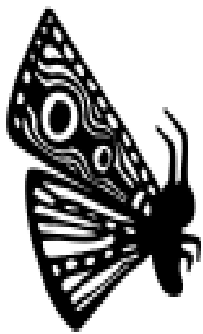


UNIVERSITY OF CANBERRA



# Indigenous Tutorial Assistance Scheme (ITAS) Tutor Guide



THE NGUNNAWAL  
CENTRE



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## Publication Details

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Please note: These guidelines are based on the delivery of ITAS as expected by The Department of Education, Employment & Workplace Relations, further information can be found at [www.dest.gov.au](http://www.dest.gov.au). Every effort has been made to ensure information contained in the ITAS Tutor Guide is useful and accurate. Please let the Ngunnawal Centre know of any suggestions for changes or additions to the Guide. The University of Canberra 2007 Handbook and website (as at January 2009) have been used in compiling information for the Guide. Australian Government Higher Education (CRICOS) Registered Provider: University of Canberra #00212K

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## Introduction

Welcome to the rewarding role of ITAS Tutoring.

ITAS tutoring at the Ngunnawal Centre is a student driven scheme. It is important that tutors are professional and act professionally at all times. The aim of this guide is to give tutors information needed to work to the highest possible standards and achieve success with students.

This Guide aims to provide new tutors with;

- Background information about the Ngunnawal Centre and University of Canberra.
- Information about the Indigenous Tutorial Assistance Scheme.
- Checklists to ensure tutors understand the ITAS process and meet administrative requirements.
- Hints for tutors about wider University of Canberra resources, getting started and ensuring success with students.
- Answers to frequently asked questions.

Kaye Price  
Director Ngunnawal Centre  
January 2009

## About the Ngunnawal Centre

The Ngunnawal Centre is the focal point for Aboriginal and Torres Strait Islanders studying at the University of Canberra. The Centre's functions are to create and communicate knowledge by means of teaching and research of the highest quality while encouraging Aboriginal and Torres Strait Islander as well as domestic and international undergraduate and graduate study including research.

### Mission

The Ngunnawal Centre exists to:

Provide professional and technical education that develops people for leadership and employment and undertake research programs that address current Aboriginal and Torres Strait Islander community issues within a national and regional community context.

### Values

The values that characterise Ngunnawal Centre as a service provider and will be embraced by both staff and students of the learning branch are: client focus, quality processes, practicality and relevance, cultural imagination, cultural diversity, fairness to all, innovation, learning and personal growth. Importantly we will value highly ethical behaviour, responsibility and professional points of reference.

## What is ITAS?

The Indigenous Tutorial Assistance Scheme (ITAS) is an academic initiative of the Commonwealth [Department of Education, Employment and Workplace Relations](#) (DEEWR) which aims to improve educational outcomes for Indigenous students by providing supplementary tuition.

## Background

Indigenous people are under-represented in higher education, despite improvements over the last decade. Indigenous students represent 1.2 percent of the domestic student population, but represent 1.9 percent of the Australian population.

Indigenous education is a major priority of the Australian Government. \$2.1 billion of supplementary assistance will be invested in programmes to improve educational outcomes for Indigenous students over the four years from 2005 to 2008. Over this period \$288.6 million will be made available through the Indigenous Education Direct Assistance (IEDA) programme, providing supplementary tuition to Indigenous students.

From 2005 Indigenous Tutorial Assistance Scheme replaced and built on the success of the Aboriginal Tutorial Assistance Scheme. The changes match supplementary tuition more closely to particular, crucial, stages of schooling and provide more intensive assistance than previously.

Indigenous university students continue to have access to tutorial support arranged through their university, after a review showed this support was having a positive impact on subject completion.

ITAS is intended to supplement normal teaching efforts and cannot be used to substitute or replace them. ITAS is intended to accelerate educational outcomes for Indigenous Australians beyond those which could reasonably be expected from the provider's core resources alone.

## Funding

The Ngunnawal Centre receives DEEWR funding to cover the costs associated with employing tutors to provide one to one or small group tuition in subject specific areas. There is no cost to the students.

All Indigenous Australian students undertaking studies at University of Canberra are entitled and encouraged to access the program.

