impact our students and the broader academic community.

We've developed a central hub for sharing ideas, feedback, and innovative solutions aimed at improving our educational practices and student success outcomes. It features videos and information dedicated to various topics, including mission-centric and future-ready student learning experience, support services and campus life, learning resources, digital tools, platforms and environment, industry and community partnerships and research opportunities.

Visit the [consultation website](#) and start engaging, sharing your perspectives, and collaborating with colleagues across the university. Respond to as many questions as you like in the **discussion board** and help us shape the Education and Student Success Plan.

We look forward to your active participation and the contributions you will bring. Thanks for your support!

Student Advocacy Service information sessions

End of semester can bring a relief and also stress for students as results are released. If you have students who are concerned about their results or have received academic progress notifications, please encourage them to attend one of the Student Advocacy Service information sessions.

Receiving Results information session will provide students with options regarding their final unit grades and advise them on:

- eligibility criteria required for supplementary assessment
- the process of submitting an appeal
- Re-credit of Unit/s and Refund of Fees in Special Circumstances application
- ACU support services available to them

[Receiving Results info sessions details](#)

Academic Progress information session is relevant for students who have received At risk, Show cause or Termination of enrolment notification will provide them with information on:

- their options for addressing at risk, show cause or termination of enrolment notification
- University support services and mechanisms to assist them

[Academic progress info sessions details](#)

The Student Advocacy Service offers free and confidential advice. Our [DIY Resources](#) guide students on important university matters. For more information, students can email us on : advocacy.service@acu.edu.au or visit studentportal.acu.edu.au/advocacy.

HELTA: Upcoming activities

Professional Learning Program

The [Higher Education Learning and Teaching Academy](#) (HELTA) will be offering a series of six online workshops to inform and support academic staff in preparation for Semester 2. Each session is one hour in duration and conducted via webinar.

This is a fantastic opportunity to refresh your knowledge of best practices, prepare for a busy semester, and connect with colleagues across the university.

Please find workshop details and registration links below:

Tuesday 29 July

- 10am: [AI: ACU's position and what staff and students can do](#)
- 1pm: [Two-Lane Approach: Secure and Open Assessments](#)

Wednesday 30 July

- 10am: [Good assessment design in any age -](#)
- 1pm: [Artificial intelligence from the perspective of academic integrity](#)

Thursday 31 July

- 10am: [Building assessments around AI](#)
- 1pm: [How you can use AI to enhance your work](#)

Session will be recorded and shared to [HELTA Teams](#), all staff are welcome to join. For further information, contact CEI@acu.edu.au.

Upcoming Info Sessions – Enrolments & Student Records

The Enrolments and Student Records team will be hosting two information sessions this August, open to all staff. These sessions will provide updates on key processes.

Session Dates:

- **Monday, 4 August 2025 at 11:00 AM**
- **Wednesday, 6 August 2025 at 2:30 PM**

Further details, including topics and how to register, will be shared in the Staff Bulletin at the end of July. A registration email from the Enrolments team will also be sent to all staff with links to sign up.

We look forward to seeing you there!

Associate Deans Learning and Teaching – Contact Details

Assoc Professor Jennifer Carpenter	Associate Dean Learning Teaching and Governance, Faculty of Education and Arts	Jennifer.Carpenter@acu.edu.au
Dr Ian Elmer	Acting Associate Dean, Learning and Teaching, Faculty of Theology and Philosophy	Ian.Elmer@acu.edu.au

Assoc Professor Stephen Guinea	Associate Dean, Learning, Teaching and Professional Experiences, Faculty of Health Sciences	Stephen.Guinea@acu.edu.au
Assoc Professor Bhavani Sridharan	Associate Dean (Learning Teaching and Accreditation), Faculty of Law and Business	Bhavani.Sridharan@acu.edu.au

Learning and Teaching Matters
27 March 2025

Overview from Director, CEI
Professor Anthony Whitty

Dear colleagues,

With Term 1 nearing completion and Semester 1 well underway, I'd like to encourage staff to continue to engage with the latest information and resources developed by the Directorates. These tools and opportunities are designed to support your teaching, streamline administrative processes, and ultimately enhance the student learning experience. They are also a great opportunity to connect with colleagues, explore innovative approaches to teaching across different delivery modes, and engage in valuable learning experiences.

If CEI can offer support or guidance on a particular topic or by offering more professional development opportunities, please don't hesitate to contact CEI@acu.edu.au.

