Introduction to this Guide

As Pro Vice-Chancellor Education & Student Success of Charles Darwin University, I am pleased to welcome you to the University and your important role as a teacher at this institution. CDU is proud of its reputation for providing unique learning experiences tailored to the specific needs of our students. As a lecturer at CDU you hold an important, challenging yet also undoubtedly rewarding position that is pivotal in helping our students fulfil their academic and human potential. You bring with you a wealth of experience, skills and interests which are key to providing our students a learning experience that is innovative, supported, and backed by strong scholarship and effective pedagogy.

This Learning and Teaching Guide will help you start your teaching at CDU. It contains links to many practical hints and tips, all derived from the application of contemporary pedagogical research on what works in higher education.

The profile of our student body is perhaps broader than that of any Australian University, in terms of age, ethnicity, socio-economic background and location. Our students are more likely to be part-time, and managing the complex balance of full work, home and study lives. Their studies may comprise enabling courses, VET and Higher Education. Whether our students are primarily online or at one of our many campus locations, we engage with them using blended learning methods, high quality curriculum and resources, and the latest in learning technologies.

So, whether you are a seasoned academic or still gaining confidence as a university teacher, I strongly encourage you to continue learning about pedagogical practices in your discipline. CDU’s Office of Learning and Teaching has a range of useful resources, educational advisers and professional development opportunities that will assist in the ongoing pursuit of academic excellence in your own practice.

I wish you every success in your teaching at CDU.

Professor Martin Carroll
PVC Education & Student Success
Acknowledgments
This resource was compiled by the Higher Education and Training Development Team in the Office of Learning and Teaching at CDU. It has benefitted greatly from a range of web-based resources produced by other areas of CDU, as well as those of other higher education institutions, including the University of Western Sydney, Southern Cross University, Macquarie University and Sydney University.

Disclaimer
All information contained in this Guide was correct at the time of publication.

Feedback
We welcome your feedback on any aspect of this guide that will help us improve its future editions. Please email your comments or suggestions to the Office of Learning and Teaching at olt@cdu.edu.au
Structure of the Office of the Pro Vice-Chancellor Education & Student Success (PVC ESS)

PARTS OF THIS STRUCTURE ARE CURRENTLY UNDER REVIEW

Office of PVC ESS
- Office of Learning & Teaching
  - HE Training & Development
  - VET Development
  - Learnline Development & Training
  - Accreditation & Registration
- IMPS
- Learning Technologies
- Library
- Student Admin & Equity Services
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How to use this resource

This Guide is provided by the Office of Learning & Teaching (OLT) to help you navigate the many online tools and resources that will help you in your academic teaching role, whether it is as a lecturer, tutor, marker or clinical preceptor. The Guide will help you quickly find information about:

- the context of the University, its governance and structures
- effective learning and teaching at CDU
- support services in the areas of learning and teaching
- professional learning in relation to learning and teaching

Further information to support you in your role can be provided by your immediate supervisor in your School, as well as the staff in the OLT.

Section 1: The Learning and Teaching Environment at CDU

This section provides links to general information about CDU’s staff and student profile, as well as the organisational, academic and governance structures of the University.

Teaching at CDU

Teaching is conceptualised broadly at CDU to encompass the diversity of modes and activities that support student learning. Our teaching aims to ensure that students are provided with effective learning opportunities regardless of location. It encompasses a wide range of approaches including face-to-face teaching with large and small groups, technology-mediated teaching, one-to-one consultations, postgraduate supervision, supervising students’ experience in work-based settings, advising students, assessing students’ work, providing feedback on students’ progress, preparing teaching and course materials, and contributing to curriculum design, development and evaluation.

Higher Education Course profile

CDU terminology uses ‘course’ to mean program of study and ‘unit’ to refer to a subject within a course. CDU provides a range of undergraduate courses that include arts, clinical sciences, education, business and business administration, environmental science, exercise science
and nutrition, Indigenous Knowledges, law and legal studies, midwifery, nursing, psychology, social work and humanitarian studies, sport and exercise science, engineering, information technology and creative arts and building design and architecture. Postgraduate coursework and research degrees are also available in many disciplines.

The CDU Course Guide details information about available courses. It will be useful for you to read about the course within which you are teaching and the units of study that make it up. CDU’s current teaching calendar and other important dates can be accessed from the Current Students webpage.

