Faculty of Arts
Tutor Manual

2013
# Table of Contents

Welcome to the Arts Faculty! ................................................................. 5  
Administrative Information .................................................................. 6  
Help for New Tutors ............................................................................. 6  
Creating a University of Melbourne Email Account & Themis Account .......... 6  
Hourly Rates for Sessional Tutors .......................................................... 6  
Pay Queries ......................................................................................... 7  
Staff Cards ......................................................................................... 7  
Personal Illness .................................................................................... 7  
National Tertiary Education Union (NTEU) ............................................. 8  
Environmental Health and Safety .......................................................... 8  
Security ............................................................................................... 9  
Confidential Waste ............................................................................... 10  
Green Office ....................................................................................... 10  
Your Tutorials ...................................................................................... 11  
Before You Begin ................................................................................ 11  
  Class Lists and Taking Attendance .................................................... 11  
  How late is too late to be counted as ‘attended’? ................................. 11  
  Tutorial and Lecture Locations ......................................................... 12  
  Evacuation/Emergency Procedures .................................................... 12  
Subject Resources ............................................................................... 12  
  The LMS ............................................................................................ 12  
  Lecture Recordings ........................................................................... 13  
  Readings ............................................................................................ 13  
You and Your Students ........................................................................ 14  
  Your Responsibilities ......................................................................... 14  
Students at Risk — Signs to Look For .................................................... 15  
Arts Student Centre Early Alert Form ................................................... 15  
Students who Experience Academic Disadvantage ................................ 16  
Services for Students .......................................................................... 19
What is Discrimination? ................................................................. 48
Equal Opportunity Policy .................................................................. 48
Policy on staff-student relationships ................................................. 51
Professional Development .................................................................. 52
Further Reading ............................................................................... 52
   The Centre for the Study of Higher Education (CSHE) ....................... 52
   Faculty of Business and Economics – Centre for Excellence in Learning and Teaching.. 52
Training and Seminars ..................................................................... 53
   University Teaching Programs ....................................................... 53
   Staff Development ......................................................................... 53
   Staff Wellbeing Program .............................................................. 54
   School Events and Public Lectures ............................................... 54
Welcome to the Arts Faculty!

Congratulations on your appointment as a tutor in the Faculty of Arts, and thank you for accepting this role. As a teacher and regular academic contact for your students you will have a vital influence on their learning and experience of the subject, course and University. This can be an extremely rewarding role, but also a demanding one.

While your Subject Coordinator and senior academic and professional staff in your School will be your primary source of advice and support, this booklet and the induction training offered by the Faculty of Arts are designed to clarify the nuts and bolts details of tutoring and to provide some basic guidance for your role. Please keep this booklet throughout the year as a handy reference tool.

I hope that your time as a tutor in the Faculty of Arts proves a valuable and enriching experience for you as well as for your students.

Associate Professor Parshia Lee-Stecum
Associate Dean (Teaching and Learning)
Faculty of Arts
Administrative Information

Help for New Tutors
The website for commencing casual staff in the Faculty of Arts can be found at:
http://arts.unimelb.edu.au/about/commencing-staff/casual.html

This page contains a number of useful links and information for new starters including key contacts, workplace rights, the Learning Managements System (LMS), Human Resources policy, how to activate your staff account, the pay schedule and how to use Themis (the system used to enter in your casual hours, view payslips and update your personal information).

Tutors with general Finance/HR queries should get in touch with their School contact as listed on this page in the first instance. If your School contact is unable to assist or if your issue is of a sensitive nature, enquiries can also be directed to Ms Marica Banovac (HR Services Manager) on 8344-6474 or mbanovac@unimelb.edu.au.

Creating a University of Melbourne Email Account & Themis Account
Go to http://arts.unimelb.edu.au/about/commencing-staff/casual.html and click on the link ‘Submitting a timecard in Themis’ for a user guide on how to set up your University of Melbourne email address (which you must use for all correspondence with students and other staff members) and help on how to enter your casual hours in Themis.

Please note that before you can set up your University email account and use Themis, you must have received an email from the University’s IT department. Within this email a temporary username and password will be provided.

Hourly Rates for Sessional Tutors
Rates of payment are set by University policy. Current rates of payment for full time and casual Academic Staff can be found at: http://www.policy.unimelb.edu.au/schedules/MPF1170-ScheduleA.pdf

Payment for the delivery of tutorials includes:

- Tutorial preparation
- Tutorial delivery
- Student consultation of at least one hour per week
- Contemporaneous marking (being reasonable marking of student work related to tutorial content including LMS involvement)
- E-mail correspondence and basic administration
• Communication with your Subject Coordinators other than at required meetings.
You will also be paid for:

• Non-contemporaneous marking (including the marking of essays and exams).

Tutors are not paid to:

• Look at essay drafts and plans
• Engage in detailed email exchanges
• Use tutorial time to repeat material covered in lectures.

Note: Different activities will attract different amounts of remuneration. It is your responsibility to ensure that you understand the structure of tutorial rates and clarify and address any concerns or issues with your supervisor prior to the commencement of semester.

**Pay Queries**
Queries regarding the approval of work hours should be directed to your approver in the first instance, whose name will be under the supervisor component of your contract. The Arts Business Centre Finance Team can also be contacted for assistance on abcfin-info@unimelb.edu.au. For all other queries related to the Themis system contact the Themis service desk on 8344-9500 or themis-help@unimelb.edu.au.

**Staff Cards**
As a member of staff you will be entitled to a University of Melbourne staff identification card for the period of your employment. The card will also enable you to borrow items from the Library. A departmental representative (such as your supervisor) should first contact Access Control on 9035-3262 to ensure that your details are in the system. Once this has been confirmed, you may attend Security Reception at 213 Grattan Street to obtain a card. You are required to bring the following items with you: Letter of Offer or Contract, photo identification (such as your driver’s licence or passport) and your employee ID number.

**Personal Illness**
If you are unwell and unable to teach your classes please inform your coordinator/departmental contact as soon as possible so they can make alternative arrangements for someone to take your classes for you.
National Tertiary Education Union (NTEU)
As a casual staff member you are able to join the NTEU. Please refer to their publication Smart Casuals or to their website: http://www.unicasual.org.au/

Environmental Health and Safety
The University is committed to providing and maintaining, so far as is practicable, an environment that is safe and without risks to health for staff, students, contractors and visitors.

This information provides you with a basic overview of EHS/OHS (Environment, Health and Safety/Occupational Health and Safety) in the Faculty as well as links to other important Safety information.

RESPONSIBILITY
The Occupational Health and Safety Act 2004 states that “an employee must take reasonable care for his or her own health and safety”. There is also a requirement to take reasonable care of the health and safety of others. You can find a list of general responsibilities by following this link: http://safety.unimelb.edu.au/topics/responsibilities/staff.html

If you will be managing/supervising staff you have a further obligation to be aware of all your responsibilities and obligations under the Occupational Health and Safety Act 2004. Please be aware that Academic staff are deemed to have principal supervisory duty for their undergraduate and postgraduate students. You can find out more information at: http://safety.unimelb.edu.au/topics/responsibilities/

INFORMATION SYSTEMS
There are a number of ways in which you can access health and safety information in your workplace.

Notice Boards – Please ask your supervisor where to find the OHS notice board in your building.

The University of Melbourne Policy Library – Here is the link to the policy documents related to Occupational Health and Safety: https://policy.unimelb.edu.au/MPF1185.

The Faculty of Arts Website – http://arts.unimelb.edu.au/, Click on the staff intranet link from this page and log in using your University of Melbourne username and password.

INCIDENT REPORTING
It is important to report all incidents, injuries and near misses that occur within the University. Report these to your manager and follow up by reporting the incident, injury or near miss in Themis. To do this you will need to log in to Themis, enter the Staff Self Service area and select ‘Create new incident report’.
Security

GENERAL SECURITY

• Do not leave your office unlocked when unattended. Theft is a persistent problem at the Parkville Campus so valuables should always be kept in a locked drawer/filing cabinet.
• Please report lost keys immediately to your supervisor.
• Carry your staff card at all times.
• If you are planning to work after hours, you must have the prior approval of your manager/supervisor.
• Security can provide an escort to your car or public transport after hours. Call Security on 8344-6666.

EMERGENCY PROCEDURES

On being advised of a Building Evacuation:

• Comply with all instructions given by the Building Emergency Controller (BEC) or Emergency Fire Warden/s.
• Leave the building via the nearest safe emergency exit.
• Proceed to the building’s Emergency Assembly Area and remain there until otherwise advised.

Upon discovery of a fire:

• Assist any person in immediate danger but ONLY IF SAFE to do so.
• Activate the Fire Break Glass Alarm if fitted.
• Contact the Security Control Room on x 46666 or 8344 6666
• Attack fire with appropriate equipment ONLY IF SAFE to do so.
• Follow your Building Emergency Evacuation Procedures.

Please take some time to familiarise yourself with the unique layout of each building that you teach in, in particular:

• The location of your nearest exit
• The location of your nearest First Aid Kit
• The location of fire alarms
• The location of your closest Emergency (Blue) Telephone (these provide an alarm and direct contact to the Security Office).

The BEC, Floor Wardens and First Aiders for your Building will be listed on the Health and Safety Information board. Please take some time to find the location of your closest board and familiarise yourself with these names.
EMERGENCY CONTACTS
We recommend that you enter Campus Security’s number into your phone and remember they can assist in all First Aid and Emergency situations.

Campus Security: 03 834 46666
Fire, Police, Ambulance: 000

Confidential Waste
All documents that specifically identify a person must be treated as confidential waste. This includes:

- Student Record Cards and any other identifying printouts from the student system (ISIS)
- Unsatisfactory Progress lists and letters
- HR letters and document
- Any other identifying printouts from University systems.

These documents MUST be disposed of in a confidential waste bin. Confidential waste bins are emptied on a fortnightly basis.

Green Office
The Faculty of Arts supports the University’s Green Office initiative. More information can be found at http://sustainablecampus.unimelb.edu.au/ but here are some tips:

- Keep doors closed to keep in the heat when possible
- Use the sleep mode on your computer and switch off your monitor overnight
- If you leave your office for more than 45 minutes, turn off the light and turn off the light when you leave the upstairs kitchen and the stationery room
- Report dripping taps to a Building Supervisor who will arrange for them to be fixed
- Use double sided photocopying when you can.
Your Tutorials

Before You Begin

Class Lists and Taking Attendance
You must obtain a list of the students that are enrolled in your tutorials from your Subject Coordinator/departmental administrator so that you are able to take an attendance roll each week. *This is particularly important where a minimum tutorial attendance requirement is stipulated as a hurdle requirement for the subject.*

It is crucial that tutors keep accurate records of student attendance. Most subjects in the Faculty of Arts require students to attend at least 75% of their tutorials in order to pass the subject. Please check the specific requirements of your subject with the subject coordinator or by referring to the Handbook: [https://handbook.unimelb.edu.au/faces/htdocs/user/search/SimpleSearch.jsp](https://handbook.unimelb.edu.au/faces/htdocs/user/search/SimpleSearch.jsp).