Turnitin AI indicator tool

Effective from 17 March, ACU has switched off the Turnitin Artificial Intelligence (AI) Indicator tool. However, you are still able to submit referrals to [SAMMS](#) if you suspect a student has engaged in Unauthorised or Undisclosed Use of Artificial Intelligence. There are a variety of alternate indicators you might consider including with your referral to support an investigation by the Academic Integrity Team, including:

- Short document editing time
- Insufficient (or the absence of) in-text citations
- Fabricated references or quotes
- Not quite answering the question
- Higher standard of expression than usual for the student
- Absence of requisite information (e.g., a particular source, or reference to an in-class discussion)

When referring cases, try to include as much information as possible – particularly in relation to the discipline-specific content. What might be an obvious omission or anomaly to you might not be as obvious to the Academic Integrity Officer assigned to review the case.

Important: The Turnitin Similarity Report is not impacted by this decision; these reports will still be available to staff and students.

Please access the [Artificial Intelligence \(AI\) Checklist](#) and the [Best Practice: Supporting Evidence](#) resources and contact academic.integrity@acu.edu.au if you have any questions or concerns.

Graduate Certificate in Higher Education

The Graduate Certificate in Higher Education (GCHE) is designed to elevate your career in higher education and foster a culture of excellence in learning and teaching at ACU. The purpose of the course is to help you to develop a theoretical and scholarly basis to inform the professional development of your academic practice and to improve our students' learning experience.

This is a fully online, work-integrated course which provides practical learning experiences tailored to your role, helping you:

- Build a strong theoretical foundation for reflective teaching practice
- Design curriculum and assessment aligned with adult learning principles
- Develop and implement course and unit evaluation and improvement plans
- Integrate digital technology into your learning, teaching and assessment strategy using educational theory
- Complete a high-quality scholarly project in higher education

Teaching and research academics, sessional staff, and professional staff who have a role leading teaching and learning or contributing to learning and teaching at either the School or Faculty level are eligible to have their fees waived. Contact [Dr Joe Campana](#) to discuss your eligibility.

To commence in April 2025, complete your enrolment by **14 April**. The final enrolment deadline is 20 April 2025. New students will begin with UNMC510 - Foundations for Learning and Teaching in Higher Education.

Read more about the program and access the Course Guide at [Graduate Certificate in Higher Education](#).

HELTA: Upcoming Activities

Campus Communities of Learning Advancement

[Campus Communities of Learning Advancement \(CCoLA\)](#) foster collaborative workplace learning by bringing staff together to share ideas, confront challenges, and develop solutions.

It's an opportunity to connect and innovate with colleagues across disciplines to enhance the student learning experience and explore best practices.

The first meeting will be held on **Wednesday, 2 April 2025 at 12:00pm (local time)**. Light refreshments will be provided.

[Register your attendance →](#)

Teaching Development Grants

Applications for the 2025 Teaching Development Grants (TDGs) open on 22 April 2025.

If you are interested in learning about the application process, [register](#) for the upcoming online information session commencing at **2pm on 16 April 2025**.

Awards and Citations

ACU Citations for Outstanding Contributions to student Learning, and the Vice-Chancellor's Awards for Excellence in Teaching and Postgraduate Teaching open on 12 May 2025.

To learn more, [register](#) for the online information session commencing at **10am on 7 May 2025**.

Note: Both information sessions will be recorded.

Student Advocacy Service

The Student Advocacy is an essential service within our campus community, providing guidance and assistance to students navigating various university policies, procedures and regulations. Our goal is to empower students to advocate for themselves while fostering a supportive and inclusive environment.

We are here to help students with a range of concerns, including appeals, unsatisfactory academic progress, or complaints. We listen, provide clear guidance, and inform students of their available options.

Our service covers a variety of areas, including:

- Student Appeals

- Concerns about academic results
- Academic misconduct allegations
- At-Risk notification
- Responding to a Show Cause Notice
- Termination of Enrolment
- Re-credit Application
- Student Complaints and Feedback
- Support person for a university meeting

Please encourage students needing any assistance in these areas to visit [Student Advocacy](#) or contact us on: advocacy.service@acu.edu.au.

New Academic Skills online resources

The Academic Skills Unit has developed several new online resources that are available through the Academic Skills Canvas page:

[Maths in your course](#): This new resource guides students to relevant maths materials tailored to their specific discipline.

