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1. Introduction

This Handbook provides a guide to the Unit Coordinator regarding their roles and responsibilities as well as those in their teams. The focus of this Handbook is on the key role the Unit Coordinator plays in providing a quality teaching and learning experience for students in terms of:

- key policies and procedures that support the role of the Unit Coordinator
- the job description of the unit coordinator
- the unit life cycle

The Head of School/Department is responsible for the allocation of Unit Coordinators for all active units in each study period. The Unit Coordinator is responsible for working in conjunction with all unit coordinators within a course and the Course Coordinator, as well as the teaching team and the Teaching Support Team (particularly the Teaching Support Officer as well as the Teaching Support Coordinator and Student Service Officer).

The topics covered here identify the key tasks and activities for which Unit Coordinators are responsible and, where relevant, provides the source for more detailed information e.g. web-pages, policies, and working with other staff.

There can only be one named Unit Coordinator, however, not all of the duties need to be performed by the one person i.e. some schools will have more than one person performing different components of the coordination duties.

Professional Development
Curtin offers a range of professional learning opportunities for Unit Coordinators to improve their knowledge with respect to their obligations see the Curtin Learning Institute programs. These include:

- Foundations of Learning and Teaching
- Academic Leadership for Unit Coordinators program

Support
Further essential information on any of the matters raised in this Handbook can be obtained from:

- Curtin’s Teaching and Learning Handbook
- the Course Coordinator
- Dean, Teaching and Learning in each Faculty
- in some Faculties, Schools have a Director of Teaching and Learning
- specialist staff from Curtin’s Teaching and Learning (see http://ctl.curtin.edu.au/global/staff.cfm) or Email: CTL@curtin.edu.au
2. Key policies and procedures for the Unit Coordinator

It is imperative that a Unit Coordinator is aware of and adheres to the University policies specifically those relating to the Unit Coordinator role. Your Course Coordinator or Head of School can provide guidance on specific aspects of a policy; alternatively contact the area responsible for the policy. The following provides a summary of the policies you will need to be aware of and where to locate them.

Policies relating to Teaching and Learning (listed alphabetically) can be found on the Curtin Policies website under the category of Teaching and Learning and are available at: http://policies.curtin.edu.au/policies/teachingandlearning.cfm

Curtin’s teaching and learning policies relate to:

- Access and diversity
- Admission
- Assessment and student progression
- Awards and graduation
- Courses
- Fieldwork Education
- Indigenous research and education
- Transnational education
- Scholarships and financial assistance
- Teaching (peer review and professional learning)
- Units and timetabling

Policies relating to Human Resources (listed alphabetically) can be found on the Curtin Policies website under the category of Human Resources and are available at: http://policies.curtin.edu.au/policies/humanresources.cfm

The following table provides a summary of Policies needed in the Unit Coordinator role.
# Key Policies and Procedures for the Unit Coordinator Role

<table>
<thead>
<tr>
<th>Policy or procedural document</th>
<th>Purpose of Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission and Enrolment Manual (issued annually by Student Central)</td>
<td>This manual is a consolidation of policies and procedures relating to the admission and enrolment of coursework students at Curtin University.</td>
</tr>
<tr>
<td>Hiring of Casual Academic Staff Procedures</td>
<td>To promote a consistent approach to the appointment of sessional academic staff who will support the University’s vision and values of quality learning outcomes for students.</td>
</tr>
<tr>
<td>Assessment and Student Progression Manual</td>
<td>This manual is a consolidation of policies and procedures relating to assessment and academic progress of students.</td>
</tr>
<tr>
<td>Course Approval and Quality Manual (Courses Manual)</td>
<td>This manual is a consolidation of policies and procedures that includes all policy issues that relate to courses. This manual includes:</td>
</tr>
<tr>
<td></td>
<td>• Key issues as they relate to the Australian Qualifications Framework and Higher Education Standards Framework.</td>
</tr>
<tr>
<td></td>
<td>• University approval processes for new courses and changes to existing courses and their component majors, streams and units.</td>
</tr>
<tr>
<td></td>
<td>• The framework for the development, nomenclature, use and deactivation of academic awards and information pertaining to courses, their component majors, streams and units.</td>
</tr>
<tr>
<td></td>
<td>• Policies related to course design including Curtin’s graduate attributes and the role of advisory boards.</td>
</tr>
<tr>
<td></td>
<td>• Policies related to course delivery such as service teaching, language of instruction, flexible learning, textbooks</td>
</tr>
<tr>
<td></td>
<td>• Course quality processes including course review and student evaluation of learning and teaching</td>
</tr>
<tr>
<td>Copyright Procedures</td>
<td>To ensure that the University adheres to Australian legislative requirements relating to the copying, communication or performance of copyright material; and that Curtin staff and students are in a position to make legitimate use of such copyright material to assist their study, research or teaching activities.</td>
</tr>
<tr>
<td>Fieldwork Education Policy &amp; Procedures</td>
<td>To provide a framework for maximising achievement of learning outcomes and to ensure a safe and supportive environment during fieldwork education activities.</td>
</tr>
<tr>
<td>Management of Plagiarism Policy</td>
<td>This document outlines University policy and procedures associated with the management of plagiarism in student work. This policy is to be read in conjunction with Statute No. 10 - Student Discipline and the Academic Misconduct Rules.</td>
</tr>
<tr>
<td>Student Charter</td>
<td>The Student Charter sets out the expectations and responsibilities of students and has been developed in partnership between the University and the Student Guild.</td>
</tr>
<tr>
<td>English Language and Learning Policy</td>
<td>Provides for the development of students’ English language and learning.</td>
</tr>
<tr>
<td>Transnational education</td>
<td>Institutional policy, regulations and expectations relating to teaching in transnational settings</td>
</tr>
</tbody>
</table>
Policies and procedures relevant to UCs when working with Australian Indigenous People or involving any subject matter about Australian Indigenous People

- Diversity Policy – see 5.1
- Conducting Educational and Research Activities Involving Australian Indigenous People Procedures
- Indigenous Governance Policy and Principles for Implementation (namely 6.1.1 Role of the Centre for Aboriginal Studies)
- Role of the Centre for Aboriginal Studies Policy

Additional Key Documents

**Transnational Education** Website

The key resource for Curtin staff involved in teaching and learning is the Transnational Education and Internationalisation of Education Professional Development website (http://tne.curtin.edu.au/)

This comprehensive website provides professional development and resources (including policies) for staff teaching in transnational or cross-cultural settings and includes the following:

- Theoretical and practical design and delivery of internationalised curricula and inter-cultural teaching
- Resources and processes to support students’ learning in transnational or cross-cultural settings
- Resources and processes to support staff working in transnational or cross-cultural settings.

Unit Coordinators are responsible for undertaking professional development in transnational education where applicable especially Module B.

**Universal Design** Website

These resources ensure the unit is designed to meet the needs of all students at Curtin.

**Work Integrated Learning** Website

This website provides guidelines and resources for Unit coordinators for learning activities related to the curriculum (Fieldwork at Curtin) and other work related learning opportunities for students.
3. Unit Coordinator Role Description

Each unit within a higher education award is administered by a Unit Coordinator who has the overall responsibility of overseeing the running of the unit whether they are teaching it alone; teaching it with other people; or someone else is teaching it. Unit Coordination is a pivotal role in the University. The role of a Unit Coordinator is a widely recognised one in Australian universities, particularly in higher education courses. The following job description for Unit Coordinators comes from a report from a national teaching and learning (Australian Learning and Teaching Council) project:

*The Unit Coordinator is responsible for leading, managing and coordinating a unit of study, the students who enrol in the unit and, depending on the size and nature of the unit, guest and sessional staff. As the person in charge of a unit, the Unit Coordinator is also responsible for setting the example in disciplinary practice, adopting scholarly teaching practices, developing and continually refining Units, maintaining unit quality and disciplinary integrity, looking after the interests of their students, and building collaborative networks (Roberts, Butcher and Brooker, 2010 p. 34)*\(^1\).

