# *Booklet of proformas pertaining to the role of unit coordinator*

## Clarifying, developing and valuing the role of unit coordinators as informal leaders of learning in higher education

**Murdoch** UNIVERSITY

**Curtin University**

AUSTRALIAN LEARNING &TEACHING COUNCIL

Promoting excellence in higher education

# Purpose of this Booklet

This booklet has been created during the ALTC funded project 'Clarifying, developing and valuing the role of unit coordinators as informal leaders of learning in higher education' as a resource for heads of school, managers, staff developers, unit coordinators and/or policy makers. The proformas within are derived from the study findings.

The booklet may be used in part or as a whole. Each proforma is preceded by an explanation of purpose and a suggestion for how it might be used most appropriately.

Throughout the booklet the reference is to unit coordinator (as named in the project's lead institution), however, titles used in other Australian universities, such as unit chair, unit convenor, subject coordinator, subject convenor, course coordinator and program coordinator pertain to the same role.

The project's final report is available at < http://www.altc.edu.au/resource-unit-coordinators-learning-leaders-murdoch-2011>

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U C a L L
Unit Coordinators as Learning Leaders

# Lecturer A – E Job Description

The following generic job description for Lecturer A – E was synthesised from data collected during the study in the web audit phase. A key revelation was the finding that responsibilities and tasks (see definitions below) were, generally, undifferentiated and that unit/subject coordination was just one responsibility. Potentially, this impedes role clarity and understanding.

The highlighted section to the right outlines the seven responsibilities identified during the study as performed by a Unit Coordinator.

The study identified the following 7 key responsibilities of a **Unit Coordinator:**
1. Lead a unit of study in a program, or programs
2. Liaise, collaborate and network with stakeholders
3. Develop and maintain unit curricula and resources that reflect a command of the field of learning
4. Utilise scholarly teaching practices that influence, motivate and inspire students to learn
5. Maintain and continually improve on quality benchmarks
6. Locate, coordinate and manage sessional staff, including transnational staff (as relevant)
7. Comply with operational administration requirements

| | Responsibility or Task (undifferentiated) |
|---|---|
| 1 | Teach undergraduate and postgraduate students |
| 2 | Initiate and develop subject materials |
| 3 | Deliver lectures and seminars |
| 4 | Conduct tutorials, workshops and labs, as appropriate to subject |
| 5 | Mark and grade student assessments & exams |
| 6 | **Unit/subject coordination** |
| 7 | Conduct research, write papers and publish in refereed journals |
| 8 | Community service |
| 9 | Supervise postgraduate students |
| 10 | Consult with students |
| 11 | Provide leadership |
| 12 | Participate in professional and community activities |
| 13 | Comply with EEO and OHS guidelines |
| 14 | Administration |

Responsibilities imply authority of an incumbent to act and make decisions. They highlight what is important to focus on. Ideally, they are also the accountabilities used in performance evaluations.

Tasks are the units or pieces of work and activities that are encompassed by a responsibility. Tasks are included in a job description as examples of the duties encompassed by a responsibility.

# Unit Coordinator: Statement of Responsibilities

**Job Summary**:

The Unit Coordinator is responsible for managing and coordinating a unit of study, the students who enrol in the unit and, depending on the size and nature of the unit, sessional staff. The Unit Coordinator is also responsible for collaboratively building networks with course or program leaders, setting the example in disciplinary practice, adopting scholarly teaching practices, developing and continually refining units, maintaining unit quality and disciplinary integrity, and looking after the interests of students.

The leadership components of the role are considered aspirational for Unit Coordinators who want to become 'beacons' of subject leadership in both teaching and research, or who seek promotion to positional leadership roles.

Below are the seven responsibilities performed by a Unit Coordinator as identified and classified through the study. Over page, are examples of the tasks encompassed within each responsibility.

| Responsibility | |
| --- | --- |
| 1 | Lead a unit of study in a Program, or Programs |
| 2 | Liaise, collaborate and network with Program Chair and peers in the program and discipline |
| 3 | Develop and maintain unit Curricula and resources that reflect a command of the field of learning |
| 4 | Employ scholarly teaching practices that influence, motivate and inspire students to learn |
| 5 | Maintain and continually improve on quality benchmarks |
| 6 | Locate, coordinate and manage sessional staff, including transnational staff (as relevant) |
| 7 | Comply with operational administration requirements |

# Unit Coordinator: Job Description

The Job Description describes the key responsibilities and examples of tasks that may be expected of a Unit Coordinator in the performance of their role. It is proposed for use by a Dean or Head of School (or equivalent) to discuss with a new Unit Coordinator the wide variety of tasks that will need attending to during their tenure in the role.

