

## Intensive School Guidelines

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## Introduction

There are many ways in which the learning outcomes required in a unit or a course may be attained. The University of New England has a wide range of students in a wide range of locations and study modes, and therefore needs a variety of ways to serve these different groups in appropriate ways. Furthermore, different subjects may require different methods and techniques to reach their desired learning outcomes, and individual academics may have specific teaching philosophies that shape how learning and teaching is best done in their units.

### ***Learning Communities and Interaction***

A fundamental question in this context is: where does learning take place? The answers to this may range from the isolated individual dealing with learning materials on their own to large communities of people continually interacting with each other; and from a position somewhere between these extremes to regular or irregular flipping between isolation and community. In these *Guidelines*, we are interested in the notion of *learning communities* rather than the isolated individual. These communities take different forms, but central to all is the question of how interaction between the members of the community takes place. Classically, *face-to-face* interaction has been the foundation of community in small-scale societies, but more recently the *screen-to-screen* interactions of computer-mediated communication have given rise to many communities that exist primarily in cyberspace. Many of us now slip easily between one and the other, aware that each has advantages and disadvantages; with rules, resources and forms of etiquette appropriate to each form of community. Networking occurs through mobile phones and weblogs, while wikis offer remarkable opportunities for collaborative writing. Further possibilities are also presented by social networking and the use of webcams. We have more ways of interacting than ever before, and more ways of expressing and implementing teaching and learning philosophies through interaction-enabling technology. Between face-to-face and screen-to-screen we have print materials and CD-ROM, which are designed more for isolated learning. Each unit and course can mix these different possibilities in its own way, and be characterised in part by the peculiarity of its interactional fingerprint.

### ***High Intensity and Low Intensity Learning Communities***

Face-to-face interaction for on-campus students in particular is generally of *low intensity*: for example, a unit might have weekly lectures and a tutorial or a weekly seminar that stretches over the thirteen teaching weeks of a semester. But the same learning outcomes may be attained through *high intensity* interaction over shorter periods: instead of weeks and months, the community meets many hours a day for several days. The intense focus facilitated by this temporal concentration of learning experiences allows people to escape the ongoing demands and distractions of everyday life and devote high-quality time to achieving their learning goals. This mode of delivery is particularly appropriate for off-campus students who gather together in a specific place for the specified time. These *Intensive Schools* are a long-standing UNE tradition<sup>1</sup>, and are the focus of these *Guidelines*. Hitherto referred to as *Residential Schools* because students came to the Armidale campus, it is now recognised that such

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<sup>1</sup> For a history of the traditional “UNE Model” of distance education see John Chick’s *The New England Model in Theory and Practice* (itself approaching the status of “historical document”) at <http://www1.worldbank.org/disted/Management/Governance/dual-02.html>

Schools may also be held in off-campus locations and thus the generic term *Intensive School* is used to cover all such schools irrespective of location.

## **What is an Intensive School?**

An Intensive School is a mode of teaching and learning that brings students together at a particular location for a period of intensive interactive learning experiences. The location of an Intensive School can be both a physical location, such as in Sydney, an online location, such as in SecondLife, or a combination of both. It is a way of achieving defined learning outcomes. Significantly, an intensive school is not an exclusive pathway to achieving a unit's learning outcomes, but is one of possibly many ways a student may achieve a satisfactory learning experience.

## **Are there Different Types of Intensive School?**

Yes: there are Mandatory Intensive Schools and Non-mandatory Intensive Schools. Mandatory Schools must be attended because they are considered to provide learning outcomes that cannot be attained in any other way. Sometimes such schools are required by professional accrediting bodies, sometimes they might take the form of supervised field trips to appropriate sites, and sometimes they may require use of facilities that are available only – or only realistically – at a particular location. Non-mandatory Schools may be held where alternative ways of attaining the desired learning outcomes are available. Non-mandatory Intensives should be a more attractive way of attaining defined learning outcomes than the alternatives, and there must be alternative ways of attaining learning outcomes for non-attenders.

## **The Benefits and Costs of Intensive Schools**

Some Intensive Schools are required as part of professional accreditation demands, but even those that are not provide a series of benefits (and, of course, costs) to both students and academics. The benefits and costs must be weighed in any decision to run an Intensive School.