Typically, the Unit Coordinator is responsible for units taught at different locations and in different modalities. The primary focus of the Unit Coordinator is to ensure quality and consistency of a unit in terms of its content, delivery and assessments, and evaluation. In addition, the Unit Coordinator is responsible for academic and administrative tasks of units offered in all locations and that contribute towards continuous improvement of the unit. These include: preparatory activities, managing quality and consistency of the unit teaching, ensuring technical and delivery problems are resolved.

As Unit Coordinator, you will lead, motivate and inspire while ensuring that a quality learning experience for students is central to everything you do. The following outlines the responsibilities of the Unit Coordinator and outlines the tasks associated with their role.

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\(^1\) Acknowledgments are given to the UCaLL Project, ALTC LE824 (and more resources are available at http://learningleadersupport.com/ and http://www.tlc.murdoch.edu.au/project/ucall/docs/Booklet_LE8824_29910.pdf)
Unit Coordinator - Role Description

Responsibility

1. Design teaching and learning experiences that influence, engage, motivate and inspire students.

Tasks

- Provide leadership in unit design in conjunction with the course coordinator and the teaching team
- Develop unit learning outcomes which are aligned with Curtin’s graduate attributes and the course/major learning outcomes
- Design personalised learning experiences for students which stimulate curiosity, engagement and independence in learning
- Develop students’ critical thinking skills, analytical skills, scholarly values and academic integrity
- Inspire and motivate students through high level communication, presentation and interpersonal skills to provide them with an excellent learning experience
- Ensure learning experiences are inclusive for students with diverse backgrounds or with a disability

2. Develop and maintain unit curricula and resources that reflect a contemporary command of the field.

Tasks

- Ensure content is appropriate to the unit, contemporary and appropriate to the level of the student
- Ensure learning and teaching approaches are evidence-based
- Develop and present coherent and imaginative resources for student learning appropriate for the mode of study
- Support an evidence based approach to teaching and learning in their field
- Use contemporary literature, texts and emerging themes in the field, taking into account:
  a) the range of student diversity and learning styles, including students who are external, transnational and from equity groups;
  b) university policies;
  c) academic quality regulations and guidelines;
  d) graduate attributes;
  e) the context of the course/major structure and appropriate sequencing.
- Communicate unit learning outcomes clearly, assessment expectations and process, and how assessments help students achieve these outcomes
- Develop and maintain appropriate flexible learning environments for teaching and assessment within the unit (e.g. Blackboard)
- Select unit textbooks in accordance with policy and ensure the Bookshop Library are notified in a timely fashion of resources required

3. Design and evaluate assessment and feedback to support student learning.

Tasks

- Design authentic assessment tasks that demonstrate students’ achievement of the learning outcomes
- Ensure assessment tasks minimise the risk of plagiarism and take into account student diversity, different contexts, university policies and academic quality regulations and guidelines
- Provide marking guides/rubrics that define assessment and performance criteria prior to assessment being undertaken
- Ensure students receive timely, worthwhile feedback on their learning
- Use a variety of assessment and feedback strategies
- Explain your approach to feedback, the purpose of feedback and how students will receive feedback on their learning
- Undertake moderation and review of all summative assessment tasks
• Apply university policy with respect to academic integrity including plagiarism and academic misconduct, applications for assessment extensions and assessment appeals
• Ensure all assessments have been peer reviewed by a co-examiner, are aligned with unit learning outcomes, and are prepared by required deadlines

4. Ensure appropriate support to meet the diverse needs of the student cohort

• Recognise the particular learning needs of first year students and help facilitate their transition into university learning
• Foster student progress in the unit (particularly first year units) and monitor for signs of student disengagement/weak performance
• Ensure students from equity and other demographic subgroups receive adequate support to participate and facilitate success in their courses
• Be available to students to:
  a) Provide pastoral care;
  b) Refer students to university and counselling support as needed; and
  c) provide academic advice in relation to the unit;
• In conjunction with the Teaching Support Team, respond to student enquiries and provide advice on issues such as queries related to unit learning, exams, deferrals, pre-requisites, making reasonable accommodations and adjustments for students with a disability etc
• Acknowledge the traditional owners of the land within the unit (in lectures, resources online etc)

5. Employ scholarly teaching practices that influence, engage, motivate and inspire students to learn

• Develop and maintain scholarly approaches to teaching, learning and assessment in order to:
  a) Engage, influence, inspire and motivate students to learn;
  b) Ensure best practice in teaching, learning and assessment
  c) Appropriately prepare students to achieve Curtin’s Graduate Attributes and for the workforce;
  d) Critically evaluate teaching, learning and assessment practice

6. Maintain and continually improve unit quality

• Monitor all factors of teaching and learning for quality including:
  a) moderation of assessment, standards and quality within a unit
  b) secure maintenance, collation and transmission of student results
  c) ensuring marks are submitted for all assessment items for each student
  d) review of the data on student performance and distribution of grades
  e) recommendations for supplementary and deferred assessments
  f) recording of moderation of results and processes used
• Report and manage Level I cases of plagiarism and refer any suspected Level II or III plagiarism cases to Authorised Officers as per the Management of Plagiarism Policy.
• Reflect on unit evaluation information (including student retention, marks, eVALUate) to inform continuous improvement
• Initiate and implement unit improvements to enhance learning and teaching quality within the unit and across the course (in consultation with course/major coordinator)
• Communicate with students on unit development and changes in response to student feedback
• Communicate regularly with relevant Course/Major Coordinator and the
teaching team.

7. Coordinate and support and the quality of teaching and learning in the unit and ensure the teaching staff operate as a team

- Recruit quality sessional staff as per the Hiring of Casual Academic Staff Procedures and the processes outlined by Human Resources
- Prepare tutor resources which include teaching responsibilities, access to facilities/support, contact details of relevant staff, unit outline, learning experiences, lesson plans, resources etc to ensure consistency in the learning experience
- Ensure all staff participate in professional learning e.g. Foundations of Learning and Teaching
- Arrange face to face or on-line teaching team planning/briefing/debriefing meetings to provide information and materials required for the Unit and to discuss assessment requirements/moderation (prior to and during the study period)
- Ensure all staff have the skills and access to resources required to undertake the teaching and assessment tasks e.g. Blackboard, Turnitin
- Moderate teaching approaches and student assessments (including provision and use of marking and feedback criteria; arrangements for collection/return of assignments, submission of marks, allocation of marking amongst team members, time frames for return of assessments, procedures for dealing with plagiarism, procedures for dealing with requests for review of marks, moderation meetings)
- In consultation with the Course Coordinator, provide explicit instructions and guidelines for regional/transnational staff
- Communicate discipline and culturally specific codes of conduct that facilitate appropriate handling of student misdemeanors
- Mentor, coach and assist sessional staff, as needed
- Monitor sessional staff performance

8. Administrative responsibilities

- Where available, ensure the Teaching Support Team collaborates with administrative staff to monitor timetabling and class registration
- Where available, ensure the Teaching Support Team liaises with technical/support staff to ensure appropriate resources are available for all classes
4. Unit Lifecycle

Once approved through the course and unit approval process, units undergo a regular lifecycle usually on a study period by study period basis. At all stages of this cycle the Unit Coordinator plays a pivotal role and has the ultimate responsibility of ensuring that quality is maintained throughout. Therefore an understanding of what happens at every stage is crucial. The information below traces the unit lifecycle after it has been approved to be offered within the course. The lifecycle, which allows for continuous improvement, can be broadly divided into three stages: i) Prior to the study period, ii) During the study period and iii) After the study period.

i) Prior to the study period (Unit planning and development)

Unit planning begins as early as possible before the study period commences, normally after the unit has been reviewed following the previous teaching study period. Activities include the unit development and planning activities so that the unit is completely ready to be taught by start of semester.