| Responsibility | Task Examples |
|---|---|
| **1. Lead a unit of study in a program, or programs**<br><br>'Influence Motivate Engage' (Brown, 2009) | • Confidently and enthusiastically model innovative, creative and scholarly teaching practices to sessional staff and students using a range of teaching strategies and techniques that engage, inspire, motivate and provide them with an excellent learning experience;<br>• Utilising your extensive knowledge, expertise and experience in a subject/unit/discipline, develop and refine (innovative) learning activities;<br>• Collaborate frequently with Program Chair to maintain coherence with Program;<br>• Integrate disciplinary research into unit content to maintain teaching/research nexus;<br>• Proactively advocate for, protect and support the goals and aspirations of students;<br>• Contributes on a range of committees, and proactively build and establish relationships and networks with colleagues in the same and other Schools, program coordinators, transnational (or equivalent) partnerships office, student support services and the academic community;<br>• Set high standards and expectations in curriculum and pedagogy, communicate them to sessional staff and students and monitor for quality; and<br>• Champion and defend the integrity of units to Head of School, or Faculty, as appropriate. |
| **2. Liaise, collaborate and network with stakeholders** | • Build and maintain relationships with colleagues in the same and other Schools, Heads of School, Program Chairs (or equivalent), transnational partnerships office (as appropriate), student support services, and the academic community to:<br>   a. maintain, relevance, alignment and efficacy of a unit with a course or program;<br>   b. facilitate a coherent student experience;<br>   c. maintain up-to-date knowledge and teaching approaches relevant to unit and/or discipline;<br>   d. facilitate positive work environments; and<br>   e. knowledgably inform students about available services and support on campus.<br>• Organise guest speakers who are experts in the discipline/profession to provide alternate perspectives; and<br>• Attend PD and conferences pertinent to unit and discipline and report outcomes, as appropriate. |
| **3. Develop and maintain unit curricula and resources that reflect a command of the field of learning** | • Analyse contemporary literature, texts and emerging themes in the discipline and select for inclusion in unit content; and<br>• Design and create, in collaboration with peers, unit or study guides and proformas, teaching materials, notes, readers, etc, that link curriculum, assessment and pedagogy appropriate to the discipline and mode of delivery. |

| Responsibility | Task Examples |
|---|---|
| 4. Employ scholarly teaching practices that influence, motivate and inspire students to learn | <ul><li>Develop and maintain scholarly and student centred approaches to teaching in order to:<ul><li>a. Engage, influence, inspire and motivate students to learn;</li><li>b. Enhance independent learning, decision making, employability skills, research skills, responsibility for self, and professionalism in students;</li><li>c. Appropriately prepare students for the workforce;</li><li>d. Demonstrate to students how others should be treated;</li><li>e. Inspire interested students to take up an academic career; and</li><li>f. Empower students to become leaders.</li></ul></li><li>Be available to students to:<ul><li>a. Protect, advocate for and support their interests;</li><li>b. Provide pastoral and counselling support, as needed;</li><li>c. Empathetically advise and guide all sub-groups towards participating and achieving success in their units; and</li><li>d. Handle their enquiries and provide advice on issues such as exams, deferrals, pre-requisites, etc.</li></ul></li><li>Be particularly sensitive with first year students and help to facilitate their transition into university learning;</li><li>Prepare lectures, tutorials, laboratories, workshops and the relevant teaching strategies and techniques for flexible and transnational delivery;</li><li>Integrate a variety of assessment strategies, including formative and summative assessment that facilitate and foster independent learning and adapt to different contexts;</li><li>Provide timely, meaningful feedback to students on their assessments; and</li><li>Monitor on-line discussions for academic relevance and assessments for plagiarism, as appropriate.</li></ul> |
| 5. Maintain and continually improve on quality benchmarks as per university unit quality guidelines | <ul><li>Identify key graduate attributes and provide clear statements of learning objectives;</li><li>Align assessment activities with learning objectives; write clear assessment criteria and include appropriate levels of complexity;</li><li>Align the teaching and learning activities to the objectives and assessments, to facilitate student engagement with the subject deep learning;</li><li>Ensure unit materials accommodate flexible access, are well-organised and presented in a professional format;</li><li>Produce unit materials and monitor progress to ensure they are available to students on time; and</li><li>Provide high levels of support and quality feedback to students;</li><li>Submit units for regular reviews and evaluations and enhance as recommended.</li></ul> |
| 6. Locate, coordinate and manage sessional staff, including transnational staff (as relevant) | <ul><li>Recruit quality sessional staff;</li><li>Arrange face to face or on-line meetings to provide information and materials required for the unit;</li><li>Mentor, coach and assist with professional and career development to improve their skills, as needed;</li><li>Moderate teaching approaches and student assessments;</li><li>Compose explicit instructions and guidelines; and</li><li>Communicate discipline and culturally specific codes of conduct that facilitate appropriate handling of student misdemeanours.</li></ul> |