### ***Benefits to Students***

- An opportunity to complete key assessment tasks in a highly focussed and supportive environment
- Face-to-face interaction with peers and lecturers/tutors is central to the philosophies and practices of particular discipline areas, courses and units
- Students can ask live questions and have them discussed on the spot by the lecturer and the group: “instant feedback” should increase confidence and enhance learning outcomes
- Study difficulties are often easier to surmount in groups when participants find that they are not alone in their problems

- Students attending Intensives feel they are actually “real” students attending a real university, rather than isolated individuals short on support
- Creation of a sense of ownership and connection with the university
- Both formal and informal interaction at the Intensive School should validate their decision to study the particular unit or course because they get to meet other people who have made the same decision
- Intensives offer a chance to develop on-going social networks with other students
- The shared intense experiences “bond” those present
- In a good Intensive School, students get to feel (re)energised about the rest of the unit and possibly their course as a whole
- Students get to feel more confident about fulfilling unit requirements
- Where students have the opportunity to attend a linked series of Intensive Schools, benefits should compound and costs should reduce
- Several days of an Intensive School may be a more efficient use of time for many students

There are additional benefits to holding Intensive Schools on the Armidale campus, and these are listed below under *Where should Intensive Schools be held*. Substantial benefits and points of differentiation in the distance education market may be obtained by conducting Intensive Schools via webcams or in virtual worlds. Social benefits can also arise through the use of social networking software.

### ***Costs to Students***

- Time and Money (travel, food, accommodation, childcare)
- Negotiating leave with employers
- Stress on families due to absence

### ***Benefits to Unit Coordinators***

- Unit coordinators get the chance to engage in a focussed and intense way with off-campus students and, as a consequence, are likely to have belief in what they do as teachers rewarded and strengthened. A one academic put it in a survey, “I really enjoy the buzz ... and feel that my teaching experience at UNE would be sorely impoverished without them”
- Intensives for off-campus students generally facilitate meeting a wider range of people and interests than the usually less diverse internal groups
- The strengths and weaknesses of a unit are more likely to become visible in the intense environs of the School, and this makes it easier for unit coordinators to spot ways of improving unit organisation and teaching techniques
- Out of hours social contact and connection with students
- Unit coordinators can learn more about the contexts and needs of individual students and groups and work with them to address these appropriately

### ***Costs to Unit Coordinators***

- Intensive Schools may conflict with other personal or professional commitments

- Intensive Schools may sometimes mobilise a lot of academics for relatively small student load
- Intensive Schools with small turnouts are an inefficient use of unit coordinator time
- Unit coordinators may not get a sufficient break from the teaching role
- There may be logistical difficulties in relation to other units also offering Intensive Schools
- Sole teaching for a 3-4 day School is exhausting, more so if a unit coordinator is involved in back-to-back Intensives

Clearly, well-organised and well-attended Intensive Schools increase the benefits for all concerned. On the other hand, poorly organised or poorly attended Intensive Schools may lead to:

- Disappointment where poor attendance reduces the benefits of learning with and from others in the class
- Disappointment if facilities are not available
- Disappointment if expectations are not met
- Disappointment if Learning Outcomes are not achieved

### ***Benefits to the University***

- Promoted as a key part of the UNE experience as special, highly beneficial and rewarding, and distinct from standard-online offerings based on the Learning Management System.
- Promotes UNE as a place where off-campus students can come and get the “real” university experience they imagine from books and films
- Helps the colleges remain viable with extra occupation assuming an Intensive School is held on campus at Armidale.
- Helps UNE’s relations with the region through injection of money into the regional economy.
- Non-mandatory Intensive Schools increase flexibility of delivery
- Offering a new point of differentiation in the online delivery market, eg through the use of webcams and virtual worlds.

### ***Costs to the University***

- Cost of keeping library and catering facilities open longer.
- Administrative costs from Student Centre point of view.
- Units requiring mandatory attendance at Intensive Schools may tend to attract fewer enrolments than those with Non-mandatory Schools or no Schools.
- Increased infrastructure costs, and the support and training associated with developing innovative online Intensive Schools.

## **What are the Alternatives to Intensive Schools?**

Intensive schools are one way in which the learning outcomes required by a unit or a course can be attained. Are there other ways in which this might be done?

