Manual for Unit Chairs and Unit Coordinators

Faculty of Arts and Education

For questions regarding the content of this document, please contact the Associate Dean Teaching and Learning, Associate Professor Damian Blake (damian.blake@deakin.edu.au) or your Associate Head of School (Teaching and Learning): https://wiki.deakin.edu.au/display/tnl/Teaching+and+Learning

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⭐ Denotes major change from the last edition of the Unit Chair Manual

Important Dates

CloudDeakin units available to students	**1 week before start of Trimester**
Textbook orders	4 months before start of Trimester 1 and 2 (3 months for Tri 3)
Teaching periods – trimester dates	http://www.deakin.edu.au/students/university-handbook/2016/trimester-dates
Examinations Period	1 week after teaching period concludes
Examinations timetable	https://wiki.deakin.edu.au/display/staff/Examinations
Results submission	7 working days after exam period concludes
Results release to students	3 weeks after exam period concludes

Manual for Unit Chairs and Unit Coordinators

This manual is current for 2016, and covers the two academic teaching roles of Unit Chair and Unit Coordinator, as they are defined in the current <u>Academic Work Allocation Model</u> within the Faculty. When there are no Unit Coordinators, a Unit Chair will cover all roles described in this manual; and when there are Unit Coordinators in a unit, then the Coordinator will usually be responsible for all teaching related activities for their particular cohort or campus.

Definitions of the role of Unit Chair and Unit Coordinator

- from the Faculty of Arts and Education Academic Work Allocation Model, 2016.

Service Activity

UNIT CHAIR

An annual allocation to the academic leader who, as Unit Chair, provides leadership of the unit of study for that year, whether or not they teach it or coordinate it. Note that Unit Coordination activities are allocated under teaching/trimester.

Leadership of curriculum activities related to the design, approval, review or accreditation of units, courses or programs.

Teaching Activity

These allocations relate to units and hours are allocated to staff appropriately, including distributed between staff who share teaching of a unit.

UNIT COORDINATOR

For all unit coordination and administrative duties, separate from the leadership and service role of the unit chair, and including preparation, consultation, meetings and organisation a unit of study each trimester, the following hours will be allocated:

Notes to aid implementation:

- The term 'unit coordinator (Burwood)', 'unit coordinator (Warrnambool'), unit coordinator 'Cloud', or 'campus coordinator' etc., can be used to identify individuals allocated these hours and duties.
- Normally a unit chair will coordinate a unit on at least one campus and/or in online mode; the unit coordination allocation is **in addition** to the service allocation for unit chairing.
- Where a staff member coordinates more than one campus or a campus and online mode, they receive the base allocation for **each** campus/mode.
- Hours/student are divided among staff depending on who is coordinating which campus/mode.
- Staff who teach collaboratively may divide the hours normally allocated to an individual between themselves.
- Hours are allocated for each trimester in which the unit runs.
- Where a unit has low enrolments (less than 36) across more than one mode/campus of offering, the HoS may determine a single base allocation rather than one for each mode or campus.

Unit Preparation and Administration

Teaching and Learning (Higher Education Courses) policy

https://policy.deakin.edu.au/view.current.php?id=00109

Staffing Responsibilities – Employment of Casual Academic Staff

Unit Chairs have responsibility for the employment of casual academics – please contact your School

Executive Officer for details on Human Resources and related requirements.

Unit Chairs also have responsibility for mentoring and supervising casual academics.
Deakin Learning Futures offers an online module for sessional staff, self-registering through
CloudDeakin - from the **More** tab: *Teaching and Learning at Deakin – Sessional Staff*.
Among the topics covered are: developing a teaching portfolio; plagiarism and collusion;
located learning – preparing for tutorials; facilitating discussion; assessment and feedback

The Arts Ed *New Tutor Face to Face Teaching Handbook*, *New Tutor Online Teaching Handbook*
and *How to Mark Online Handbook* are available at:
https://wiki.deakin.edu.au/display/tnl/Faculty+Guides

The Guide to staff conduct can be found at: https://policy.deakin.edu.au/view.current.php?id=00084

Handbook Entries

Current information on all unit and course offerings is located in the online handbook at:
http://www.deakin.edu.au/students/university-handbook

The online handbook is the authoritative source for information on units. Information in Unit Guides,
on CloudDeakin and in classes must be consistent with the information in the handbook.

Formal approval is required to change the information in the handbook. The relevant approving body
differs in each school. Contact your school Executive officer or AHOS T&L for the individual to contact.

Handbook changes for the following year need to be made prior to the annual curriculum update (in late
April). There is some scope for making later changes to handbook entries, however a case needs to be
made as to why a late change is warranted. Please note, any changes made later than August require (by
university regulation) that your school contact every enrolled student (students typically enrol in
September for the following year).

Unit Guides

It is a University requirement that all units have a Unit Guide for students.

In the Faculty of Arts and Education, the Unit Guides are prepared through an online system (BRUCE).
Access to Callista (student database) is required in order to log into the BRUCE system.
http://www.deakin.edu.au/bruce/. Please contact your School Executive Officer for details on access to
Callista.

Unit Chairs should prepare the Unit Guides using BRUCE no later than 3 – 4 weeks before the
commencement of the trimester and the document will be uploaded by Education Services to the
relevant CloudDeakin site at least one week prior to the commencement of each trimester.

Apart from information about the unit, other information that should be provided includes:

- contact details and consultation times of all staff involved in teaching the unit
- any provision for negotiation of assessment tasks (e.g. allowing students to nominate topics) and a clear statement on the negotiation process
- the period of time within which feedback will be provided on assessment

Class Lists

An up-to-date class list for your unit can be downloaded from Callista. For instructions watch the **Classlist inquiry** video:
https://wiki.deakin.edu.au/pages/viewpage.action?spaceKey=staff&title=Callista+Training+Videos

or follow these steps in Callista:

- Click on the Class List Inquiry in the menu
- Enter a Unit code, Select an Academic period (year) and teaching period (trimester)
- Click on **Retrieve List** to display a list of students
- **Download records** provides you with an excel spreadsheet, **save.**

The **Summary List** will provide you with the total number of students with a breakdown of students by location etc.

Seminar (tutorial) lists

Seminar lists can be downloaded from STAR

Steps to download a seminar list, in STAR:

- Insert the unit code in the field above the left column
- Select the relevant campus and trimester underneath
- In the right column check the seminar/prac that you require
- From under the **Class Lists** heading above, select the icon for either a **Classlist** (in .pdf or .xls format) or **Photolist** (in .pdf format) to download
- From the window that appears, select any extra items you require on the left - to add to the default list which has Student ID, First and Last names
- Get Report

CloudDeakin

Staff will be automatically logged into CloudDeakin when they login to their computer on campus.

Access CloudDeakin via DeakinSync or go to the home page: https://d2l.deakin.edu.au/d2l/home. When off campus, log on at http://www.deakin.edu.au/clouddeakin

CloudDeakin sites are generated by staff in Education Services, with a basic template applied to each site and Unit Chairs are assigned access to their sites to further design and develop their content. Where units have been offered previously content will be rolled over. Unit Chairs then have the opportunity to update the site to ensure all online material is relevant to the new trimester.