[Annotated bibliography](#): Developed in collaboration with the Library, this comprehensive module breaks down the purpose, components and includes a sample paragraph for creating an annotated bibliography.

Teaching staff are encouraged to direct students to [Academic Skills resources](#) and [workshops](#) to support their learning.

Advance HE Fellowships

The [ACU Advance HE Fellowship program](#) provides staff with formal, global recognition of their expertise in university teaching, learning and student experience. The program is open to all staff, including casual staff.

The Deputy Vice-Chancellor (Education) Professor Tania Broadley and CEI are delighted to congratulate the following staff members on achieving an [Advance HE Fellowship](#) as part of the 2024/2025 ACU Fellowship program.

Fellowship

Ms Shari Maver

Dr Juan Diaz-Granados

Dr Franki Tse

Dr Murooj Yousef

Dr Rhonda Siu

Dr Bill Swannie

Ms Ashleigh Finn

Mr Alastair Tomkins

Senior Fellowship

A/Prof Chrissy Monteleone

A/Prof Trajce Cvetkovski

Dr Vikki Pollard

A/Prof Melanie Barlow

Dr Susan Brooman-Jones

A/Prof Monica Wong

Dr Adam Arian

Interested in joining the program? Find out more via [ACU Advance HE Fellowship program](#).

Essential Skills for First-Year International Students

Have you identified some common challenges first-year international students face as they transition to life in Australia and at ACU? Our academic environment can be uniquely demanding for students who are studying in a new country, culture, and language.

The Transition Program consists of weekly sessions, held each Wednesday from 1-2pm, designed to help first-year students adjust to study and university life with ease.

How can the transition program help?

This program was created to address the most common challenges ACU academic staff have identified for commencing international students. Each week attendees will receive practical insights and learn new skills to maximise their success. Light refreshments will also be provided.

What topics will be covered in the coming weeks?

Week 5, Wednesday 2nd April: researching and referencing

Week 6, Wednesday 9th April: earn while you learn

Week 7, Wednesday 16th April: group work and collaboration

Week 8, Wednesday 30th April: exam preparation strategies

Students can sign up via [UniHub](#) but drop-ins are also welcome. If you would like more information about the Transition Sessions, or a PowerPoint slide promoting the program you can add to presentations for classes, contact Transition Program Manager, [Heather Webber](#).

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Assoc Professor Stephen Guinea	Associate Dean, Learning, Teaching and Professional Experiences, Faculty of Health Sciences	Stephen.Guinea@acu.edu.au
Assoc Professor Bhavani Sridharan	Associate Dean (Learning Teaching and Accreditation), Faculty of Law and Business	Bhavani.Sridharan@acu.edu.au

Learning and Teaching Matters 18 February 2025

Overview from Director, CEI Professor Anthony Whitty

Dear colleagues,

Welcome to the 2025 academic year! I hope that you had a well-deserved and refreshing break. As Semester 1 approaches, there's a lot happening across the university to support learning and teaching, including new learning technologies, professional learning opportunities, and support resources for both you and your students. To stay up to date, please take a moment to explore the just-in-time resources included in this newsletter.

A reminder that the [New Teacher Induction resource](#) is available and designed to help guide teachers in their new roles and can be returned to at any time. Additionally, I encourage you to familiarise yourself with the 2025 [Academic Timeline Focus Zones](#) and add them to your Outlook Calendar.

I'm wishing you all the best for the semester and year ahead, if CEI can offer support or guidance please don't hesitate to contact CEI@acu.edu.au.

Introducing the Assignment Extension Tool

Pending Academic Board approval, we anticipate the new Assignment Extension Tool will be available in Canvas from Semester 1 2025. This tool is being introduced to reduce the significant administrative workload associated with processing and responding to extension requests.

Key features include:

- **Integrated in Canvas** – Students can submit and track requests through Canvas, providing a consistent way to submit extension requests across all units.
- **Automatic approvals** – Extensions for 72 hours are approved instantly.
- **Instant status updates** – Students receive immediate confirmation of their request via email, removing the need for staff to respond to student requests individually.

Students will need to apply for [special consideration](#) and provide supporting documentation in the following instances:

- If the assignment is not eligible for an automatic extension (e.g. group assignments, practical assessments, exams and in-class tests).
- If the student requires an extension of **more than 72 hours**.
- If the student did not request an extension before the assignment due date and time.
- If the student missed the extended due date deadline.

