

Learning and Teaching Matters
12 February 2026

Overview from Director, CEI
Professor Anthony Whitty

With T1 already well underway and Semester 1 about to begin, this newsletter outlines key supports and updates to help with your final teaching preparations. Best wishes to you and your students for a strong start to the academic year.

A reminder that all unit leaders must ensure their Canvas units align with the Canvas Foundations Template before the units go live to students on **Monday 16 February**. Co-designed with staff and students, the template supports consistency, accessibility and ease of navigation. You can read more about this initiative in the recent [Staff Bulletin](#). If you're unsure if you've applied the right template, open your unit in Canvas and work through the [Readiness checklist \(a quick self-check guide\)](#).

Other CEI initiatives include the expansion of MyProgress to the Master of Teaching, Studiosity+ for all students, and observance of the [2026 Academic Timeline Focus Zones](#) to support learning and teaching preparation and practice.

If you need any advice or assistance, please contact CEI@acu.edu.au.

Professional Learning Program

The Higher Education Learning and Teaching Academy (HELTA) is offering a series of seven online workshops to inform and support academic staff in preparation for Semester 1.

Next week's sessions are designed to share practical strategies that can be applied directly in units, while also providing space to reflect on effective approaches before the semester begins. This is a fantastic opportunity to refresh your knowledge of best practices.

Each session is one hour in duration and conducted via webinar. Please find workshop details and registration links below:

Monday 16 February

10.30 - 11.30am (AEDT): [Preparing for teaching in 2026 and beyond](#)

Tuesday 17 February

11.00am - 12.00pm (AEDT): [AI for Engaging, Effective and Inclusive Teaching](#)

2.00 - 3.00pm (AEDT): [Engaging through classroom quizzes](#)

Wednesday 18 February

11.00am - 12.00pm (AEDT): [Learning That Moves: Rethinking Engagement in University Teaching](#)

2.00 - 3.00pm (AEDT): [Employing a 'course level nudge protocol' to heighten online student engagement](#)

Thursday 19 February

11.00am - 12.00pm (AEDT): [Engaging through motivation](#)

2.00 - 3.00pm (AEDT): [Engaging online](#)

Sessions will be recorded and shared to [HELTA Teams](#), all staff are welcome to join.

Academic Skills Unit introduces Studiosity+

From Semester 1, 2026, students will have access to Studiosity+, a 24/7 **AI-powered support service** designed to support learning through formative feedback. It's fully compliant with ACU's academic integrity policies and does not write or rewrite student work.

Studiosity's Writing Feedback and Connect Live services have been replaced by Studiosity+, which includes two new services:

Writing Feedback+

- Students upload draft work via Canvas and receive formative feedback only
- Does not generate paragraphs, answers or submission-ready text
- Feedback is returned within minutes, focusing on structure, clarity, grammar, referencing and critical thinking
- Students remain responsible for deciding how or whether to apply feedback

Study Assist

- Helps students develop academic skills for assignment research, study skills, academic writing principles, and referencing support.
- Subject-area locked and provides guidance, not content-specific answers.
- Draws on a curated database of Open Educational Resources

Academic staff continue to play a critical role in guiding students on responsible AI use and reinforcing academic integrity expectations. Studiosity+ is not being introduced to replace human-led support from teaching teams or the Academic Skills Unit.

The Academic Skills Unit is available to [assist students with deeper skill development](#) and teaching staff with developing and embedding assessment-aligned online support resources, and mapping support to unit outlines. [Explore this service here.](#)

New to teaching at ACU?

The [New Teacher Induction resource](#) developed by CEI is a practical and flexible guide designed to support teachers as they settle into their roles. It provides information they can return to whenever they need clarity or direction. Faculties, schools and directorates are encouraged to integrate it into their local onboarding processes to ensure a consistent, high-quality induction experience across the University.

Suggestions or feedback to further enhance the resource can be directed to A/Prof Alison Owens at Alison.Owens@acu.edu.au.

Welcome your students in Semester 1

A clear, welcoming introduction at the start of Semester 1 helps students feel connected and sets expectations early. A short welcome video is a simple way to introduce yourself, outline how the unit will run, and establish a supportive tone for learning, whether students are studying on campus or online.

ACU's Self-Service Studios make it easy to record a professional welcome video without prior experience. Each studio is equipped with high-quality cameras, audio and lighting, and is designed to be quick and straightforward to use. The Studios team has prepared a welcome video template that you can adapt for your unit.

[Download the ACU Welcome Video template](#)

Every ACU campus is equipped with a Self-Service Studio, so no matter where you are, you can easily visit a campus and record your video. Ready to record? [Book a Self-Service Studio online](#). If this is your first time using the studio, please book a short induction session so a team member can help get you started.

Special Consideration pilot during Summer Term and ACUO T1

To streamline and improve staff and student experience of extension management, CEI is currently trialling the Assignment Extension Tool for Special Consideration management and processing.