University CloudDeakin minimum standards
Approved BRUCE unit guide to be located in the top level folder structure in a unit site …Unit guides include learning outcomes & assessment requirements and feedback arrangements
Assessment folder: Include self-check Turnitin option for students
A process for indicating that students understand their responsibilities relating to **plagiarism or collusion** in submitting assessments will be included in a standard location on CloudDeakin sites
For students who submit assignments via a CloudDeakin assignment drop box, feedback and assignments will be returned in the same way
Welcome message from Unit Chair to be included in the News item on the unit home page before teaching commences Photo/video (optional but desirable)
People: Provide details of other teaching staff
Resources have a clear and logical flow, consistent formatting and descriptive file names
Technical and study support links are included in University approved help widgets
Echo capture (unless academic staff have specifically opted out)
Active **cloud discussion boards** are available in the unit site with staff overseeing discussions At least one place on the site where unit related student questions are answered
Regular information is published to the site – news and announcements e.g. reminders about assignments, other unit requirements, responses to commonly asked questions

Arts & Education CloudDeakin minimum standards
Accuracy/Equity: Only one Unit Guide (BRUCE)
Clarity: Previous year's unit guide and assessment not visible to students
Resources
Equity: Same study materials to be provided to students at all locations (not campus-specific sets of material)
Clarity: Site Architecture to structure study materials content either by week or topic
Clarity: All files and links have names to indicate purpose, i.e. file names are readable
Study guide in **html** unless technical considerations require other format (e.g. complex tables or graphics)
Readings
All readings are provided in copyright compliant manner
Clarity: Clearly distinguish prescribed/required readings from optional/further/required/extended reading
Currency: Readings are updated regularly with no more than 20% of readings older than 5 Years (except with permission of AHOS(T&L))
Volume: Readings do not exceed 40 pages per week for an undergraduate unit (except with permission of AHOS(T&L))
Assessment and Grades
Accuracy: All assessment task detail provided in CloudDeakin must match handbook and unit guide
Equity: Same assessment to be provided to students irrespective of location
Accuracy: All information provided via CloudDeakin on e.g. special consideration, late penalties, plagiarism, turnaround times for feedback to match university and faculty policy
Collusion/plagiarism notice in every CloudDeakin assignment folder
Accuracy: Only one assignment folder for each assessment task (not campus specific folders)
Grades area set up for all unit sites
Final grades not released to students via CloudDeakin

Note: Students in the Institute of Koorie Education

Students from Deakin University's Institute of Koorie Education (IKE) may take Faculty units. These units are taught by the Institute's teaching staff in consultation with Arts and Education teaching staff. Institute students are identified with **Unit Class – IKE** when sorting by 'section' in a CloudDeakin unit site.

Unit Chairs should advise Institute teaching staff of any unit content changes. Contact list: http://www.deakin.edu.au/ike/contactlist.php

CloudDeakin support

Education Services have developed an Online Teaching and Learning Hub for the Faculty of Arts and Education. The hub is intended to provide support and guidance to staff whether they are new to CloudDeakin or have some experience. It provides information on CloudDeakin and associated technologies, how they fit together, and how they can be best used to enhance the online learning experience for students. All staff in the faculty are enrolled and it is listed under Ongoing sites: https://d2l.deakin.edu.au/d2l/home/93075. It can also be accessed from any CloudDeakin site home page from the blue 'Guides and Resources' menu.

- CloudDeakin support for **staff,** from the Faculty's Education services team email: artsed-clouddeakin-support@deakin.edu.au
- **Student** support for CloudDeakin is provided by eSolutions: http://www.deakin.edu.au/about-deakin/administrative-divisions/esolutions
- Online University CloudDeakin support for both **staff and students**: http://www.deakin.edu.au/learning/cloud-learning/clouddeakin

Readings

Readings fall into three broad categories, according to their source:

- Deakin-made digitised / scanned copies of content only available in hard copy, such as book chapters, which are stored in the Learning Repository to ensure reasonable use
- Readings, available from licensed online resources, such as eJournal articles and eBooks, to which Deakin has access
- Readings available freely, and linked to freely, such as in blogs or academic websites, with no copyright permissions required

Each kind of reading is stored differently, has different requirements for copyright management, and is handled differently in CloudDeakin sites. Here are the CloudDeakin instructions: http://www.deakin.edu.au/learning/cloud-learning/clouddeakin/guides/content/ereadings

- Requests for readings should go to either the Arts and Education liaison librarians or the Library EReserve team email: ereserve@deakin.edu.au. In your request please provide the unit code and full citation details for all items including page numbers.

Library resources

The University Library is focused on supporting and collaborating with you to ensure that the services and resources provided meet your learning, teaching and research interests.

The Arts and Education liaison librarians are based in each of the four campuses and can help you with: collection requests for courses and research; Readings; developing learning activities, campus and cloud that support the digital learning outcomes in your units; support you with course enhancement programs and research support: Arts and Education Liaison Librarian Team

Textbook Orders

Unit Chairs will receive an email advice from the DUSA Bookshop asking them to order their textbooks online through the DUSA Bookshop website. The online ordering system also automatically submits book information to the Library for your unit.

Note: Where there is a financial or personal interest in any publication any part of it (software or other course materials), the Assessment Panel must request on an annual basis the Faculty of Arts and Education Board to consider making a recommendation to the Pro Vice-Chancellor (Planning and Integrity) to approve such prescribed or required texts, (software or other course materials). Faculty Boards must consider and record the following information, and its reasons for any proposed prescription as part of its recommendations to the Pro Vice-Chancellor (Planning and Integrity):

- the title, year of publication and publisher
- *other relevant texts, (software or other course materials) available in the market*
- reasons for use
- the expected market price
- the name and position of the staff member(s) who have a financial or personal interest in the publication.

Academic Integrity Procedure, section 5.

Contact your School Executive Officer for advice on how to proceed.

Timetable / Room Bookings

In 2016 and previous years, timetables have been rolled over. In 2016 this process has changed and you will be emailed with information about this as the Faculty Timetablers begin to work on them each trimester.

Faculty Timetablers will contact Course/Discipline heads (who will work with Unit Chairs) to collect unit requirements each trimester. E.g. enrolments, number of activities required (class, seminar, prac etc.), duration, class/seminar size, location requirements, staff, teaching weeks etc.

The draft timetable becomes available in early December for the following trimester only.

View at: https://www.deakin.edu.au/apps/facilities-services/class-timetables/

Where necessary, minor amendments can be made to timetabling by liaising with your Course/Discipline Co-coordinator. Your coordinator will contact the Faculty Timetable Officers prior to the timetable being finalised.

Faculty of Arts and Education Timetable officers are:

Geelong and Warrnambool	Burwood
Kym Neely	Carmen Nigro
kim.neely@deakin.edu.au	carmen.nigro@deakin.edu.au
522 71449	925 17143

Room Bookings – 'One-Off'

For general one-off bookings please use this link from the university Facilities management:
http://www.deakin.edu.au/about-deakin/administrative-divisions/facilities-services/room-bookings

One-off bookings in relation to a timetabled unit can be made through the Faculty Timetable officers.