If students request an extension via email, please direct them to submit their request via the Assignment Extension tool in Canvas. Guides and video tutorials will be available on Canvas once the tool is live from 24 February. When the tool is switched on it will automatically be visible in your Canvas units, no action is required.

Upcoming HELTA activities

Professional Learning Program

HELTA will be offering a series of **six** online sessions to support academic staff in preparation for Semester 1. Each session will be one hour in duration, conducted online, and recorded for those unable to attend. [Register and read about the sessions here](#).

Best of 2024 Showcase Online

HELTA are hosting an online showcase featuring the most popular papers from our 2024 Showcase of Teaching and Learning. Join us Wednesday 26 March commencing at 10am AEDT. The Showcase will be recorded for those unable to attend. Programs will be available soon. [Register here](#).

Teaching & Learning Showcase 2025

This year's Teaching and Learning Showcases will run mid-year on 15 July. More information to come!

Campus Communities of Learning Advancement (CCoLA)

CEI and HELTA are expanding the previous Professional Learning Communities run by the Faculty of Health Sciences to all ACU staff. CCoLA sessions will be held in Week 5 of Semester 1, and Week 4 of Semester 2, on a Wednesday at 12noon. Staff from all areas of the university are invited to attend and discuss anything that might involve learning and teaching, relevant to their campus. Look out for upcoming communication.

Promoting Academic Skills Unit Services

Help students thrive in their studies by promoting [Academic Skills Unit](#) (ASU) services to build skills in maths, academic language and learning. Students have access to:

- Online resources for self-paced learning
- Workshops covering key academic skills
- One-on-one consultations for tailored support
- Drop-ins in the library during the semester
- Ask an Advisor email service

How you can promote ASU to students

- Promotional materials including a short video and PowerPoint slides are available via the [Information for Staff page](#) in Academic Skills online.
- Embed links to [ASU resources](#) in your Canvas units.

You can collaborate with the Academic Skills Unit to create discipline-specific resources to support your students by submitting the Service Central forms below:

- [Request an Interactive Online Resource](#)
- [Request a Targeted Student Workshop](#)

WILA Research Webinar

Work-Integrated Learning Australia (WILA), previously Australian Collaborative Education Network (ACEN), is hosting a seminar to present research findings by Professor Deanna Grant-Smith and Dr Laura de Zwaan. Their research identified placement experiences and characteristics associated with elevated levels of general and financial stress. It also explored the potential financial risk factors for students who choose not to undertake a placement. The session is open to all ACU staff to attend.

Workshop details

Title: Addressing the impact of financial literacy on financial stress, wellbeing & participation in unpaid WIL

Date: 11 March 2025

Time: 5:00pm - 6:00pm (AEST)

Location: Online

[Register here](#)

Improving standard comment libraries

Have you used the standard comment libraries for marking?

ASU recently developed and released [a set of standard comment libraries](#) that academics can use in their marking. Dr Rhonda Siu and Associate Professor Georgia Clarkson are now seeking feedback from academics to improve the libraries. Academics, including academic developers and those involved in Equity and Pathway programs, who have used at least one of the standard feedback comments in their marking are invited to participate in a research study.

To express interest in participating, please contact Dr Rhonda Siu at rhonda.siu@acu.edu.au.

Project title: 'Enhancing feedback literacy in higher education: Refining standard-comment libraries based on teaching staff's perceptions of their effectiveness' (2024-3132E).

Make a Great First Impression: Create an Engaging Welcome Video

A well-crafted welcome video is a great way for academic staff to introduce themselves, set expectations, as well as connect and inspire students. [ACU Studios](#) has created templates that provide key steps to structure your welcome video effectively and create an eye-catching thumbnail.

- [Welcome Video Template](#)
- [Video Thumbnail Guide](#)

A well-structured welcome video helps students feel connected and prepared for the unit. By following these tips, you can create an engaging and personalised introduction that sets the stage for a successful semester.

Mentoring for Academics in TeaCHing

Find your MATCH! The MATCH (Mentoring for Academics in TeaCHing) programme allows staff to find a mentor in the teaching and learning space who is aligned with their interests, expertise, career ambitions and aspirations.

Interested in becoming a mentor to colleagues in teaching and learning?

The mentoring role will be as much or as little as you are able to provide. Potential mentees will contact you in the first instance to make a connection and you choose to take on the mentee dependent on your capacity.