University of Canberra through the Ngunnawal Centre has a bulk funding agreement with DEEWR to deliver the ITAS program to Indigenous Australian students undertaking studies at University of Canberra. The bulk funding agreement between the University and DEEWR does not allow Indigenous Australian students to access ITAS tutorial assistance directly through DEEWR as in the past.

The bulk funding agreement enables Indigenous Australian students to access up to a maximum of **2 hours per week per subject additional tutorial assistance** during the teaching period and up to a maximum of 5 hours per week per subject during the examination period.

Where required the ITAS program also allows Indigenous Australian students to access tutorial assistance as a means to improve their study skills, essay writing skills or communication skills.

## Cultural Awareness

Non Indigenous tutors must be sensitive to or be able to relate to the educational needs of Indigenous students. Tutors must understand issues affecting Aboriginal and Torres Strait Islander education, such as:

- Indigenous and Torres Strait Islander history and contemporary issues
- Learning differences, teaching styles prevalent in Aboriginal & Torres Strait Islander communities.
- Family structure and commitments.
- Diversity within the Aboriginal & Torres Strait Islander communities.

New tutors should attend cultural awareness training provided by the Ngunnawal Centre. This two hour briefing normally takes place in the first semester and payment is made for attending. This provision is once only and tutors are expected to pursue further understanding of Aboriginal & Torres Strait Islander education and culture on their own initiative.

Some suggested ways of pursuing this understanding are:

- Attend Ngunnawal Centre professional development opportunities, functions and events (tutors will receive notices of these during the year);
- Read the Indigenous Newspapers (in the Ngunnawal Centre) ie Koori Mail or; Indigenous news online at <http://www.nit.com.au/> or; the ABC <http://abc.net.au/news/indigenous/default.htm>.
- Get involved in local indigenous community activities and groups for example, Journey of Healing (local reconciliation).

There are formal opportunities at University of Canberra to complete Indigenous Studies. The Minor in Indigenous Studies provides an opportunity for all students to extend their knowledge of social, economic and political issues in Indigenous Australian Society, including government and non-government sectors.

## How ITAS Works for Students

### Student Eligibility

To receive ITAS a student must:

- Be enrolled either full-time or part-time in a formal course (i.e. undergraduate degree), at the University of Canberra and registered through the Ngunnawal Centre, and
- Be of Aboriginal or Torres Strait Islander descent, and
- Identify as Aboriginal or Torres Strait Islander, and
- Be accepted as an Aboriginal or Torres Strait Islander in the community in which he/she lives or has lived.

### How Students Apply

Registration forms are available from the ITAS Coordinator at the Ngunnawal Centre. As soon as an application has been lodged, an educational assessment also occurs. The ITAS Coordinator organises an appointment for the student and a nominated Academic advisor employed within Ngunnawal Centre or the University, to establish the educational needs of the student. The ITAS Coordinator then matches a suitably qualified tutor within the field of the student(s) current studies.

### ITAS Students Role and Responsibilities

As a recipient of ITAS the Students role and responsibility is as follows;

#### Administrative

Students are not responsible for lodging salary claim forms for payment, however, it is the students responsibility to ensure;

- The date and time that the tuition took place is correct,
- The amount of time the tuition session had taken is correct,
- At the end of the session the claim form is signed by the student,
- That a record of all tuition times is kept as part of their personal records,
- At the end of semester complete an assessment report on the tutor,
- Under no circumstance should a student sign a blank salary claim form.

Tutoring Sessions can only begin when;

- The tutor has registered with the ITAS Coordinator
- The tutor has received a contract and returned it signed to the ITAS Coordinator.

At the conclusion of semester the student is required to complete an ITAS Progress Report and return it to the ITAS Coordinator. Failure to do so may result in no further ITAS assistance being approved.

#### Attendance

- Students are expected to respect tutorial session arrangements.
- Students must give the tutor 24 hours notice if the tuition session will be cancelled or changed, otherwise a tutor will be entitled to a one hour "no show" payment and the hour will be deducted from the student's allocation of hours.
- ITAS tutoring will be terminated if the student fails to attend the arranged tutorial session after two "no shows".
- Students are not to exceed the number of hours stated on the tutor's contract and in the notification letter without approval from the ITAS Coordinator.