Procedure for Cancelling Classes

If a class needs to be cancelled, for example due to illness, please be sure to follow the procedures below so that all concerned are kept informed. This will avoid a number of unnecessary complications.

Academic staff should notify the Faculty Student Support Office at the campus where the class is scheduled with full details of the class to be cancelled. Student Support Office numbers are as follows:

Burwood	924 43910, 924 43843 or 924 46381
Geelong	522 73379
Warrnambool	556 33489

The message bank on these numbers is guaranteed to be checked regularly.

Alternatively, send an email marked URGENT details artsedstudentsupport@deakin.edu.au and place a message on CloudDeakin regarding class cancellation. If you are unable to do so, advise the Student Support Office.

eVALUate

Deakin uses the eVALUate survey to collect students' feedback on their learning experiences within units. Student feedback is an essential part of the university's approach to continuous improvement of units and courses and as Unit Chair you are responsible for ensuring students are strongly encouraged to provide feedback by using the eVALUate survey. Data from the eVALUate surveys for all units are used at all stages of the course planning cycle, including review of unit performance at the end of each trimester, Course Annual reviews and Major Course reviews. It is also important that Unit Chairs review unit eVALUate data at the end of each Trimester in collaboration with all other members of the teaching team and relevant Course Directors.

The survey administration, analysis and reporting of the results is performed by the Strategic Intelligence and Planning Unit (http://www.deakin.edu.au/about-deakin/administrative-divisions/strategic-intelligence-and-planning-unit/surveys). Results from each unit evaluation survey for individual units are publicly available through the http://www.deakin.edu.au/unit-eval/results/general.php

Student Administration

Advice for students - managing workload and assessments

Sally Totman Marshall posts this on her CloudDeakin unit sites, you may find it useful to adapt for your own sites:

> ### STUDY COMMITMENT
> *Students are expected to prioritize their studies. Those with significant commitments elsewhere such as paid work, family responsibilities or personal issues should strongly consider taking a lighter study load (less units) to enable them to better balance their time. It is expected students will spend an average of 8 hours per week on every unit in which they are enrolled. This includes attendance at formal classes (or listening to classes online) plus readings and research and assignments. Do not skip weeks of lectures and expect to catch up at the last moment before the exam. It never works.*
>
> *Deadlines are not guidelines. They are absolute. Everyone's life is impacted by unexpected events as well as the normal range of other commitments. Properly managing your time means that these other events will not impact your ability to get your assignments in on time. This is practice for the world beyond university where extensions and Special Consideration do not exist. Students should start working on their assessments from Week 1. It is never too early to start reading, researching and writing.*
>
> *In terms of Special Consideration (SC) or extension applications it is the responsibility of the student to contact the Unit Chair as soon as a possible difficulty arises, especially if this will necessitate an extension or SC application. Being disorganized or a poor time manager are not reasons for an extension or SC. Having other assignments due at a similar time is also not grounds for such an application. The due dates for all your assignments are known in advance and those who leave their work until the last minute and then encounter an 'unexpected disruption' should not assume they will be granted an extension. You should plan to have your essay-type assignments finished a week before the due date as this allows a buffer for unexpected illness, family issues or any of the other events that are part of everyday life.*

Services Available to Students

The Division of Student Life

The Division of Student Life offers a number of services to students, including study skills, job shop, career and employment advice, counselling and international student support. http://www.deakin.edu.au/studentlife/

Unit Chairs should ensure all students and teaching staff in their unit are aware of the services provided by the Division of Student Life encourage teaching staff to refer students when these services are appropriate.

Deakin University Student Association (DUSA) http://www.dusa.org.au/

Students with a Disability

The Disability Resource Centre (DRC) area of the Equity and Diversity Unit provides access to services and supports that assist students with disability or health conditions to make the most of their study. Students may register with the DRC, and where appropriate a **Learning Access Plan (LAP)** is prepared for the student. A LAP is a document designed to assist Faculty staff to support a student with a health condition or disability and clarify arrangements that are needed to minimise

educational disadvantage.

To ensure that all students have a consistent and fair opportunity to demonstrate achievement of learning outcomes, alternative assessment arrangements are provided for students with disability or health condition. Alternative assessment arrangements are equivalent in academic standard to assessment provided for other students enrolled in the unit.

The Disability Resource Centre at Deakin can be found at:
http://www.deakin.edu.au/equity-diversity/disability-services.php

Application for Disability Support Services:
http://www.deakin.edu.au/life-at-deakin/health-wellbeing-safety/disability-support/apply

Late Enrolments

Students are not normally permitted to enrol in units after the published census date for each period (usually two weeks after the commencement of the trimester). In exceptional cases, where the Unit Chair grants permission, late enrolments may be accepted, and will need to be processed through the Student Support Office.

Student Complaints

Students should first attempt to discuss the matter informally with the staff member whose actions have led to the complaint (i.e. the unit chair) for matters pertaining to a unit of study. Should the complaint not be handled informally, formal (stage 2) procedures are in place for both students and staff to follow. Refer to the Student Complaint Procedure in The Guide at:

https://policy.deakin.edu.au/view.current.php?id=00146

Assessment Design & Requirements

Assessment Policy

https://policy.deakin.edu.au/view.current.php?id=00196

Assessment Panels

An **Assessment Panel** is a panel appointed by each Faculty Board for each unit offered by the Faculty in that study period. Each assessment panel will consist of at least two members of the academic staff of the University, one of whom will be the Unit Chair. The Unit Chair will be the Convenor of the Assessment Panel. Where a unit is taught by only one academic staff member, who is also the Unit Chair, they will nominate another member of academic staff, with the appropriate expertise, to be appointed to the Assessment Panel.

Assessment Panels are responsible for:

- determining assessment tasks for each unit, which are then subject to approval by the Faculty Board;
- ensuring that there are *at least two* summative assessment tasks for a unit and that these occur across the study period;
- proposing any hurdle requirements (requirements that students must demonstrate a minimum level of performance) to the Faculty Board for approval. [The Faculty Board ensures that any hurdle requirements are clearly linked with the course learning outcomes and standards, and explained in the course and unit guides];
- ensuring that each different examination is at least 75% different from each of the other examinations set in any one study period;
- selecting one of the approved methods for ensuring comparability of assessment (see *Schedule B: Approved Methods for Ensuring Comparability of Assessment*) for each assessment task in a unit
- informing all relevant staff members of the method the panel has selected for ensure comparability of assessment and maintaining a record of the application of this process in the unit;
- developing a marking rubric for each assessable task that involves an exercise of academic judgement;
- ensuring that all staff who assess student work use the assessment panel's marking rubric and the approved method for ensuring comparability of assessment;
- arranging for assessment tasks to be marked anonymously where appropriate and practicable;
- ensuring that the re-marking and verification process described in the *Assessment (Higher Education Courses) Procedure* has been undertaken for all assessment tasks in the unit for which a fail grade has been given before recommending a result of 'fail' for a unit [with the exception of assessment tasks consisting of a performance, presentation, exhibition or other event where the student's work is transient];

NOTE: One of the two markers must be a member of the assessment panel.

