## Position summary

A Unit Coordinator is an academic with overall responsibility for the effective and efficient design, delivery, and assessment of a unit of study. A Unit Coordinator leads a team of lecturers, which may include sessional staff. Units may operate across multiple teaching sites, partner providers, and modes of delivery. The Unit Coordinator is appointed by the Institute (or equivalent) and is responsible for the academic and administrative quality of a unit. The Unit Coordinator works closely with the Course Coordinator, and in some cases the Discipline Leader, and is responsible for working collaboratively with all staff to meet the learning needs of the students.

Unit Coordinators are appointed consistent with the Tertiary Education Quality Standards Agency (TEQSA). This requirement will ensure that academic staff who teach units are appropriately qualified in the relevant discipline, have a sound understanding of current scholarship and/or professional practice in the discipline that they teach and understand the pedagogical and/or adult learning principles relevant to the students being taught.

A workload allowance is provided for this role as per the Academic Workload Allocation Guide.

## Key responsibilities

The key responsibilities of a Unit Coordinator are to:

1. Develop and deliver a high-quality curriculum and content/materials for a unit.
2. Develop the unit description to ensure that they are coherent and aligned with (1) the unit outline, (2) the course, (3) Institute (or equivalent) guidelines, (4) University regulations, standards and policies, (5) relevant professional standards, and (6) Australian Qualification Framework specifications.
3. Recommend amendments to the unit outline.
4. Oversee the administration and organisation of delivery of the unit across all locations or in specific locations and delivery modes as applicable.
5. Review all unit materials and assessments to ensure they are evidence based, fit for purpose and consistent with the unit outline, such that all modes of offering for a unit have:
	1. a single unit description;
	2. a single teaching Moodle shell;
	3. scope and depth of content that is constructively aligned with the unit learning outcomes and assessment tasks;
	4. identified essential and recommended core texts and or readings;
	5. a unified and consistent approach to assessing and monitoring student learning and providing feedback (written marking guidelines and/or a rubric for each assignment).
6. Consider the innovation and flexibility of unit delivery for the student cohort, employing pedagogical practices and using available technologies that are student centred.
7. Review the unit for currency and academic rigour and make appropriate changes in conjunction with the Course Coordinator and feedback from previous delivery.
8. Ensure delivery and Moodle shell is consistent with the primary delivery of the course (e.g. flipped delivery) and integrity is maintained in all Moodle shell activities.
9. Ensure that teaching staff (including sessional staff) on the unit are provided with tutorial /laboratories outlines and materials well before the scheduled class to ensure that they can effectively prepare to teach.
10. Liaise with the Disability and Learning Access Unit (DLAU) to implement all Learning Access Plans (LAP) and put reasonable adjustments in place to accommodate the needs of each student, ensuring the unit learning outcomes and inherent requirements of the course are met.
11. Seek to ensure academic integrity of assessment and unit materials. Along with all staff teaching in the unit, identify and refer instances of breaches of academic integrity by students to the Institute (or equivalent)’s Plagiarism Officer/s, as outlined in the Academic Integrity Procedure and the Student Misconduct Procedure.
12. Communicate expectations on teaching delivery plans to students and teaching staff.
13. Oversee teaching staff to ensure students are provided with adequate and timely feedback re assessment items and that assessments are returned within the recommended timeframes.
14. Coordinate and support all academic staff involved in the delivery of the unit across all locations and modes of delivery.
15. Coordinate and lead the unit moderation process, according to the University’s moderation guidelines, and support all partner teaching staff and moderators involved in the delivery of the unit at partner locations. Where possible, make contact before the semester begins, and maintain contact and support throughout the semester.
16. Identify students who demonstrate a pattern of low attendance, disengagement, lack of participation, or English language difficulty and flag in FDL so success measures can be implemented. Communicate any significant or protracted student matters to the Course Coordinator or Discipline Leader.
17. Communicate any specific issues with student grades to the Course Coordinator before grades are ratified.
18. Ensure that student results are valid and entered, including coordinators reports into fdlGrades and follow up on outstanding grades within set timeframes.