#### Communication

If a student feels dissatisfied with the amount and/or level of tuition provided by a contracted tutor, the student is to contact the ITAS Coordinator immediately.

## How ITAS Works for Tutors

All ITAS tutors are contracted to provide services to the Ngunnawal Centre as sessional staff and are casual employees of the University of Canberra. As the ITAS Program is funded by DEEWR, tutors also fall under DEEWR guidelines (see DEEWR website). Tutors are not eligible to receive full University of Canberra employee entitlements.

Tutors participating in the Indigenous Tutorial Assistance Scheme (ITAS) are employees of UC, Ngunnawal Centre for the purpose of Workers Compensation. The Department of Education, Employment & Workplace Relations (DEEWR) is not liable for any damages incurred to any person or property.

## Stages in the ITAS Process - Tutors

1. Registration – Tutors register with the ITAS Coordinator Ngunnawal Centre.
2. Matching Tutors and students – based on the qualifications and academic needs.
3. Tutor provided student details by ITAS Coordinator.
4. Tutor arranges meeting with student.
5. Needs discussed and agreed between student and tutor.
6. Work Program agreed with student, submitted and discussed jointly with ITAS Coordinator.
7. Contract of employment.
8. Tutoring commences.
9. Complete ITAS Student Progress Report at end of semester.

Tutors should be advised that work through the ITAS program is highly variable and dependent on students demand. Tutors should also be aware that Indigenous students participating in the ITAS program may cease assistance with particular tutors if arrangements are deemed to be unsatisfactory. Tutors should also be aware that students may wish to terminate their services for a variety of reasons, which may include both academic and non-academic rationales.

## Role, Requirements and Responsibility of Tutors

The role of the ITAS tutor is extremely important and highly valued by the Ngunnawal Centre. The primary role of an ITAS tutor is a commitment to the encouragement of independent learning. Tutors must have empathy and understanding of a student's need and an awareness of the resources available to address these needs. The ideal tutor will have the following knowledge, skills and communication abilities.

### Knowledge

To assist students in;

- Developing or deepening theoretical understanding according to the subject
- Understanding key discipline related concepts
- Knowledge of Aboriginal and Torres Strait Islander peoples communication styles and ability to relate to Aboriginal and Torres Strait Islander people
- Knowledge of issues affecting/ likely to affect Aboriginal and Torres Strait Islander people studying at the University of Canberra

### Skills

To assist students in;

- Improving critical thinking
- Understanding their own learning styles and strengths while working to improve areas of weakness identified by the student
- Improve research skills
- Information seeking, retrieval and evaluation
- Negotiate and evaluating key course readings (text, bricks, online)

- Develop organisational and time management skills
- Developing planning, drafting and editing skills
- Develop flexible learning alternatives based on an understanding of the students knowledge base
- Developing oral and written language skills appropriate to discipline and level of university studies.

### **Communication**

To improve students capacity to

- Handle the various communication skills specific to the subject or area of study in a way that will enhance an approach to independent learning on the students behalf
- To self edit and evaluate
- To negotiate with faculty staff and utilize alternative sources of services available within the University of Canberra.

## **Tutor Requirements**

### **Qualifications - academic and professional experience.**

Wherever possible, suitably qualified Indigenous people should be selected as ITAS tutors. Tutors must be sensitive to, and able to relate to the educational needs of Indigenous students.

To be eligible to conduct tuition, tutors must be either formally educated or have acquired relevant professional experience in the area of study in which the student is enrolled.

Where a tutor is formally qualified, certified copies of qualifications are requested. Tutors without formal qualifications in the subject requested by the student need to provide suitable written references establishing their ability to provide an appropriate level of tuition.