| Responsibility | Task Examples |
|---|---|
| 7. Comply with operational administration requirements | **Resourcing and preparation pre-semester**:<br>▪ Advertise for and recruit students, as required;<br>▪ Check and monitor student enrolments;<br>▪ Arrange for printing and copying of unit materials, including unit guides, CDs, etc;<br>▪ Liaise with:<br>   a. Bookshop and Library for purchase of texts and access to reading materials; and<br>   b. Timetable and rooming administrators to book teaching areas appropriate to unit.<br>▪ Load materials onto Blackboard/on-line learning management systems and student databases, and set up self and students;<br>▪ Order equipment and materials, as needed;<br>▪ Arrange for recording of lectures;<br>▪ Create email lists of students;<br>▪ Organise fieldwork, labs and tutorials, as appropriate;<br>▪ Complete any forms, contracts, etc, on behalf of staff and students;<br>▪ Complete workload models and other bureaucratic requirements; and<br>▪ Place notices about availability for student consultation on office door and with reception.<br><br>**During semester**:<br>▪ Manage and monitor student databases;<br>▪ Attend, prepare for and contribute to School and unit related meetings;<br>▪ Advise (new) colleagues about administration processes;<br>▪ Photocopy student assessments (if no admin support);<br>▪ Organise ethics applications, as needed;<br>▪ Handle student deferments, appeals and other requests;<br>▪ Handle alignment or accreditation requirements;<br>▪ Collate and record assessment results;<br>▪ Calibrate, collate and submit student marks at end of semester;<br>▪ Act as student support officer;<br>▪ Select students for Awards; and<br>▪ Tidy up after guest presenters. |

# Unit Coordinator: Person Specification

The person specification outlines the knowledge, competencies and capabilities identified as being needed to perform the role of Unit Coordinator effectively. This data may be used in performance and peer reviews to highlight gaps and target appropriate professional development.

| Knowledge | |
|---|---|
| At the Level of: | *The University* <br>▪ University policies, procedures, strategic direction, administration, web-sites, teaching calendars and ICT systems; <br>▪ Equity, Access and other student services offered by a university; <br>▪ University 'promises' in respect to learning outcomes and professional competencies; <br>▪ Academic/professional standards and expectations including ethical codes of conduct; <br>▪ Transnational and indigenous cultures and communication systems; <br>▪ Academic Quality Assurance regulations; <br>▪ Industrial relations and dispute resolution; <br>▪ OSH and equal opportunity statutes and guidelines; <br>▪ Copyright regulations; and <br>▪ The multiple ways students learn. <br><br> *The School and Discipline* <br>▪ Course and career pathways; <br>▪ Scholarly and innovative approaches to teaching including use of relevant computer software and new technologies; <br>▪ Where a unit 'fits' within a program or course and the course itself; <br>▪ Professional partnerships and links to industry and the broader community; and <br>▪ Grant providers. <br><br> *Self* <br>▪ Current subject and discipline research, theories, concepts, technology, etc; <br>▪ Teaching style; <br>▪ Leadership and management style; and <br>▪ Leading authors, websites and journals relevant to discipline. |

| Competencies and Capabilities | |
|---|---|
| High standards of: | *Communication to:* <br>▪ Speak, listen, write, teach, facilitate, demonstrate, moderate, negotiate, network and collaborate; <br>▪ Relate well with, and to others, individually and in teams; <br>▪ Develop and maintain professional partnerships; <br>▪ Help engage students, colleagues and staff in learning; <br>▪ Lead, manage, supervise, mentor and coach staff (as appropriate); <br>▪ Resolve disputes; <br>▪ Participate in and contribute to conferences, workshops, subject and School meetings, etc <br>▪ Advocate on behalf of students and staff as needed; and <br>▪ 'Constructively dissent'. <br><br> *Team work to:* <br>▪ Engender productive working relationships and outcomes. <br><br> *Problem-solving to:* <br>▪ Practically apply discipline specific concepts; <br>▪ Make appropriate judgements about students; and |

- Analyse contemporary literature, texts and trends for inclusion in unit content;
- Conceptualise content in such as way that it is practical and applicable;
- Identify alternate solutions to address crises or potential crises; and
- Critically review and filter knowledge and information before delivering to others.

*Innovation, initiative and enterprise to:*
- Generate innovative ideas and outcomes;
- Produce productive student outcomes;
- Lead and inspire excellence in teaching and learning;
- Appropriately level content by year of study in a program;
- Design, develop, evaluate and renew quality curriculum materials; and
- Discover what is allowed and expected by the University.

*Planning, coordinating and organising to:*
- Prepare for, administer and resource units before and during semesters, and meet all timelines appropriate to providing students with a quality, discipline specific learning experience; and
- Monitor compliance with university requirements and respond accordingly.

