

School of Public Health Teaching & Learning Handbook



Where can this document be found online?

You can find this document on the School of Public Health Intranet under 'Teaching and Learning'

<https://medicine.uq.edu.au/sph-teaching-and-learning>

Welcome

Welcome to the School of Public Health!

We are proud to provide a dedicated Learning Design and Teaching Support Team who will guide you in all matters relating to teaching and learning at The University of Queensland. More specifically, we will support you in the design, implementation and evaluation of quality curriculum, pedagogy and assessment practices that enhance student learning.

This document is a guide to help Course Coordinators understand the policies, resources and support available within the School, Faculty and broader UQ.

There is a lot of content here and not all of it will be relevant to you right now. We encourage you to begin by focusing your attention on the stage of semester you currently find yourself, for example:

- Before the semester
- During the semester
- After the semester

As you become more familiar with teaching at UQ, this guide will become a very handy, quick reference to help point you in the right direction so you can find the information you need.

Whilst this resource is predominantly aimed at Course Coordinators, some of the content might assist your tutors and markers as well, so please feel free to share this with them.

Our Vision

'UQ's School of Public Health is committed to working together to improve the health and well-being of populations in a changing and inequitable world.'

Our Programs

Bachelor of Health Sciences

- *Bachelor of Health Sciences (Honours)*

Master of Public Health

- *Graduate Diploma & Graduate Certificate*

Master of Epidemiology

- *Graduate Diploma & Graduate Certificate*

Master of Environmental Health Sciences

- *Graduate Diploma & Graduate Certificate*

Master of Biostatistics

- *Graduate Diploma & Graduate Certificate*

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Teaching and Learning Support

Support at the School of Public Health

Teaching and learning at UQ encompasses many domains, such as planning what and how you will teach through to managing student extension requests and ensuring your tutors are paid. We have a team of support services within the School of Public Health dedicated to guiding Course Coordinators through these varied tasks. We provide the following clusters of support personnel:

- Teaching Development Team
- Teaching & Assessment Support Team
- Casual Academic Hire and Pay (CAHP) Team

The School of Public Health **Teaching Development Team** is here to help advise with curriculum, assessment and pedagogical design, implementation, and evaluation. For a breakdown of the Teaching Development Team members, contact details and specific roles, [see the table below](#). You can also contact the team at sph.teachandlearn@uq.edu.au

The **Teaching & Assessment Support Team** will provide advice regarding UQ Teaching and Assessment Policy requirements, student requests for extensions, remarks and deferred exams and grade finalisations. For additional information regarding the Student Administration Team members and their services, please [see the table below](#). You can also contact the team at med.sph.teachassess@uq.edu.au

The School of Public Health **Casual Academic Hire and Pay (CAHP) Team** will provide support with finalising the recruitment and payment of casual tutors and markers. For additional information regarding the Casual Academic Hire and Pay (CAHP) Team, please [see the table below](#).

Teaching Development Team	
sph.teachandlearn@uq.edu.au	
Role and Contact Details	Description
<p>Sally Casey Learning Designer</p> <p>sally.casey@uq.edu.au Professional Hub, Level 2 334 65072</p>	<ul style="list-style-type: none"> • Curriculum and assessment design • Pedagogical design to support active learning and student engagement • Provides guidance and support with online active learning tools • Design and develops task and criteria sheets/rubric development • Designs and produces educational videos to enhance blended of course delivery • Provides support on Scholarship of Teaching and Learning • Promotes and supports Teaching Innovation Grants and Teaching and Learning Award applications • Facilitation of tutor training and marking training each semester • Provides design support with Digital Learning Uplift projects
<p>Christian Kelly Learning Designer</p> <p>c.kelly4@uq.edu.au Professional Hub, Level 2 334 64674</p>	<ul style="list-style-type: none"> • Enhanced use of Blackboard (e.g. peer review, group functions, question pools & online assessment), Turnitin and active learning software • Policy compliance • Quality Assurance process • Video editing and Vlogs • Tutor recruitment • Support Academics in the development and evaluation of teaching and assessment practices