How late is too late to be counted as ‘attended’?
Before your classes begin, please speak to your Subject Coordinators/departmental administrator regarding the specific lateness guidelines for your subject/School.

The Faculty of Arts generally recommends that students who arrive 15-20 minutes after the commencement of your class should not be counted as having attended. However, students who arrive late should not be turned away from the class. They should still be allowed to remain in the class as they may have a pending/may submit a Special Consideration application (please refer to this manual for more information on Special Consideration).

Students should be advised of both the attendance requirement and lateness guidelines of the subject in the first tutorial (and reminded of these in subsequent tutorials).

Students should also be advised of the method that attendance will be taken – whether you as the tutor will mark them off a list at the start or end of class, or whether they should sign the attendance sheet themselves.

It is recommended that Subject Coordinators place guidelines on the subject’s Learning Management System (LMS) site to ensure that they are clear to students and being applied consistently across the subject by all teaching staff.
Tutorial and Lecture Locations
You should locate your tutorial rooms before the first tutorial and report any problems (equipment, space etc.) to your Subject Coordinator.

Evacuation/Emergency Procedures
It is also important that you know the evacuation procedures for the rooms and buildings in which you are teaching. Floor plan evacuation maps can be found at each level of all University buildings. Ensure that you are familiar with emergency procedures as described in this manual.

Subject Resources
Before your first tutorial, ensure that you have obtained a copy of the relevant subject guide and reader from your Subject Coordinator. You may also want to view the subject site on the Learning Management System (LMS).

The LMS
All University subjects have an LMS site. Sites generally include information such as:

- Staff contact details
- Timetabling information
- Subject description
- Lecture schedule
- Lecture recordings
- Tutorial questions
- Reading lists
- Access to electronic reading material
- Assessment information
- Marking criteria
- Link to current Handbook entry.

Please ask your Subject Coordinator to enrol you into the LMS site for your subject. The LMS can be accessed at http://www.lms.unimelb.edu.au/, and log in using your University of Melbourne username and password.

Further Help and Information on the LMS:

LMS Showcase highlights how people are using the LMS: http://blogs.unimelb.edu.au/lmsshowcase/
The LMS Blog contains information, tips and tools: [http://lmsblog.unimelb.edu.au/](http://lmsblog.unimelb.edu.au/)

There are a number of LMS guides available online at: [http://lms.unimelb.edu.au/teaching/guides/](http://lms.unimelb.edu.au/teaching/guides/).

Key guides include:


- Assignments and Feedback

- Grade Centre


**Requesting assistance online**: You can submit a help desk request with your particular LMS question if you have been unable to find the answer from the LMS website: [http://servicedesk.unimelb.edu.au/itsc/lms/form_lms.html](http://servicedesk.unimelb.edu.au/itsc/lms/form_lms.html)

**Lecture Recordings**

Some subjects will use a lecture capture system to record the audio (and in some cases visual) content for each lecture. Confirm with your Subject Coordinator if this is the case in your subject. If lecture recordings are being made for the subject, students will be able to access these from the subject LMS site. Ensure that you inform your students of this in the first tutorial.

**Readings**

Students can access weekly readings by purchasing a hard-copy of the subject reader from the Bookshop and/or online from the LMS using Readings Online. This is a free service which allows students to access/download relevant weekly subject readings. Again, confirm with your Subject Coordinator how students will be able to access readings.

Regardless of how students are accessing the readings, it is crucial to stress to your students that it is necessary to complete the required weekly reading as part of their preparation for each tutorial.

You must also recommend to your students that they read the ‘further reading’ (details of which are indicated in their subject guide or on the LMS) whenever possible, as this will enrich and improve their research, especially for the assessment tasks.
You and Your Students

Your Responsibilities
You have a responsibility to your students to provide them with the best pedagogical and administrative assistance that you can, as outlined in this manual. It is your responsibility to teach and guide students in a way that coheres with the aims and objectives of the subject in which you are tutoring, and that complies with the various administrative demands of your role.

However, it is not your responsibility to provide students with assistance or guidance which transcends the pedagogical or administrative borders of your role, or indeed the boundaries of the tutor-student relationship. It is not your responsibility to counsel students, and it is absolutely unacceptable to give any one student preferential treatment of any kind. However, it is your responsibility to refer students to special services on request or if you feel that a student requires special assistance. Do not try to deal with the situation yourself.

The professional relationship you are now engaged in is different from others in important ways. Be very careful not to transpose your dislike or annoyance with someone onto that person in the tutorial. The professional relationship makes it all the more imperative to curb one’s immediate and personal reactions. It involves restraint. With the very complex dynamic in a tutorial be careful not to make snap judgments and sweeping statements about students.

What should you do if a student develops an emotional attachment to you? It is a very delicate situation because you have professional responsibilities and are in a position of power. Remember, too, that other students in a tutorial may feel disadvantaged if such a relationship is evident.

Refer all special problems to your Subject Coordinator but not in such terms which may be interpreted as personal judgments prejudicial to the student. Do not record what you feel are the student’s medical or other problems. All knowledge of your students is confidential. Your professional responsibility requires absolute discretion about all student matters. Not only plagiarism or wrong-doing, but also results, your personal impressions and so on.

It is very likely that you may need to orient a student to a special service, particularly a first year student. This is because first year students often struggle with their transition to university. While you are not responsible for a student’s general welfare, it is your responsibility to be mindful of students at risk. Based on first assessment tasks and student participation in class, you should make yourself aware of which students may require language assistance (students for whom English is a second language example), academic assistance, or assistance transitioning to university life.

Some students may exhibit poor attendance or poor academic standards because they are experiencing medical, social or financial hardship. If a student makes you aware of this, orient them towards any number of appropriate student services, such as Academic Skills, Disability Liaison, Counselling and Psychological Services, the Health Service, Student Financial Aid and Student Housing Services. Further information on student support services can be found in this manual.

Alternatively, you might judge that a student requires assistance even though they may not have approached you. Students at risk can be shy and reticent and may even disengage entirely. In this
situation you should consult with your Subject Coordinator who will advise you as to the proper course of action.

**Students at Risk — Signs to Look For**

Students from all sorts of different backgrounds can experience a wide range of transition-based problems and they may experience them in a diverse range of ways. However, if you are tutoring first year students especially, there are some signs that you can be looking for from within the tutorial setting:

- Extreme shyness, anxiety, and reluctance to connect with other students
- Disappointing results and/or poor attendance record
- Not asking or answering any questions/reticence to engage in tutorial discussions or small group activities
- Poor preparation for tutorials
- Consistent tardiness
- Consistent anxiety about assessed work, including repeated attempts to obtain extensions
- Handing in assignments late without an extension
- Not handing in assignments at all or non-attendance of the examination.

All students encounter some difficulty in the transition to university study: students who are struggling to pass their course in this first semester are often unaware of the support services made available by the Faculty of Arts and by the University in general.

**Arts Student Centre Early Alert Form**

The Arts Student Centre has a procedure in place to assist students at risk. If you are concerned about a student for academic or personal reasons, you should complete the Arts Student Centre Early Alert Form (go to [http://arts.unimelb.edu.au/](http://arts.unimelb.edu.au/), log into the Staff Intranet, and click on the **Academic early alert form** link). Please fill in the required fields and include as much information on the student and your concerns as possible.

Reasons for concern could include:

- Student lacks essential skills (reading and writing)
- Student is not completing reading and/or homework assignments
- Student continually submits sub-standard work
- Student appears to struggle to keep pace with the class
- Student lacks aptitude in subject matter
- Student does not take class notes
- Student is not attending class
- Student is attending class but not making satisfactory progress
- Student is not performing well on tests
- Student exhibits a poor attitude and/or disruptive classroom behaviour.
The Arts Student Centre will then make contact with the student and refer them to the appropriate University service. This system is designed to provide an early alert for struggling students, so please do not wait until late in semester when the student is in serious trouble before contacting the Arts Student Centre.

**Students who Experience Academic Disadvantage**
(Source: [http://services.unimelb.edu.au/disability/staff/teaching_strategies/for_tutors](http://services.unimelb.edu.au/disability/staff/teaching_strategies/for_tutors))

**What are Academic Disadvantage and SEAP?**

The University of Melbourne recognises that academic disadvantage occurs when a person’s personal circumstances or attributes substantially impact on their academic performance and participation.

For students whose disadvantage is considered short term (e.g. illness, bereavement, change in accommodation), the University provides flexibility through standard extensions and Special Consideration (more information on Special Consideration is provided in this manual). However, for a significant number of students, a circumstance or attribute is likely to affect them over numerous semesters throughout their course. The University has established the **Student Equitable Adjustment Procedure (SEAP)** for such students, which provides a consistent framework for the University to substantiate disadvantage and to identify and implement reasonable adjustments. In accordance with the Disability Discrimination Act, Disability Standards for Education, Equal Opportunity Act and SEAP, the University is required not to discriminate against students experiencing academic disadvantage, either directly or indirectly. From time to time, lecturers and tutors are thus required to make accommodations for these students to ensure that the experience of disadvantage is not compounded and is where possible, mitigated.

**Issues You May Encounter**

Students may experience academic disadvantage due to:

- A disability or chronic medical condition (including mental health conditions)
- Disadvantaged socio-economic circumstances
- Rural or isolated background
- Previous status as a refugee or current holder of a Humanitarian Visa
- Recognition as an Indigenous Australian
- Personal difficulties, including intensive carer responsibilities.

**The Tutor’s Role**

Tutors play a vital role in ensuring the University meets its legal obligations to the students while maintain the academic integrity of your subject. Tutors are often an accessible and approachable
person for students to disclose their issues and needs. While a tutor is often the first point of contact, the University has a range of services and strategies to help tutors meet these obligations.

For the most part, a tutor will be expected to refer students to appropriate services, adopt recommendations (where appropriate) from a student’s Disadvantage Impact Statement (see below for more information) and utilise inclusive teaching practices in the classroom.

