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Introduction

So you have decided to be a tutor / demonstrator. This booklet is a brief survival guide for tutors and demonstrators in the Faculty of Science, at the University of New South Wales. The aim is to outline some basic information which you may find useful as a tutor or demonstrator. By no means do you need to use all of the suggestions and you may come up with others, but these will help to get you started.

The information provided in this document is in response to the questions and concerns which were raised by tutors during a tutor focus group held at the end of 2003.

The material has been put together by the Faculty of Science EdSquad from material collected from a variety of tutor, demonstrator and teaching manuals (refer to other resources section) and from personal correspondence with academic staff at UNSW.

This Survival Guide is divided into the following sections:

- Your Role As A Tutor / Demonstrator
- Your First Class
- Tips for Demonstrators
- Engaging Students
- Group Facilitation
- Reflective Practice
- Marking & Assessment
- Providing Feedback
- Plagiarism and Copyright
- Troubleshooting
- Other Resources and Reference
- UNSW Student and Teaching Support Services
Know Your Role as a Tutor / Demonstrator

Your first task as a tutor / demonstrator is to establish your role within your school. This should be provided to you by your supervisor or School. The roles and responsibilities will vary significantly from school to school with some tutoring being totally self-directed, with little interaction or instruction from their supervisor, while others may meet regularly and the school may provide ongoing and regular training. Because of the great variation it is important that you clarify exactly what is expected of you. Some of the responsibilities that are outlined in this document may be the responsibility of the lecturers in your instance.

The following table provides a starting point for negotiation and understanding what your roles and responsibilities as a tutor / demonstrator will be. Make sure that you are provided with the opportunity to go through this checklist with your course coordinator.

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(Adapted from Sutherland, Small Group Teaching: A Guide for VUW Teachers)

Before your first tutorial, make sure that you find out the following information from your course coordinator:

- What your responsibilities as a tutor are within your school.
- What the learning outcomes* are for each class, i.e., what your students are expected to know, understand and be able to do at the end of the tutorial and semester.
- Relevant information about assignments, tests, and grading for the course.
- Relevant contact information for you or the lecturer such as room numbers, phone number, email address etc.

**Learning outcomes** are explicit statements of what you want students to know, understand, or be able to do as a result of completing the tutorial / practical class. Learning outcomes are not content-based course descriptions, but they can include discipline-based outcomes. These might cover factual subject knowledge, professional knowledge, and professional skills and abilities. Learning outcomes might also include the development of graduate attributes. See UNSW Learning and Teaching Unit (LTU) http://www.ltunsw.edu.au/content/course_prog_support/outcomes.cfm?ss=0
Before the First Day

The first day of class sets the tone for the rest of the session, so you will want to make a good impression and build the foundations for a positive classroom environment. For this reason, and in order to help alleviate your inevitable anxiety and nervousness, you need to plan ahead. Here are some ideas.

- **Who are your students?**
  Make sure that you obtain a list of your students and start familiarising yourself with their names and the pronunciation of them, before your first class. Some of your students may have a disability which you need to be aware of and prepare for.

- **Where is your tutorial room / laboratory?**
  You need to visit your tutorial room to determine what kind of an environment it is, what equipment is available, and what seating arrangements might be possible. You will need to consider the following issues.

  - **The board** - Will you need whiteboard markers or chalk? Is there a duster/eraser supplied? Practice writing on the board. Step back and check that you can read your writing from various points in the room. Adjust the style and size of your writing accordingly.

  - **Laboratory/audio-visual equipment** - Does it all work? Can you assemble it if required? Who do you contact if things go wrong? Is an overhead projector kept permanently in the room? Where does it sit? Is there a screen, or will you have to project on to the whiteboard? Is the projection visible from all areas in the room? Are replacement bulbs readily available? Are there accessible electrical outlets?

  - **Ventilation** – Are there windows? Do they open easily? Is there air conditioning? What about heating?

  - **Safety and security** – Is there a fire extinguisher in the room? If not, where is the nearest accessible one? Where is the nearest fire alarm? Are fire exits well marked and kept clear? (You need to stay aware of this when arranging furniture). Will you have quick and easy access to your School’s First Aid Kit, in the case of emergency, or should you make arrangements with another School in the building in which you teach? If you are teaching late at night or early in the morning, have arrangements been made to lock and unlock the doors?

  - **Furniture and seating arrangements** – Is the furniture fixed or movable? Is there enough for the number of students? You need to think about how you might arrange the seating. If you want active discussions to take place in your tutorials, seating arranged in rows behind tables will not encourage this. The two arrangements most conducive to discussion are the circle and the semi-circle or crescent. All class participants can see each other in these set-ups, and you can monitor how discussion is progressing by easily observing body language and other non-verbal signals. You also need to consider where you will seat yourself each week, and what this choice will convey to the students. Placing yourself behind a desk at the front of the class, for example, creates a rather formal atmosphere and may imply that you are the authority, the one with all the knowledge. As Barrington (1998) suggests, this may induce passivity in some students. Small group work can help combat passivity, and alternating seating arrangements and changing groups from time to time will also help with weariness – theirs and yours!

  "You should pay attention to where students sit, as their choice of places can be instructive. A student may look for an out-of-the-way place, for example, or choose a seat opposite, aside from, or close by the tutor. Seating choice may or may not mean anything, but – as with other forms of body language – it may offer clues as to shyness, self-assuredness, or a desire for security or privileged access. It may also provide some hints as to what view of your role different students initially have in mind." (Dawson, 1998, p. 16)
• **What are you going to do on the first day?**

Next, think about what kind of structure you want your first session to follow. Familiarise yourself with the overall course outline and topics and find out whether you can plan your own tutorial/lab sessions, or whether topics and outlines are provided for you by the course convenor. If the topics for tutorial sessions are provided, or if all tutorials are meant to follow a standardised format and cover the same material, you STILL need to plan each of your sessions, taking into consideration timing and learning objectives.

The first day of class is a little different, however, and needs careful consideration and planning.

*Adapted from: Small Group Teaching, University Teaching Development Centre, Victoria University of Wellington; [http://www.utdc.vuw.ac.nz/tutors/](http://www.utdc.vuw.ac.nz/tutors/)*
Your First Class

During the first tutorial you should:

- **Introduce yourself to the class**: Tell your students a little about yourself and your work. If you are involved in any research project briefly outline these to the students to give them a sense of who you are. This will remind them that you're human. It also helps to calm your nerves. Give the students all relevant information such as room numbers, phone number, email address etc of when and where you can be contacted.

- **Conduct ice breakers**: These are more important than many people think. They help to break down tension, make students more relaxed (many will be more anxious than you), get people to interact with each other and help students to develop acquaintances early in the year.

*EXAMPLE: Ice breaker*

Have the students divide into pairs and discuss who they are and why they are doing the course. Each person then reports back to the class about their neighbour.

*FURTHER INFORMATION: Ice Breakers*

http://www.utdc.vuw.ac.nz/tutors/  
(Small Group Teaching - University Teaching Development Centre (UTDC) Victoria University of Wellington, pg 17–20);


- **Set and discuss goals**: Discuss the syllabus and course organization with students and explain how your class fits in with lectures or other courses students are likely to be taking. If you are at all nervous about the class, the syllabus will give you and the students something to concentrate on and may help to stimulate discussion. In addition, it will show them that you are organized, have planned ahead, and think the course is important enough to warrant your time and effort. Let them know how they can help you and fulfill their responsibilities as students, e.g., "Stop me if you have a question", "Let me know if I make an obvious mistake."

- **Establish ground rules**: This includes what you expect of them and what they can expect in return. What are the rights and responsibilities of everyone concerned? Ground rules should be developed by the whole group (you and the students) at the beginning of session. For example only one person should talk at a time, be on time, rules for late assignments, etc. This ensures that students are committed to them and that they will try to adhere to them.

*EXAMPLE: Ground rules*

**Student's responsibilities:**
- come prepared and participate in the class activities;
- hand in work on time;
- notify the tutor when they are having difficulties;
- behave in a civil manner.

**Tutor's responsibilities:**
- come prepared;
- ensure that the tutorials are interesting and well managed;
- be approachable friendly and enthusiastic;
- try to understand the students' situation.

**Everyone's responsibility:**
Be prepared, polite and prompt.
Tips for Tutors and Demonstrators

Here are some general tips to get you started.

- **Develop independent learning skills**: help your students to become independent learners. Your role as a tutor / demonstrator is to encourage students to think without your assistance. Rather than tell them the answer (whether or not you know it), try and create a situation whereby the students are answering the questions.

- The best way to develop independent learners is to stimulate **active learning**. This is when the students do something to participate in the learning process. This learning can be stimulated by engaging the students with questions, personal perspectives, real-life problems, structuring a variety of activities to stimulate student learning, requiring students to do the work.

FURTHER INFORMATION:
- **Active learning**: [http://www.active-learning-site.com](http://www.active-learning-site.com)
- **Guidelines on Learning that Inform Teaching** (see Appendices) [http://www.ltu.unsw.edu.au/content/course_prog_support/guidelines.cfm?ss=0](http://www.ltu.unsw.edu.au/content/course_prog_support/guidelines.cfm?ss=0)

- Present the “big picture” first – link specific topics to the overall scheme of the discipline and to experiences or observations that your students may have made outside university, e.g., see the **Guidelines that Inform Learning** *(LTU website 2005)*.

- **Explain why, what you are teaching, is important**. Remember that even if you can’t think of a direct practical application or significance, learning this topic might be an essential step towards learning something else, or achieving a specific goal.