*Self-management to:*
- Engender job satisfaction and growth;
- Mitigate against behaviourally inappropriate impulses, including anger;
- Recognise when too much is being taken on; and
- Apply appropriate behaviours to differing contexts, including:
- academic and team leadership;
- independent or collaborative work;
- encouragement;
- perseverance and courage;
- managing people, time, projects and performance;
- adaptability, flexibility and tolerance;
- a positive outlook;
- attention to detail;
- An action orientation;
- professionalism; and
- reflective practice.

*Technology to:*
- Create more effective and efficient work practices;
- Integrate ICTs across a curriculum; and
- Model effective use of a range of discipline specific technologies across a curriculum.

# Unit Coordinator: Proposed Induction

Induction involves processes of introduction and initiation of a new employee into an organisation. It is considered important to provide new Unit Coordinators with enriching induction, orientation and development experiences soon after commencement to enhance the potential for buy-in and engagement with the role.

This proforma is suggested for use by HR Departments, Academic Development Units and Heads of School during the induction process as a guide for discussions about appropriate development.

| Module | Content ideas (not comprehensive) |
|---|---|
| New to University | <ul><li>Policies and procedures relevant to creating and teaching a unit;</li><li>Strategic direction and quality guidelines;</li><li>Health and safety guidelines and procedures;</li><li>Equity and diversity principles;</li><li>Ethics policy and compliance requirements;</li><li>HR access and support;</li><li>Grievance procedures;</li><li>Student services offered;</li><li>Teaching support and professional development offered; and</li><li>Student management system and access.</li></ul> |
| New to School | <ul><li>The role explained;</li><li>Standards and expectations explicitly and clearly stated, particularly in relation to curriculum and assessment;</li><li>Career pathways outlined in conjunction with Probation, Performance Review and Promotional procedures;</li><li>Student programs and unit/s fit; and</li><li>Academic operational and administration compliance expectations.</li></ul> |
| New to Role<br><br>It has been assumed that a new U/C will more than likely 'inherit' a unit already operating. | *Introduction to:*<ul><li>Teaching scholarship – what it means in practice;</li><li>Principles of unit Design;</li><li>Assessment rationale, practice and policy;</li><li>Multiple learning styles, i.e. processes of student learning;</li><li>Building networks and communities of practice with peers;</li><li>Recruiting, managing and coordinating a unit, staff, students and self; and</li><li>Planning, organising, prioritising and coordinating.</li></ul> |

# *Developmental Framework*
## Developing Unit Coordinators' Capability

**Advance Career path**

→
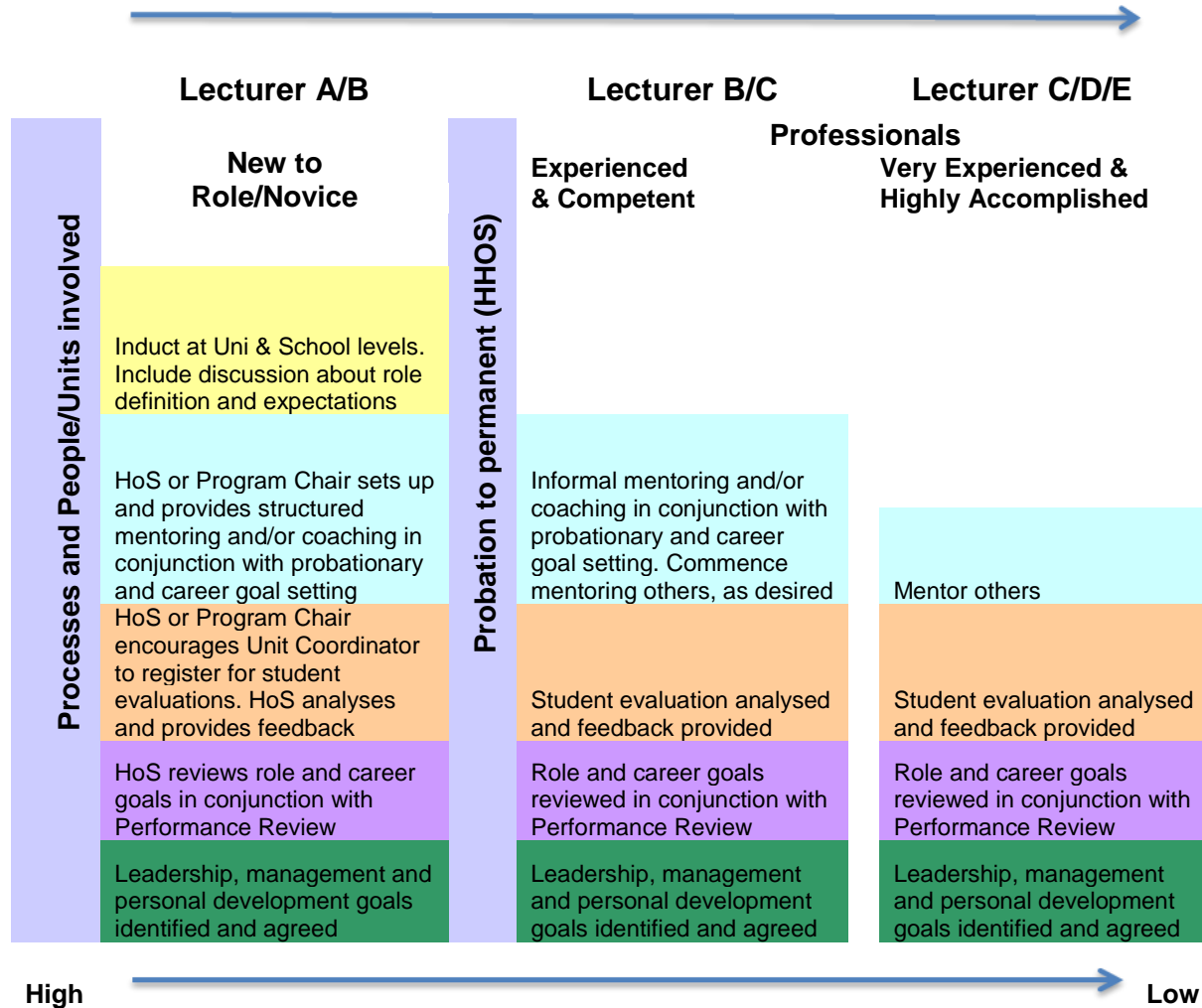
Framework designed to illustrate the evolving nature of the role in a continuum from Novice (new), to Competent and Experienced (1 – 3 years) to the Very Experienced & Highly Accomplished (4+ years) Unit Coordinator, and the 'scaffolding' of support as a Unit Coordinator gains more experience.

