Unit Coordinators’ Guidebook

Faculty of Medicine, Dentistry and Health Sciences
Preamble

This guide has been compiled to assist you in your position as unit coordinator. It provides important information regarding your roles and responsibilities, and refers you to relevant details provided by the Faculty and University. We hope you find it a useful resource. Please feel free to provide feedback regarding the resource.

Professor Sandra Carr, Associate Dean (Teaching and Learning)

Assistant Professor Sue Miller, Faculty CATLyst

JANUARY 2012

Acknowledgements:

Thanks to Naomi Trengove for the implementation and development of the first edition of this FMDHS guidebook.

This manual is based on a document produced by The University of Western Australia’s Business School.
# Table of Contents

WHO CAN HELP? ............................................................................................................. 6
UWA EDUCATIONAL PRINCIPLES ............................................................................ 7

FACULTY TEACHING STRUCTURE ........................................................................... 7
- Role of the Faculty Teaching and Learning Committee ........................................... 7
- Role of the Discipline Curriculum Committees ....................................................... 8
- Role of the Year Level Committees ...................................................................... 8
- Role of the Education Centre ............................................................................. 8

DELIVERY OF A UNIT ................................................................................................. 9
- The Role of the Unit Coordinator ......................................................................... 9
- The Role of the Tutor/Laboratory Demonstrator/Clinical Teacher ..................... 10

UNIT MATERIAL AND UNIT INFORMATION ............................................................ 10
- Unit Outline or Unit Guidebook .......................................................................... 10
- Lecture Notes and Reading Materials ................................................................. 11
- Learning Outcomes ........................................................................................... 11
- Curriculum Database ......................................................................................... 11
- Process for Updating Curriculum Database ....................................................... 12
- Unit Web Sites .................................................................................................... 13
  - Learning Management System (LMS) .............................................................. 13
- Texts and Reading Lists ..................................................................................... 13
- Medical and Dental Library ............................................................................. 13
- Good Practice Guides – Teaching and Learning ............................................. 14

LECTURES, TUTORIALS, CONSULTATION ............................................................... 14
- Timetabling of Lectures, Tutorial and Workshops ............................................. 14
  - PROSH, Easter and Anzac Day Holidays ....................................................... 14
- One-off Bookings ............................................................................................ 14
- Failure to Attend ............................................................................................... 14
- Student Access to Teaching Staff ...................................................................... 14
- Student Email Lists and Photographs ............................................................... 15
- Role of the Student Representatives ................................................................. 15
- UWA Student Disability Policy ....................................................................... 15

ASSESSMENT FRAMEWORK .................................................................................... 15
- University Policy on Assessment ..................................................................... 15
- Faculty Assessment Guidelines ........................................................................ 16
- Student Assessment .......................................................................................... 16
- Assessment Mechanism Statement ................................................................ 16
- Assessment Penalties ....................................................................................... 17
- The University's Grading System .................................................................... 17
- Recording Student Marks ................................................................................ 17
  - Correcting Final Grades ................................................................................ 18
Education Centre ........................................................................................................................................... 25
Teaching and Learning at UWA .................................................................................................................. 25
University Teaching and Learning Committee ......................................................................................... 25
Academic Misconduct .................................................................................................................................. 25
Centre for Advancement of Teaching and Learning (CATL) ..................................................................... 25
University Secretariat ................................................................................................................................... 26
Appeals Against Academic Assessment ....................................................................................................... 26
Student Complaint and Appeals Policies ..................................................................................................... 26
Answering Clinical Questions ....................................................................................................................... 26
UNIVERSITIES AUSTRALIA ....................................................................................................................... 26
Websites Referred to in this Manual ............................................................................................................ 27
WHO CAN HELP?

As a new unit coordinator, it can be difficult to know who to contact for help. Your fellow staff and discipline heads will be an invaluable resource, but the faculty also has some specific contacts which may be helpful:

**Student Affairs Manager:** Ms Deborah Rhys-Jones [deborah.rhysjones@uwa.edu.au](mailto:deborah.rhysjones@uwa.edu.au) 6488 5084  
**Faculty Timetabling:** Mrs Bridgid Dennis [bridgid.dennis@uwa.edu.au](mailto:bridgid.dennis@uwa.edu.au) 6488 4629

**Education Centre Staff:**

The Education Centre has staff available to give advice on many aspects of teaching. If you are unsure of who to talk to, start with Ms Erica Yeh, who can point you in the right direction.

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Position</th>
<th>Staff Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Tony Celenza</td>
<td>Director – Education Centre</td>
<td><a href="mailto:tony.celenza@uwa.edu.au">tony.celenza@uwa.edu.au</a></td>
<td>6488 6880</td>
</tr>
<tr>
<td>Ms Sandra Carr</td>
<td>Associate Dean – Teaching and Learning</td>
<td><a href="mailto:sandra.carr@uwa.edu.au">sandra.carr@uwa.edu.au</a></td>
<td>6488 6892</td>
</tr>
<tr>
<td>Ms Erica Yeh</td>
<td>Manager – Teaching and Learning</td>
<td><a href="mailto:erica.yeh@uwa.edu.au">erica.yeh@uwa.edu.au</a></td>
<td>6488 6886</td>
</tr>
<tr>
<td>Ms Caroline Martin</td>
<td>Administrative Officer</td>
<td><a href="mailto:caroline.martin@uwa.edu.au">caroline.martin@uwa.edu.au</a></td>
<td>6488 6881</td>
</tr>
<tr>
<td>Miss Vivien Alexander</td>
<td>Administrative Officer</td>
<td><a href="mailto:vivien.alexander@uwa.edu.au">vivien.alexander@uwa.edu.au</a></td>
<td>6488 6884</td>
</tr>
<tr>
<td>Dr Diana Jonas-Dwyer</td>
<td>Associate Professor (Medical Education – Managed Learning System)</td>
<td><a href="mailto:diana.jonas-dwyer@uwa.edu.au">diana.jonas-dwyer@uwa.edu.au</a></td>
<td>6488 6895</td>
</tr>
<tr>
<td>Ms Astrid Davine</td>
<td>Project Officer (LMS)</td>
<td><a href="mailto:astrid.davine@uwa.edu.au">astrid.davine@uwa.edu.au</a></td>
<td>6488 6885</td>
</tr>
<tr>
<td>Mrs Fiona Leece</td>
<td>Project Officer (LMS) (on leave)</td>
<td><a href="mailto:fiona.leece@uwa.edu.au">fiona.leece@uwa.edu.au</a></td>
<td>6488 6885</td>
</tr>
<tr>
<td>Dr Annette Mercer</td>
<td>Associate Professor</td>
<td><a href="mailto:annette.mercer@uwa.edu.au">annette.mercer@uwa.edu.au</a></td>
<td>6488 6894</td>
</tr>
<tr>
<td>Dr Sue Miller</td>
<td>Assistant Professor (Health Professional Education)</td>
<td><a href="mailto:sue.miller@uwa.edu.au">sue.miller@uwa.edu.au</a></td>
<td>6488 6893</td>
</tr>
<tr>
<td>Dr Zarrin Siddiqui</td>
<td>Assistant Professor (Medical Education – Assessment)</td>
<td><a href="mailto:zarrin.siddiqui@uwa.edu.au">zarrin.siddiqui@uwa.edu.au</a></td>
<td>6488 6896</td>
</tr>
<tr>
<td>Ms Gillian Cleary</td>
<td>Lecturer in Medical Education</td>
<td><a href="mailto:gill.cleary@uwa.edu.au">gill.cleary@uwa.edu.au</a></td>
<td>6488 6897</td>
</tr>
<tr>
<td>Dr David Kandiah</td>
<td>Professor of Medical Education (Curriculum Development)</td>
<td><a href="mailto:david.kandiah@uwa.edu.au">david.kandiah@uwa.edu.au</a></td>
<td>6488 6898</td>
</tr>
<tr>
<td>Ms Melina Ielati</td>
<td>Administrative Officer (Curriculum Development)</td>
<td><a href="mailto:melina.ielati@uwa.edu.au">melina.ielati@uwa.edu.au</a></td>
<td>6488 6883</td>
</tr>
<tr>
<td>Ms Natasza Hain-Saunders</td>
<td>Administrative Assistant</td>
<td><a href="mailto:natasza.hain-saunders@uwa.edu.au">natasza.hain-saunders@uwa.edu.au</a></td>
<td>6488 5075</td>
</tr>
</tbody>
</table>