Teaching & Assessment Support Team

med.sph.teachassess@uq.edu.au

Role and Contact Details	Description
<p>Laurelle Roberts Senior Teaching & Assessment Support Officer</p> <p>l.roberts@sph.uq.edu.au Rm 235, Level 2, Public Health Bldg 336 55170</p>	<ul style="list-style-type: none"> • Student-related matters <ul style="list-style-type: none"> ○ Exams, Gradebook, final grades ○ Assignment extensions, deferred exams, remark requests ○ Project & Dissertation administration • Provide advice and support to SPH Director of Teaching & Learning • Support SPH Teaching & Learning Committee Members (also UG, PG sub committees) • Provide advice and support to Program Directors • Course and program changes • Publish ECPs • Blackboard support • Provide advice and support to Course Coordinators • Provide advice and support to SPH Academic Integrity Officer
<p>Bronwyn Scanlan Teaching & Assessment Support Officer</p> <p><i>Currently vacant</i> Rm 235, Level 2, Public Health Bldg 336 64839</p>	

Casual Academic Hire and Payment (CAHP) Team

Role and Contact Details	Description
<p>Ailsa Bolton Teaching Support Officer</p> <p>ailsa.bolton@uq.edu.au Professional Hub, Level 2 336 55197</p>	<ul style="list-style-type: none"> • Provide administrative support to Research Divisions: <ul style="list-style-type: none"> ○ Epidemiology & Biostatistics Division (Alison Manley) ○ Planetary Health & Health Protection Division (Renee Tayler) ○ Health Promotion & Equity Division (Renee Tayler) • Liaise with Course Coordinators with regard to pay rates and hours for casual academics prior to commencement of semester • Finalise casual academic (e.g. tutors and markers) information into the CAHP system • Troubleshooting any issues with pay rates or timesheets
<p>Renee Tayler - <i>Currently on extended leave</i> Teaching Support Officer</p> <p>r.tayler@uq.edu.au Professional Hub, Level 2 336 55271</p>	

Support also exists within the Postgraduate Course Committee (PCC) and Undergraduate Course Committee (UCC) forums. These committees are chaired by the Program Directors and meet regularly to discuss matters relating to program delivery, coherence across the program, student welfare and engagement, and more.

In addition to the support provided by professional staff described above, there are a number of **key academic service roles** within the School that drive and support teaching and learning matters. These include:

Service Role	Incumbent Academic	Contact Details
Director of Teaching & Learning	A/Prof Lisa Hall	l.hall3@uq.edu.au
Deputy Director of Teaching & Learning	Dr Preetha Thomas	preetha.thomas@uq.edu.au
Chief Examiner	A/Prof Simon Reid	simon.reid@uq.edu.au
Program Director – Master of Public Health	A/Prof Sheleigh Lawler	s.lawler@sph.uq.edu.au
Program Director – Master of Epidemiology	Dr Amalie Dyda	a.dyda@uq.edu.au
Program Director – Master of Environmental Health Sciences	A/Prof Nick Osborne	n.osborne@uq.edu.au
Program Director – Bachelor of Health Sciences	Dr Lisa Buckley	l.buckley@uq.edu.au
Academic Integrity Officer	Dr Yibeltal Alemu	y.alemu@uq.edu.au

It will be helpful to be familiar with these names, especially your relevant Program Director and the Academic Integrity Officer as you prepare for and deliver your course/s.

Support at the Faculty of Medicine

The Faculty of Medicine has some additional personnel that may be useful for teaching and learning matters.