- **Learn – Only ask questions in order to learn from the students**. Teachers tend to ask simple questions with definite answers in a question-response-evaluation sequence. The questions merely stimulate responses from students, only plumbing a student’s memory. Such questions make students feel that they are being evaluated, which can make many uncomfortable and unwilling to suggest novel and interesting ideas and insights. So, avoid such ‘revival meeting’ styles, which get students to echo rather than to think and compose their own perspectives. Give them a chance, and a class will come up with intriguing and diverse responses, including many that you would never have thought of. If you ask an open-ended question, i.e., avoid questions that require yes/no answers; with no single correct answer, and students are not speaking up right away, then take the next step …

- **Shift the burden** – Have students rely on each other for notes, handouts, etc. for classes that they have missed rather than relying on you. Address student anxiety by asking a student who approaches you what would make sense to do. Leave the student with the impression that you are reasonable if they approach you, having thought about the problem and some possible solutions. For example, variations from specific instructions within the tutorial that seem reasonable and educational just need

*‘Give back ownership of ideas by acknowledging contributions. As in management ‘egotistical natures result in a dictatorial environment where the... tutor, will only achieve his/her thoughts or goals’*

Science Tutor Training participant, 2005
written documentation. Let a student know that providing such documentation makes it easy for us to say ‘yes’ without feeling that we are disadvantaging other students.

- **Be wary of requests for exceptions.** Students sometimes want to be treated as a special case in order to avoid anxiety about a particular activity, to avoid the emotions that sometimes accompany a challenge. When students do avoid such work, they are in danger of learning less. If you suspect that this is the case, ask the student or whole class how they feel about the task and ask request strategies to deal with any confusion or anxiety.

- **Occupational Health and Safety (OHS).** As a tutor or demonstrator you have a responsibility to cooperate with all university health and safety policies and procedures, ensuring you take all reasonable care that your actions or omissions do not impact on the health and safety of others in the University. This includes safety both within and out of the laboratory.

  - It is important to note that demonstrators and tutors have the same responsibilities as supervisors in regard to OHS.
  - It is suggested that tutors and demonstrators undergo relevant OHS related training – specifically OHS Awareness. If they are demonstrating in areas using biological hazards then Bio safety and Infection Control should be recommended as should Hazardous Substances training for those involved in Science labs.

**FURTHER INFORMATION:**
Each School has different procedures relating to OHS. Further details on specific issues regarding OHS can be obtained from your School OHS Committee or the Risk Management Unit.

**FURTHER INFORMATION:**
*Risk Management Unit:*
http://www.hr.unsw.edu.au/ohswc/ohs/ohs_training.html

The UNSW Training Guide suggests the type of training to be undertaken when specific activities are involved.

**FURTHER INFORMATION:**
*Online tutor / facilitator –* This Survival Guide concentrates primarily on face to face tutoring / demonstrating. Some of you may be a tutor in an online environment, i.e., WebCT. Many of the skills that you will use in the online environment are similar to face to face classes however there will be a few new ones which will be required online. EDTeC provide courses in WebCT and online facilitation.

**FURTHER INFORMATION:**
- **WebCT guide**
  http://support.vista.elearning.unsw.edu.au/content/userDocs/WebCTGettingStartedGuide2006BW.pdf
- **EDTeC:**
  http://www.edtec.unsw.edu.au/
- **Online Facilitation:**
  http://www.flexiblelearning.net.au/guides/facilitation.html
Tips Especially for Demonstrators

The skills required to demonstrate in a laboratory class / field trip differ in some respects from those necessary for running tutorials or lectures, because of their practical and hands-on nature. The following points outline some suggestions for successful laboratory demonstrating.

Preparation:

In most cases, the demonstrators for each course meet regularly to coordinate and discuss the laboratory sessions. If this is not happening, negotiate with the academic in charge or course coordinator to establish regular meetings. Many of the following points can be discussed during these sessions.

- Determine what the overall aims and learning outcomes of the laboratory are? Common aims are to:
  - Reinforce the theory or themes presented in lectures with hands-on experience;
  - Provide training in scientific enquiry through experiments, problem solving and project work;
  - Help students develop skills in measurement, observation, recording, reasoning, team work and presentation skills;
  - Train students in specialised technical skills;
  - Encourage students to interact, and tackle problems or tasks constructively as part of a team.

- What are the theories and concepts that underpin the laboratory sessions? You can be sure that most students will not remember it from the lectures!

- How is the laboratory work assessed? & What is expected from the students?

- How can more experienced tutors provide you with technical support? Perhaps they can help you practice using and setting up complex equipment beforehand.

- What is your duty of care, and responsibilities with respect to the current safety standards in your discipline? Take this opportunity to read and discuss the Occupational Health and Safety legislation.

- Are there any health and safety issues associated with specific laboratory sessions or topics?

- What to do in the case of an accident, evacuation and/ or student misconduct?

At the beginning of each laboratory session:

- Talk to the students as they come in. It’s a good opportunity to start getting to know them, and to find out about their expectations and background knowledge.

- It’s often useful to give an introduction to the whole group before they begin the hands-on part of the laboratory. During this time outline issues such as:
  - The aims or learning outcomes of the laboratory session/programme;
  - Highlight the theory and issues that underlie the experimental work;
  - Demonstrate how key equipment or new procedures work;
  - Highlight any potential difficulties or safety issues associated with the laboratory session;
  - Give details of clean-up procedures, for example the disposal of harmful chemicals and sharps;
  - Walking around and speaking to the students as you mark the roll. It is an excellent way to get to know the students and student names.

During the laboratory session:

- Ensure that all students are wearing the required protective clothing and shoes, and be vigilant in supervising their adherence to safety procedures.
• Practice what you preach – follow all safety procedures yourself and always wear the correct protective clothing.
• Try and talk to each student in your group at least once during the laboratory session.
• Don’t show favouritism.
• If students are required to call upon you as they need help, place yourself in a visible position and be available. Don’t spend this time talking with other demonstrators as many students will be reluctant to interrupt you.

• Laboratory sessions can be particularly prone to finding your time dominated by one student. Be fair in allocating your time and encourage students to help each other where possible.
• Try not to do too much of the experimental and reasoning tasks for your students, e.g., if it is safe, ask them to “try it first and then ask”. Note: only do this if it is safe to do so. Don’t spend all your time finding things for them, but direct them to who to ask (preparatory staff) or where to look.
• Be observant. Be aware of students who do not ask for help as they often need it, but are uncomfortable about asking.
• If you have spare time, randomly approach students and ask them how they are going, ask them to explain to you what they are doing and why.
• Report all accidents.
• Report hazards, e.g., bare wires or spills which are too large for you or the students to clean up.
• Enforce safety (OHS) at all times, e.g., wearing appropriate PPE.
• Ask if you don’t know.

**ACTIVITY:** What is the difference between the **Aims** and the **Learning Objectives** for a class/course? Consult [http://www.ltu.unsw.edu.au/](http://www.ltu.unsw.edu.au/)
EXAMPLES OF YOUR ROLE AS A TUTOR OR DEMONSTRATOR
Engaging your students

GENERAL TIPS:

• **Experiment with alternative teaching styles.** Vary the activities of each tutorial but explain each one carefully. Other possibilities include getting the students to:
  - Solve conceptual problems in groups (instead of you doing all the talking);
  - Reorganise information using mind maps, concept maps, tree diagrams etc.;
  - Facilitate the class and write the relevant points on the white board;
  - Set questions that others have to answer.

Pay attention to what techniques seem to work well in your class. Do them again to see if they really work. If they do, add them permanently to your repertoire of techniques. See what doesn’t seem to work. Experiment with and reflect upon different styles, questioning skills, and so on.

• **Provide a context:**
  - Relate this week's work to last week's and present the big picture so that students begin to develop some sense of the structure of the course content;
  - Give a quick pre-test or quiz;
  - Get students working – ask them to jot down the key concepts of the previous lecture or reading;
  - Start with an interesting diagram, puzzle, scenario, problem, question, cartoon – anything that will get them all thinking and talking;
  - Ask students for volunteers to present their answers to an assignment question to the class.

• **Help your students stay engaged** by ensuring that they take part in several different types of activities during any one teaching session, for example, listening, talking, reading, writing, small group discussion and individual reflection.

• **Keep students' attention** with your voice and maintain contact with your students. If there is room to do so, move around the room so that you can make eye contact with people in various parts of the room.

• **Keep tutorials interesting and active.** If students are kept interested, involved and feel like they are going to miss important work if they are absent, they will want to attend.

• If possible, **allow students some choice** in what they do. For example, let them choose aspects of a topic upon which to concentrate, or ask them how they would like to approach a topic. They may give you more insight into interesting ways to approach a topic.

• **Help students to structure and organise their own learning:**
  - Ask how they are going with their assignments;
  - Remind them to keep their notes and other materials organised;
  - Ask how they do this;
  - Help them to seek assistance for any problems;
  - Get them to share ideas for learning, making condensed notes, and other memorising strategies;
  - Ask them to do a 'minute paper' at the end of a session. (Students take a minute to answer 2 basic questions: What did I learn today? What I still don’t understand is ....).
International students or others with language difficulties and students with emerging study difficulties should be referred to the Learning Centre (http://www.lc.unsw.edu.au/).

- **Share display space – Let students fill the board or overheads.** On the board put mainly the words of students rather than your words. Better yet, have a student write on the board while you or a student facilitates responses from the class. Ask questions of the class or of student groups, and then get their responses recorded on the board in abbreviated form for discussion and analysis. Having students work in groups writing on butcher's paper, which can be displayed to the class, accomplishes a similar role.

- **Wait for responses – Remain silent while waiting for students to respond.** The more you talk, the less they talk. Train yourself to wait by seeing how long you can last without opening your mouth – 10 seconds, 20 seconds, 30 seconds. Try to elicit a variety of student responses by waiting and continuing to say, ‘Okay, good, and what else?’