**Responsibilities (These do not necessarily follow this order)**

- Prepare the unit outline, including all assessment tasks and publish a response to eVALUate feedback from the previous relevant study periods.
- Induct all new teaching staff (including Sessional staff)
- Begin pre-moderation processes for all unit assessments
- Organise for new and sessional staff to participate in FOLT (as per policy, only Heads of Schools/Departments can give exemptions)
- Determine and manage credit for recognised learning requests (see Credit for Recognised Learning Manual)
- Check all staff are familiar with eVALUate

Where possible, liaise with your Teaching Support Team (see section 7) to:

- Publish the unit outline for all availabilities using the unit outline builder
- Make all relevant learning resources and materials, including the marking guides and marks weighting for all assessment tasks, available to students online (in Blackboard)
- If the unit is service taught, check and advise Head of School regarding the existing Service Teaching Agreement and Contract (as per Course Approval and Quality Manual: 6.1 Service Teaching Policy)
- If unit is taught in other locations, ensure ALL teaching staff have all the necessary materials (including unit outline, all assessment tasks and marking guides and criteria)
- Check and monitor student enrolments
- Liaise with the Bookshop and Library for the purchase of texts and access to learning resources
- Check with timetabling and rooming administrators for allocated teaching spaces
- Load materials onto Blackboard and set up access for the teaching staff and students via OLAS
- Order equipment and materials, as needed
- Arrange for recording/release of iLectures
- Create student email and class lists
- Organise fieldwork, labs and tutorials as appropriate
- Complete any administrative forms, contracts etc on behalf of staff and students
ii) **During the study period (unit delivery and continuous feedback for learning and assessment)**

During the study period, the Unit Coordinator ensures that the unit is delivered according to the unit outline and monitors all activities related to its implementation, including assessment.

- Consult with students regarding unit content and progress
- Mentor and support all members of the teaching team including those in other locations to ensure quality teaching and learning outcomes
- Ensure all teaching staff provide continuous quality feedback for, and of, learning
- Ensure students with special needs are catered for e.g. support from the Student Learning Centre, Counselling and Disability Services
- Attend, prepare for and contribute to School, Course and Unit related meetings
- Advise peers about administration processes
- Ensure all staff teaching in the unit (including teaching staff at other Curtin locations) are familiar with and apply Curtin’s assessment policy and guidelines
- Manage student requests for assessment extensions, assessment appeals and other requests
- Ensure all staff involved in marking have copies of the relevant marking guides for each assessment task
- Coordinate all marking of assessments
- Conduct moderation of every recorded summative assessment task
- Coordinate monitoring of academic integrity and report cases of plagiarism and other academic misconduct
- Monitor and validate all marks entered into GradeCentre (within Blackboard). Prior to results extraction enter Final Grade Collate and submit final grades and marks in readiness for the Board of Examiners
- Organise and conduct supplementary assessments (where appropriate)

Where possible, liaise with your Teaching Support Team to:

- Manage and monitor student databases such as student lists
- Ensure all markers record assessment results in Blackboard GradeCentre; ensure all changes to recorded marks have reason for change recorded in Grader notes field
### iii) After the study period (post assessment activities and unit review)

Most assessment activities take place during the study period and are meant to be monitored as an integral part of unit delivery. However, at the end of the study period the Unit coordinator is responsible for formal assessment related activities the review/evaluation process and improvements to the unit. During this time, there is an opportunity for the teaching team to undertake a comprehensive, retrospective and collective reflection on the unit. The Unit coordinator’s role is ensuring that this process is effectively carried out.

- Complete the Assessment Quality Report for each unit
- Participate in the Board of Examiners (you should have a summary of your student list, marks and final grades, moderation procedures, identification of awards where appropriate)
- Participate in Annual Course Review process, and Comprehensive Course Review process when relevant
- Keep current with discipline knowledge and any changes made to the program

Where possible, liaise with your **Teaching Support Team** to:

- Organise supplementary or deferred exams where these are an action of the Board of Examiners

### Unit review

- Reflection on assessment results
  - Conduct a retrospective analysis of the student assessment results, preferably with the teaching team, noting areas of significantly poor performance and marked differences across delivery modes and/or locations
- Reflection on [eVALUate](#) Full Unit Reports and other evaluation, sharing the Unit Summary Report (USR) and qualitative themes with the teaching team
  - Follow the [eVALUate](#) Full Unit Reports Guidelines
- Plan for improvement
  - In conjunction with the teaching team and in collaboration with the course coordinator, and taking into account outcomes from the reflections above, outline plan for improvement of the unit for next study period offering.

Consulting the course coordinator is imperative when changes are being proposed.

- Publish an online response to student feedback in the Unit Summary Report (USR) prior to the next study period.
5. Unit Design

5.1 The Unit Outline

The unit outline is a legally binding document. What is learnt and assessed in units must be communicated very clearly in language which is easily understood by students who are not experts in the discipline.

The Unit Outline Builder (UOB) is a system designed for the creation, revision, review, and publication of unit outlines. The UOB system extracts authoritative unit information from existing corporate applications such as Student One and enables authorised people at Curtin to produce and publish approved unit outlines. It is a mandatory requirement at Curtin that all unit outlines are published using the UOB.

Making changes to a unit outline

Each unit outline must be reviewed and updated for every study period in which the unit is offered by the Unit Coordinator to ensure it is accurate and current. Changes should be made in collaboration with the course team to ensure changes are appropriate and the Course Learning Outcomes are achieved. A unit outline is an official record of the University. Changes can only be made to the official data (e.g. assessment weighting or type) in a unit outline by following the procedures specified in the Course Approval and Quality Manual: 4.1 Course Approval. All Approval forms are downloadable from the Courses Management website.

Where a unit is delivered to students in an offshore location or is online, the Unit Coordinator is responsible for designing the unit so that the curriculum is internationalised and is inclusive. As an example, the Unit Coordinator should work with the teachers of offshore locations to develop the syllabus and learning materials (such as case studies) that are contextualised and relevant to the region.

After a unit outline has been made available to students, the assessment details, criteria for successful completion of the unit, and due dates for assignments and other assessment tasks, may be altered only with the consent of the majority of the students enrolled in the unit. Consent must be documented and made available to the Head of School as required.