| **Processes and People/Units involved** | **Lecturer A/B**<br>**New to Role/Novice** | **Probation to permanent (HHOS)** | **Lecturer B/C**<br>**Experienced & Competent** | **Professionals**<br>**Lecturer C/D/E**<br>**Very Experienced & Highly Accomplished** | **Legend** |
|---|---|---|---|---|---|
| | Induct at Uni & School levels. Include discussion about role definition and expectations | | | | |
| | HoS or Program Chair sets up and provides structured mentoring and/or coaching in conjunction with probationary and career goal setting | | Informal mentoring and/or coaching in conjunction with probationary and career goal setting. Commence mentoring others, as desired | Mentor others | Mentoring |
| | HoS or Program Chair encourages Unit Coordinator to register for student evaluations. HoS analyses and provides feedback | | Student evaluation analysed and feedback provided | Student evaluation analysed and feedback provided | Student evaluation |
| | HoS reviews role and career goals in conjunction with Performance Review | | Role and career goals reviewed in conjunction with Performance Review | Role and career goals reviewed in conjunction with Performance Review | Performance Review |
| | Leadership, management and personal development goals identified and agreed | | Leadership, management and personal development goals identified and agreed | Leadership, management and personal development goals identified and agreed | Professional & career development |

**Support Needs**   **High** → **Low**

# Unit Coordinator: Developmental Matrix

This matrix aligns with the Unit Coordinator's job description and person specification and contains examples of the knowledge and skills proposed for developing Unit Coordinators as Leaders of Learning. It is to be used as a framework and guide by Heads of School and Academic Development Units (or equivalent) to propose appropriate development, in conjunction with performance reviews and discussions.

The purpose of professional development is to grow, realise or modify a Unit Coordinator's capacity and potential in attitude, knowledge and skilled behaviours through learning which, potentially, adds value to individuals, teams and organisations. In respect to leadership, it is argued that development of leadership attributes particular to this role (though not exclusive) and an aligned self-concept are essential components of effective performance. To this end, it is suggested that critical reflection about learning leadership is encouraged and supported from day one on the job to help reinforce the role's significance and to enhance one's view of self as a leader of learning.