For Faculty-based **AV support** at the Herston campus, please contact Pascal Burger:

- Email: p.burger@uq.edu.au
- Extension: 64871

For Faculty-based **timetabling support**, please contact Andrew Daddow:

- Email: a.daddow@uq.edu.au
- Extension: 55324

Support at UQ Central

There are many resources, professional learning workshops and further support offered by the University's **Institute of Teaching and Learning Innovation (ITaLI)**. This Handbook aims to direct you to key ITaLI resources you may find useful at particular timepoints in the semester; namely, before the semester, during the semester, and after the semester.

Of mention are the support services offered by UQ's central **eLearning Team**. These services include staff support and training in the use of UQ's centrally support eLearning systems, such as Blackboard, EdX (Edge), Turnitin and Zoom. Visit [eLearning Systems and Support](#) to access Staff Guides, register for a workshop or request technical support.

Before the Semester

Reflecting, planning and preparation are important elements of getting ready to teach any course. The following ideas provide guidelines for getting ready to teach. Please note that while they represent good practice, they are not exhaustive. Therefore, you might be aware of *different ways* to prepare a course that are also effective. Also, remember there is support readily available within the School as described in the section above.

The 'Before the Semester' guidelines have been categorised according to the following themes:

- [Curriculum, assessment and pedagogy planning](#)
- [Administrative and policy requirements](#)
- [Tutor recruitment and managing the course budget](#)
- [Planning for teaching innovation and/or your own teaching development](#)

Curriculum, Assessment and Pedagogy Planning

**Note: For all matters relating to curriculum, assessment and pedagogy planning, your best contact is the [Teaching Development Team](#)*

1. Liaise with the Program Director and Director of Teaching and Learning as appropriate regarding **course learning objectives** and goals (including any prerequisite courses to establish expected prior knowledge of students).
2. Once you have established your course learning objectives, reflect on and **plan your assessment tasks** for the course. Consider how these align with the learning objectives. See [Appendix 1](#) and [2](#) for assessment task sheet and rubric templates. The [Teaching Development Team](#) can provide support with ideas for assessment, developing task sheets and rubrics and [setting up your Turnitin submission points](#) in Blackboard.
3. With your learning objectives and assessment tasks set, you can then commence planning your learning activities to ensure they too are clearly aligned with the assessment. For a **course planning template**, see [Appendix 3](#). Contact the [Teaching Development Team](#) to discuss new and/or innovative ideas for enhancing the assessment in your course. You may also like to consider additional [innovative teaching ideas](#) to implement in your course.
4. Liaise with **coordinators of courses offered in the same semester** in the program to plan assessment due dates and any opportunities to reinforce key learnings.
5. The Teaching & Assessment Support Team will order your course **Blackboard site** for you. Once you have access, you can begin planning how you will design your site. In addition to the UQ requirements specified [here](#), you may consider establishing a [Learning Journey](#) in Blackboard to support students navigating your course. For support with setting up a **Learning Journey pathway**, please contact the [Teaching Development Team](#).
6. Consider how you will deliver content for your course in an **engaging and interactive format**. For example, you might think about creating short videos or podcasts with key learnings from the week. Alternatively, you could consider using an online interactive software [such as H5P](#) to help package content. Perhaps you are also keen to pilot an [innovative or novel approach](#) of your own. For further guidance and ideas on ways to blend your course delivery in an engaging and interactive way, contact the [Teaching Development Team](#).
7. Plan your **first points of contact with students**, how students are welcomed online in your course site and first class. First impressions matter – consider how you will convey your enthusiasm for the course, [help students feel they belong](#) and set expectations for the semester. For further support with welcoming students and establishing a sense of belonging in your course, please contact the [Teaching Development Team](#).
8. Use [Course Insights learning analytics](#) from your Blackboard site to gather information about your students (e.g. programs they are enrolled in; demographic information; % international students; etc.)
9. Think about **how you will communicate** with your students and how they will communicate with you. You may like to consider using [Ed Discussion Board](#) or [Microsoft Teams](#) to manage student discussion and facilitate connection. To receive training in these platforms, you can register for a workshop [here](#). Alternatively, if you would like to discuss your options, don't hesitate to reach out to the [Teaching Development Team](#) for further guidance on the platform that might work best for you.