Responsibilities: A Unit Coordinator is responsible for:

- Establishing with their Head of School/Department that their name is correctly recorded in Student One as the named Unit Coordinator for each relevant unit in each study period;
- Monitoring, reviewing and revising the unit outline for each study period in which the unit is available to students in collaboration with the course team (The Course Coordinator, Unit Coordinators within the course and the teaching team including those in other locations or campuses such as Miri Sarawak,
Singapore, Mauritius etc.);

- Including feedback from all responsible staff including those located in Australia and offshore in the unit review process;
- Ensuring they comply with the appropriate course and unit approval policies when amending a unit outline;
- Ensuring the unit is designed to meet the requirements of universal design and, where appropriate, teaching and learning in transnational settings;
- Liaising with their Course Coordinator and Head of School in order to:
  - facilitate a review process for each unit they coordinate, and
  - follow the procedure (as per the policies) to gain consent and approval for any alterations to a unit once the unit has commenced in any given study period.

For further information: See Teaching and Learning Handbook

5.2 Embedding Curtin’s Graduate Attributes in Learning Activities

A Unit Coordinator must ensure that students are provided with appropriate learning, teaching, and assessment experiences that will enable them to develop and demonstrate that they have achieved the unit learning outcomes that contribute to the achievement of the Course Learning Outcomes (that is, Curtin’s Graduate Attributes).

Responsibilities: In collaboration with the Course coordinator and course teaching team, a Unit Coordinator must ensure that:

- The Unit Learning Outcomes are explicitly linked to the Course Learning Outcomes and the assessments, and communicated to staff and students in all unit documentation; and
- Course Learning Outcomes are embedded in learning activities and assessment tasks.

For further information: See Teaching and Learning Handbook and the Course Approval and Quality Manual: 5.1 Graduate attributes

5.2 Unit learning resources

The unit outline will specify the type of learning activities utilised, the tuition pattern (i.e. lectures, tutorials, workshops, seminars and/or online learning activities) and the unit learning resources. The design of learning and associated resources should be student-centred and most importantly, engaging for students. Effective and engaging learning resources can include: open educational resources, interactions through case studies, case examples and simulations and materials in different media formats. Unit Coordinators are encouraged to place learning materials on e-Reserve, see Teaching and Learning Handbook, Chapter 6.

The Unit Coordinator is responsible for ensuring textbooks and other learning resources are readily available for students. Please note the Course Approval and Quality Manual: Section 6.4 Textbooks.
Responsibilities: The Unit Coordinator must discuss the relevant unit learning resources with their Faculty librarian (see http://library.curtin.edu.au/about_us/corporate/staff/fac_staff.html), and be familiar with Library/Bookshop policies and procedures to ensure that:

- The recommended textbook (if required) is available in the bookshop (a 3 to 4 month lead time may be required, so the text should be ordered in plenty of time); and
- Recommended textbooks and other readings are available in e-reserve/closed reserve.

The Unit Coordinator must also ensure that:

- Any learning resources that are specified in the unit outline (for example, equipment) are readily available by providing clear instructions to students on how to access them;
- All learning resources provided for the unit adhere to Australian legislative requirements relating to the copying, communication or performance of copyright material; and
- If they are the author of a textbook, that they have adhered to the Conflict of Interest Procedures.

For further information: See

- Curtin University Library
- Guidelines for adding items to eReserve
- Curtin University Bookshop
- Copyright at Curtin

6. Assessment

6.1 Assessment Design

At Curtin assessment is considered an integral element of the students' learning experience. Five interrelated events (assessment design, communication, marking, analysis of results and feedback) are used to illustrate the workflow around assessment and how they underpin quality practices such as assessment integrity, academic integrity and moderation. (see Enhancing Integrity of Assessment Cycle). All policies and procedures related to the assessment model are outlined in the Assessment and Student Progression Manual. It is essential that a Unit Coordinator understand the policy and procedures for assessment as outlined in this manual, and keep up-to-date with any revisions.

A course-wide approach to assessment is key to ensuring students achievement of the graduate attributes. This approach involves the course coordinator and the team of unit coordinators in designing assessments across the course. See Teaching and Learning Handbook, Chapter 9: Assessment at Curtin. Additionally, Unit Coordinators can work together to achieve better constructive alignment through assessment and feedback.

Key Points on Assessment Design

- Change assignment topics each semester (refer to Assessment Policy 3.3)
- Design assignments around topics of interest or personally relevant to students
or relevant to local or unique issues or perspectives

- Use specific tasks, topics, or case studies requiring students to choose one
- Design assignments that integrate specific classroom experiences or responses to an issue.
- Assess work done in class (with possible prior preparation)
- Avoid assignments for which the necessary information is readily available in succinct form (e.g. on the Internet or Intranet). Ask for analysis or evaluation of the construct or issue or an interpretation from their perspective.
- Give clear instructions for assignments, particularly in relation to collaboration or group assignments
- Ensure that instructions are managed and coordinated across different media (i.e. handouts are the same as online resources)
- If group work is involved, plan how students will report on the group process. Indicate, if necessary, how students are to inform you of their individual contribution in a group assignment. Curtin Teaching and Learning can aid with resources to assist in this regard
- Provide clear marking criteria and instructions to students prior to them commencing an assignment
- Use Turnitin formatively by incorporating a draft (revision) assignment submission to allow students to see the passages of text in their work that matches other sources. Explain the meaning of the similarity index and the originality report produced by Turnitin
- Direct students to Curtin’s checklist to avoid plagiarism and recommend that all students refer to this checklist prior to submitting an assignment. (http://academicintegrity.curtin.edu.au/global/checklist.cfm)
- Have students sign a statement that their assignment work is their own and that they have not previously submitted the work in another unit (refer to Assessment Policy 3.3). The checklist and the signed statement by the student could form part of the first page of the assignment and could be discussed in class when you are making explicit your expectations for academic integrity.
- Ask students to provide along with the references, a brief summary (or photocopy) of each source and where they obtained it, or collect an annotated bibliography prior to the assignment due date.
- Require students to give an oral report about their paper.
- Include specific or a limited range of resources or conditions for the assignment eg specify the references to be used, specify the use of recent references only, require an interview or oral defense.

**Responsibilities:** The Unit Coordinator is responsible for:

- Reviewing and moderating all assessments for the unit and ensuring that assessment tasks are aligned to the unit learning outcomes. This review should consider and make clear to students:
  - The learning outcome(s) assessed by each assessment task;
  - The marking criteria for each assessment;
  - The number, type and purpose of assessment tasks and the distribution of marks for each task;
• The dates of all assessments scheduled in the study period (excluding assessment tasks scheduled during examination weeks);
• Information on when they can expect their assessment tasks to be marked and/or returned with feedback;
• The duration of any examination(s) for the unit;
• Details of any penalties for late submission of work (where late submission is accepted);
• Where known, the dates of field work, clinical or practical placements and, where applicable, other special activities;
• The required referencing style and where guidance on complying with this referencing style can be obtained;
• Scheduled dates for Deferred Assessment and Supplementary Assessment.

For further information: See

• The Assessment and Student Progression Manual
• Teaching and Learning Handbook – Chapter 9 http://www.curtin.edu.au/cli/professional_learning/index.cfm

6.2 Moderation

Moderation concerns quality assurance processes to ensure that every student receives fair treatment with regard to assessment processes. Pre-, intra- and post-marking strategies should be considered to ensure equitable arrangements are in place for all students, irrespective of their study location or mode of study. Moderation processes are particularly important to have in place in units with large student cohorts and where multiple markers are involved. Details of moderation strategies that minimize the marking and feedback variation in a unit are found at http://ctl.curtin.edu.au/local/downloads/assessment/moderation_classification.pdf

At the review stage of each unit, the Unit Coordinator is required to document the strategies used to moderate their assessments (see Section 6.11 Assessment Quality Panel reports).