The general principle of non-mandatory intensive schools is that they provide an alternative way to achieve the desired learning outcomes of the unit. Hence all learning outcomes must be achievable through some other mode, although this mode may not provide the richness of the learning community generated through the intensive school. The important consideration is that the alternative to intensive schools should be regarded as the **default** learning pathway, with the intensive school only being pursued when it can rightly be regarded as the **preferred option** in achieving the learning outcomes.

The rapid development of learning technologies provides many alternatives for student learning that should not be too demanding to manage. Learning resources, such as text files, audio files (including podcasts), video files, multimedia interactive packages, web URLs, etc., can be provided via the Learning Management System (LMS – currently WebCT) or despatched on CD-ROM. Students can then engage in a learning process either by the completion of set tasks, such as the traditional essays or assignments, or through the construction of other evidence of learning, such as a website or a wiki (tools for which are becoming progressively more widely available as links through the LMS), the creation of a piece of work (physical or electronic), or other creative outputs – either individually or as part of team. These have become common support mechanisms for higher education teaching in Australia. However, such technologies can be combined with webcams and virtual worlds (eg Secondlife) to support innovative approaches to electronic Intensive Schools. Opportunities for learning exist in many centres, where TAFE colleges or businesses can be used as learning sites when particular equipment or resources are required.

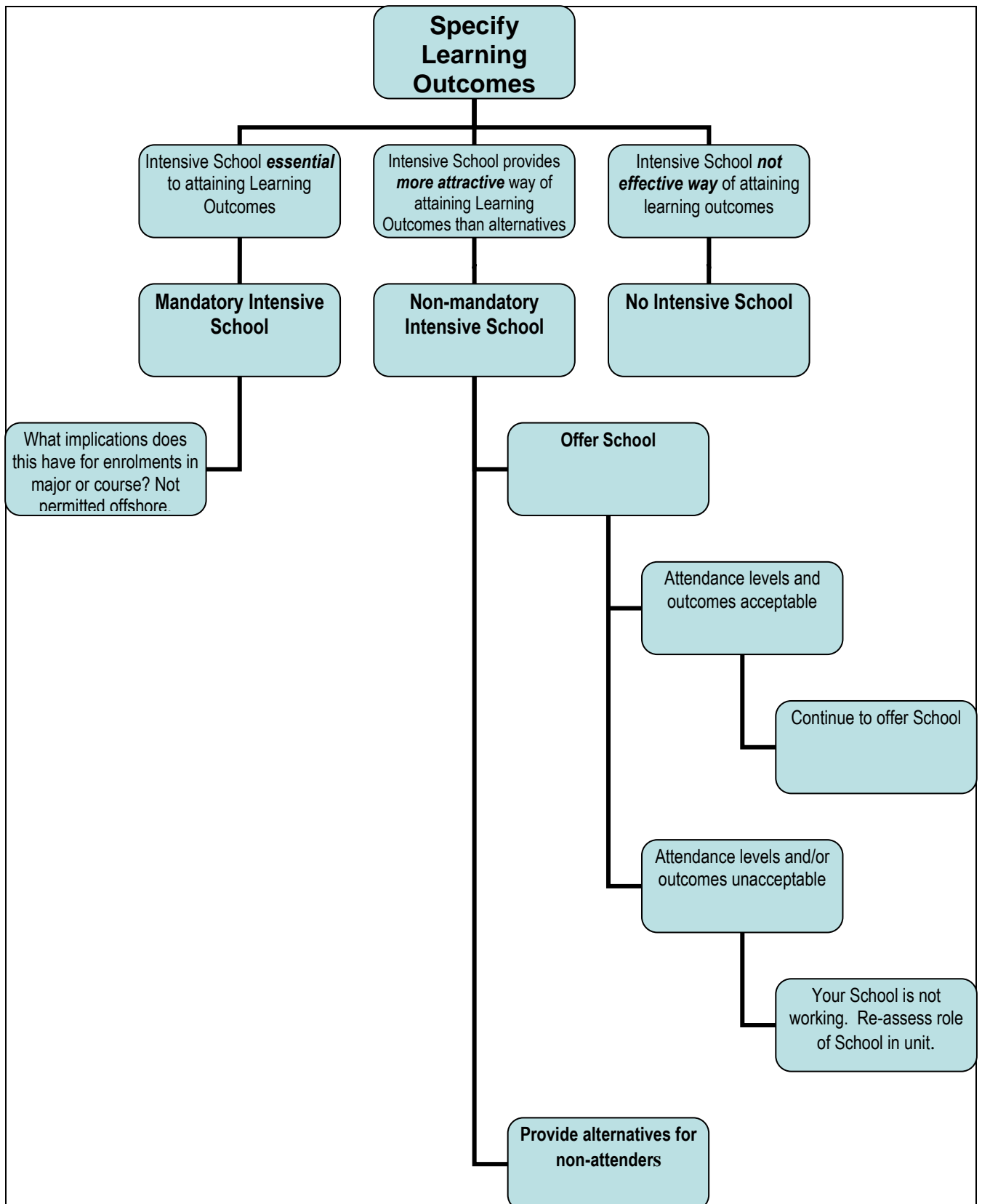
Some learning outcomes demand that particular physical or intellectual skills be demonstrated, and the use of video or webcam conferencing and virtual worlds as a means to interact with the student to assess skill development should also be considered in the context of both physical and on-line intensive schools. UNE has a very strong video conferencing system with availability through the Access Centres and partner institutions in capital cities and major centres. UNE has conducted considerable research into the use of Webcam technology. When there is the option of an intensive school it is possible to make more demands on the student to help organise such alternative learning structures.