**Broaching the Subject and Respecting Privacy**

Often, the more comfortable a student feels to seek help, the more easily the student’s disadvantage can be managed. The tutor can create an environment where a student can feel comfortable seeking help. It can be helpful for a tutor to begin the semester by announcing in the first class a statement such as:

“If you are likely to experience difficulties with this subject, or have any concerns in the future due to personal reasons, then I encourage you to make a time to meet with either myself or your Student Equity Officer in your Student Centre early in semester to discuss these issues”.

Confidentiality can be of significant concern to students, so adding that the discussion will be confidential is also useful. All staff should be aware of the University’s Privacy Policy (http://policy.unimelb.edu.au/MPF1104) and how this applies to verbal and written communication.

**Boundaries**

A tutor is not expected to know how to solve each problem disclosed to them by a student, but they are expected to know how to appropriately refer the student to the various services available to assist students on campus. Furthermore, a tutor may be concerned about a student due to sustained absences, a change in behaviour or a decrease in engagement or performance. Tutors can seek advice from any of the service areas and maintain confidentiality by treating the student’s circumstances as hypothetical – that is, the tutor does not need to identify the student but can discuss the student’s predicament in a general manner. Tutors can contact any appropriate service or a Student Equity Officer for advice and support.

**Disadvantage Impact Statements (DIS)**

Disadvantage Impact Statements (DIS) are documents prepared by Disability Liaison or Student Equity Officers in consultation with the student. The statement provides a snapshot of the tasks students are likely to experience difficulty with and importantly, also provides a list of reasonable adjustments to ameliorate disadvantage. The student can present the DIS to teaching staff where and when needed. A sample DIS can be found later in this manual. Students are advised to make a short appointment with the relevant academic staff member prior to the commencement of semester or within the first few weeks of semester to introduce themselves and discuss their needs.
Many of the suggestions are easily implemented and are standard adjustments available within the University environment. Some examples of reasonable adjustment include:

- Providing materials in an accessible format
- Allowing flexibility in attendance
- Providing access to overheads and lecture notes in advance
- Extensions for essays
- Additional time, use of computer, or separate room for exams
- Allowing additional time to clarify subject concepts.
Services for Students

As mentioned, it is not a tutor’s role to provide extensive and direct support to students. Instead you should be aware of the services the University provides to students and refer your students to them if they appear to need extra support.

A full list of student services can be found at: http://www.services.unimelb.edu.au/

Some resources which might be particularly useful are listed below:

Academic Skills

http://services.unimelb.edu.au/academicskills
Phone: 03 8344 0930
Email: academic-skills@unimelb.edu.au
Office hours: 9:00am – 5.00pm, Monday – Friday

Academic Skills helps undergraduate and graduate students with academic writing, time and task management, oral presentations, exam preparation and English language development. Academic Skills conduct workshops and individual tutorials and provide the resources that all students need to be successful at University.

Careers and Employment

http://www.careers.unimelb.edu.au/
Phone: 03 8344 0100
Email: enquiries-careers@unimelb.edu.au
Office hours: 9:00am – 5.00pm, Monday – Friday

Careers and Employment provide expert, up-to-date careers assistance, information and services to students, employers and staff in a friendly and professional manner based on principles of equity and excellence.

Assistance is provided on:

- Career paths and direction
- Planning further study
- Job applications and interviews
- Wages and employment rights.

Both Academic Skills and Careers and Employment hold one-on-one appointments at the Arts Student Centre, so students have the convenience of accessing this service in their own Student Centre.
Counselling and Psychological Services

http://services.unimelb.edu.au/counsel
Phone: 03 8344 6927
Address: Level 2, 138 Cardigan Street, Carlton
Office hours: 9:00am – 5.00pm, Mon/Tues/Thurs/Fri; 9:00am-7:00pm Wed

Counselling and Psychological Services provide free counselling services to students and staff of the University. Counsellors are fully qualified and experienced psychologists and social workers with extensive knowledge and understanding of the personal, family and work problems of students and staff.

This link provides information on the process of referring someone to the service:
http://services.unimelb.edu.au/counsel/individual/referring

This link provides information on mental health emergencies:
http://services.unimelb.edu.au/counsel/emergencies

Disability Liaison

http://services.unimelb.edu.au/disability
Phone: Voice: 03 8344 0836 SMS Service: 0408 556 897
Address: Ground Floor, Baldwin Spencer Building, Parkville Campus
Office hours: 8:45am – 5.00pm, Monday - Friday

Disability Liaison provides a free and confidential service to enrolled students with disabilities studying at any campus of the University. Advice and support is provided to students experiencing disability enrolled in eligible programs to facilitate equitable participation in both academic programs and extracurricular activities allied to the academic program.

At times, the word ‘disability’ can be off-putting to students who do not necessarily identify with having a disability. *The majority of students receiving support from the Disability Liaison may not be immediately identifiable as experiencing disability, but issues such as mental illness, learning disability or chronic medical conditions may affect their learning.* Students often feel more comfortable accessing the service once they are aware that Disability Liaison works within a confidential framework, similar to a counselling service.

Financial Aid

http://services.unimelb.edu.au/finaid
Phone: 13 MELB (13 6352)
Address: Ground Floor, Baldwin Spencer Building, Parkville Campus
Office hours: 8:45am – 5.00pm, Monday - Friday
The Financial Aid service is open to all University of Melbourne students for general advice and information. Whenever genuine financial hardship exists, the University endeavours to assist its students. Student Financial Aid is a service that works to enable students to participate in their courses without undue financial stress. Financial Aid provides advice and information on the cost of living in Melbourne, student loans and grants, government student assistance, budgeting, tax and on a range of other matters related to student finances.

**Health Service**

[http://services.unimelb.edu.au/health](http://services.unimelb.edu.au/health)
Phone 03 8344 6904
Address: 138-146 Cardigan Street, Carlton
Office hours: 8:45am – 5.00pm, Monday - Friday

The Health Service provides health care for both local and international students, staff and their dependents. The University Health Service is a general practitioner service. Some of the services provided include management of illness, advice about general health and wellbeing, mental health issues including anxiety and depression, contraception, sexual health, travel health and immunisations. The University Health Service also refers to outside specialists when necessary. There are male and female doctors available.

**Housing Services**

[http://services.unimelb.edu.au/housing](http://services.unimelb.edu.au/housing)
Phone: 13 MELB (13 6352)
Address: Baldwin Spencer Building, Corner of Tin Alley & Union Road, Parkville Campus
Office hours: 8:45am – 5.00pm, Monday - Friday

The Student Housing Services team aims to enhance the Melbourne Experience by assisting students to source and maintain affordable, safe and appropriate housing.

**International Student Services (ISS)**

[http://services.unimelb.edu.au/international](http://services.unimelb.edu.au/international)
Phone: *In Australia*: 13 MELB (13 6352); *International*: +61 3 9035 5511
Address: John Smyth Building, Swanston Street (Gate 6), Parkville Campus.
Office hours: 8:30am – 5.30pm, Monday – Friday

ISS provide support services for international students and their families. Students can visit for visa-related matters, welfare and general support, bringing their family to Australia, and supervision of students who are under 18 year old.
Library:

http://www.library.unimelb.edu.au/
Phone: 13 MELB (13 6352)

The University of Melbourne Library supports the University’s programs of study and research. The general library collections contain more than 3.5 million items, including books, DVDs, photographic slides, music scores and periodicals. The extensive digital collections include more than 32,000 e-books, hundreds of databases, and 63,000 general and specialist journals.

The library website provides links to all the library’s services, including the catalogue, online resources and opening hours for all the library branches.
Assessment, Feedback and Marking

Your Subject Coordinator will advise you of the timeframe within which work should be returned. Your assessment of their work should include constructive written feedback on the ways they have or have not satisfied the assessment criteria, along with an alpha numerical grade (e.g. H2A). It is important to note that you must not mark drafts of student work, however oral feedback during consultation hours or minimal feedback on drafts over email is acceptable.

Student work will be marked on its academic merit, in relation to the following grade descriptions and taking into account the type of assessment used. Grades and marks for individual pieces of assessment are indicative only. As a tutor, you must provide specific advice to your students on how final marks and grades are to be determined in your subject.

Summary of Grades

N 0%-49% Fail - not satisfactory
  • Work that fails to meet the basic assessment criteria
  • Work that contravenes the policies and regulations set out for the assessment exercise
  • Where a student fails a subject, all failed components of assessment are double marked.

P 50%-64% Pass - satisfactory
  • Completion of key tasks at an adequate level of performance in argumentation, documentation and expression
  • Work that meets a limited number of the key assessment criteria
  • Work that shows substantial room for improvement in many areas.

H3 65%-69% Third-class honours - competent
  • Completion of key tasks at a satisfactory level, with demonstrated understanding of key ideas and some analytical skills, and satisfactory presentation, research and documentation
  • Work that meets most of the key assessment criteria
  • Work that shows room for improvement in several areas.

H2B 70%-74% Second-class honours level B - good
  • Good work that is solidly researched, shows a good understanding of key ideas, demonstrates some use of critical analysis along with good presentation and documentation
  • Work that meets most of the key assessment criteria and performs well in some
  • Work that shows some room for improvement.

H2A 75%-79% Second-class honours level A - very good
  • Very good work that is very well researched, shows critical analytical skills, is well argued, with scholarly presentation and documentation
  • Work that meets all the key assessment criteria and exceeds in some
  • Work that shows limited room for improvement.

H1 80%-100% First-class honours - excellent
  • Excellent analysis, comprehensive research, sophisticated theoretical or methodological understanding, impeccable presentation
  • Work that meets all the key assessment criteria and excels in most
  • Work that meets these criteria and is also in some way original, exciting or challenging could be awarded marks in the high 80s or above.
Assessing Written Work – General Principles

If possible, mark the essay without knowing who wrote it. You can do this by folding back the cover sheets. Try to arrive at the grade and its justification on the basis of anonymity. However when you write your comments for the student look at the name and bear the student in mind. Your aim is to be positive about their work while providing constructive criticism where required.

Mark first in pencil and make notes on a separate piece of paper, especially if it is your first batch of marking. Don’t spend too much time on grammar, spelling etc. If it is particularly poor, correct a page or two and in detail then add some ‘come and see me’ indicators. It is distressing for the student if the whole essay is covered in red. If you feel that a student needs some remedial language assistance, make a note that perhaps you should refer them to Academic Skills.