  Did you know?
  “When the average wait-time is greater than the threshold value of about three seconds, important changes occur in the type of discourse that will develop, and in the quality of learning students are likely to achieve in that class”! (Tobin 1987)

- **Echo what students say – Repeat what each student says, paraphrasing and abbreviating but using the student’s own terms.** This ‘echoing’ tends to make students feel heard. Avoid evaluating student responses until several responses have been heard. Then, probe statements with further questions, even if you agree with the statement. The point is to make the classroom a safe place to explore alternative perceptions. What students say can help you to understand how they are making sense of class material. Students are also intrigued, and sometimes amused, by what each other are thinking. At least, they are engaged in the material and the class.

  EXAMPLE: How to Engage Students:
  - Get students to solve conceptual problems in groups (instead of you doing all the talking);
  - Get students to reorganise information using mind maps, concept maps, tree diagrams etc.;
  - Wait for responses;
  - Get students to facilitate the class and write the relevant points on the white board;
  - Get students to set questions that others have to answer;
  - Experiment with different styles, questioning skills, and so on.
EXAMPLES YOU CAN USE FOR ENGAGING STUDENTS
Group Facilitation

GENERAL TIPS:

- **Get the discussion started** by breaking large groups into smaller ones. Small group learning environments are flexible and informal and enable more discussion and interaction (teacher – student and student – student) than large lecture classes. A variety of activities can be conducted within a small group, such as case studies, simulation games, problem-based learning, project work, etc. There is the potential for teamwork and collaboration to be fostered and students have an opportunity to ask questions they may be too shy to ask in lectures. The teacher’s role tends to be that of facilitator or monitor rather than presenter. Bring the smaller groups back together at the end of the class to discuss the findings of each group with the whole class.

- **Rely on the class. Direct individual students’ questions about assignments to the class at the end of class.** Often during a group exercise, an individual student will approach you with a question about the homework or about lecture. First, address the student’s anxiety. Such questions often reflect just that, anxiety or confusion rather than a critical intellectual concern that needs to be addressed in that moment. You can respond to the student by asking, ‘How do you feel about this activity?’ Then, request that the student engage in the activity and raise the question at the end of the class. When the question is raised for the whole class, ask for suggestions about what seems reasonable as an ‘answer’ and underline that what is reasonable is what would work in a professional situation. After all, we do want students to develop their sense of discretion, their ability to know how to approach tasks that they have not done before. By having the class provide such insights, students learn to gain confidence, as they see that others like themselves can indeed address such challenges appropriately. Confidence, leads to fewer anxious questions interrupting the flow of learning activities.

- **Slow down and pause.** Speak slowly enough, while relying on common words, and leaving long pauses between statements, so that international students can follow. International students identify a lecturer’s use of a slower cadence and long pauses as a strategy that enables them to participate more readily. These students find that Australians speak quickly and do not enunciate very well. Slowing your cadence also slows the overall cadence of class discussion, which enables more hesitant local students, as well as international students, to participate. If some students consistently dive in quickly, segue away from them by saying, ‘I wonder what others are thinking.’ Using obscure words in place of common words may show how intelligent you are, but they may be difficult for students to translate. Write such words on the board, and ask the class what these terms mean. Ask for similar words and their definitions in the languages of the international students. You can also request foreign words for common English terms that express key concepts, such as requesting the Mandarin word for ‘science’.

- **Don’t use sarcasm or humiliation** to get your students to try harder, however do respect and positively reinforce their contributions.

- **Don’t try to do it all.** There are limitations to what you can do in the available time.
EXAMPLES OF GROUP ACTIVITIES:
Reflective Practice

An essential component of teaching is reviewing and assessing how effective the class was in reaching the learning objectives. In terms of reflection, an effective teacher will:

- Listen to feedback and act upon it.
- Reflect on and evaluate their teaching through self-, peer-, and student evaluation, as well as by reading relevant and recent theoretical literature.
- Be open to learning from their students and others around them.
- Talk about teaching with colleagues and anyone else.
- Constantly rework, revise, refine, and reassess papers and teaching approaches.

GENERAL TIPS:

- **A review of the class** can be performed by using formal student evaluation forms, personal observations or peer observations.

- **A reflective journal** can be used to record how you think a tutorial went. Keeping a weekly record of your teaching activities and strategies, and an indication of your feelings about them, provides a solid written record for future reference and reflection. This is always more credible than memory and can be used to develop a teaching portfolio.

- **Videotaping your teaching** is a valuable experience which can significantly help in improving your teaching. Analyzing (by yourself or with a colleague) a videotape of your teaching can help you identify areas of presentation which need work. It can also help you to pinpoint which techniques and exercises work well and which need refining or eliminating.

- **Collaboration** with other tutors, lecturers, course coordinator or other colleagues can provide valuable information on the tutorial. Colleagues who are experts in your discipline are also experienced in similar types of classroom teaching, making them well situated to comment on the content of the course. Colleagues can help you understand how your changes are benefiting other programmes or even creating problems elsewhere.

- **Informal evaluation can be performed by asking.** How do you know the students have ‘learnt’ what was required in the tutorials? Can you gauge their progress from their expression, body language, preparedness for the tutorial etc? The more tutorials you do the more familiar you will become. As you progress through the topic material you will clearly enjoy some tutorials more than others. You are also likely to find that some groups work better than others. Group dynamics play a major role in this.

**EXAMPLE:** Strategies to detect problems. Some quick ideas to test progress in a non-threatening way include:

- Have students write a one minute paper in class. One A4 paper containing; ended questions such as “What was the most useful thing you learned in this session?”
- Ask each student what was the main idea of the tutorial;
- Ask students to write down anonymously what were the five most important points discussed today.
- Ask students to identify two interesting ideas and how they might apply these to ‘real life’ ‘every day’ situations.
- Help students review and evaluate the quality of their lecture notes, lab notes or fieldwork notes.
Examples of Reflective Practice
Marking and Assessment

One of the roles as a tutor or demonstrator is often to undertake some form of marking and assessment. This may take the form of formal assessment (assignments, exams, practicals) or informal assessment (attendance and participation, etc).

GENERAL TIPS:

- **Be aware of the assessment criteria.** It is important that both the students and all tutors are aware of the criteria used for marking to avoid inconsistencies between tutors. It is difficult to mark tests if you don’t know the criteria. Use a marking key. It is not enough to know the final answer. You also need to know the point of the question: i.e. what is being tested, where should the emphasis (and therefore the marks) be placed?

- **Familiarise yourself with the rules of late assignments.** These should be made explicit to the tutors and students from the start. If unknown, ask the academic in charge.

- **Insist on professional formats for written assignments rather than pages with 'answers' listed on them.** Have homework typed and presented by students in a professional format (unless otherwise directed). For example, the student's name and student number, course, and date of submission should be neatly arrayed on the cover page, a table of contents included where necessary, a header or footer used, footnotes or endnotes employed where they aid understanding. You can be creative here by, for example, asking for questions on a laboratory assignment to be submitted in memo format or for a report to have an executive summary. Look for 'pride of ownership' in a submission as 'professionalism' signals a transition from the world of school to the adult world. Students can be reminded that neatly done homework really stands out in a stack of assignments.

- **Homework needs to be completed in time** for the designated lecture or tutorial in order to facilitate activities and discussion in the class. That is, an interactive class depends on students coming prepared, and assigned homework is that preparation. Homework can then be submitted to you, the student's tutor as you are the one who is going to mark it. Submitting things to the lecturer just adds a sorting task.

- **Adequate feedback is fundamental to marking.** If the student is going to learn from the assessment activity they must read and act upon what you have written and respond accordingly in their next piece of work. Use assignment attachments for feedback - simple proformas, checklists etc, but don't forget the importance of a personal note to students. Refer to “Providing Feedback to students”. 

One way for the students to realise this is to get them to mark each others tests (with you as the tutor guiding this marking) and discussing the marking criteria / allotment of marks.
Examples of Marking and Assessment Techniques
Providing Feedback

This is adapted from a workshop held at UNSW by Dai Hounsell, University of Edinburgh, "Reinventing Feedback in the Contemporary University", 6 July 2005

Providing feedback to students enables them to identify their strengths and weaknesses and to develop strategies for improving their performance, throughout a course. This may take the form of extrinsic feedback where feedback is given on assignments completed wholly or largely outside of classes or intrinsic feedback where feedback is given within everyday learning and teaching activities in the classroom. Students should use the feedback they receive from assignments etc. to decide where further study is needed.

**Feedback**: "Any information, process or activity which affords or accelerates learning, whether by enabling students to achieve higher-quality learning outcomes than they might have otherwise attained, or by enabling them to attain these outcomes more rapidly" (Hounsell, 2005)

Why provide feedback
The key functions of feedback according to Sadler (1998) are to:

- Evaluate progress, performance or achievement;
- Encourage and support learning; and
- Facilitate a grasp of high-quality work and how this might be achieved.

General tips on feedback:

- **Provide immediate feedback** on technical, interpretive or oral skills as an outcome of direct observations, orals or practical assessments.

- **Feedback doesn’t have to be only on completed tasks.** Providing progressive feedback throughout various stages of an assignment enables for a greater improvement in learning.

- **Feedback may be given from the lecturer, tutors or other students.** Students often learn a lot from peer review. By reflecting on what others in the class have done and comparing this to their own work, they can see areas for future improvement.

- Create a sheet of **general feedback for frequent errors** (copy for all if necessary). It saves having to repeat yourself and gives you extra time for personal feedback.

