OPERATED BY ACPE LTD
ABN 28 107 480 848

CRICOS PROVIDER CODE
01822J

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Sydney Olympic Park NSW 2127
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Email: admin@acpe.edu.au
Web-site: www.acpe.edu.au

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1. A MESSAGE FROM THE CEO/DEAN OF ACPE

Welcome to the Academic team at ACPE. The priorities for the Academic team are to promote excellence in learning and teaching; ensure that we embed support for students; nurture student engagement; and to ensure that we uphold the principles of academic integrity in all our programs. These underpin two of the strategic imperatives - ensuring that we improve quality and strive for operational excellence in both online and on campus modes of delivery. If we can do this consistently, we will ensure better student outcomes and ultimately a better student experience.

There are three key pillars of this focus:

- Accountability to the institution and the Higher Education Standards
- Alignment with policy, industry requirements and support structures
- Engagement with an academic community of practice in a learning environment which fosters collaboration, promotes scholarship and excellence in teaching and learning.

I would encourage you to engage with the full-time academic team, become part of the community of practice, share your scholarship endeavours and attend colloquia so that we can cross pollinate and share best practice across disciplines.

As a lecturer, you have the responsibility to ensure that these imperatives are met in your delivery of content, assessment practices and your engagement with students at all times. To ensure quality outcomes we have to ensure that we have quality input and therefore it is important for all academic staff to be aware of the expectations of the college.

This Staff Handbook contains essential information which enables you to carry out your role effectively, providing guidelines of what you should expect from ACPE and what the College expects from you. The Handbook will support you in gaining the most out of your role and will assist you in providing the best possible educational services to our students. Thank you for allocating time to read and understand the information provided in the handbook. Every person working within the ACPE community is valued. I hope that your time at ACPE is, and continues to be, satisfying and rewarding.
2. ABOUT ACPE

ACPE is a specialist independent tertiary institution which has prepared teachers for placement in schools, particularly in physical education, since 1917. The College Founder, Mr. Frank Stuart, was a noted swordsman, Olympian, fencing and physical training instructor. He was Principal of the College for 32 years from 1917 to 1949, while also leading the Swords Club. This early connection with the Swords Club is maintained in the logo of the College.

ACPE provides students with access to state-of-the-art facilities in Sydney Olympic Park, the heart of the sport precinct. It offers students specialist degrees in Education, Sports Business, Fitness, Health Sciences, Dance and Sport Performance. ACPE is also an Elite Athlete Friendly institution and provides Elite Athletes and Performers flexible and additional support to complete their degrees while maintaining their sporting career.

The Australian College of Physical Education (ACPE) is an accredited Higher Education Provider and is registered on the National Register and CRICOS.

Our Vision

Our vision is an aspirational description of what we would like to achieve in the long term.

ACPE seeks to be the specialist independent higher education provider of choice in the domains of Sport, Health, Fitness, Education and Dance. It aims to connect motivated and well-equipped students with fulfilling careers in their chosen fields.

ACPE aspires to

- An impeccable reputation as a knowledge hub that serves the industry and the broader community through scholarly activity, innovation, and education.
- A transformative and inclusive academic community that celebrates critical thinking, promotes debate, and is committed to democracy, human rights and social justice with an outward, international and future focus.
- Having an impact on the social, and educational and well-being of the sporting community; and
- A sustainable institution in economic, social, and environmental terms.

Our Mission

Our mission supports what we strive to achieve and how we intend to achieve it. It defines us as a College, why we exist and our reason for being. To achieve our vision, the mission is as follows:

We are committed to the provision of transformative, personalised, and supportive learning environment that nurtures potential and promotes teaching excellence and scholarship.

To realise the vision, the College commits to:

- Position ACPE as a values-driven institution, striving to make a difference, through pursuit of knowledge and innovation in the core disciplines.
- Create a scholarship-based teaching and learning environment that will encourage students to reach their full potential, that is supportive of students from disadvantaged backgrounds, and that will produce critical, capable and skilled graduates who can adapt to changing environments.
- Develop, educate, and empower well-rounded career ready graduates through quality collaborative teaching-learning and industry engagement.
- Provide an attractive, safe, and well-equipped environment that is conducive to good scholarship and collegiality.
- Provide a safe and nurturing student support system as well as a diverse array of opportunities that will foster the all-round development of our students and the College.
- Attract and retain staff of the highest calibre and to provide development programmes for staff at all levels.
- Strive for excellence and to promote quality assurance in all its activities.
• Nurture close relationships with our stakeholders through engagement, collaboration, and beneficial partnerships.
• Aspire to be recognised as a well-managed and innovative institution.
• Maintain a student and quality focus, by creating an enabling environment.
• Create a financially viable institution able to adapt to change; and
• Influence and change the world around us while being responsive and embracing change ourselves.

Our Values

Our Core Values are at the heart of our business. Our values are founded on a proud legacy of more than 100 Years in Education and Sport with a sustainability and future focus. They define who we are, how we work and guide how we act with each other and with other stakeholders. They’re our organizational DNA. All of the values are equally important, are interconnected and inform the ACPE Code of Conduct for Staff and Students.

In pursuit of our mission and vision, we strive for excellence in everything we do. As a College we promote Health and Wellbeing as a holistic approach to developing resilience.

As an institution we value Academic Freedom to pursue independent thinking with due regard to the standards of academic integrity and relevance. We are a close-knit community and we value working together and with the wider society, harnessing our diversity to create a rich social, cultural and intellectual space that facilitates a sense of belonging for all.

We value innovation and encourage critical thinking, creativity and initiative to pursue opportunities. We believe in empowering each other and our students to grow, contribute, challenge and make a difference.

Underpinning these values is the principle of integrity with due regard and respect for the freedom, equality and dignity of all. We acknowledge that we are answerable to each other, our Board and ultimately, Australian society for the decisions we make and the actions we take.

We are committed to openness and transparency in our governance, our decision-making and in the execution of our responsibilities and we are committed to demonstrating courage in confronting those who violate the values for which we stand.
### ACPE Graduate Attributes

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking &amp; Lifelong Learning</strong></td>
<td>A commitment to continued and independent learning, intellectual development, critical analysis and inquiry, integrative thinking, and creativity.</td>
</tr>
<tr>
<td><strong>Ethics &amp; Ethical Practice</strong></td>
<td>An awareness of, and sensitivity to, ethics and ethical standards on interpersonal and social levels, and within a field of study and/or profession. To demonstrate integrity on social, cultural, and environmental issues.</td>
</tr>
<tr>
<td><strong>Cultural Competence</strong></td>
<td>The ability to actively, ethically, and respectfully engage across and between cultures. In the Australian context, this includes and celebrates Aboriginal and Torres Strait Islander cultures.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>The ability to communicate effectively and appropriately in a range of contexts and to a range of audiences using literacy, numeracy, and information technology skills.</td>
</tr>
<tr>
<td><strong>Multi Modal Literacy</strong></td>
<td>The ability to assimilate, analyse and utilise information effectively in a range of contexts, genres and text types.</td>
</tr>
<tr>
<td><strong>Social Justice</strong></td>
<td>An acknowledgment of and respect for equality of opportunity, individual and civic responsibility, indigenous and other cultures and times, and an appreciation of cultural diversity.</td>
</tr>
<tr>
<td><strong>Discipline Knowledge and Skills</strong></td>
<td>A command of a significant body of discipline knowledge and relevant professional skills and the ability to integrate and rigorously apply knowledge</td>
</tr>
<tr>
<td><strong>Collaboration &amp; Leadership</strong></td>
<td>A capacity for and an understanding of the importance of collaboration and leadership, within teams, in professional and community settings.</td>
</tr>
</tbody>
</table>
3. ACPE GOVERNANCE AND ACADEMIC STRUCTURE

The Board of Directors has overall responsibility for the pursuit of the College’s mission and for governing the strategic and operational aspects of the College. It does this by delegating academic governance to the Academic Board, and strategic and operational governance to the Learning and Teaching Committee.

