

Charles Darwin University

Common Units Committee

Meeting 2/2011 of the Common Units Committee will be held on Thursday December 8th at 1-3pm in the Community Room, Building Orange 12.1

A G E N D A

Item	Attachments
1. Welcome (new chair) and apologies	
2. Minutes Meeting 1, 2011	A& B
3. TOR's Common Unit Management	C
4. Standing Items	
4.1 Funding/Staffing Matters (NR)	
4.2 CUC100 Matters (ET)	
4.3 CUC106 Matters (NR fro MT)	
4.4 CUC107 Matters (JH)	
4.5 Library Information Skills (BR)	
4.6 Academic Consultant Report (NR)	
• ALTC Award	D
• Unit Reviews 2011	
• Tabling Finalised Retention & Attrition	
• Meeting Schedule 2012	
5. Common Unit Coordination (JS)	E
6. Line management for CU coordinators and teaching staff (JS)	
7. Other Business	

Attachment A

Charles Darwin University Common Units Management Group Minutes

Meeting 1 2011: 10 am, Friday 20th May in the Community Room,
Building Orange 12.1.

Present: Acting Chair: Gary Davis(CW), Nicola Rolls (NR), Jennifer Silburn (JS), Greg Williams (GW), Simon Hobbs (SH), JoAnne Witt (JW), Jaimee Hamilton (JH), Les Mccrimmin (LM), Elizabeth Foggo-Thynne (EF)

Apologies: Sharon Bridgeman (SB), Scott Synder, Joanne Witt, Larissa Pickalla
Special visitors: Terry Dunbar, Barbara White

Item	Minutes	Action Items
1	<p>Welcome from the Chair. Acting Chair welcomes those present and presents apologies for Charles Webb. Principle focus of this meeting is to consider a proposal for new direction for CUC107. Terry Dunbar and Barbara White have attended to assist this proposal.</p> <p>TB Suggest ACIKE should have an official representative for all meetings. It is agreed Greg Williams as Acting HOS SAKS and long time member of CU management could fill this role.</p>	
2	<p>Minutes from Meeting 2 2010 were accepted.</p> <p>The chair proposed that, given the time constraints the committee move to item 4 on the agenda.</p>	
4.0	<p>Revisioning CUC107 from <i>Northern Perspectives to Cultural Intelligence and Capability</i>.</p> <p>Rationale for change: Greg Williams and Jaimee Hamilton outline to the group, the history of CUC107 and the rationale for the shift in direction. As part of a rationalisation of CU's from 5 to 2, CUC107 originally developed in 2003 as an amalgamation of issues to do with North Australian history, politics and culture dealt with in previous common units. Over time as numbers of external and overseas students have increased the place specific focus has become less relevant and the unit has gradually moved towards focussing on issues of culture. The evolution has reached a point where reaccreditation and a name change are necessary. It is proposed that the new unit be put in place for Semester 1 2012. These proposed changes also take the unit further along the road to best practice in flexi-mode developing increased equivalence of experience for internal and external students. The principle focus will be understanding of cultural issues, intercultural competencies – safe ways of operating culturally from a broader view of students in the context of university,</p>	<p>Written proposal tabled.</p> <p>Attachment B</p>