Under DEEWR guidelines, tertiary students are also eligible to register as ITAS Tutors, however they must be at least two academic years ahead of the student (1<sup>st</sup> or 2<sup>nd</sup> year students cannot be approved as ITAS tutors for university students) and be studying a major sequence in the subject requested by the student, able to show evidence of sound academic progress and not themselves receiving ITAS tuition in that subject area. **The Ngunnawal Centre policy on this matter is that only final year students can be engaged as tutors.**

### **Eligibility**

To prevent a conflict of interest, ITAS tutors must not be members of the student's immediate or de facto family, live at the same address or be the student's usual class or subject teacher, lecturer or tutor. DEEWR employees are also unable to undertake ITAS tutoring.

Any situation that may be considered a conflict of interest should be discussed with the ITAS Coordinator.

## **Administrative Requirements**

Tutors are required to;

1. Provide the Ngunnawal Centre with a copy of professional qualifications
2. Provide a program of tuition which develops the student's skills that will increase the student's academic learning and that will enable the student to eventually become a self directed, independent learner (teach yourself out of a job).
3. Provide the Ngunnawal Centre with the **Tutors Work Program** outlining the agreed objectives for the tutoring period within one week of the commencement of tuition.
4. Maintain student progress and attendance and report on student outcomes from tutorials. Notify the Ngunnawal Centre when a student is absent from arranged sessions, especially if this occurs on **two** consecutive occasions, this includes "No

shows". A "No show" is when a student does not advise their tutor in advance that they can not make a tutorial. Students are permitted only two "No shows" per semester, but not in the same fortnight. If a "No show" occurs twice without valid reason ITAS assistance can be cancelled.

5. Ensure the student signs the pay claim form (Schedule C) after every session.
6. Submit pay claims (Schedule C forms) fortnightly or at agreed times within the contract period.
7. Submit an **ITAS Student Progress Report** at the end of each semester and agree that the report may be made available to the ITAS student and DEEWR. Notify the Ngunnawal Centre of any situation which arises during the contracted time of ITAS tutoring which might lead to a conflict of interest.
8. Not disclose or retain or make public any information or material acquired or produced during their services without the prior approval of the Ngunnawal Centre
9. Cease or vary work upon notice from the Ngunnawal Centre and understand this request for termination or variation of ITAS tutoring may occur at any time.

### **Other Responsibilities / Expectations**

- Negotiate with the student an appropriate tutorial timetable to take place at a mutually convenient and safe location.
- Explain the written notes of the unit when required.
- Assist the student with a Work Program scheduled to pace their progress towards achieving their unit objective.
- Maintain student confidentiality.
- Be punctual to all timetabled tutorial sessions.
- Keep in close contact with the ITAS Coordinator.
- Ensure that the content of assignments remains the student's work.
- Encourage students to discuss their unit requirements or problems with their Unit lecturers or course Coordinator and or the Ngunnawal Centre staff.
- The aim of tutoring is to assist students with the work assigned to the subject by providing assistance with the explanation of terms and concepts rather than introducing new material or initiating discussion of new materials.
- Tutors are expected to prepare for the tutorials and identify objectives for the next tutoring period so that students come prepared with draft essays, assignments, exam preparations etc.
- The role of tutorial support is to assist students and encourage a learning environment that empowers students. This is an important part of the learning process that tutors FACILITATE an independent learning and study environment for students.

### **Academic Integrity**

**Any tutor aware of or involved with issues of Academic Integrity will have their contract cancelled.**

**At no stage are tutors to do the work for students** - this includes;

- typing up draft essays or assignments,
- getting books from the library,
- conducting electronic research searching or
- any other activity that could reasonably be thought of as part of the obligations of an autonomous student.

Studying at the University of Canberra: a guide to Policies and Procedures sets out University wide policies and procedures, including information on matters such as plagiarism, grade descriptions, moderation, feedback and deferred exams. This can be found at <https://guard.canberra.edu.au/cocoon/policydb/displayDocument?DocumentId=259>

## Contract Guidelines

Tuition on behalf of the Nggunawal Centre cannot commence until a contract has been negotiated. Contracts will be issued to tutors after the student's application has been approved. This includes contracts for extended tuition. If for some reason tutors are unable to proceed with the tuition it would be appreciated if they could inform the ITAS Coordinator in writing.

## Work Program

A work program must be agreed by both the tutor and student and discussed with the ITAS Coordinator within two weeks of commencing tuition.

