Handbook for Unit Convenors
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Welcome

WELCOME TO ARTS

Professor Martina Möllering and the staff share their vision for the Faculty.

FROM THE EXECUTIVE DEAN AND SENIOR STAFF

Macquarie University pursues discovery, learning and service and aims to achieve international reach through outstanding research and a unique student experience. Both teachers and students are immersed in a pervasive research culture, where life-long enquiry and the pursuit of knowledge are strongly encouraged.

WHO WE ARE

The Faculty of Arts provides a distinctive background in the study of ancient, Indigenous, and contemporary cultures, a versatile education that opens avenues for future study and professional life.

In our Faculty, students will find the opportunity and support to take control of their own education, to engage in independent research, and to integrate their passions into their professional life.

Students will be in direct contact with leading scholars and researchers in their fields in the following Departments of:

- Ancient History
- Anthropology
- English
- Geography and Planning
- Indigenous Studies
- International Relations
- International Studies
- Law
- Media, Music and Cultural Studies
- Modern History
- Philosophy
- Politics
- Policing, Intelligence and Counter Terrorism
- Sociology

The Faculty provides a student-centred education that brings together research and teaching, making sure that the most up-to-date new findings enhance the student experience.

As a teacher in the Faculty of Arts at Macquarie you hold an important and ultimately rewarding position which is pivotal in assisting our students to reach their full potential. You will bring with you a wealth of experience, skills and interests which are key component in providing our students with a learning experience that is innovative, supportive and flexible.

The intention of this handbook is to introduce you to what we expect of you as a member of sessional staff and the numerous opportunities for professional development and support that are available to you to help you manage your academic career. The handbook provides guidance about where you can go for advice and assistance. I recommend that you make use of the expertise and resources available to you in the Faculty at the Learning and Teaching Centre and across the University.

I congratulate you on your appointment and I look forward to working with you in order to maintain Macquarie University’s high standards as well as achieving new goals. Good luck in your future endeavours.

Martina Möllering

HOW TO USE THE HANDBOOK

This handbook provides general guidance to Unit Convenors in the Faculty of Art. It is divided into following key sections:

1. Administration Prior to starting your role
2. What to do before teaching commences
3. What to do during the teaching period
4. What to do after teaching conclude
### Timeframe for key activities

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<th>Timing</th>
<th>Activity</th>
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| **Before Teaching Commences** | - Talk to your Head of Department about the Unit/s you are going to Convene and if the previous convenor is still employed at the University make time to talk to them about the Unit and obtain a copy of their Unit Guide.  
  - Collect an ‘Academic Planner’ calendar from the Learning and Teaching Centre in C3B - Room 315.  
  - Obtain your staff card  
  - Organise your Timetable and Room Bookings  
  - Prepare the Unit Guide using UNITS  
  - Send your reading list to the library so that texts can be located in eReserve  
  - Activate your online unit and allocate teaching staff through iTeach  
  - Set up content and activities in the learning management system iLearn  
  - Manage lecture recordings, if necessary. (May be simply to add an Echo360 block to the iLearn unit.)  
  - If your unit includes an examination then complete the examination registration details/form  
  - Get access to AMIS so that you can download class lists and access relevant student information  
  - Collate details and information on the staff who will be tutoring on your course (if you need to recruit or interview staff you should liaise with your HOD and contact HR and complete the course for staff recruitment)  
  - Organise to meet with your tutors and provide them with written information about teaching, assessments, class lists, marking, accessibility, academic honesty, academic literacy, access to the LMS, etc.  
  - Talk to OUA Education Services Officer about unit arrangements  
  - Not applicable  
  - Liaise with OUA Education Services Officers  | - Talk to OUA Education Services Officer about unit arrangements  
  - Not applicable  
  - Not applicable  
  - Liaise with OUA Education Services Officers  
  - Talk to COE Program Services Manager  
  - Not applicable  
  - Talk to OUA Student Support Officer  |
| **During Teaching**           | - Stay in touch with staff via email, organised regular Meetings or one-on-one chats  
  - Organise Learner Evaluation of the Unit (LEU) and/or Learner Evaluation of Teaching (LET)  
  - Check student well being  
  - Organise meetings to moderate student assessments and complete the Faculty moderation checklist.  
  - Manage examination requirements  
  - Approve any Special Consideration Requests  | - COE will organise LEU surveys according to a set schedule  
  - Talk to OUA Student Support Officer  |
| **After the Teaching Period** | - Complete the Unit Convenors report and submit to Head of Department  
  - Revise the Unit Guide  
  - Collate and finalise student grades  
  - Process any grade appeals  | |
Administration prior to starting your role

APPOINTMENT FORM COMPLETED AND SUBMITTED

As a new Unit Convenor you should have completed an appointment form. This form includes information about your role and you will also have provided banking details so that your pay can be managed for you.