	<p>community and workplace.</p> <p>RPL issues: The issue of students trying to receive RPL from CUC107 on the grounds of experience living and working in the NT has been an issue. With the new version of the unit because it is about cultural literacy – essential for all students it should be precluded from automatic credit transfer arrangements for feeder courses.</p> <p>LM suggest this could interfere with current credit transfer rules/obligations. Perhaps as part of a review of these arrangements there could be a one on one rather than blanket transfer rule.</p> <p>GD Acknowledges this point but suggest that although CUC107 has an important curriculum role it should not be treated as unique.</p> <p>MC believes there should be an exceptional case made for this unit as it is an important symbol of this universities core business</p> <p>GD asks where are credit transfer guidelines established, Currently they offer lost of scope for students and course developers to do what they like with them. JS Adds that the unit makes a unique contribution to students graduate attributes.</p> <p>GD Sums up – this groups view is the unit has unique features that provide an import core feature of a CDU degree</p> <p>Informing university community about change: GD suggests HOS's /Faculty executive should be briefed on proposed changes</p> <p>Staffing: Changes to the unit will not affect current staffing loads from schools</p> <p>Endorsement: Chair endorses the proposal on behalf of the group recommending it for development and finalising through the normal CU unit development process in consultation with disciplines representatives.</p> <p>TD commends the excellent work of staff who have prepared the proposal and worked on the unit revisions to this point.</p>	<p>Nicola to arrange</p>
<p>2 .</p>	<p>Funding/Staffing matters: as usual casual staffing comprises the main spending in our budget. We have spent \$130,000 of the \$260,000 allocated for this line. Most of the casual salaries are used for CUC100 and CUC107 who have the highest numbers of students. Enrolment numbers in S.1 for CUC100 = 1087; CUC107 = 593; CUC106 = 244. Thus, there is no shortage of EFTSL to be earned by schools should they have suitably qualified and available staff to teach in the CU's.</p> <p>PD for CU teaching staff has been further developed this year to incorporate "Teaching In Elearning Studios" and "Teaching For Diversity" themes.</p> <p>GD points out that this year the schools are on notice to exercise considerable fiscal restraint with a 2% target shortfall. It is important that workloads are re-examined and people already on staff sourced to pick up teaching where possible. He suggests to help staff value teaching on common units HOS and PVC's should get more involved.</p> <p>MC adds CU's should be promoted and valued to recruit the best teachers at this crucial stage of student's uni experience. In acknowledgement of the excellent</p>	<p>Nicola to meet to Deans about</p>

	<p>teaching practice in CU's a commendation from AUQA is likely.</p> <p>LM Suggest teaching in CU's should be tied in with promotion opportunities for academic staff.</p> <p>GD suggest these issues have been raised before and it's time to move beyond the rhetoric.</p>	teaching staff recruitment
3.1	<p>CUC100 report. (LF/NR) Unit going well both internally and externally. All internal tutors are permanent CDU staff, team teaching the unit in ELearning studio. Externally we are utilising Wimba and Camtasia as well as weekly emails and phone calls to engage students. Early withdrawals for CUC100 continue to be high but these include students who gain CT and those who drop from F/T to P/T load choosing to drop CUC100 because it is available in all 3 semesters.</p>	
3.2	<p>CUC106 report (NR) There are 244 students this semester. The setting for the students' projects this year is Devikulum in India. The students are from a range of technically disciplines and Humanitarian and Community dev degree. Students are engaged and working well on their projects</p>	
3.3	<p>CUC107 report (JH) There are 381 students this semester, 260 external and 81 internal. 60-70% of internal students are ESL. Meeting the English language needs of these students is difficult. NR suggests streaming so ESL students can get the extent of language scaffolding they require. JH believes the current method of peer learning is the best approach. GW points out retaining cultural diversity is an important part of allowing students to "act out" cultural competence.</p> <p>MC queries possibility of capturing stolen generation issues in the new iteration of CUC107.</p> <p>JH is concerned that these issues are too raw for Indigenous students to be confronted with in such a setting.</p> <p>MC wonders if there are subtle more nuanced ways the issues could be incorporated so that CDU create a model and show leadership for acknowledging and addressing these issues.</p> <p>GW Suggest stolen generation issues can be addressed in broader terms and incorporated into exemplars.</p> <p>GD asks that CUC107 keep MC in the loop re Stolen Generation incorporation in the new unit. He cites Mary Heath a colleague who has looked into Emotional issues in the classroom – this work may be of interest.</p>	
3.4	<p>Library skills (NR) the work of the library skills team has been excellent as usual and student evaluations are extremely positive about this component of their literacy common units.</p>	
3.6	<p>Academic Consultant report</p> <p>Activities this semester:</p> <ul style="list-style-type: none"> • PD for tutors: Team teaching in Elearning studio and understanding diversity • Website update • ALTC grant –included additional surveys with favourable feedback for group 	

- work, multidisciplinary, grad attributes
- Trialling scaffolding literacy approach for CUC100
- Trialling Wimba and other support for externals in CUC100
- Finalise written retention & success report
- Policy and guidelines – preparing for endorsement
- Unit Review and CARPING (end of semester)

Budget

On track, but Casual Budget principle expenditure and needs to be watched for S. 2

	Budget for 2011	Spending year to date
Casual salaries	\$ 260,000.00	\$160,000.00
Photocopying/ stationary/text/	\$ 6,996.00	\$ 1,740.72
Catering	\$ 996.00	\$ 624.32

Payment for coordinators discussed at last meeting:

No specific allocation in the budget. Would have to reduce casual budget by \$15,000 to afford this.

