

### **Nura Gili Centre for Indigenous Programs**

University of New South Wales

SYDNEY NSW 2052

Ph: (02) 9385 3805 Fax: (02) 9385 3534



### Student Support Contact List

**Student Services Manager**

Michael Peachey

Email: [m.peachey@unsw.edu.au](mailto:m.peachey@unsw.edu.au)

**Student Support /ITPOfficer**

Liam Ridgeway

Email: [l.ridgeway@unsw.edu.au](mailto:l.ridgeway@unsw.edu.au)

# ITP Guide for Students

## 1. OVERVIEW

### NURA GILI (INDIGENOUS PROGRAMS @ UNSW)

The role of Nura Gili's Student Support Team is to encourage participation of Indigenous people in Higher Education. We achieve this goal through the provision of support such as tutoring under the Indigenous Tutorial Assistance Scheme, academic assistance, provision of study space, and a place for cultural support and affirmation.

### INDIGENOUS TUITION PROGRAM (ITP)

ITP is funded by the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education and is administered by Nura Gili (Indigenous Education Program @ UNSW).

ITP functions as an acknowledgement of educational disadvantage, providing supplementary tutorial support to Indigenous Australians in order to increase participation and graduation rates.

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## 2. GOALS OF ITP

- ITP is intended to accelerate educational outcomes for Indigenous Australians beyond those which could reasonably be expected from mainstream and the provider's own source funding alone.
- ITP aims to improve the educational outcomes of Indigenous students in tertiary courses to the same levels as those for non-Indigenous Australians.
- ITP represents supplementary assistance. It is intended to supplement normal teaching resources and cannot be used to substitute or replace them.

*Indigenous Education (Targeted Assistance) Act 2000 PROGRAM GUIDELINES 2013*, Australian Government Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education

<http://www.innovation.gov.au/HigherEducation/IndigenousHigherEducation/Documents/DIISRTEIETAGuidelines-January2013.pdf> (PAGE 44)

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### 3. ITP GUIDELINES

#### 3.1 ABORIGINALITY

ITP may be approved for Australian Aboriginal and Torres Strait Islander students who are enrolled in a university award level course. If you did not enter UNSW via a Nura Gili Pathway (Indigenous Pre-Program or Admission Scheme) please contact Nura Gili for more information.

#### 3.2 EDUCATIONAL ASSESSMENT

The Educational Assessment must be completed before an application for tutorial assistance can be considered. The assessment must give details of the academic area, which is preventing the students from achieving good results in the subject of the course for which assistance is requested. A student may be determined to be in need of tuition if they:

- are failing the course/subject and the lecturer believes that the student's performance would be improved through additional tuition;
- was just passing the course and the lecturer believes that the student's performance would be improved through additional tuition;
- was previously performing satisfactorily but is having difficulties with a new component of the course and is in danger of failing or falling behind, in which case tuition would be short-term; or
- require tutorial assistance to achieve an academic level or ranking required to proceed to a subsequent stage or course of study.

Assessment of students' needs for tuition should be provided by the subject lecturer or course coordinator where practicable, or other appropriate staff of the institution. The student's tutor or potential tutor must not provide the assessment.

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<http://www.innovation.gov.au/HigherEducation/IndigenousHigherEducation/Documents/DIISRTEIETAGuidelines-January2013.pdf> (PAGE 52)

#### 3.3 LEVEL OF ASSISTANCE

The level of assistance under ITP is dependent on the needs of the student identified in their educational assessment **AND** the availability of funds. Students do not have an automatic entitlement to a given number of hours under ITP. No student can receive more than the maximum level of entitlement, which is:

- Up to two (2) hours per subject per week; and
- Up to an additional five (5) hours in total during examination preparation period.

Hours cannot be “saved up” or grouped together. **For example:** If a student is enrolled in three (3) subjects, the maximum tuition allowed is two (2) hours per subject NOT six (6) hours in total to use in whatever subject they wish.

Tuition is to be targeted towards those areas identified in the educational assessment. Tuition for areas that allow students to participate effectively in their formal course such as study and research skills and academic techniques is available through the Academic Support Officers at Nura Gili.

### **3.4 GROUP TUTORIALS**

Where there is more than one student seeking assistance in the same subject area, due to efficiency and possible limited funds, tutorials will be arranged on a group basis, except for exceptional circumstances.

If a student does not use their tutoring hours or all of their tutoring hours in one week these cannot be made up at any time.

### **3.5 POSTGRADUATE STUDENTS**

Assistance under ITP for postgraduate students can be available in exceptional circumstances only. These circumstances need to be outlined by the student when lodging their application and if successful, assistance can only be granted for short periods of time.