Information provided in the EOI form will be added to a mentor profile in the MATCH Canvas page and as part of the role, you will be asked to complete brief online training (30-45 mins) to support you in your mentoring journey. If you are interested in starting your mentoring journey, [complete this EOI form](#).

Interested in finding a mentor?

If you are interested in finding a mentor to help support your teaching and learning practices, you can self-enrol in our MATCH Canvas page here and then browse the mentor profiles based on your area of interest (e.g., ACU Thrive, Academic Promotions, L&T Grants and Awards).

Should you have any questions about the MATCH mentoring programme/role, please contact Dr Ann-Marie Gibson – HELTA ambassador (Ann-Marie.Gibson@acu.edu.au).

Updates from the Library

Changes to library guides in 2025

We're streamlining access to library resources based on student feedback. We've enhanced our Databases A-Z webpage and consolidated our subject library guides into targeted research guides.

Learning and Teaching Matters October 2024

You will need to update your Canvas units to direct students to either [Databases A-Z](#) or a new [Library guide](#) **before the end of July 2025**.

Your students now have:

- Direct access to key databases through the improved [Databases A-Z](#), filter by subject and search.
- [Library guides](#) for specialised areas including:
 - o [Legal research](#)
 - o [Company and Industry research](#)
 - o [Evidence based practice](#)
 - o [Theological research](#)

From February 2025, links to subject library guides will temporarily redirect to either [Databases A-Z](#) or the relevant [Library guide](#). At the end of July 2025, redirects will no longer function, and Canvas units must use updated links.

Copyright requirements

The library provides access to most resources you will come across in your teaching and research, including newspaper articles, images and videos. For example, **Newsbank** provides real-time access to key Australian and international newspapers.

Should you wish to share information with your colleagues or students, rather than download a pdf or contact the author for permission, always **check the library first**. It's likely we already have access or can guide you as to how you can share that information in a way that is ethical and meets copyright and legal requirements.

If you can't find what you are looking for, please contact the library@acu.edu.au.

Enrolments and Student Records Information Sessions

Enrolments and Student Records welcome both Academic and Professional staff to attend our Semester 1, 2025 Enrolment Information Sessions. The sessions will dive into student enrolment processes, policies and regulations. Learn about which Service Central forms to submit and key student systems including Banner, Student Connect and Argos.

Session highlights:

- Amendments to enrolment (adding and withdrawing units)
- Credit/Recognition of Prior Learning
- Cross Institutional Enrolment (AX)
- Academic Regulation Clause 34
- Increase credit point limit
- Interruption of studies (IoS) and Exceptional Circumstances
- Late Addition of Unit (LAU)
- Prerequisite Not Met report and process
- Right of Correction (RC)
- Unit substitutions
- Unit Enrolment Waiver Requests (Prerequisite, Campus, Course restriction, and repeat)
- Waive Late Fee (WLF)
- Withdrawing from course (WC)

Session 1: [Tuesday, 4 March, 2025, 11am – 12pm \(AEDT\)](#)

Session 2: [Thursday, 6 March 2025, 2:30pm – 3:30pm \(AEDT\)](#)

Location: Online via MS Teams

To register, click on the link to your preferred session above. Once registered, open the confirmation email to add it to your calendar and click accept. If you're unable to join the live sessions, the video recording and handbook will be posted on the [E&SR SharePoint site](#).

Peer Assisted Study Sessions (PASS)

What is PASS?

We provide free, voluntary small-group study sessions to help you succeed in challenging subjects. Sessions are facilitated by current ACU students who excelled in the subject in the past. PASS provides an opportunity for students to connect with peers in a safe, relaxed environment.

When is PASS on?

PASS begins in the second week of semester, but confirmed sessions are starting to appear in the timetable. You can also check the timetable on [the PASS Student Portal page](#).

PASS is being offered in the following units:

- | | | |
|-----------|-----------|------------|
| • ANAT100 | • CHEM105 | • LAWS104 |
| • ANAT101 | • EDEN100 | • LAWS106 |
| • BIOL121 | • EDES100 | • OTHY100 |
| • BIOL122 | • EDES101 | • PSYC100 |
| • BIOL125 | • EDES103 | • SPHY103 |
| • BUSN104 | • HLSC120 | • THSBS100 |
| • BUSN113 | • HLSC122 | |

If you are the LIC of one of these units and have not been contacted by the PASS Team, please reach out to passacu@acu.edu.au.

Associate Deans Learning and Teaching – Contact Details

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