CODE OF CONDUCT AT MACQUARIE

The Code of Conduct for Macquarie University Staff aims to clarify for staff the conduct expected in the performance of their duties and to act as a guide for solving ethical dilemmas. The Code provides guidance on:

- conflicts of interest
- acceptance of gifts or benefits
- public comments
- use of official information
- use of official facilities and equipment, and
- outside work

A copy can be found at:
staff.mq.edu.au/human_resources/about_hr/forms_and_policies/code_of_conduct/

ACCEPTABLE USE POLICY

The University ICT resources are to be used in a legal, ethical, responsible, and civil manner by all users and this policy outlines the acceptable use of Macquarie University Information and Communication Technology (ICT) resources by all users. A copy of the policy can be found at:
mq.edu.au/policy/docs/acceptable_use/policy.html

MEET WITH THE HEAD OF DEPARTMENT, ASSOCIATE DEAN LEARNING AND TEACHING AND ASSOCIATE DEAN QUALITY AND STANDARDS

Make a time to meet with your supervisor (e.g. Head of Department) to make sure you have access to all the course materials (unit guide, course readings, lecture times, assessment criteria and standards, assessment submission dates, marking guidelines, assessment moderation processes, academic honesty policy, consultation protocols and opportunities for professional development etc.).

You should also make an appointment with the Associate Dean of Learning and Teaching and Associate Dean Quality and Standards to introduce yourself and obtain Support information offered by the Faculty for Learning and Teaching.

Make sure you enquire about obtaining room keys.

KEYS: Your DA will advise you how to sign for and collect your room keys.

Your first port of call for any information should be the University website mq.edu.au or your DA.

TOUR OF THE CAMPUS

Organise to take a tour of the Campus in order to familiarize yourself with the facilities. The building names are mostly oriented around the East ("E"), Central ("C"), and West ("W") parts of the campus. For example the Campus Hub is building C10A, in the Central part of the campus. A copy of the Campus map can be found at:
mq.edu.au/on_campus/maps/campus_map/

Collect an ‘Academic Planner’ calendar from the Learning and Teaching Centre in C3B - Room 315.

CAMPUS CARDS

Campus cards are issued to all staff upon appointment. You need your Campus Card to access a range of important services and it provides:

- a University ID, the only official proof of identity for University purposes
- library borrowing, printing and photocopying services
- building access, with an integrated contactless card for use in all University buildings and properties
- access to lecterns and audio visual (AV) equipment (see page 7)

APPLY FOR A CAMPUS CARD

To obtain your Campus Card:

1. Speak to your DA and collect your active staff number.
2. Go to Student Connect on level 2 of MUSE (C7A).
3. Show Photo ID such as a driver’s license or passport.
4. Your Campus Card will be issued while you wait.

NOTE: Campus Cards are more fragile than a credit card. For lost or damaged cards staff are entitled to one free replacement per year. A $15.00 fee is charged for additional replacement of lost or damaged cards

ACTIVATE YOUR CAMPUS CARD

In order to enable the swipe access function on your new Campus Card you should speak to your DA. Your DA will require your MQ staff number and the CDX number on the back of your Campus Card. The DA will then notify the Faculty Facilities Officer with the room access that is required. Your Campus Card will then be activated.

In order for you to access the library you should attend the Library Help Desk in person.

WORKPLACE HEALTH AND SAFETY (WHS)

In the first week you need to take the time to familiarize yourself with the University Health and Safety requirements. You are required to complete the 'Office Safety' module which can be found by following the link:
staff.mq.edu.au/human_resources/health_and_safety/training_induction/
OFFICE SAFETY

All work related Health and Safety policies can be found at: staff.mq.edu.au/human_resources/health_and_safety/policies-procedures-guidelines_forms/

Any WHS matters should be discussed with your Supervisor in the first instance. WHS is everyone’s responsibility.

SECURITY

Maequarie University security can be contacted 24 hours day, 7 days a week. Security assists with lost property, access cards, and can offer an after-hours escort vehicle (during University term). To contact security, phone 02 9850 7112 or internal extension 7112. The main Security Office, marked by an illuminated “Information” sign is located in Building C1A on Macquarie Drive.

IN THE CASE OF AN EMERGENCY

Emergencies are situations where you would normally contact the national 000 number. In an emergency, security can be contacted from any help phone, lift phone, or by visiting the security office in Macquarie Drive. Should the police, ambulance, or fire departments be required, Security Services will liaise directly with them.

EMERGENCY EVACUATION PROCEDURES

An emergency will generally be notified by the building’s fire detection system, security staff, or one of the Area Wardens.

Maps of evacuation assembly points, indicating the location of the nearest assembly area, are located in all campus buildings, classrooms, lecture theatres, and near building exits. Please take time to familiarise yourself with the emergency procedures and assembly points.

* It is essential that all staff keep a class list for every oncampus teaching session. In the event of an emergency staff are responsible for students in the class, thus staff need to know who was in the room.