The Work Program is developed in consultation with the student and clearly identifies educational needs and desired outcomes. Achievable goals need to be clearly outlined and set. Strategies should be identified that will be used to realistically meet these goals. The Unit Outline should be used when completing goals. The student must endorse the Work Program prior to submission to the ITAS Coordinator for approval.

Tutors should keep a copy of the work program to refer to when completing the **ITAS Student Progress Report** at the end of the semester. One Work Program must be completed for each student.

## ITAS Student Progress Report

During semester, tutors should keep a record (brief summary each week) about content covered and what has been achieved in the tutorial session. This record will assist tutors complete the ITAS Student Progress Report at the end of each semester. The ITAS Student Progress Report must be completed for each student at the end of the tuition period. A reminder will be sent at the end of semester by the ITAS Coordinator. The report must not extend beyond the date of the final examination for the subject.

## Small Group Delivery

Tuition must be appropriate to each student's needs in the group. There will be a maximum of 4 students per group.

## Course Work

The Unit Outline will provide a clear guide to assessable items. This may include research, assignments, essays, reports or presentations. It is important that students receive feedback on assessable items. Proof reading and constructive feedback is anticipated for course work that is to be submitted for assessment.

## Exam Preparation

Tutors should factor time to prepare their students for exams. It is sensible to look at previous papers and allow time to review lecture and tutorial material. Ensuring students are keeping pace with key reading and understanding this material is helpful. The Unit Outline will outline exam requirements clearly. Most lecturers will provide an overview of the unit in the last week of teaching.

## Tutoring Hours

**There is a two hour maximum per subject, per student, per week.**

Some students may only require an hour, most use two. The time and place of tutorial sessions is a matter for negotiation between students and tutors. Dates must not fall outside a contract period. Tutors and students can meet and use 7B06 common room or 7B08 tutorial room (this can be booked for regular sessions each semester). Please ensure that students leave the workplace as they found it, neat and tidy. Tutors and students may prefer to work elsewhere on campus such as in the library, computer labs or a quiet corner of the refectory.

## Payment

What is needed to get paid? (see checklist on final page).

1. All registration documents returned by the tutor.
2. Work Program submitted, discussed with and approved by the ITAS Coordinator.
3. Documents are then submitted by the ITAS Coordinator to Human Resources for setup on the payroll system. Note that **continuing tutors require a new contract** each semester.
4. Submit claim sheets with all details clearly filled in, signed by both tutor and student. Pay periods are fortnightly. Forms must be submitted by 5pm Tuesdays to the ITAS Coordinator on the opposite to pay week. A listing of due dates is available from the ITAS Coordinator each semester.

All tutors are obliged to pay tax on income received through the ITAS scheme for tutoring services. The rate of tax payable will depend on whether or not tutors are already employed elsewhere. Tutors are entitled to a lower rate if they do not have another employer. To claim the lower rate tutors will need to complete an Income Declaration Form that is available from a post office or Centrelink.

## Getting tutoring started with an ITAS student

Each student will have different academic needs; however there are some things that remain constant.

### Clarifying expectations

Ask the student to bring the following items to the first meeting;

- Timetable (for all units - lectures/tutorials)
- Unit Outline – ensure you both have a copy
- Diary and Study Plan
- Text book / readings
- Lecture notes

Life is easier for all concerned if tutors and students establish how they can work effectively together at the first meeting. With the student establish the following;

- **When and where tutorials will take place.**  
Set a regular time and place to meet. Tutors have found that regular weekly contact with a student ensures the best results. Students who do not have a regular time set or do not remain in contact with tutors are more likely to go into crisis mode as the semester progresses.
- **How you will communicate.**  
Boundaries – contact outside of tutoring time. Discuss the best method of communication if unable to attend the tutorial, if a tutorial is missed the student should contact the tutor to reschedule. Exchange phone numbers and email addresses at the first meeting to ensure this is easy to do. Agree the best way to contact each other in case there is a need to change or cancel a tutorial, this is important to avoid “no shows”.
- **The goals the student hopes to achieve.**  
Having realistic and clear expectations from the start will ensure that both student and tutor are working to achieve the best outcome, there is a big difference in work required for a HD and Pass.
- **Preparation prior to the tutorial.**  
What the student will bring each week, will the student email notes or drafts to the tutor before each meeting etc.