**Mailbox:** M515

*Please note that these details were correct at the time of publication and may be subject to change.*
UWA EDUCATIONAL PRINCIPLES

The educational principles provide the basis for the design, content, delivery and assessment of teaching and learning programs at The University of Western Australia (UWA).

The most recent statement of the attributes the University intends its graduates to acquire during their studies at UWA is:

"The University seeks to nurture excellence, enable creativity and intellectual exploration, and promote effective citizenship among its students and graduates in the Australian community and beyond. In pursuit of these values, and to support a distinctive UWA education, the University will promote among its students the ability and desire:

- to develop disciplinary and interdisciplinary knowledge and skills through study and research-based enquiry, at internationally recognised levels of excellence
  - to think, reason and analyse logically and creatively
  - to question accepted wisdom and be open to innovation
  - to acquire the skills needed to embrace rapidly changing technologies.
- to further develop the skills required to learn, and to continue through life to learn, from a variety of sources and experiences
  - to develop attitudes which value learning
  - to acquire skills in information literacy.
- to develop personal, social, and ethical awareness in an international context
  - to acquire cultural literacy
  - to respect Indigenous knowledge, values and culture
  - to develop ethical approaches and mature judgement in practical and academic matters
  - to develop the capacity for effective citizenship, leadership and teamwork.
- to communicate clearly, effectively and appropriately in a range of contexts
  - to develop spoken and written English communication skills at high levels
  - to acquire skills in critical literacy and interpersonal communication."

There are UWA Policies and Practices for many aspects of teaching and learning. What follows is only a very brief summary of what is available.

FACULTY TEACHING STRUCTURE

Due to the integrated nature of the curriculum in Medicine, Dentistry, Podiatric Medicine and Health Sciences, there is a unique committee structure for each discipline that allows unit coordinators to meet regularly to discuss common issues, and assist the Dean and Associate Dean – Teaching and Learning to oversee the curriculum as a whole. All unit coordinators are automatic members of the relevant Year Committees. Year Committee Chairs represent the interests of that year group on the relevant Curriculum Committees and each Curriculum Committee reports directly to the Faculty Teaching and Learning Committee.

Role of the Faculty Teaching and Learning Committee

1. Provide a forum for communication between the executives responsible for leading Teaching and Learning in the Faculty.
2. Provide a forum for discussion of strategies within the faculty more broadly to improve the quality of teaching and learning using faculty and university derived evaluation data.
3. Provide a forum for transmitting and disseminating information from the UWA Teaching and Learning committee to a broad range of stakeholders in the Faculty.
4. To coordinate applications for funds in the area of teaching and learning both at a local level (eg. UWA Teaching and Learning, Internships etc) and national level.
5. To coordinate common approaches to implementation of best practices in assessment across medicine, dentistry, podiatric medicine and health sciences.
6. To coordinate a faculty based approach to other non-discipline based issues relating to teaching and learning such as UWA Expo, rollover to the Learning Management System (LMS, formerly WebCT), peer feedback of teaching, staff development in teaching and learning.
7. To consider ways to encourage interdisciplinary learning in the faculty.
Further details regarding the Faculty Teaching and Learning Committee are available at Boards and committees.

Role of the Discipline Curriculum Committees

Each discipline has a Curriculum committee that:

(a) monitors and reviews the courses with regard to content, teaching methodology, duplication of subject material and effectiveness, and timetabling;
(b) monitors and reviews the examinations in each year of the course with regard to methodology, frequency and effectiveness;
(c) encourages and promotes excellence in teaching;
(d) deals with such matters as the Faculty may direct; and
(e) amends the curriculum as a result of findings in (a) and (b);

Changes to the curriculum must be ratified by the relevant discipline curriculum committee.

Role of the Year Level Committees

Some disciplines have year level committees with specific responsibilities.

For example, in Medicine:

The role of the Year Committee is to:

1. Address issues within the curriculum; to define and advise on the structure of the course to the Medical Curriculum Committee (MCC) with a view towards horizontal and vertical integration.
2. Oversee policy and inform unit coordinators and key staff as directed by MCC.
3. Direct the evaluation and assessment processes and drive the Year curriculum forward.
4. Act as liaison between staff and students of Year Committees.
5. Ensure communication channels are optimised between disciplines, units and schools to allow the sharing of decisions and information leading to increased integration and the removal of duplication between the units.
6. Review and advise on logistical and organisational timetable changes.
7. Raise the profile of the preclinical years and improve understanding of the importance of these years in the course and how they impact on and integrate with the other years of the medical course.
8. Ensure equitable representation from all disciplines.
9. Have the ability to co-opt additional members with specific expertise which will be beneficial to the committee.

Role of the Education Centre

The Education Centre aims to enhance the quality of teaching and learning across all of the programs of study in the Faculty of Medicine, Dentistry and Health Sciences. Staff work with individuals or groups to review their current teaching practice, develop improved practice, implement changes and evaluate the effects of these changes in the context of the student experience. Education Centre staff conduct workshops and seminars to support the development of teaching skills for academics, clinical academics and sessional teaching staff. Timetable and further details are published at Seminars and workshops.

Further information is available at The Education Centre.
DELIVERY OF A UNIT

Both the initial design and the subsequent delivery of course content are of paramount importance; consequently the unit content should be reviewed on a regular basis. Unit content is delivered via lectures, tutorials, workshops, field work and/or laboratory sessions from the School's full-time and/or part-time staff.

The Role of the Unit Coordinator

The unit coordinator, whether a part-time or full-time member of the university, has the responsibility for the unit outcomes, teaching and assessment. Some activities (eg recording of marks) may be delegated, but there are some matters (eg academic misconduct issues) that the unit coordinator may not delegate.