Even without attending intensive schools, students will have the opportunity to use the more traditional electronic communication tools embedded in the University learning management systems to build virtual learning communities to assist in the completion of the “default” learning tasks. Electronic learning systems allow more of the learning interaction to be student-to-student, rather than being directly mediated by the academic – whose role can be focussed more on structuring the learning opportunities and providing validation of the learning outcomes.

## How do I decide to run or not run an Intensive School?

Figure 1 may help you in deciding on the appropriateness of running an Intensive School. A key question is: how are the required learning outcomes to be attained? This means that you need to be clear about what the learning outcomes of your unit actually are. If an Intensive School is *essential* to attaining them, and there is no viable alternative means of achieving

those outcomes, then a Mandatory School is called for. If the unit is a core unit, then the implications of a Mandatory School for the major and/or course need to be considered. If the Intensive School provides *more attractive* alternative ways of attaining the learning outcomes, then a Non-mandatory School should be held. Note that in such cases it will be necessary to provide alternatives matching the Learning Outcomes of the Intensive for those who cannot attend. If an Intensive School is simply *not an effective way* of attaining the outcomes, then no Intensive School is required: for example, traditional print and/or electronic/web resources may provide all that is necessary. If the attendance levels are acceptable when a Non-mandatory School is first run, then continue to offer it. If attendance levels are unacceptable, then you have a problem: re-assess the role of the Intensive in the context of the unit. There may be a more effective way of organising it, or it may not really be necessary at all.



## **Why would anyone come to a Non-mandatory Intensive School?**

The Non-mandatory School must be more attractive than the alternative ways of attaining the same learning outcomes. If it is not, then there is no point in holding it. There must, of course, be specified ways in which non-attenders may attain the same outcomes provided by the Non-mandatory Intensive School. It may be more attractive for some assessment to take place at the School because the focussed and supportive environment makes this experience more pleasant for students, whereas an assessment alternative done in relative isolation might not be so attractive.

## **How long should an Intensive School be?**

An Intensive School has to be worth the time spent for all involved. For an Intensive held off-campus, a minimum of one day would be appropriate. For Intensives held on-campus, two days is the minimum, preferably in the context of linked two-day schools such that the value of the student's time on-campus is maximised. Four days is the maximum length of an intensive school. Intensive schools taking the form of a field trip may be longer than four days if approved by the Pro Vice-Chancellor Dean. For Intensives not forming part of a linked series, then at least three days may be more appropriate – otherwise students may feel that they are spending a lot of time and money travelling to Armidale for an inadequate return. For all Intensives, consideration should be given to the role of the School in the overall context of the major and/or course.

At least four hours per day should be spent in structured learning activities. But remember that students may need to use other university facilities, such as the Library, Student Centre or Student Assist, as well as needing time to socialise. Intensive Schools should take these needs into account.