Where the original and second marks differ by 10 percentage points or fewer of the available marks, the final mark received by the student for the assessment task will be the average of the two marks. Where the original and second marks differ by more than 10 percentage points of the available marks, the assessment task will be marked by a third marker. The final mark for the assessment task will be the median of the three marks, except where the assessment panel determines that one of the markers was not marking according to the agreed standards, in which case the final mark will be the average of the other two marks.

Where one marker was not marking according to the agreed standards, the assessment panel will review the marks that the marker has awarded to other students and arrange any necessary re-marking or mark adjustments. The same markers must be used for second and third marking in any one assessment task where practicable.

Assessment Procedures

https://policy.deakin.edu.au/view.current.php?id=00187

The following points from the University Assessment (Higher Education Courses) Procedure, Section 5, Procedure, Assessment — apply to all assessments in the Faculty of Arts and Education. Endorsed by the Faculty Of Arts and Education Teaching and Learning Committee on November 28, 2013:

- Assessment tasks for each unit are determined by the Assessment Panel and subject to approval of the relevant Faculty Board. *Assessment (HEC) procedure, section 5 (6)*
- The Assessment Panel ensures that there are at least two summative assessment tasks for a unit and that these occur across the study period. *Assessment (HEC) procedure, section 5 (7)*
- Before the commencement of each unit offering, the Assessment Panel is responsible for determining the standard of performance required in each assessment task in the unit, taking account of the level of the unit, the standard used in previous offerings of the same unit and the need to ensure comparability of assessment. *Assessment (HEC) procedure, section 5 (8)*
- The following assessment weighting patterns apply to all units and assessment tasks, with the exception of theses and units worth two or more credit points — any exemptions must be approved by the Faculty Board:
  - o the maximum weighting of an assessment task, including examinations, is 60% of the total summative assessment for the unit
  - o the maximum weighting for the collective component of group assessment is 50% of the grade for the unit
  - o the total maximum weighting of any unsupervised multiple choice tests administered online is 20% of the grade for the unit.
  - o the total maximum weighting of any unsupervised tests which are administered online and automatically computer-marked is 20% of the mark for the unit; administration of those tests is carried out in accordance with the standards set out in Schedule C. *Assessment (HEC) procedure, section 5 (9)*
- Assessment tasks, including examination papers, must not be repeated in subsequent offerings of a unit in a way that compromises academic integrity. *Assessment (HEC) procedure, section 5 (10)*
- When an assessment task allows students to choose from different questions or topics, the standard and degree of difficulty of the alternatives should be the same as far as is reasonably practicable. *Assessment (HEC) procedure, section 5 (11)*
- As part of the continuous quality improvement process, the means of assessment for a unit are reviewed during the major course review process that occurs in accordance with the Higher Education Courses Approval and Review procedure. *Assessment (HEC) procedure, section 5 (12)*
- The Faculty's expectation is that student queries are to be responded to within one working day. Note that staff taking any short periods of leave during teaching need to set up an out of office message on email indicating who students should contact instead to resolve the query within one working day.

Assessment Design

Assessment can be both formative and summative, most of the time these terms are taken to mean that "formative" assessment does not involve marks and "summative" assessment does. However, some assessments may be both, i.e. the first assessment provides feedback that informs subsequent assessment/s.

One or more of the unit learning outcomes should be linked to summative assessments, taught and explicitly assessed. Additionally, selected Course and Deakin Graduate Learning Outcomes, which have been aligned to specific unit learning outcomes, should be explicitly taught and assessed. Both learning resources, learning activities and the assessment provide students with the opportunity to practice and demonstrate the degree to which they have achieved these outcomes.

Assessment tasks should be explained clearly and marking rubrics can help define the criteria and levels required for students, and then achieved in an assessment.

Deakin Learning Futures offer two online modules that academics can self register for through CloudDeakin (under the **More** tab). Amongst many other topics, they both offer information on **Assessment and Feedback** — *Teaching and Learning at Deakin* and *Teaching and Learning at Deakin – Sessional Staff.*

Deakin Graduate Learning Outcomes (DGLOs)

GLO1 Discipline-specific knowledge and capabilities: appropriate to the level of study related to a discipline or profession

GLO2 Communication: using oral, written and interpersonal communication to inform, motivate and effect change

GLO3 Digital literacy: using technologies to find, use and disseminate information

GLO4 Critical thinking: evaluating information using critical and analytical thinking and judgment

GLO5 Problem solving: creating solutions to authentic (real world and ill-defined) problems

GLO6 Self-management: working and learning independently, and taking responsibility for personal actions

GLO7 Teamwork: working and learning with others from different disciplines and backgrounds

GLO8 Global citizenship: engaging ethically and productively in the professional context and with diverse communities and cultures in a global context

Deakin Graduate Learning Outcomes describe the knowledge and capabilities graduates have acquired and are able to apply and demonstrate at the completion of their course. These are mapped at a course level along with: AQF level Descriptors and Criteria; Discipline/Professional standards; and Course Learning Outcomes and CLO minimum standards.

As a result of this mapping individual units nominate which of the DGLO's are mapped to their unit learning outcomes and assessment. These DGLO's are taught and explicitly assessed within the unit.

For advice and information about how to integrate the DGLO's into coursework and assessment refer to:

http://www.deakin.edu.au/learning/designing-assessing-and-evaluating-learning/deakin-graduate-learning-outcomes

Academic Integrity

Assessment tasks must not be repeated in subsequent offerings of a unit in a way that compromises academic integrity. *Assessment (HEC) procedure, section 5 (10)*

The recommended practice is to rewrite assessment topics every time a unit runs to make them substantially different from earlier offerings of the unit. Where this is impractical due to the task design or professional accreditation requirements, a unique or non-repeated element should be introduced in such a way as to preclude students plagiarising material produced by past students in previous years for the unit. Written approval from the Head of School is required to re-use assessment tasks.

Number of Assessments

There must be at least two summative assessment tasks for a unit. *Assessment (HEC) procedure, section 5 (7)*

These tasks are to occur across the study period with a timing that allows students to benefit in preparing for the next assessment task. *Assessment (HEC) procedure, section 5 (18)*

Recommended practice is that there be no more than three summative assessment tasks for a unit, with the majority of units having two summative assessment tasks.

Tutorial and "Participation" Marks

Unit Chairs are to be responsible for maintaining a record of attendance at tutorials and any associated marks for each student. A mark <u>cannot</u> be allocated or given for attendance alone, but can be given for participation or classed based activity. Any 'tutorial' mark must involve specific activities (group and/or individual-based), with specified criteria as for all assessment tasks.

Hurdle Requirements

All hurdle requirements require approval by Faculty Board, which will ensure that these are clearly linked with the course learning outcomes and standards. *Assessment (HEC) procedure, section 5 (13 & 14)*

Hurdles will be approved only in exceptional circumstances to meet critical requirements, e.g. as required by professional accreditation bodies.