In the event you are required to evacuate a building, you should:

- Not panic
- Follow all instructions provided by the (fire) Wardens
- Take personal belongings with you (but only if safe to do so)
- Leave the building by the nearest, safe exit
- Proceed to the designated assembly point (the location for each building can be found on the evacuation diagram in the building)
- Notify (fire) Wardens of the location of any people who may be still in the building, are injured, or have a disability
- Await instructions from the (fire) Wardens

ORIENTATION TO DEPARTMENTAL RESOURCES

Organise to meet with your DA for an orientation to the Department. All staff should be provided with sufficient resources to function in their job, and for teaching staff this includes access to appropriate office facilities such as:

- desk space
- stationery (including white board markers etc.)
- photocopying
- telephone and fax
- mail collection point discuss with DA
- email account
- computer facilities
- copies of unit outlines, laboratory manuals and readers, if relevant.

LEARNING TECHNOLOGIES

Learning technologies at Macquarie University consist of online technologies such as iLearn and Echo360, and audio visual technologies such as lecterns in teaching spaces.

- iLearn is the name for Macquarie University’s online Learning Management System (LMS) which provides the framework for the courses and tools available to students and staff. It enables learning, teaching, communication and collaboration by providing access to lecture notes, readings, quizzes, discussion forums and digital lectures recordings online.
- Echo360: allows you to schedule lecture recordings as well as provide self-recorded material online through iLearn.
- Audio Visual systems: familiarise yourself with learning technologies in teaching spaces. From basic projection through to interactive technologies in rooms.

To get started login using your MQ One Id to the Learning Technologies primer on ilearn.mq.edu.au/course/view.php?id=5690

Once logged in, you will need this keyword: mqlearntech

There are many different Quick Guides available to assist you in using Macquarie’s Learning Technologies.

POLICIES AND PROCEDURES

Policy Central mq.edu.au/policy/ is the single source for all approved Macquarie University policies, procedures, guidelines and schedules.

Documents on Policy Central take precedence over policy documents on any other University website. Please ensure you are familiar with key policies or procedures that are required knowledge for your position. You may wish to bookmark this page for future reference.
SOCIAL INCLUSION AT MACQUARIE UNIVERSITY

Macquarie University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. Part of creating an inclusive community is for staff and students to understand the importance and relevance of Equal Opportunity.

An online learning module can be accessed at eonline.uow.edu.au/. This module will give you an overview of Equal Opportunity and your rights and responsibilities as a member of staff at Macquarie University.

When you access your class lists you should check with the Disability and Support Unit (DSU) and make sure you are aware of any students in your class who have identified with a particular learning requirement such as a recognized disability. It is your responsibility to make sure that the learning opportunities for which you are responsible are accessible to all students. If you have any concerns about this you can either contact:

Wellbeing Support Services
students.mq.edu.au/campus_life/campus_wellbeing_support_services/

Accessibility Services
mq.edu.au/about_us/offices_and_units/mqas/

CATERING FOR THE INCLUSION OF ALL STUDENTS

Courses and units provided by Macquarie University are expected to be accessible and socially inclusive. The Resources for Accessible and Inclusive Curricula staff.mq.edu.au/teaching/curriculum_assessment/inclusivity國際isation/ provides links to guidelines, online resources, tips and answers to FAQs to support staff in developing their units.

LIBRARY

The Macquarie University Library provides an extensive service to support academics needs, such as document supply, EndNote download and training, as well as Reserve and e-Reserve services. If you are convening a unit, you will need to advise e-Reserve in advance on the unit’s readings to be available online for students. For more information, see: mq.edu.au/on_campus/library/

ACADEMIC INTEGRITY ONLINE MODULE

All staff are encouraged to complete the Academic Integrity Online Learning Module which aims to enhance awareness of Macquarie University policies and good practice around Academic Integrity. The module covers the following learning outcomes through a range of activities and resources:

- Understanding Academic Integrity
- Relevant Macquarie University policy documents and resources
- Differentiating between the different types of plagiarism and academic honesty scenarios
- Reflect on alternative approaches to assessment that may prevent academic integrity issue from arising

- Identify appropriate steps to manage a suspected breach of the Academic Honesty policy

The module takes approximately one hour to complete and to register for the module use the following link:

staff.mq.edu.au/teaching/teaching_development/academic_integrity/

GLOSSARY

Macquarie University has an online glossary
mq.edu.au/glossary/search that lists the key acronyms, abbreviations, terminology, and definitions used by University staff and students, which may help you understand the language of the University.

INFORMATICS AND IT HELP

ITS provides helpdesk support for staff and students on all computing needs, including user accounts, software installation, emails, networking, wireless, as well as phone services. To log a help request, call HELP (x4357) or log a ticket using the OneHelp system on a tab on the University staff page staff.mq.edu.au/home/

LECTERNS AND ELECTRONIC WHITEBOARDS IN TEACHING SPACES

There are different rooms for teaching across campus. Centrally Allocated Pool (CAP) rooms may contain a lectern and other audio visual equipment. For HELP with this equipment phone the AVTS Help Desk on Ext: 7571. The AVTS run courses in the use of lecterns, information about this can be found by following this link

staff.mq.edu.au/teaching/learning_technologies/av_services/

For help with equipment in local Faculty rooms phone IT Help on Ext: 4357.