| Responsibility | What does this look like in practice? (examples of tasks given below) | What do they need to *know* and *do*? (see proposed PD for examples) |
|---|---|---|
| **Lead a unit of study in a program or programs**<br><br>'There are leaders, and we all know who they are when we run into them. People who make it happen'<br><br>'They have to have the right personality and set of attributes'<br><br>'They are innovative, creative, strategic'<br><br>'Anyone who comes to be an academic in a University is a leader and those skills should be nurtured in the University'<br><br>'Leadership .... doesn't sit outside.. these things. That needs to be how they are welcomed into the University' | **Unit Coordinators who exhibit learning leadership are usually**:<br><br>▪ Collaborative and consultative with Program Chair and peers/colleagues and actively contribute to Program improvements in a team based setting;<br><br>▪ Enthusiastic teachers, curriculum innovators and creators who model scholarly teaching practices to sessional staff and students using a range of teaching strategies and techniques;<br><br>▪ Demanding in the standards and expectations they set in curriculum and pedagogy;<br><br>▪ Knowledgeable and expert in a subject/unit/discipline; they integrate their own related research into unit content, have a publication record and demonstrate potential to attract research funding;<br><br>▪ Proactive in establishing and building relationships and networks that facilitate quality unit and student management;<br><br>▪ Good staff managers and mentors, as relevant.<br><br>▪ Confident and professional in demeanour;<br><br>▪ Well regulated with their interpersonal skills; i.e. they are inclusive, respectful, empathetic and relate well to others; and<br><br>▪ Very well organised. | University values and strategic direction, student and sessional staff related policies, unit quality frameworks, Codes of Conduct;<br><br>Compliance with:<br><br>▪ health and safety legislation,<br>▪ EEO, equity and diversity,<br>▪ academic integrity, and<br>▪ operational administration, calendars and deadlines.<br><br>Related to students and staff (as relevant)<br><br>▪ unit design,<br>▪ Scholarly and innovative teaching approaches,<br>▪ Learning styles of a diverse student body,<br>▪ Staff and student management techniques,<br>▪ Use and application of relevant technologies,<br>▪ Planning, organising and coordination systems and techniques,<br>▪ Innovation, initiative and enterprise, and<br>▪ Problem solving.<br><br>Behavioural<br><br>▪ Communication and interpersonal skills,<br>▪ Self regulation and management, and<br>▪ Team work. |

| Responsibility | What does this look like in practice?<br>(examples of tasks given below) | What do they need to know and do?<br>(not comprehensive) |
|---|---|---|
| Liaise, collaborate and network with stakeholders | **Unit Coordinators who liaise, collaborate and network with stakeholders**:<br><br>Build and establish relationships with Program Chairs, peers and colleagues in the same and other Schools, (or equivalent), transnational partnerships office (as appropriate), student support services, and the community to:<br><br>a. maintain connection, relevance, alignment and efficacy of a unit with a course or program;<br>b. facilitate a coherent student experience;<br>c. maintain up-to-date knowledge and teaching approaches relevant to unit and/or discipline;<br>d. facilitate positive work environments; and<br>e. provide students with information about available services and support on campus.<br><br>Organise guest speakers who are experts in the discipline/profession to provide alternate perspectives to selves and students. | Communication and interpersonal skills<br><br>Team work<br><br>Self regulation and management (including principles of Emotional Intelligence) |
| Develop and maintain unit curricula and resources that reflect a command of the field of learning | **Unit Coordinators who develop and maintain unit Curricula and resources that reflect a command of the field of learning**:<br><br>Within the context of a program, or programs, of study and in collaboration with Program Chair/s analyse contemporary literature, texts and emerging themes in the discipline and select for inclusion in unit content, taking into account:<br><br>a. the range of student diversity and learning styles, including external, transnational and equity students,<br>b. University policies;<br>c. quality guidelines; and<br>d. graduate attributes;<br><br>Design and create unit or study Guides and Outlines, teaching materials, notes, readers, etc, that link curriculum, assessment and pedagogy appropriate to the discipline and mode of delivery; and<br><br>Present at PD and conferences pertinent to unit and discipline to increase profile and keep abreast of research and trends. | Unit design, including the Curriculum-Assessment-Pedagogy link<br><br>Use and application of relevant technologies<br><br>Communication<br><br>Team work<br><br>Innovation, initiative and enterprise |

| Responsibility | What does this look like in practice? (examples of tasks given below) | What do they need to know and do? (not comprehensive) |
|---|---|---|
| Employ scholarly teaching practices that influence, motivate and inspire students to learn | **Unit Coordinators who employ scholarly teaching practices that influence, motivate and inspire students to learn**:<br><br>a. Enhance independent learning, decision making, employability skills, research skills, responsibility for selves and professionalism in students;<br>b. Appropriately prepare students for the workforce;<br>c. Demonstrate to students how others should be treated;<br>d. Inspire interested students to take up an academic career; and<br>e. Empower students to become leaders themselves.<br><br>Are available to students to:<br><br>a. Protect, advocate for and support their interests;<br>b. Provide pastoral and counselling support as needed;<br>c. Empathetically advise and guide all sub-groups towards participating and achieving success in their units; and<br>d. Handle their enquiries and provide advice on issues such as exams, deferrals, pre-requisites, etc.<br><br>Are particularly sensitive with first year students and helping to facilitate their transition into University learning;<br><br>Prepare lectures, tutorials, laboratories, workshops and the relevant teaching strategies and techniques for flexible and transnational delivery;<br><br>Integrate a variety of assessment strategies, including formative and summative assessments, that facilitate and foster independent learning and adapt to different contexts;<br><br>Provide timely, meaningful feedback to students on their assessments;<br><br>Monitor on-line discussions and assessments for quality and plagiarism, as appropriate;<br><br>Improve practice by incorporating timely feedback from student evaluations; and<br><br>Maximise use of ICTs and student e-learning systems. | Teaching Scholarship<br><br>Multiple (student) learning styles<br><br>Transnational education and pedagogy<br><br>Use and application of relevant technologies<br><br>Communication<br><br>Interpersonal skills<br><br>Team work<br><br>Boyer's model of teaching scholarship |