The Academic Board oversees the educational mission of the College and is responsible for ensuring academic integrity and quality assurance in teaching and learning.

The Academic Board is comprised of members who are independent of the ownership of ACPE.

Academic Structure
## 4. COLLEGE AND DEPARTMENT CONTACTS

### College:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO/Dean</td>
<td>Debbie Le Roux</td>
<td><a href="mailto:dleroux@acpe.edu.au">dleroux@acpe.edu.au</a></td>
</tr>
<tr>
<td>Associate Dean (Programs &amp; Quality)</td>
<td>Kim Goode</td>
<td><a href="mailto:kgoode@acpe.edu.au">kgoode@acpe.edu.au</a></td>
</tr>
<tr>
<td>Director of Student Services and Campus Wellbeing</td>
<td>Maureen Rocha</td>
<td><a href="mailto:mrocha@acpe.edu.au">mrocha@acpe.edu.au</a></td>
</tr>
<tr>
<td>Student Learning Support</td>
<td>Maureen Rocha</td>
<td><a href="mailto:mrocha@acpe.edu.au">mrocha@acpe.edu.au</a></td>
</tr>
<tr>
<td>Academic Integrity Officer</td>
<td>Declan McNally</td>
<td><a href="mailto:academicintegrity@acpe.edu.au">academicintegrity@acpe.edu.au</a></td>
</tr>
<tr>
<td>Learning and Teaching Technologist</td>
<td>Areena Tamrakar</td>
<td><a href="mailto:atamrakar@acpe.edu.au">atamrakar@acpe.edu.au</a></td>
</tr>
<tr>
<td>IT Services Specialist</td>
<td>Cheon Hwangbo</td>
<td><a href="mailto:support@acpe.edu.au">support@acpe.edu.au</a></td>
</tr>
<tr>
<td>ACPE Library</td>
<td>Kim Kouhlias</td>
<td><a href="mailto:library@acpe.edu.au">library@acpe.edu.au</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:khouhlias@acpe.edu.au">khouhlias@acpe.edu.au</a></td>
</tr>
<tr>
<td>Admissions &amp; Registry</td>
<td>Christine Haque</td>
<td><a href="mailto:chaque@acpe.edu.au">chaque@acpe.edu.au</a></td>
</tr>
<tr>
<td>Student Engagement, Partnerships &amp; Alumni manager</td>
<td>Michael McNight</td>
<td><a href="mailto:mmcknight@Acpe.edu.au">mmcknight@Acpe.edu.au</a></td>
</tr>
<tr>
<td>ACPE Payroll</td>
<td>Sujeet Acharya</td>
<td><a href="mailto:payroll@acpe.edu.au">payroll@acpe.edu.au</a></td>
</tr>
<tr>
<td>Student Services Administration</td>
<td>Gabriella Kennedy</td>
<td><a href="mailto:gkennedy@acpe.edu.au">gkennedy@acpe.edu.au</a></td>
</tr>
</tbody>
</table>

### Departments:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Education &amp; Dance</td>
<td>Diane Grant</td>
<td><a href="mailto:dgrant@acpe.edu.au">dgrant@acpe.edu.au</a></td>
</tr>
<tr>
<td>Head of Health Science</td>
<td>Mikah van Gogh</td>
<td><a href="mailto:mvangogh@acpe.edu.au">mvangogh@acpe.edu.au</a></td>
</tr>
<tr>
<td>Head of Sports Business</td>
<td>Dr Tilda Khoshaba</td>
<td><a href="mailto:tkhoshaba@acpe.edu.au">tkhoshaba@acpe.edu.au</a></td>
</tr>
<tr>
<td>Head of Sports Performance</td>
<td>Acting: Duncan Greig</td>
<td><a href="mailto:dgreig@acpe.edu.au">dgreig@acpe.edu.au</a></td>
</tr>
</tbody>
</table>
5. ACPE PROCEDURES / INFORMATION TO SUPPORT STAFF & STUDENTS

Calendars and Timetables

Please see the ACPE website for the most recent academic calendar, semester dates and course timetables.

Delivery Methods

The ACPE course units which form part of accredited awards may be presented using different delivery modes, with the differences being mainly about access rather than content or outcomes. Most units are delivered through weekly class sessions on campus, online, or via a blended mode. The main types of units are:

- On Campus Units. With class sessions normally scheduled weekly throughout the semester
- Online Units. With learning and content delivered wholly online through our Learning Management System. Learning is facilitated by a qualified faculty member and is available for the duration of the unit to assist with learning and understanding of content, usually via a combination of online conferences, and discussion forums
- Blended Mode. Blended refers to the delivery mode whereby students complete all lecture and tutorial content online but must complete assessment tasks on campus.

Student Enrolment Status

The class rolls on the Learning Management System (LMS) indicate the enrolment status of each student. If a student attends class and their name is not on the list this must be reported to the relevant Unit Coordinator (SC).

Census Date

Census date is the last date on which the student can withdraw from a unit without incurring financial penalty. If the student withdraws from one or more units after the census date, the student will be liable for the full fees for the enrolled units, whether they pay directly to ACPE or defer payment through FEE-HELP. Students cannot withdraw after the census date without incurring a fees debt. However, if after the census date the student becomes seriously ill or other unforeseen circumstances over which they have no control result in them being unable to continue their studies, they can apply for a remission of their fees which, if granted, could result in a refund of prepaid fees or a reversal of their FEE-HELP debt for the relevant units.

The Higher Education Support Act 2003 defines the special circumstances that qualify for the refund of fees, or reversal of a FEE-HELP debt as circumstances which:

- were beyond their control, and
- did not make their full impact until on or after the census date, and
- were such that they made it impractical for them to complete their study requirements. To be considered for special circumstances under the Act, students must make application to the Registrar within 12 months of the date they withdrew from the unit(s) concerned, using the Request for Unit Tuition Fee Re-Crediting & Grade Penalty Reversal Form with supporting evidence attached. Please see the Semester Dates for the census dates applying to their course.
Attendance

Class attendance and participation is critical for student success. As such, full attendance and participation in all classes is an ACPE expectation.