Student profile
Understanding our student population provides an insight into their potential learning needs and is crucial to curriculum design, planning and evaluation.

Our students are drawn from the Northern Territory, across Australia and overseas, and cover a broad range of cultures and ages, from Indigenous to international students, and range from school leavers to mature age people returning to study. Our students bring with them diverse knowledge, skills, capabilities, experiences and perspectives which we need to capitalise on to create a learning environment in which people from all backgrounds can learn from one another.

Modes of teaching
At CDU, students may complete their studies as an internal face-to-face at several of the University’s campuses, or fully online as an external student, or in a combination of face to face, online studies and on-campus intensive blocks. You may encounter all modes in the units you teach. Students may also enrol through one of CDU’s campuses in the NT, in Sydney and in Melbourne.

Internationally, CDU has a range of collaborative relationships with institutions in a number of other countries. Ask the course coordinator in your teaching area what educational collaborations are in place for the course in which you are teaching.

Graduate attributes and employability skills
The Charles Darwin University graduate attributes refer to those skills, qualities and understandings that should be acquired by students during their time at the University regardless of their discipline of study. The attributes accord with the University’s strategic directions and values, focusing on student-centred learning and supporting the effective construction and application of their knowledge.
CDU’s graduate attributes and employability skills inform the skills, knowledge, ethics and values that are systematically taught and assessed in our programs.

**Governance and management structures at CDU**

The governing authority of the University is the Council that is responsible for the management of the University’s affairs. The Chief Executive Officer, the Vice Chancellor, reports to the Council. The Academic Board provides advice to the Council on all academic matters. The Pro Vice Chancellor Education & Student Success in addition to other roles has overall responsibility for teaching and learning and is advised in this role by the Director, Teaching and Learning.

Governance services are provided to support the Council, Vice Chancellor and all operational areas of the University.

**Policies and procedures that support learning and teaching**

As an academic at CDU you need to be aware of key policies and procedures that provide structures for learning and teaching at the University. Those that have direct relevance to your role as a teacher are highlighted in this Guide. It is appropriate for you to become familiar with those policies listed below that have a relationship to your role as a teacher at the University.

If you have contact with International students, you will need to understand your statutory responsibilities for these students. These can be found on the International Office website.

**Policies about courses**

**Course Accreditation and Reaccreditation Procedures**

CDU is a self-accrediting higher education (HE) provider. All courses are accredited by Academic Board via the Course Accreditation and Re-accreditation Process and its associated procedures, which are currently under review.

**Common Course Rules**

In higher education, all courses offered by the University must comply with national regulatory requirements, for example the Australian Qualifications Framework (AQF), and many courses are also accredited through professional organisations. The University as a self-accrediting institution has a Council that determines course rules which provide course structures and rules for HE
awards. These course rules apply to HE AQF Levels 5 to 10. For each category of award there is a common set of rules applicable to all programs leading to an award in that category. In addition, each course may have associated with it specific rules that apply only to that course in addition to the common rules; specific rules are described in the course curriculum documentation.

**Minor and Major Unit Changes Procedures**
The information requested in the accreditation documentation is required to meet legislative, quality assurance and operational planning requirements. Changes to some unit variables are more significant than others, and will be categorised as either minor or major. The definition of minor and major changes has been determined based on the following:

- regulatory requirements
- Higher Education policy standards
- Potential impact on students
- Potential impact across courses/cross disciplinary considerations.

**Policies about learning and teaching**
There is a range of policies, procedures and guidelines that provides academic direction to enhance the quality of learning and teaching at CDU. Broadly, these give guidance to academic staff in all matters concerning assessment and moderation of student work, as well as appropriate conduct of staff and students, privacy and dealing with student grievances.
Learning and teaching and CDU’s Strategic Plan

The first goal of CDU’s Strategic Plan 2015 - 2025 is “At Charles Darwin University we recognise the transformative value of skills and learning to change people’s lives, giving them the choice to seek rewarding and productive employment and lead prosperous and fulfilling lives. Our aim is to provide this through an accessible and high-quality learning experience for all our students and to create an organisational culture that places the quality of the student learning experience at the forefront of everything we do.”

Quality at CDU

Charles Darwin University has a deep commitment to quality in all that it does and in the processes, practices, people and products that support those endeavours. To this end CDU has instituted a number of processes, practices and policies that ensure a high degree of quality in all of its courses offered to students. The links included here provide information about the processes implemented at CDU to ensure the highest level of quality in its higher education courses, as well as information about the regulatory environment in which these processes are created and implemented.