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## **4. HOW ITP WORKS FOR STUDENTS**

### **4.1 STUDENT ELIGIBILITY**

To receive ITP a student must be an Australian Aboriginal and/or Torres Strait Islander students who are enrolled in a university award level course (part-time or full-time).

ITP can **only** be approved for courses which are part of the student's formal course of study.

### **4.2 ENABLING COURSES**

ITP is available to assist students enrolled in enabling courses which seek to develop academic skills, but only in respect of units of study for which they will gain credit towards a formal award level course, and in which they are enrolled as part of their enabling program.

Please speak to the ITP Officer for more information.

### 4.3 HOW STUDENTS APPLY

Registration forms are available online at [www.nuragili.unsw.edu.au](http://www.nuragili.unsw.edu.au)

Students do not have an entitlement to tutoring or given number of hours of tuition and MUST apply for ITP assistance each semester or as required.

As soon as an application has been lodged, an educational assessment also occurs. The ITP Officer may organise an appointment for the student and a nominated Academic Support Officer employed within Nura Gili Centre for Indigenous Programs or the University, to establish the educational needs of the student.

The ITP Officer then matches students with a suitably qualified tutor.

### 4.4 STUDENT APPROVAL NOTIFICATION

Successful applicants will be provided with a contract that will notify the student of the following:

- Who your tutor/s is/are;
- How many hours you can be tutored per week;
- Contact details of your tutor/s (pending prior approval from the tutor)
- The term of your contract.

Additional tuition outside the terms set out in the approval letter will not be granted without prior written approval. This means that any extra hours you are tutored will not be covered under ITP and will automatically become the responsibility of the student.

While the ITP Officer will endeavour to respond to all enquiries within two business days, there may be occasional delays during peak periods. If you have not received notification within two weeks of lodging your application, please contact student services at Nura Gili.

Please note: Tuition **cannot commence** until all contracts have been signed and received by the ITP Officer.

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## 5. ITP STUDENTS ROLE AND RESPONSIBILITIES

As a recipient of ITP, the student's roles and responsibilities are as follows;

### 5.1 ADMINISTRATIVE

Students are not responsible for lodging salary claim forms for payment; however, it is the student's 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 circumstances should a student sign a blank salary claim form.

Tutoring Sessions can only begin when;

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

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

## 5.2 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.
- ITP 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 ITP Officer.

## 5.3 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 ITP Officer immediately.

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## 6. STUDENT RESPONSIBILITIES

### 6.1 STUDENT RESPONSIBILITIES

Students are expected to honour tutorial session arrangements. If for any reason a student is unable to attend their scheduled tutoring session they must contact the tutor as soon as possible. Failure to do so may result in the tutoring contract being terminated. If a student misses two (2) tutorial sessions within a session their contract for tutoring will automatically come under review and they will be asked to explain why they should be entitled to ITP tutoring within the current contract or any further contracts.

***For example:** If a student was scheduled to meet his or her tutor at 1pm for 2hrs on Monday, but fell ill Sunday night into Monday. Every attempt must be made by the student to contact his or her tutor ASAP to reschedule.*

Contacting a tutor 2hrs or less, prior to the start of a session OR no official contact made will not be tolerated. This rule also applies to Tutors should the situation be reversed.

Students are expected to contact Nura Gili P: 9385 3805 E: nuragili@unsw.edu.au if there is any change to the tutoring contract or if the student is experiencing further difficulty with academic work or with tutoring and/or partnerships.

Students too, have the responsibility for preparing themselves for tutorial sessions. Such as with draft essays or research. If a tutor feels that the student is unprepared for the set tuition they may cancel the tutorial until such time the student has done enough work on their own prior to the next tutorial session.

The student must sign the salary pay **claim form** after each tutorial session and compile a **tuition assessment** report at the end of semester.

### 6.2 CONTACTING THE TUTOR

Where prior approval has been received from the individual tutor, the tutor's contact details will be provided to the student. It is then up to the student to contact the tutor and commence tutoring.

If this approval has not been granted then it is the responsibility of the tutor to contact the student to commence tutoring.

If you are unable to contact your tutor or have not heard from your tutor within one week of receiving your letter of approval, students are to contact the ITP Officer.

### 6.3 TUITION LOCATION

The student and the tutor have the flexibility to meet in a location, which meets their needs. However, under **NO** circumstances are the tutorial sessions to take place in the student's or tutor's home.

### 6.4 EXTRA TUITION TIME

Students under exceptional circumstances can apply for additional ITP tuition for exam and assignment preparation. An application for extra hours needs to be completed and the educational assessment completed. Your ITP tutor cannot complete the educational assessment section.

Students must contact the ITP Officer for advice on (02) 9385 3805.

### 6.5 SIGNING TUTOR SALARY CLAIM FORM

Tutors are required to lodge salary claim forms on a fortnightly basis. These forms allow your tutor to be paid for the time spent tutoring you. In order for your tutor to be paid, students are required to sign the form after each tutorial session.