| Responsibility | What does this look like in practice? (examples of tasks given below) | What do they need to know and do? (not comprehensive) |
|---|---|---|
| Maintain and continually improve on quality benchmarks for the unit | **Unit Coordinators who maintain and continually improve on quality benchmarks for the unit**:<br><br>Identify key graduate attributes and provide clear statements of learning objectives;<br><br>Align the teaching and learning activities to the objectives and assessments;<br><br>Write clear assessment criteria and include appropriate levels of complexity;<br><br>Accommodate flexible access in unit materials, and organise and present in a professional format;<br><br>Produce unit materials and monitor progress to ensure they are available to students on time;<br><br>Provide high levels of support and quality feedback to students;<br><br>Submit units for regular reviews and evaluations and enhance as recommended;<br><br>Incorporate (constructive) student evaluation feedback into unit revisions; and<br><br>Frequently monitor delivery of classes by sessional staff and moderate assessment marking. | Quality benchmarks<br><br>Graduate attributes<br><br>Assessment standards and policy<br><br>Teaching scholarship<br><br>Communication and interpersonal skills |
| Locate, coordinate and manage sessional staff at all campuses | **Unit Coordinators who locate, coordinate and manage sessional staff**:<br><br>Locate and recruit quality staff wherever possible;<br><br>Compose explicit instructions and guidelines for sessional staff to follow;<br><br>Communicate discipline and culturally specific codes of conduct that facilitate appropriate handling of student misdemeanours.<br><br>Arrange frequent meetings face-to-face, on-line or by teleconference to provide information and unit materials;<br><br>Frequently monitor teaching approaches and moderate student assessments; and<br><br>Mentor, coach and assist with professional and career development, as needed. | Planning, organising and coordinating<br><br>Staff management:<br><br>Communication and Interpersonal Skills;<br><br>Self regulation and management.<br><br>Team work |
| Comply with operational administration requirements | **Unit Coordinators who undertake operational administration**:<br><br>Resource and prepare materials, equipment, e-learning management systems, staffing, fieldwork, labs, tutorials and student databases, etc, pre-semester:<br><br>Liaise with:<br><br>a.   Bookshop and Library for purchase of texts and access to reading materials; and<br>b.   Timetable and rooming administrators to book teaching areas appropriate to unit.<br><br>Organise, monitor and maintain staff and support, administration compliance, and records and respond to reasonable requests in a timely manner during semester. | Planning, organising and coordinating<br><br>Use and application of relevant technologies |

# Unit Coordinator: Proposed Professional Development

This proforma is to be used in conjunction with the developmental framework and matrix. It contains suggested modules and ideas for developing Unit Coordinators.

Universities may already have the relevant courses in place or have a database of providers that they can access as appropriate.

| Module | Content ideas (not comprehensive) |
| --- | --- |
| **Leading and managing a unit, staff and students** | ▪ define and elaborate on concepts, styles;<br>▪ differentiate between leading, managing, moderating, supervising, coordinating and 'adminis-trivia';<br>▪ understand and communicate teaching, unit and 'professional' standards; and<br>▪ contextualise for the unit, the role, staff, students and self. |
| **Unit Design** | ▪ steps in process of developing, evaluating and renewing high quality curriculum materials and assessment;<br>▪ outline of factors that need to be considered for inclusion, eg, assessment-curriculum-pedagogy link, student diversity, graduate attributes, etc; and<br>▪ overview of whole program/course and where a unit fits. |
| **Teaching scholarship** | ▪ define and interpret meaning of scholarly and student-centred approaches to teaching and learning;<br>▪ preparing lectures, tutorials, laboratories, workshops, etc, and apply relevant teaching strategies and techniques for flexible and transnational delivery. |
| **Multiple (student) learning styles** | ▪ concepts and theories; and<br>▪ apply to teaching approaches in context. |
| **Assessment** | ▪ the various rationales, models, approaches and policies;<br>▪ highlight importance of providing precise and timely feedback; and<br>▪ application within unit curriculum. |
| **Transnational education and pedagogy** | ▪ explore the contemporary literature and how research outcomes might be applied in the different contexts; and<br>▪ adoption of a global perspective. |
| **Use and application of relevant technologies** | ▪ Discipline specific and student management computer and other technologies and apply at the system, student and discipline level to:<br>  o Create more effective and efficient work practices;<br>  o Integrate ICTs across a curriculum; and<br>  o Model effective use of a range of discipline specific technologies across a curriculum. |
| **Planning, organising and coordinating** | ▪ Explore the different tools and approaches and apply those relevant to context, eg, first years, large cohorts, administration requirements to:<br>▪ Prepare for, administer and resource units before and during semesters, and meet all timelines appropriate to providing students with a quality learning experience; and<br>▪ Monitor compliance with University requirements and respond accordingly. |