Unit coordinator responsibilities include:

- arranging the scheduling of teaching sessions.
- organising the timetable.
- re-scheduling of staff that are unavailable.
- preparing the unit guide book in accordance with University Policy and Faculty templates, and make available to the students in hard copy and online.
- deciding, within University and Faculty policies, assessment methods for the units they teach.
- providing confirmation (or updates where required) to the Student Affairs Office so that the unit information contained in the online unit handbook is accurate and up-to-date (Unit Details).
- ensuring that the assessment mechanism statement is provided to students at the start of semester. Please note that any changes to assessment processes must be brought before the appropriate Year or Curriculum Committee.
- being familiar with University policies and guidelines related to teaching.
- reviewing regularly the consistency between the existing assessment approach and the learning outcomes of their unit.
- ensuring that students are made aware of the range of formats in which examination questions may be posed.
- ensuring that of coursework/scripts markers are appropriately briefed.
- ensuring the consistency of marks across markers.
- ensuring that the faculty policy in assessment is adhered to.
- being prepared to defend the grade awarded for a piece of work in terms of the standards and norms for the unit.
- being prepared to arrange for students to view their marked examination scripts on request, and to discuss them with an appropriate staff member.
- taking due care to ensure that essay and examination questions they set are clear and unambiguous.
- availing themselves of opportunities to enhance their understanding of assessment processes (e.g., attending relevant Centre for Staff Development courses).
- advising the Student Affairs Office and the Education Centre in writing of any changes to unit coordinator details to ensure information remains up-to-date.

Unit coordinators should make sure that all full-time and part-time staff connected with their unit:

- deliver the appropriate material
- are able to give students reasonable, clear and timely feedback.
- are available to give students a clear explanation of the grade they have been awarded for any piece of work.
- are available to help students to identify weaknesses apparent in their work and suggest approaches to remedying these.
- accept responsibility for the safe custody of students’ scripts on and off the University campus.

Staff assisting with the lecturing may be required to set tutorial, workshop, assignment and examination questions based on that portion of the unit for which they have been responsible. Part-time or sessional lecturers will have their responsibilities specified in their employment contract or accompanying documentation.
The unit coordinator (or their nominee) should make sure that all staff involved in their unit have a copy of:

- the text(s)
- any additional material such as journal articles or professional standards which students would be expected to read
- all handouts and notes
- tutorial and/or workshop questions and solutions
- access to LMS.

The unit coordinator should maintain regular contact with all staff involved in their unit.

The Role of the Tutor/Laboratory Demonstrator/Clinical Teacher

Tutors and Lab demonstrators are expected to be fully prepared for each session, to have read all the necessary unit material and be able to discuss and direct students not only on the set material but be able to explore related topics and issues and encourage student discussions. The unit coordinator may have special requirements regarding other activities which are to be conducted at tutorials, such as presentations, debates or class tests. The approach the unit coordinator will want tutors to take should be discussed prior to the start of semester. If tutors have any problems with the content or delivery of tutorial material they should discuss this with the unit coordinator as soon as possible.

Tutors and demonstrators will normally be expected to keep accurate records of class attendance and may be required to assess students’ tutorial preparation and/or participation or mark student lab books. All original documentation should be returned to the unit coordinator (or nominee) at the end of the semester.

All tutors should provide regular feedback to their respective unit coordinator.

UNIT MATERIAL AND UNIT INFORMATION

The preparation of unit material is a time consuming process. Preparation of the unit outline and unit guidebook is the responsibility of the unit coordinator. Lecturers normally need to prepare their own notes for reference and PowerPoint presentations for use in lectures.

For all units there will be a number of handouts during the semester that are essential to the running of the unit. These will include the unit outline, tutorial/workshop questions, assignment details, etc. No charge may be made for materials essential for the unit unless approved through the ancillary charges committee or after the start of semester.

Unit Outline or Unit Guidebook

It is a University requirement that all students are provided with a unit outline (or guidebook) in hard copy and online at least one day prior to the start of semester. The unit guidebook must follow the Faculty Template. The template can be downloaded from Templates. This template complies with the University Checklist.

If you do not utilise the Faculty template as a minimum requirement each unit outline should contain at least:

- a description of the unit
- expected outcomes for the unit
- a timetable of topics to be covered
- the aim of the unit
- details of how to contact and where to find staff involved in teaching the unit
- the assessment mechanism together with any details of possible scaling of marks
- details of any penalties that will apply
- a list of the text(s), journal articles and any other material deemed to be part of the unit

The need to satisfy professional accreditation requirements may impact on your unit outline. If in doubt, you should consult with your Discipline Head and cross reference with the University check list for mandatory fields.
The unit guidebook should be provided in hardcopy by first day of semester at the latest. It should also be uploaded to LMS in RTF or PDF format at least one day prior to the start of semester. Please note that if a PDF is provided, a message to students should also be posted on LMS to advise students that they may request an RTF version of the file, if they have special requirements. If your unit does not have a LMS presence, an RTF file must be provided to the Faculty for posting on the Faculty website in RTF format for publication at [Unit information](#).

Unit guidebooks can be sent for printing to Uniprint, please allow at least 2 weeks for printing. Please see your School’s administration officer for the procedure to follow for printing.

You should also make this material available on your unit web site or unit LMS page.

**Lecture Notes and Reading Materials**

Lecture notes and reading material should be provided via the LMS. Copyright standards MUST be adhered to when preparing unit materials (Copyright 2005).

**Learning Outcomes**

Learning outcomes are based on the identification of knowledge, skills and values the graduate will attain by the end of their course, and should be linked to assessment items. The generic outcomes for the Faculty are located at [Outcomes based education](#).

**Curriculum Database**

MappEdOut is an application that has been developed to assist students to understand course requirements and to assist staff to design more student-centred curricula. It also provides access to course and unit maps. Staff members are able to access MappEdOut using their Pheme login and password. The website is [MappEdOut](#).

Changes to unit learning outcomes are to go to the relevant year committee for approval and are then referred to the Education Centre for updating in the curriculum database.
Process for Updating Curriculum Database

Process to change existing unit outcomes (UO), specific unit outcomes (SUO), teaching and learning experiences (TLE) and/or assessments (A)

1. Review UO, SUO, TLE and or A
   - Changes required
     - Yes: Unit Coordinator to check MappEdOut to ensure there is no duplication of UO, SUO
       - Fill in a Change Unit Outcomes Form
         - Submit Form to the Chair & Executive Officer of Appropriate Committee (e.g. Med Year Committees)
           - Changes reviewed as standing item: UO change requests
             - Yes: Approved
               - Submit to relevant committee for approval (See p.2 of form for meeting dates)
                 - **Medicine**
                   - Medical Curriculum Committee (MCC)
                 - **Dentistry**
                   - Dental Curriculum Committee (DCC)
                 - **Podiatric Medicine**
                   - Podiatric Medicine Programme Curriculum Committee (PMPCC) or approved by the Academic Coordinator in Podiatric Medicine
                 - **Health Science**
                   - Health Science Programme Committee (HscPC) or approved by the Sub Dean of Health Science
             - No
               - Unit coordinator to review comments and resubmit if appropriate.
     - No: Update guidebook
       - Inform Chair and Executive Officer of appropriate committee for noting
         - Committee forwards approved forms to Unit Coordinator for update to guidebook and to the MappEdOut database editor
Unit Web Sites

Learning Management System (LMS)

UWA's Online Learning Environment

A Learning Management System (LMS) is software that provides academic staff with a coursework shell to manage an online learning environment. At UWA, the centrally supported LMS is Moodle. LMS is centrally supported and free for all UWA Staff. For more information contact CATL eLearning. For more information see UWA LMS Staff Help

For help with your unit on LMS (training, designing assessments etc) the Faculty has support staff available:

- Dr Diana Jonas Dwyer (Associate Professor (Medical Education – Managed Learning System))
  diana.jonas-dwyer@uwa.edu.au or 6488 6895
- Ms Astrid Davine (Project Officer) astrid.davine@uwa.edu.au or 6488 6885

Texts and Reading Lists

Text(s) must be chosen well in advance and the University bookshop notified. You will be kept informed directly by the University Bookshop of any deadline(s). During the course of the year most publishers’ representatives knock on your door. They are only too delighted to send you texts to assess.