For students enrolled in School of Education courses, the professional experience component is assessed primarily by the supervising classroom teacher in consultation with the pre-service teacher. Satisfactory completion of the Professional Experience component is compulsory in order for the student to progress

Weighting Patterns

All units and assessment tasks, with the exception of theses and units worth 2 credit points or more, must adhere to the following unless Faculty Board has approved an exemption:
No task may be weighted at more than 60% of the total for the unit. *Assessment (HEC) procedure, section 5 (9a)*

- The maximum weighting for the collective component of a group assessment is 50% of the grade for the unit. *Assessment (HEC) procedure, section 5 (9b)*

- Online multiple choice tests may not be weighted at more than 20% of the total for the unit; administration of those tests is carried out in accordance with the standards set out in Schedule C *Assessment (HEC) procedure, section 5 (9c)*

Word Limits on Written Assessment

For undergraduate units (other than Honours) the minimum and maximum word limit is 4000 words total or equivalent per credit point. For postgraduate units the word range is 5000-6000 words or equivalent per credit point. The recommended practice is 5000 words for postgraduate units, with the 6000 word limit reserved for research or capstone units.

Honours - The length of the Honours thesis length is determined by the School and should be in the range of 14,000 to 16,000 words.

In disciplines where creative works form a significant part of the assessment (for example, painting, poetry, short fiction, film) the creative component must be accompanied by a scholarly written component (an exegesis) which should be in the range of 6,000.

Grading Schema

[Schedule A: Grading Schema for Assessment in Higher Education Courses](#)

In the Faculty of Arts and Education a mark as well as a grade must be given to students for each assessment (except for Fail/Ungraded Pass schema). This gives students a clear idea of their performance in any given assessment task.

Assignment Submission

The Faculty of Arts and Education uses online submission, marking and return for all assessment in the Faculty. This means that most Unit Chairs will require students to submit an electronic copy of their assignment through the CloudDeakin assignment folder on each unit's CloudDeakin site. Unit chairs are responsible for advising students of alternative arrangements for assignments in media other than text based documents.

At the beginning of each trimester all assignment folders in CloudDeakin include a plagiarism statement and declaration, the electronic equivalent of a cover sheet. Cover sheets are not required for online assignment submission.

For extra information on Assignment folders refer to the Online Teaching and Learning Hub – Assessment section: https://d2l.deakin.edu.au/d2l/home/93075

Extension on Assignments

Students in the Faculty of Arts and Education who require an extension for assignments should be advised to always contact their Unit Chair via email, attaching the application form available on the page for [Assignment and Online Test Extensions](#). Applications should be made as soon as the student becomes aware that they will have difficulty in meeting the scheduled deadline but at least three days before the due date. Appropriate documentation should be submitted in support of the application, such as a medical certificate. Normally a **maximum** of 14 days can be granted as an extension. For longer lengths of time see *Special Consideration (in the **Marking** section of this manual).*

Late Submission Procedure

Students submitting an assignment for which they have been granted an extension must clearly record both the amended approval date for submission and the name of the approving staff member.

Where an application for late submission has not been negotiated prior to the advertised date of submission, late assessment tasks will only be accepted up until 10 days after the due date.

Changes to Assessment Arrangements

After students are enrolled, assessment arrangements for a unit may only be changed in exceptional circumstances and with the approval of the School. If there is a change to assessment arrangements after the time the students enrolled, the School needs to advise students in writing that there has been an approved change of assessment from that published in the online handbook.

Examinations

Refer to sections 21-29 of the University's Assessment Procedure for details of examination requirements.

https://policy.deakin.edu.au/view.current.php?id=00187

Assessment Review

Assessment should be regularly reviewed as an integral and central part of quality assurance processes for courses and units. Faculty Boards, Faculty and School Teaching and Learning Committees and **Assessment Panels** ensure quality assurance and continuous quality improvement within each Faculty.

Honours Thesis Assessment

The method of assessment of an honours thesis varies from school to school. Each discipline has information about honours on their discipline web page.

Marking

Marking Online
Download the Arts Ed *How to Mark Online Handbook*:
https://wiki.deakin.edu.au/display/tnl/Faculty+Guides

Feedback on Assessment

Each unit will use a variety of formats in providing students with feedback: through rubrics, written responses, audio and annotated documents. For extra information on Assignment folders, associated grades, rubrics, Turnitin and GradeMark refer to the Online Teaching and Leaning Hub – Assessment section: https://d2l.deakin.edu.au/d2l/home/93075

In the Faculty of Arts and Education, assignments, which are **submitted on time**, are to be marked and returned within 21 days of the due date**.** In circumstances where feedback cannot be provided within this timeframe, a notice should be placed on *CloudDeakin* advising students of when they can expect feedback and the reason for the delay.

In instances when an assessment has not been submitted by the due date, the Unit Chair will endeavour to provide feedback to the student in a timely manner.

When setting assessment tasks that depend on feedback from a previous task, the due date for assessment should be set to ensure that feedback can be provided in time for students to benefit from the feedback.

Late submissions

Students in the Faculty of Arts and Education who have not had an extension approved and who do not submit by the due date will receive a penalty of *five percent (5%) per day for each day* that their assessment task is late. For example, a project worth 20 marks, one day late will reduce the mark by 1/20. A project submitted two days late will have the marked reduced by 2/20.

No assessment task will be accepted more than 10 days after the advertised date of submission, unless an extension has been granted.

Special Consideration

Students whose performance in an assessment task was, or is likely to be, adversely affected by serious and exceptional circumstances beyond their control may be eligible for special consideration on medical, compassionate or hardship/trauma grounds.

Special consideration is intended to assist students dealing with unexpected, short-term setbacks. The University offers supports and services to minimise the difficulties that students may experience because of longer-term conditions or circumstances. These include services relating to health, safety and wellbeing, financial support and the Disability Resource Centre who will assist with identifying and implementing appropriate adjustments for students with ongoing medical conditions or disabilities. Students are strongly encouraged to connect with relevant services, as their support is likely to reduce the need to apply for special consideration.

Students with ongoing difficulties may still be eligible for special consideration, if they can demonstrate that their difficulties have suddenly worsened or that an additional issue has arisen.

Applications for special examinations and other forms of special consideration will only be considered on the following grounds:

- serious medical conditions, e.g. hospitalisation, injury or illness
- compassionate reasons, e.g. the recent death of a close family member or family breakdown
- hardship or trauma, e.g. a sudden change in employment circumstances, severe disruption to domestic arrangements, victim of crime.

Circumstances within a student's control (e.g. misreading timetables, exam stress, returning home, holidays, social or family occasions) and temporary, minor ailments (e.g. headaches, colds, sleeplessness, gastric upsets, general period pain) will not be accepted as grounds for special consideration. Religious or faith-based issues are also not in themselves grounds for special consideration, although they may be used to support an application on other, valid grounds.

All applications must be accompanied by verifiable supporting documentation, such as a written statement from a recognised authority or practitioner registered with a professional body (e.g. social worker, medical practitioner, lawyer or psychologist); a death notice or certificate; or a police report. http://www.deakin.edu.au/students/assessments/special-consideration

See section 44 – 55 in Section 5 of the Assessment Procedure https://policy.deakin.edu.au/view.current.php?id=00187

Possible outcomes for a Special Consideration application are:

Outcome 1: not granted

If you select Outcome 1 please make a note in the Comments Box outlining the reasons for the decision.