WARAWARA – DEPARTMENT OF INDIGENOUS STUDIES

Warawara is an academic department located within the Faculty of Arts. Apart from teaching Indigenous studies across the university, Warawara facilitates an alternative entry program aimed at providing access for Indigenous people to undergraduate courses across the University. Part of our role within the university is to promote Indigenous student access, participation and success. Warawara staff takes this role seriously and can be contacted by teaching staff for more information about our services if required.

WELLBEING SUPPORT SERVICES

The Wellbeing Support Service provides a confidential, short-term counseling service for staff. Their website also contains information on how to deal with students in distress or crisis. For more information

students.mq.edu.au/campus_life/campus_wellbeing_support_services/
SHARED IDENTITY

'Our Shared Identity' is one of the twenty-one strategic projects identified in the strategic framework. Shared Identity encompasses the entire university under one narrative with the aim to build a stronger global brand. To learn more about the Shared Identity Project visit, mq.edu.au/about_us/offices_and_units/marketing/our_shared_identity_project/

MEET THE EXECUTIVE DEAN

Professor Martina Möllering has Open Office Hour sessions in her office on a regular basis, during which time all staff are welcome to briefly “drop in” and meet with the Executive Dean. The time and day of the Open Office Hour is posted on the door to W6A 222. The Faculty newsletter “Dot Points” also provides a schedule of Open Office Hours.

Please note that they may be subject to change at short notice. To ensure you receive the newsletter and other important Faculty announcements, please check with John McEvoy via john.mcevoy@mq.edu.au that you have been added to the Faculty of Arts email group.

What to do before teaching commences

MAKE TIME TO TALK WITH YOUR HEAD OF DEPARTMENT

Talk to your Head of Department about the Unit/s you are going to Convene and if the previous convenor is still employed at the University make time to talk to them about the Unit and obtain a copy of their Unit Guide.

MAKE TIME TO MEET WITH THE ASSOCIATE DEAN, LEARNING AND TEACHING TO DISCUSS YOUR TRAINING NEEDS.

ORGANISE YOUR TIMETABLE AND ROOM BOOKINGS

You will need to access the Macquarie University timetable to check the rooms and times for lectures and tutorials: timetables.mq.edu.au/Scientia/Web/index.html

PREPARE THE UNIT GUIDE USING UNITS

UNITS is the online repository for Macquarie University Unit Guides. UNITS enables Unit Convenors to write and publish Unit Guides, and map units against the University’s requirements for graduate capabilities. It is MQ policy that all unit guides are published on UNITS. Published unit guides are available to the public. More information about how to access and use UNITS can be found by following this link: mq.edu.au/iLearn/units.htm

A copy of the Unit Guide Policy can be found at: mq.edu.au/policy/docs/unit_guide/policy.html

Curriculum design at Macquarie takes into account the expected learning outcomes, associated learning and teaching tasks, assessment and evaluation. Curricula should be inclusive and student centered, taking into account the needs of a diverse student population. At present the main guiding principle for curriculum design is known as constructive alignment. Constructive alignment means that what we ask students to do must relate to what we want them to learn; in other words the graduate capabilities, learning outcomes, learning tasks, assessments and marking criteria all relate to each other. More information about writing learning outcomes and assessment can be found on the Learning and Teaching website: staff.mq.edu.au/teaching/

ASSESSMENT DESIGN

It is the responsibility of a Unit Convenor to ensure the following:

- at least three assessment tasks;
- more than one type of assessment task;
- no single assessment task worth more than 60% of the total assessment of the unit; and
- a total examination component of not more than 80% of the total assessment of the unit.
Each 100 and 200 level unit must include feedback on an early task within the first third of the study period. Assessment tasks should include authentic challenges and connect learning activities and learning outcomes. Implement standards based assessment ensuring there is no pre-determined or ideal distribution of grades across a student cohort (i.e. norm referencing).

GRADING
The Unit Convenor (in collaboration with tutors) will be responsible for determining and advising students of the grade/score they receive for each assessment task in the Unit. The grade/score a student receives should reflect the quality of their achievement against the criteria and standards identified for that task.

In relation to grading, there are two type of units:

- Graded
- Non-Graded

Both types of units will have a finite list of University grades that may be awarded. Graded units will use the following grades and be aligned/mapped to the listed numerical range:

- HD High Distinction 85-100
- D Distinction 75-84
- Cr Credit 65-74
- P Pass 50-64
- F Fail 0-49

Non-graded units (i.e. those assessed on a pass/fail basis only) will use the following grades but will not be assigned a numerical range:

- S Satisfactory No SNG
- F Fail No SNG

Although unit conveners may develop criteria and standards for specific assessment tasks, the determination of the final grade must reflect the Macquarie University grade descriptors. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. The grade a student receives at the end of the unit will signify their overall performance in meeting the learning outcomes of a unit of study.

