



POLICY

Policy Title: Professional Development for Tertiary Teachers

Policy Owner: Deputy Vice-Chancellor (Teaching, Learning and International)

Keywords: 1) Professional Development 2) Academic Staff 3) Teaching
4) New Staff

Policy Code: PL019 [ac043]

[Intent](#)

[Organisational Scope](#)

[Definitions](#)

[Policy Content](#)

[Accountabilities and Responsibilities](#)

[Related Documents](#)

[Contact Information](#)

[Approval History](#)

1. INTENT

- 1.1 To improve teaching capabilities at ECU by addressing the professional development needs of teaching;
- 1.2 To design and deliver targeted professional development for teaching staff at all career phases to enable them to design and deliver quality curricula, while developing teaching leadership in schools;
- 1.3 To support faculties and schools to provide contextualised professional development for their teaching staff.

2. ORGANISATIONAL SCOPE

ECU faculties and schools
HR Services Centre
Finance Business Services

3. DEFINITIONS

TERM	DEFINITION
Blended Mode	Teaching a unit on campus and online in the one delivery
ECU	Edith Cowan University
Head of School	Head of an academic unit, including the Dean, Faculty of Regional
PDC Program	A professional development program for teaching staff comprising: PDC111, PDC112, PDC113, PDC114, PDC115 and PDC116. For further details please refer to Attachment 1.
Teaching Staff	This includes all staff engaged in teaching at ECU: Full-time and part-time staff both in ongoing and fixed-terms and sessional academic contracts.
Transnational Programs	Transnational programs refer to curricula delivered offshore.

4. POLICY CONTENT

- 4.1 The Centre for Learning and Development will develop and provide programs and activities to enable staff at all career phases to continue their professional development in tertiary teaching, including opportunities to develop teaching leadership.
- 4.2 The Centre for Learning and Development must design and deliver core learning and teaching programs and support school-based professional development activities.
- 4.3 The Head of Centre for Learning and Development must ensure that the curriculum of learning and teaching programs meets the needs of faculties and schools.
- 4.4 All new teaching staff at ECU, regardless of prior teaching experience, must complete PDC111, if possible prior to commencing teaching, but within the first three months of commencing their teaching duties.
- 4.5 All new teaching staff teaching on-campus must complete PDC112 within six months of commencing their teaching duties.
- 4.6 All new teaching staff teaching online must complete PDC114 within six months of commencing their teaching duties.
- 4.7 All new teaching staff teaching in blended mode must complete PDC112 and PDC114 within nine months of commencing their teaching duties.
- 4.8 All new unit coordinators must commence PDC113 within the first six months of their appointment to the role, and complete the course within six months.
- 4.9 All new course coordinators must commence PDC116 within the first six months of their appointment to the role, and complete the course within six months.

- 4.10 All staff who teach or coordinate transnational programs must complete PDC115, if possible prior to commencing teaching, but within the first three months of teaching/coordinating.
- 4.11 Faculties or schools with equivalent courses and programs to the PDC program will coordinate with CLD to ensure consistency and advise CLD of completions for centralised reporting purposes.
- 4.12 The University requires satisfactory completion of prescribed courses in the PDC Program as part of any performance management, probation assessment or contract renewal.
- 4.13 Sessional academic staff must be paid to participate in the professional development required by this policy as per the current Enterprise Bargaining Agreement.
- 4.14 Heads of Schools can waive or partially waive the requirements to complete the PDC Program (with the exception of PDC111) where the new staff member can demonstrate appropriate teaching qualifications, skills and/or experience. This must be recorded in the Role Based Development Framework web-based tool as a *Recognition of Prior Learning* (RPL). The onus of collecting the required evidence for an RPL application is with the Head of School.
- 4.15 The Head of Centre for Learning and Development will maintain records of staff completion of PDC programs and will provide faculty executive committees with quarterly reports.
- 4.16 Faculties must report on levels of compliance with this policy in the annual review process.
- 4.17 The Director of the Human Resources Services Centre must advise new teaching staff of these policy requirements at the time offers of employment are made by Human Resources or the schools.