Under no circumstances are students to sign for tuition sessions in advance. Students must sign for the tuition after each session.

### 6.6 TUTOR WORK PROGRAM

All tutors conducting tuition under ITP must complete a **Work Program**, no more than two weeks after tuition commences.

Tutors are required to develop Work Programs according to the students needs identified in consultation with the student. Students are required to endorse this program by signing in the area/space provided. The tutor Work Program assists in the monitoring and evaluation of ITP.

### 6.7 TUITION ASSESSMENT REPORT

Towards the end of tuition period, the student will complete a Tuition Assessment form. The purpose of the Tuition Assessment form is to provide feedback about the value of the tuition.

Comments for this assessment provide the opportunity for students who have received ITP during the semester to provide valuable feedback for monitoring and evaluation purposes.

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## **7. CESSATION OF CONTRACTS**

### **7.1 END DATE**

All contracts will state a specified date when the contract for tutoring will cease. Nura Gili will not pay for any tutoring undertaken after this date without a new contract.

### **7.2 UNSATISFACTORY PERFORMANCE OR CONDUCT**

Nura Gili reserves the right to cancel any contract based on unsatisfactory performance or conduct by either the tutor or student.

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# ITP Guide for Tutors

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### INDIGENOUS TUITION PROGRAM (ITP)

ITP is funded by the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education and is administered by the Nura Gili (Indigenous Education Program @ UNSW).

ITP functions as an acknowledgement of educational disadvantage, providing supplementary tutorial support to Indigenous Australians in order to increase participation and graduation rates.

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## 2. GOALS OF ITP

- ITP is intended to accelerate educational outcomes for Indigenous Australians beyond those which could reasonably be expected from mainstream and the provider's own source funding alone.
- ITP TT aims to improve the educational outcomes of Indigenous students in tertiary courses to the same levels as those for non-Indigenous Australians.
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### 3. HOW ITP WORKS FOR STUDENTS – PLEASE SEE PAGES 3 – 9 OF THIS DOCUMENT FOR MORE INFORMATION

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#### 4. CULTURAL AWARENESS

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:

- Aboriginal & 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 Nura Gili. 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 Nura Gili Centre for Indigenous Programs professional development opportunities, functions and events (tutors will receive notices of these during the year);
- Read the Indigenous Newspapers (copies are available in Nura Gili Centre for Indigenous Programs) i.e. 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.

There are formal opportunities at University of New South Wales to complete Indigenous Studies. For example, the Major 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.

#### 5. HOW ITP WORKS FOR TUTORS

All ITP tutors are contracted to provide services to the Nura Gili Centre for Indigenous Programs as sessional staff and are casual employees of the University of New South Wales. As the ITP Program is funded by the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education, tutors also fall under the Department's guidelines ([see here for more information](#)). Tutors are employed as casual academic staff and not eligible to receive full University of New South Wales employee entitlements.

Tutors participating in ITP are employees of University of New South Wales, Nura Gili Centre for Indigenous Programs for the purpose of Workers Compensation. The Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education is not liable for any damages incurred to any person or property.

## 5.1 STAGES IN THE ITP PROCESS - TUTORS

1. Registration – Tutors register with the ITP Officer Nura Gili.
2. Assessment and interview – Nura Gili staff assess and interview prospective tutors.
3. Matching Tutors and students – tutors and students are matched based on the tutor's qualifications and student's academic needs.
4. Contracts – Tutor signs their contract of employment and is provided student details by ITP Officer.
5. Meet - Tutor arranges to meet with student via email or phone.
6. Work Program – the work program is completed and agreed to by the student, it is then submitted to the ITP Officer.
7. Tutoring commences.
8. ITP Student Progress Report – Reports are completed at Week 6 and Week 13.

Tutors should be advised that work through the ITP program is highly variable and dependent on student's demand. Tutors should also be aware that Indigenous students participating in the ITP 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.

## 5.2 ROLE, REQUIREMENTS AND RESPONSIBILITY OF TUTORS

The role of the ITP tutor is extremely important and highly valued by the Nura Gili Centre for Indigenous Programs. The primary role of an ITP 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

- 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 New South Wales

### Skills

- Critical thinking
- Understanding their own learning styles and strengths while working to improve areas of weakness identified by the student
- Strong research skills, 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

- 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 student's behalf
- To self-edit and evaluate
- To negotiate with faculty staff and utilize alternative sources of services available within the University of New South Wales.

## 6. TUTOR REQUIREMENTS

### 6.1 QUALIFICATIONS - ACADEMIC AND PROFESSIONAL EXPERIENCE.

Wherever possible, suitably qualified Indigenous people should be selected as ITP 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.