It will be helpful to ask yourself some questions about the work while marking, such as: Do they understand what they are writing about? Are they addressing and answering the question? How well do they use evidence? Check the works cited list and in text references as a guide to their usage of evidence. Use categories found on the assessment feedback form to help you identify their strengths and weaknesses, such as research, content, analysis, structure, syntax, literary qualities and originality. Give some credit for good layout and presentation but don’t let these features deceive you into thinking the substance is necessarily as good as the presentation.

Beware of your own fatigue especially if the essays are all on the same subject. Maintain a standard of marking and avoid becoming less tolerant as you accumulate ideas on how the essays are going from within the context of the whole group. Beware also of your own prejudices and biases towards individual students and essay topics. Where a particular essay is difficult to assess, or where there may be difficulty assessing students with different language backgrounds, obtain guidance from your Subject Coordinator. All difficult and exceptional cases are her/his responsibility.

After you have marked the assignments, you may wish to lay them out in rank order, and then distinguish grades according to the biggest gaps. You may find it helpful to re-read the first essays you graded and their comments. For this reason, it is useful to write grades in pencil to begin with. Give an alpha numerical grade first (e.g. H2A) before assigning a percentage mark.

As far as possible, make your remarks constructive, and never use sarcasm. Students have a right to expect that your comments will both explain the strong and weak points of an essay which justify the grade and give them some constructive remarks about how they might improve future work. Keep in mind that you are not expected to write an essay on the student’s work.

Students are entitled to request reconsideration of grades. If they approach you first, you should discuss the issue with your Subject Coordinator before taking any action. For this reason you should also keep a copy of assessment feedback sheets for your records.
**Giving Feedback on Written Assignments**


Feedback is essential to student learning and progress. Feedback encourages student participation and helps to build students’ confidence. Feedback thus has a powerful influence on student motivation.

When giving feedback on students’ written work, try to adopt the ‘sandwich’ approach:

• Start with positive feedback – What did the student do well? What’s good about the assignment? Why was it good – i.e. What should the student continue doing for future assignments?
• Give constructive criticism – What areas need improvement? In which areas did the student’s work fall down? How can the student improve?
• End on a positive/encouraging note.

In general, your feedback should be:

*Clear and specific* – If you are telling the student that his/her work was excellent, specify what exactly was very good and why. When offering constructive criticism, be specific about which areas were weak and give concrete suggestions as to how the work could be improved. If the student’s work is very poor or unsatisfactory, then suggest that he/she arrange to meet with you outside of class so that you can give more detailed feedback and suggestions on how the student can improve for next time. When appropriate, refer the student to support services (see pages 18-21 of this manual.)

*Honest* (but not discouraging) and *objective* – This is easier to do when students have performed well and you are giving positive feedback. It is just as important however, to be honest when giving feedback to students who have performed badly and to let them know the areas where he/she performed particularly poorly. Be objective, offer constructive criticism and avoid emotive language and sarcasm. Remind students that assessment tasks are part of the learning process and be explicit about how the student can improve for next time.

**Giving Feedback to the Whole Class**

In addition to providing written feedback to individual students, it is a good idea to talk to the whole class about your overall impression of their work. What was generally done well by students? What was particularly pleasing? What were some common mistakes made, or what did students generally struggle to do? How can students improve for next time?

If a number of students performed poorly or missed the main point of the assessment task, then it can be useful to provide a couple of model responses and ask students (perhaps in small groups) to briefly analyse these against the criteria.


**Plagiarism**

Plagiarism is defined by the Oxford English Dictionary as “the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own.” In short, it is intellectual theft. Examples include:

- Direct duplication, by copying another’s work or allowing your own work to be copied. This includes copying from a book, website, or another student’s assignment
- Paraphrasing another person’s work with minor changes, but keeping the meaning, form and/or progression of ideas of the original
- Submitting an assignment that has already been submitted for assessment in another subject
- Presenting an assignment as independent work when it has been produced in whole or part in collusion with other people. For example, another student or a tutor.

**Take an opportunity early in the semester to remind your students of the seriousness of plagiarism.**

In not crediting the source, a person is guilty of stealing another’s research, thinking, writing, or images (that is, intellectual knowledge in all its forms). It is unacceptable at all times. The University of Melbourne considers plagiarism a very serious offence and uses a number of different methods to ensure the academic integrity of all submitted assessment.

If a student is found to have deliberately plagiarised the work of another — including copying the work of other students — the penalties are severe. The ‘best outcome’ will be a zero for the particular assessment exercise. They may be failed outright for that subject. If there is reason to believe a student(s) has made a practice of plagiarism, do not accuse the student of this. In this situation, you must immediately inform your Subject Coordinator of your suspicions. From here University disciplinary action may be recommended which could result in a student’s expulsion from the University and discontinuation of his/her degree.

Sometimes a student might inadvertently plagiarise. This is usually the result of inexperience, sloppy note taking, or a combination of both. With the advent of the internet and a wide range of other electronic sources, the rules for correct citation of electronic sources are still being written. In general, you should advise your students to follow the practice established for the citation of written works. This means that students must cite the source of information in the body of any essay or assignment as an in-text reference and list the cited source in the ‘Works Cited’ section of their essay, ordered alphabetically. To do this properly, students need to be careful about recording the source of each note that they take whatever the source, be it a book, a journal, a film or TV documentary, or a source on the internet. Each note a student takes should include certain basic information which enables another person to identify correctly and locate that source, and the origin of the quote or data cited. The methods vary for different types of sources. In the first reference to any type of item students must give a description sufficient to identify it.
**Trouble-Shooting: FAQs on Assessment and Feedback**

I suspect that a few students have plagiarised sections of their work. How should I respond?
The University has a clear policy on Academic Honesty and its general approach to plagiarism is an educative one. If a student has plagiarised a part or all of his/her work, speak to your Subject Coordinator. Your department may have a policy regarding first and repeat offences.

There are many reasons why students plagiarise and these are often related to a lack of understanding about how to acknowledge sources appropriately. The best thing for a teacher to do is to help student avoid plagiarism by talking about it before the assignment is due. There are numerous self-help resources designed to help students understand what constitutes plagiarism and how to avoid it. An example is the University’s Academic Interactive Resources portal (AIRport): [http://airport.unimelb.edu.au/](http://airport.unimelb.edu.au/). This site has a variety of interactive online exercises on various study-related topics including plagiarism and referencing.

A student is upset about the mark he received and thinks that I was unfair. What should I do?
The University attracts high-achieving students who may be disappointed when they do not receive the grade they expected (or the grade they are used to getting). After handing back the assignments, it is important to talk to the class about your overall impressions of the assignment i.e. what did students generally do well? What areas could have been done better etc.? If you are teaching first-year students, it is also a good idea to explain again, how the grading system works. If one or two students are particularly upset about their mark, give them individual feedback and explain clearly the reasons for their grade and how their work could have been improved. In some departments, students can have the option to have their assignment re-marked by another assessor. Again, your Subject Coordinator is the best person to speak to if the student persists.

**Submission of Written Assessment**
The submission procedure for written assessments varies across the Faculty, for example some subjects require students to submit a hard-copy of their assessment, other subjects ask students to submit their assessment online via the LMS, and others require both.

Referencing styles vary across the Faculty and you should confirm referencing procedures with your Subject Coordinator.

**Penalties for Lateness**
Please confirm the penalties to be applied with your School/Subject Coordinator before the commencement of marking. Generally however, the penalties are as follows:

- Unless an extension has been granted, for essays/assignments submitted after the due date the mark a student is awarded for their work will be reduced by **10% for each day the work is late**.
- Unless an extension has been granted, assignments submitted later than 5 working days (or 1 week if due on a weekend) after the due date will not be marked, and will receive no marks. You must always consult with your Subject Coordinator if this occurs.
Applications for Extensions and Special Consideration

Teaching staff (Subject Coordinators or tutors, as determined by the Subject Coordinator) will be required to deal with applications for extensions from students on a case-by-case basis. The particular circumstances of the student will determine how requests are dealt with. In some cases the role of teaching staff will be to refer students to the Special Consideration process, rather than managing the requests for an extension themselves.

Students with Disadvantage Impact Statements (DIS)

Students experiencing ongoing or episodic circumstances affecting their studies, and whose academic disadvantage is likely to affect them over numerous semesters throughout their course, will be considered under the Student Equitable Adjustment Procedure (SEAP). Examples of students who may be considered under SEAP are those with a disability or chronic medical condition (including mental health condition), those with disadvantaged socio-economic circumstances and those with personal difficulties such as intensive carer responsibilities.

These students can present a Disadvantage Impact Statement (DIS) directly to the Subject Coordinator/tutor on which will be listed a number of reasonable adjustments that can be made by teaching staff to ameliorate disadvantage, with the expectation being that staff will implement these adjustments. DIS documents have been developed in consultation with Disability Liaison staff and Faculty Equity Officers.

Examples of reasonable adjustments include allowing flexibility in attendance and extensions for essays. If a student is seeking adjustments which exceed what is stated on the DIS (for example, the student is seeking an extension of 15 days but the DIS only allows for an extension of up to 10 days), teaching staff should advise the student to make an appointment with their Student Equity Officer (listed on the DIS) to discuss this.

The Arts Student Centre has Student Equity Officers who can be contacted for advice, support and queries at arts-sead@unimelb.edu.au.

The following page shows an example of what a DIS looks like:
EXAMPLE OF A DIS

Arts Student Centre
Old Arts Building
University of Melbourne
http://www.arts.unimelb.edu.au/

Disadvantage Impact Statement

Confidentiality – The information in this document should be treated as confidential and used in accordance
with the University Privacy Policy. Do not distribute this form to others unless distribution is directly related to
providing a reasonable adjustment.

Purpose – This document outlines adjustments the Student Centre considers as reasonable under the
Students Experiencing Academic Disadvantage policy.

Jane Student #678961 has submitted documentation from a relevant professional to the Student Centre
detailing the nature of circumstances which are causing academic disadvantage.

Jane experiences the following academic disadvantage

Severe Depression, Anxiety, Obsessive Compulsive Disorder
  • Tendency towards perfectionism
  • Fatigue/ sleeplessness
  • Nausea from strong medication
  • Difficulty with concentration

The following strategies can be used as a guide for identifying reasonable adjustments. Potential
adjustments are contingent on appropriateness to maintain academic standards and meet core participation
requirements published in the Course and Subject Handbook. Should the academic requirements of a
course or program make it difficult or inappropriate to implement the recommended strategies, please
contact Anthony Gallivan gallivan@unimelb.edu.au 03 8344 0439.