- **Overall feedback needs to:**
  - Be prompt;
  - Give a clear indication of how the work can be improved;
  - Use simple language;
  - Be specific and direct;
  - Balance positives with negatives;
  - Show the student how to improve;
  - Encourage the student to self-evaluate and to assess their own work;
  - Link the student’s work to the learning outcomes.
Plagiarism and Copyright: Promoting Academic Integrity

Plagiarism is considered a serious offence at UNSW and you should clearly explain what it is and why it is considered important to your students. It is considered a type of intellectual theft and can range from deliberate cheating to accidentally copying from a source without any acknowledgement.

“Plagiarism is taking the ideas or words of others and passing them off as you own.” (The Learning Centre, 2005)

How to identify it?

- If an assignment reads like an academic paper it probably has been copied.
- Inappropriate language for the student’s level.
- Noticeable repetition from one student's paper to another.
- Lack of quotation marks or correct referencing.

Similarity Detection Tool: ‘Turnitin’

Extract from http://elearning.unsw.edu.au/turnitin/content/default.cfm?ss=0

Turnitin is a ‘plagiarism' detection tool, and this tool is now available to the teaching community of UNSW. Currently the Kensington and Paddington campuses are licensed. It is a hosted service that maintains a database of submitted papers and internet pages both past and present and subscriptions to journals and periodicals. Against this historical database and the current state of the internet it automatically generates reports as to whether it finds similarity between submitted papers and those that it can find and has stored. It is more than an automatic Google of papers or passages of papers.

For more information, go to www.turnitin.com.

COPYRIGHT:

The Part VA and Part VB statutory licensing scheme covers most of the copyright requirements you may have as a tutor, provided the copying/communication was done on behalf of the University, solely for the educational purposes of the University or another educational institution.

FURTHER INFORMATION:
The Learning Centre’s Plagiarism and Academic Integrity site, UNSW
http://www.lc.unsw.edu.au/plagiarism/index.html

FURTHER INFORMATION:
The Copyright Office, UNSW
http://www.copyright.unsw.edu.au
# Trouble Shooting


<table>
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<tr>
<th>Issue</th>
<th>Suggested Action</th>
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| **Students will not prepare or participate** | - Ask them why  
- Set specific tasks  
- Break in to subgroups with a specific task or question to report back on  
- Set ground rules at the outset, explaining expectations about participation  
- Keep control and ensure that the points that you want to emerge do so by asking open ended questions  
- Create an atmosphere conducive to discussion  
- Allow time to create familiarity and trust within a new group. |
| **One student dominates the discussion** | - Thank the contributor and then invite the others to speak and respond  
- Have a round (each person speaks or passes the right to speak onto the next person)  
- Break into subgroups and appoint the dominant student as facilitator  
- Use your non-verbal communication such as hand gestures to invite comment from other students  
- Identify the high and low contributors and assign roles accordingly. |
| **Students are silent when you ask a question** | - Ask easier questions  
- Confront by saying something similar to "I feel that you are worried about being wrong"  
- Give them time to think and then write down notes before speaking  
- Try smaller groups and a pyramid sequence (pairs to reflect and share, then fours to develop principles or rules, then larger groups to compare merits and report back to whole class). |
| **Students do not listen to each other** | - Confront  
- Remind them of the ground rules  
- Change the seating arrangements  
- Ask them to paraphrase what the other students are saying. |
| **Students complain about how you run the tutorial** | - Ask for suggestions  
- Brainstorm possible alternatives  
- Explain why you do things  
- Write criticisms and possible solutions on the whiteboard. |
| **Students use sarcasm or other "put-downs"** | - Confront  
- Remind them of the ground rules  
- Invite discussion about the consequences of such behaviour  
- Be assertive. |
| **Students take notes rather than participate in the discussion** | - Encourage brief notes rather than reams  
- Build into each tutorial 5-10 minutes of exercises related to building skills needed at university - this is particularly useful to first year students  
- Encourage students to create handouts to accompany their presentations - these should include lists of references as well. |
| **Taking good notes in an unstructured situation** | • Provide handouts of key points to be covered to be added to during the session - this prevents constant writing and focuses the note taking.  
• get students to offer possible solutions  
• summarize key points on a board such as a concept map throughout the discussion  
• Use the last 5 minutes of the session to synthesize the discussion  
• Ask students to summarise their understanding of the session by asking them to write down 3 main points from the discussion and write a one minute paper  
• Assign 1-3 students as minute takers to make notes and then report back to the class at the conclusion - share the responsibilities. |
| **Encouraging familiarity** | • Use attendance registers and ask for students to respond to their names  
• Get students to talk in pairs and then introduce their partner to the whole group. |
| **Shy students** | • Use small groups to encourage participation, try to make the shy one the note taker for a group and ask them to present a summary. |
| **Aggressive students** | • Consider if student should be talked with quietly or negotiated with by reference to ground rules in a general tutorial situation. |
| **Students from another country; students with a disability; NESB students** | • Be sensitive to these students and find ways to have them included and treated with respect. |
| **Getting insufficient information from the academic about the course** | • Ask the academic to clarify  
• Talk to other tutors or staff  
• Talk to Head of School or course convenor  
• Talk to EdSquad (edsquad@unsw.edu.au) |
| **On-going lack of preparation** | • Ask students why, what do they want from the tutorial, review the ground rules. |
| **Late students** | • Review ground rules generally to remind students of duty of care towards whole group. |
| **Personal antipathy** | • Ask students to take time out to list best and worst things about their group and working in groups generally, review and discuss their anonymous submissions. |
| **Sexism** | • Make sure that there is equal participation by gender in the tutorial/lab.  
• Distribute tasks equally and not according to ‘male’ tasks and ‘female’ tasks.  
• Split up groups. |
| **Grade grabber** | • Make it clear from the beginning what you expect  
• Handout guidelines and examples  
• Note weak and strong points as well as grade  
• Listen to their anxieties as well as their complaints |

**Re-establish the ground rules.** At the beginning, tell your students what you expect in the way of classroom conduct, and what will happen if the rules are not respected.

- **Don't ignore unacceptable behaviour.** If one of your students engages in disruptive or threatening behaviour, don't ignore it. Take action to correct the situation.

- **Talk to the student about the behaviour.** In most cases, issuing a verbal warning will be sufficient. You need to consider whether it will be more effective to speak to the person publicly or in private. Communication must be direct and focus on the behaviour itself, not the person. Let the student know that the behaviour is unacceptable, and how you want it to change.

If you are uneasy about meeting the student alone, you may want to have someone positioned nearby to keep an eye on things, and to leave your door open during the meeting. If you involve someone else in the situation, remember that both of you should keep the details confidential.

- **Assess whether the student needs special help.** If the student responds by confiding or elaborating on the cause of the behaviour, listen carefully and begin to assess whether further advice or expertise is needed. You may want to refer the student to the course coordinator.

- **Take progressive measures** if behaviour continues. If the behaviour recurs or escalates, you need to take further action. Depending on the circumstances, this may involve asking the student to leave the classroom, or arranging for the course coordinator to speak to the person, or even filing a formal complaint against the person.

- **Document your actions.** Keep a note of what happened, when and where it happened, and what you did to correct the situation. Make sure you have the person's correct name and if possible, student number. This will give you a record in case the situation escalates.

- **Report threatening or dangerous behaviour.** If you have reasonable grounds to believe a person poses a potential risk to yourself or others, you should contact the course coordinator.

- **Recognize emergency situations.** If an incident occurs in your class that causes you to fear for your safety or that of other students, call Security immediately. Give your name and location and explain the danger. Always know the numbers to call. Kensington Campus: 9385 6666 or extn. 56666.

- **Try to be aware of the location of the nearest phone** to your classroom or lab.

- **In life-threatening situations,** call 000. Call Security immediately afterwards, as they will have to meet the response team and guide it to your location. Do not attempt any action which puts your life or others in danger.

- **Know the Emergency Procedures.** It is a good idea to update your knowledge at least once a year. This information can be obtained from your OHS Committee or UNSW Emergency Management Unit, extn 52829.

This has been adapted from: http://rights.concordia.ca/tips.classroom.shtml
Other Resources and References


Flinders University, "Starting off as a tutor at Flinders University“: Available: http://www.flinders.edu.au/staffdev/courses/newstaff/resources.htm#tutor [2006, July]

Ives, S.M. and Langsam, D., A brief survival guide for new graduate Teaching Assistants at UNC charlotte Fall 2001


Learning and Teaching Unit, UNSW Small Group Learning and Teaching. Available: http://www.ltu.unsw.edu.au/content/teaching_support/smallgroup.cfm?ss=0 [2006, July]

Learning and Teaching Unit, UNSW Peer Observation of learning and teaching Available: http://www.ltu.unsw.edu.au/content/teaching_support/peer_observation.cfm?ss=0 [2006, July]

Sadler, D.R. 1998, "Formative assessment: revisiting the territory", Assessment in Education 5.1, 77-84


Tobin, K. 1987, "The role of wait time in higher cognitive level learning", Review of Education Research 57(1), 69-95


To find further information you could try Google searches on topic such as: small group teaching; tutor training; demonstrators and teaching assistants.
UNSW Student Support Services

1. **Careers and Employment Office**: [http://www.careers.unsw.edu.au](http://www.careers.unsw.edu.au) Provides a range of free services to students to help find a job or decide on a future career. Some of the best services include workshops on how to write a resume and approach interviews, and an employment database, “jobsonline”. The careers office also liaises with the private sector to help place graduates.