SEND YOUR READING LIST TO THE LIBRARY
So that the texts for your Unit/s can be located in e-reserve you must send your reading list to the University Library. Lists should show correct bibliographical information and be arranged in week order with annotations as follows:

- Essential material to be placed in Reserve or e-Reserve - annotate with double asterisks (**)
- Important material to be placed on 7 Day Loan - annotate with a single asterisk (*)
- The library accepts lists in html, Word (.doc, .docx), Powerpoint (.ppt, .pptx) and Excel (.xls, .xlsx) formats. All files are converted to .pdf and
- You final list should be emailed to: lib.reserve@mq.edu.au

Additional information and guidance on the use of e-reserve can be found at: staff.mq.edu.au/campus_life/library/reserve_and_er-reserve_for_academic_staff/

ACTIVATE YOUR ONLINE UNIT AND ALLOCATE TEACHING STAFF THROUGH iTeach
iTeach (online.iteach.mq.edu.au) is Macquarie’s online unit creation and enrolment system. It allows faculties, departments and Unit Convenors to manage the availability of their iLearn units, unit versions, student enrolment, and staff access. Information about this process can be found at: mq.edu.au/iLearn/resources/iteach/index.htm

Use you Oneid to login to iTeach by following this link: online.iteach.mq.edu.au/users/sign_in

SET UP CONTENT AND ACTIVITIES IN THE LEARNING MANAGEMENT SYSTEM iLearn
iLearn (iLearn.mq.edu.au) is Macquarie University’s online Learning Management System (LMS). It provides an online environment for learning, teaching, communication and collaboration. A comprehensive overview of iLearn is available at: mq.edu.au/iLearn/about.htm

The University also offers a large number of workshops for staff new to using iLearn. Enrolment and information about these workshops can be found at: mq.edu.au/iLearn/training.htm

LECTURE RECORDINGS
Lecture recordings: The Echo360 software will automatically record any timetabled ‘lecture’ or ‘seminar’ activity that is in a venue with automatic recording. You then simply need to add the Echo block in iLearn to make the recording available to students. You can book other non-timetabled sessions - see the link below:

mq.edu.au/iLearn/lecture_recordings.htm

EXAMINATIONS
If your unit includes an examination then you need to complete the examination registration details/form: students.mq.edu.au/student_admin/exams/resources_for_staff

GET ACCESS TO AMIS
Get access to Academic Management Information System (AMIS) atms.mq.edu.au/amis.htm so that you can download class lists and access relevant student information. The usual access levels for a Unit Convenor convenor are Enquiry access and eAcademic. This is done through OneHelp, help.mq.edu.au/cgi-bin/WebObjects/OneHelp.woa

The request type is: IT & Communications > Business IT Systems > AMIS > AMIS Production > User Access > Application Form.
MEET WITH TUTORS
Collate details and information on the staff who will be tutoring on your course (if you need to recruit or interview staff you should liaise with your HOD and contact HR and complete the course for staff recruitment). Organise a time to meet with your tutors and provide them with written information about teaching, assessments, class lists, marking, accessibility, academic honesty, academic literacy, access to the LMS, etc.

Comprehensive information for new tutors can be found on the Faculty website.

TUTOR INDUCTION
All new tutors should be directed to below link to complete the Faculty of Arts induction.
arts.mq.edu.au/learning_and_teaching/induction_for_academic_staff

During teaching

STAY IN TOUCH WITH TUTORS
Take time to stay in touch with your tutors via email and if required organise regular meetings or one-on-one chats.

LEARNER EVALUATION OF THE UNIT (LEU) AND TEACHING (LET)
The Teaching Evaluation for Development Service (TEDS) supports teaching staff to engage in the critical reflective cycle of evaluation, reflection, planning and implementing change in their individual teaching, unit and program for quality enhancement. Through its services, TEDS seeks to support student engagement, the development of individuals, departments and academic units, as well as curriculum renewal. To order your surveys just follow this link: staff.mq.edu.au/teaching/evaluation/surveys/ordering_surveys/

CHECK STUDENT WELL BEING
Campus Wellbeing provides a range of high level support and assistance for both Students and Staff at Macquarie, through the delivery of the following services:

Counselling - provides free, confidential counselling for students to discuss any issue that may be of concern. Such issues may include psychological, emotional and/or social difficulties affecting academic progress, university and personal life.

Medical - provides a comprehensive general practitioner service to all students and staff on campus including sexual health, preventative medicine, women’s health, quit smoking advice, as well as health and travel vaccinations. The medical center is located in the Macquarie University Hospital.

Disability - provides support and assistance to students with a disability and/or health condition to enable them to have an equal opportunity to flourish at University.

Welfare - provides a support, information, advocacy and referral service on welfare, health and wellbeing related matters such as (but not limited to), financial, tenancy, legal, sexuality, drugs and alcohol, mental health, and sexual health.

MARKING AND FEEDBACK
Convenors should implement an approach to marking that supports the standards based assessment policy eg there is no pre-determined or ideal distribution of grades across a student cohort (ie norm referencing) and students work is marked in relation to the agreed criteria and standards developed for the task. All students should receive constructive feedback to support continued learning.

