**Upcoming Events**

23 Jan  
2014 ARC Discovery Projects (DP14) – UQR&I Information Session  
When: 10am-12pm  
Where: Senate Room, Brian Wilson Chancellery

4 Feb  
ARC Discovery Grant closing date to Head of School

4 Feb  
Applications for tutoring close. Course coordinators can nominate preferences.

6 Feb  
Media Training seminar (details page 3)  
When: 11am-2pm  
Where: Brian Wilson Chancellery  
RSVP: s.douglas@uq.edu.au

11 Feb  
Sign-on opens for students

30-31 May  
Assessment Planning: A practical workshop with Alverno College (details page 4)

**Welcome**

We would like to welcome Dr Zhongwei Chen who has commenced in January as a mining academic. Dr Chen completed his BE at China University of Mining and Technology, and his PhD at UWA.

**OHS cont.**

**Inductions**

All staff must be inducted and trained appropriately. In addition to the compulsory online training modules, new staff also need to complete a Training Needs Analysis with their supervisor. This form also needs to be sighted by the Building Warden (Aaron Baxter) and submitted to the School office.

**Article on Lab safety and safety culture**


**Mandatory Occupational Health and Safety training for supervisors (academic and professional staff)**

UQ requires all supervisors and managers to attend one of the following courses. Please note that these courses are offered throughout the year; however, places fill up fast.

One recommendation arising the School Retreat in November was for supervisors to have better training on their OH&S responsibilities and these courses will provide this (in addition to meeting the training requirements;)

The first is OH&S for Senior Managers (HEW 8 and above and Academics who manage groups and/or units). These are three hour session offered on 10 April, 21 May, 22 August and 12 November. Click here to register.

The Second is OH&S for Supervisors and Managers (HEW 7 and below and Academics who manage staff and/or students). There are four hour sessions offered each month. The first one is already full and the second is half full so please sign up early. This is the one recommended for laboratory managers and most academic staff. It also includes performing a risk assessment and using the risk assessment database which explains the additional hour of class time. Click here to register.

All courses are on campus, just up the hill in the new Learning Innovation Building.

**OHS**

There is additional training available for -  
- Fire Extinguisher  
- Fire Warden  
- Fire Safety Adviser

Click here to download Extinguisher and Fire Warden Training Schedule 2013 [PDF].

To register for training, email your booking details to fireuq@pf.uq.edu.au
New and amended PPL policies and procedures relating to assessment came into effect on 1 January 2013. The following PPL were amended:
- PPL 3.10.02 Assessment – Policy (major revisions)
- PPL 3.10.02 Assessment – Procedures (major revisions)
- PPL 3.10.10 – Assessment Re-mark – Procedures (new)
- PPL 3.10.11 – Examinations – Procedures (new)

Consequential amendments were also made to:
- PPL 3.10.07 Grading System – Procedures
- PPL 3.10.08 Release of Examination Papers – Procedures
- PPL 3.10.09 Supplementary Assessment – Procedures
- General Award Rules Part 1A Assessment

For your reference, highlighted below are a few of the ‘procedural’ changes:
(i) Removal of provision for students to disregard performance at the original exam change in timeline for finalisation of results for deferred exams and supplementary assessment
(ii) change in the timing of re-mark requests for second semester assessment
(iii) standard exam durations and reading time for mid-semester exams held outside of scheduled classes
(iv) change in terminology from ‘perusal’ to ‘reading time’
(v) change in definitions of ‘open book’ ‘closed book with specified materials’ and ‘closed book’, to reflect written or printed material permitted (calculators are treated separated and excluded from the definition)

An implementation plan is in place for the changes to be communicated and actioned. A number of associated forms have or are in the process of being updated, along with information on myAdvisor, UQ Answers and the Exams Staff Portal as appropriate.

A number of enquiries have been made to the OH&S Division over the 2012-2013 school holidays seeking clarification regarding children on campus and a suggestion that children were not allowed at UQ facilities due to OH&S concerns.