Reasonable adjustments for participation

Tutorials:
  • Some leniency in attendance may be required
  • Missed tutorials to be compensated in negotiation with SEO

Exams:
  • Alternative Exam Arrangements to be negotiated with SEO

Reasonable adjustments for assessment

Extensions:
  • Up to 10 days as standard in coordination with subject Coordinator
  • Longer extensions to be negotiated with SEO

This student has been informed of the process to request extensions, apply for adjustments under SEAD,
apply for AEs, and where to find information regarding Special Consideration.

The recommended reasonable adjustments are valid until: 31 December, 2013

Arts Student Centre Manager signature: ___________________________ Date ____________

Student signature: ___________________________ Date ____________

1 http://www.services.unimelb.edu.au/policy/
When Students Should Apply for Extensions

Students who are experiencing short-term circumstances affecting their studies and seeking extensions of up to two weeks (ten working days) for any piece of assessment (apart from the final examination) should apply directly to teaching staff. In most cases this will be either the Subject Coordinator or tutor. The exception to this is for Honours students. Please note that the Honours Coordinator for the Program acts as the Subject Coordinator for the purpose of granting extensions.

Students must apply for an extension by completing the School’s extension application form which can be found on the School’s internet page or subject LMS sites. Teaching staff should familiarise themselves with this form and where students can access this form for their School.

Extensions can be granted at any time by teaching staff prior to the assessment due date. Students seeking an extension after the assessment due date has passed must apply for Special Consideration.

Please make it clear to your students before the first assessment task is due who they should approach for an extension. Please also communicate to your students that there are some circumstances under which a request for an extension will not usually be considered. These include:

- Employment commitments
- Computer or transport malfunction
- Assessment workload for other subjects.

Further information on the Extensions procedure can be found at: https://policy.unimelb.edu.au/MPF1029.

When Students Should Apply for Special Consideration

Students who are seeking an extension of more than two weeks (ten working days) in duration or seeking a revised due date beyond the return of results for the assessment task must submit a Special Consideration application online via the Student Portal.

Note 1 – Final Examinations: Students who have been unable to attend the final examination or feel that their performance in the final examination was severely impacted due to an extreme circumstance must apply for Special Consideration rather than applying for a standard extension. Should it be determined by the Faculty’s Special Consideration Committee that reasonable adjustments are required, Subject Coordinators will be required to develop a supplementary examination for the student.

Note 2 – Shorter Assessments: The guidelines of the Faculty of Arts under point 3.5 of the Special Consideration Procedure (MPF1030) are that students seeking extensions of more than two weeks for shorter assessments must also submit a Special Consideration application.
Special Consideration applications should be made where a student believes that their performance was significantly affected due to unforeseen and extraordinary or unusual circumstances outside of their control and usually where there is supporting evidence provided by an independent third party, normally a professional person such as a medical practitioner.

The application must be submitted no later than 5pm on the third working day after the submission/sitting date for the relevant assessment component.

Special Consideration applications are administered by the student’s Faculty/Student Centre (i.e. applications are not managed by teaching staff).

Students must provide the following information as part of an application for Special Consideration:

- Nature of the circumstances that have impacted the assessment
- Details of the subject(s) and assessment task(s) affected and the impact of the circumstances on each of the tasks, including the severity of the impairment
- A completed Health Professional Report and/or other supporting documentation, submitted within five working days of submission of the online Special Consideration application.
  Examples of other supporting documentation (where the application is made on non-health grounds) include a police report, death notice or certificate and evidence of public transport delays.

Subject Coordinators and/or tutors may be contacted by Faculty/Student Centre staff with regards to Special Consideration applications, for example to clarify whether students have been attending tutorials and submitting work, and to propose alternative assessment arrangements.

Special Consideration application outcomes will be emailed to the Subject Coordinator.

Further information on the Special Consideration procedure can be found at: https://policy.unimelb.edu.au/MPF1030.
Flowchart: Dealing with Requests for Changes to Assessment Due Date

Student is experiencing circumstances affecting their studies and is seeking an adjustment to the assessment due date

Has the assessment due date passed?

Y
Advise student to apply for Special Consideration

N

Does student have a DIS?

Y
Tutor makes adjustment to due date based on recommendations on DIS

N

Is it for an extension of up to 2 weeks?

Y
Student applies for an extension. Tutor assesses application and makes an adjustment to the due date of up to ten working days as appropriate.

N
Advise student to apply for Special Consideration
Teaching Tips

Tutorial Preparation

Knowing your Subject

When preparing for classes, it is a good idea to check your understanding of the concepts or problems covered in the sessions, perhaps by revisiting past notes or textbooks. If you are teaching a tutorial or practical class and there are set questions/problems, it is a good idea to work out all the problems yourself and take down a few notes. Do this even if you have been provided with solutions to the problems as this will help you to explain more clearly what the questions require and the process involved in solving the problems.

One of the common concerns of new teachers is that they will not know all the answers to students’ questions. While it is very important for you to know a good deal about the subject you are teaching – and you probably want to appear knowledgeable – you are not expected to know everything. Students generally appreciate teachers who are candid about not knowing the answers to difficult student questions. When faced with a difficult question, acknowledge the student who asked the question and let him/her know that you will try to address it in the next class. If the question is not relevant to the subject, offer to discuss the questions outside of class or refer the student to a relevant text that deals with the topic.

While it is important for you to look over the content of the session in preparing for classes, it is just as important to plan how you are going to run the class. For example, how will you help students achieve the learning objectives/outcomes for the particular session? What skills are involved in this?
Checklist for Planning Tutorials

1. What do you want students to learn in this tutorial?
   - What are your objectives for this particular tutorial?
   - How will you address the set questions or theme of this tutorial?
   - How does this tutorial fit in the overall structure of the course?
   - How does it relate to last week’s session?
   - How does it relate to the material covered in lectures?
   - How does the tutorial relate to the readings?
   - What skills do you want students to practise/develop (e.g. close analysis, problem solving, critical thinking etc.)?

2. How will you structure the session?
   - How will you introduce the themes of the tutorial?
   - What are the key priorities for the class? – i.e. what will you spend most time on?
   - Will you spend time reviewing concepts/problems introduced in lectures or last week’s tutorial?
   - What kind of activities will you ask students to do?
   - Roughly how long should students spend on these?
   - What “back-up” activities/problems will you have in case something you’ve planned doesn’t work well?
   - Are the activities sufficiently varied to maintain interest?

3. What teaching resources will you need (attendance roll, whiteboard markers, film or text excerpts, handouts etc.)? Do you need to rearrange the furniture in the room for your planned activities?

4. What announcements and reminders will you need to give to students? (For example, you might need to show them relevant posts or readings available on the subject’s LMS site, or remind them about an upcoming special lecture or screening, the need to purchase and read the subject’s reader, the need to think about the tutorial questions for next week’s class, or about the due date for the next piece of assessment).

5. How will you conclude the session? What preparation will you ask students to complete for next week’s session? What in particular should they think about when they are doing the reading?
12 Tips for Conducting Tutorials

1. Plan the structure and organisation of the tutorial, but be prepared to be flexible.
Students appreciate a structured and organised session, but experienced teachers know the importance of being flexible. One of the advantages of small group teaching is that you can respond immediately to students’ questions and needs. This may mean abandoning your plan for the class and focussing on a particularly difficult topic/issue.

2. Spend a few minutes (at the start of class) clarifying points from last session and making links to the lecture.
One of the main functions of a tutorial is to complement the lecture. Students like to know the connection between lectures, tutorials and their readings, and they see the tutorial as the place to clarify concepts and theories presented in lectures.

It is therefore a good idea to spend time at the beginning of the tutorial to review the last session and/or lecture and make links with the tutorial. Try to involve students as much as possible in this and avoid giving another ‘mini-lecture’. For example, you could ask a couple of review questions focussing on the main (or complex) points introduced in the lecture, or you could give students a few minutes (perhaps in pairs) to list key points from lecture. Another suggestion is to invite students to ask questions from the lecture: ‘Today we’re going to look at X. Before we start, what questions do you have from this week’s lecture?’ If students don’t respond you can ask a couple of review questions and try to elicit responses.

3. Make a clear statement of the purpose of the tutorial and give a brief overview of what you will be covering in the session.
Do this even if you are just going to be following the set tutorial questions. An overview is useful for students as it provides a structure for the tutorial and it means that they know what to expect. If you are going through a set of problem-solving questions, a useful strategy is to list the questions on the side of the whiteboard and tick them off as you complete them – this will help you and the students keep track.

4. Avoid trying to cover too much.
Prioritise and spend most time on the important concepts, ideas or problems. One of the common mistakes made by inexperienced tutors is trying to cover too much in the tutorial. If students come to class expecting you to give them all the answers, remind them that this is not the main purpose of tutorials and use the strategies offered in this handbook to encourage active participation.

5. Use a range of purposeful activities.
Activities should have a purpose and an aim, and it can be useful to makes these explicit to students. Try to use a range of activities to suit your aims and the skills you want students to develop. If every class consists of the same kind of discussion activity, this can become predictable and less interesting for students. In planning your activities, think about the room layout, and if possible, move the furniture to suit your planned activities.
6. Monitor participation of all students (and try to include the ‘quieter’ ones).
To do this well, you need to know all your students and be able to use their names. Rather than starting off with a whole-class discussion, perhaps ask students to work in pairs or small groups and call on different students to report back to the class. Throughout the session, invite students to ask questions and contribute to discussion. Also, remember to give immediate positive feedback to students who contribute to class discussion or volunteer answers to questions.

7. Use the whiteboard or overhead projector to build up a summary of main points from the session.
Doing this is useful for students, particularly ESL (English as a second language) students, as it enables them to have a visual representation of points raised in discussion. Also, having the main points on the board helps students to focus on the key points and differentiate them from the less important or less relevant points raised in the discussion.

8. Use relevant examples to illustrate key points and issues.
Think of examples that students can relate to and help them to connect what they are learning to the world outside the university context. Also, invite students to contribute their examples from their own experience or readings.

9. Pay attention to your communication skills.
This includes both verbal and nonverbal communications skills and refers to such things as pace, timing, eye contact, gestures and facial expression. One of the key characteristics of a good teacher is the ability to explain ideas/concepts clearly.

10. Repeat and rephrase key points.
Students generally need repetition to reinforce learning and while you do not want to repeat yourself too much, it is a good teaching strategy to repeat or rephrase the key points, especially when you are explaining difficult concepts.