2. **Compass (University Counseling Service)**: Compass provides many professional services free to students. Assistance is available on a wide range of issues you may encounter at uni including study, relationship, stress and general coping. Compass has a drop in period each day from 11.00am to 12.30pm. At other times, appointments can be made at the reception. For full details go to: [http://www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)

3. **Copyright Office**: [http://www.copyright.unsw.edu.au](http://www.copyright.unsw.edu.au)

4. **Disconnect**: DIS><Connect is your central point of contact for assistance and support with UDUS, UniMail, UniPass and UniWide. The Help Desk is a service provided by the UNSW Division of Information Services. [http://www.disconnect.unsw.edu.au](http://www.disconnect.unsw.edu.au)


6. **The Learning Centre**: [http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au) provides online resources on how to study successfully at UNSW. They provide academic skills workshops, and give feedback on drafts of your assignments to keep you on the right track. Located in the foyer of the library, help is very conveniently situated for your needs.

7. **The Library**:[http://www.library.unsw.edu.au](http://www.library.unsw.edu.au) The University Library provides services and resources to support the learning, teaching and research needs of the University community. The Special Libraries provide reference, education & training and assistance services to the faculties of UNSW. They include Biomedical Library, COFA Library, Law Library, Physical Sciences Library and Social Sciences & Humanities Library

8. **University Housing Office**: assists students and staff to find accommodation while they are at the University of New South Wales. [http://www.housing.unsw.edu.au](http://www.housing.unsw.edu.au)

9. **WebCT**: Many of the courses at UNSW have a WebCT component. For further information go to [http://www.webct.unsw.edu.au](http://www.webct.unsw.edu.au)
UNSW Teaching Staff Support Services

1. **Copyright Office:** [http://www.copyright.unsw.edu.au](http://www.copyright.unsw.edu.au)
2. **Disconnect:** DIS> <Connect is your central point of contact for assistance and support with UDUS, UniMail, UniPass and UniWide. The Help Desk is a service provided by the UNSW Division of Information Services. [http://www.disconnect.unsw.edu.au](http://www.disconnect.unsw.edu.au)
3. **EDTeC:** Assist with staff training and assistance for all education technology and online learning. [http://www.edtec.unsw.edu.au](http://www.edtec.unsw.edu.au)
4. **Human Resources:** For casual academic employment conditions, pay rates and the UNSW (Academic Staff) Enterprise Agreement 2003. [http://www.hr.unsw.edu.au](http://www.hr.unsw.edu.au)
5. **The Learning Centre:** (http://www.lc.unsw.edu.au) Provides academic skills workshops, including Talk, Exchange, Listen and Learn classes. Located in the foyer of the library, help is very conveniently situated for your needs.
7. **Learning and Teaching Unit:** The Learning and Teaching Unit (LTU) deals with issues associated with learning and teaching. They provide numerous workshops, activities and services, and have an extensive collection of learning and teaching resources for your use. [http://www.ltu.unsw.edu.au](http://www.ltu.unsw.edu.au)
8. **Occupational Health & Safety:** (http://www.hr.unsw.edu.au/ohswc/ohs/ohs_home.html)
9. **Science EdSquad:** The Faculty of Science - EdSquad coordinate, facilitates and drives educational policy and initiatives within the Faculty of Science. They are also responsible for the Science tutor / demonstrator training. For any queries on challenges or strategies associated with learning and teaching, email: edsquad@unsw.edu.au or visit: [http://www.science.unsw.edu.au/guide/slatig/edsquad.html](http://www.science.unsw.edu.au/guide/slatig/edsquad.html)
10. **Staff Code of Conduct:** [http://www.hr.unsw.edu.au/employee/codecond.html](http://www.hr.unsw.edu.au/employee/codecond.html)
11. **Teaching awards:** The Vice-Chancellor's Award for Excellence in Sessional Teaching recognizes the invaluable contribution that sessional teaching staff make to the University. For further information visit: [http://www.hr.unsw.edu.au/forms/hr101.rtf](http://www.hr.unsw.edu.au/forms/hr101.rtf)
12. **WebCT:** Many of the courses at UNSW have a WebCT component. For further information visit: [http://www.webct.unsw.edu.au](http://www.webct.unsw.edu.au)
Appendices
UNSW Science Graduate Attributes

For more information:

**Research, inquiry and analytical thinking abilities.**
Technical competence and discipline specific knowledge. Ability to construct new concepts or create new understanding through the process of enquiry, critical analysis, problem solving, research and inquiry.

**Capability and motivation for intellectual development.**
Capacity for creativity, critical evaluation and entrepreneurship. Ability to take responsibility for and demonstrate commitment to their own learning, motivated by curiosity and an appreciation of the value of learning.

**Ethical, Social and Professional Understanding.**
Ability to critically reflect upon broad ethical principles and codes of conduct in order to behave consistently with a personal respect and commitment to ethical practice and social responsibility. Understanding of responsibility to contribute to the community. Respect and value social, multicultural, cultural and personal diversity.

**Communication.**
Effective and appropriate communication in both professional (intra and interdisciplinary) and social (local and international) contexts.

**Teamwork, collaborative and management skills.**
Ability to recognise opportunities and contribute positively to collaborative scientific research, and to perceive the potential value of ideas towards practical applications. Demonstrate a capacity for self management, teamwork, leadership and decision making based on open-mindedness, objectivity and reasoned analysis in order to achieve common goals and further the learning of themselves and others.

**Information literacy.**
Ability to make appropriate and effective use of information and information technology relevant to their discipline.
## Science Graduate Attributes Mapped onto the UNSW Graduate Attributes and the DEST 'Employability Skills for the Future'*

<table>
<thead>
<tr>
<th>UNSW Graduate Attributes**</th>
<th>DEST Employability Skills &amp; personal attributes*</th>
<th>Science UNSW</th>
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</thead>
<tbody>
<tr>
<td>1. The skills involved in scholarly inquiry</td>
<td>1 to 6</td>
<td></td>
</tr>
</tbody>
</table>
| 2. An in depth engagement with the relevant disciplinary knowledge in its disciplinary context | Enthusiasm | 2. Capability and motivation for intellectual development. Capacity for creativity, critical evaluation and entrepreneurship. Ability to take responsibility for and demonstrate commitment to their own learning, motivated by curiosity and an appreciation of the value of learning.  
3. Ethical, Social and Professional Understanding.  
6. Information literacy. Ability to make appropriate and effective use of information and information technology relevant to their discipline |
| 3. The capacity for analytical and critical thinking and creative problem solving | Problem solving | 1. Research, inquiry and analytical thinking abilities. Technical competence and discipline specific knowledge. Ability to construct new concepts or create new understanding through the process of enquiry, critical analysis, problem solving, research and inquiry. |
| 4. The ability to engage in independent and reflective learning | Learning Self Management | 5. Teamwork, collaborative and management skills. Ability to recognise opportunities and contribute positively to collaborative scientific research, and to perceive the potential value of ideas towards practical applications. Demonstrate a capacity for self management, teamwork, leadership and decision making based on open-mindedness, objectivity and reasoned analysis in order to achieve common goals and further the learning of themselves and others. |
| 5. Information literacy | Technology | 6. Information literacy. Ability to make appropriate and effective use of information and information technology relevant to their discipline. |
| 6. The capacity for enterprise, initiative and creativity | Initiative and enterprise | 2. Capability and motivation for intellectual development. Capacity for creativity, critical evaluation and entrepreneurship. Ability to take responsibility for and demonstrate commitment to their own learning, motivated by curiosity and an appreciation of the value of learning. |
| 7. An appreciation of and respect for diversity | Integrity | 3. Ethical, Social and Professional Understanding. Ability to critically reflect upon broad ethical principles and codes of conduct in order to behave consistently with a personal respect and commitment to ethical practice and social responsibility. Understanding of responsibility to contribute to the community. Respect and value social, multicultural, cultural and personal diversity. |
| 8. The capacity to contribute to and work within the international community | Teamwork, Self Management, Planning and Organising | 4. Communication. Effective and appropriate communication in both professional (intra and inter disciplinary) and social (local and international) contexts. |
| 9. The skills required for collaborative and multidisciplinary work | Teamwork, Self Management, Planning and Organising | 4. Communication. Effective and appropriate communication in both professional (intra and inter disciplinary) and social (local and international) contexts. |
| 10. An appreciation of and responsiveness to change | Adaptability | 1. Research, inquiry and analytical thinking abilities. Technical competence and discipline specific knowledge. Ability to construct new concepts or create new understanding through the process of enquiry, critical analysis, problem solving, research and inquiry. |
| 11. A respect for ethical practice and social responsibility | Integrity | 3. Ethical, Social and Professional Understanding |
| 12. The skills of effective communication | Communication | 4. Communication. Effective and appropriate communication in both professional (intra and inter disciplinary) and social (local and international) contexts. |