Under the University Policy and Procedures Library (PPL) Children on Campus policy, a child is defined as any person under the age of 15. The policy allows for circumstances where children may be allowed on campus however it also states that some areas within the university may pose an unacceptable risk to the safety of the child such as laboratories, workshops and places with animals or where farm equipment is used.

Regardless of this if the supervisor or manager believes that the presence of the child in the workplace is causing an unacceptable OH&S risk or an unreasonable disruption to others the supervisor may request the child’s removal from the workplace.

Under OH&S guidelines the issue of whether children are permitted at a university campus facility or workplace is to be determined by a risk assessment approach which would take into account:
- Parents or carers must be available at all times to supervise and ensure the safety of their children
- Children would not be allowed under any circumstances into any high risk areas such as those above
- For any children that are at a remote university site, consideration must also be given to emergency medical response and suitability of accommodation and hygiene.

The above risk assessment must be approved prior to any activity where it is proposed that children may be present at a facility or workplace which must be approved by the supervisor or manager of the area.

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Date</th>
<th>Start</th>
<th>Finish</th>
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</thead>
<tbody>
<tr>
<td>Quizzes, Tests &amp; Exams</td>
<td>24 January</td>
<td>1:30pm</td>
<td>4:00pm</td>
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<tr>
<td>TurnItIn</td>
<td>29 January</td>
<td>10:00am</td>
<td>12:00pm</td>
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<tr>
<td>Using Grade Centre in BB</td>
<td>29 January</td>
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<td>4:00pm</td>
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<tr>
<td>Virtual Classroom</td>
<td>30 January</td>
<td>10:00am</td>
<td>12:00pm</td>
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<tr>
<td>Desktop Recording</td>
<td>1 February</td>
<td>9:30am</td>
<td>12:00pm</td>
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<tr>
<td>Flipped Classroom</td>
<td>1 February</td>
<td>1:00pm</td>
<td>3:30pm</td>
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<tr>
<td>Technology for engagement in large classes</td>
<td>13 February</td>
<td>9:00am</td>
<td>11:00am</td>
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<tr>
<td>Using clickers for engagement &amp; learning</td>
<td>13 February</td>
<td>2:00pm</td>
<td>4:00pm</td>
</tr>
<tr>
<td>Teaching in Innovative Learning Spaces</td>
<td>21 February</td>
<td>2:00pm</td>
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</tbody>
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To register visit the Staff Development / Blended Teaching and Learning website.
Presentation by the Australian Science Media Centre – Engaging with the Media

Many early to mid-career researchers feel a sense of trepidation in talking to the news media, yet many of them know it is important to engage with the public through this avenue.

The Australian Science Media Centre (AusSMC) provides a 90-minute session for medium to large sized groups of researchers, providing our own top tips gleaned from seven years of working at the coal face between the expert community and the news media. The AusSMC believes scientists can make a big impact on the way issues are covered in the media but only by engaging more often, more quickly and more effectively with the stories that are influencing public attitudes.

The AusSMC does not represent any particular agenda within science and will always strive to find the most credible experts and to promote a broad spectrum of scientific opinion. Our aim is to enable scientists to be more pro-active, on the front-foot and to provide the media with access to accurate, evidence-based information about controversial subjects. We discuss issues with experts who have been ‘burnt’ by the media and talk about ways of working more effectively with journalists.

Our presentation is aimed at early-mid career researchers and will include information such as why to engage with the media? What’s in it for scientists? The anatomy of a news story; what parts can you influence? Framing a news story; where journalists find news? What hooks work for science? How to interest the media in your work? Technical issues – embargoes, deadlines and headlines and other valuable tips and information about engaging with the media.

Presenter Biographical note:

Dr Susannah Elliott
CEO, Australian Science Media Centre

Susannah has a PhD in cell and developmental biology from Macquarie University, a Graduate Diploma in Journalism from the University of Technology Sydney (UTS) and nearly 20 years of practical experience in science communication with the science-media nexus as her primary focus.

She is currently CEO of the Australian Science Media Centre, an independent not for profit organisation that works with the news media to inject more evidence-based science into public discourse. Prior to this she spent more than five years in Stockholm, Sweden, as director of communications for the International Geosphere-Biosphere Programme (IGBP), an international network of scientists studying global environmental change.