Make sure students and tutors are aware of, the Academic Honesty policy (mq.edu.au/policy/docs/academic_honesty/policy.html).

Provide clear instructions and marking criteria and ensure that appropriate moderation practices are applied to assessment tasks

Convenors should ensure that students receive effective and timely feedback (the turn round time for marking assessments is 2 weeks) and grading (if required) on the outcomes of all assessments completed in the unit of study for which they are responsible. Feedback is an important
part of the learning process for students. Information about how to provide students with effective feedback can be found on the MQ website at: staff.mq.edu.au/teaching/curriculum_assessment/ assessment/

ASSESSMENT MODERATION
Macquarie University uses a standards-based approach to assessment. Moderation is an essential part of this assessment process and it involves checking and reviewing your assessment tasks and marking schemes to ensure consistency in assessor judgments. A copy of the Faculty Moderation process can be found in the Appendix.

DISRUPTION TO STUDIES
Often students require help or support during exams and some students request special consideration around exam time. The University has policies and processes that help ensure students get the support they need. Special Consideration is intended for a student who is prevented from completing any unit requirements in accordance with their ability by serious and unavoidable disruption.

For an application to be valid, the student must have been performing satisfactorily in the unit before the exam. Information on Special Consideration can be found at: mq.edu.au/policy/docs/disruption_studies/policy.html

MANAGE ACADEMIC HONESTY ISSUES
To enable the University to take a consistent, equitable and transparent approach to academic honesty amongst staff and students there is a process that must be followed by all Unit Convenors. Details of this can be found in Appendix 2 and the following link will take you to the Policy, Procedures and Guidelines mq.edu.au/policy/docs/academic_honesty/policy.html

After the teaching period

COMPLETE THE UNIT CONVENOR REPORT
Unit convenors are responsible for undertaking the monitoring of units for which they are responsible at the end of the academic session and this involves completing the Unit Convenor report for each unit of study taught.
This activity provides an opportunity to review evidence and observations in relating to learning and teaching in order to identify actions to be taken and report on progress being made.
A copy of this report is given to the Head of Department and used to provide feedback about the teaching period at the Faculty marks meeting. A copy of the Convenor Report can be found in Appendix 3.

REVISE THE UNIT GUIDE
Changes to unit guide are completed at the end of the teaching period ready for the following offering (please note that changes to unit guides are generally not implemented during a teaching – see the unit guide policy and assessment policy for exceptions).
Changes to Unit Guides are based on feedback from students and reflections made by the Convenor during the teaching period.

COLLATE AND FINALISE STUDENT GRADES
At the end of every teaching period, the Unit Convenor must produce a 'marks recording sheet', which lists all students enrolled in the Unit for that teaching period and their respective student number, mark for each assessment task and their final grade.
To assist you with managing this task, you should consider using Gradebook (in iLearn) to record student marks throughout the semester. Staff can enter the marks for each assessment task into Gradebook as they complete their marking.
At the end of semester, the marks recorded in the Gradebook can be downloaded on an excel spreadsheet. Your final marks recording sheet must be submitted to your Head of Department (or nominee such as the DA) who will enter the information into AMIS.

SCALING OF MARKS
Within a standard based assessment policy the scaling of marks is something that must be managed very carefully as it is not considered to be usual practice. If for any reason you moderate your marks and consider that scaling is essential (based on sound academic reasons) then you must seek advice from the Associate Dean Learning and Teaching, to consult and assist you with this process.

PROCESS ANY FINAL GRADE APPEALS
A student who has been awarded a final grade for a unit has the right to submit a grade appeal. For coursework units that involve continuous assessment a student is to have sought feedback on individual assessment tasks prior to the award of a final grade. The Grade Appeal process will ensure, at a minimum, that there has been no clerical error in the determination of the student’s grades.
A Grade Appeal must be submitted through ask.mq.edu.au.
## Moderation Process