Administrative and Policy Requirements

**Note: For all matters relating to Administrative and Policy Requirements, your best contact is the [Teaching & Assessment Support Team](#)*

1. Develop and submit the [Electronic Course Profile \(ECP\)](#) for the course for school review by the School specified due date (often two to three weeks prior to the start of semester). Guidance on creating and editing your ECP is available [here](#). It is also important to know that each delivery mode (e.g. internal, external) will require a separate ECP. To reduce the need for double-entry, you can use the [Clone From Wizard](#) function. For assistance with your ECP, you can contact the [Teaching & Assessment Support Team](#).
2. Develop a coherent **schedule/timetable** for all learning activities and ensure that appropriate locally-controlled space is booked as required – e.g. tutorial rooms, computer laboratories. Consider space arrangements in the event of further COVID-19 restrictions. For any timetable related queries, you can contact Andrew Daddow – a.daddow@uq.edu.au
3. Order textbooks and other **learning resources**. [Submit the course reading list to the Library](#) at least eight weeks prior to the start of semester to ensure materials are ready for students.
4. Populate your course [Blackboard](#) site. Lectures will be automatically recoded using [Echo360](#) and linked via the Blackboard site *Learning Resources* menu item, normally within 24 hours. It is good practice to independently record your first lecture (e.g. via Zoom) as a back-up.
5. **Download your class lists** from Allocate+. Instructions on how to download your class and tutorial lists are [available here](#). If you do not have access to Allocate+, you can [request read access here](#) to enable you to produce the individual class list.
6. Ensure **examination protocols** are in place if you are administering an examination. For further guidance on scheduling an exam during examination periods, please contact the [Teaching & Assessment Support Team](#).
7. Check the student enrolment profile for your course in [Course Insights](#) (available in Learn.UQ under Tools). Course Insights is a learning analytics tool that provides academics with student data to make meaningful interpretations and to positively inform teaching strategies. It is also recommended you regularly access Course Insights during the semester. You can register for a Course Insights training workshop [here](#) (scroll to the bottom of the webpage).

Tutor Recruitment and Managing the Course Budget

**Note: For most matters relating to Tutor recruitment and managing the course budget, your best contact is the [CAHP Team](#)*

1. Ensure that **appropriate tutorial assistance** is in place. Consider what budgetary constraints might exist and what [training your tutors](#) might require to ensure your course proceeds smoothly. If you need assistance recruiting tutors, please contact the [Teaching Development Team](#). When you have confirmed your tutor/s, contact the [Casual Academic Hire and Payment \(CAHP\) Team](#) to confirm their name/s and associated hours and pay rates. You will also be required to complete a Casual Teaching Budget form (see [Appendix 4](#)) and return this to the Director of Teaching and Learning prior to the start of semester.
2. The Teaching Development Team provides **tutor training** for all tutors new to the School of Public Health, prior to the commencement of each semester. If your tutor/s is new to the School, ensure they attend this compulsory training. A training workshop for any casual academics conducting marking in the School is also available prior to census date each semester. To learn more about either the tutor training or marking workshops, please contact the [Teaching Development Team](#).

Planning for Teaching Innovation and/or Teaching Development

From the moment you start at UQ, support is available through orientation programs for new academics, workshops and short courses (online and in-person), professional development resources and higher education research opportunities. To develop your own teaching career, pilot a teaching innovation strategy or engage in scholarship of teaching and learning, you might like to consider the following:

1. Spend time exploring UQ's **Institute of Teaching and Learning Innovation (ITaLI) website**. In particular, the [Teaching Guidance](#) section provides a collection of very helpful resources.
2. Consider undertaking some reading of seminal literature relating to teaching and learning in higher education. A recommended reading list is provided in [Appendix 5](#).
3. Participate in the [Teaching@UQ](#) professional learning program. This program provides an introduction to teaching and learning at UQ for lecturers and course coordinators (four sessions over one semester).
4. Participate in the [TeachingPlus@UQ](#) professional learning program. This program is for emerging leaders in teaching and learning at UQ and also provides a pathway to Senior Fellowship of the Higher Education Academy.
5. Gain recognition for your experience in teaching and learning by applying to **become a fellow of the Higher Education Academy**. The [HEA@UQ program](#) provides support for all university staff preparing their application.
6. Register to participate in one or more [Professional Learning Workshops](#) facilitated by the eLearning team. If you are unfamiliar with **teaching via Zoom** (or would simply like a refresher), we highly recommend this [self-paced online workshop](#). You can also reach out to the [Teaching Development Team](#) for customised training for yourself and/or your team of tutors. Click to access the [UQ Zoom FAQ](#).
7. Attend or consider presenting during the University's '[Ready to Teach Week](#)' or '[Teaching and Learning Week](#)'
8. Think about whether you have **your own ideas for a teaching and learning strategy** you would like to implement in your course. If so, you might like to use the following questions to help expand on your ideas:
 - i. What are you planning to do?
 - ii. What will the students do?
 - iii. How will you do it?
 - iv. Why will you do it? (links to research)
 - v. How will you know it was effective? (see [Appendix 6](#) for further guidance on types of evidence)
 - vi. Who will your audience be for your findings? (e.g. HEA application; T&L Award nomination; peer-reviewed paper; conference presentation; etc.)
 - vii. Will you require ethics approval?
 - viii. Would this project benefit from being undertaken as a [Student-Staff Partnership](#)?
9. The School has licences for [Kahoot](#) and [Mentimeter](#)- contact the [Teaching Development Team](#) for details.

During the Semester

The university semester is a busy and rewarding period, where you have the opportunity to see your thoughtful planning come to life. It is also an opportunity to gain ongoing, iterative feedback from your students regarding their experience engaging with the course. Below is a series of guidelines to help you navigate the teaching semester. As with the guidance above, this list is not exhaustive, and you may have your own additional strategies and processes for successful course delivery. The 'During the Semester' guidance has been grouped according to the following categories:

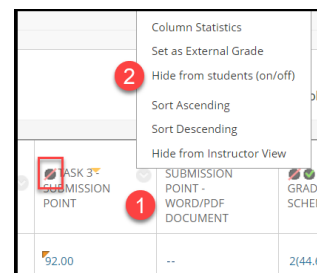
- [Connecting with students](#)
- [Managing assessment and marking](#)
- [Policy and administrative requirements](#)
- [Gathering feedback on course delivery](#)

Connecting with students

1. **Connect with your students**, create times to get to know students and get informal feedback on the course and their experiences (e.g. [icebreaker activities](#), time at the end of classes or informal conversations during breaks). For your online classes, we also recommend scheduling regular informal 'drop-in zoom sessions' to cater for your external students, or those students who are unable to come on campus. Provide contact details in the Course Staff section in the course site. You can also become familiar with student names and faces by [accessing student headshots](#).
2. Be clear about the **best way for students to connect** with you and the teaching team. E.g. Microsoft Teams or Ed Discussion Board for course-related queries; email for personal matters.
3. Ensure you are familiar with the AV equipment provided in your teaching room/s. Each teaching space at UQ is fitted with video cameras, a radio microphone, Zoom capability, and a roving microphone. If you are teaching in the School of Public Health building at Herston, PowerPoint slide clickers and additional radio microphones are available for loan from Reception on Level 2.
4. Manage the [Learn.UQ](#) (Blackboard) site for the course. This includes ensuring learning **resources are up to date** and the discussion board (or other communication methods) are regularly monitored.