## **Can an Intensive School that has already been advertised be cancelled?**

In general, no. If an Intensive has been advertised, students will have been organising their time and commitments around this from the beginning of the semester: failure to deliver leads to disappointed and unhappy students.

The minimum number of students required for an intensive school requiring physical attendance in person is ten students. Students must be advised to make refundable travel arrangements in the event that an intensive school is withdrawn or the maximum number of students not obtained.

In exceptional circumstances, the Pro Vice-Chancellor Dean may approve the cancellation of an advertised Intensive School on the advice of the relevant Head of School. If the attendance at your Intensive turns out to be less than 10 students, then you may wish to reconsider the value of holding the School the next time the unit is run.

## **How should Intensive Schools be run in the context of contemporary technology?**

Intensive schools can take many forms. Traditionally, they have been residential schools at the Armidale campus, using classrooms for typical face-to-face teaching methods, such as lectures and tutorials, or for laboratory or practical work.

Intensive schools can be much more than this. Locations of intensive schools can be chosen for the convenience of the students, but also for access to other resources, such as libraries or galleries, particular technology, or access to industries or businesses that may provide a compelling learning context. Often, businesses are pleased to be participants in learning situations, as it is both a promotion of their activities, and a chance to recruit potential new staff.

With the increasing use of laptops by students, and the steadily increasing scope of the wireless network on campus, the use of technology can provide new learning situations. Armidale is a 3G enabled city, so modern mobile phones with full web capacities can also be used. Collaborative generation of digital resources, such as creating multimedia packages, or building group wikis, can be effectively conducted in a face-to-face intensive school with powerful learning outcomes. Not all students need to have computers: with 3 or 4 students clustering around one computer it is possible to have intensive learning occurring.

Similarly, the UNE video-conferencing system can be used to connect with national or international sites that may stimulate learning interactions, or be used to “bring in” students unable to physically attend an intensive school, but able to reach a video-conferencing centre, or with a web-cam enabled computer on a broadband network.

Intensive schools can be conducted entirely online without any requirement for actual physical attendance. In this context UNE may produce technological guidelines to assist staff in implementing the technology.

## **When should Intensive Schools be held?**

On-campus Intensive Schools should generally be held during the official Intensive School periods specified by the University in its Principal Dates. This is because facilities such as the Library and catering may have limited services outside these dates. Much greater flexibility can be achieved in relation to online intensive schools. Such intensives can be scheduled at any time with the permission of the Pro Vice-Chancellor Dean on the advice of the Head of School.

### **Early Mandatory Intensive Schools**

Early intensive schools are those held before the official start of the teaching period. These Intensive Schools are run early to provide guidance, skills or curriculum content or context that is required before teaching starts. Enrolment is conducted online and enrolment may be open very close to the Intensive School dates. While the online process does inform students of unit Intensive School requirements, consideration should be given to any appropriate and timely opportunities (such as mailings, bulletin boards, web pages etc) to remind students that

failure to attend an Early Mandatory Intensive School must mean that the enrolment in the unit must be cancelled.

## Can the Residences help?

- **Packages:** The residences are always interested in working with course coordinators and other interested parties to investigate the possibilities for “living and learning” packages involving tuition and accommodation which may lead to enhanced learning outcomes and add to the distinctiveness of the UNE Experience.
- **Catering:** Intensive Schools may take advantage of the flexibility provided by the distributed catering services at UNE. At certain times the large scale central catering provided by Services UNE may be the more appropriate facility. At other times for smaller groups or over weekends and public holidays the on-going catering facilities within the residences may be more appropriate. With these facilities the University should be able to meet all the catering needs of students attending intensive schools.

## What happens if a student cannot attend a Mandatory Intensive School?

Attendance at any Intensive School defined as a Mandatory Intensive School is an essential requirement for a student to remain enrolled in the unit concerned. Mandatory intensive schools requiring physical attendance are not permitted offshore.

Exemption from attendance at a Mandatory Intensive School is impossible\*. Students who do not attend a mandatory Intensive School are withdrawn from the unit. Withdrawals after Census, or after the last date for withdrawal without academic penalty, incur the HECS liability and/or the academic penalty.