Section 2: Learning and teaching effectively

Teaching staff at Charles Darwin University are not a homogeneous group. The role you will be expected to undertake is varied, and dependent upon the context of your teaching. This section focuses on issues associated with effective teaching and learning in higher education and offers practical suggestions for strategies that you can adopt to make yourself a more effective teacher. You will also be directed to other resources for more extensive research and discussion.

Being an effective teacher

The key to effective teaching is knowing your discipline and knowing your students, understanding who they are and what they already know, considering how they learn and what motivates them to do so. Effective teachers continue to learn about their discipline, how students learn in their discipline, how their discipline frames its approach to learning, and how to design learning that is relevant and engaging for students.

Designing Learning at CDU

The OLT website provides extensive information and resources to support the development of effective teachers and teaching practice at CDU.
Understanding Learning
Understanding the process of learning is important to designing and implementing effective teaching practices. While learning is often associated with teaching, the link between the two is not automatic. The link included here provides a summary of the learning process as well as references and resources that can inform your teaching practice.

Learning Design
Teaching-learning processes require forethought and planning. This is particularly important when developing online learning environments, where conscious decisions need to be made about how different technology tools are used, and its rapid growth in recent years has led to the concept of learning design.

Teaching Practices
Teaching takes place at CDU in a variety of different modes such as internal, external, mixed mode, intensives and workshops. Although most students still enrol in either internal or external mode, in practice the majority of students will utilise Learnline for a significant amount of the learning activities. It is also important to remember that there is an expectation that students studying in different delivery modes have the right to an equivalent learning experience to other students in that unit.

Good teaching practice is not just about knowing how to teach, it is also about being able to maintain good practice in spite of the additional distractions and tasks that can occur during teaching periods. Good teaching practice is also about monitoring one’s own needs as a teacher.

6 Key Principles
AT CDU, academics use a framework of 6 Key Principles to support the design of online learning and teaching. These principles have a well-founded evidence base and have been adapted for the online environment from a similar and commonly cited set of seven principles (Chickering & Gamson, 1987). OLT recommends that you use these principles in the development and implementation of your online teaching at CDU.

Assessing learning and giving feedback
Nothing we do to, or for our students is more important than our assessment of their work and the feedback we give them on it. (Race, 2005)

Assessment is integral to good learning and teaching, and effective assessment and moderation is a key foundation of the confidence that students, staff, the University and the community have in our learning and teaching.
processes and outcomes. Information in this section will guide and assist higher education (HE) teaching staff to design, implement and moderate assessments at CDU:

**Learnline: Learning and Teaching in the online environment**

CDU utilises a range of technologies to support learning and teaching, and these are brought together under the Learnline brand. In addition to your induction to Learnline with your School’s Developer from OLT, you can access a range of resources from the OLT website to support your skills in using Learnline.

**Learnline Production Process and Support**

Information about the suite of tools incorporated within the Learnline learning management system can be accessed at the link provided. Key dates of the activities and responsibilities of unit coordinators in the Learnline Unit Production process can be found on the OLT website.

You can keep up-to-date with what’s new in Learnline by visiting the Learnline website.

You are also encouraged to enrol in two self-paced online units to further your understanding and familiarity with the Learnline environment:

- Introduction to Learnline: Assisting Students
- Introduction to Learnline: Creating Units

These units provide you with an opportunity to consolidate the information you learned in the Orientation to Learnline session with your School’s Education Developer, and will extend your knowledge on using technology to teach effectively in an online learning environment.

**The Online Classroom powered by Blackboard Collaborate**

Blackboard Collaborate is the tool that powers CDU’s Online Classroom. It provides a comprehensive learning platform, incorporating web conferencing, instant messaging, voice authoring tools and now mobile web conferencing. You can find further information about the Online Classroom and how it can be used to enhance student learning from the links here.
OLT teams are available to provide the following assistance with Learnline features:

- Help desk support
- online unit or course development
- development of online materials
- online assessment
- innovations in flexible delivery
- getting an account on Learnline
- rolling over existing units
- creating new units

Learning Resource Development

The Innovative Media Production Studio (IMPS) has been established to work with faculties to create innovative online learning environments and enhance curriculum through:

- engaging learning materials using the latest technologies and applications
- interactive models to explain concepts and interact with content
- simulations and 3D models to practice and explore
- enhanced video purpose built for an online experience
- animations for concepts that are harder to film directly or to enhance video footage
- use of game mechanics to enhance engagement and motivation
- web apps and responsive design to leverage learning opportunities through mobile devices.