Managing assessment and marking

1. Ensure that all **assessment items** are consistent with advice given in the ECP and aligned with the learning objectives of the course. Ensure assessment task and criteria sheets are made available to students early in the semester so students understand what the assessment requirements will be. For support creating or editing task sheets, marking criteria and/or creating Blackboard quizzes, contact the [Teaching Development Team](#).
2. Prepare students to succeed in the **assessment tasks** and make time to ensure students know what they need to do in their assessment. This should include unpacking the marking criteria in detail *prior* to the due date.
3. Encourage your marking support team to participate in the **'Marking at SPH' Workshop** run by the Teaching Development Team at the start of the semester (usually just prior to census date).
4. If you have scheduled a central mid- or end of semester exam and **have an exemption** for the release of your exam paper, you must prepare a sample examination to demonstrate the style and nature of the exam to students enrolled in the course. If you do not have an exemption (issued by Academic Board), all previous central exams will be automatically released via the library. Contact the [Teaching & Assessment Team](#) for more detail.
5. Ensure there are adequate opportunities throughout the course for students to judge their understanding through **appropriate and timely formative feedback** on work-in-progress, progressive assessment tasks and other means. Contact the [Teaching Development Team](#) to discuss different pedagogical strategies for providing formative feedback to students.
6. At the start of the semester, before your first due date, we encourage you to reach out to the [Teaching & Assessment Support Team](#) for guidance on [how to set up your Grade Centre](#) in Blackboard.
7. Ensure that **assessment is marked** and returned in a timely fashion with appropriate feedback (see [Appendix 7](#)) – this should be within two weeks of the due date. While you are marking, it is important to **keep the student scores hidden** in Grade Centre. To do this, find the relevant column in grade centre and select 'hide from students'.
8. Take overall responsibility for the **quality of marking** of exam papers, assignments and other summative assessment items and the aggregation of marks, to give reliable final grades. If you are working with tutors and/or additional markers, ensure you utilise a moderation protocol – see [Appendix 8](#).
9. Extensions to assessment due dates are managed by the [Teaching & Assessment Support Team](#) in accordance with UQ Policy. You will be given access to a spreadsheet listing all approved extension requests. It is your responsibility to apply any penalty for late submission (10% per day). Guidance on [how to view and sort late submissions](#) in



Grade Centre is available, along with instructions on [how to apply a penalty for late submission](#) in Grade Centre. For information regarding the **re-mark request process**, [see Appendix 10](#).

10. Refer incidents of suspected **academic misconduct** to the [School Integrity Officer](#) according to the [Academic Integrity and Misconduct Policy \[PPL 3.60.04\]](#).
11. Ensure marks and recommended grades are submitted by the due date. The SPH Examiner's meeting is usually scheduled for the Wednesday after the end of the semester examination period. Final grades are due the next day. The [Teaching & Assessment Support Team](#) provide further instruction regarding this process.

Policy and administrative requirements

1. **Communicate** in a timely fashion with all contributors (e.g. tutors, guest lecturers, industry people) so that they know what is expected of them in the course (including times, dates, places and deadlines). Regular updates work well.
2. Respond to requests for **Student Access Plans**. Talk to the [Teaching & Assessment Support Team](#) to ensure you understand how to manage these plans.
3. Encourage students to complete the compulsory [Academic Integrity Modules \(AIM\)](#) before the due date.
4. Respond to requests from Faculty and Central Administration regarding student progress and participation to inform decisions on Withdrawal Without Academic Penalty and/or financial penalty.
5. Ensure you **store your teaching resources** in the relevant course folder on the School shared drive: [S:\SPH-TeachAndLearn](#). For instructions on requesting access and mapping a UQ network drive to your PC, click [here](#).