Possible formulae based on buy out at repeat tutor rate (\$67.91)

500 + students 4 hours/week for 12 weeks = \$325968

500 - students 2 hours/week for 12 weeks = \$1629.84

Total cost to budget = 21,187.92

Consultation for CUC100 for Essington year 11&12

- 1.5 hrs/wk over 2 years – themes/modules ICT, Communication, Study skills, Putting it in to practice
- Accredited in Jan – will revisit after evaluation

Learning Spaces project – “3 E-Learning Studios”

- 2 studios up and running 50 capacity, Final space (15 capacity) in central teaching building to be completed this year,
- Budget for furniture and fitting spent, carry over of 114,000 from grant in 2011 for continued leases. Ongoing leases to be discussed with management.
- Very successful for CU's - transformed atmosphere into one of true inter disciplinary communities of learning
- Launch – Dec 3th after final CU meeting for the year was successful, good turnout and bonus visit from the VC. Charles commended the work of Greg and Barbara in leading these innovations.

Meeting Closed 12am

Cultural Intelligence and Capability

Proposed Revision of CUC107 Northern Perspectives

Introduction

A range of changes have occurred in the teaching and learning landscape and this has necessitated incremental changes in both the content and delivery of CUC107 Northern Perspectives since the unit's inception in semester 2 2004. Responses to SELT surveys and changing student perception of the validity of the material covered in the unit, changes in the options available to use the University's Content Management System, Learnline and changes and developments in pedagogical approach resulting from increased availability of technology, have all led to a need to review and revise both the content and delivery of the unit CUC107 Northern Perspectives. The following is a proposal to formalise the incremental change that has occurred in this unit over the last eight years and seeks to look forward in anticipation of increasing diversity of the student base both in a deregulated tertiary sector market and as a consequence of development and growth of ACIKE in the near future.

Rationale

CUC107 Northern Perspectives was first proposed in 2003 as an amalgamation or rationalisation of three pre-existing Common Units following a review of Common Units completed by the Centre for Studies in Higher Education (CSHE) (Baldwin & McInnes 2000). The resulting proposal captured important content elements of each of the three previous units based on the recommendations made by the review. This unit was first delivered in Semester 2 2004.

Baldwin in her second review of the Common Units program in 2008, commented on the responses of students to SELT surveys questioning the relevance of this unit with its significant focus on local Northern Territory history, politics and environmental issues. Responses to SELT surveys and anecdotal comments from students challenged the relevance of some of the unit content in the light of an increasingly globalised student demographic. Increasingly, the majority of students enrolled in CUC107 are international students or studying externally from interstate. A rationalisation of the narrative of the unit and the content has met this challenge to a degree, and it is partly this rationalisation process that has occurred incrementally over the last eight years that needs to be formalised in a reaccreditation process.

In 2006, staff involved in teaching the internal classes of CUC107 began trialling the use of the 'wireless lab' (now identified as the e-learning studio) as a means of

providing a more engaging experience for students studying this unit. Use of the space and the availability of accessible technology in the space has led to radical rethinking of the pedagogical approach used in delivering the unit with a stronger focus on active student learning, assessment based learning, inclusive classrooms and pedagogies that reinforce issues of cultural inclusivity and safety, and a move away from a transmission model of teaching with lectures and tutorials. Students now get an opportunity to discuss, examine, challenge, model concepts that the unit is addressing using one another, the available online resources, and the lecturing staff (2) in each workshop. The workshop proposed to explicitly teach cultural intelligence and capabilities however throughout the semester, the students are implicitly performing cultural capabilities through participation in workshop activities and assessments. The increasing diversity of the classroom and the online environment necessitates that staff must also be role models for the students in creating and maintaining a culturally safe and inclusive learning environment for all learners through their pedagogical practice and classroom management.