Please ensure that there are also copies of texts and other resources you need for your students in the Medical and Dental Library. Email medlib@library.uwa.edu.au with any suggestions you have for additions to the Medical and Dental Library collection. It is a legal requirement for the library to have a copy of all required texts.

Readings for your students can be managed by using the Library’s Course Materials Online (CMO) online system. Readings can include, for example: books, ebooks, chapters in books, journal articles, and newspaper articles. You can either manage the reading list yourself or send a list of readings to the library (medlib@library.uwa.edu.au). CMO takes care of copyright management for you. A guide to using CMO for academics is available at CMO.

Medical and Dental Library

The Library staff are here to support you in your teaching. Some of the services we can provide for your students include:

- Making available, in the library and online, books and other resources (e.g. DVDs, journal articles, guidelines, etc)
- Assisting you in developing electronic reading lists (see Course Materials Online)
- Delivering information skills sessions for your students (e.g. referencing, EndNote, finding specific information for assignments, etc) either face-to-face or online

Please come and visit us. We are located in the Medical and Dental Library, adjacent to OHCWA (Oral Health Centre of Western Australia), corner Monash Avenue and Hospital Avenue, Nedlands.

For more information visit our website at LibGuides or contact us on 9346 7570 or email us at medlib@library.uwa.edu.au.

The staff at the library can be contacted on 9346 7570 or medlib@library.uwa.edu.au.
Good Practice Guides – Teaching and Learning

The University's Teaching and Learning Committee has recently considered and endorsed a number of Good Practice Guides which address areas of learning, teaching and development of skills, and effective engagement within a culturally diverse University community.

- AUQA good practice database
- Code of Good Practice for Postgraduate Student Research and Supervision
- Cultural sensitivity in teaching and assessment
- Developing English language skills of UWA students
- Encouraging interactions between domestic and international students
- Guidelines on literacy
- Peer review good practice guide
- Principles of Universal Design

These guides can be found at Policies and good practice.

LECTURES, TUTORIALS, CONSULTATION

The interaction between teaching staff and students takes place at lectures, tutorials and during consultation. Students can consult staff at the office, by email, by telephone, question and answer sessions on a unit's web site or even an on-line chat session.

Timetabling of Lectures, Tutorial and Workshops

Unit coordinators are responsible for determining the timetabling and scheduling of classes for their unit. Timetable booking is coordinated through the Student Affairs Office by Mrs Bridgid Dennis. Unit coordinators will be contacted for timetable preferences in June/July for Semesters 1 and 2 in the following year. Each year, lecture theatres, tutorial rooms and/or computer laboratories must be organised. It is University practice that 45 minute classes are scheduled to start on the hour. Lectures and tutorials arranged in two or three hour blocks must vacate the venue 15 minutes before the next class is scheduled. Two hour lectures (2 x 45 minute lectures back to back) should have a 10-15 minute break in the middle or go for 90 minutes without a break.

PROSH, Easter and Anzac Day Holidays

The University does not recognise most public holidays that occur during semester and lectures, tutorials etc. are held as normal. The principal date's website shows University observed holidays. It is important to be aware of these dates when planning lectures, tutorials, assignment due dates etc. On Easter Friday and Anzac Day the university is closed. Although, the university is open on PROSH day, no student who chooses to take part should be disadvantaged. This usually means not scheduling lectures and providing alternative tutorials and workshops for the morning.

One-off Bookings

Staff who have a need for venues on an ad hoc basis can order online or by phone through central timetabling: Timetable 6488 7942/7940.

Failure to Attend

Any penalty for non-attendance at lectures, tutorials or workshops must be clearly stated in the unit outline. It is Faculty policy for Medicine, Dentistry and Podiatric Medicine that attendance at all lectures, tutorials and laboratories is compulsory. For the School of Population Health attendance at tutorials is compulsory.

Student Access to Teaching Staff

All students must have access to staff teaching the units in which they are enrolled either during specified consultation times or email. Some units may have question and answer sessions or on-line chat facilities or discussion boards on LMS which are helpful as the whole class can see the responses.
Unit coordinators should make sure that contact details and office consultation times are specified in the unit guidebook.

Student Email Lists and Photographs

Email addresses and photographs of the students enrolled in each unit are available through the Callista Student Management System. A Callista password is required, for access and training please see your School Administrator.

Role of the Student Representatives

There are student representatives for each discipline that act as a liaison between students and staff and are a helpful conduit when communicating with the student body. All student representatives are present on the year committees.

UWA Student Disability Policy

The University is committed to providing an environment of equal opportunity in employment and education, free from unfair discrimination, for existing and prospective students and staff with disabilities. Students with disabilities are encouraged to identify any special needs at the time of admission, however they may choose not to. Students requiring special exam conditions should contact the unit coordinator directly. The full University policy is available at UWA Disability Policy.

ASSESSMENT FRAMEWORK

Formal assessment is central to the management of all units, performing several functions:

- Formative assessment is the use of assessment to judge the capacities or competences of a student with the aim of promoting further learning of the learner being assessed. All units must provide formative assessment activities for students. While students are encouraged to complete formative assessment activities, it is not barrier assessment and remains an optional activity for students.

- Summative Assessment is assessment of learning. Teachers use summative assessment to discover what students have learned. It is always a formal process and it is used to see if learners have acquired the skills, knowledge, behaviour or understanding that the unit set out to provide.

While the unit coordinator is responsible for devising the assessment structure for the unit, many of the procedures to be followed in carrying out assessment are the subject of University and Faculty guidelines, given below.

University Policy on Assessment

Unit coordinators decide, within University and Faculty policies, assessment methods for the units they teach.

The University guidelines provide a comprehensive overview of the whole assessment process starting with relevant rules such as Freedom of Information Act, anti-discrimination policy, and Charter of Student Rights. The bulk of the guidelines is made up of a list of responsibilities and suggested activities for all levels within the University including Academic Board, Examinations Office, Teaching and Learning Committees, unit coordinators and students.

The UWA Assessment policy is available at UWA Policy on Assessment.