** [http://www.ltu.unsw.edu.au/content/course_prog_support/graduate_attributes.cfm](http://www.ltu.unsw.edu.au/content/course_prog_support/graduate_attributes.cfm)
The Guidelines on Learning that Inform Teaching at UNSW is an official policy of the UNSW Academic Board. The Guidelines are 16 statements about student learning, based on the educational research literature and acknowledged best practice in teaching. Because the Guidelines focus on the student experience of learning, they provide a practical and well-researched means of enhancing this experience. To find out more about the Guidelines, go to the website of the Guidelines on Learning that Inform Teaching: http://www.ltu.unsw.edu.au/content/course_prog_support/guidelines.cfm?ss=0

the GUIDELINES overview

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<th>ENGAGING</th>
<th>CONTEXTUALISING</th>
<th>INCLUSIVE</th>
<th>DESIGNING</th>
<th>TEACHING</th>
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<tbody>
<tr>
<td>students in learning</td>
<td>students' learning experiences</td>
<td>learning and teaching experience</td>
<td>an engaging, contextualised and inclusive curriculum</td>
<td>an engaging, contextualised and inclusive curriculum</td>
</tr>
<tr>
<td>1. Effective learning is supported when students are actively engaged in the learning process.</td>
<td>5. Learning is more effective when students’ prior experience and knowledge are recognised and built on.</td>
<td>8. The educational experiences of all students are enhanced when the diversity of their experiences are acknowledged, valued, and drawn on in learning and teaching approaches and activities.</td>
<td>10. Clearly articulated expectations, goals, learning outcomes, and course requirements increase student motivation and improve learning.</td>
<td>13. Learning can be enhanced and independent learning skills developed through appropriate use of information and communication technologies.</td>
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<td>2. Effective learning is supported by a climate of inquiry where students feel appropriately challenged and activities are linked to research and scholarship.</td>
<td>6. Students become more engaged in the learning process if they can see the relevance of their studies to professional, disciplinary and/or personal contexts.</td>
<td>9. Students learn in different ways and their learning can be better supported by the use of multiple teaching methods and modes of instruction (visual, auditory, kinaesthetic, and read/write).</td>
<td>11. When students are encouraged to take responsibility for their own learning, they are more likely to develop higher-order thinking skills such as analysis, synthesis, and evaluation.</td>
<td>14. Learning cooperatively with peers — rather than in an individualistic or competitive way — may help students to develop interpersonal, professional, and cognitive skills to a higher level.</td>
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<tr>
<td>3. Activities that are interesting and challenging, but which also create opportunities for students to have fun, can enhance the learning experience.</td>
<td>7. If dialogue is encouraged between students and teachers and among students (in and out of class), thus creating a community of learners, student motivation and engagement can be increased.</td>
<td></td>
<td>12. Graduate attributes - the qualities and skills the university hopes its students will develop as a result of their university studies — are most effectively acquired in a disciplinary context.</td>
<td>15. Effective learning is facilitated by assessment practices and other student learning activities that are designed to support the achievement of desired learning outcomes.</td>
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<tr>
<td>4. Structured occasions for reflection allow students to explore their experiences, challenge current beliefs, and develop new practices and understandings.</td>
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<td></td>
<td>16. Meaningful and timely feedback to students improves learning.</td>
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VICE-CHANCELLOR'S AWARD FOR EXCELLENCE IN SESSIONAL TEACHING

AWARD FOR EXCELLENCE IN SESSIONAL TEACHING (TUTORS AND LABORATORY DEMONSTRATORS)

See http://www.hr.unsw.edu.au/forms/hr101.rtf

The award
The Vice-Chancellor’s Award for Excellence in Sessional Teaching (Tutors and Laboratory Demonstrators) recognises the invaluable contribution that sessional teaching staff make to the quality of student learning at UNSW. Sessional teachers are defined as University instructors not in tenured or permanent positions, who teach over a whole session or on a regular basis. The definition encompasses tutors, casual lecturers, demonstrators, clinical tutors and people external to the University from the professions or industry. The award gives recognition to the dedication, commitment and skill of those teachers. This is part of an integrated strategy to support the development of learning and teaching practice amongst sessional staff.

Each award consists of the presentation of an engraved medallion and the payment of a sum of $1000 (the monetary component of the award is subject to taxation).

The award can, on request, be paid by UNSW to the Department or School in which the academic/s are employed, to be used by the Faculty in a project being undertaken or undertaken by it.

Eligibility
All tutors and laboratory demonstrators who are employed on a sessional basis and have held those positions for a minimum of two sessions and for a minimum of 15 hours teaching per session are eligible to apply. The award is open to individuals only.

Application details
Applications should be presented in 1.5 line spacing in at least 12 point type and in the order set out below. Page limits must be strictly adhered to.

(a) Nomination form
(b) Written statement
(c) Curriculum vitae
(d) Report from an academic supervisor
(e) Two references
(f) Student evaluations

(a) Nomination form
All applications should include a completed nomination form (HR102). Nomination forms are available on the Human Resources website (http://www.hr.unsw.edu.au/employee/acad/vcate.html).

(b) Written statement
The core element of an application is the written statement in which nominees describe their teaching activities and achievements, and specifically address the two selection criteria relevant to their teaching experience.

The written statement should be presented under the following headings in the order indicated below, and should not exceed 5 A4 pages in total.

• overview
• selection criteria
  1. approaches to teaching that influence, motivate and inspire students to learn
  2. approaches to teaching that stimulate independent learning and the development of critical thought
  3. respect and support for the development of students as individuals
  4. activities that have influenced and enhanced learning and teaching and the school community
  5. demonstrated reflective practice and development of teaching informed by feedback from a variety of sources
Overview
The overview provides the opportunity for nominees to commence the written statement with a focus on the specific character of their teaching and achievements. The overview should be limited to a maximum of 1 A4 page in length and may include:

• teaching experience and responsibilities
• the rationale behind the nominee’s approach to learning and teaching
• reflections on feedback collected and the changes made to teaching practices in response to this feedback.
• an integrated summary of the claims relating to the selection criteria.

Selection criteria
All nominees will be assessed on evidence they provide in relation to the following five criteria. Nominees are not expected to provide evidence of excellence in all areas, but should build a profile that best highlights their achievements.

In addressing the selection criteria nominees are expected to present a succinct, cogent case for excellence in relation to the criteria, and refer to student evaluations, peer reviews or other appropriate forms of evidence. This section of the written statement must be limited to a maximum of 4 A4 pages.

1. Approaches to teaching that influence, motivate and inspire students to learn
Which may include:
• encouraging student engagement through the enthusiasm shown for learning and teaching
• inspiring and motivating students through high-level communication, presentation and interpersonal skills
• providing students with timely and effective feedback on their work.

2. Approaches to teaching that stimulate independent learning and the development of critical thought
Which may include:
• fostering student development by stimulating curiosity and independence in learning
• contributing to the development of students’ critical thinking skills, analytical skills and scholarly values.

3. Respect and support for the development of students as individuals
Which may include:
• building empathic and supportive relations with students
• acknowledging, valuing and drawing upon the diversity of students’ backgrounds, cultures, interests, abilities and motivations.

4. Activities that have influenced and enhanced learning and teaching and the school community
Which may include:
• participating in and contributing to School/Faculty professional activities related to learning and teaching, such as postgraduate seminars and learning and teaching development workshops
• engaging with students outside the classroom in learning and teaching related activities.

5. Demonstrated reflective practice and development of teaching informed by feedback from a variety of sources
Which may include:
• Evidence of evaluative information from a variety of sources, such as feedback from peers, course evaluation surveys and students.
• Evidence of how this information has been used to improve teaching practice.

These criteria are informed by the Carrick Institute for Learning and Teaching in Higher Education’s Awards for University Teaching. The criteria also reflect current learning and teaching policies and initiatives at UNSW, including the UNSW assessment policy (https://my.unsw.edu.au/student/academiclife/assessment/AssessmentPolicyIndex.html) and the Guidelines on Learning that Inform Teaching at UNSW (http://www.guidelinesonlearning.unsw.edu.au).

(c) Curriculum vitae
The curriculum vitae should outline the nominee’s educational qualifications, career history, teaching positions and teaching experience. The curriculum vitae is limited to 2 A4 pages.
(d) Report from an academic supervisor
Applications should include a report from an academic supervisor on the nominee's teaching in relation to the criteria. The report may be completed by a program or course coordinator, or a Head of School. If the academic supervisor is a nominator this report is not required.

(e) Two references
Two references of no more than 1 A4 page each must be provided by people who are able to comment on the nominee's teaching; a nominating staff member is not eligible to be a referee.

(f) Student evaluations
Applications should include documentary evidence of excellence in teaching including summaries of standard teaching evaluations (not entire computer printouts) from different year groups and a variety of class sizes, where appropriate. The section of the application addressing criterion 5 should refer to this evidence.

Submissions should not be bound but should be clearly paginated and held together by a fold back clip or paper binder.

Assessing applications
In assessing applications against the criteria chosen by the nominees, the Committee will take into account:

- the extent to which the claims for excellence are supported by a range of formal and informal evaluation
- the extent to which creativity, imagination or innovation are evident in the nominee's learning and teaching practices
- the information contained in references and supporting statements. The Committee may contact nominees and/or referees for clarification or further information
- the nomination will be assessed on the basis of the nomination and application only.

The degree of success of previous nominations is not taken into account, although the fact of previous nominations might be prima facie evidence of sustained excellence in teaching.