11. Spend a few minutes before the end of the session to sum up the main points.
This is a critical part of the class as it allows students to consolidate their learning and to clarify any questions remaining. Invite final questions or check students’ understanding by asking one or two review questions of what you’ve covered in the session.

12. Help students prepare for the next tutorial.
Do this by telling students what you will be focussing on next week and by giving them one or two key questions to think about as they read the set texts or prepare the tutorial questions.
**Tips for the First Tutorial**

The first tutorial is very important for establishing how the rest of the tutorials in the semester will operate. For this reason it is important to prepare carefully and you need to work hard to set up the right tone for the tutorial so that everyone feels comfortable and included.

As the first tutorial should provide the groundwork for the rest of the semester it is important that students understand the role of the tutor, the tutorial, and how they themselves are expected to contribute, and you as the tutor need to guide them through their first tutorial experience. You should arrive early to your tutorial location and make sure it is set up in a manner conducive to discussion. Ideally chairs and tables should be arranged so that the students can all see each other. Something like a circle is best as this format emphasises the non-hierarchical structure of the tutorial and encourages everyone to participate. It is best if you also sit as part of the group, however make sure you are in a position where you can see everyone and everyone recognises your status as the tutor.

The good tutor should begin by reducing anxiety and building the self-confidence of the group, thereby establishing the foundation of good group work skills. Therefore, when all the students have entered introduce yourself and get them to play an ice-breaking game such as one you have played in your tutor training. Students might feel anxious about talking in front of a group so set specific tasks and time limits which are easy for them to follow.

While everyone is being introduced to the group take a note of who is there and make an effort to match faces to names. If you like, you might even ask your students to make name tags for themselves. At the start of the first tutorial is a good time to discuss ground rules for the group. Ground rules are especially useful to first year students who are unfamiliar with the tutorial format, and also help to establish the function of the tutorial. Ground rules might include:

- Everyone is expected to contribute
- Everyone is expected to do the reading
- Everyone is expected to be on time
- Respect everyone’s point of view
- Criticise people’s ideas, not their personality
- Listen to each other’s contributions, and don’t interrupt
- Don’t dominate the discussion, and give everyone a chance to speak.

It goes without saying that tutors will have prepared for the first tutorial by reading the reading materials and attending the lectures. It is also important to deal with the administrative aspects of the course in the first tutorial, and to reinforce points about the reading, assessment, lecture attendance and the LMS. Make sure that students understand what is required of them in this subject. In particular, stress the importance of hurdle requirements and deadlines/extensions. This is also a good time to provide your email address and the time and place of your consultation hour for your students to write down. Make sure you allow plenty of time for questions, especially about assessment and submission details.

Introduce some of the main themes of your course but don’t panic if you don’t get much covered. The first tutorial is mainly a familiarising exercise. Start by asking relatively easy closed questions
about some of the early course content. This is a good way to make everyone feel comfortable about contributing, and will help to ease the anxiety that students starting their university careers often feel. The best way to engage students is to communicate your enthusiasm for the ideas and material covered in the course. Your enthusiasm will ensure that the students value the subject as a subject that is worth their effort and attention.

Above all remember that it is quite normal for both you (and if applicable, first year students) to feel nervous about the first tutorial. The tips and techniques found in this document should provide assistance for you to facilitate your first tutorial. Always remember that your Subject Coordinator is available to for you to consult with. It is better to fix any issues early rather than risk that they impact the whole semester.
Facilitation

The ability to facilitate is a key characteristic of good teaching. As a facilitator, you will encourage, prompt, and guide student learning. You will not attempt to instruct, dictate, transmit or control it. Facilitating student learning is about moving away from a professorial approach and towards a more flexible and dialogical one in which you allow students to participate more fully in the exercises of teaching and learning. It is important that you keep students ‘on track’ and that you maintain the proper functioning of the group, but it is not your role as a facilitator of student learning to simply transmit facts. Certainly, you should attempt to fill gaps in student learning, but only after you have actively engaged students and prompted them to demonstrate the different kinds of knowledge that they already possess. This way you are valuing each student’s experience, activating their prior learning and giving them a productive stake in the pedagogic exchanges of your classroom.

Facilitation Techniques

There are numerous facilitation techniques that can be deployed to help you engage your students. Some of these are:

Active Listening
It is important to engage your students through active listening. You should keep eye contact with a student when he or she speaks in class and use active body language, such as nodding or making verbal agreements and/or encouragement. Do not allow your attention to wander when a student is speaking – this will give them the impression that what they are saying is not valued.

Responding and Explaining
When you are responding to student questions and/or comments, try to do so in a respectful and understanding way and in a way which demonstrates sensitivity to that particular student. Not all students feel comfortable in tutorials. Some feel shy or nervous, or may have trouble articulating difficult concepts. Others are verbose, even dominating. In cases such as these, you should modulate your response accordingly. Ask questions to clarify what a student may be asking and/or saying, and when you respond, use language and concepts that the student will understand. After addressing a student’s questions or statements, ask questions to make sure that they have understood and that you have properly addressed their query.

Questioning
Asking good questions can be a powerful pedagogical and facilitation tool. A good question should:

• Arouse interest
• Activate prior learning
• Help to diagnose strengths or weaknesses
• Check progress or understanding
• Encourage participation and
• Review and/or summarise.

Try to keep these goals in mind when you are crafting questions to ask your students. When possible, try to keep your questions open. Rather than asking a question that may simply prompt a
‘yes’ or ‘no’ answer, try to ask questions that will stimulate a range of responses or that may be addressed in a variety of ways.

Furthermore, make sure that your questions cover a range of learning abilities. If you feel that your students are grasping something well, ask more probing and complex questions. It is important that you try to engage students’ critical thinking abilities, not just their comprehension skills.

**Responding to students’ answers to questions**

Teachers play an important role in creating an environment in which students feel comfortable to answer questions, contribute to class discussion and ask questions themselves. One way to do this is to consistently give positive feedback to students who answer questions or contribute to the discussion (e.g. ‘well done’, ‘very good point’, ‘yes’, ‘that’s right’ etc.). This kind of immediate feedback encourages student participation and the ‘risk-taking’ involved in volunteering answers and comments.

It is also important to respond appropriately to students who offer an incorrect or inappropriate response. If part of the student’s response is adequate, acknowledge this before pointing out where the gaps or mistakes are – e.g. ‘You’re on the right track, but have you thought of ...?’. Another approach is to ask students to explain their point or give examples – e.g. ‘Can you explain what you mean by ...?’, or ‘Can you explain how you worked that out?’ This will help you to clarify specific gaps in the student’s response. Also, invite contributions from other students - e.g. ‘Did anyone take a different approach?’, ‘Does anyone have a different view?’ etc.

Students can feel embarrassed or discouraged when they have volunteered incorrect answers so remember to be encouraging and perhaps remind them that the material is designed to be challenging.

**Refocusing**

Try to ensure that your students don’t stray too far in their discussion or in their small group work from the learning objectives of the session. If you feel that this is occurring, you may need to reassert yourself briefly and refocus the students’ attention onto the question or problem at hand. This means that you should be continuously evaluating the group’s progress, as well as keeping an eye on your time management.

**Summarising**

After some time in group discussion has elapsed, it is useful to summarise the point/argument/issue that is being discussed. Firstly to ‘top up’ or supplement the knowledge/ideas that the students have been demonstrating so far, but also to signal to your students that it is time to move on. You will sustain the interest of your students by pushing the discussion along and you will also give yourself the opportunity to extend the discussion into more complex intellectual terrain.
Maintaining Control and Ensuring Opportunities for Closure

An important aspect of facilitating student learning is making sure that you don’t lose control over the general direction of the tutorial. Although your tutorials should be flexible and encourage as much interactivity as possible, you should also make clear from the outset what the aims and objectives of the tutorial are, what will be focused on and what basic structure the tutorial’s activities will take (for example, will it be a discussion? Will it be a debate? Will you break into small groups?). Furthermore, you should establish that each student will be expected to contribute to the best of their ability and that at a certain point in time the activities will conclude and that you will summarise what has been achieved or learned in the tutorial. This summarisation process is often called closure.

At the closure of the tutorial, make sure that you emphasise the outcomes of the day’s tutorial and review how what you have discussed relates to the lectures and to the aims and objectives of the course more generally. It is also important at the tutorial’s closure to praise your students for their participation and to give them a sense of accomplishment.
Small Group Teaching

There are a number of activities, such as ice breaking and familiarising activities, which you will find useful to perform in your first tutorial. However, once you progress past the first week and start dealing with detailed course content in your tutorials, there are plenty of small group teaching techniques that you can draw on to encourage deep learning in your classroom. Many of these are detailed below.

In practicing small group teaching, *flexibility and versatility should be your general aim*. Using a diverse range of techniques and teaching styles helps to access the varied breadth of knowledge that your students already have, thereby operationalising their prior learning experiences.

Furthermore, being familiar with an assortment of small group teaching techniques gives you a means to change things if you feel that your tutorial isn’t quite working. Remember to consult with your Subject Coordinator and to provide them with feedback about what is working, and what is not.

For example, you may have decided to run a class debate, but after starting you may find that your students are struggling with the basic contours of an idea or with the oppositions associated with a particular theory. Here, you could try a brainstorming exercise using the jigsaw technique (see below). This would allow the students to use each other as resources to fill in the gaps in each other’s knowledge in a non-threatening and still fully participative way.

Small Group Teaching Techniques

Rounds
Rounds are extremely useful for tutors who wish to determine current levels of understanding. The idea is that a question or topic is circulated literally *(a)round* the class and each member of the class makes a contribution to what becomes a cumulative learning curve. For example, a tutor might ask, ‘in a round, let’s try to list the features of Marxism.’ From here, each student can contribute one idea, and the tutor can write them up on the board.

This is a great technique if a particularly complex idea has been covered in that week’s lectures and you want to find out how much of the content your students have absorbed. It’s also a non-threatening way for students to learn from their peers. It is recommended that this technique is used when asking a broad question that can sustain a number of ideas and/or associations. If you ask a closed question like ‘how many bones are there in the human foot,’ there is only one correct answer, meaning that not every student will have a chance to contribute fruitfully.

Brainstorming
Brainstorming can be used when you would like your students to generate a range of ideas on a given subject. This is usually done through free and spontaneous group discussion.
A brainstorm has two distinct parts. The first part should be *quantitative*: the goal is to collect a number of ideas and to broadly sketch out the dimensions of the topic. You, or one of your students, can write these ideas down on the board.