Unit coordinators should:

- be familiar with University policies and guidelines relating to teaching and learning.
- ensure teaching and learning practices align with the assessment and the desired learning outcomes.
• review regularly the alignment of the existing assessment approach to the outcomes of the unit for which they are responsible.
• ensure that students are made aware by the teaching staff of the range of possible formats in which examination questions for a unit may be posed.
• ensure that all markers of coursework/scripts for the unit are appropriately briefed.
• ensure that faculty/school policies on assessment are adhered to in relation to the unit for which they are responsible.
• be prepared to explain the grade awarded for a piece of work in terms of the learning outcomes and marking criteria set for the unit.
• be prepared to arrange for students to view their marked examination scripts on request, and to discuss them with an appropriate staff member.

Staff members should:

• employ teaching and learning practices that align with the assessment and the desired learning outcomes.
• be available to students for reasonable levels of feedback.
• accommodate the needs of students with disabilities.
• give students a clear explanation of the grade they have awarded for any piece of work in terms of the learning outcomes and marking criteria set for the unit.
• help students to identify weaknesses apparent in their work and suggest approaches to remedying these.
• contribute to discussions on assessment in their schools.
• accept responsibility for the safe custody of students’ scripts on and off the University campus.
• take due care to ensure that the assessment tasks and examination questions they set are clear and unambiguous.
• avail themselves of opportunities to enhance their understanding of assessment processes (e.g. attending relevant teaching and learning professional development workshops and seminars).

Faculty Assessment Guidelines

Dr Zarrin Siddiqui is the Faculty’s Assistant Professor in Assessment, and is available to assist any unit coordinator with designing or improving assessment, or ensuring their assessments adhere to Faculty and UWA Principles of Assessment.

For a copy of the full Faculty Assessment Policy please contact Dr Siddiqui on zarrin.siddiqui@uwa.edu.au or 6488 6896.

Student Assessment

Some of the techniques that can be used to measure student performance for any given unit are:

• tutorial and/or workshop work - preparation and/or participation
• presentations and/or other forms of class work, such as debates
• written assignments - individual or group
• computer based tests
• examination(s).

Assessment Mechanism Statement

It is UWA policy that a clear statement of the assessment structure for each unit is provided to students and to the School at least one working day prior the start of semester. The contribution of each item of assessment to the final result must be indicated to the students.

Please bear in mind that any changes to assessment structure in your unit need to be approved by your relevant committees, and as such should be brought to a meeting well before the start of semester. Assessment procedures must be transparent and clearly stated in the unit outline.
Assessment Penalties

Details of penalties that apply to each form of assessment must also be included in the unit outline as well as being included in the details of the individual pieces of assessment distributed to students. Unit coordinators should liaise with other unit coordinators to try to avoid due dates falling too close to each other. The year committee meetings may provide an opportunity to discuss this.

The University's Grading System

The University assessment policy states that 50% is regarded as a pass. University grades are as follows:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-44%</td>
<td>N (Fail)</td>
</tr>
<tr>
<td>45-49%</td>
<td>N+ (Fail)</td>
</tr>
<tr>
<td>50-59%</td>
<td>P (Pass)</td>
</tr>
<tr>
<td>60-69%</td>
<td>CR (Credit Pass)</td>
</tr>
<tr>
<td>70-79%</td>
<td>D (Distinction)</td>
</tr>
<tr>
<td>80-100%</td>
<td>HD (High Distinction)</td>
</tr>
</tbody>
</table>

The distinction between N and N+ grades is important depending on the degree. Regulations vary but in the MBBS, BDSc and BPodMed an N+ grade is eligible for a supplementary examination depending on year level and number of other units failed.

Final results for a unit are published as both a grade and a percentage mark unless the student has taken a supplementary examination in which case the result is ungraded pass (UP) or ungraded fail (UF) with the original numeric mark. A complete list of examination grade codes is available at Exams, assessments and results.

Recording Student Marks

All unit coordinators must keep an accurate record of all marks awarded to students for each piece of assessment. Unit coordinators may wish to keep these records within LMS so that their ongoing marks are available to the individual student. Alternatively, unit coordinators may use an Excel spreadsheet. The final responsibility for its accuracy remains with the unit coordinator.

Please remember it is important to keep documentation and proper records, in order to be able review the marks if a student questions their final grade. All grades are to be kept confidential.

If marks are to be displayed on the LMS or public notice board, identifying student data should not be used. For guidance in how to release student grades contact the Education Centre.

Final unit results are uploaded to Callista by specific administration staff within each School. Unit coordinators are required to check the accuracy of the upload and sign off on these. The Examinations Office sets a deadline for submission of final marks for each semester.

Please note you should be aware of the assessment requirements for your unit – some units have individual components that acts as barriers – i.e. although the overall grade for the unit may be > 50% if a barrier component is failed a mark will not be submitted to the examinations office a FC grade should be submitted. Progress of the student will then be discussed at the Board of Examiners meeting and a decision will be made.
Correcting Final Grades

Any mistakes that come to light should be readily admitted and student marks changed accordingly. The process for this is very straightforward and does not require the full weight of the Appeals Procedures.

Board of Examiners Meetings

Board of Examiners meetings are held at the end of each semester. All unit coordinators should attend and bring with them spreadsheets with student marks, including the marks for summative assessment and final examinations. An additional column for each form of assessment with the marks as a percentage is most helpful. Students who receive less than 50% for a unit are discussed with a view to determining their progress status.

Unit coordinators will be asked to make recommendations depending on the student grade. As a general guideline, grades of 45 - 49% are eligible for a supplementary examination. Grades less that 45% not eligible for supplementary examination and depending on performance in other units the students may need to repeat the year or face exclusion. Specific requirements may vary between disciplines and are described in detail in the Faculty handbook.

Appeals

In the case where there is dissatisfaction with an assessment result and/or progress status, students should refer to the following web address for the policy and procedures to follow: Appeals.

There is a period of twelve days following the release of the relevant results/progress status in which a formal appeal may be lodged.

The following suggestions may help unit coordinators handle appeals.

Assignments

- Provide a clear statement of the assignment requirements including a marking scheme.
- If possible get someone else to mark a clean copy of the assignment. Since students should keep an electronic copy of their work this should be straightforward. If the unit coordinator is not the original marker then this can be done by the unit coordinator. The unit coordinator will need to use their professional judgement to resolve differences between the two marks. Remember to take into account any previously applied mark standardisation.
- Keep a sample assignment (with permission from the student) for each grade level so that students can see for themselves the differences between their own assignment and an assignment awarded a higher grade. Identifying features should be removed.

Examinations

- Develop a detailed marking guide even if there are no markers other than the unit coordinator.
- Using the original marking guides plus markers’ feedback the unit coordinator (or an independent other academic) should be able to remark the examination paper.

Special Consideration

When students have suffered ‘significant and unforeseen factors’ that might be expected to affect their performance, they should be advised to register this with the Associate Dean of Student Affairs in confidence and request special consideration. The form of the consideration, if granted, will vary depending on the circumstances (e.g. deferred examination or supplementary exam granted). The unit coordinator will be informed by the Associate Dean of Student Affairs whenever special consideration is granted, although the reasons are kept confidential. Guidance on the form of the concession will also be provided. Further information and a form is available to be completed by students at Special Consideration.
Academic Conduct

In 2004, UWA undertook a major review of the way in which policies on academic conduct are managed. This resulted in policy statements about academic literacy, ethical scholarship and plagiarism. The process for dealing with academic misconduct was formalised and the responsibilities of different levels of teaching staff are now clearly prescribed (Academic Conduct 2005). It is important that these are adhered to as there may be legal implications for the University. The guidelines for Ethical Scholarship, Academic Literacy and Academic Misconduct are located at Academic conduct.