6.3 Academic Integrity and Plagiarism

Curtin has a plagiarism policy which supports a consistent approach to establishing the seriousness of an incident of plagiarism. It includes explicit procedures for dealing with a plagiarism incident, and keeping records.

Students must be informed of Curtin’s policy on academic integrity, including plagiarism.

Responsibilities: The Unit Coordinator is responsible for:

• Designing assessments that minimise the risk of plagiarism (See Section 6.1 Key Points on Assessment Design; on page xx of this document)
• Providing students with information and guidance on academic writing and the avoidance
of plagiarism appropriate to the discipline and level of study;

- Advising staff teaching the unit on the University's policies and procedures related to plagiarism;
- Identifying incidents of plagiarism and taking appropriate action as required. (Unit Coordinators are responsible for determining the outcome of Level I incidents of plagiarism, recording incidents on the Plagiarism Recording System, and providing students with appropriate remedial advice.)

**For further information:** See


### 6.4 Marking and grade allocations

Marking reliability can be improved in a number of ways. These include:

- Designing marking criteria with the teaching team
- Providing a marking guide and/or rubric to ensure reliability (consistency) between different markers
- Ensuring that all assignments (or one particular section of an assignment) are marked by the same marker
- Second marking/double-blind marking of some or all assessments - small differences can be resolved by averaging, whereas larger differences should be handled through discussion involving the unit coordinator and a third marker.

**Responsibilities:** The Unit Coordinator is responsible for ensuring:

- Moderation of assessments in accordance with Curtin policy on moderation (See the [Assessment and Student Progression Manual](http://academicintegrity.curtin.edu.au/global/staffbook.cfm))
- The fairness and reliability of assessment tasks and related marking criteria for those tasks
- Assessors are provided with sufficient information to ensure comparability of marking and providing clarification and/or guidance should this be required during the marking process
- Assessment tasks are marked in such a way that the mark or grade reflects how well a student achieved the learning outcomes and in accordance with the assessment criteria
- Markers record assessment results in GradeCentre (within Blackboard) and returned assignments are accompanied by feedback that:
  - Provides clear, constructive and timely guidance to help students improve their performance on future assessment tasks
  - Clearly explains how the final mark was derived;
  - Is provided in time for students to use it to improve their performance on the next assessment task. Different types of media can be used for feedback including verbal, written, digital etc.

The Unit Coordinator is also responsible for ensuring:
• The secure collection and return of assignments (online or hardcopy), the collation of grades and recording of results; and
• Issues are recorded as they arise during marking to ensure they are incorporated and resolved during the annual review process.

Note: that it is the responsibility of the Unit Coordinator to ensure that students receive feedback on their performance in assessment tasks in a timely and effective manner. Timely and effective feedback occurs when students are provided with feedback within a timeframe that will enable the student the opportunity to take action to address any deficiencies prior to completing the next related assessment task. Feedback should be aimed at supporting the student’s learning process and achievement of learning outcomes. Unit coordinators can work together to achieve better constructive alignment through assessment and feedback.

For further information: See Teaching and Learning Handbook – Chapters 9 and 10

6.5 Late assessment submission

Accepting late submission of assignments or other work is a matter for each Unit Coordinator and School to determine—in accordance with Section 12.1of the Assessment and Student Progression Manual.

Responsibilities

Unit Coordinators should ensure that penalties for late submission must be clearly set out in the unit outline as per Section 12.1of the Assessment and Student Progression Manual and with a reference to a standard school/department approach.

For further information: Refer to “Late Assessment” in Section 12.1of the Assessment and Student Progression Manual.

6.6 Reviewing grades

Before marks are released to students the results from marking should be explored. Consistency in marking across a marking team is imperative and any statistical analysis performed at this stage to determine the distribution of scores is an important moderation process

Responsibilities: The Unit Coordinator is responsible for the review of results. This review may comprise any of a number of available methods, such as:

• Ensure moderation practices have spot checking of a random or selected sample of student work to check for consistent application of marking criteria and standards;
• Second marking a random or selected sample of student work to compare marks awarded;
• Second marking student work deemed to be at a borderline (pass/fail or between grade boundaries);
• Grading marks if required to maintain a degree of comparability in the interpretation of grades across units;
• Analysing results to see if there is any potential variance between markers.
For further information: See Assessment and Student Progression Manual

6.7 Exclusions

Refer to ‘Exclusion’ of Students from fieldwork (including clinical and practical placements) in Sections 13 and 14 of the Fieldwork Education Manual for the correct procedures.

A student may be excluded from fieldwork where it has been determined that the student has:

- Not satisfactorily completed prerequisite units;
- Committed an act of misconduct;
- Behaved in such a way as to have breached the professional conduct expectations of the fieldwork partner;
- Is consistently unable, after due instruction and guidance, to perform the skills required at an appropriate standard attainable through supervision by University staff or on-site supervisory staff;
- Is considered by the Dean of Teaching and Learning to be in a state of health, whether mental or physical, which makes the student unfit to undertake the placement; or
- Is considered by the School to have breached guidelines for placement and/or is performing significantly below a pass standard and is disrupting the progress of students in his/her class.

Responsibilities: The Unit Coordinator is responsible for:

- The initial determination to immediately exclude a student for up to 24 hours may be made by the Unit Coordinator, fieldwork coordinator or equivalent member of staff.
- The Unit Coordinator, fieldwork coordinator or equivalent member of staff must immediately report the exclusion to the Head of School. The report must document the reasons and/or incidents giving rise to the decision to exclude the student.

For further information: See Fieldwork Education at Curtin. This website includes a detailed Fieldwork Education Manual to support fieldwork coordinators.

6.8 Late or supplementary assessment

See the Assessment and Student Progression Manual for the correct processes for deferred or supplementary assessments.

Responsibilities: The Unit Coordinator is responsible for:

- Recommending approval or non-approval of the request to the Head of School and provide reasons for the recommendation.
- Normally, a Late or Supplementary Assessment should be of the same duration and format as the original final assessment. However the Unit Coordinator may set any type of assessment provided it is consistent for all students in the same situation in the same unit and ensures students have achieved the unit learning outcomes.

For further information: See Assessment and Student Progression Manual
6.9 Examinations

An examination is a formal, supervised assessment of learning outcomes which usually takes place at the conclusion of a formal teaching period. The Unit Coordinator is usually the examiner for the unit. The examiner is assisted by a co-examiner, appointed by the Head of School.

Responsibilities: The Unit Coordinator is responsible for:

- Preparing examinations (centrally scheduled examinations usually take place at the conclusion of a semester or formal teaching period and must be worth at least 30% and not usually more than 50% of the final unit mark);
- Ensuring that the format and content of examination papers are in accordance with the requirements of the unit outline provided to students at the beginning of the study period;
- Ensuring that the examination paper is delivered to the University Examinations Office by the specified deadline;
- Directing students who request special consideration (e.g. because of religious commitments, a disability or medical condition) to University Counselling Service to make alternative examination arrangements, if required, by the set deadline; and
- Ensuring, wherever possible, past examination papers are made readily available to students for revision purposes.

For further information: All examinations, whether Centrally Scheduled or School Scheduled, must be conducted in accordance with the Assessment and Student Progression Manual.

Examinations held during the University Standard Examination Periods are Centrally Scheduled Examinations and will be scheduled and managed by the University Examinations Office, provided deadlines for submission of scheduling requirements and examination papers are met.

All other examinations (including Open Universities Australia at Curtin examinations) are School Scheduled Examinations.