The frequency of distribution of awards to particular Schools/Faculties will not be taken into account.
## UNSW Grievance Procedures and Contacts

http://www.infonet.unsw.edu.au/poldoc/contact.pdf

<table>
<thead>
<tr>
<th>Nature of Complaint</th>
<th>What is the relevant policy?.....</th>
<th>Who is covered?</th>
<th>Who can I contact for help?</th>
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<tr>
<td><strong>If the complainant is a staff member ....</strong></td>
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<tr>
<td>...and complains about unlawful <strong>discrimination or harassment</strong></td>
<td>Staff Discrimination and Harassment Grievance Policy and Procedures Available: UNSW web at <a href="http://www.infonet.unsw.edu.au/poldoc/staffgrv.htm">http://www.infonet.unsw.edu.au/poldoc/staffgrv.htm</a> and from the Equity and Diversity Unit.</td>
<td>All UNSW staff</td>
<td><strong>Equity Officers</strong></td>
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<td><strong>Equity Officers</strong></td>
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<td></td>
<td>Equity and Diversity Unit</td>
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<tr>
<td></td>
<td>Phone: 9385 4734</td>
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<td></td>
<td>Equity Unit, University College ADFA</td>
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<td></td>
<td>Phone: 626 88218</td>
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<td></td>
<td><strong>Staff Discrimination and Harassment Grievance Policy and Procedures</strong> Available: UNSW web at <a href="http://www.infonet.unsw.edu.au/poldoc/staffgrv.htm">http://www.infonet.unsw.edu.au/poldoc/staffgrv.htm</a> and from the Equity and Diversity Unit.</td>
<td>All UNSW staff</td>
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</tr>
<tr>
<td>...and complains about any other <strong>work-related grievance</strong></td>
<td><strong>UNSW Staff Grievance Policy and Procedures</strong> Available: UNSW web at <a href="http://www.hr.unsw.edu.au/poldoc/grievance.htm">http://www.hr.unsw.edu.au/poldoc/grievance.htm</a> and from the Human Resources Department.</td>
<td>All UNSW staff</td>
<td><strong>Industrial Relations Advisory Unit</strong></td>
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<td><strong>UNSW Staff Grievance Policy and Procedures</strong> Available: UNSW web at <a href="http://www.hr.unsw.edu.au/poldoc/grievance.htm">http://www.hr.unsw.edu.au/poldoc/grievance.htm</a> and from the Human Resources Department.</td>
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<td>All UNSW staff</td>
<td><strong>HR Manager</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Policy for making a complaint or reporting incidents of criminal, corrupt conduct or maladministration or Protected Disclosure at UNSW Available: UNSW web site <a href="http://www.infonet.unsw.edu.au/poldoc/protected_disclosure.htm">http://www.infonet.unsw.edu.au/poldoc/protected_disclosure.htm</a></strong></td>
<td>All UNSW Staff</td>
<td><strong>Office of the Deputy Vice Chancellor (Academic) &amp; Registrar</strong></td>
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<td></td>
<td><strong>Policy for making a complaint or reporting incidents of criminal, corrupt conduct or maladministration or Protected Disclosure at UNSW Available: UNSW web site <a href="http://www.infonet.unsw.edu.au/poldoc/protected_disclosure.htm">http://www.infonet.unsw.edu.au/poldoc/protected_disclosure.htm</a></strong></td>
<td>All UNSW Staff</td>
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<td></td>
<td>Code of Conduct Available: UNSW web at <a href="http://www.hr.unsw.edu.au/employee/codecond.html">http://www.hr.unsw.edu.au/employee/codecond.html</a></td>
<td>All UNSW Staff</td>
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</table>
...and the complaint is about issues of unethical, irresponsible or unprofessional conduct in relation to research practice

<table>
<thead>
<tr>
<th>Nature of Complaint</th>
<th>What is the relevant policy?.....</th>
<th>Who is covered?</th>
<th>Who can I contact for help?</th>
</tr>
</thead>
<tbody>
<tr>
<td>OHS Accountability document</td>
<td>Student Discrimination and Harassment Grievance Policy and Procedures</td>
<td>All UNSW students</td>
<td><strong>Equity Officers</strong>&lt;br&gt;Equity and Diversity Unit, Kensington Phone: 9385 4734, Fax: 9385 6262&lt;br&gt;Equity Unit, University College Phone: ADFA 626 88218</td>
</tr>
<tr>
<td>OHS Accountability document</td>
<td>Hazard Report and Accident reporting forms</td>
<td>All UNSW staff and students</td>
<td><strong>Head of School or academic supervisor</strong>&lt;br&gt;Risk Management Unit: OHS Section, Kensington Phone: 9385 2917 OHS Officer, ADFA Phone: 62688713</td>
</tr>
<tr>
<td>OHS Accountability document</td>
<td>OHS Accountability document</td>
<td>All UNSW staff</td>
<td><strong>Head of School/Unit Mgr</strong>&lt;br&gt;Chairperson, local Workplace OHS Committee Risk Management Unit: OHS Section, Kensington Phone: 9385 2917 OHS Officer, ADFA Phone: 62688713</td>
</tr>
<tr>
<td>OHS Accountability document</td>
<td>UNSW Privacy Management Plan</td>
<td>All UNSW staff</td>
<td>Privacy Officer&lt;br&gt;Policy Management Unit Phone: 9385 2860</td>
</tr>
</tbody>
</table>


Basic Code of Conduct for University
UNSW Code of Research Practice

...and the complaint is about occupational health and safety
eg, person feels their workplace is not ergonomic or poses a health risk or fire safety or other safety risk in some way...

...and the complaint is about a privacy matter
eg, personal information being given to unauthorised third party...

...and the complaint is about discrimination or harassment
eg, student complaint about being treated unfairly or harassed because of their sex, race, age, disability ...

...and the complaint is about occupational health and safety
eg, student notices a trip hazard or smells fumes in an area where they are not normally present, feels their study environment is not safe or healthy in some way...
<table>
<thead>
<tr>
<th>Complaint Type</th>
<th>Resolution Source</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>About decisions affecting the student's standing in a course or program</td>
<td>Resolution of Student Grievances and Disputes Available: UNSW web</td>
<td>Office of the Deputy Registrar Phone: 9385 3079 Some faculties and schools also have</td>
</tr>
<tr>
<td>Eg, any student complaint about their assessment, supervision, access to</td>
<td><a href="https://my.unsw.edu.au/student/atoz/Grievance.html">https://my.unsw.edu.au/student/atoz/Grievance.html</a> or from NewSouth Q</td>
<td>appointed Grievance Officers to deal with student academic grievances in the first</td>
</tr>
<tr>
<td>resources or facilities</td>
<td></td>
<td>instance</td>
</tr>
<tr>
<td>...and the complaint is about alleged student misconduct</td>
<td>Student Misconduct Procedures Available: UNSW web</td>
<td>Office of the Deputy Registrar, Student Administration Phone: 9385 3079</td>
</tr>
<tr>
<td>Eg, a complaint about student misuse of UNSW property, vandalism, aggressive</td>
<td><a href="http://www.infonet.unsw.edu.au/poldoc/stumis.htm">http://www.infonet.unsw.edu.au/poldoc/stumis.htm</a> or from New SouthQ</td>
<td></td>
</tr>
<tr>
<td>behaviour</td>
<td>All UNSW students</td>
<td></td>
</tr>
<tr>
<td>...and the complaint is about student academic misconduct</td>
<td>Student Misconduct Procedures Available: UNSW web</td>
<td>All UNSW Students</td>
</tr>
<tr>
<td>Eg, complaint about student plagiarism, unauthorised materials in exams</td>
<td><a href="http://www.infonet.unsw.edu.au/poldoc/stumis.htm">http://www.infonet.unsw.edu.au/poldoc/stumis.htm</a> and from New SouthQ</td>
<td>Office of the Deputy Registrar, Student Administration Phone: 9385 3079</td>
</tr>
</tbody>
</table>
| ...and the complaint is about issues of unethical, irresponsible or unprofessional conduct in relation to research practice | Basic Code of Conduct for University  
UNSW Code of Research Practice  
Research Complimentary Codes  
| ...and the complaint is about unethical, unprofessional conduct by a staff member... | Code of Conduct Available from UNSW web at [http://www.hr.unsw.edu.au/employee/codecond.html](http://www.hr.unsw.edu.au/employee/codecond.html) | All UNSW Staff Office of the Deputy Vice Chancellor (Academic) & Registrar Phone: 9385 2800 Fax: 9385 1385 |
| Eg, student alleging staff conflict of interest, unprofessional behaviour, etc |                                                                                   |                                                                                      |
| ...and the complaint is about a privacy matter                                | UNSW Privacy Management Plan [http://www.infonet.unsw.edu.au/poldoc/privacy_notice.htm](http://www.infonet.unsw.edu.au/poldoc/privacy_notice.htm) Available: UNSW web site and Privacy Officer | All UNSW staff and students Privacy Officer Policy Management Unit Phone: 9385 2860 |
Code of Conduct for UNSW

This Code of Conduct is intended to guide UNSW staff to identify and resolve issues of ethical conduct that may arise in their employment. It is designed to guide staff in their dealings with colleagues, students, the University, and the national and international community. The Code is written as a set of general principles rather than detailed prescriptions. The Code stands beside but does not of course exclude or replace the rights and obligations of staff under common law.

The University is a complex organisation comprising a diversity of populations which have different relationships to one another. These may be relations of power and/or of status. It is essential in such a community that all members recognise and respect not only their own rights and responsibilities but also the rights and responsibilities of other members of the community and those of the University itself.

The University recognises that many of its academic and other professional staff are also bound by codes of conduct or ethics defined by learned or professional societies or groups. Academic staff in particular have multiple allegiances: to their disciplines or profession at national and international levels (the invisible colleges), to the academic profession; to the community at large; and to the University. It is recognised that these allegiances are not always in harmony. It is an obligation of a staff member to weigh the importance of these allegiances in each particular set of circumstances and notify an appropriate officer of the University where such conflict does or may arise.

The University recognises and protects the concept and practice of academic freedom as essential to the proper conduct of teaching, research and scholarship within the University. While academic freedom is a right, it carries with it the duty of academics to use the freedom in a manner consistent with a responsible and honest search for and dissemination of knowledge and truth. Within the ambit of academic freedom lies the traditional role of academics in making informed comment on societal mores and practice and in challenging held beliefs, policies and structures. Where such comments are offered by academics as members of the University it is expected that those commentaries will lie within their expertise. That expectation is not intended to restrict the right of any academic to freely express their opinions in their private capacity as an individual member of society.

Every member of staff of UNSW has three primary obligations:

- a duty of care to observe standards of equity and justice in dealing with every member of the University community;
- an obligation to the University in terms of responsible stewardship of its resources and protection of its reputation in the wider community;
- an obligation to act appropriately when a conflict arises between a staff member's own self interest and duty to the University. Where such conflict does or may arise, the issue should be disclosed to an appropriate officer of the University and wherever feasible the staff member play no role in decision-making that might be associated with that issue.