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<th>Initial: Unit Convenor</th>
<th>Initial: Unit Tutors</th>
<th>Date</th>
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<tbody>
<tr>
<td>1.</td>
<td>Tutor access to iLearn and E-academic organised</td>
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<tr>
<td>2.</td>
<td>Unit Convenor and Tutors have made contact and reviewed important assessment dates for the semester as detailed in the unit outline</td>
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<td>3.</td>
<td>Relevant information regarding students with accessibility needs has been related to Tutors</td>
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<td>4.</td>
<td>The Unit Convenor has provided tutors access to all the materials for the semester including: unit outline, supplementary hand outs, class attendance lists, meeting dates etc</td>
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<td>5.</td>
<td>Assessment rubrics and marking criteria/standards have been agreed with tutors</td>
<td></td>
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<td>6.</td>
<td>Marking processes for each assessment task have been agreed with tutors</td>
<td>10% of work checked</td>
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<td></td>
<td></td>
<td>Fails double-marked</td>
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<tr>
<td></td>
<td></td>
<td>Sample works cross-marked</td>
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<td></td>
<td></td>
<td>External markers</td>
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<td></td>
<td></td>
<td>Other:</td>
<td></td>
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<tr>
<td>7.</td>
<td>Time allocated to marking each task has been agreed with Tutors</td>
<td></td>
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<tr>
<td>8.</td>
<td>Unit Convenor has approved the final exam paper for the current semester (if required)</td>
<td></td>
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</tr>
<tr>
<td>Item</td>
<td>Initial: Unit Convenor</td>
<td>Initial: Unit Tutors</td>
<td>Date</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>------------------------</td>
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<tr>
<td>9. Evaluation strategies implemented</td>
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<tr>
<td>□ LEU</td>
<td>□ LET</td>
<td></td>
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<tr>
<td>□ LET</td>
<td></td>
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<tr>
<td>□ Peer Review</td>
<td>□ Reflection</td>
<td></td>
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<tr>
<td>□ Reflection</td>
<td>□ Other</td>
<td></td>
<td></td>
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<tr>
<td>□ Other</td>
<td></td>
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<tr>
<td>10. Unit Convenor and Tutors have arranged a meeting to review and moderate final grades for the unit</td>
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<tr>
<td>Date of meeting:</td>
<td></td>
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<tr>
<td>11. A sample of final exam scripts have been moderated (if required)</td>
<td></td>
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<tr>
<td>13. The Unit Convenor has submitted final grades for the unit to Department Administrator for entering into Student Database (AMIS)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>14. The Unit Convenor has submitted final grades for the unit to Department Administrator for entering into Student Database (AMIS)</td>
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<tr>
<td>15. Marks breakdown spreadsheet has been provided to the Faculty of Arts Student Services Centre</td>
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</tbody>
</table>

Unit convenor to comment on any student results or experiences that were worth noting.

Signed: 
Unit Convenor

Signed: 
Head of Department

Please consult the Faculty Student Services Manager for the most up-to-date copy of the Unit Convenor Report as changes are made each session.
Academic Honesty Procedure

1. Academic staff identifies possible academic misconduct and considers the nature of the student's conduct.

1a. Academic staff applies professional judgement and determines the student's conduct merits consideration of disciplinary action.

2. Academic staff reports possible breach to Unit Convenor (UC). UC discusses with Head of Department (HoD).

3. UC/HoD agree case warrants further action and appoints an investigator.
   As the UC would be appointed investigator in most circumstances, this appointment would happen almost immediately.

4. Investigator (normally UC) investigates and collates evidence.*
   This is usually within 10 working days.
   *Note: if a clarifying interview is required with student during the investigation period, this 10 day timeframe may be slightly extended (see FDC student interview request letter)

5. Investigator (normally being the UC) recommends to refer the case to the FDC for determination.
   Recommendation (section 1 of breach form) and supporting material to be forwarded to Faculty Administration

6. FAM*:
   - Collates information and organises FDC meeting
   - Sends FDC notification letter to student advising allegation, evidence, meeting date and support options. (Ensure approximately 15 working days between notification letter to student and FDC meeting, as this provides the student the opportunity to prepare for the committee meeting and seek appropriate support)
   - Forwards all meeting papers to committee members prior to FDC meeting date
   - Complete checklist (section 2.1 of breach form)
   *Usually within 5 working days (this timeframe being largely dependent upon coordinating the availability of committee members and setting a FDC meeting date)

7. Faculty Discipline Committee meeting. At this meeting, committee members will:
   - Review the documentation provided *
   - Allow student to respond and ask the student questions to clarify the circumstances of the allegation
   - Determine if the student is responsible or not responsible for the breach
   - Apply a penalty in accordance with the Schedule of Penalties if the student is found responsible **
   * Refer serious academic misconduct (i.e. bribery, fraud) to Governance Services for determination by the University Discipline Committee
   **With FAM providing any prior breach history to inform the penalty imposed

8. FAM: usually within 5 working days of FDC meeting
   - Sends FDC outcome letter to student, cc: Unit Convenor, HoD and Governance Services
   - Updates Student One detailing the breach, penalty imposed
   - Complete breach form (sections 2.2, 2.3 & 2.4)

Finish

Case does not warrant escalation to the FDC as breach is minor or there is insufficient evidence to support further consideration of the alleged breach.
UC/HoD may make an informal request back to academic staff to leverage the circumstances as a learning opportunity for the student as considered appropriate.