Responsibilities: The Unit Coordinator is normally the examiner for the unit and is responsible for:

- The format and content of examination papers in accordance with the policy of the subject committee as set out in the unit outline provided to students at the beginning of the study period;
- Ensuring that the examination paper is hand-delivered to the University Examinations Office by the specified deadline;
- Ensuring that a different examination paper is written when the difference between the commencement times of two examinations (i.e. in different locations) exceeds the duration of the examination itself. Time zone differences (if any) must be taken into account when determining the commencement times of the examinations;
- School scheduled examinations and eTESTs are being invigilated (see Assessment and Student Progression Manual for the Regulations for the Conduct of Invigilated Examinations and eTESTs);
- Determining the grades and marks for students in a unit, in consultation with the co-examiner, and entering these on the result sheet. All grades and marks should be consistent with the University Grading System.
For further information: See Assessment and Student Progression Manual

6.10 Mark submission, missing marks

Students must be assigned a grade for each assessment in the unit according to the grading schema and marking criteria indicated in the unit outline.

There must be sufficient feedback provided to defend the grade that has been given.

Responsibilities: The Unit Coordinator is responsible for:

- Collating assessment results for the unit and ensuring that the marks are accurately recorded in GradeCentre.
- Maintaining accurate records of all assessment results (and any feedback provided to students) in case the student wishes to question the mark or the result is appealed.

For further information: Refer to the University Grading System

6.11 Assessment Quality Panel Reports

At Curtin, Assessment Quality Panels are responsible for the quality assurance processes for assessment in courses offered by each School including the review of moderation and academic integrity processes in each unit and compliance with Curtin assessment policy. The Assessment Quality Panels are required to provide a report to the relevant Faculty Dean of Teaching and Learning twice per year (generally within 30 days of the Board of Examination period for each semester; or appropriate interval relating to study periods).

Responsibilities: In order to capture the academic integrity and moderation strategies used in each unit, the unit coordinator is responsible for completing an online survey at the end of the study period in readiness for the Board of Examiners. The survey comprises checklists of commonly used strategies and additional areas for free text to capture additional strategies used with the teaching team.

6.12 Board of Examiners

A Board of Examiners is a committee that is constituted for each award course to ensure that the assessment and determination of performance for each student enrolled in that course are conducted in a fair and equitable manner.

The Board of Examiners is responsible for:

- Ratification of final results;
- Determination of each student’s academic status at the end of each study period;
- Approving or noting the approval of Deferred Assessment by the Head of School and notifying relevant Schools of all Deferred Assessment decisions;
- Approving Supplementary Assessment and notifying relevant Schools of all Supplementary Assessment decisions;
- Approving Conceded Passes;
- Determining Awards with Distinction; and
• Determining an Award with Honours and the level of Honours.

**Responsibilities:** The Unit Coordinator is normally a member of the Board of Examiners and is expected to participate on the Board as required by University policy.

Students placed on Conditional status by the Board must be provided with appropriate support and assistance. This may include a requirement to meet with the Unit Coordinator or other staff member or to attend counselling or undertake remedial studies.

**For further information:** See the *Assessment and Student Progression Manual*

### 6.13 Student reviews and appeals

Any student who feels the mark awarded for an assessment task is unfair or incorrect should in the first instance raise their concern with the appropriate member of staff (lecturer or staff member responsible for marking the work). Depending on the circumstances, the student may also need to raise the matter with the Unit Coordinator.

The Unit Coordinator must take care to ensure that all procedures, as per *Assessment and Student Progression Manual* are followed carefully.

**Responsibilities:** Where it seems warranted, the lecturer or Unit Coordinator will arrange for the work to be re-marked and the student notified.

**For further information:** See the *Assessment and Student Progression Manual*

### 7. The Teaching and Teaching Support Team

#### 7.1 The Teaching Team

The Unit Coordinator has a leading role in ensuring that all teachers in the unit (full-time, part-time and sessional staff) understand the unit requirements, are correctly informed of their responsibilities and work collaboratively to provide a high quality learning experience to students.

Usually, Unit Coordinators identify and recommend teaching staff to the Head of School. This must occur in sufficient time for sessional contracts to be prepared and signed by the authorised member of staff. Note that specific considerations may apply to off-campus staff (particularly those in offshore campuses) and/or staff working across multiple Schools, Faculties and locations.

Casual Academic staff (also known as sessional staff) are appointed, and work within, Curtin’s Human Resources conditions of employment. The administrative paper work associated with appointments is managed by Human Resources. The Unit Coordinator can assist by:
• Providing a communication gateway between the staff members concerned, the Head of School and Human Resources;
• Ensuring that work contracts and responsibilities are clear and accurate; and
• Ensuring appropriate access to required facilities and resources including: email, telephone, office space, access and library cards and teaching materials.

Unit Coordinators can support sessional teachers to contribute to improvements by:
• Encouraging feedback on the unit and recommendations for improvement;
• Seeking student feedback using ‘Stop, start, continue’, the ‘one minute paper’ and eVALUate (unit and teaching surveys);
• Engaging in professional dialogue on student feedback; and
• Including sessional teachers in course and unit review processes and pursuing professional development opportunities as they arise.

Responsibilities: The Unit Coordinator can ensure a positive learning environment is created amongst the teaching staff by ensuring that sessional staff are:
• Welcomed to the University and treated fairly, respectfully and professionally;
• Invited and encouraged to attend relevant induction, training and professional learning programs including Foundations of Learning and Teaching (see Training in Tertiary Teaching For Sessional Staff policy);
• Supported in understanding Curtin policies and procedures;
• Ensure the teaching team has an understanding of their obligations in assisting and sharing in teaching and learning responsibilities, in assisting with preparation for certain classes, academic integrity procedures, and so on.
• Given access to relevant employment information and that all actions have been completed to ensure required access to facilities and resources have been made available;
• Included as collaborative partners to constantly improve student learning experiences and outcomes;
• Invited to participate in relevant University functions and activities; and
• Actively involved in the moderation process with all the members of the teaching team.

A Unit Coordinator must ensure that remote, off-campus and offshore teachers receive course and unit materials in a timely fashion, (a minimum of one week before the commencement of the study period) and communicate with them on a regular basis to ensure that the unit is delivered smoothly and comparably in each location.

Although Curtin systems recognise only one Unit Coordinator per unit, where there are local coordinators on branch campuses or offshore locations, the nominated Unit Coordinator must consult closely with each person regarding the particular contexts and student needs for that location. Check status of the coordinators offshore as this may vary for each faculty.

For further information: See
• Human Resources Conditions of Employment
- **Appointment of Casual Academic Staff Procedures**
- Curtin Staff website see [http://staff.curtin.edu.au/](http://staff.curtin.edu.au/)
- **Frameworks for Internationalisation**: this is a web-based, self-directed professional development program for Curtin staff that was part of an Australian Government Office for Learning and Teaching project (Learning Without Borders). Especially relevant to a Unit Coordinator are the following two modules:
  - **Module B**: for Transnational Unit Coordinators/Team Leaders
  - **Module C**: for Teachers in a Transnational classroom
- A number of Australian Government Office for Learning and Teaching projects have developed resources that assist in managing sessional staff and clarifying the Unit Coordinator role as an academic leader, see:
  - **The Recognition, Reward and Development (RED) Resource** (for sessional staff management and development).
  - **The UCall Project** (a range of resources about the Unit Coordinator role including a booklet of very useful pro formas).