### \*Notes

1. A student repeating a unit for which they have previously attended the mandatory Intensive School should contact the unit coordinator regarding the mandatory attendance requirement. Attendance will be assumed unless exemption is granted by the unit coordinator from re-attendance. Such exemption is not automatic as the unit/Intensive School requirements may have changed. Students seeking such exemption must do so before enrolling in the unit concerned and if granted exemption, must notify the exemption to the Student Centre.
2. A student enrolled in a unit that has a mandatory intensive school may, at the discretion of the Head of School, have alternative attendance arrangements granted for part (but not all) of the intensive school, where the Head of School is certain that professional or statutory accreditation status is not compromised by the exercise of such discretion. The Head of School’s decision whether to exercise this limited discretion and what alternative arrangements for attendance will be required of the student is final.

## Where should Intensive Schools be held and what facilities are available on-site?

Many Intensive Schools are held on the Armidale Campus, but facilities at other sites are also available.

### **Armidale**

There are some extra benefits to holding Intensive Schools on the Armidale campus. These include:

- Access to equipment that might otherwise be difficult or impossible to obtain
- Access to library and research facilities more directly tailored to their units than they might get in other libraries
- Access to Study Skills and other support services if needed
- Access to low cost second hand textbooks, allowing isolated students to develop their own reference library
- The unit coordinator does not have to travel
- Fewer distractions than are available in bigger cities
- Students may only have to walk up from the colleges or catch a bus from town, rather than negotiate big-city traffic each day

Student Administration and Services is responsible for arrangements for timetabling and allocation of teaching rooms during teaching periods, including official Intensive School periods.

The web link to information about timetabling and room booking for Intensive Schools is <http://www.une.edu.au/timetable/index.php#item0>

From the above web link information is available to allow timetables to be viewed and to assist staff in scheduling classes at the UNE Armidale campus including calendars, maps and booking contact information.

(Note that [Facilities Management Services](#) is responsible for all ad hoc and non-teaching [room bookings](#) including seminars, meetings and conferences).

### **Other Locations**

The University of New England currently has ten Access Centres for its students. These are located in [Tamworth](#), [Taree](#), [Coonabarabran](#), [Narrabri](#), [Moree](#), [Inverell](#), [Tenterfield](#), [Glen Innes](#), [Gunnedah](#) and [Quirindi](#). (Regional Centres). UNE also has a teaching room in [Sydney](#) where some Intensive Schools are held. The latter is not a study facility for students.

### **Access to the Centres**

Each facility is unique to its region and their needs and Tamworth and Taree have staff on site to assist with enquiries relating to degree patterns and all other queries relating to studying at UNE.

Contact Frances Munro in Student Administration and Services at UNE on (02) 6773 4439 or 0417 678 144 for more details. E-mail [fkelly@une.edu.au](mailto:fkelly@une.edu.au).

## *Using Video Conferencing Facilities at any Access Centre*

All Centres except UNE Manning Valley Centre and Sydney are equipped with video conferencing facilities. To utilise any of these contact Frances Munro on ext 4439 to establish the Centre required is available and to book the facilities.

If video conferencing facilities on campus are required to contact an Access Centre, you will need to contact Ian Truswell at UNELink on ext 3703.

Information on video conferencing at UNE can be found at: <http://www.une.edu.au/tlc/staff/services/videoconf/>

### **Tamworth**

Tamworth conference / training facilities consist of the following:

- state-of-the-art audio visuals with lectern and touchpad for all functions including power-point presentation in 2 lecture rooms
- electronic whiteboard
- 2 lecture rooms have lecture style seating for 70 and 90 people
- 2 seminar rooms with table seating for 15-20
- non-mandatory table seating for smaller groups in all rooms
- easy ground floor ramp access with lift to all floors
- hearing aid loop in larger lecture room
- computer lab with 12 Dell PC's
- 2 smaller labs with 4 Dell PC's in each
- small study / meeting rooms
- video conferencing facilities
- internal IP phone to campus

All bookings are done through the Centre Coordinator, Margaret Keane on 6766 3860. There is no cost to UNE staff for the use of the facilities.

### **Smaller Study Centres**

The smaller study centres have video conferencing facilities so anything run from Tamworth may include students in one of the following centres participating.