Outcome 2: an extension

This is only for tasks scheduled while teaching is under way, for which the student has had to apply for special consideration rather than negotiating directly with their Unit Chair, because: (i) the due date has passed; or (ii) the student wants more than a two-week extension; or (iii) rescheduling is impractical.

Any extension request for less than 2 weeks must be made via the Faculty Extension Request Form: http://www.deakin.edu.au/arts-ed/students/assignment-extension

If the student receives an Outcome 2 they will receive an email notifying them to contact the Unit Chair or Coordinator within the next two working days to arrange a new submission date for the assessment task.

Outcome 3: a special exam run by the Division of Student Administration (DSA)

This is only for exams which are run by DSA. You cannot grant an Outcome 3 for any other type of assessment task.

The student will receive an RIE grade and the special exam will normally be held during the next special exam period.

Students can only apply once for additional Special Consideration for the same task (a 'special on special'), and the application must be in writing to the Chair of the Faculty Academic Progress and Discipline Committee. If the student does not sit their make-up exam then they cannot apply for a second postponement of the exam without writing to the Chair of the Faculty Academic Progress and Discipline Committee.

Outcome 4: **a special assessment task administered by the Faculty**

The student will receive an RIA grade.

The Assessment Panel will arrange to have an alternate assessment task completed by the student as soon as practicable.

Please note that there is no adjustment of marks available to students as a result of Special Consideration being granted.

Queries: Please contact Sally Totman Marshall (sally.totman@deakin.edu.au) or FAPDC (fapdc-ae-g@deakin.edu.au).

Plagiarism Checking and use of Turnitin

The Faculty of Arts and Education recommends the use of Turnitin, but it is not mandatory. The Faculty has no particular recommendation on whether Turnitin reports are to be visible to students.

If Turnitin is used in any unit, Unit Chairs must state this clearly in the Unit Guide and outline the procedures to be followed by students.

Plagiarism and Collusion

Plagiarism and collusion constitute extremely serious academic misconduct. They are forms of cheating, and severe penalties are associated with them, including cancellation of marks for a specific assignment, for a specific unit or even exclusion from the course. The University defines Plagiarism and Collusion in Assessment as follows:

> **Collusion**: is acting with another person with the intention to deceive (e.g. submitting the work, or part of the work, of someone, even with their permission, or having someone else write any part of an assignment for you).

> **Plagiarism**: is using other people's words, ideas, research findings or information without acknowledgment, that is, without indicating the source.

Direct your students to the *Deakin Guide to Referencing*: http://www.deakin.edu.au/students/study-support/referencing, which provides information on how to acknowledge other people's works.

Staff guide to student academic integrity:
https://collaborate.deakin.edu.au/division/governance/qs/SitePages/Staff guide to student academic integrity.aspx

The Assessment Panel or Faculty Academic Progress and Discipline Committee (FAPDC) will impose a penalty on any student who is found to have committed an act of academic misconduct such as plagiarism, collusion, examination cheating or unauthorised collaboration including common instances through to serious breaches. See:
https://policy.deakin.edu.au/view.current.php?id=00107

Steps to take with suspected plagiarism

All plagiarism and collusion needs to be reported to Faculty Academic Progress and Discipline Committee (FAPDC). No result should initially be entered for an assessment item that contains plagiarism or collusion. The assessment should be submitted to the FAPDC Secretariat with the Academic Misconduct Advice form and all required documents.

When an academic staff member suspects academic misconduct in an assessment item:

- Do not return student's work.
- Do not write 'this is plagiarised' or similar wording on the assignment.
- Do not put a grade or result on the assignment, or inform the student of the assessment grade.
- Inform the Unit Chair (if the person who identified the misconduct is not the Unit Chair).
- The Unit Chair shall inform the Faculty Academic Progress and Discipline Committee Chair via the FAPDC Secretariat.

Procedure for reporting allegations of plagiarism or collusion to the FAPDC:
1) Contact your relevant FAPDC (see email addresses below) with your alleged misconduct case as soon as you become aware of it and **before** you have sent any correspondence regarding the matter to the student concerned.
2) You are required to email the FAPDC:
   a. A completed Academic misconduct form (**attached**) for each case.
   b. A copy of the Unit Guide
   c. An electronic copy to the assignment that has been run through turnitin with concerns matched on turnitin in report **OR**
   d. If it is an assignment you have matched to readings or internet sources, please attach the assignment and those relevant readings highlighted.
3) The FAPDC will email the student within 5 days of receiving your case to advise them that the submission has been received and will give an approx. date of an upcoming meeting and when more information will be provided to them.

Procedure for academics to communicate with a student they have submitted an alleged misconduct case for:
1) Advise the FAPDC of the matter (see above).
2) You may then advise the student that you have referred their assessment piece to the Faculty Academic Progress and Discipline Committee for an allegation of plagiarism and the student will soon receive a letter from the FAPDC regarding the matter.
3) You will not be able to discuss the matter with the student as it has been referred to the FAPDC.
4) You can recommend that the student may wish to contact DUSA Advocacy for free assistance and advice. DUSA will be able to talk to the student about the process, help them to write a response and even attend the hearing to support the student.

Use of Turnitin in identifying potential plagiarism.

Turnitin is a commercial software product by which sections of a written piece of work can be identified by character recognition to be similar or the same as other electronic documents on the web. It is important to understand that Turnitin identifies similar text only and does not recognise if a student has actually referenced that work.

Staff should not just look at the similarity index and immediately assume that the student has plagiarised. Staff must consider the sections identified and determine if the work is referenced. A poor attempt at referencing is not plagiarism, it is poor scholarship and should be handled in the marking of the assessment item and appropriate feedback provided to the student.

Where the staff member believes that the student has plagiarised due to a lack of in-text or footnote referencing the staff member must provide a copy of the source document identified by Turnitin. Turnitin, by itself, cannot be used as the only source of 'evidence' of plagiarism.

Contacts:
Burwood: fapdc-ae-b@deakin.edu.au
Geelong: fapdc-ae-g@deakin.edu.au
Warrnambool: fapdc-ae-w@deakin.edu.au

The full procedure can be found at:
https://policy.deakin.edu.au/view.current.php?id=00079

Academic Misconduct

Instances of academic misconduct by students will be dealt with in accordance with Regulation 4.1 (Academic Misconduct)

http://www.deakin.edu.au/__data/assets/pdf_file/0008/348452/regulation-4-1-2-academic-misconduct.pdf

Assessing Student work — Comparability of assessment/Moderation

- For each assessment task in a unit, the Assessment Panel selects one of the approved methods for ensuring comparability of assessment in Schedule B: Approved Methods for Ensuring Comparability of Assessment (or see next page). Other methods for ensuring comparability of assessment may only be used with the prior approval of the Teaching and Learning Committee. The Assessment Panel informs all relevant staff members of the method the Panel has selected. *Assessment (HEC) procedure, s 23*

- The Assessment Panel develops a marking rubric for each assessable task, which involves an exercise of academic judgment. *Assessment (HEC) procedure, s 24*

- To facilitate reliable and consistent judgments about student performance, all staff who assess student work must use the Assessment Panels' marking rubric and the Approved Method for Ensuring Comparability of Assessment. *Assessment (HEC) procedure, s 25*

In the Faculty of Arts and Education, where a unit is taught across campuses it will have common assessment tasks, unless alternatives are approved by Faculty Board prior to the beginning of the trimester of offer. Where a unit is taught in located and cloud modes, then assessment tasks must recognise the differing experiences of the student cohorts and provide alternative approaches. This recognises that, in order to be responsive to different teaching and learning contexts, alternative assessment is appropriate.