### 7.2 The Teaching Support Officer

The Teaching Support Officer provides support to Unit and Course Coordinators by undertaking administrative activities which support the smooth running of units and courses, across all locations, modes of delivery, and study periods. The position liaises with functional service providers (e.g. HR, Student Services, Courses Management (CTL), Marketing) and external partners (if relevant) to ensure the timely and accurate completion of administrative requirements of units and courses, including support for: organisation of course and unit availabilities; access to required unit materials for students and teaching staff; administrative processes related to assessment, moderation, and academic integrity; the preparation of documentation for Boards of Examiners, course reviews and accreditation; communications to teaching staff; and assisting academic staff in handling student enquiries.

Specific duties that will assist the Unit Coordinator are:

- Provide support in relation to the administration of units delivered on-line or in offshore or regional locations.
- Assist with the preparation of relevant documentation associated with quality assurance activities, course review and accreditation.
- Assist academic staff with the creation and maintenance of unit outlines on Unit Outline Builder and the updating of course materials on Blackboard, ensuring accuracy of information on student information systems.
- Liaise with Student Services and academic staff on matters relating to class lists including tutorial changes and maintenance of up-to-date class lists for units.
- Work closely with unit coordinators to identify casual academic staffing needs and liaise with the HR service provider to ensure that these requirements are met.
- Facilitate relevant and timely communications to teaching staff.
- Ensure all necessary learning resources are available.
- Liaise with the Assessment Centre (CTL) and the iLecture team, including making
relevant bookings.
• Undertake administrative processes relating to assessment as requested by Coordinators to assist with assessment and moderation.
• Collate examination results and prepare relevant documentation for submissions to Boards of Examiners
• Respond to student administrative queries, liaising with academic staff as necessary and referring students to other services as required.
• Assist in the coordination of work integrated learning experiences, as directed.

7.3 The Teaching Support Coordinator

The Teaching Support Coordinator is responsible for the management of day-to-day operational requirements of teaching administration support in a school or faculty and for coordinating and managing associated projects. The position provides day to day supervision and guidance to Teaching Support Officers (TSO) who provide support to Unit and Course Coordinators by undertaking administrative activities which support the smooth running of units and courses, across all locations, modes of delivery, and study periods.

The position liaises closely with School Business Managers, Heads of School, Academic Course and Unit Coordinators and plays a key role in ensuring consistency of processes within a school/faculty and in identifying process improvements. The position also provides executive support in the areas of course review and accreditation.

Specific duties that will assist the Teaching Support Officer and Unit Coordinator are:

• Oversee the teaching administration support function with a school/faculty, liaising with the relevant academic staff and providing guidance to Teaching Support Officers (TSO) to ensure the consistent delivery of teaching support services within the school/faculty.
• Supervise work priorities and work flow of TSOs ensuring appropriate TSO support is efficiently allocated to academic course and unit coordinators and peaks and troughs in workload are adequately covered.
• Ensure administrative activities relating to unit and course coordination are effectively supported across all modes of delivery and locations.
• Plan course and unit processes to ensure critical university dates and deadlines are adhered to.
• Facilitate the induction of new TSOs and ensure that they are trained in relevant systems and processes.
• Prepare documentation pertaining to new teaching developments and course changes for submission to courses committee for approval.
• Facilitate and communicate to the relevant parties any approved changes to courses.
• Implement and maintain effective quality assurance systems relating to course administration.
• Maintain an up to date and in-depth knowledge of relevant University policies and administrative procedures.
• Facilitate relevant and timely communications to academic teaching staff and TSOs.
• Oversee and coordinate the collation of examination results and relevant documentation for submissions to Boards of Examiners
• Respond to and resolve student administrative queries, liaising with academic staff as necessary and referring students to other services as required.
• Work with teaching staff to plan and implement work integrated learning experiences.

7.4 School Student Service Officer

The School Student Service Advisor provides quality service to support the School/Department in the day to day operational requirements of student service focused administration. The position works closely with the School Business Manager and the Student Services Hub teams to ensure the consistent and unified delivery of student administration services within the School. The position will be located within a Faculty, School/Department.

Specific duties that will assist the Teaching Support Officer and Unit Coordinator are:

• Be first point of contact for initial student queries, redirect to relevant staff as appropriate.
• Timetable School Allocated Teaching space according to requirements
• Liaise with Student Services Office regarding student groups (sets) for class reservations and streams.
• Coordinate and act as point of contact across areas in regard to Credit for Recognised Learning (CRL) application approval and applications for admission requirements.
• Maintain information regarding students on placement, ensuring all legal paperwork i.e. insurance, working with children is completed and managed.
• Monitor Unit enrolments and class registrations. Liaise with TSO/TSC if further classes are required to be added.
• Manage room bookings and Access plans and special considerations i.e. Elite athletes for the School.
• Coordinate the Board of Examiners (BOE) meeting for the School, ensuring room, equipment and resources are set up and the attendance of relevant academic and professional staff.
• Act as secretary and record the decisions for BOE.
  ▪ Advise students of their Student Status after BOE with regard to terminated or conditional status and provide students with information on their return to good standing via OCC (Official Communication Channel)
  ▪ Advises students by OC of their Supplementary or Deferred Assessment/Exam, date, time and location
  ▪ Coordinate and publish practical exam timetable for deferred assessments and supplementary exams.
  ▪ Schedule invigilators and coordinate any required staff for supplementary exams.
  ▪ Identify students who should receive distinctions, school prizes and be recommended for the VC’s list using reports from Student One.
• Coordinate student documentation management within the School
8. Supporting Students

8.1 Classroom Management

Expectations related to student behaviour are set out in the Student Charter (http://students.curtin.edu.au/rights/student_charter.cfm), which was developed in partnership by the Student Guild and the University. Students have responsibilities and are expected to:

1. Inform themselves of, and comply with, all relevant laws, University Statutes, rules, by-laws, the University’s Guiding Ethical Principles, policies and procedures relating to their rights as a student.
2. Participate constructively in the learning experience.
3. Be aware of course and unit requirements and their individual academic progress.
4. Behave in an appropriate manner within the learning environment, showing respect for both staff and fellow students at all times.
5. Use University facilities and services in an honest and responsible manner.
6. Recognise that cheating, plagiarism and fabrication or falsification of data are not acceptable.
7. Embrace and recognise diversity.
8. Adhere to the proper use of copyright material.

For assistance on issues relating to classroom management, contact your Course Coordinator, Director of Teaching and Learning, Faculty Dean Teaching and Learning or contact staff from Curtin’s Teaching and Learning (see http://ctl.curtin.edu.au/global/staff.cfm) or Email: CTL@curtin.edu.au

8.2 Student Wellbeing

The University provides a range of services to support students, however, if you are unsure about which service can best help a student visit Student Wellbeing at: http://studentwellbeing.curtin.edu.au/ or email: studentwellbeing@curtin.edu.au

8.3 Student Learning Centre

The Learning Centre provides academic guidance and development for Curtin students. The Centre offers a range of free online programs and workshops to help support student success. Students are able to drop in for individual assignment advice and can improve their writing and study skills by accessing online programs and workshops.

Support services for students studying in offshore locations will vary according to location.

The Unit Coordinator is responsible for identifying students in need of specialist learning help and refer them to the Learning Centre, see http://life.curtin.edu.au/learning-support.htm.
8.4 Student equity, diversity and disability

Curtin recognises that some students require alternative arrangements for teaching and learning and assessments. This may be due to a disability, a medical condition or a religious reason. Curtin is also committed to enhancing opportunities for people from diverse backgrounds to participate and succeed in higher education.