## Work planning

**Unit Outlines** – these are the most important tool to help tutors and students map out the semester's workload and requirements. (Tutors should retain a copy of the Unit Outline and of the students Study Plan).

### Planning the semester

- Find out how the student organises their time. A three credit point unit workload averages ten hours non contact per week, to cover research, reading and assessment items, the two hours of ITAS tutoring makes up only a part of this.
- Ask the student for their study plan for the semester, this way you will know when assessment items are due for other units and be able to plan around peak workloads. If your student has not completed a study plan, it is worthwhile to spend time in the first session doing this. (This can be referred back to each week to check progress).

### Some questions to ask...

- What prior knowledge does the student have about this subject?.
- Do they have a copy of the text book/readings?
- Is the student keeping up with readings?
- Is the student attending lectures and tutorials? (tutors should explain to the student how important attendance is to fully understand the subject)
- Does the student have a realistic expectation of balancing home/work/study?

## Crisis tutoring

A majority of tutors will start work with students early in the semester; there are some who are engaged later in the semester. There are also situations that arise during semester that can cause students to be distracted or fall behind in their studies.

Be aware of cultural differences particularly in relation to family roles, travel and community expectations, for example a student may need to travel home at short notice. Adjusting back to academic life can be difficult.

Crisis tutoring is often the most rewarding. The best results come from a non judgmental tutor who is willing to start with a clean sheet and get the student back on track. Be realistic and patient. Guide the student through contacting their lecturers, tutors and asking for extensions. Review the assessable work to be done and update or write a study plan. Break down the assessable work into achievable tasks. Stay in close contact with the ITAS Coordinator, Ngunnawal Centre staff and know when to refer the student to other resources within the University of Canberra.

## Other University of Canberra Study Resources

It is helpful to know about other Study Resources available at UC. Tutors may find it useful to refer students to these resources as they run ongoing programs in specific areas which may benefit students. These resources should complement or supplement ITAS Tutoring.

### Academic Skills Program (ASP)

#### What does the Academic Skills Program do?

The Academic Skills Program (ASP) is open to every enrolled student at the University of Canberra. The Program is part of the Division of Learning and Teaching, and has been set up to enable all students in the University to acquire and enhance the skills needed to succeed in their studies.

Writing essays and reports, reading academic literature, taking notes in lectures, participating in tutorials, delivering seminar talks—these and other academic activities are difficult skills to master. Writing really successful essays and reports, reading effectively and efficiently, taking useful notes, participating confidently, delivering talks that work—these are harder still. The ASP takes the view that all students can benefit from study skills advice and teaching. In workshops, tutorials, and individual consultations, they teach and encourage students to use strategies and techniques which will enable them to participate fully in the life of the university and the conventional discourse of their chosen disciplines

<http://www.canberra.edu.au/studyskills>

#### Free Individual Consultations

The ASP runs one-to-one consultations of up to 50 minutes each. These are available from 8.30 am to 5.30 pm Monday to Friday. Students must make an appointment with reception. As the semester progresses, more and more students want to make appointments and time becomes very tight. It is therefore not advisable to wait till the last minute if students are experiencing difficulties or want advice, as there may not be an available space in the appointments sheet for several days, or even weeks! As well as consultations by appointment, the ASP has Drop-in sessions, from 2.30 to 3.30 every afternoon during teaching weeks. For these students don't need an appointment—it's first come, first served—but time is limited to no more than fifteen minutes.

#### Workshops and Courses (generic study skills)

The ASP runs workshops and courses on general academic skills (Workshop and Study Groups). The workshops are free, but a small cost is charged for the courses which run for several sessions, such as Grammar and Writing and Thesis Writing.

### Library training

The library runs courses that can save students and tutors valuable time. For first year students or those moving to another subject area this is a must do activity. There are students who may have missed out on orientation or need to refresh their research skills – even in the final year of their degree. There are searching courses that will enable students to improve their research and referencing techniques (End Note and Ref Works). Tutors should be familiar with the current systems. For more information see the Library Website

<http://www.canberra.edu.au/library/research-gateway/research-skills-training>

## Divisional resources

There are also a variety of divisional resources at the University of Canberra that students can take advantage of. Some students are not aware that these specialised facilities exist. For more information see the University Handbook or website.