The second part is *qualitative*: this means that at a time which you nominate, you should stop the free-flowing discussion of ideas and begin to engage with the ideas that you have already amassed in creative and critical ways. If ideas have been listed on the board, you should begin in phase two to ask your students to make links between the ideas and to analyse the internal relations of the topic under discussion.

Brainstorming is a fantastic small group teaching method because students feel a collective sense of ownership about the area which is being discussed without any single student feeling individually responsible for the topic.

### Mind Maps/Topic Maps

Mind or topic maps visualise for students the relationships between concepts, theories or ideas. This might also be referred to as ‘cognitive mapping’ and it is a particularly effective way to help students organise their conceptual understandings. Mind and topic maps also help to reveal the theoretical preconceptions which underpin conceptual links, and can visually rehearse scenarios in which these preconceptions are interrupted or break down.

This method requires the tutor to write the name of the topic under discussion on the middle of the board. From here, the class should brainstorm the topic, and key words or phrases should be written down on the board so that eventually, these words or phrases encircle the central topic word that is written in the centre of the board. From here, a series of interconnecting lines can be drawn between ideas, or ideas may be underlined according to a colour-coding system which indicates that they belong to a subset of ideas that relates to the central topic. The way in which you draw links between ideas is an entirely creative process and up to your discretion and the discretion of your class.

You may want to ask your students how they would like to go about grouping or relating the ideas. After making your mind map, you might then want to erase the links that you have made the first time and then make new links according to a different critical angle.

This is a fantastic way for students to get a grasp on how ideas can be categorised and organised and how the meaning of certain ideas can be adjusted according to the way that it has been related to other ideas.

### Buzz Groups and Pyramids

Buzz groups are usually groups of two to four people. You can divide your class into small buzz groups to discuss a question or topic. Here, you should make sure to pitch the question or topic at the correct level. All students should be able to make a worthwhile contribution to the question – it should not be too obscure or complex. Within buzz groups, it may be useful to suggest that one student act as a scribe and write down the impressions of the buzz group as a whole. This is also a great way to encourage timid students to practice speaking in a small group, so that they might build up to individual presentations to the whole class later down the track. Furthermore,
inside the buzz group students have the opportunity to have their ideas reinforced or challenged. This is one of the real benefits of peer learning.

As a tutor, you may want to circulate around the room to make sure that each group is staying ‘on topic’, or to answer questions or suggest new angles.

From here, the individual buzz groups combine with other buzz groups to make a larger group. In this setting, the two groups share ideas and consider how their individual group discussion compared or contrasted with their peers from another buzz group. At this point, the class should be roughly divided in half (two buzz group ‘quarters’ per each half). After this secondary discussion process, the whole class can come back together and discuss what has been brought up, with the tutor summarising the learning outcomes on the board. This process is often called pyramiding.

**Jigsawing**

An adaptation on pyramiding is jigsawing, in which you first divide students into buzz groups of 2-4 people and give them a nominated topic to discuss, as described in the section above. However, when you divide the students into buzz groups, give each group a letter code (A, B, C or D). Also, explain to your students that they should all take notes on the discussions that occur in their individual buzz groups, because they will need these later.

(Tabulated Example with twelve students)

<table>
<thead>
<tr>
<th>Buzz Group A</th>
<th>Buzz Group B</th>
<th>Buzz Group C</th>
<th>Buzz Group D</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAA</td>
<td>BBB</td>
<td>CCC</td>
<td>DDD</td>
</tr>
<tr>
<td>i.e.:</td>
<td>i.e.:</td>
<td>i.e.:</td>
<td>i.e.:</td>
</tr>
<tr>
<td>Buzz Group A</td>
<td>Buzz Group B</td>
<td>Buzz Group C</td>
<td>Buzz Group D</td>
</tr>
<tr>
<td>comprises three students (three ‘A’s)</td>
<td>comprises three students (three ‘B’s)</td>
<td>comprises three students (three ‘C’s)</td>
<td>comprises three students (three ‘D’s)</td>
</tr>
</tbody>
</table>

After a short period (say ten or fifteen minutes), ask students to form three new groups, with each group containing an ‘A’ student, a ‘B’ student, a ‘C’ student and a ‘D’ student, thus creating a ‘jigsaw’ effect. Once the new groups have been formed, you should encourage each member of the group to take turns to give a short account (based on their notes) of what they had discussed in their original buzz groups. This is a fantastic way to practice communication skills and for peers to teach and learn from one another.
Other great techniques include **role playing** and **debating**. These techniques allow students to practice their oral communication skills and prompt them to engage with the *attitudinal* dimensions of knowledge. With debating, you can divide the class in half and allot each half with the affirmative or negative side of a certain proposition, allow each side 20 minutes to brainstorm the topic and allocate their speakers and then reconvene for the actual debate.

Role playing is usually carried out in pairs in front of the class. In this sense, role playing is a little riskier because individual students are more exposed to their peers. However, both role playing and debating are excellent small group teaching techniques because they ‘bring topics to life’ and allow for a scenario in which the gaps between theory and practice can be critically observed.

Remember also to **use your colleagues as a resource**. If you yourself need to improve your subject knowledge or need fresh ideas for tutorials, ask your fellow sessional tutors for assistance and advice.
Tutorial Troubleshooting

All members of staff, no matter how experienced, encounter difficulties with tutorials. These can be worrying for new tutors, but they have all been encountered before. Some common problems and possible solutions to counter them are below:

Ensuring Participation

There are no easy solutions! Have confidence in yourself and your ability to deal with problem students who will range from the aggressive and dominant to the shy and introverted. As a tutor you may be in a transition phase between being a student and a tutor, but you have been chosen because you are deemed able to do the job.

Many difficulties arise from students’ anxieties or inabilities. Often they are anxious about making a contribution. They worry about being rendered suddenly inarticulate or about not knowing enough to contribute. Especially in first year, they may have difficulty understanding the ground rules or conventions of tutorials.

Very often students, particularly at first-year level, read passively and have difficulty critically engaging the material and articulating their impressions. They have read the material but can’t find the words to say something. Often when they finally find the words, the tutorial has moved on. This should be addressed explicitly when it appears that students are having this difficulty. Explain that they will need to take notes and to think “out loud” what they might say. Suggest that they jot a few headings down before each tutorial which will help them to recall their reading.

Ask them to consider how they approach their reading. Do they approach it with a question? What were they looking for? Remind them to highlight key points and take notes. Suggest that they read twice, skimming the first time, concentrating the second. Furthermore, warn them of the perils of photocopying. Often they feel relieved when they take home photocopies of the reading, but the task of the course is actually to read and comprehend the material.

Shy or passive students require a different approach. Try to pitch questions at a medium level so that all will be able to answer. Reassure the shy students that you value what they are saying by concentrating carefully on it, showing through your demeanour that you are listening and using their ideas or phrases in the next question. Empower the passive student by building their confidence: keep openings for them, use other people’s opinions to give a lead, ask an easy question to encourage them to continue once they have spoken.

You might use aids such as distributed primary sources or a text to help passive students contribute by having something in front of them. Or you might ask them to give a small précis of a text. This is less intimidating than requiring an opinion.

How important is it that everyone talks? What should one do about good students who don’t talk: let them be? No doubt they are “free-loading” on other students and every effort should be made to encourage them to contribute. When you are sure that the student is bright and not too timid, you can risk asking her or his opinion about something that has just been said. Emphasise that a tutorial is a co-operative enterprise. Most tutors feel that if half to three-quarters of the students contribute you are doing very well.
Dominating Individuals

Many tutorials will pose the problem of domination by an individual or small group. Dominant students come in many varieties, from the very bright and articulate to the aggressive and intimidating. They may control the tutorial through a dominating exhibition of their knowledge or intimidate other students by their use of body language. They might display a ‘cool’ demeanour or a bored attitude which undermines the capacity of others to contribute. Ask yourself why the student is dominating: arrogance, insecurity, keenness? The answer may suggest possible approaches. Some solutions involve changing eye and body position, clearing the space with eyes and hands for someone else to speak, or simply stating ‘Let’s see what someone else has to say’.

If there is a small group which dominates in some way, seek to break this up by spending part of the tutorial in small group work, for example. Try to involve the others in the discussion by putting value on their contributions. In the case of particularly aggressive students, try to reiterate the tutorial’s ground rules, particularly those which pertain to the democratic functioning of the group. The biggest problem is reacting too strongly. Here, you may risk alienating individuals or arresting the flow of discussion.

Be aware that you cannot fully control the outcomes of your tutorials. Your students are all individuals with different responses: those who never say a word may well be very engaged with the subject in their own way.

Group Conflict

In many ways conflict can be a useful element of a tutorial as long as it is managed correctly. Conflict encourages people to fully develop their ideas when defending them. However, if not managed correctly it can be a painful experience which can lead to outright hostility and alienate other members of the group. Remember that the class as a whole will look to you for leadership, and how you act in tense situations will set the tone for the rest of the group. You cannot tolerate sexism, racism, or other discriminatory behaviour. You cannot permit students to deride or bully others.

Tutorial Ossification

As time goes by, a common problem is for a pattern of responses and contributors to emerge in the tutorial. The students have learnt the way they think the tutorial works, and the tenor of discussions may become progressively less engaged. How might we break the ‘ossification’ cycle?

Sometimes it can help to be direct. For example, asking: ‘It is four weeks in. How are you feeling?’ Think back to the expectations you and the students voiced in the first tutorial. Reiterate the ideas originally discussed about what they and you think a good tutorial should be. Remind them that you are primarily a facilitator, not an oracle and that a tutorial requires a shared commitment to preparation to be a success. In this discussion, help them to understand that it is acceptable to sit and think before they reply and that no question is ‘stupid.’

Often students (and tutors) get into the habit of sitting in precisely the same seats week after week. Arrive a little early one week and sit opposite where you were last time. The effect may be surprising!
University Policies

What is Discrimination?

Discrimination is broadly defined as treating one person unfairly over another according to factors unrelated to their ability or potential. Legislation prohibits discrimination on the specified grounds. The legislation provides limited exemption for some measures, such as affirmative action programs, designed to achieve increased representation of groups historically under-represented in the workforce.

Discrimination may be direct or indirect and may not always be intentional.

Direct discrimination

Indirect discrimination

Direct discrimination occurs when someone receives less favourable treatment on the basis of characteristics or stereotyped assumptions which are not job or study related.