Enrolment in a unit indicates the student’s acceptance of responsibility for attending all class sessions as required, participating fully in all class activities, and completing to an acceptable standard all in-class (and other) assessment tasks and activities. In addition, absences from class may be used as evidence in cases involving unsatisfactory academic progress and/or academic misconduct. Students are encouraged to check their Unit Outlines carefully for the attendance regulations for each unit to avoid incurring academic penalties. ACPE requires a minimum of 80% attendance at all seminars, workshops or lectures, unless otherwise stated in a Unit Outline. A passing grade can only be achieved in a unit if a student has participated in all unit requirements and satisfied all the published assessment requirements. The Unit Guidelines are provided for every unit and can be located at the bottom of every unit page on the LMS.

*It is an expectation that Class Attendance is completed on the LMS for every tutorial session by the lecturer/tutor.*

*Class Attendance rolls can be found under the Assessment Tab for each unit.*
6. LEARNING and TEACHING

Learning Management System (LMS)

ACPE provides course materials, assessment submission, and many other resources for the use of students via the College's LMS. The student orientation will include a session on these features.

For any issues relating to the LMS please contact Areena Tamrakar: atamrakar@acpe.edu.au

It is a requirement that all Unit Coordinators ensure that the LMS unit pages are updated and maintained for every new semester. For casual staff this should be done in consultation with the Unit Coordinator.

Unit Outline, Unit Assessment Guide & Unit Guidelines

Unit Outlines, Unit Assessment Guides and Unit Guidelines are provided to students for every unit that they are enrolled in; the students can access these on the LMS unit pages under the associated tabs.

The Unit Outline provides students with an overview of the unit rationale, outcomes, assessment tasks, weekly lecture/tutorial content and reading list. This document has been approved by TEQSA.

The Unit Assessment Guide provides students with a detailed description of each of the assessment tasks, task descriptions and marking rubrics used to assess student work. Assessment tasks have been approved by TEQSA.

The Unit Guidelines set out the broad parameters regarding the assessment of student learning in units of study at ACPE. It provides information regarding delivery of the unit and covers assessment submission, requests for extensions, turnitin, academic integrity, penalties for late submission, requests for re-marking of a task, and online assessment details.

NOTE: ACPE reports to the TEQSA Higher Education Standards Framework comprising Provider Standards, Qualification Standards, Teaching and Learning Standards, Information Standards, and Research Standards. Therefore:

NO CHANGES can be made to any of the above documents without the changes going through the ACPE governance process. All three documents must be in PDF format on the LMS. The unit must be delivered following the content outlined in the Unit Outline and the assessments must follow those outlined in the Unit Assessment Guide.

The College welcomes suggestions for the continued improvement and development of the units offered, but this must be done in adherence to the regulatory requirements and follow the governance process.

Assessment Process

Assessment of student performance in any unit is continuous or progressive and is determined at the end of the semester in which the unit is completed. The grade for that unit is based on the total marks gained.

Assessment tasks are graded by the lecturer, tutor or supervisor and students are given detailed feedback. Every effort is made to vary the nature of assessment tasks to allow for different learning styles, and to ensure a balance in the assessment between theoretical understanding and effective practice. The Unit Outlines contain details, criteria and resources for each assessment task. Students are encouraged to ask the lecturer any questions they may have, and to seek clarification or discuss difficulties in regard to any aspect of a unit, including assessment tasks.

Lecturers/tutors are required to ensure that marking reflects achievement against approved assessment criteria published in Unit Outlines. It is expected that moderation occurs for all assessment tasks, and it is a college requirement that all fail and high distinctions tasks are double marked.
Moderation is a three-phased process that ensures students are appropriately and consistently assessed against the course objectives and learning outcomes they are required to demonstrate in each unit. These phases include pre-assessment (before term), assessment (during term) and post assessment (end of term). Before each study period, moderation involves preparing to conduct assessments and provide guidance for students and assessors. This includes ensuring that assessment criteria are clear and transparent to students before they start to undertake any assessment task. During the study period, moderation activities focus on consistent marking, and timely high-quality feedback for students. Moderation occurs before feedback (feedback includes both marks and comments) on the assessment task is released. This is to ensure rubrics are consistently applied, regardless of who is marking the assessment. At the end of the study period, post-assessment moderation aims to ensure final grades are complete and accurate. This moderation is essential because it provides quality-assurance that the results for each unit of study are consistent and justified. The Examiners’ Committee then approves the final outcomes based on the prior moderation of assessments.

Students can receive feedback and a grade for the last assessment task for a unit BUT will not be provided with a final MARK until final grades are confirmed.

Student assessment should be graded and returned to them with written feedback within 15 working days of the due date. If this is not possible, students will be advised accordingly.

**Grading System:**

The standardised numerical grades that apply to learning achievement in assessment tasks will be:

- High Distinction (HD)
- Distinction (D)
- Credit (C)
- Pass (P)
- Fail (F)
- Satisfactory (S) and
- Unsatisfactory (US)

The following grades are to be used purely for administrative purposes only:

- Fail Non-Attempt (FNA)
- Fail Incomplete (FI) and
- Incomplete (I)

It is recognised that assigned grades assume some level of comparability in meaning across the College. Accordingly, the following descriptive guidelines are provided to assist in the interpretation of each grade level. However, it is fully acknowledged that these descriptions must be interpreted within the context of the unit, discipline and level of study. For instance, the complexity required of responses to assessment tasks in the final year of a degree would be substantially higher than for assessments in the first semester of a degree.

**Distribution of Grades**

While the College adopts a standards-based approach towards grading, it is normally expected that the percentage of High Distinctions in a given cohort of students will be up to 10%, Distinctions approximately 15%, Credits approximately 25%, Pass approximately 35% and Fails approximately 15% (inclusive of FI and FNA). It is recognised that this distribution can be affected by a range of factors, including the number of students enrolled in a unit and the academic quality of students’ work in a particular cohort.

<table>
<thead>
<tr>
<th><strong>High Distinction (HD)</strong></th>
<th>Numerical range: 85-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>A High Distinction response is characterised by sustained, superior quality in satisfying the requirements of the assessment task and unit outcomes. The response demonstrates an insightful understanding of the knowledge required and a high level of skill performance. It avoids all minor errors in style and/or performance.</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Numerical range</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Distinction (D)</td>
<td>75-84</td>
</tr>
<tr>
<td>Credit (C)</td>
<td>65-74</td>
</tr>
<tr>
<td>Pass (P)</td>
<td>50-64</td>
</tr>
<tr>
<td>Satisfactory (S) versus Unsatisfactory (US)</td>
<td></td>
</tr>
<tr>
<td>Fail (F)</td>
<td>0-49</td>
</tr>
<tr>
<td>Fail Non-Attempt (FNA)</td>
<td></td>
</tr>
<tr>
<td>Fail Incomplete (FI)</td>
<td></td>
</tr>
<tr>
<td>Incomplete (I)</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Procedures

Assessment Submission

Details of assessment tasks and due dates are published in the Unit Assessment Guidelines provided on the LMS under the Assessment Tab.

Students must submit assessments according to the instructions in the relevant assessment task description.

Type-written assignments are submitted via Turnitin by 11.55pm on the due date unless stated otherwise. After receiving the Turnitin Submission Receipt, students proceed to submit the assessment by the due date in the relevant week of the unit. It is the student’s responsibility to keep a copy of each assignment.