- Building 11 Student Resource Centre (first year computing, mathematics or statistics units) [www.ise.canberra.edu.au/src](http://www.ise.canberra.edu.au/src),
- Communication Learning Resource Centre (communication students - iMac computers, meeting space) [www.canberra.edu.au/clrc](http://www.canberra.edu.au/clrc),
- Curriculum Resources Centre (teacher education and community studies)
- Learning Resource Centre and Computer Laboratory for Nursing and Allied Health Students
- Mathematics Preparation Program
- Science Resource Centre
- Disabilities office

## Non academic Student Support

There may be times the student has issues arising from personal matters. It is appropriate for tutors to refer them to other student services if the need arises. These services include counselling, pastoral care and the medical centre.

## Resources for tutors

Tutors may already be well qualified but those new to the University of Canberra may need some assistance settling into the campus, speak to the ITAS Coordinator about anything you are unsure of.

The following publications may be useful;

CELTS - Guide for New part time Academic Staff

CELTS - Sessional Staff Development Program

Some of the ITAS tutors completed this program in 2006. To be eligible to attend this program you need to be engaged as a tutor with current students.

CELTS – Cultural Diversity

## Policies – Links

### UC Policies

Tutors need to be kept up to date; all of the University of Canberra Policies can be accessed from the web from the UC Policy Documents Database. Refer to

<http://www.canberra.edu.au/uc/policies/>

All tutors should ensure they read;

Studying at the University of Canberra: a Guide to Policies and Procedures

[A Code of Professional Ethics for Staff at the University of Canberra](#)

[Equal Employment Opportunity Policy 1986](#)      [Guidelines on Non Discriminatory Language Policy Against Racial Discrimination](#)

Unit Outlines – detailed information can be found at

<http://www.canberra.edu.au/secretariat/courses-and-units/unit-outlines>

**The Academic Integrity Policy is available at**

<https://guard.canberra.edu.au/cocoon/policydb/displayDocument?DocumentId=271>

### DEEWR

[http://www.dest.gov.au/sectors/indigenous\\_education/](http://www.dest.gov.au/sectors/indigenous_education/)

DEEWR - ITAS

[http://www.dest.gov.au/sectors/indigenous\\_education/programmes\\_funding/programme\\_categories/support\\_for\\_education\\_providers\\_staff/Supplementary\\_Recurrent\\_Assistance/a9\\_tertiary\\_tuition.htm](http://www.dest.gov.au/sectors/indigenous_education/programmes_funding/programme_categories/support_for_education_providers_staff/Supplementary_Recurrent_Assistance/a9_tertiary_tuition.htm)

## FAQs

### **Who can tutor under ITAS? What qualifications are necessary?**

Wherever possible, suitably qualified Indigenous people should be selected as ITAS tutors. Tutors must be sensitive to, and able to relate to the educational needs of Indigenous students.

To be eligible to conduct tuition, tutors must be either formally educated or have acquired relevant professional experience in the area of study in which the student is enrolled. Where a tutor is formally qualified, certified copies of qualifications need to be produced.

Tutors without formal qualifications in the subject requested by the student should provide suitable written references establishing their ability to provide an appropriate level of tuition.

DEEWR guidelines state that Tertiary students are eligible to register as ITAS Tutors, however they must be at least two academic years ahead of the student (1<sup>st</sup> or 2<sup>nd</sup> year students cannot be approved as ITAS tutors for university students) and be studying a major sequence in the subject requested by the student, able to show evidence of sound academic progress and not themselves receiving ITAS tuition in that subject area. **Ngunnawal Centre policy on this matter is that only final year students can be engaged as tutors.**

### **How do I register as a tutor?**

Complete the ITAS Tutor Registration form with attachments (Refer to checklist on final page of this guide).

Registering as a tutor does not guarantee work each semester as this is dependant on student enrolments in the subject area.