This refocus has also had a strong impact upon the way in which the unit and its content has been conceptualised, leading the staff involved in teaching the unit to formalise the changes that have taken place. Many of the changes have been made in response to both the pedagogical approach now adopted in internal classes and the subsequent need to ensure that the internal and external student experience are equivalent. The workshop teaching approach has provided the teaching staff with ongoing feedback on the variety of pedagogical strategies used and has enabled the assembly of a more rigorous and interactive set of learning tasks than was initially conceptualised 9 years ago.

In effect, a changing student demographic and a rationalisation of the narrative that provides the rational link between the elements of the content (as identified by Baldwin 2008) had led to the point where the accredited unit description, objectives and the unit name itself are beginning to disconnect with the current delivery and the students needs and thus the request to proceed with this proposed reaccreditation.

Proposed Unit Name

CUC10X Cultural Intelligence and Capability

Proposed Unit Description

CUC10X Cultural Intelligence and Capability explores important issues related to living, studying and working as a professional in the diverse social and cultural environments of contemporary society. The unit examines broad interactions between culture, knowledge experience and behaviour and the way in which these relate to our perceptions of culture and how they shape our interactions at a personal, academic and professional level. It explores the notion of cultural intelligence and the need for people to be capable of identifying and analysing the complex cultural dynamics of their interpersonal, academic and professional interactions. It establishes the importance of developing places for people to operate

safely and successfully so that workplaces, community organisations etc are able to effectively include all members of their community. The study program for this unit provides a structure for students to reflect upon, analyse and articulate how they respond to the complex cultural circumstances into which they are immersed as a student and as a graduate in their chosen profession. Through this focus on cultural capability, a range of academic skills are also embedded into the learning tasks to ensure that the learning of academic skills are taught in a relevant context.

Proposed Learning Objectives

Successful completion of this unit should enable students to:

1. use a variety of media to demonstrate their understanding of themselves as multi-dimensional cultural beings in society;
2. analyse the dynamic interactions of themselves and others in a variety of cultural contexts;
3. analyse and evaluate strategies for creating culturally safe spaces in diverse academic and professional environments;
4. identify, access, evaluate, organise and communicate information using contemporary technologies;
5. work constructively in a group to achieve a positive outcome.

Teaching and Learning Approaches

This unit will continue to be offered in both internal and external modes. Part of the process of developing and formalising the changes that have occurred in the unit has been to develop equivalence between the internal and external experiences of the student and thus seek to implement a real 'fleximode' approach to teaching and learning in this unit. Learning in both modes of delivery in the unit is based upon an approach to teaching that values and builds upon the:

1. knowledge that the student brings to class from their own professional, cultural and social experiences;
2. recognition of the importance of active learning that engages students with current technologies that facilitate their learning experience and provide access to resources not otherwise used within a classroom setting;
3. recognition of the importance of facilitating explicit links for students between abstract theoretical concepts and their real world to show both the relevance, importance and usefulness of theory to our everyday lives;
4. recognition of the culturally based nature of student interactions and the need to provide a safe environment within which students can express themselves and learn from each other. The aim is to develop and maintain both an inclusive pedagogy and physical learning environment;
5. recognition of the need to ensure explicit links are identified between teaching and learning activities and the assessment process. All activities required to be completed by students whether on campus or online, need to part of either the formative or summative assessment processes;

6. recognition of the need to integrate and reinforce elements of academic literacy, information literacy and information technology literacy as explicit elements of learning within the context of the unit's content.

Internal classes are carried out in the new e-learning studio in Orange 1.3.15 to facilitate teaching and learning activities that reinforce the above teaching and learning approaches.