Gathering feedback on course delivery

1. Consider requesting a [check-in survey](#) during Week 5 to understand how your students are progressing through the course.
2. Considering participating in the School's [Peer Observation Scheme](#). Peer observation of teaching supports teachers to engage in professional learning to improve teaching, and is also an effective way to gather evidence of teaching quality to support career progression. For further information regarding peer observation, contact the [Teaching Development Team](#). Additionally, the Peer Observation template is available at [Appendix 9](#).
3. Ensure you regularly monitor a range of **learning analytics** associated with your course via the [Course Insights](#) tool in Blackboard. This can also be an effective way to communicate with particular groups of students, particularly those who may not be engaging or are not performing well in the course. For further guidance on how to gather data on your students using Course Insights, contact the [Teaching Development Team](#).
4. Encourage students to complete the end of semester **Student Evaluation of Course and Teacher (SECaT) survey**. Refer to advice on [getting the best from your SECaTs](#).

After the Semester

As you conclude your teaching for the semester and finalise student grades, it is important to reflect on the challenges and successes you experienced in delivering the course. Take some time to write notes about what worked well, and any ideas you have for improving the course. You may also have some additional administrative tasks to complete, such as finalising grades for those students who received extensions or deferred exams. The list below is a useful guide for navigating the time after the completion of the teaching semester.

1. Finalise student grades within the required timeframe and attend the Examiner's meeting at the end of each semester (as described above). For support finalising and uploading your student grades, contact the [Teaching & Assessment Support Team](#)

2. Participate in the School's Quality Assurance Meetings. These meetings are held at the end of each semester and are an opportunity to reflect on the overall success of the course, and discuss opportunities for continued development.
3. Mark deferred exams.
4. Set and mark supplementary assessment. The [Teaching & Assessment Support Team](#) can provide additional guidance regarding supplementary assessment.
5. Manage the process of approved re-marking items of assessment in a fair and equitable manner.
6. Finalise incomplete results within the required timeframes. Contact the [Teaching & Assessment Support Team](#) for further guidance regarding students with incomplete results.
7. Review your SECaT results. Respond to student feedback from SECaTs and other tools in the development of the next offering of the course.
8. Review the course description and learning objectives for the following year.
9. Review the assessment and consider where revisions should be made for the next time the course is offered.
10. If you piloted a new or innovating curriculum or pedagogical approach in the course, consider how you will disseminate your findings. For example, you could:
 - **Publish your research in a journal.** Suggested journals for publishing scholarship of teaching and learning in higher education include:
 - o [Teaching in Higher Education](#)
 - o [Assessment & Evaluation in Higher Education](#)
 - o [Pedagogy in Health Promotion](#)
 - **Present in the School of Public Health Seminar Series.** The School of Public Health Seminar Series is a forum where our staff, students and collaborators showcase research and teaching outcomes. Seminars are held on Tuesdays from 1-2 pm, though exceptions are made to accommodate visiting presenters.
 - o To [nominate](#) as a presenter.
 - o To access [past sessions](#).
 - o Contact Cathy Swart at med.research.sph@uq.edu.au to discuss.
 - **Present at a University Workshop.** Each year, The University of Queensland holds Teaching and Learning professional learning events. You can submit an expression of interest to present your scholarship of teaching and learning at one of the following events:
 - o Ready to Teach Week (run bi-annually, prior to the start of Semester 1 and Semester 2)
 - o Teaching and Learning Week (run each year during revision week at the end of Semester 2)
 - **Present at a Conference.** Each year, academics from the School of Public Health share their teaching experience and expertise in the field of public health at conferences. Popular conferences include:
 - o Council of Academic Public Health Institutions Australasia (CAPHIA) Teaching & Learning Forum
 - o International Union for Health Promotion and Education (IUHPE) World Conference

Links

- [Appendix 1 – School of Public Health Task Sheet Template](#)
- [Appendix 2 – School of Public Health Criteria Sheet Template](#)
- [Appendix 3 – Course Planning Template & Tutorial Planning Template](#)
- [Appendix 4 – Casual Teaching Budget](#)
- [Appendix 5 – Scholarship of Teaching and Learning: Some Useful Literature](#)
- [Appendix 6 – Measuring the Impact of Teaching in Higher Education](#)
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CRICOS Provider Number 00025B