### **I am registered as an ITAS tutor elsewhere. Is this transferable?**

No, ITAS is implemented according to the administrative policies and practices of the individual contracted institution. As a result, methods of ITAS tutor registration, contract and pay arrangements vary from institution to institution.

### **How much will I be paid?**

The current rate of pay for ITAS tutors without professional qualifications (unqualified) is \$27 per hour for one on one tutorial sessions and \$30 per hour for small group tutorial sessions. The rate of pay for fully qualified ITAS tutors is \$34 per hour for one on one tutorial sessions or \$39 per hour for small group tutorial sessions.

### **I have postgraduate qualifications. Do I get paid more?**

No ITAS tutorial work is not equivalent to the work expected of faculty based lecturers and tutors.

### **How much work is available?**

DEEWR Guidelines stipulate a maximum of two hours per subject, per student, per week.

Work available varies according to:

- How many students are enrolled in the discipline / subject areas that tutors propose to work in and
- the number of tutors available in the subject / discipline areas in which students may request assistance and
- the amount of ITAS assistance requested and approved by the ITAS Coordinator.

### **How long is a tutorial session?**

There is a two hour maximum per subject, per student, per week – some students may only require an hour, most use two.

**How many students can I tutor?**

There is no maximum amount set, however this depends on the students seeking tutors and your available time. Small group sessions are usually between two to four students.

**Where and when do tutorial sessions take place?**

The time and place of tutorial sessions is a matter for negotiation between students and tutors. Dates must not fall outside a contract period. You can meet and use 7B06 common room or 7B08 tutorial room – can be booked. You may prefer to work elsewhere on campus such as in the library, computer labs or a quiet corner of the refectory.

**Is it ok to meet the student off campus?**

Yes, as the agreement is between yourself and the student. However, it is preferable to meet on campus (this ensures you are covered for workers compensation). Any off campus meetings between the tutor and the student must be discussed with the ITAS Coordinator or Ngunnawal Centre Director.

**What happens in class free times (weeks 8 & 9) in semester?**

Your student may elect to continue tutoring during this period – it is negotiated by both of you. Ask at the beginning of semester as part of your study planning. The Class free period can be a great time to work on research, essays and assignments or exam preparation. Be aware that students may take mid semester class free time to travel home or take on extra paid work – discuss this early to prevent no shows!

**The student did not show for a scheduled tutorial session. What should I do?**

Make a reasonable attempt to contact the student by the method you agreed. Inform the ITAS Coordinator that the student has not attended a tutorial. Tutors will be paid for one hour if a “No Show” occurs.

**The student can't make it this week, can we use the hours another week?**

Hours cannot be ‘saved up’ or grouped together, eg, if a student is enrolled in 4 subjects, the maximum tuition allowed is 2 hours for each individual subject, NOT 8 hours in total to use in what ever subject they wish. Nor can hours be ‘saved up’ to use during block release

**My tutor's contract has expired but the student requires more tutorial sessions. What can I do?**

The student must lodge a written ITAS Application for Additional Hours available from the ITAS Coordinator. In this application students must provide reasons why they are requesting the additional assistance. The DEEWR Guidelines stipulate the maximum amount of additional assistance is five hours in total. That is, if the student is enrolled in four subjects, the maximum additional assistance that can be approved is a total of five hours, not five hours per subject.

**The student needs more than five hour's additional assistance. What can I do?**

Students requesting ITAS assistance in excess of the additional five hours must demonstrate that there are exceptional circumstances that justify the assistance. Requests for additional assistance must be put in writing to the ITAS Coordinator. The letter should state the students name, ID number, course of enrolment and the subject/s for which additional assistance is being sought. ITAS tutors may provide students with guidance to write such applications on the basis of this information but they are not authorized to write them on the student's behalf.

**What if I do not get on with the student?**

If for some reason you do not get along with your student, you should first try to work the problem out directly with your student. If you cannot resolve the issue tutors can approach the ITAS Coordinator and explain the problem, Ngunnawal Centre staff may then undertake to resolve the issue by approaching the student on the tutor's behalf or by arranging a meeting between a Ngunnawal Centre staff member, the tutor and if appropriate the student so that the issues can be discussed and resolved.