From 2009, all students at any level (undergraduate, postgraduate, onshore or offshore) who are enrolled into a new course are required to complete an online module which will introduce them to the basic issues of ethical scholarship and the expectations of correct academic conduct that the university has of its students. The unit is called Academic Conduct Essentials (ACE) and is available to students through their LMS account. Those students required to complete will be automatically enrolled in the unit by the University. Further information about ACE is located at Academic Conduct Essentials (ACE).

Professional Behaviour

All students within the Faculty of Medicine, Dentistry and Health Sciences are expected to understand and adhere to policies and procedures around professional behaviour and conduct.

To complement existing University Policies and Standards, the Faculty of Medicine, Dentistry and Health Sciences has developed a uniform policy on professional behaviour for students. This policy is expected to be approved by the Faculty Board in March 2012.

At all times, students will be expected to review and adhere to the standards as set out in the following:

1. FMDHS Policy on Professional Behaviour for Students: available from the Faculty Teaching and Learning Webpage once approved - further information can be sought from the Associate Dean of Teaching and Learning, Professor Sandra Carr.
2. UWA's Regulations for Student Conduct and Discipline: Student conduct
3. UWA's Guidelines on Ethical Scholarship, Academic Literacy and Academic Misconduct: Academic Conduct

FORMATIVE ASSESSMENT

Feedback to Students

Students must be given adequate feedback to justify their mark and detailed comments are needed throughout the assignment. For example, use a standardised marking sheet which allows for brief comments against each item, as well as for overall comments below.

Giving students detailed feedback also means fewer complaints as they have a greater understanding of problem areas. The more feedback you give students the fewer the queries regarding their marks. Timely and transparent feedback to students is to be provided within four weeks on all returnable items of summative assessment. All students requiring re-assessment must be provided with timely feedback and remediation.

EXAMINATIONS

Final Examinations

Final examinations are mostly run by UWA's Examinations Office. They also oversee the running of deferred final examinations and supplementary examinations. Final examinations are held in a two week period, starting one week after the end of semester.
Layout

Details of final examination paper layout required by the Examinations Office are provided each year. If you require students to write their answers on the examination paper, then please ensure that you include a table on the cover in which student's marks can be written. Should you require assistance from the administration assistants within your School in the preparation of your examination paper, please make sure that sufficient time is allowed for typing and checking the paper.

Due Date for Submission of Examination Papers

Due date for the submission to the Examinations Office of final examination papers is approximately six weeks before the end of semester. The administration officer within your School will keep you informed of relevant due dates. Please keep in mind that the School must bear the cost of late submission as the examination papers must be produced in-house.

Review of Examination Questions

It is good practice that all examination questions are reviewed by academic staff within the unit prior to submission. Best practice would be to form a panel to review all exam questions.

Attendance at Examination Venue(s)

In accordance with Committee of Deans R10/87, approved by the Vice-Chancellor on 27 February 1987:

- Examiners or their delegates must be present in the examination venue at the commencement of the examinations for which they are responsible and must remain in the venue during the first 10 minutes of the examination.
- Examiners or their delegates must be available in their offices or departments (or homes if nearby) during the examinations for which they are responsible, to readily answer queries from invigilators or examination office staff members.
- Examiners or their delegates are required to attend examination venues immediately to answer any queries that require alterations to their papers, or when more than one student has requested the same information and the invigilators consider they cannot convey the answer accurately to the student.

If your examination is in multiple venues please spend some time in each venue.

Duration of Examinations Administered by the Examinations Office

R16/94 states:

1. that from Semester 2 of 1994, all examinations administered by the Examinations Office be of a “standard” duration of either two hours (+ ten minutes notional reading time) or three hours (+ ten minutes notional reading time); and
2. that any School offering an examination of non-standard duration be required to administer the examination itself, at a time scheduled by the Examinations Office, in a venue or venues not used by the Examinations Office for standard duration examinations, and in accordance with the general principles governing the conduct of all University examinations.

Examination Timetable

Each semester, about six to eight weeks before the final examination period, the Examinations Officer circulates a draft timetable for the end of semester examinations. Each School is sent details of the timing of each of their subjects. A final timetable is produced a few weeks later. Details of the venues and times of final examinations should not be given to students; instead students should be directed to the examination timetables provided by the Examinations Office. Problems arise when students claim to be given incorrect examination details and University regulations specify that details should not be given out by Schools.
Non-standard Examinations

Observed Structured Clinical Exam (OSCE), Observed Structured Practical Exam (OSPE) and Diagnosis and Management Planning Test (DMPT) are non-standard examinations conducted within the Faculty. These exams are administered by the Faculty.

Submission of Marks

Examination marks need to be submitted to the examinations office. Unit coordinators will be notified of the due dates.

Deferred Final Examinations

These are run by the Examinations Office and a separate examination paper must be supplied. Students must apply in writing to the Associate Dean of Student Affairs for permission to do a deferred examination. There are many circumstances that would lead to the granting of a deferred examination (e.g. illness, religious issues) and students should contact the Associate Dean of Student Affairs in the first instance. Alternative arrangements for deferred final examinations are to be made by the unit coordinators for non-standard examinations.

The final marks for students doing deferred examinations must be available in time for the Board of Examiners meeting usually held two to three weeks after the deferred examinations. Examiners must be available during the deferred examination in the same way as for the final examination.

Supplementary Examinations

For the purposes of equity, reassessment methods should be in a similar format to those in which the student performed poorly. But if this is not possible because of logistical problems (e.g. practical examinations), it is not necessary for supplementary examinations to replicate the original summative event, and the coordinator can make a professional judgement as to appropriate content for the supplementary examination.

Student Feedback on Examinations

Unit coordinators must give access to examination paper for review on request. Past examination papers can be placed in the Library at the unit coordinators discretion.

Release of Final Marks

It is important that all academic staff adhere to the University policy that final marks are only available to students through the Student Information Management System (SIMS). Marks must not be discussed with students before they are formally released.

Final results for almost all units in courses at all levels are produced as both percentage marks and letter grades, and both results appear in notifications of examination results and on academic records. Where a student has taken a supplementary examination to pass the last unit of their degree, the mark is recorded as Pass or Fail. Some units, such as PPD, are designed as Pass or Fail only.

EVALUATION OF TEACHING

The Centre for Advancement of Teaching and Learning (CATL) includes the Evaluation of Teaching Unit which provides guidance on several different ways in which teaching staff can seek feedback on the effectiveness of their teaching. All teaching staff are encouraged to reflect on their teaching frequently. Student Feedback (SPOT, SURF, informal questionnaires) and Peer Review are the most commonly used. Whichever method is chosen, student feedback is always on a voluntary basis.

Providing Evaluation Feedback to Students

Closing the Loop - Unit guidebooks should contain details on how student feedback has been used to modify the unit. The results of SPOT and other evaluations related to assessment should be made
available to staff. Information on how previous student feedback has been used to modify the unit may also be provided in the introductory lecture for the unit.