Some tips that may help students:

- Save regularly while they are working.
- Back-up their work regularly.
- Ensure they have security software to screen out viruses.
- Keep a printed copy as well as an electronic copy of work submitted.

Referencing Style – Including Online Referencing

All work is to conform to the APA 7th Style as presented in the ACPE Style and Referencing Guidelines (2020). The details of this are available on the ACPE Library’s website: https://acpe.ent.sirsidynix.net.au/client/enGB/default/

Normally, all written work should be typed or word-processed. If a student requests an alternative mode, please inform the Unit Coordinator. If an assignment is illegible or incomplete it may be returned to the student for resubmission (and the penalty for Late Submissions will apply).

Turnitin

Turnitin is an electronic text matching system that compares text in a student assignment against electronic text on the Internet, in published works, on commercial databases, and in assignments previously submitted to Turnitin by students in universities all over the world, including assignments obtained from ‘paper mills’ (internet sites which sell student papers). Turnitin has many positive benefits as a teaching and learning tool for students; for example, students may have the opportunity to submit draft version(s) of their assignments and receive feedback that highlights any possible problems with their writing skills and style.

Where students have been directed to use Turnitin:

- Students who fail to use Turnitin will be awarded a fail grade for the assessment;
- Tasks failing to meet the requirements for academic honesty will incur penalties as outlined in the ACPE Academic Integrity Policy and Procedure. NB: academic honesty is not solely judged on the percentage of the total matches identified by Turnitin. Instead, academics look at the sources, referencing and anomalies. Refer to the Unit Assessment Guide in each unit / assessment task for information about Turnitin similarity scores. For further information see: Academic Integrity Policy: https://www.acpe.edu.au/college-policies/
In class assessments

Students are expected to be present for pre-publicised in-class assessments including, but not limited to, mid-semester exams, presentations, or practical skills tests. Failure to attend the assessment may result in a fail grade for the assessment task. Students who wish to be considered for a make-up assessment must submit a request for Special Consideration and supporting documentation. This must be received no later than 5.00pm, 2 working days from the published date of the assessment task. Special Consideration Application forms are available from: https://www.acpe.edu.au/current-students/forms/. Students must notify the lecturer of their absence either prior to (if possible) or within 48 hours following the assessment task.

Resubmission of Assessment Tasks

Generally, students will not be permitted to revise and resubmit an assessment task. However, the Unit Coordinator has the authority to decide whether resubmission of tasks is permitted based on an application for Special Consideration. When a resubmission is permitted the maximum grade that can be attained under such circumstances is a grade of ‘Pass’. It is normally expected that the timeframe for a resubmission should be made within 2 weeks of the return of the marked assessment task.

Extensions

Extensions for all assessments can be granted through the relevant lecturer for requests for an extension up to 7 days. This extension must be discussed with the Unit Coordinator prior to communicating the outcome to the student. If a request extends beyond 7 days, the extension must be applied for on a Special Consideration Application form.

Extensions for assessments to be submitted during semester, in-class presentations and other assessed work will only be granted after evidence of extenuating circumstances has been provided. These circumstances will be discussed confidentially between the individual staff member and student. The granting of an extension is not automatic, but will be decided on the basis of the student’s stated reason(s) and supporting evidence. Students should be told that computer, USB and other electronic difficulties do not excuse lateness.

Except in unforeseen circumstances, all requests need to be received at least 48 hours prior to the due date. Details of approved requests will be communicated to the student and Unit Coordinator via email by the Head of Department. Except under circumstances of special consideration, extensions cannot be given beyond the day before the College examination period begins. Please refer to the LMS for this date.

Late Submissions

The College applies penalties to assignments submitted after the due date and without prior request for an extension, and approval having been granted. The penalty will be deducted from the total mark. Penalties are calculated as a percentage of the total mark available for the assignments/essay/academic work as follows:

- 5% per day late including weekends;
- More than 1 week, late 10% per day including weekends.

Remarking of Assessment Tasks

When students dispute the grading of a particular assessment task on the basis that the original grading was unfair or inconsistent with marking guidelines, they may request that the assessment task be re-marked. The following process should be used:

Step 1: The student discusses the task with the original marker and/or Unit Coordinator identifying where the student feels an error has been made and/or asks for further clarification.

Step 2: Should no resolution be reached in Step 1, the student may request that the original, unmarked copy of the assessment task be assessed by a different marker who has expertise in the discipline.
The request in writing must be directed to the Unit Coordinator by the student, within ten (10) working days of receipt of the original marked assessment task. Only a single re-mark will be permitted, and the result of the re-mark will be recorded as the final mark for that assessment task, irrespective of its position relative to the original marks. If a student remains dissatisfied with the outcome, then normal procedures for handling appeals will be followed (see Grievance Complaints and Appeals Policy - Domestic Students available on the ACPE website at https://www.acpe.edu.au/college-policies/)

**Examinations**

ACPE will publish the dates of each final examination period for each study period at the commencement of the Academic Year. Final examinations will not be held before the start date of the final examination period. Examinations that are to be rescheduled will be at a time determined by the College, usually within two weeks following the final examination period.

Each student will be responsible for:

- ensuring they are available for the full duration of the final examination period
- checking the final examination timetable
- adhering to the final examination timetable

Details of the structure and format of the final examination paper will be made available to students prior to the start of the final examination period. This detail will include information on the types of questions the examination will contain and an indication of the unit content the paper will examine. Every written examination is offered with an examination paper unique to that cohort and examination time. A total of 2 unique examination papers are produced each time a unit is offered. This ensures that there are different papers for students sitting the examination at the scheduled time or the scheduled deferred time.

In the event of a missed final examination, a student will not normally be permitted to undertake a deferred examination unless there were unavoidable, compassionate or compelling circumstances. In such instances, the Special Consideration Policy will apply.

These circumstances may include:

- serious personal or emotional trauma (such as a death in the immediate family)
- exceptional circumstances involving serious student illness which would prevent attendance at the examination
- sporting or cultural commitments at State, national or international level

For students to be considered as a candidate for a deferred examination, students must lodge a Request for Deferred Final Exam form (available on the ACPE website) to the Registrar’s Office within 2 working days of the missed examination, and attach to it documentation that supports the student’s request to sit an alternate examination. Where relevant, a NSW registered medical practitioner and/or a relevant professional must complete the required section of the form.

Deferral of examination will not be granted for:

- Work commitments
- Holiday arrangements
- Social and leisure events or personal commitments
- Misreading the examination timetable
- Forgetfulness

Deferred examinations are conducted at a time determined by the College, usually within two weeks following the final examination period.

An examination may be deferred no more than once after the original scheduled examination.
Exam Requirements for Online Students

- Students studying in online mode and living within 100km of the ACPE Olympic Park campus must attend examinations according to the published ACPE Final Examination timetable.

- Students studying online and living outside 100km of the ACPE Olympic Park campus can elect to attend the on campus examination as per the published ACPE Final Examination timetable OR under supervision of an approved student-nominated external examination invigilator. These must be conducted during the final examination period.

- An external examination invigilator nomination must meet with the approval of the College. Once approved, the examination must be conducted during the final examination period.

For additional detail please refer to Examinations Policy Undergraduate & Postgraduate available at https://www.acpe.edu.au/college-policies/.