Tertiary students are also eligible to register as ITP 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 ITP 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 ITP tuition in that subject area.

### 6.2 ELIGIBILITY

To prevent a conflict of interest, ITP 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.

Any situation that may be considered a conflict of interest should be discussed with the ITP Officer.

### 6.3 ADMINISTRATIVE REQUIREMENTS

Tutors are required to;

1. Provide the Nura Gili Centre for Indigenous Programs 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 Nura Gili Centre for Indigenous Programs 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 Nura Gili 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 cannot 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 ITP 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 **ITP Student Progress Report** at the end of each semester and agree that the report may be made available to the ITP student and the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education. Notify Nura Gili of any situation which arises during the contracted time of ITP 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 Nura Gili
9. Cease or vary work upon notice from Nura Gili Centre for Indigenous Programs and understand this request for termination or variation of ITP tutoring may occur at any time.

## 6.4 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 ITP Officer.
  - 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 convener and or the Nura Gili Centre for Indigenous Programs 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.
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## 7. 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.
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## 8. CONTRACT GUIDELINES

Tuition on behalf of the Nura Gili Centre for Indigenous Programs 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 ITP Officer in writing.

## **8.1 WORK PROGRAM**

A work program must be agreed by both the tutor and student and discussed with the ITP Officer 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 ITP Officer for approval.

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

## **8.2 ITP 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 ITP Student Progress Report at the end of each semester. The ITP 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 ITP Officer. The report must not extend beyond the date of the final examination for the subject.

## **8.3 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.

## **8.4 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.



## 8.5 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.

## 8.6 TUTORING HOURS

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

Hours cannot be “saved up” or grouped together.

**For example:** If a student is enrolled in three (3) subjects, the maximum tuition allowed is two (2) hours per subject NOT six (6) hours in total to use in whatever subject they wish.

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 Nura Gili’s Resource Centre tutorial rooms (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.

## 8.7 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 ITP Officer.
3. Documents are then submitted by the ITP Officer 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 Wednesdays of each fortnight to the ITP Officer on the opposite to pay week. A listing of due dates is available from the ITP Officer each semester.

All tutors are obliged to pay tax on income received through the ITP 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.

## 9. GETTING TUTORING STARTED WITH AN ITP 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

**Course 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 Course 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 ITP 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 ITP Officer, Nura Gili Centre for Indigenous Programs staff and know when to refer the student to other resources within the University of New South Wales.

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## **10. OTHER STUDY RESOURCES**

It is helpful to know about other Study Resources available at UNSW. 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 ITP Tutoring.

- The Learning Centre <http://www.lc.unsw.edu.au/>
- UNSW Library <http://www.library.unsw.edu.au/>

## 11. 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.

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## 12. POLICIES – LINKS

### UNSW Policies

Tutors need to be kept up to date; all of the University of New South Wales Policies can be accessed from the web from the UNSW Policy Documents Database. Refer to <http://www.ohs.unsw.edu.au/>

All tutors should ensure they read and are familiar with the **ITP Program Guidelines**: <http://www.innovation.gov.au/HigherEducation/IndigenousHigherEducation/Documents/DIISRTEIETAGuidelines-January2013.pdf>

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## 13. FAQs

### Who can tutor under ITP? What qualifications are necessary?

Wherever possible, suitably qualified Indigenous people should be selected as ITP 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.

The ITP Guidelines state that Tertiary students are eligible to register as ITP 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 ITP 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 ITP tuition in that subject area.

### How do I register as a tutor?

Complete the ITP 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 dependent on student enrolments in the subject area.

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

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

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

Please see the UNSW Salaries website for current Casual Academic salary rates:

<http://www.hr.unsw.edu.au/services/salaries/casacsal.html>

Individual tuition is paid at Casual Academic earning **code 364**

Group tuition is paid at Casual Academic earning **code 154**

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

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

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

ITP 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 ITP assistance requested and approved by the ITP Officer.

### **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 the Nura Gili tutorial rooms – 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 ITP Officer or Nura Gili Centre for Indigenous Programs 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 ITP Officer 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, e.g., 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 whatever subject they wish. Nor can hours be 'saved up' to use during block release

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

The student must lodge a written ITP Application for Additional Hours available from the ITP Officer. In this application students must provide reasons why they are requesting the additional assistance. The ITP 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 ITP 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 ITP Officer. The letter should state the student's name, ID number, course of enrolment and the subject/s for which additional assistance is being sought. ITP 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 ITP Officer and explain the problem, Nura Gili Centre for Indigenous Programs staff may then undertake to resolve the issue by approaching the student on the tutor's behalf or by arranging a meeting between a Nura Gili Centre for Indigenous Programs staff member, the tutor and if appropriate the student so that the issues can be discussed and resolved.