Normally, there should be the same number of tasks for located/cloud and while assessment should be responsive, the different tasks need to be assessing the same learning outcomes with comparability in weighting.

Following the collation of all grades, it is the responsibility of the Unit Chair to ensure consensus between assessors regarding the comparability of the assessments, and to undertake a review of the grades distribution prior to the finalisation of the results. Based on factors such as the distribution of grades, consistency of assessments with expectations, experience level of assessors and identified disagreements about the application of criteria, the Assessment Panel may, at its discretion, decide on a further limited round of consensus moderation following the collation of grades and prior to the finalisation of results.

University Assessment Policy requires that for each assessment task in a unit, the assessment panel selects one of the following list of approved methods for ensuring comparability of assessment provided in **Schedule B: Approved Methods for Ensuring Comparability of Assessment**.

A summary of these options follows:

A: Objective test questions

- Objective test questions imply that comparability of assessment can be assumed even with multiple markers, provided that they are correctly instructed.

B: Single marker assessment using marking guide or rubric

- When all submissions for an assessment task from all students in a particular unit are marked by the same marker, following the approved marking guide or rubric, comparability is assured.
- From time to time through the assessment process this single marker will reassess submissions previously marked to ensure that the marking standard is consistent.
- When the single marker is not part of the assessment panel, for example a sessional marker, or is new to the assessment panel, the Unit Chair will independently re-mark a sample of at least six submissions marked by the single marker from across the grade ranges to confirm that the marks are to the agreed standard.
- Where any marker is not marking according to the agreed standard, the Unit Chair will ensure that the marking is done to the agreed standard, and that any work already assessed by that marker is re-marked to the agreed standard.

C: Second-marking

- Second-marking is used to validate assessment standards across a group of markers, and involves a sample of marked assessment items being marked a second time by another member of staff with knowledge of the first marker's marks and comments. The Unit Chair will second-mark a sample of the assessed work from each marker across the grade ranges (for example two from each of the pass/fail boundary, the middle range and the top of the range). The sample may be marked before or after the full marking exercise.
- If the full marking exercise has not been completed, any marker not marking according to the agreed standard will be given further instruction until their marking standard is appropriate, or if that is not possible will not be allowed to mark this assessment task.
- If the full marking exercise has been completed and a marker is found not to be marking according to the agreed standard then the work already marked by that marker will be re-marked by a marker known to mark according to the agreed standard.

D: Blind double marking

- In this method, markers independently mark the assessment work of each student. If the marks given by the two markers for a particular student are within 10 percentage points of each other, then the average is taken as the final mark. If the marks differ by over 10 percentage point, then a third marker examines the work. The final mark will be the average of the marks given by the two markers whose marks were closest.

E: Panel marking

- Panel marking involves independent assessment by two or more markers. If the composition of the panel is the same for all students doing a particular assessment task, then comparability of

assessment can be assumed. If the composition of the panel is not the same for all students then where possible one member of the assessment panel should chair all panels in order to ensure comparability.

- Each assessment panel must choose one method of ensuring comparability of assessment for each task. The Unit Chair must document the method for ensuring comparability of assessment for each assessment task.

Schedule B: Approved Methods for ensuring Comparability of Assessment

Anonymous Marking

Exams - DSA administered exams

- To facilitate anonymous marking, examination instructions specify that students must not provide their name on examination documentation. The examination supervisors will verify, at the time of an examination, the accuracy of the student identity information entered by students on their relevant examination documentation. *Assessment (HEC) procedure, section 5 (27)*

Further information: https://policy.deakin.edu.au/view.current.php?id=00187 *Assessment (HEC) procedure, Examinations (21-29)*

Remarking of Non-Failed Assignments

Students can request a review of a mark for an assignment through their Unit Chair. Students must approach the Unit Chair within two weeks of the receipt of feedback on the assessment item. The Unit Chair may arrange for a second marking if appropriate using a clean, unmarked copy of the assessment item.
For the method of re-marking please refer to **D: Blind double marking** under **Approved Methods for ensuring Comparability of Assessment** on page 22.

This ruling applies to requests for a remark, and students should be advised that the final mark might be lower, but will be final.

Results

Gradebook in CloudDeakin

To extract results from Gradebook into a format that can be uploaded into Callista, the faculty has developed a help sheet, which is available from Education Services CloudDeakin support: artsed-clouddeakin-support@deakin.edu.au.

Submission of Final Results

In the Faculty of Arts and Education, it is the responsibility of the Unit Chair, on the advice of the Assessment Panel, to recommend a result for each student. The Unit Chair is also responsible for ensuring that the conversion of incomplete results are finalised in a timely manner.

Results are submitted to DSA via the 'Electronic Submission of Result' (ESOR) system. Training sessions are provided regularly to staff by DSA. A User Guide is available online at: https://staff.deakin.edu.au/governance/course-admin/assessments/esor-results.php (link is at the bottom of the page)

Note: the most frequent problem with the system is entering XN/RI results as "0" mark. The system will not accept "0".

For students who fail to hand in work you must not put a mark in the assessment columns (leave all columns blank) and enter XN (in the grade column)

- For students who have special consideration you must not put a mark in the assessment columns (leave all columns blank) and enter RI (in the grade column)

- Entering in a 0 or a mark with an XN grade or a mark with an RI grade will mean the spreadsheet will not run when uploaded into Callista

- If you use fractional marks these will be rounded to the nearest whole number when your validated file is uploaded by the Assessments Group, to student records.

Amendment to Results

After the submission of results, it is sometimes necessary to amend a result due to an error, an outstanding result (RI), or a review of result, etc. *Amendment to Result Forms* are available via the web at: https://wiki.deakin.edu.au/display/tnl/FAPDC. Forms are to be completed and signed by the Unit Chair, and submitted to the Student Support Office to be signed/approved by the Faculty Academic Progress and Discipline Committee Chair or nominee. The form will then be sent to DSA for processing.

Where the Unit Chair is not one of the approvers of the Amendment to Result Form, the FAPDC will send the Unit Chair notification of the amendment.