Student Unit Evaluation

At the conclusion of every unit, students complete an anonymous online unit evaluation questionnaire which provides the students with an opportunity to comment on their experience in that unit, including reflections on the structure and content of the curriculum, lecturer presentation, interaction and assessment. These reports are analysed and the relevant Head of Department will discuss them with the member of staff during their performance review. The Learning and Teaching Committee (LTC) also monitors student feedback, and the Head of Department will report back to the member of staff on any recommendations or decisions from the LTC that arises from student feedback.
7. STUDENT RELATED INFORMATION

Academic Progress: At Risk Students

Students are responsible for maintaining satisfactory progress in their course. Academic staff are responsible for monitoring student progress in each unit during the semester and employing early intervention strategies if needed. Lecturers can identify and offer support to those at risk of not progressing satisfactorily. Lecturers should look for indicators that a student may be at risk of failing a unit, including failing to:

- attend
- maintain participation in class activities
- complete or submit assessment tasks
- achieve satisfactory results against published assessment criteria for assessment tasks

If a student is identified as ‘At Risk’ the relevant Head of Department should be contacted immediately.

The College has an ‘Intervention Strategy for Students at Risk’. Please take the time to familiarise yourself with the intervention strategy for at risk students which can be found on the ACPE Website: https://www.acpe.edu.au/college-policies/

Communicative Competence

If you identify a student as needing support with their writing you should encourage the student to attend the Student Learning Service. You should also inform the relevant Head of Department about your concerns.

Student Learning Service (SLS): Academic Skills Advisors are available to assist students with literacy, numeracy and study skills. There is a SLS link on all LMS unit pages that provides students with online resources including writing guides, language tips and practice activities.

Special Consideration

The College recognises that there may be times when a decision made by the College upon application of the relevant policy may require reassessment due to unforeseen circumstances. This will be dealt with under the Special Consideration Policy and apply to cases in which a student for reasons beyond their control may be:

- unfairly disadvantaged or suffering from affected performance when attempting assessment items
- unfairly disadvantaged by normal application of the College’s policies (including academic policies relating to assessment and attendance)

In assessment of applications under this policy, the College must be satisfied that a student’s circumstances are beyond their control (i.e. if a situation occurs which a reasonable person would consider is not due to the student’s action or inaction, either direct or indirect, and for which the person is not responsible).

For decisions relating to academic matters, the Head of Department (or delegate) will be responsible for approval of special consideration based on the evidence provided and in consultation where necessary with the relevant academic and/or operational staff of the College.

For decisions relating to non-academic matters, the Director of Student Services and Campus Wellbeing (or delegate) will be responsible for approval of special consideration based on the evidence provided and in consultation where necessary with the relevant staff of the College.
All applications should be submitted to the Student Services staff, who will date the form, add a note to the Special Consideration Register and send it to the Director of Student Services and Campus Wellbeing (or delegate) or to the corresponding Head of Department.

For international students studying on a student visa, this policy encompasses compassionate and compelling circumstances as set out in the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (National Code).

To apply for special consideration, students must follow prescribed procedures outlined on the *Special Consideration Application Form* available on the ACPE website and must supply supporting documentary evidence as stipulated.

Applications should be submitted to Student Services (by hand for attending students, or to studentservices@acpe.edu.au for online students). It should be noted that applications for special consideration will not be granted where the decision-maker is not satisfied that the student took reasonable measures to avoid the circumstance that contributed to the student requiring special consideration or when reasons for the request fall outside of what is considered justification for special consideration under this policy. Students who are not making satisfactory progress, not engaging with the Learning Management System, or not attending classes may be denied special consideration, particularly if the student has been placed on conditional enrolment due to unsatisfactory academic progress.

**Timelines:**

- Applications for special consideration should be submitted as soon as practicable after the circumstance is known to the student. It should be lodged within 2 working days of the missed assessment task.

- Applications for special consideration received after this time will not be approved unless in extreme circumstances where the applicant was not physically able to submit the application within the above timeframes. This will require approval by the CEO and Dean.

Any application for special consideration of circumstances outside of normal College policy should be made using the *Special Consideration Application Form* and include the relevant documentation to support the application.

For full details of the Special Consideration and Policy Procedure can be found on the ACPE website:

https://www.acpe.edu.au/college-policies/

The *Special Consideration Application Form can be found on the ACPE website*:

https://www.acpe.edu.au/current-students/forms/

**Academic Integrity**

Academic integrity is a core value of ACPE. The College is committed to academic integrity, honesty and high standards of ethical behaviour. Students have the basic academic right to receive due credit for work submitted for assessment. Integral to this concept is the notion that it is clearly unfair for students to submit work for assessment that dishonestly represents the work of others as their own. Such activity represents a breach of academic honesty, and is referred to as academic dishonesty. Breaches of academic integrity arise when the student has presented another person’s ideas, findings or written work as his or her own by copying or reproducing them without due acknowledgement of the source and with intent to deceive the assessor. This includes collusion, contract cheating and any dishonest behaviour with the intent to gain academic advantage. For specific details refer to the ACPE Academic Integrity Policy available through the ACPE website: https://www.acpe.edu.au/college-policies/
Assessors may become aware of potential misconduct either via the Turnitin software or other means, including comparisons with other students’ work.

- High Turnitin similarity scores may be used as an indicator that investigation is warranted, but assessors are encouraged to be conscientious and review all Turnitin reports prior to forwarding potential cases. Alternative similarity score limits may be set by Unit Coordinators depending on the nature of the assessment.

Handling Academic Misconduct

ACPE has a procedure for handling incidents of academic dishonesty or plagiarism. The document outlining the full procedure can be found on the ACPE website: https://www.acpe.edu.au/college-policies/ Please familiarise yourself with the full procedure.

All cases of academic misconduct are handled by the Academic Integrity Officer (AIO).

Note: All assessments suspected of misconduct must first be vetted by another member of staff in order to secure a second opinion and minimise excessive workload for the AIO. If the assessor suspects a student’s assessment of academic misconduct, they should refer the case to the relevant Unit Coordinator.

In cases where the Unit Coordinator/HOD agrees with the suspicion of misconduct, they should in turn refer the case directly to the AIO along with relevant supporting materials, which may include:

- the Turnitin report containing the student’s similarity score and highlighted passages of text; and
- explanations for any details deemed relevant to the case, for example:
  - notes from the assessor regarding where they have found or suspect illegitimate practice in the assessment;
  - notes regarding where they believe legitimate practices such as referencing, quotation, and paraphrasing have been ignored;
  - suspected (if unidentified by Turnitin) sources for plagiarised content; and/or
  - copies of multiple student assessments in cases where collusion or peer plagiarism are suspected.

- Assessors are encouraged to email the AIO regarding academic misconduct discovered through Turnitin within 5 working days of the assessment submission date. In addition, assessors should not mark or provide students with feedback on assessments in potential breach of academic misconduct until a decision has been made by the AIO, except in cases where misconduct is identified retrospectively.

The AIO will then investigate the supporting documentation to determine if an allegation of academic dishonesty should be pursued.

The AIO will then take responsibility for all communications regarding the allegation once received. The lecturer will be notified of the outcome by the Unit Coordinator in regard to the outcome and penalty.