Students’ Unit Reflective Feedback (SURF)

This feedback survey is designed to collect data about the unit as a whole, rather than the teaching of any one specific teacher (SURF 2005). The questions are limited to collecting data needed to form an institutional view of teaching at UWA. SURF reports should not be used as an indicator of individual performance, for which SPOT is the appropriate instrument. It is produced, for every unit, by the Institutional Research Unit (IRU). This survey is not optional and the results are provided to the Unit Coordinator, Head of School, Dean of Faculty, and Associate Dean Teaching and Learning.

Student Perceptions of Teaching (SPOT)

Academic staff can carry out a Student Perceptions of Teaching (SPOT) survey (SPOT 2005). The system provides a valid and reliable format for customised ratings forms which can be ordered from the website. The results are used for various purposes including the development of units, review of existing units and teaching portfolios used for promotion applications. An item bank is available for academic staff to select questions for designing their own questionnaires. See Student Perceptions of Teaching (SPOT) for the item bank and to order questionnaires. The system has been developed with the aim of overcoming some of the inherent problems which arise when using pre-designed standard ratings forms. It will:

- involve teaching staff every step of the way
- overcome the problem of item irrelevance often found on pre-designed student rating forms
- have the potential for normative data from which to interpret a rating score relative to others who use the same item.

Daranee Chenhall in the SPOT office can help with any questions about how to prepare the SPOT dchenhall@admin.uwa.edu.au or 6488 2817. Make sure you design your SPOT questionnaires in plenty of time so that should you decide to do a student evaluation of your course you can administer it before the end of the semester. Allow two weeks from the time you supply the question list to the time the forms are ready to be administered.

It is important that teaching staff do not administer SPOT surveys of their own units. It is best to use an Administrative Officer to administer the SPOT evaluation for you, thus preserving student anonymity. At the very least, you must be absent from the room when the students are completing the forms. A student volunteer can collect the forms into the provided envelope and return it to the office.

The information collected by this means is private and confidential to the teaching staff named on the form. SPOT feedback can also be useful evidence to support your application if you are nominated for an Excellence in Teaching Award.

Student Focus Groups

Many unit coordinators opt to use focus groups to elicit feedback from students. These may be organised directly by the unit coordinator or in conjunction with student year reps. For advice on running focus groups please contact the Education Centre.

Informal Feedback

You can design and administer your own questionnaire, if you have something specific on which you want students to comment. These do not carry the weight of an externally administered and processed evaluation, but may be more suitable when you have a specific situation in mind. For instance, if you are teaching a unit for the first time it may help to get feedback early in the semester, to enable you to make any changes to delivery speed, lecture style, workload, etc.
Peer Feedback on Teaching – Peer Observation of Teaching

Good teaching in the form of lectures, tutorials, laboratory or practical sessions, clinical teaching and Problem Based Learning sessions is fundamental to effective student learning in the Faculty of Medicine, Dentistry and Health Sciences. In universities around the world attention is being paid to peer observation of teaching sessions, with the objective of developing excellent learning opportunities for students, by gaining feedback from colleagues who are themselves involved in similar teaching situations.

It is proposed that Peer Observation of Teaching will provide a further, expert level of feedback, which may also provide material for teaching portfolios and applications for promotion. The Faculty has recently implemented a Peer Observation of Teaching Programme.

The Peer Observation of Teaching programme is being coordinated in the Faculty by Dr Annette Mercer annette.mercer@uwa.edu.au or 6488 6894. More information is available on the Education Centre Website: Peer observation of teaching.

Further information regarding the principles and practices of Peer Review of teaching at UWA is available at Peer Review of Teaching.

EXCELLENCE IN TEACHING AWARDS

Faculty Excellence in Teaching Awards recognise excellence in teaching in many different categories. Nominations can be made by students or peers, and award winners are announced in January.

Winners of Faculty Excellence in Teaching Awards may then by eligible to be nominated for ALTC Awards – National Awards for University Teaching.

For more info about the awards process and for application forms, see the Faculty Website: Excellence in Teaching Awards.

TEACHING AND LEARNING GRANTS

Postgraduate Teaching Internship Scheme

The Postgraduate Teaching Internship Scheme allows promising doctoral research students (including professional doctoral students) to develop teaching skills in their fields and to undertake a program of professional development activities during the course of their PhD candidature.

Further information can be found at Postgraduate Teaching Internship Scheme (PTIS).

Teaching Fellowship Scheme

The Teaching Fellowship Scheme, introduced in 2005 by the Teaching and Learning Committee, provides four $20,000 Fellowships across the University. The Scheme is designed to support the University’s teaching and learning priorities as identified in the Operational Priorities Plan, and will be offered on an annual basis.

Further information can be found at Teaching Fellowship Scheme.

Distinguished Visiting Teachers Fund

The Distinguished Visiting Teachers Fund is administered by the Teaching and Learning Committee to encourage visits to the University by teachers with a national or international reputation. The principal purpose of the fund is to enhance the quality of teaching and learning at UWA, at either or both undergraduate and postgraduate levels, and thereby improve the quality of the student learning experience.

Further information can be found at Distinguished visiting teachers fund.
STAFF DEVELOPMENT PROGRAMS
Organisational and Staff Development Services, and Centre for the Advancement of Teaching and Learning

Organisational and Staff Development Services, (OSDS) is the central university service which supports all UWA staff in their ongoing professional and leadership development. OSDS operates at two levels: as an organisational development unit, and to assist individual staff development.

Staff new to the University are provided with a range of development opportunities, including a Staff Orientation, Teaching and Learning and Research Orientations, and a range of workshops relating to University processes and systems. Teaching-related academic staff can participate in Foundations of Teaching and Learning Course within their first two years of appointment. Additional workshops, courses and individual support are offered through the Centre for the Advancement of Teaching and Learning. These include central support and faculty-based initiatives. In addition to these, OSDS has designed a series of specific, interactive workshops to support the introduction of the Professional Development review (PDR) process. This training is mandatory for any supervisor of staff members, both Academic and General, and is highly recommended for all staff who want to learn more about the PDR process and how it affects them.

Further information is available at Organisational and Staff Development Services.

Teaching and Learning Fora

There are several societies in Australia that provide a forum for the discussion and dissemination of research related to teaching and learning in universities. An annual Teaching and Learning Forum provides an opportunity to meet and discussed shared issues. This local two-day conference is held at one of the member Western Australian universities in early February and the registration fee is usually subsidised for UWA academics.

Higher Education Research and Development Society of Australasia (HERDSA) distributes various publications to its members and holds an annual conference in Australia or New Zealand (HERDSA). The website has an impressive page of links to related bodies (HERDSA).

ACADEMIC PORTFOLIOS

An Academic Portfolio is a summary of your major activities and accomplishments, documenting the nature and extent of your contributions as well as your role and achievements (Promotion and Tenure of Academic Staff 2005). It has three major components (or folios) – Teaching and Learning, Research, and Service, supported by your Curriculum Vitae. A Teaching and Learning folio is a summary of your major accomplishments and strengths in this area. The Research folio documents your research interests and contributions. The Service folio documents your contribution to both the University community, your profession, and beyond.