When a staff member, whose position or role entails supervisory or management duties, is notified or becomes aware of a conflict or potential conflict of interest, his or her duty is to:

1. inform the staff member involved of the provisions of the Code of Conduct as a basis for deciding on an appropriate way to handle the issue;
2. where appropriate, notify the matter to a more senior colleague for further attention.
With respect to their duty of care, members of staff should:

- treat students and other staff with respect;
- not allow personal relationships to affect professional relationships;
- refrain from all forms of harassment;
- give due credit to the contributions of other members of staff or students;
- refrain from acting in any way that would unfairly harm the reputation and career prospects of other staff or students;
- consider the desirability of intervening constructively where a colleague's behaviour is clearly in breach of this code, and be prepared to report any suspected fraud, corrupt, criminal or unethical conduct to an appropriate officer of the University;
- consider the impact of decisions on the well-being of others;
- respect individuals' rights to privacy and under-take to keep personal information in confidence, including information gained through case records from outside the University.

With respect to their obligation to the University, members of staff should:

- refrain from representing themselves as spokes-persons for the University unless authorised to do so;
- refrain from representing themselves as acting for, or on behalf of, the University when undertaking any outside work;
- refrain from engaging in any outside work that would compromise their integrity and independence;
- avoid improper use of the resources of the University for private gain or the gain of a third party;
- foster collegiality among members of the University community.

With respect to conflicts of interest, staff members:

- should take suitable measures to avoid, or appropriately deal with, any situation in which they may have, or be seen to have, a conflict of interest arising out of their relationship with another staff member or student. In particular, staff should avoid situations which may require them to supervise or assess a student with whom they have, or have had, a personal, commercial, familial or other significant relationship. Similar considerations generally apply to the supervision of other staff. Where both a supervisory role and significant relationship between staff members co-exist, supervision must be openly seen to be of the highest professional standard and neither unfairly
  - advantaging nor disadvantaging the supervisee;
  - must take care that their financial and other interests and actions do not conflict or seem to conflict with the obligations and requirements of their University position.
UNSW Equity & Diversity Policy Statement

The University of New South Wales is committed to the goals of equal opportunity and affirmative action in education and employment. It aims to provide a study and work environment for staff and students that fosters fairness, equity, and respect for social and cultural diversity, and that is free from unlawful discrimination, harassment and vilification as determined by legislation and by University Council.

In fulfilling this commitment, the University will:
- foster a University culture which values and responds to the rich diversity of its staff and students;
- provide equal opportunity by removing barriers to participation and progression in employment and education so that all staff and students have the opportunity to fully contribute to University life;
- offer programs which aim to overcome past disadvantage for members of staff and student equity groups;
- promote clear and accountable educational and management policies and practices to engender trust between managers, staff and students;
- enhance the quality of students' learning through the provision of culturally, socially and gender inclusive education in areas such as curricula, teaching methods, assessment and review provisions, written and audiovisual material and support services;
- ensure that its staff and students are aware of their rights and their responsibilities as University members.

To achieve these goals, the University depends on the continued co-operation of all members of the University community. The Vice-Chancellor as Chief Executive Officer and Director of Affirmative Action is responsible for compliance with all relevant legislation. He is assisted by the Senior Management Group and the Director, Equity and Diversity.

For full explanatory notes see: http://www.infonet.unsw.edu.au/poldoc/equity.htm
Casual Academic Employment

Excerpts from the UNSW (Academic Staff) Enterprise Agreement 2003
(http://www.hr.unsw.edu.au/eb/acaeba03.htm#12)
Note this agreement is currently being renegotiated.

Also see http://www.hr.unsw.edu.au/employee/orientation/casstaff.html#OrientationandInduction for UNSW orientation and induction.

12.2 Contract of Employment
(a) A casual academic may not be employed for more than 37.5 hours of work per week including associated working time, as prescribed in Schedule 2.0 of this Agreement.
(b) Casual academics should not be responsible for the employment or supervision of other staff and should not be primarily responsible for the development of online teaching and learning.
(c) Casual academics are not expected to engage in research duties. For the purpose of this subclause preparation for teaching and course/subject development is not regarded as research.
(d) A casual academic who performs full or the majority of subject coordination work will be paid at the appropriate casual lecturer rate in Schedule 2 (1a to 1d) for each hour of teaching.
(e) Casual academic staff should only be involved in administration to the extent that it is necessary to support their teaching related function.

12.3 Recruitment and Appointment
(a) Advertisement and recruitment should as far as practicable reflect the procedures for fractional and full-time employees and may include advertisement in advance and preparation of an eligibility list to draw on as required. Such a list would be advertised with a specific lifetime. Even genuine "emergency" situations should comply where possible.
(b) The University will inform applicants for a casual position that if they do not hear from the University within a specified time, they should conclude that they have not been successful in gaining a position.

12.4 Offers of Employment
A person who is offered casual academic employment for a continuous period of more than 4 weeks will be given a written offer of employment which will include:
(a) a statement of duties to be performed, the relevant pay rates for each duty and the anticipated number of hours required;
(b) a statement that additional duties will be paid for;
(c) rights with respect to superannuation;
(d) sources that can be contacted for further information about his/her employment;
(e) notification of the requirement to disclose other academic employment at the University as per subclause 12.5(c) of this Agreement; and
(f) an information sheet about the University generally.

12.5 Conditions
(a) Casual employees will be paid on a fortnightly basis in accordance with the offer of employment and the salary rates prescribed in Schedule 2. Payment will be made within 21 days of a pay claim being submitted to the University. Where an offer of casual employment is made across an entire session, the casual employee and the University may agree to equalise fortnightly salary payments over that period.
(b) Information regarding the employment procedures and terms and conditions of employment of casual employees including issues associated with such employment will be disseminated to all academics involved in the employment and supervision of casual employees.
(c) When responding to an offer of employment made under subclause 12.3 a casual employee must disclose any other academic employment which is currently held at the University.
(d) The University is committed to providing support for casual employees who wish to develop an academic career. A casual employee will be entitled to apply to their academic supervisor for support in career development activities and the University will establish a central fund to support such activities. The University will consider a range of factors in relation to any career development request by a casual employee, including:
(i) The casual employee’s period of employment at the University;
(ii) Whether the casual employee is enrolled as a student, or is primarily employed by an organisation external to the University;
(iii) The relevance of the career development activity to the casual employee’s discipline or academic career development.
12.6 Definitions and Duties

12.6.1 Lecturing and Tutoring

(a) "Lecture" or "tutorial" means any educational delivery described as a lecture or tutorial respectively in a course or unit outline, or in an official timetable issued by the University. A lecture or tutorial may be face to face teaching or tutoring respectively or equivalent delivery through a different mode. A tutorial is a supplementary form of education delivery where matters already covered elsewhere in a course are discussed, clarified or elaborated. A tutorial is conducted in a small group to enable effective student participation. A tutorial is conducted in accordance with guidelines issued by the lecturer in charge of the subject. Responsibility for the course rests with the lecturer in charge of the subject not the casual employee.

The hourly rate of pay for lecturing or tutoring contained in Schedule 2 will encompass the following activities in addition to the delivery of lectures and/or tutorials:

(i) preparing of lectures or tutorials;
(ii) up to 20 minutes of marking for each one hour of teaching. The marking is for the group of students for whom the casual employee has direct responsibility (e.g. 60 contact hours means that twenty hours of marking must be undertaken before further costs are incurred by the University).

Academics in Schools/Departments will establish a time formula for marking in relation to different types of assessments within the Schools/Departments. This formula will be used and reviewed every second year by the School/Department;

(iii) administration of relevant records of the students for whom the casual employee is responsible; and
(iv) informal consultation with students. This consultation involves face to face consultations immediately prior to or following a lecture or tutorial.

(b) The total hours of work under this clause will not normally exceed two extra hours for every hour of teaching time, however may involve more than two hours in the case of 1a and 1b of Schedule 2.

12.6.2 Marking

Marking beyond that outlined in subclause 12.6.1 above, including marking of subject or course wide examinations, essays or other assessment tasks will be paid at the appropriate hourly marking rate as set out in Schedule 2.

12.6.3 Demonstrating and Other Duties

Demonstration

(a) Demonstration involves the performance of such duties as the conduct of practical classes by setting up or supervising the correct method of use of equipment; issuing prepared instructions about experimental procedures or projects from the lecturer; supervising undergraduate students in carrying out experiments or laboratory work and being a source of technical advice.

The hourly rate of pay for demonstrating and other duties encompasses one hour of student contact time only. Any work required outside the one hour (marking, giving a lecture or tutorial, attending a meeting or lecture, preparation time or other duties) will be paid as appropriate in accordance with Schedule 2 of this Agreement.

Responsibility for the course rests with the lecturer in charge of the subject not the casual performing demonstrating or other duties.

Other Duties

(b) Other duties includes all other work that is required by the University to be performed by the casual employee, being work in the nature of, but not limited to:

(i) attendance at lectures, formally designated student consultation, including formal consultation by electronic means, and student supervision;
(ii) attendance at meetings including School and/or Faculty meetings as required by the Head of the academic unit;
(iii) the conduct of practical classes, workshops, student field excursions;
(iv) the conduct of clinical sessions other than for the Faculty of Medicine;
(v) the conduct of performance and visual art studio sessions;
(vi) development of teaching and subject materials such as the preparation of subject guides, reading lists, and basic activities associated with subject coordination; and
(vii) musical coaching, repetiteurship, and musical accompanying other than with special educational service specified in subclause 12.6.4.

Additional Casual Duties

(c) Any additional casual duties which the casual employee is required to perform beyond those outlined in subclauses 12.6.1, 12.6.2, and 12.6.3(a) above will be paid for separately at the appropriate rate contained in Schedule 2.
Notes