Student Code of Conduct

Student life at ACPE should be an active, harmonious, ethical and positive experience centred on academic learning, research and professional and personal growth.

The aim of the Student Code of Conduct is to foster the College’s values and encourage active engagement between the College and students within the contexts of professional practice, learning and teaching and the life of the College community.
The purpose of this Code of Conduct is to outline what students should expect from ACPE, the College’s expectations of students, and expected behaviours between ACPE and their students, staff and the broader College community.

The Student Code of Conduct can be found on the ACPE website: https://www.acpe.edu.au/college-policies/

**Student Grievances**

The College is committed to providing high quality educational programs and excellent graduates who will practice as leaders in their chosen field. The College recognises the importance of effective communication as essential to resolving any concerns. The Grievances, Complaints and Appeals Policy is fundamental to the resolution of grievances and the reconciliation of Claimants with the College.

The College considers it important to be made aware of all appeals and grievances from members of the College community. The College aims to respond to appeals and grievances in a fair and equitable manner and to resolve the grievance to the satisfaction of all parties.

This Policy is in place to deal with both academic and non-academic appeals and grievances and to guide the actions taken by all parties.

The Grievances, Complaints and Appeals Policy can be found on the ACPE website: https://www.acpe.edu.au/college-policies/
8. STAFF & STUDENT SUPPORT SERVICES

Student Learning Support (SLS)

The Student Learning Support is a resource centre located in the Library. The staff in the centre can provide expert advice on all things related to academic skills and will support students with planning, researching and writing assignments. The SLS has both literacy and numeracy experts.

If you identify any student who needs academic support, please encourage the student to make an appointment with the SLS by emailing: acpesls@acpe.edu.au and notify (by email) your concerns to the Unit Coordinator.

ACPE Library

The ACPE Library is located on Level 3. A current student ID card is required to borrow items through the library Self-Checkout or library staff.

The following library services are provided to staff:

**eReserve**
eReserve assistance in digitizing course related readings for inclusion on the LMS is provided by completing the EReserve Request Form.

**Inter Library Loan**
If you require access to a published work not held by ACPE Library, please submit an Inter Library Loan Request Form.

**Reserve**
One copy of the core textbook on Unit Reading Lists is placed in the Reserve collection. Please advise the library of changes as soon as possible.

**Streaming Video Services**
The Library subscribes to Edu TV streaming database which contain hundreds of video clips suitable for embedding in LMS pages. The College's Screen Rights license also allows for the recording and cataloguing of off-air TV programmes.

**Suggestion for Purchase**
Contact Library staff or submit a Suggestion for Purchase form.

**Training**
Contact our Information Services/Library Service Manager for:

- academic staff training
- information literacy skills training for your students
- an introduction and ongoing help in using the library's databases and EDS discovery service.


If you require any support from the Library, please go to the library or email: library@acpe.edu.au
Student Email

Students are also given access to an ACPE email account, which provides email, document creation and storage, and other applications for their use during their time at the College. The student orientation will include a session on these features.

For any IT issues students should contact: support@acpe.edu.au

Diversity and Equity

Diversity and Equity ACPE provides academic support and reasonable adjustments to students who have a disability or ongoing health conditions that may significantly impact on their studies. Please contact Dan McKenzie at dmckenzie@acpe.edu.au for more information.

Student and Staff Wellbeing

Feeling overwhelmed and need support? Contact Student Services for information on confidential counselling services. P: (02) 8061 2770 E: dmckenzie@acpe.edu.au

First Aid

The first aid room is located on the ground floor near the Student Services Desk. This room is provided for staff and students who are not feeling well and may need to lie down. Please go to the Student Services desk to request use of the room, where the help of a First Aid Officer will be requested, and your wellness can be monitored.

If a First Aid kit is required, please go to the Student Services desk and they will be able to assist you.
9. STAFF INFORMATION

Staff Code of Conduct

ACPE affirms its commitment to maintaining and developing the traditions which have evolved within the College together with the values that have guided the College and its predecessor institution since 1917.

By clarifying the values which guide ACPE and the conduct expected of College staff in the performance of their duties, the College aims to promote public trust and confidence in the integrity and professionalism of the services provided by the College.

The Staff Code of Conduct clarifies for staff the type of conduct that is expected of them in the performance of their duties. The Code of Conduct covers personal and professional behaviour, conflict of interest, outside employment and private practice, acceptance of gifts or benefits, use and security of official information, use of College facilities and equipment, health safety and welfare, harassment and discrimination, responsibilities of managers, coordinators and supervisors, and the supervisory relationship.

It is the responsibility of individual members of staff to recognise the professional and ethical dimensions of their work, and to give proper attention to the values which should inform their actions and decisions. All employees of the College are accountable for the effective education and appropriate care of College students, for promoting positive relationships with colleagues, and for the efficient use of College resources.

All staff members should be aware of, and act within, the spirit of this Code of Conduct and understand that breaches of this Code may result in disciplinary action being taken.

Staff are expected to dress neatly, and clothing should be appropriate to class activities and safety regulations. For safety reasons, shoes must always be worn on campus except where a unit requires shoes to be removed.

The use of audio or visual recording devices, including mobile phones, for unauthorized recordings of productions, performances, seminars or lectures is not permitted. Students must receive prior written permission from the Unit Coordinator and the Head of Department before recording. No electronic devices may be taken into examinations under any circumstances.

Mobile phones should be switched off during class sessions. Similarly, students should not attempt to access social media during class sessions. Should students, after fair warning, not be appropriately attending to, and participating in, classroom learning activities, staff have the authority to ask students to leave class sessions and record these students as absent.

Staff ICT

All staff members are issued with an ACPE email address. All correspondence with staff and students at the College should be through this email address only. Please do not use personal email addresses to contact staff or students.

If there are any IT issues, contact Cheon Hwangbo the IT services specialist via PH: 8061 2757 or email support@acpe.edu.au

Work Health and Safety (WHS)

The ACPE Occupational Health & Safety Policy can be found on the ACPE website: https://www.acpe.edu.au/college-policies/
The College is committed to ensuring the health, safety and welfare of our staff, students, volunteers, visitors and others at ACPE.

Emergency Procedures: Quad 4, 10 Parkview Drive Sydney Olympic Park.

In the case of an emergency follow the directions of fire wardens. Please ensure you and your staff /students/ guests are aware of the closest fire exits, and where the safe assembly area is.

Alarms:

- The first alarm is a “beep beep” alarm. This is a warning. This is to prepare staff and students for evacuation if required.
- In the event that the alarm sound changes to a “woop woop” with the instruction to EVACUATE NOW, please instruct all students to calmly walk to the nearest fire exits (2 exits on levels 1, 2, and 3, and 5 exits on the ground floor).
- Do not use the lifts.
- Once outside the building please move quickly to the safe assemble area which is located outside Quad 1 on the grassed area.
- Keep students off the road and footpaths and contained on the grassed area.
  In the event where an evacuation is necessary, please:
- Ensure your staff/students/guest are accounted for. If possible, relay this information to emergency services.
- Ensure that while evacuating the premises you are not taking any items in your hands that could be a slip and trip hazard. Hands must be free of objects; small handbags, wallets, phones etc. are permitted. Avoid taking backpacks and large bulky items.