Visit the studio online through their interactive 360 virtual tour, or explore their website to find out more about the studio, their services including OER, meet the team and view a showcase of some of their work.

Teaching Spaces

CDU has a variety of learning and teaching spaces that are fitted with innovative technologies and have layouts and furniture to foster student-centred learning through collaboration and active learning.

A basic minimum of technology has been provided in all the centrally timetabled rooms to promote flexible spaces and provide lecturers and students with more control over their teaching and learning.

Additional technology has been provided in several teaching spaces to enable your external and internal students to engage in synchronous collaborative learning during your lectures and tutorials through the online classroom powered by Blackboard software. Guides on
how to use the technology in CDU teaching spaces are provided on the Teaching Spaces website.

**Evaluation: Improving learning and teaching**

Evaluation of learning and teaching is part of the university's continual process of assessing and improving the quality of its programs. Feedback from students is central to evaluation.

Relevant data is gathered using a range of external evaluation tools, including the QILT (Quality Indicators for Learning and Teaching) suite of surveys, which include the Student Experience Survey (SES) and Graduate Outcomes Survey (GOS). The QILT website then reports the results for public access. These surveys are funded by the Australian Government Department of Education and Training.

The SES is an annual survey of first and latter year enrolled students, and covers the student's course and broader university experience. This survey includes the widely published Course Experience Scales including the Good Teaching Scale (GTS), Generic Skills Scale (GSS) and the Overall Satisfaction Index (OSI). SES is deployed and managed by the Social Research Centre as part of the QILT.

The Graduate Outcomes Survey (GOS) is the newest tool in the QUILT suite and replaces the Graduate Destination Survey (GDS) previously administered by Graduate Careers Australia (GCA). Like the GDS, the GOS surveys students about their employment outcomes 3 months after leaving University, including sector of employment, average annual salary, job seeking activities, and further study intentions.

Internally, formal feedback from students on teaching and unit delivery is gathered through the MyView survey. The MyView survey uses a core set of 11 unit related items and 5 teaching related items for students to rate their satisfaction with aspects of structured learning, assessment and feedback, and teacher presence and skills. The MyView is administered to all units delivered in semesters one, two and summer. Teaching period coordinators (TPC) are responsible for the customisation of the MyView before each deployment. Customisation of MyView has two main steps, firstly opting in individual lecturers and secondly adding optional questions. The default for MyView is to ask one set of teacher evaluation questions for each unit, referring to lecturer/s in the generic sense. However many lecturers like to receive individual feedback and so MyView has the option for TPCs to opt in individual lecturers which means the teaching
questionnaire is then looped for each individual lecturer, with the lecturer name in the questions so it is clear who the student is evaluating. In addition TPCs can add up to 5 additional items from a pre-populated bank of questions or write their own questions. Toward the end of each teaching period, students are invited to complete a survey for each unit in which they are enrolled. Completed surveys are then analysed and unit location reports are delivered to the TPC, with aggregated reports sent to unit coordinators, theme leaders. Heads of School and the University executive committees use the results in reviewing and improving learning and teaching.

Students’ formal survey feedback can be very helpful in thinking about your role and effectiveness, but you may want to consider some additional ways of gathering student feedback, getting feedback from colleagues and using insights from marking to inform the development of your practice. For example, you might ask a colleague to peer review your classroom delivery or online unit.

**Section 3: Developing your academic career**

**The Scholarship of Learning and Teaching**

Many academics are unsure what the scholarship of teaching means. Educator Paul Ramsden (1992) said that the aim of teaching is to make learning possible. The scholarship of teaching, in turn, aims to make transparent how this was achieved by applying theoretical perspectives from the teaching and learning literature and collecting and presenting rigorous evidence of its effectiveness in different disciplines (Trigwell et al, ND).