The smaller centres are:

- Coonabarabran
- Glen Innes
- Gunnedah
- Inverell

- Moree
- Narrabri
- Quirindi
- Taree
- Tenterfield

## UNE Sydney Centre

UNE's Sydney Centre is located at

Level 4  
WEA building  
72 Bathurst St (near corner of Kent St)

in the heart of the Sydney CBD just a short walk from Town Hall station.

UNE Sydney Centre is an ***unstaffed*** facility for UNE academics. It is not a study facility for students.

UNE staff wishing to book the Sydney Centre should contact FMS on 3718 to confirm availability of the Centre and secondly to confirm their own booking. An information document has been prepared for all UNE staff relating to the usage of the UNE Sydney Centre teaching facility. A floor plan is available from FMS. There is no cost to UNE staff to use the Sydney Centre.

Equipment available at the Sydney Centre includes:

- whiteboards
- flipchart
- overhead projector
- VCR
- TV Monitor
- DVD

There is a photocopier available for use but academic staff need to provide their own paper. There is also a phone available for local calls only.

***There is no data projector available in the Sydney Centre.***

As the UNE Sydney Centre is ***no longer staffed***, biscuits, coffee, tea, sugar, milk and drinking cups are no longer supplied. Users of the Sydney Centre can either take their own refreshments or there are a number of coffee shops within a block of the facility.

*Where do I pick up the key?*

During the week prior to their trip to Sydney, UNE staff must contact Frances Munro on 4439 and arrange to pick up and sign for a key to the UNE room. Frances is in Student Administration and Services (east wing, middle floor of T C Lamble building). A code will be provided for the security system at the UNE Sydney teaching facility. This key must be

returned to Frances within a few days of the staff member's return to Armidale. Without a key there is no access to the teaching space.

## **What Services are available for on-campus Intensive Schools held during official Intensive School periods as defined in the University's Principal Dates?**

The services provided by Student Administration and Services (including Student Assist) are available to students and staff during their normal opening hours. The University Library (Dixson and Law libraries) can provide loans and assistance during all opening times, but some services, such as library classes, are not offered on weekends and evenings. Services outside of these hours may be restricted at times when student numbers are low.

Opening hours may be found at:

Libraries: <http://www.une.edu.au/library/about/hours.php>

Student Administration and Services: <http://www.une.edu.au/studentcentre/>

Services UNE: <http://www.servicesune.com.au>

### **The University Library**

The University library web site provides detailed information on library services available to staff and students and includes information specifically to assist off campus students in accessing the Library's services.

#### *Services for academic staff*

##### *Organising library classes for students*

The UNE Library can provide tutorials and workshops for students in a particular unit, course or subject. These classes can be offered between 9am and 5pm on week days. Members of academic staff can arrange these sessions by contacting your Liaison Librarian. You can find the Liaison Librarian for your area at

<http://www.une.edu.au/library/about/faclibs.php>

Library staff will work with academic staff to ensure the tutorial meets the information literacy needs of their students. Sessions can be arranged on subjects such as:

- literature searching techniques
- using journal databases
- addressing a particular assignment question

#### *Services for students*

Details of services available to students are provided through the University Library web site. Students seeking assistance with library services should check the web information at:

<http://www.une.edu.au/library/askalib.php>

The Library is open from 8.30am – 9.00pm each day during official Intensive School periods (including weekends) excepting the January/February school period. See below for information on opening hours during this period.

## **Student Services and Student Assist**

### *Student Centre*

The Student Centre is located in the Lamble building. During normal opening hours all services of the Centre are available. See <http://www.une.edu.au/studentcentre/> for opening hours and service details.

The Student Centre provides a focal point of contact for all administrative enquiries about Study at UNE, from initial enquiries about courses to graduation. During Intensive School periods staff are available to discuss a variety of matters. Students are welcome to drop in at the Centre to ask for help with degree planning and to discuss future study options. Where students experience difficulties or have questions about administrative matters, staff are happy to advise on the options that may be available under university/course rules and guidelines.

Information on services available can be found at <http://www.une.edu.au/studentcentre/index.php>

Opening hours are limited at weekends and on public holidays during Intensive School periods. Generally the Centre will open for 2-3 hours from mid morning onwards and through the mid day break period at weekends when significant numbers of students are expected for Intensive Schools over the particular weekend.