5. ACCOUNTABILITIES AND RESPONSIBILITIES

In relation to this policy, the following position is responsible for the following:

Policy Owner

The Policy Owner, Deputy Vice-Chancellor (Teaching, Learning and International), has overall responsibility for the content of this policy and its operation in ECU.

Faculties, schools and centres are required to comply with the content of this policy and to seek guidance in the event of uncertainty as to its application.

6. RELATED DOCUMENTS

The policy is supported by the following attachment:
Attachment 1: PDC Learning and Teaching Program

7. CONTACT INFORMATION

For queries relating to this document please contact:

Policy Owner	Deputy Vice-Chancellor (Teaching, Learning and International)
All Enquiries Contact:	Head, Centre for Learning and Development
Telephone:	08 6304 5260
Email address:	s.stoney@ecu.edu.au

8. APPROVAL HISTORY

Policy Approved by:	Vice-Chancellor
Date Policy First Approved:	28 August 2003
Date last modified:	January 2015
Revision History:	<ul style="list-style-type: none">• June 2006 (AB50/06),• 14 August 2009 (AB39/09),• 9 June 2011 (AB40/11),• 4 November 2014 (CTL34/14), 27 November 2014 (AB070/14) and Vice-Chancellor 15 January 2015
Next Revision Due:	November 2017
TRIM File Reference	SUB/62153 [Previous TRIM File SUB/10024]

PDC111 Learning & Teaching at ECU (M1)

Learning and Teaching at ECU is an essential module for all new academic staff in a teaching role as either a lecturer or a tutor. It is designed to quickly introduce you to the philosophies, frameworks, policies, systems and processes that relate to teaching and learning at ECU. It will clarify our expectations of you and provide you with information to enable you to perform your role responsibly. Learning and Teaching at ECU is a fully online interactive module that you can do at your own pace over a two-week period with the support of a facilitator. It should take about three hours to complete in total.

On successful completion of PDC111, participants will be able to:

1. identify their role and the associated responsibilities as a teaching academic in a school;
2. align teaching practice to the key principles and frameworks that characterise teaching and learning at ECU;
3. use key policies and systems at ECU to determine their use in a teaching and learning case-based scenario; and
4. assess personal training needs for core functional IT systems in use at ECU.

PDC 112 On-Campus Learning and Teaching

PDC112 is a course for all academics teaching in on-campus mode. It has been designed to quickly up-skill you to perform your teaching role effectively by placing the student firmly at the centre of your practice. PDC112 comprises three discreet modules that can be completed in any order. They are:

- **M2: Learner Centred Teaching**
An interactive online module that covers the main aspects of learner centred teaching (1 hour).
- **M3: Assessment Basics**
A self-directed online module that provides you with the basic principles and ECU expectations governing assessment (1 hour).
- **M4: Facilitation and Lecturing Basics**
An on-campus workshop that exposes you to various teaching methods and techniques for both large and small classes (4.5 hours).

On successful completion of PDC112, participants will be able to:

1. adapt their practice to learner diversity with a range of teaching and learning approaches in the on-campus learning environment;
2. assess students objectively, fairly and consistently, using technology where appropriate; and
3. deploy a variety of teaching techniques in the on-campus environment to promote learning.

PDC 113 Unit Coordination at ECU

PDC113 is a modularised course where new and experienced unit coordinators can acquire skills in curriculum development, assessment design and student engagement. Core to the program is the embedding of the ECU curriculum framework to improve student outcomes. The course will provide practical know-how, resources and support over a semester to assist with unit review and development. PDC113 comprises three modules:

- **M7: Unit Administration and Compliance**
An interactive online module covering unit development and documentation that aligns with ECU policy and systems (1 hour).
- **M8: Effective Unit Design**
A blended module that helps participants embed good teaching principles into the design of quality curriculum and assessments (6 hours).
- **M9: Unit Review and Evaluation**
A blended module that guides unit coordinators through the review process at ECU (2 hours).