Trigwell et al’s work in the Australian Scholarship in Teaching Project offers a concise and readable explanation of the history of the scholarship of teaching as well as a model that sets out five different levels at which teachers may engage in the scholarship of teaching:

- knowing the literature on teaching and learning
- applying the literature on teaching and learning to improve their own teaching practice
- researching their own teaching and their students’ learning to improve their students’ learning
- relating discipline-based literature to teaching and learning literature to improve their students’ learning
- communicating the results of their research to a larger audience to improve students’ learning generally

The Australian Scholarship in Teaching Project offers a web-based module that you can study at your own pace: Scholarly Teaching and Communicating the Scholarship of Teaching.
Professional development at CDU

OLT works collaboratively with staff at all levels of CDU to support the professional development needs of schools, faculties and the university more broadly. Each semester, OLT offers a range of Professional Development (PD) activities that provide in-depth training for Higher Education staff. Opportunities for professional development are updated regularly on the OLT website.

Your feedback on any of the PD activities undertaken is most welcome, and you can provide your feedback online at any time.

Induction for new academic staff

All teaching academics new to the university are supported with a one-on-one Induction session to begin their orientation to learning and teaching at CDU. This Induction will introduce the Higher Education Training and Development Team and identify which Education Developer is allocated to your school as your first point of call for key information and support to starting your academic teaching role at CDU.

This Induction is further supported by the Orientation to Tertiary Teaching @ CDU, a three day program that runs twice a year, prior to the start of Semester 1 and Semester 2. The program provides an orientation to services, structures, processes and practices that guide teaching and learning at CDU. The program is aimed at new or nearly new higher education teaching staff. A key component of the program is to build networks and relationships that support successful teaching practices.

Casual (sessional) staff members also make an important contribution to the CDU landscape, and form a significant part of the teaching community. CDU has compiled a webpage as a resource for Sessional Teaching Staff. Provided here is a range of links and basic information that may assist sessional staff to quickly settle into their role.

Performance and Staff development

Academic Promotion

CDU is committed to furthering the University’s goal to recruit, retain and develop high performing academic staff by offering achievable career pathways. When coupled with convincing evidence of capability to meet the University’s standards, expectations and qualifications for the level to which promotion is sought, promotion of academic staff recognises and rewards sustained achievement and leadership that supports and contributes to the attainment of the University’s strategic priorities.
**Performance Development Review System**  
The PDRS encourages discussion and feedback between staff members and their managers based on a clear statement of work goals and performance expectations across the staff member’s role and responsibilities. All staff members (excluding casual staff and staff with a contract of less than one year) are required to participate in the PDRS process. Meetings between staff members and supervisors in relation to PDRS should occur at least twice a year.

**Staff Professional Development**  
The University recognises its greatest asset in achieving its strategic objectives is its staff and that professional development contributes to personal job satisfaction, workplace productivity, reward and recognition. Continuous professional development and learning are necessary to attract and maintain the quality of high-calibre professionals capable of leading the University into the future with continued readiness and ability to contribute effectively to the achievement of strategic goals of the University.

In accordance with the Charles Darwin University and Union Enterprise Agreement, the University is committed to providing a supportive and rewarding environment for staff members to increase performance effectiveness in presently held positions, as well as to encourage staff members to obtain the skills, knowledge and abilities which may improve opportunities for career advancement within the University.

**Recognising and rewarding quality learning and teaching**

**Awards**  
CDU academics are encouraged to seek recognition for their individual and team contributions to learning and teaching. This is not only to gain the benefits that come from having your efforts recognised, but because it is an invaluable part of the professional development process.

A wide range of awards are available across the Higher Education sector, as well as various industry and faculty areas.

**Grants**  
Grants are available to support projects and research activities that enhance teaching and learning. Grants are usually collaborative endeavours, and involve teaching and research staff, and can be within a school, a faculty, an institution or even across multiple institutions.
Grants are available internally and externally, and can range significantly in value, scope and time. Some grants may be offered for a single issue or purpose, while others are available on an annual basis. Grants are generally funded with the expectation that any knowledge or resources are publicly available and distributed for the benefit of the sector.

**Fellowships**
Fellowships and scholarships for academic and teaching staff are available to support professional development and to create opportunities for highly accomplished staff to share their knowledge and expertise with other institutions, sectors or communities.

There are a range of fellowships and scholarships available, with some available to support attendance at conferences, commence further study, and to undertake a secondment with another organisation or other forms of industry placement.

**Section 4: Support services for learning and teaching**

This section describes a number of support services, centres and networks across the University that will support you in carrying out your learning and teaching role.