Publication of Results

Link to DSA Result Release: http://www.deakin.edu.au/students/assessments/result-release

- Results are published at the end of each study period on the dates specified in the University Handbook. Information about accessing results is available on the Current Students (Results) website. In accordance with section 5.1 of Regulation 5.3(1), the Executive Director, DSA under the general direction of the Academic Board, will decide the form in which, and the dates on which, results are to be published. *Assessment (HEC) procedure, section 5 (82)*
- All staff must ensure that results are not made available to students prior to the official publication of results. *Assessment (HEC) procedure, section 5 (83)*

Review of Results

Students may apply to the Faculty Academic Progress and Discipline Committee (FAPDC) for an administrative or academic review of a result in a unit. Information for students is available on:

https://www.deakin.edu.au/arts-ed/current-students/fapdc.php

Where a result must be reviewed, for example to verify a fail grade or following a request for a review of a result to the FAPDC, the Unit Chair works in accordance with the anonymous marking provisions of the University's assessment procedure and, where practicable, withholds the name of the student from the other members of the Assessment Panel until the review has been completed.

The FAPDC considers each request for review and the Committee determines whether assessment processes have been carried out in accordance with relevant procedures and whether a review of a result is warranted.

Cross Institutional Results

Students who have completed a unit at another institution under an approved cross- institutional enrolment must provide an official academic transcript for that unit to the Assessment and Graduations Group, DSA, for recording in the student management system, within two weeks of the result being released by the institution. *Assessment (HEC) procedure, section 57*

⭐ Storage Security and Records Management

The university is required to retain securely all interim assessment results for at least six months after administrative use has concluded. Unit Chairs are therefore responsible for uploading the interim assessment worksheet for their unit at the end of the trimester, using the secure, shared file folder provided by each School in the Faculty. Information documenting the assessment panel membership and processes used to ensure assessment comparability are also required to be stored with the interim assessment results for each unit. Staff should not store assessment results on their personal computer in order to protect students' rights to privacy. Any further updates to this information will be provided by your school.

Faculty Support for Academics

General Information for Arts and Education Staff

For general information on Faculty staff matters, please see the Faculty of Arts and Education Staff Only Pages: https://wiki.deakin.edu.au/display/arts/Staff+Only

Education Services

Education services assists and advises academic staff on all aspects of curriculum development and program delivery enhancement strategies. Members of the Education Services team are available for everyday support.

Academic Programs Officer (Geelong) *Assistance with queries related to courses*	Chloe Murphy (on leave until July 2016) artsed-academic-programs@deakin.edu.au 522 72805
Academic Programs Officer (Geelong) *Assistance with curriculum changes and unit guides*	Beryl Wilson artsed-academic-programs@deakin.edu.au 522 71462
Academic Programs Coordinator (Burwood) *Assistance with major curriculum change, course review & new courses*	Lindsey Pepper artsed-academic-programs@deakin.edu.au 924 17731
Senior Academic Programs Officer (Burwood) Assistance with Credit for Prior Learning	Kim H Morrison artsed-academic-programs@deakin.edu.au 924 45059
Learning Designer - Capacity Building (Geelong) *Assistance with professional development & training*	Leanne Maher leanne.maher@deakin.edu.au 522 71453
Learning Designer - Innovation (Burwood) *Assistance with faculty projects & resource development*	Debra Petty debra.petty@deakin.edu.au 924 46280
Learning Design Officer (Burwood) *CloudDeakin support, professional development & training*	Rob Paine rob.paine@deakin.edu.au 924 68082
eLearning Technical Officer (Burwood) *CloudDeakin support & resource development*	Joseph Grasso artsed-clouddeakin-support@deakin.edu.au 924 46848

eLearning Officer (Geelong) *CloudDeakin support*	Amy Rechenberg artsed-clouddeakin-support@deakin.edu.au 5227 3162
eLearning Officer (Burwood) *CloudDeakin support*	Claire Sharman artsed-clouddeakin-support@deakin.edu.au 924 43990
Manager, Education Services (Burwood)	Dr Nicole Saunders nicole.saunders@deakin.edu.au 925 17733

Timetable Officers

Burwood	Carmen Nigro carmen.nigro@deakin.edu.au 925 17143
Geelong and Warrnambool	Kym Neely mailto:kym.neely@deakin.edu.au 522 78154

School Executive Officers

School of Humanities and Social Sciences	Helen Andrew helen.andrew@deakin.edu.au 925 17072
School of Education	Jo Collins mailto:jo.collins@deakin.edu.au 522 72654
School of Communication and Creative Arts	Hwee-Ting Lee hwee-ting.lee@deakin.edu.au 925 17650

[Deakin Learning Futures](#) (DLF) support for Academics

Upcoming DLF professional development opportunities can be viewed at:
http://www.deakin.edu.au/learning/enhancing-your-practice/conferences-workshops-and-seminars

Teaching and Learning at Deakin and **Teaching and Learning at Deakin - Sessional Staff**

Designed as an introduction for new staff and as a refresher for current staff, these is a self-paced (online) CloudDeakin resources are available at any time by self-registration. Self registration is under the **More** tab on the [CloudDeakin homepage](#). The courses cover important aspects of teaching and learning; assessment and feedback, learning design, plagiarism and collusion, reflective practice in your teaching, reflective learning for your students, developing and refining learning outcomes and embedding inclusive teaching strategies.

Teach Assist

DLF also provides assistance to all staff with technology via TeachAssist:
http://teachassist.deakin.edu.au/
TeachAsssist provides two main venues to assist staff learn a wide range of technology this includes; video, audio, devices, social media, mobile applications for learning, communication tools e.g Jabber, Lync, Facetime, Skype…

1. The CloudMobile" — the CloudMobile is a purpose built mobile studio, which visits all campuses. For details and their schedule go to: http://teachassist.deakin.edu.au/cloudmobile/
2. The LifeSaver – located in the foyer of the new BC building at Burwood: http://teachassist.deakin.edu.au/lifesaver/

Glossary of Common Terms and Acronyms

Also refer to: http://www.deakin.edu.au/glossary

Assessment Panel	Panel appointed by each Faculty Board consisting of at least two members of the academic staff, one of whom will be the Unit Chair.
ADTL	Associate Dean Teaching and Learning (Faculty)
AHOS (T&L)	Associate Head of School (Teaching and Learning)
BRUCE	Online Database for University Handbook and Unit Guides (Better Repository for Unit and Course Enquiries)
Callista	Student enrolment database and records management system
Census Date	Date on which enrolments in a unit are finalised
Collusion	Enabling or obtaining agreement from another person for a fraudulent act, with the intent of obtaining an advantage by submitting work completed by another person
D2L, DSO	Acronyms for CloudDeakin
DeS	Deakin eSolutions
DLF	Deakin Learning Futures
DSL	Deakin Student Life
DUSA	Deakin University Student Association
DS	Disability Services – Equity and Diversity Unit
DSA	Division of Student Administration
EO	School Executive officer
FAPDC	Faculty Academic Progress and Discipline Committee
HOS	Head of School
LAP	Learning Access Plan (for students registered with the Disability Services)
Plagiarism	Passing off another's work as your own, copying without acknowledgement of authorship
STAR	Student Timetable Allocation and Registration
The Guide	Deakin University's legislation, policies, procedures, plans, guidelines and Rules
Turnitin	Program that enables students and teachers to check whether there is any unoriginal material in work by comparing it to a database of print and online materials
Unit Chair	Person appointed by the Head of School to be responsible for coordinating the curriculum, teaching and assessment in a unit