Finish
Example Unit Convenor Report

Unit Code and Name: 

Year and Session of Offering: 

Unit Convenor: 

Signature: 

1. Comment on how students have met the learning outcomes for the unit to the required standards for the grades awarded.

2. Comment on how assessment tasks aligned with learning outcomes in the unit.

3. What moderation took place in the assessment tasks and what moderation took place of grades within this unit?

☐ At least 10% of work in this unit was checked by another marker, or at least 10% of students had their assessment tasks marked by more than one marker

☐ A sample of student work was circulated amongst markers in the unit, and a comparison of recommended results was undertaken

☐ A rubric or rubrics were utilised in this unit

☐ At least one task was assessed or checked by an external marker or moderator

☐ Other (please specify)

4. Comment on the failure rate in the unit.

5. What strategies do you have in place to identify and assist students at academic risk (for example: early assessment and feedback, identification of repeating students, provision of information on academic support services)?
6. What unit evaluation strategies were used?
   - LEU (Learner Evaluation of Unit)
   - LET (Learner Evaluation of Teaching)
   - Non LEU feedback from students (e.g. minute papers, group discussion)
   - Peer Review/Peer Observation of Teaching
   - Personal Reflection by Staff
   - Other (please specify)

7. Comment on any aspects of the unit that might change in the light of this session’s offering.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

8. A copy of the marks breakdown has been supplied to your Dept. Administrator.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Please consult the Faculty Student Services Manager for the most up-to-date copy of the Unit Convenor Report as changes are made each session.
OUA Convenor Responsibility

There are three main roles for OUA units:

1. Convenor
2. Coordinator
3. Tutor

Depending on the Department’s policy, there may not be three separate positions and the roles and responsibilities may overlap. The responsibilities for each role are listed below, but if there is no OUA coordinator, the convenor is expected to fulfill the duties of the OUA coordinator. And if there is no convenor or OUA coordinator, the tutor is expected to fulfill the duties of all three roles.

<table>
<thead>
<tr>
<th>Convenor</th>
<th>OUA Coordinator</th>
<th>OUA Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The general responsibility of the OUA Convenor is to manage the overall academic content of the unit and get it ready for the upcoming Study Period.</td>
<td>The general responsibility of the OUA coordinator is to oversee the smooth running of the unit.</td>
<td>The general responsibility of the OUA tutor is to teach the unit.</td>
</tr>
</tbody>
</table>

Before the unit is taught in the upcoming study period:

Convenor
1. Prepare (update) the academic content of the unit
2. In coordination with the Educational Services Officer set up the content as per the OUA template.
3. Make sure the Unit Guide is in the University approved OUA unit guide template. OUA Unit Guide is a book within iLearn.
4. All changes to the unit need to be completed by week 8 of the preceding study period. While checking, please pay attention to the following:
   - Ensure that all 13 weeks lectures are complete & in correct sequence
   - Check for correct Selective Release dates & times for quizzes, Tests, Final or Take Home Exams
   - Please ensure the Assessment Summary Weeks & instructions MATCH the Weeks & instructions in the actual /individual Assessment items. This is important as the “Assessment Summary” info. (dates and times etc.) will be used for the Assessments date pre-sets or selective releases.
   - It'll also be helpful for you to check from ‘Student View’ as well.
5. Audio lectures that need to be updated by Week 4 – contact Course Program Services Manager
6. Contact Library to update e-Reserve readings for the unit as soon as possible
7. For enrolment numbers and other admin issues – contact ouainfo@mq.edu.au or Student Support Officers

Note: Don’t setup Turnitin in ‘DEV’ - this can only be done in the ‘Live’ unit

Before the unit is taught in the upcoming study period:

Convenor
1. Liaise with the Convenor to make sure the academic content is correct
2. In coordination with Educational Services Officer perform quality checks in the unit (e.g. check links and contact details; check conformity of the unit to OUA template).
3. Appoint tutors and Educational Services Officers to provide access to the Educate unit

Before the unit is taught in the upcoming study period:

OUA Coordinator
1. Liaise with the Convenor to make sure the academic content is correct
2. In coordination with Educational Services Officer perform quality checks in the unit (e.g. check links and contact details; check conformity of the unit to OUA template).
3. Appoint tutors and Educational Services Officers to provide access to the Educate unit

While the unit is being taught:

Convenor
1. Assist the tutor with any issues with the content in the unit
2. Assist the tutor with any issues/difficulties with students
3. If any urgent changes are required in the unit, liaise with Educational Services Officer

Before the unit is taught in the upcoming study period:

OUA Tutor
1. Make sure to have access to the unit being taught
2. Let Educational Services Officers know how the assignments for the unit are to be handled. (i.e. iLearn submission, email forwarded from COE or hardcopy pickup from COE)
3. In coordination with Educational Services Officer perform quality checks in the unit to determine conditional releases and assignment dates. Identify minor changes in unit.

While the unit is being taught:

OUA Coordinator
1. Assist the tutors in managing student issues
2. Contact Student Support Officers if any admin support is required
3. Start looking at unit’s readiness for the next study period

While the unit is being taught:

OUA Tutor
1. Place a welcome announcement at the start of the study period
2. Access the unit regularly
3. Monitor and respond to Discussion board postings
4. Respond to Dialogue module communications
5. Mark assignments and give feedback to students within 2 weeks

After the unit is taught:

Convenor
1. Review content for the next offering and make improvements

After the unit is taught:

OUA Coordinator
1. Assist the Tutor with grade review requests

After the unit is taught:

OUA Tutor
1. Supply the results to Student Support Officers by the end of Week 3 of the next study period
2. Sign off on results once they have been entered in to AMIS
3. Liaise with OUA Coordinator with grade review requests