**Office of the Pro Vice-Chancellor Education & Student Success**
The Office of the PVC ESS is responsible for enhancing the quality of learning and teaching and academic quality at CDU. The Office oversees academic matters relating to higher education and vocational training; academic planning and policy development; quality assurance, accreditation and registration; and teaching and learning development and innovation.

**Office of Learning and Teaching (OLT)**
The Office of Learning and Teaching (OLT) contributes to and supports high quality student learning and teaching experiences in VET and Higher Education. The Office provides support and leadership in learning and teaching pedagogies, approaches and practices through a broad range of services and systems that underpin and support effective learning and teaching.

**Higher Education & Training Development team**
The Higher Education and Training Development Team provides a range of services to Higher Education lecturers, schools and faculties to support high quality student learning and teaching experiences in higher education.
The Team provides leadership and support in learning and teaching pedagogies, approaches and practices through a broad range of services and systems.

**VET Development team**
The VET Development Team provides a range of services to VET lecturers and teams to support high quality student learning and teaching experiences in VET. We provide support and leadership in learning and teaching pedagogies, approaches and practices through a broad range of services and systems.

**Learnline Development and Training Team**
OLT’s Learnline Development & Training Team is responsible for administration and management of Learnline and associated technologies; supporting staff in the preparation and development of online units; providing staff training in the use of Learnline; and providing a staff support desk for Learnline.

**Accreditation and Registration Team**
The Accreditation & Registration team (ART) manage the University's internal accreditation for Higher Education, external registration for Vocational Education & Training and course management systems for HE and VET offerings. ART services include:

- coordination and submission of HE and VET course documentation to the VC’s Advisory Group (VCAG) and the University Learning & Teaching committee
- submission of changes, additions and withdrawals from scope of VET courses to ASQA
- submission of prepared course information to the South Australian Tertiary Admissions Centre (SATAC)
- preparation of information for national reporting on tertiary education
- maintenance and updates to the NT Government Apprenticeship & Traineeship database
- maintenance and updates to the course and unit repositories, including published information
- management of the HE unit offerings annually through eQUIP and any major and minor changes during the accreditation period.

**External Student Support**
The ESS team manage external assignment submission, external examination and invigilation arrangements and Open Universities Australia support.
CDU Library
The Office of Library Services (OLS) will support the Charles Darwin University’s mission by providing high quality library and information services to support staff and prepare students to be creative and effective thinkers in a complex changing world.

Complaints Management Unit
The Unit provides advice to staff and students relating to the University’s complaints processes and manages all aspects formal complaints within the University. The Unit also delivers training programs to staff on how to best, and most effectively, manage student grievances at the informal stages.

Office of Research and Innovation
The Office of Research and Innovation (ORI) is the central research support office at the University. ORI plays an integral role in supporting and advancing the University’s research agenda and profile. ORI provides services in research grants and business development; postgraduate research and training; research enhancement program; research integrity and ethics; research systems and performance and CDU’s research management.

Student Central
Student Central provides a one-stop service portal for all CDU’s students. Its range of services includes general course administration, academic skill development and student support and equity services through one-on-one support or in the form of targeted programs.

Information Technology Management Support
The Office of Information Technology Management and Support, or ITMS, is responsible for a range of information, network and communication technologies. ITMS is made up of a number of teams including Desktop Support, Networks, Data Centre, Business Systems, IT Kiosk, Program Office and Records and Archives. ITMS can assist you with email, internet, phone and voicemail access, software and hardware purchasing, training, and student computer lab access and information.

Rapid Response Team
ITMS provides support in relation to teaching space equipment for Audio Visual, Data Projector, Whiteboards; Temporary Accounts for Internet connection; TV, Audio Speakers; and connection of CDU Laptops to Audio Visual/Video Conference equipment.
For further assistance from the Office of Learning & Teaching
OLT is located in Building Orange 1, Level 2 on the Casuarina Campus.

The Education and Training Development Teams provide ongoing support to schools and themes, which includes:

- Personalised assistance in course and unit development
- Assistance with course accreditation and registration
- Tailored professional development sessions that respond to the specific needs of individual Higher Education Schools and VET Divisions
- Individual consultations on: assessment design, delivery ideas, policy interpretation, teaching feedback, research planning and award and grant application assistance

You can contact the office on (08) 8946 6239 or email at olt@cdu.edu.au.

Your Education and Training Developer assigned to your School can be found at http://www.cdu.edu.au/olt/about/schoolcontacts.html

Document History and Version Control

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