At each stage, elements of academic literacies, information literacies and information technologies are introduced and/or reinforced:

Academic Literacies	Reading for meaning Skimming and scanning techniques Formal academic essay writing skills (analytical essays), expression, grammar and spelling Referencing Presentation Techniques
Information Literacies	Use of Google, Google Scholar and CDU library Databases Search engine techniques – targeted results. Evaluation of sources
Information Technology Literacies	More effective use of software packages such as MS Word, MS Powerpoint, and MS Excel for academic contexts. Training in the use of the university's Online Management tool is provided on an as needed basis. (eg: use of the discussion board; uploading assessments etc).

A focus on both introduction and reinforcement of skills is explicitly addressed given the varied nature of student enrolment and limited guarantee that students will have completed CUC100 Academic Literacies before enrolling in this unit.

Alignment to Graduate Attributes

There is a strong focus in the Common Units program and in the proposed unit on ensuring that students are provided with a valuable introduction to many of the skills employers are expecting of graduates. Common Units provide a focus for students to begin considering the skills and knowledge they gain through their studies and the attributes they develop in relation to their profession and their employability. CUC10X provides an explicit focus upon these Graduate Attributes particularly in relation to cultural intelligence and capabilities.

The following table provides an indication of the way in which the proposed unit would link learning outcomes, assessment and graduate attributes.

Graduate Attributes	Description	Assessment Items	Learning Outcomes
Acquisition	Can identify, retrieve, evaluate and use relevant information and current technologies to advance learning and execute work tasks	1,2	1,2,3
Application	Is an efficient and innovative project planner and problem solver, capable of applying logical and critical thinking to problems across a range of disciplinary settings and has self-management skills that contribute to personal satisfaction and growth	2,3	1,2,3,4,5
Creativity	Can conceive of imaginative and innovative responses to future orientated challenges and research.	1, 2, 3	4, 5
Knowledge base	Has an understanding of the broad theoretical and technical concepts related to their discipline area, with relevant connections to industry, professional, and regional and indigenous knowledge	1, 2, 3	1,2,3,4,5
Communication	Demonstrates oral, written, and effective listening skills as well as numerical, technical and graphic communication skills in a cross generational environment	1, 2, 3	2, 3, 4, 5
Team work	Has a capacity for and understanding of collaboration and co-operation within agreed frameworks, including the demands of inter-generational tolerance, mutual respect for others, conflict resolution and the negotiation of productive outcomes	2, 3	5
Social responsibility	Is able to apply equity values, and has a sense of social responsibility, sustainability, and sensitivity to other peoples, cultures and the environment	2, 3	2, 3, 5
Flexibility	Can function effectively and constructively in an inter-cultural or global environment and in a variety of complex situations	1, 2, 3	3, 4, 5
Leadership	Can exercise initiative and responsibility, taking action and engaging others to make a positive difference for the common good	2, 3	3, 5

Delivery Modes and Availability

The proposed unit would be delivered in both Internal and External modes across three semesters in the CDU Calendar year. The following table identifies the current availability of CUC107 Northern Perspectives and the proposed availability of the new unit.

	Semester One	Semester Two	Summer Semester
Northern Perspectives	CAS/EXT/ASP	CAS/EXT/ASP	EXT
Cultural Intelligence and Capabilities	CAS/EXT/ASP/BAT	CAS/EXT/ASP/BAT	EXT

Staffing

As per Common Unit practice, the coordinator for CUC10X would be drawn from staff at CDU. Currently, the unit is coordinated by a full time member of staff from ACIKE, supported by five other staff with significant experience in coordinating and delivering the unit both on campus and externally: three from within ACIKE; one from the School of Engineering and Information Technology; and one from the School of Academic Language and Learning. Usual practice involves seeking expressions of interest for committed, qualified staff from other schools and this will continue with the delivery of the proposed unit. At this stage the majority of internal teaching is covered by CDU staff as is both internal and external coordination, and a component of external teaching. Any increase in staffing in ACIKE will have involvement in the delivery and development of Common Units as a core teaching responsibility.