### *Student Assist*

The Student Centre also provides the Student Assist service, which is located between the newsagent and the cafeteria in a building in the central area of the campus.

Student Assist provides a range of student support services including careers advice, counselling and assistance with other study related issues. Details of services available including times during Intensive School periods may be found at <http://www.une.edu.au/student-assist/>

### ***Student Assist Services available during Intensive School periods.***

- A “Careers” drop-in centre is available from 2 to 8pm most week days (excluding public holidays) of the Intensive School period. Students are encouraged to approach Careers Development staff to discuss career options, subject choices, etc.
- “Drop in and Discuss” sessions are held during the Intensive School period. Here, students can discuss study-related concerns such as time-management, stress-management, procrastination, motivation, and memory.

- *The Academic Skills Office* – located in Dixon Library – also offers consultations during the Intensive School period. The Academic Skills Office is UNE's learning support unit and exists to help students to succeed and excel in their studies. See <http://www.une.edu.au/tlc/aso/> for details.
- *Some evening appointments* with Student Assist counselling staff are available during the Intensive period. Contact Student Assist on 2897 to check what may be on offer.

### ***Students with medical conditions or disabilities***

The Student Assist Office has Intensive School support available for students with a medical condition or disability (permanent or temporary). Services and support are only available to students who have registered with the Disability Adviser in the current year. If not registered, contact the Student Assist Office while on campus to obtain a Special Needs Form.

If assistance is required during an Intensive School, you should make your needs known to the Disability Adviser located at the Student Assist Office. There is a Disability Resource Room available in Dixon Library for students who are registered. Ask for the key at the Dixon Library Information desk. Equipment available in the room includes computers, scanners and some assistive technology including JAWS software.

There is a small equipment pool available for loan to students while on campus. For example: personal hearing device; tape recorders; scooter; screen magnifiers; etc. Contact the Disability Adviser, Robyn Smith, at Student Assist by phoning 02 6773 2897 or email [disability.unit@une.edu.au](mailto:disability.unit@une.edu.au) for more information.

### ***Free legal service***

The North, North West Legal Service provides a free legal service on campus for all students during the Intensive School period. The N/NW Legal Service can be accessed via the Student Assist Office each Friday from 10am to 1pm. The Service is available to both staff and students. Appointments are for half an hour and can be booked by calling the Student Assist office on 6773 2897, or by dropping into building C37 on Fridays between 10 and 1. Students attending schools can make direct contact with the Legal Service by ringing 6772 8100.

### **Services UNE Ltd**

Services UNE provides a range of support services for students on campus; and to off campus students through our website or our 1800 number. We are committed to making the student experience at UNE as enjoyable as possible, by providing welfare assistance, social events, train to college buses, secondhand bookshop, Tune FM Radio Station (including internet streaming); food and retail services; and most importantly by providing access to independent, non judgmental, non-university staff with expertise in resolving student issues.

The needs of students are represented by the Undergraduate and Postgraduate Advisory and Representative Committees, ensuring an ongoing system of improvement for student support.

Opening hours and services provided specifically for external students are available at [www.servicesune.com.au](http://www.servicesune.com.au).

## Timetabling

The Information Integrity unit is responsible for timetabling of classes during Armidale based Intensive Schools. For information about timetabling go to <http://www.une.edu.au/timetable/>

Timetabling enquiries should be directed to 02 6773 4475.

## What Services are available on campus for Intensive Schools held outside the defined Intensive School periods?

### The University Library

Note the availability of Library services as follows:

#### *Normal Hours (Academic Semesters)*

Monday-Thursday	8.30 am-9.00 pm
Friday	8.30 am-5.00 pm
Weekends and Public Holidays	1.00 pm-5.00 pm

#### *Vacation Hours*

Monday-Friday	9.00 am-5.00 pm
Weekends and Public Holidays	Closed

#### *Jan/Feb Intensive School Hours*

Monday-Friday	8.30 am-6.00 pm
Weekends and Public Holidays	Closed

### Student Services and Student Assist

The Student Centre and staff are available during normal opening hours. Services are not available for students and staff at weekends or public holidays.