The Disability Standards for Education and Guidance Notes 2005 supports the rights of students in education, and outlines the obligations that education providers must meet to assist students with a disability. Students with a disability have the right to accessible learning and assessment activities appropriate to their needs. Learning resources should be provided in an appropriate format that does not disadvantage the student. Teaching and assessment strategies may need to be adjusted to meet the learning needs of the student.

Curtin has a range of initiatives to support students, for example, there are initiatives operating within Faculties and the Centre for Aboriginal Studies, as well as through services such as Student Wellbeing, Counselling and Disability Services, the Careers Centre and many others. See the CurtinLife site for more information.

- The University's Reconciliation Action Plan 2014-2017 articulates ways in which Curtin seeks to embed reconciliation into the core business of the University, focusing on teaching, learning and research and the engagement of Aboriginal and Torres Strait Islander and non-Indigenous staff and students in reciprocal relationships.
- Curtin has a Disability Access and Inclusion Plan (DAIP) that outlines how Curtin will ensure access for students with disabilities.
- Curtin is required to adhere to the principles of Universal Design when developing learning resources and experiences for students.
- Curtin is required to ensure all teaching and learning activities that relate to offshore education or cross-cultural education comply with the policies and principles outlined in the Transnational Education website.
- Equity examinations are facilitated through the University Counselling Services.

The Unit Coordinator must ensure that:

- Reasonable adjustments are made to learning and assessment activities to accommodate student equity and the needs of students with a disability, provided the adjustments do not compromise the academic integrity of the course (see for example the website on Universal Design), and
- They consult with staff from University Counselling Services and Disability Services to discuss specific issues that may arise within the unit

8.5 Counselling Services

The Counselling Service offers a range of services to students, from academic advice to counselling to crisis assistance. They also provide support services for international students and run group workshops throughout the year. Some of the workshops offered are
designed to assist staff to provide the right support for students experiencing a crisis.

For further information: See Student Counselling Services

9. Other Administrative Activities

9.1 Credit for recognised learning

Credit for Recognised Learning (CRL) may be granted to students on the basis of:

- Prior studies; and/or
- Prior professional (work) or life experience.

The authority to approve CRL in all courses, both undergraduate and postgraduate, rests with the relevant Pro Vice Chancellor. However, the Pro Vice Chancellor may delegate authority to approve CRL to designated staff within the Faculty, and it is normal for the designated officer within the Faculty to seek advice from the Unit Coordinator when assessing a CRL application.

Responsibilities: The Unit Coordinator is responsible for providing advice to the Faculty on the assessment of CRL applications.

For further information: See the Student Central website

9.2 Timetables and teaching spaces

The Unit Coordinator is responsible for scheduling classes and booking venues for all teaching and learning activities in conjunction with the relevant School staff (e.g. Student Service Officer, Teaching Support Officer, course coordinator).

For activities related to classes/units please email the Class Management Office (classes@curtin.edu.au) with your request.

Curtin staff accessing centrally allocated teaching spaces can log in and create their booking requests online by visiting http://roombookings.curtin.edu.au/staff.cfm. The web room booking system is for ad-hoc bookings only (e.g. meetings) and is not a tool for scheduling teaching activities.

Other procedures may apply where access to locally managed facilities is required particularly in offshore locations.

Special timetabling and rooming considerations may apply where a unit is taught across a number of courses, or if access to audio-visual and/or other teaching aids are required.

All staff are encouraged to make optimal use of Curtin’s iLectures for recording lectures and making them available to students online. For support to achieve this visit: Curtin Teaching and Learning

Responsibilities: The Unit Coordinator is responsible for:
• Liaising with the Course Coordinator with respect to the scheduling of teaching and learning activities;
• Liaising with Teaching Support Officers to request centrally allocated teaching spaces through the Class Management Office and request booking of teaching spaces for other relevant learning and assessment activities;
• Liaising with Teaching Support Officers to ensure that the venue is appropriate to the learning and/or assessment activity; and
• Advising lecturers and tutors associated with the unit of their respective space allocations

*For further information:* See [Curtin iLectures](#)

### 9.3 Classlists

Whilst it is the responsibility of students to ensure that they are correctly enrolled in a unit, the Unit Coordinator should also check enrolment records and availabilities for the unit to ensure the appropriate support is provided to the teaching team and students.

**Responsibilities:** The Unit Coordinator is responsible for:

- Providing lecturers and tutors with access to the class list at the commencement of the unit; and
- Reminding lecturers and tutors to check the class list and advise students to amend their enrolment accordingly when an anomaly is noticed.

*For further information:* See Curtin’s [Admission and Enrolment Manual - 2012](#)

### 10. Unit quality: improving learning and teaching

#### 10.1 eVALUate – student feedback on units and teachers

Curtin is committed to monitoring and improving the quality of learning and teaching through systematic unit and teaching evaluation, analysis and interpretation, responding to student feedback, publication of results and benchmarking.

Unit Coordinators play a key role in using the feedback to improve units by reading reports, reflecting on student feedback and working with other staff teaching in the unit to improve the student experience.

*eVALUate* is Curtin’s online system for gathering and reporting students’ perceptions about their learning experiences. Students can give feedback about units and teaching through the *eVALUate unit survey* and the *eVALUate teaching survey*. The eVALUate unit survey is automatically available for all coursework units and the eVALUate teaching survey is available for all teaching staff on request (teachers are required to register online (see [http://evaluate.curtin.edu.au/info/](http://evaluate.curtin.edu.au/info/)).

**Responsibilities:** The Unit Coordinator should:
• Encourage teachers to use techniques such as ‘Stop, Start, Continue’ to get early formative feedback at around week 3-4 of the teaching period.
• Promote eVALUate enthusiastically and educate students and teaching staff about eVALUate to encourage students to give feedback on the unit and on teachers;
• Reflect on the student feedback and share the results with other staff teaching in the accordance with the Full Unit Report guidelines;
• Inform students of what has been or will be done about their feedback and how the unit has been changed as a result of that feedback. Closing the feedback loop is universally considered to be excellent practice in teaching and learning (See Scholarship of Teaching and Learning in Teaching Excellence at Curtin).
  - Give feedback by adding a unit coordinator response in the Unit Summary Report;
  - Give feedback on the Unit Outline using the Unit Outline Builder;
• Monitor the quality of a unit using student feedback from eVALUate reports and other sources (e.g. focus groups) and benchmarking with other units; and
• Use feedback to identify opportunities for recognising excellence and identifying areas for improvement.

For further information: See Curtin’s eVALUate website and the Teaching and Learning Handbook – Chapter 11

10.2 Unit and course review

Units should be reviewed annually to ensure that they reflect good teaching and learning practice. They will also be reviewed as part of the review of the course, usually every 5 years.

As part of the annual course review process, the Unit Coordinator is responsible for reviewing the unit in conjunction with the teaching team, the Course Coordinator, other Unit Coordinators within the course, colleagues within the institution or those external to it.

Responsibilities: A review would typically ensure that teaching and learning activities are:

• Aligned with the unit learning outcomes;
• Consistent with the scope and level of the unit;
• Clearly and unambiguously described in terms of the task and assessment criteria;
• Equivalent when offered in multiple locations;
• Designed to avoid the inadvertent encouragement of plagiarism;
• Appropriately weighted and scheduled across the study period;
• Negotiated with the Course Coordinators who are responsible for the course/s where that unit is taught.

For further information: See the Teaching and Learning Handbook and the Assessment and Student Progression Manual