Assessment

A strong focus upon the need to ensure that any assessment is linked both explicitly to the learning outcomes and scaffolded to facilitate the students' opportunity to both understand the purpose of the activities completed and attempt the assessment tasks with requisite skills and knowledge to be able to achieve success. There are three pieces of summative assessment in this unit that relate to the three conceptual spaces into which the unit is divided:

Assessment Item	Description	Weighting	Due Date
1	Cultural Blueprint/Mind Map	10% Visual Representation	Week 4
2	Critical reflection	20% 750 – 1000 words	Week 5
3	Cultural Intelligence Presentation	40% 10 min Presentation	Week 10
4	Creating a Safe Space	40% 1200 – 1500 Words	Week 13

Compulsory Assessment Tasks (CAT) are a component of the summative assessment task that is designed to assist students complete summative assessment tasks but are marked on a pass/fail basis only.

Because of the pedagogical approach that values the explicit link between student activity and assessment tasks, elements of formative assessment are provided during each week of the semester. Elements of the unit and will have an Academic Literacy focus, and Information Literacy focus or an Information Technology focus. Each week, the formative assessment of student performance across this range of foci provides a strong basis for successful completion of the final, summative assessment tasks and a clear understanding of the unit’s learning objectives.

Recognition of Prior Learning

Students will have the opportunity to apply for RPL, Exemption or Credit transfer under the normal guidelines.

Development Timeline

As much of the developmental work required for this change has occurred incrementally over the last seven years, there is a limited need for a lengthy development timeline. At this stage a detailed revisioning and planning of the first four weeks has been completed – a process of collating and recording and reviewing the changes that have occurred. Detailed planning of the remaining eight weeks will occur during June July 2011, with a view to making adjustments to the CUC107 website occurring during Semester Two 2011 and Summer Semester 2012 so that delivery of the proposed new units will commence in Semester One 2012. Staff in the teaching and learning Quality Group have been consulted regarding the website review and plans for a first draft template for a new site structure have tentatively been made.

S2 2010	Conceptual Revision			
S1 2011		Detailed Planning		
S2 2011			Website Review and Restructure	
SS 2011				User Testing
S1 2012				Commence delivery

Course Overview

Reconceptualization and review of the rational narrative that flows through this unit led to the development of the following conceptual plan. This reconceptualization included a review of the most recent literature available in the areas of cultural competence and cultural safety to ensure that the unit was embedded in the most

up to date ideas around these concepts from a range of disciplines; psychology, sociology, education; sciences. An update of the academic readings used within the unit had been seen as urgent as some of the references being used were very old.

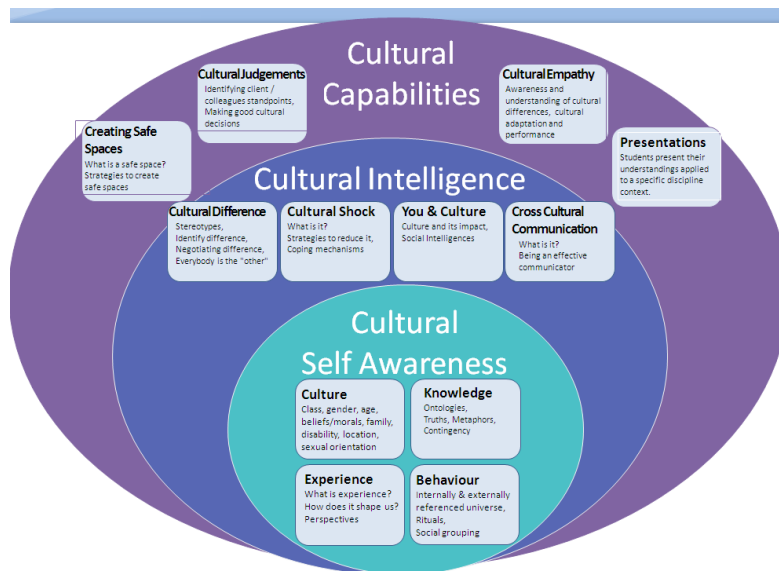


Figure 1: Conceptual Plan of CUC10X Cultural Intelligence and Capabilities

Detailed development of the unit has proceeded to a degree and the following study plan gives an indication of the proposed unit topics and the first four weeks provides an indication of the integration of content, process, IT skills, Academic Literacy development and Information literacy development within each session. Activities, formative assessment exercises will be similar in both the internal and external delivery modes.