The tool was piloted in Summer Term for all students and is continuing in ACU Term 1. Feedback from staff and students will be gathered on their experience to assist in determining whether this system is appropriate for the university-wide management of Special Consideration requests.

Staff resources

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

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

Enrolments and student records information sessions

Enrolments and Student Records will hold information sessions ahead of Semester 1 2026 to support staff with key enrolment processes and common scenarios that arise at the start of semester. Professional and academic staff are encouraged to attend, particularly Course Coordinators, Lecturers in Charge and school- and faculty-based staff who support teaching teams.

What topics will be covered?

- Key student enrolment processes
- Relevant Regulations and Policies
- Use of Service Central forms
- Overview of Banner, Student Connect and Argos reports
- Common enrolment scenarios and questions

Key focus areas include:

- Amendments to enrolment
- Credit/Recognition of Prior Learning
- Disengaged students: Applying Clause 34
- Late Addition of Unit (LAU)
- Unit Enrolment Waiver Requests

Secure your spot

Register for your preferred session using the relevant link below. A confirmation email will be sent after registration, which you can use to add the session to your calendar.

[Tuesday 3 March 2026 11am – 12pm \(AEDT\)](#)

[Thursday 5 March 2026 2:30pm – 3:30pm \(AEDT\)](#)

If you're unable to join the live sessions, the video recording and handbook will be posted on the [E&SR SharePoint site](#).

Exam requests for Semester 1 2026

For academics who wish to request a centrally managed end-of-semester exam, please refer to the following:

Key dates:

Semester 1 2026 exam requests are open **between 2 March to 20 March 2026** on the [Examination Management System \(EMS\)](#).

You may request the following exam types in Semester 1:

- Canvas Proctorio
- Canvas LockDown Browser
- Canvas Quiz
- Canvas Assignment
- Canvas Quiz and Assignment
- Practical exam
- School-based – Cadmus (CEI pre-approval required)
- School-based – General
- School-based – Canvas

Exam papers may be provided via one of two methods:

1. Submit a Word document through EMS, or
2. Create and publish the exam directly in Canvas.

Key deadlines:

- EMS exam paper submission: **29 March 2026**
- Canvas exam paper upload: **1 June 2026**

If no exam paper is submitted by **1 June**, the exam will automatically revert to a school-based exam managed internally.

For further information, please refer to the [Examination information for staff](#) or contact Examinations@acu.edu.au.

Education and Student Success Plan 2033 (ESSP) implementation update – Student Journey Mapping

The [ESSP](#) is ACU's long-term strategy to improve student outcomes and enhance the learning experience, positioning the university to be truly student-centred by 2033.

As one of the key foundational activities, ACU has engaged TODAY, a strategic design agency to refresh ACU's end-to-end student journey map. Building on previous work and research, this project will identify what works well and where barriers exist for learners of today and 2033, with particular attention to equity cohorts and future learners.

The project was kicked off in November 2025 and we have completed discovery and scoping activities, including project planning, research priority setting, a gap analysis, landscape and trends review, stakeholder interviews, and development of a current-state hypothesis journey map. [Read more about the Phase 1 findings.](#)

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Upcoming activities

Phase 2 will focus on detailed current-state mapping through student workshops with priority cohorts over March 10-19, and a broad student survey. Results will inform refined journey maps and pain point identification, leading into **Phase 3**: systems mapping and opportunity prioritisation.

For more information on ESSP and the student journey mapping project please contact [Sue Bolt](#) or [Monica Chen](#).

The Access and Disability Service – supporting you & your students

Access and Disability Service (A&DS) support students with temporary or ongoing health conditions, disabilities, mental health conditions, neurodivergence or significant carer responsibilities. We also work closely with staff to ensure adjustments are implemented effectively.

Staff are encouraged to contact an [Access and Disability Advisor \(ADA\)](#) whenever they need guidance on implementing the reasonable adjustments within an Education Inclusion Plan (EIP). Early discussions with an ADA can help avoid last-minute complications and ensure the timely implementation of adjustments.

The [staff A&DS page](#) outlines the university's responsibilities under the [Disability Discrimination Act 1992 \(DDA\)](#), [Disability Standards for Education \(2005\)](#), and provides guidance on reasonable adjustments, Universal Design for Learning (UDL), condition-specific case studies, and links to relevant external agencies.

Facilitate a simple reminder for students

A short prompt in-class or on Canvas can help students who may be unsure about when or how to seek help. Encourage students to register early with our service and remind those with an EIP to share them with you as soon as possible.

Common EIP adjustments

- **Assessment adjustments:** assignment extensions, alternative assessment formats, or exam provisions.
- **Accessible learning materials:** including readings, lecture slides, videos, and online content.
- **In-class participation expectations:** modified requirements or alternative ways to engage.
- **Placement considerations:** tailored planning to meet placement requirements.

For further information, [get in touch with our team](#).

Associate Deans Learning and Teaching – Contact Details

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