| Module | Content ideas (not comprehensive) |
|---|---|
| **Communication** | ▪ Define according to context and practice speaking, listening, writing, teaching, facilitating, demonstrating, moderating, negotiating, networking as appropriate, in one-on-one and team based forums to facilitate:<br>  ▪ Student, peer and staff engagement;<br>  ▪ Networking and relationship building;<br>  ▪ Development of professional partnerships;<br>  ▪ Staff management, mentoring and coaching;<br>  ▪ Dispute resolution;<br>  ▪ Engagement and participation in conferences, workshops, subject and School meetings, etc; and<br>  ▪ Advocacy on behalf of students and staff, as needed;<br>  ▪ 'Constructive dissent'. |
| **Team work** | ▪ team building;<br>▪ team roles; and<br>▪ why teams? |
| **Problem solving** | ▪ Examine and understand steps in process and apply through case studies to:<br>  ▪ Analyse contemporary literature, texts and trends for inclusion in unit content;<br>  ▪ Make appropriate judgements about students;<br>  ▪ Conceptualise content in such as way that it is practical and applicable;<br>  ▪ Identify alternate solutions to address crises or potential crises; and<br>  ▪ Critically review and filter knowledge and information before delivering to others. |
| **Self regulation and management** | ▪ Undertake reflection and explore the principles of emotional intelligence in relation to self and to facilitate:<br>  ▪ Handling of emotional labour and emotional dissonance;<br>  ▪ Coping with competing demands;<br>  ▪ Job satisfaction and growth;<br>  ▪ Mitigation against behaviourally inappropriate impulses, including anger;<br>  ▪ Recognising when too much is being taken on; and<br>  ▪ Application of appropriate behaviours to differing contexts, including:<br>    ▪ academic and team leadership;<br>    ▪ independent and collaborative work;<br>    ▪ providing encouragement;<br>    ▪ perseverance and courage;<br>    ▪ managing people, time, projects and performance;<br>    ▪ adaptability, flexibility and tolerance;<br>    ▪ a positive outlook;<br>    ▪ attention to detail;<br>    ▪ recognising when action is required;<br>    ▪ professionalism; and<br>    ▪ reflective practice. |
| **Innovation, initiative and enterprise** | Define, differentiate and apply in context to:<br>▪ Generate innovative ideas and outcomes;<br>  ▪ Produce productive student outcomes;<br>  ▪ Lead and inspire excellence in teaching and learning;<br>  ▪ Appropriately level content by year of study in a program;<br>  ▪ Design, develop, evaluate and renew quality curriculum materials;<br>  ▪ Discover what is allowed and expected by the University. |

# Unit Coordination: Probationary, Performance Development and Promotional Review Criteria

The following criteria are proposed for use by Heads of School and promotions committees, (or equivalent), to facilitate decisions by Unit Coordinators about career progression in the following areas:

- coming off probation and becoming a permanent academic,
- performance development reviews (PDRs), and
- promotion.

These criteria relate to the role of unit coordination only. Criteria more commonly used by universities to inform decisions about promotion, etc, for the position of Lecturer are not included. Achievement of criteria is measured by the extent to which each is demonstrated, with an expectation that examples will be provided by an aspirant Unit Coordinator in a teaching portfolio or some other form.

| | Leadership | Scholarship of Teaching | Professional Development | Compliance |
|---|---|---|---|---|
| Lecturer A/B, C-E who is a Unit Coordinator | Practices innovative curriculum design and pedagogical approaches; Proactively collaborates with Program Chairs; Contributes to program improvements; Appropriately champions a unit; Supports students well; Maintains consistently high standards of professional behaviour; Contributes to and supports a collegial and supportive work environment; and Initiates unit coordination and teaching outside of the norm, eg international teaching. | Retains students; Records reflections on teaching practice for peer review; Registers for student evaluation of teaching and submits results to Head of School; Incorporates feedback from student evaluations into unit guides and teaching practice; Develops high quality learning resources and materials; Includes current literature in unit up-dates; Clearly articulates links between curriculum, pedagogy and assessment; Ensures assessments are valid and reliable; Provides timely and meaningful feedback to students; Applies for teaching excellence Awards; Mentors and supports peers and sessional staff in teaching scholarship; and Shares academic and teaching expertise. | Completes Grad Cert, (or equivalent), in Higher Education; Undertakes other, relevant post-graduate studies; Completes and is awarded a Doctorate; and Undertakes PD relevant to role and in teaching scholarship. | Practices OSH guidelines in workplace practice; Considers diversity & equity in curriculum and pedagogy design; and Meets operational administration deadlines. |