Study Plan				
Week	Knowledge/Content Focus	IT /Academic Information Literacies	Reading	Activities/Assessments
Cultural Self-Awareness				
1	Culture <ul style="list-style-type: none"> Developing an understanding of culture Multi-dimensional Survival mechanism 	IT Literacies <ul style="list-style-type: none"> Using technology in class Academic Literacies <ul style="list-style-type: none"> Exposure to journal article Info Literacies <ul style="list-style-type: none"> Using Google/Google Scholar 	Mackay (2010)	<ul style="list-style-type: none"> Ice breaker Legislation scenario – family definition and debrief Initiate cultural blueprint

2	Knowledge <ul style="list-style-type: none"> Contingency of knowledge Knowledge as metaphor Knowledge as internalised information 	IT Literacies <ul style="list-style-type: none"> Mind mapping software Academic Literacies <ul style="list-style-type: none"> Referencing review Reading for meaning Paraphrasing 	Marsella (2005)	<ul style="list-style-type: none"> Metaphor activity Deconstructing text and reading for meaning Cultural blueprint development
3	Experience <ul style="list-style-type: none"> Experience as interactions between people and environment Interconnection of experience, culture and knowledge 	IT Literacies <ul style="list-style-type: none"> Image search Academic Literacies <ul style="list-style-type: none"> Exposure to journal article Info Literacies <ul style="list-style-type: none"> Referencing images Using <i>Summon</i> and choice of search phrases 		<ul style="list-style-type: none"> Cultural blueprint activity Class blueprint construction Place activity Formative presentation Debrief
4	Behaviour <ul style="list-style-type: none"> Behaviour as an expression of culture, knowledge and experience Behaviour as communication Reflection of cultural practice 	IT Literacies <ul style="list-style-type: none"> Using PowerPoint Academic Literacies <ul style="list-style-type: none"> Presentation skills and critique Referencing review Info Literacies <ul style="list-style-type: none"> Reinforcing use of search engines 	TBA	<ul style="list-style-type: none"> Scenario – relating back to Week One icebreaker Scenario activity and debrief Behaviour presentation 4-slides Mind Map Due
Cultural Intelligence				
5	You and Culture <ul style="list-style-type: none"> Operating as a cultural being within society Culture in the academy Understanding implications 	TBA <i>Details of full program will be finalised after approval of accreditation.</i>	TBA	Critical Reflection Due
6	Cultural Difference <ul style="list-style-type: none"> Identifying difference Working with cultural difference 	TBA	TBA	

	<ul style="list-style-type: none"> • Stereotyping 			
7	Cultural Shock <ul style="list-style-type: none"> • Origins of cultural shock • Working through cultural shock • Strategies for the workplace 	TBA	TBA	
8	Inter-cultural Communication <ul style="list-style-type: none"> • Understanding context • Strategies for communication 	TBA	TBA	
Cultural Capabilities				
9	Creating Safe Spaces <ul style="list-style-type: none"> • Strategies for making safe spaces • Developing and practising skills 	TBA	TBA	
10	Cultural Judgements <ul style="list-style-type: none"> • Reading cultural interactions • Making cultural judgements • Evaluating outcomes 	TBA	TBA	Cultural Intelligence Presentation
11	Cultural Empathy <ul style="list-style-type: none"> • Defining empathy • Strategies for developing cultural empathy in workplaces 	TBA	TBA	
12	Presentations <ul style="list-style-type: none"> • Presentation for creating a safe space 	TBA	TBA	Report on Creating a Safe Space

Attachment C

Common Unit Management Group

Terms of Reference

The Common Units Management Group will:

- Determine policy and guidelines best practice for teaching and learning in the common units
- Be responsible to the Academic Board for matters relating to common units;
- Liaise with the Teaching & Learning Panel on matters relating to common units;
- Be responsible for quality control including ratification of staff teaching the program;
- Be responsible for coordinating the writing and teaching of common units including the appointment of unit coordinators;
- Encourage wide inter-faculty participation in the writing and teaching of common units;
- Ensure that all common units are taught in a variety of modes where possible;
- Consider proposals for program review;
- Advise on the timetabling of units;
- Appoint Unit Teaching Team Coordinators
- Allocate funds for the printing and distribution of unit outlines and study materials;
- Allocate funds to Faculties and Divisions, in an efficient manner, according to the endorsed model and based on teaching loads as advised by Unit Team Coordinators;
- Contract part time staff, where necessary, on the recommendation of Unit Team Coordinators;
- Endorse examination results, including moderation where required;
- Convene an Exemptions Review Committee, when necessary;
- Evaluate the overall common units program on an ongoing basis.