In the 1990s Susannah managed the Centre for Science Communication at UTS, where she helped establish the successful Horizons of Science series of media roundtables and was involved in numerous other initiatives such as Science in the Pub and Science in the Bush.

She worked with the federal government on the State of the Environment Report (1994), the CRC for Cardiac Technology as leader of their Education and Communications program (1993-95) and designed a specialist course for science reporters for the UTS Journalism School (1997).

In 2010-11 she chaired an Expert Working Group on Science and the Media for the Federal government and in February 2011 was appointed to the national Climate Commission but stepped down in 2012 due to heavy work commitments. She sits on various committees and judging panels and lives in Adelaide with her husband and two children.

Updated June 2012

Contact:
Australian Science Media Centre
C/- The Science Exchange
55 Exchange Place
ADELAIDE SA 5000
Ph: 08 7120 8666 | Fax: 08 8231 7333 | Email: info@aussmc.org | Web: www.aussmc.org

The Australian Science Media Centre (AusSMC) is an independent national venture working to make evidence-based science available to everyone through the media. The not for profit centre is advised by a Science Advisory Panel and governed by a Board of Management. It is supported by a wide variety of sectors with each contribution capped at 10% of total running costs. For a full list of sponsors visit our website at www.aussmc.org
Alverno College (Milwaukee, USA) is internationally acknowledged for leadership in ability-based curriculum development, performance assessment design, active roles for students through self-assessment and meaningful representation of achievement.

The AAGLO (Assessing and Assuring Graduate Learning Outcomes) Project has, with the support of the Office for Learning and Teaching (OLT), completed an extensive national investigation into assessment practices that provide credible evidence of graduate learning outcomes.

**Workshop presenters**

**Dr Jeana Abromeit**
Associate Vice President: Academic Affairs, Alverno College (Social Science)

**Dr Clair Hughes**
AAGLO Project Team, Lecturer in Higher Education, TEDI, The University of Queensland

**Dr Kathy Lake**
Associate Vice President: Academic Affairs, Alverno College (Education)

**SYDNEY**
The University of Sydney, Sydney, NSW

**BRISBANE**
The University of Queensland, Brisbane, QLD

**2013**
**MAY**
28-29

**2013**
**MAY**
30-31

Registration will be subsidised by the OLT project. Participants are responsible for their own travel and accommodation costs.

Program information overleaf
# Draft program overview

## OVERVIEW AND INTRODUCTION

- Overview of:
  - 2-day program
  - Alverno College
  - The OLT AAGLO Project

## FROM PRINCIPLES TO PRACTICE

- A sense of each other’s educational principles and their meaning for current and future practices – both unique and shared
- An initial understanding of Alverno’s educational program to start a meaningful conversation
- Exploration of implications of principles for design of practice: curriculum, teaching, learning, and assessment

## TEACHING AND ASSESSING FOR STUDENT LEARNING OUTCOMES IN THE CONTEXT OF A COURSE

- Exploration of connections between student learning outcomes and teaching, assessment and the curriculum at the program and course level
- Exploration of the connections between Program Outcomes and careers
- Exploration of issues regarding performance assessment design and implementation
- Examples and outcomes from the AAGLO project
- Identification of connections between performance assessment and related Program Outcomes and Course Outcomes; creation/refinement of Course Outcomes that relate to Program Outcomes
- Design of a performance assessment focused on Course Outcomes

## DAY 1 - 9am - 5pm

### SESSION OUTCOMES

- DESIGNING PERFORMANCE ASSESSMENTS (continued)
  - Design of the performance assessment
    - Exploration of issues regarding performance assessment design and implementation
    - Exploration of purposes and examples of self-assessment and how to develop the ability to self-assess (including examples from the AAGLO project)

**Next steps**

- Putting the workshop outcomes into practice

### DAY 2 - 9am - 4pm

- For further information contact
  - Dr Clair Hughes
    - Email: clair.hughes@uq.edu.au
    - Phone: 07 3365 2456
  - A/Prof Simon Barrie
    - Email: simon.barrie@sydney.edu.au
    - Phone: 02 9351 3725

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