On successful completion of PDC113, participants will be able to:

1. embed ECU learning and teaching principles and frameworks in curriculum development to enable student learning;
2. develop core documents required for unit delivery that comply with ECU policies and guidelines;
3. implement aligned assessment practices that promote high integrity student learning and allow for meaningful assessment feedback using a variety of mechanisms; and
4. apply quality processes to a unit to continually improve the teaching and learning experience.

PDC 114 Online Learning and Teaching

PDC114 is a course for all academics teaching online at ECU. You will develop an understanding of how to create interactive online learning opportunities for students and how your role may differ in an online learning environment. PDC114 is comprised of four modules delivered online. The four modules are:

- **M2: Learner Centred Teaching**
An interactive online module that covers the main aspects of learner centred teaching (1 hour).
- **M3: Assessment Basics**
A self-directed online module that provides you with the basic principles and ECU expectations governing assessment (1 hour).
- **M5: Interactive Online Experiences**
A self-directed online module that develops your ability to create interactive online learning tasks and effectively integrate technology (1 hour).
- **M6: Blackboard Site Design**
A self-directed online module that focuses on the design of your online learning environment within Blackboard, for enhanced online learning (1 hour).

On successful completion of PDC114, participants will be able to:

1. Adapt their practice to learner diversity with a range of teaching and learning approaches in the online learning environment;
2. Assess students objectively, fairly and consistently, using technology where appropriate;
3. Deliver interactive online learning and teaching using appropriate tools; and
4. Create an effective blackboard site that facilitates online learning.

PDC 115 Transnational Learning and Teaching

PDC115 is for all teaching staff involved in the delivery of transnational programs including the unit coordinator and the tutor/lecturer at the partner institution. The course introduces you to the processes and policies that guide delivery and assessment in the transnational context, and provides an opportunity to enhance the learning experience for students by contextualising unit content for local conditions and expectations. This fully online course comprises three modules as follows:

- **M3: Assessment Basics**
A self-directed online module that provides you with the basic principles and expectations governing assessment (1 hour).
- **M10: Processes and Policies**
A self-paced online module to explain the processes, policies and expectations of the various international arrangements in effect at ECU (1 hour).
- **M11: Contextualising the Curriculum**
An interactive online workshop where you adapt an element of your unit to a particular transnational context (1 hour).

On successful completion of PDC115, participants will be able to:

1. Follow ECU procedures and policies in the delivery and/or coordination of programs at partner institutions;
2. Enhance learning experiences using localised resources and adapted content to better meet the teaching and learning needs of offshore students; and
3. Assess students objectively, fairly and consistently, using technology where appropriate.

PDC 116 Course Coordination at ECU

PDC116 is a modularised course where new and experienced course coordinators can acquire skills in course development, accreditation, evaluation and review. Core to the program is the development of research informed teaching to improve student outcomes and alignment of unit and course learning outcomes with graduate attributes, AQF levels and professional accreditation requirements (where applicable) for quality assurance. The course will provide practical know-how, resources and support over a semester to assist with curriculum and people management.

On successful completion of PDC116, participants will be able to:

1. develop and refine course curriculum based on teaching and learning research within the discipline;
2. apply quality assurance processes to ensure course alignment and accreditation;
3. implement aligned assessment practices that scaffold learning from the first to the final year of a course; and
4. manage staff effectively and sensitively to ensure team cohesion and productivity.

PDC LEARNING & TEACHING PROGRAM

ROLE-BASED | MODULAR | JUST IN TIME | FLEXIBLE

🖱️ Online delivery 🏠 On-campus delivery 🔄 Blended/flexible delivery