Attachment D a & b

Attachment E

Common Unit Management Group Coordinator Responsibilities

The following provides guidelines regarding general organisational issues and those relating to: curriculum, students, teaching staff, and the Common Unit Committee.

Common Unit Coordinators will be responsible for the following:

General organisation of unit

Overseeing the organisation of the team:

- Allocating lecturing and tutorial tasks to members of the team
- Ensuring all members of the team are familiar with the unit organisation, content, assessment
- Ensuring regular meetings (weekly) of the teaching team are held

Overseeing the organisation of tutorials:

- Allocating students to tutorial groups, ensuring a maximum of 20 and minimum of 5 in each group
- Reporting to Common Units Academic Consultant of the need for more tutorials if necessary
- Organising and enrolling students in groups online

Overseeing the organisation of materials:

- Ensuring the Learnline interface and learning material is presented in a consistent manner according to common unit teaching and learning guidelines
- Updating the all learning materials components (Unit Information, Learnline, etc) in consultation with the Unit Teaching Team by the beginning of each semester

- Enrolling students in online discussion groups and overseeing the moderation of these
- Updating Learnline and associated materials (Unit Information, Learning Resource, Reading, etc) to by the designated cut-off date
- Distributing internal material to students and insuring external students receive their materials in a timely fashion
- Liaising with OLTCE and Information Skills Coordinator as necessary
- Ensuring Access Services are informed of any staff changes (i.e. external Coordinators, tutors, etc.)
- Ensuring examination results are entered onto Callista by the central administration unit, including any changes

Staffing Matters

- With the theme leader, ensuring teaching staff are suitably qualified and experienced and have appropriate induction to the teaching and learning policies for Common Units and training in using Learnline before the semester starts. Prosepective staff should provide a CV.

Teaching and Learning Matters

- In consultation with the theme leader and the Unit Review Team (URT), reviewing and updating, the lecture, tutorial, and assessment tasks at the end of each semester
- Meeting/communicating each week with the Unit Teaching Team (UTT) to discuss and plan the weekly teaching activities
- Ensuring members of the UTT comply with teaching and learning guidelines for Common Units. See [Guidelines for Tutors](#) (pdf 567kb)
- Ensuring all major assignments are moderated before students are given grades. See also [Moderating Assignments in Common Units](#) (pdf 111kb)
- Ensuring the unit is evaluated each semester using an approved evaluation tool (SELT)
- Incorporating feedback from evaluations in future curriculum planning and updating of content and materials in consultation with the UTT and Theme Leader.

- With the Theme-leader and review team conducting a review of the unit at the end of the year. See also [Ongoing Review](#).

Student Matters

- Being available for consultation and advice during enrolment period
- Authorising enrolments post Week 3
- Liaising with individual students whenever necessary.
- Authorising exemptions from the unit. See also [Guidelines to RPL](#)
- Ensuring students receive the Unit Information by Week 2 of semester. (Internal Coordinators)
- Ensuring students receive a covering letter with materials and appropriate information for getting started and using Learnline. (External Coordinators)

Common Unit Management Group Matters

- Liaising with the Common Units Management Group
- Attending management meetings
- Providing a verbal report at the end of each semester and a written one at the end of the year about the unit (Student numbers, Student satisfaction, Staffing, T&L matters etc)
- Discussing proposals for revisions to the unit with the management group
- Reporting any problems regarding teaching, students issues etc
- Collating examination results and presenting them at the School of Academic Language and Learning Examinations Meeting
- Providing the Common Units Management Group with details of staffing effort in order for funds to be distributed.