The Centre for the Advancement for Teaching and Learning run one course per annum to assist staff to develop their academic portfolio.
USEFUL LINKS
Faculty of Medicine, Dentistry and Health Sciences

Teaching and Learning

The Faculty is strongly focused on providing a rich and rewarding learning experience, and has identified four key objectives to do this:

- Enhance the student experience
- Improve teaching quality
- Continue to build links between teaching and research
- Use reliable and valid assessment methods

The website is Teaching and Learning.

Education Centre

The Faculty Education Centre provides leadership, expertise and support in all areas of education, to ensure the highest quality teaching and learning outcomes.

Our Centre is in the Faculty office, where staff from education and health disciplines collaborate to support the Dean, Associate Dean Teaching and Learning, curricula committees, unit coordinators, individual academics, schools and other groups who deliver medical, dental, health science and podiatric medicine courses. Our role is to provide support and expertise, including assistance with new activities; provide educational, administrative and project support to committees, schools and individuals to implement policies and projects; and facilitate the acquisition of funding to enhance educational programs, such as the managed learning system, experience for Year 1 students and a resource library for teaching practical skills.

The website is The Education Centre.

Teaching and Learning at UWA

The home page for all University T&L matters is: http://www.teachingandlearning.uwa.edu.au. This provides links to:

University Teaching and Learning Committee

The home website for this committee is Teaching and Learning. This site is a good place to look for Guidelines and Best Practice e.g. for Assessment, Outcomes Based Education, Teaching and Diversity, Literacy etc. A link to the Excellence in Teaching Awards is also provided. There is a link to the templates created by CATL for Unit Outlines, Learning Guides and Good Practice guides.

Academic Misconduct

Procedure on how to deal with Academic Misconduct is documented at Academic conduct, with links to informative and comprehensive documents for all levels of staff. There are further resources describing plagiarism, misconduct in the team work situation and the proposed system for recording instances of misconduct.

Centre for Advancement of Teaching and Learning (CATL)

This site has links to pages on many useful topics: CATL
Archives of its regular publication: CATLyst.
University Secretariat
This site has material about matters that may have legal repercussions –

Appeals Against Academic Assessment
The University Regulations governing this can be found at: Academic Policy Services. At this site you will find a brief guide to appeals and a lengthy document (20 pages) with the regulations that govern the appeals process. The site also has various documents and checklist to help in the running of a Faculty Appeals Committee.

Students looking for information on the appeal process can find it on the Examinations page linked from the Student Administration page – My course.

Student Complaint and Appeals Policies
Grievance covers a multitude of sins that the university might reasonably be thought to be responsible for. Look at Policies and good practice as well as appeals.

Answering Clinical Questions
New learning resource to assist with clinical teaching: ‘Answering Clinical Questions’.

A FMDHS web-based resource to support teaching and learning of evidence based practice (EBP) skills across all disciplines will be launched in January. The Answering Clinical Questions (ACQ) learning resource is available via the FMDHS website at Answering Clinical Questions.

The aim of ACQ is to
• improve the students’ skills in EBP
• communicate the FMDHS approach to EBP
• provide a common terminology
• offer a range of resources to support EBP clinical teaching

Key objectives in the design process have been to make the ACQ resource accessible, easy to use, comprehensive, practical, and applicable to all year levels.

The clinical content has been structured into four sequential learning modules:
• Formulate a clinical question
• Find the best evidence
• Appraise the evidence
• Apply the evidence

ACQ learning modules are multidisciplinary. Resource material within the learning modules is available for medicine, dentistry, podiatric medicine, nursing and physiotherapy (and can be expanded further as necessary). Materials include a glossary, clinical examples, direct links to UWA information resources (such as Dynamed, Clin-eguide and Medline), printable guides, and worksheets to assist with critical appraisal and completion of assessments in addition to patient-focused care.

ACQ was developed by a small group led by Anna Nowak (Professor, Medical Oncology), Diana Jonas-Dwyer, (Associate Professor, Medical Education), and Carol Newton-Smith (Manager, Medical and Dental Library) on behalf of the Evidence Based Medicine (EBM) working party. Comments on ACQ and contributions to the resources sections are welcome. The team would also like to receive invitations to demonstrate ACQ, (including suggestion on how this resource can be integrated into your teaching practice) for you and your colleagues.

Please contact Professor Anna Nowak (email: anowak@meddent.uwa.edu.au).

UNIVERSITIES AUSTRALIA
The Universities Australia website (http://www.universitiesaustralia.edu.au/) provides links to policy documents on such issues as copyright, information access for students with disabilities, AUQA etc.
Websites Referred to in this Manual


Copyright. (25 August 2010), [Online], UWA. Available from: <http://www.legalservices.uwa.edu.au/lso/copyright> [22 February 2012].


HERDSA. (nd), [Online], Available from: <http://www.herdsa.org.au> [22 February 2012].

Information Services. (8 February 2012), [Online], UWA. Available from: <http://www.library.uwa.edu.au> [22 February 2012].


Special consideration. (nd), [Online], UWA. Available from: <http://www.guild.uwa.edu.au/home/student_assistance/academic_help/appealing_the_application_for_special_co#proc> [22 February 2012].


Unit Coordinator’s Checklist

Prior to the teaching period commencing, each Unit Coordinator is required to:

- Check the relevant unit description in the Handbook prior to preparing the unit outline.
- Consult previous unit outlines (if available).
- Discuss any proposed changes to the unit content with the Discipline Head.
- Ensure that all relevant learning outcomes are listed in the unit outline including those that relate to the UWA Education principles available at http://www.catl.uwa.edu.au/current_initiatives/obe/principles. It is also important to explain in the unit outline how assessment links to the learning outcomes.
- Use the Faculty template for the preparation of the unit outline and check all the ‘required’ information is included.
- Finalise the unit outline prior to the teaching period commencing and sufficiently in advance to enable hard copies to be printed and ready for distribution in the first class.
- Make the unit outline available online in LMS, or if LMS is not being used for the unit on the Faculty website in RTF format for publication at http://www.meddent.uwa.edu.au/studentnet/outlines.
- Review and update the unit learning materials as necessary to ensure currency of content.
- Add items from the reading list to Course Materials Online. Information on how to do this is available from the Library or http://www.library.uwa.edu.au/library_services/course_materials_online/course_materials.
- Select unit tutors and liaise with administrative staff to arrange for their appointment
- Ensure all staff involved in teaching the unit have a copy of:
  - The text book(s)
  - Any additional material such as journal articles
  - All handouts and notes
  - Tutorials and/or workshop questions and solutions
  - Arrange for tutors and other lecturers teaching the unit to have access to all online resources eg, LMS unit page, Lectopia recordings.

In addition, during teaching weeks, Unit Coordinators should maintain regular contact with all staff involved in teaching the unit such as other lecturers and tutors; be available for student consultation; and respond to student queries in a timely and effective manner eg, via email, phone, web technologies.

In regard to assessment, Unit Coordinators should:

- be familiar with University policies and guidelines relating to teaching, learning and assessment.
- be familiar with the faculty guidelines on assessment.
- Coordinate all aspects of unit assessment including the marking by tutors of assignments and exams.
- Compile the final marks of all students enrolled in the unit (Note: Marks are only available to students through Student Connect – Callista).