Accidents in Class

If a staff member or student has an accident in the course of conducting a College activity a Staff / Student Incident Notification Report Form is to be filled out by the student/staff immediate supervisor and returned to the Director of Student Services & Campus Wellbeing within 24 hours of the accident/incident occurring.

The Staff / Student Incident Notification Report Form can be obtained from the Director of Student Services & Campus Wellbeing.

Media Comment

The CEO/Dean is the only person authorised to make statements to the media on behalf of ACPE College. No other staff member may do so without specific approval from the CEO/Dean. Staff must also refrain from making public comment that is, or may be construed as being, damaging to ACPE, either verbally, or on social networking sites (including but not limited to Twitter, Facebook, and YouTube), or via any other means.

Intellectual Property

ACPE is the exclusive owner of all copyright, creations, inventions, designs and other intellectual property related to works created or designed by staff in providing services to the College, and staff agree to cooperate with the College in registering or otherwise protecting any intellectual property created.
Where ACPE is the owner of copyright in course outlines and other curricula documents that have been at any time followed or adopted by the College, staff may not use any such documents, materials or extracts outside of ACPE courses without prior written consent from the CEO/Dean.

Copyright Guidelines

Adhering to Copyright policies is the responsibility of individual lecturers and it is important that you are aware of College policies. The ACPE Copyright Policy and ACPE Copyright Guidelines can be found on the ACPE website: https://www.acpe.edu.au/college-policies/

Some important things to remember if you make material available to students, either via the LMS or another medium:

- You should comply with Copyright requirements.
- Acknowledging sources is important for copyright, as well as being good academic practice.
- If you provide material from a book, you are only allowed to use one chapter or 10% in any one Semester.
- If you put up journal articles, you can only use one article from any one issue of a journal.
- It is often useful to provide a link or URL to a resource, rather than putting up a copy of a chapter or article, as this gives access to the whole resource.

If in any doubt about copyright compliance, please consult with the Library or the LMS Manager.

Security

Security around the College is everyone’s responsibility. Access to the building will only be available during the advertised opening hours of the College, i.e. during semester Monday to Friday: students 7.30am to 5.00pm.

Saturday, Sunday and Public Holidays: closed all day

Please see Student Services to arrange a security pass and for parking permission.

Room Bookings

Classrooms published on your timetable have been booked. Please do not change your room allocation or the time of your class without checking with your Unit Coordinator.

Professional Development

ACPE considers the professional development of its staff as being of the utmost importance and expects that academic staff be continually monitoring and upgrading their professional competence. The College hosts some professional development sessions on academic issues, provides permanent staff with external training relevant to their positions, and encourages pursuit of higher degrees where appropriate.

The College holds monthly colloquiums which all staff are invited to attend.

Changing your personal details

It is your responsibility to notify the College of any change of name, address, or contact details during your employment.
10. RESPONSIBILITIES OF CASUAL ACADEMICS

ON CAMPUS UNITS AND ONLINE UNITS

Unit Content

Prior to the semester starting (at least 1 week) of the unit, all lecturers/tutors are expected to:

- have appropriate qualifications to teach in the unit area
- have a deep knowledge and understanding of the content that they are delivering in the unit
- be familiar with the weekly content including, but not limited to, lectures, tutorial activities, and readings prior to delivery
- have a clear understanding of the assessment tasks outlined in the Unit Assessment guide
- discuss with the Unit Coordinator (UC) any concerns regarding the content or assessment tasks prior to the semester commencing.

NO CASUAL ACADEMIC MAY MAKE ANY CHANGES TO UNIT OUTLINES, UNIT ASSESSMENT GUIDES OR ASSESSMENT TASKS.

LMS Requirements

Prior to the semester starting (at least 1 week), the Unit Coordinator is expected to:

- ensure that all lecturers/tutors are enrolled and can access the LMS page for their respective unit(s)
- complete the LMS requirements outlined on the LMS checklist provided by the Learning and Teaching Technologist (LTT)
- ensure the updated Unit Outline is uploaded under the Outline Tab
- ensure the updated Unit Assessment Guide is uploaded under the Assessment tab
- ensure that the assessment submission links have been updated
- report any issues or concerns with the LMS to the UC or LTT

Weekly LMS Requirements

Weekly management of the LMS unit page by the lecturer/tutor requires:

- logging into the LMS prior to the start of each week to ensure that there are resources available for students
- ensuring that the Session Aims and Requirements are provided and accurately reflect the content described in the Unit Outline
- ensuring that updated lecture/seminar resources are available
- providing additional resources for students where appropriate
- ensuring all links and resources can be accessed
- identify students on the LMS that are not logging in on a weekly basis

Responding to Students

- Please respond to student queries via ACPE email or LMS messaging within 48 hours.
- Forward any student concerns to the UC
• If you are unsure of how to respond, please forward the email to the UC
• All Exam queries from students must be directed to the UC and or Head of Department

Assessments

• Contact students via the LMS that have not submitted or attempted assessment tasks
• Send the UC a list of students that have not submitted assessments
• Liaise with UC for any assignment extension requests from students
• Mark and moderate assessment tasks with the UC (all assessment tasks require UC sign off before release of feedback and marks on the LMS)
• Upload the mark and feedback via the LMS
• Assist UC with creation of new and alternate exam and/or revision questions for assessments (as applicable)
• Liaise with UC for managing on campus exams (if applicable).

Student Unit Evaluation

• Ensure the Unit Coordinator has provided the Unit Evaluation link on the LMS
• Actively encourage students to complete the questionnaires

STAFF EXPECTATIONS FOR ON CAMPUS UNITS:

It is an expectation that for lecturers/tutors delivering on campus units:

• address all of the points outlined above in relation to Unit content, LMS Requirements, Weekly LMS Requirements, Responding to Student, assessment and Student Unit Evaluations
• check the timetable for the allocated room and conduct the lesson in the allocated room
• arrive at least 5 minutes prior to the lesson commencing
• check that the IT works and if any issues contact Cheon Hwangbo the IT services specialist via PH: 8061 2757 or email support@acpe.edu.au
• leave the room as found
• report any concerns about the room that has been allocated to the UC

STAFF EXPECTATIONS FOR ONLINE UNITS:

It is an expectation that lecturers/tutors teaching online units:

• address all of the points outlined above in relation to Unit content, LMS Requirements, Weekly LMS Requirements, Responding to Student, assessment and Student Unit Evaluations
• ensure students are engaging weekly on the forum page and especially prior to census (Friday week 4): if not please report these students directly to the unit coordinator and/or HOD
• maintain regular (weekly) contact with all students either through zoom meetings or phone calls to ensure students are tracking well through the semester
• be available to answer online enquiries as soon as possible (>48hrs) to provide advice and feedback
11. UNIT COORDINATOR (UC) RESPONSIBILITIES:

Pre-Semester

- Prepare the Unit Outline and upload to the LMS
- Use the Moderation Reporting Form when reviewing the Assessment Guide and upload the guide to the LMS
- Conduct pre-semester meeting/contact regarding teaching requirements with casuals
- Check that casual academics (if applicable) are enrolled on the LMS
- Ensure that all lecture, tutorial and/or workshop materials are updated and upload these on the LMS
- Manage LMS initially – uploading course materials, outlines, assessment guides, ensuring assessment links are set up for submission dates etc
- Check that the student feedback link is available and on the LMS for the mid (if applicable) and end of semester
- Exams: provide casual academic with the question bank/previous papers (including answers), exam template and check off exam once completed
- Provide assessment schedule to both HOD and Registry
- Liaise with Careers Department for Work Integrated Learning (WIL) (as applicable)

During Semester

- Be in contact with casual academic staff to ensure all weekly course materials are available and assessment links are set up and are correct
- Moderate assessments
- Check assessment marks and feedback prior to release
- Manage student issues: Academic Integrity (plagiarism), special consideration (extensions), attendance/engagement issues
- Liaise with Careers Department for WIL (as applicable)
- Ensure Unit Evaluations are uploaded onto the LMS prior to Week 10

Completion of semester

- Collate grades – including grade justifications
- Review Unit Evaluations
- Provide a Unit Report for each unit coordinated
- Discuss Student Evaluation feedback with the lecturer/tutor
12. LMS CHECKLIST

Unit Code

INTRODUCTION

This document is created for quality and compliance purposes. It will help you understand the minimum standards and keep all LMS unit pages consistent and resourceful enough to engage students in the LMS.

We have put together a Sample page for face to face unit with guided tours for you to refer to.

Please follow this link to access the page https://learn.acpe.edu.au/course/view.php?id=754&section=1

If the tour doesn’t automatically appear, press escape and scroll all the way down to the bottom and click on “Reset tour on this page” on the footer. The guided walkthroughs are available on Welcome page, Outline, Assessment page and Week 1 Page.

INITIAL SETUP

<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>Action required</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am enrolled in my allocated units and they are listed on my LMS dashboard.</td>
<td>☐</td>
<td>☐</td>
<td>If no - contact Areena</td>
</tr>
<tr>
<td>I have editing rights (if required)</td>
<td>☐</td>
<td>☐</td>
<td>If no - contact Areena</td>
</tr>
</tbody>
</table>

WELCOME PAGE

The welcome page is the first page a student will see when they log on to the LMS. For an online unit, this is the only page a student will be able to see until they complete the ‘break the ice’ forum and ‘student exam declaration’ form.

<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>Action required</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have provided a welcome video</td>
<td>☐</td>
<td>☐</td>
<td>If no - refer to the script and record one. Email it to Areena</td>
</tr>
<tr>
<td>Welcome page has my current welcome video</td>
<td>☐</td>
<td>☐</td>
<td>If no - contact Areena</td>
</tr>
<tr>
<td>Welcome note reflects my name (units are rolled over from previous semester and most likely to have details of previous lecturer) (Online units only)</td>
<td>☐</td>
<td>☐</td>
<td>If no - edit it to reflect your information. Click here for “How to”</td>
</tr>
<tr>
<td>LMS Welcome page has “Break the ice” forum. (Online units only)</td>
<td>☐</td>
<td>☐</td>
<td>If no contact Areena</td>
</tr>
<tr>
<td>Welcome page has “Student Exam Declaration” form (for units with exams). (Online units only)</td>
<td>☐</td>
<td>☐</td>
<td>If no contact Areena</td>
</tr>
<tr>
<td>Consultation time (online units only) and contact details block reflect my information</td>
<td>☐</td>
<td>☐</td>
<td>If no - edit it to reflect your information. Click here for “How to”</td>
</tr>
</tbody>
</table>
OUTLINE

The outline page houses the Unit Outline and should not contain any other information.

Do not edit the document. Contact your UC for any amendments.

<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>Action required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit outline is uploaded in a pdf format.</td>
<td>☐</td>
<td>☐</td>
<td>If yes- confirm its currency with UC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>If no- contact UC</td>
</tr>
<tr>
<td>There are no other documents on this page</td>
<td>☐</td>
<td>☐</td>
<td>If yes- confirm with UC and delete</td>
</tr>
</tbody>
</table>

ASSESSMENT

The assessment page should contain everything a student may need to complete their assessment tasks successfully. This includes the Unit Assessment Guide, the assessment submission links or quizzes and any supplementary resources. It is essential this page is up to date to minimise confusion or stress for the student.

(Note: Do not edit the Unit Assessment Guide)

<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>Action required</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a Unit Assessment Guide heading at the top of the page</td>
<td>☐</td>
<td>☐</td>
<td>If no- edit to drag it at the top.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Click here for &quot;How to&quot;</td>
</tr>
<tr>
<td>Current unit Assessment Guide is uploaded in a pdf format under the</td>
<td>☐</td>
<td>☐</td>
<td>If no- contact UC</td>
</tr>
<tr>
<td>Unit Assessment Guide heading.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All assessment headings are renamed with correct names and due weeks.</td>
<td>☐</td>
<td>☐</td>
<td>If no- edit it to reflect correct information.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Click here for &quot;How to&quot;</td>
</tr>
<tr>
<td>All assessment/quiz links and resources are grouped under correct</td>
<td>☐</td>
<td>☐</td>
<td>If no- group them correctly.</td>
</tr>
<tr>
<td>headings</td>
<td></td>
<td></td>
<td>Click here for &quot;How to&quot;</td>
</tr>
</tbody>
</table>

**Assessment Submission**

- Submission links are correct and current. (i.e. Open/due dates on the submission link reflects the same information as in Unit Outline and Unit Assessment Guide.)
  - If no- edit it to reflect correct information. Click here for “How to”
- Turnitin is setup to return Similarity Score
  - If no- turn it on. Click here for “How to”
- Grade allocations are correct.
  - If no- edit to allocate. Click here for “How to”
- Rubrics are attached to the assessments.
  - If no- contact UC

**Quiz**

- Quiz links are available
  - If no- create them. Click here for “How to”
- Open and close dates reflect the same information as in Unit Outline and Unit Assessment Guide.
  - If no- edit it to reflect correct information. Click here for “How to”
### Items

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Action required</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>If no contact Areena</td>
</tr>
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<td>☐</td>
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<td>If no contact UC</td>
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<td>If no contact UC</td>
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</tbody>
</table>

### Lecture/tutorial style

| a.   |   | If no contact UC |
| b.   |   | If yes contact UC |
| c.   |   | If no contact UC |

### WEEK 1-12

These pages contain the course content that will be covered throughout each week of the semester. For online units, content will be released to the students weekly. The layout of the weekly pages will vary slightly depending on the format of the unit (i.e. lecture/tutorial or workshop).
### Workshop/Seminar style

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>a. Lecture content is provided in video form (this may be in iSpring format, and does not need to be a class recording)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Lecture slides for the content are provided in pdf format</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Activities are provided that relate to the content</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. A workshop worksheet is provided to assist students with completing the workshop activities</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

- There are at least two weeks contents available on the LMS before start of the semester | ☐ | ☐ | **If no-contact UC**  
  Check all the other contents are uploaded at least two weeks in advance as we progress through the weeks

- All the links and resources work and are not broken. | ☐ | ☐ | **If no-contact UC**

### 13. NOTES

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