Indirect discrimination occurs when policies and practices which appear neutral or fair because they are applied to everyone, have a different and disadvantageous impact on groups of people covered by equal opportunity legislation.

Equal Opportunity Policy

http://policy.unimelb.edu.au/MPF1241

Overview

The University of Melbourne is committed to the principle of equal opportunity in education, employment and welfare for staff, students and prospective students of the University and will continue to develop equal opportunity practices and programs compatible with its overall goals and responsibilities. This commitment is consistent with the principles of justice, equity and the pursuit of excellence which should apply in a university and conforms with the spirit and intent of equal opportunity and anti-discrimination legislation. The policy is designed to support the principle that staff are selected or promoted according to merit.

The University accepts that it has a responsibility to create an educational and employment environment free of discrimination. It will ensure that its structures and practices are free from direct or indirect discrimination based on age, gender, marital status, carer status, pregnancy and breastfeeding, parenthood, physical features, sexuality, sexual orientation, gender identity, social and economic circumstances, race, disability, religious and political beliefs, and activities, industrial activity and personal association with a person who could be discriminated against. Notwithstanding the above there are special circumstances (e.g. certain disadvantaged groups) where the University will adopt policies which may discriminate between classes or groups of individuals.
The University recognises that it has a responsibility to develop programs in education and employment which redress, where appropriate, the effects of past discriminatory practices within the community and that it has a responsibility to take positive steps to overcome inequality of opportunity.

**Policy - General Guidelines**

In its responsibility for all members of the University community, the University aims to:

- Ensure that there is no discrimination against any group of students or staff, in access to University facilities
- Establish and maintain mechanisms within the University to deal with complaints concerning discrimination and sexual harassment
- Educate the University community on the general goals and philosophy of equal opportunity together with the rationale for policies and practices which are adopted
- Provide the University community with information about the University's condemnation of sexual harassment and discrimination, to provide advice and support for those who have been discriminated against or harassed and training for Anti-Discrimination and Sexual Harassment Advisers
- Continue to work towards the provision of child care to meet the needs of its members
- Ensure that all University policies, procedures and official documentation and publications accord with equal opportunity principles and are amended as necessary to accord with these principles
- Eliminate sexist and other discriminatory language from all University publications and discourage the use of such language in published and unpublished material and in the speech of its staff and students.

**Policy - Education**

In its responsibility for education, the University aims to:

- Continue, develop and extend programs for the admission of disadvantaged groups
- Take positive steps to provide support for members of disadvantaged groups once they are admitted to the University
- Encourage the increased participation of women students in all aspects of University life, including post-graduate study and decision-making structures
- Provide an environment where all disciplines at under-graduate and post-graduate level are accessible to both women and men
- Maintain and develop programs to accommodate disadvantaged or disabled students, adjusting where necessary the learning environment or procedures
- Ensure that University courses develop an awareness and acceptance of the principles of equal opportunity in order to encourage graduates and members of the University to eliminate inequality of opportunity in society
- Encourage faculties to acknowledge that gender and ethnicity enter into the construction of knowledge and to take account of this in the process of curriculum planning
• Ensure the promulgation of University guidelines for writing and preparing material which avoids discriminatory language.

Policy - Employment

In employment, the University aims to:

• Implement the University's Equal Employment Opportunity for Women Program;
• Provide improved opportunities for increased numbers and proportion of women to participate in University committees;
• Integrate the principles of equal opportunity and practical examples of their application into all training programs for staff with management responsibility;
• Encourage disadvantaged individuals to participate in training and staff development programs, in order to broaden skills and equip them adequately for positions of responsibility;
• Maintain and develop programs to accommodate disadvantaged or disabled staff, adjusting where necessary the work environment and procedures.

Procedures - Policy Implementation

Responsibility for implementing the policy on equal opportunity will rest with the management of each Faculty, School, Department and Section.

The University will maintain the Equal Employment Opportunity Committee and the Access and Equity Committee, both charged with responsibility for monitoring progress in implementing the Policy, for providing advice to the Vice-Chancellor and to Council and for monitoring the University's Equal Employment Opportunity for Women Program.

The University will maintain an Equal Opportunity Coordinator, whose duties include facilitation of the implementation of the University's policy and support of the Equal Employment Opportunity Committee in its role of monitoring the implementation of the policy and compliance with relevant legislation.

In establishing procedures aimed at implementing equal opportunity policy, there will be wide consultation with staff and students and their representative organisations.

The costs of implementing the policy on equal opportunity will be covered by each Faculty, School, Department or Section in its annual budget.

The equal opportunity policy statement will be circulated to all staff and to the student body. It will be incorporated in relevant publications such as orientation materials.
Policy on staff-student relationships

A Professional Relationship

The University of Melbourne is committed to an environment for staff and students free of discrimination and harassment, where decisions about assessment, selection and access to resources are based on merit. For members of the University community to gain the greatest benefit from their experience at the University, it is essential that the relationship between staff and students is a professional, trusting and respectful one.

University Policy

The University has policies and procedures to address situations such as those outlined above. The Responsibilities of University Staff Policy and Staff-Students Relationship Policy (https://policy.unimelb.edu.au/MPF1137) prohibit behaviour on the part of staff that may compromise their position of trust with students.

The University insists that staff must avoid conflicts between a personal relationship and professional responsibilities.

In some circumstances, an initial sexual approach to a student, or engaging in a sexual relationship with a student, constitutes sexual harassment and can be the subject of a complaint under the University’s Sexual Harassment Policy and Procedures.

Staff must recognise their professional and ethical responsibility to protect the interests of students. Students must also respect the professional nature of the relationship between staff and student and accept the constraints and obligations in that relationship.

Further Information

If you are being discriminated against because a professional relationship is being compromised by a personal relationship, or you feel uncomfortable with the behaviour of a staff member or student towards you, you need to contact Human Resources staff in the Faculty of Arts. HR staff will be able to assist in a number of ways, including:

• Outlining the policies and procedures of the University
• Discussing the situation with you in the strictest confidence and devising strategies to prevent further distress
• Providing contact names and details of Anti-Discrimination Advisers and Sexual Harassment Advisers.

For online learning about discrimination, harassment and bullying, go to: http://www.hr.unimelb.edu.au/advice/equity-diversity/toolkits/training
Professional Development

Further Reading

The Centre for the Study of Higher Education (CSHE)
The University’s Centre for the Study of Higher Education (CSHE) offers contemporary teaching resources that are of benefit to staff at the University.

Resources can be found at: http://www.cshe.unimelb.edu.au/resources_teach/

Websites and documentation are divided into the following categories:

• A framework for teaching
• Curriculum design
• Assessment
• Teaching in practice
• e-learning
• Feedback on teaching.

Resources include:

• Nine Principles Guiding Teaching and Learning in the University of Melbourne (2002, revised 2007):
• The Melbourne Sessional Teachers’ Handbook (2008):

Faculty of Business and Economics – Centre for Excellence in Learning and Teaching
http://fbe.unimelb.edu.au/celt/staff/tutors

On this page you’ll find a number of resources for tutors, including information on activities to use in tutorials, assessment and marking, encouraging student participation and how to start your first tutorial.
Training and Seminars

University Teaching Programs
The CSHE offers two programs for university teachers:

• The Graduate Certificate in University Teaching (GCUT): primarily designed for academics and teaching staff wishing to develop advanced expertise and leadership skills in university teaching roles. Go to http://www.cshe.unimelb.edu.au/prof_dev/uni_teachers/gcut/index.html for more information including how to enrol.

• The Melbourne Teaching Certificate: a non-award program for University of Melbourne staff seeking to develop their skills of university teaching through a cohort-based, single-semester program involving seminars and peer review of teaching. Go to http://www.cshe.unimelb.edu.au/prof_dev/uni_teachers/mtc/index.html for more information including how to enrol.

The CSHE also holds numerous seminars throughout the year to support teachers locally. Please refer to http://www.cshe.unimelb.edu.au/ for upcoming seminars and forums.

Staff Development
The University of Melbourne provides a number of staff development courses in a variety of areas including Cultural Change, Leadership and Working in the University. Examples of courses are:

• Building Optimism and Resilience
• Managing Yourself and Influencing Others
• Working with Asian Names’.

Go to http://hr.unimelb.edu.au/pd/courses/catalogue/staff for the list of courses available.

The LMS Academic Support Team provides a regular series of support and information events for all staff. Sessions include:

• LMS – Essential Elements
• LMS – Turnitin and Grademark
• LMS – Assignments and Feedback
• LMS – Tests and Surveys
• LMS – Grade Centre.

Staff should enrol for LMS and Staff Development courses via Themis.
Staff Wellbeing Program

The University offers a Staff Wellbeing Program with one-hour sessions on a range of topics such as ‘Mindfulness Meditation’, ‘Time Management for Busy Professionals’ and ‘Strategies for Better Sleep’. Go to: http://services.unimelb.edu.au/staffwellbeing/calendar_of_events for a calendar of events. Staff are generally not required to enrol for these sessions.

School Events and Public Lectures

Sessional staff are encouraged to get involved in the academic life of their School by attending the various seminars and public lectures scheduled throughout the year. Sessional staff are placed on their School’s mailing list to receive information about events.

Details of the events can be found at:

- School of Culture and Communication: http://www.culture-communication.unimelb.edu.au/
- School of Historical and Philosophical Studies: http://shaps.unimelb.edu.au/community/events-public-lectures/
- School of Languages and Linguistics: http://languages-linguistics.unimelb.edu.au/
- School of Social and Political Sciences: http://www.ssps.unimelb.edu.au/community/events

Please contact the relevant staff member below if you are not receiving School emails and would like to be placed on the circulation list:

- Asia Institute: Alexa Carmody (acarmody@unimelb.edu.au)
- School of Culture and Communication: Annemarie Levin (alevin@unimelb.edu.au)
- School of Historical and Philosophical Studies: Erica Mehrtens (e.mehrtens@unimelb.edu.au)
- School of Languages and Linguistics: Jeremy Taylor (jeremy.taylor@unimelb.edu.au)
- School of Social and Political Sciences: Natalie Reitmier (nataliem@unimelb.edu.au)

Elements of this manual have been adapted from information gathered from the Schools of Historical Studies, Philosophy and Social and Environmental Enquiry, as well as from the Curriculum Commission’s Report on the Melbourne Model. Information has also been adapted from numerous CSHE publications, in particular Tutoring and Demonstrating: A Guide for the University of Melbourne, as well as portions of Small Group Teaching: Tutorials, Seminars and Beyond, by Kate Exley and Reg Dennick (2004).