

## Guide for Students and Tutors

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

University of New South Wales

SYDNEY NSW 2052

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

[itas@unsw.edu.au](mailto:itas@unsw.edu.au)



## **INDIGENOUS TUTORIAL PROGRAM (ITP) Guide**

### **1. OVERVIEW**

Nura Gili (Indigenous Programs at 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 Program (ITP), 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 the Prime Minister and Cabinet and is administered by Nura Gili (Indigenous Programs Unit).

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

### **2. GOALS OF ITP**

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.

### **3. ITP GUIDELINES**

ABORIGINALITY

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

## EDUCATIONAL ASSESSMENT

The student's educational needs will be assessed by an Academic Support Officer. A student may be determined to be in need of tuition if they:

- are failing the course/subject and the student's performance would be improved through additional tuition.
- are passing the course and the student's performance would be improved through additional tuition.
- were 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.
- require tutorial assistance to achieve an academic level or ranking required to proceed to a subsequent stage or course of study.

## 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. The standard number of tutoring hours is:

- One hour per subject per week. For Medicine students – four hours per week for 24 UOC.
- Hours cannot be "saved up" or grouped together. If there are extreme circumstances, please contact the Academic Support team for assistance.

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 habits, research skills and academic techniques is available through the Academic Support Officers at Nura Gili.

## GROUP TUTORIALS

In rare situations, group tutorials may be arranged. It is not permitted to combine individual tutoring sessions into a group tutorial.

## 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.

## 4. HOW ITP WORKS FOR STUDENTS

### STUDENT ELIGIBILITY

To receive ITP a student must be an Australian Aboriginal and/or Torres Strait Islander, who is 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.

### ENABLING COURSES

ITP is available to assist students enrolled in enabling courses, which seek to develop a student's academic skills.

Please speak to the Academic Support Team for more information.

### HOW STUDENTS APPLY

Registration forms are available online at <http://www.nuragili.unsw.edu.au/itp-online-student-application>.

Students **MUST** apply for ITP assistance each semester or as required. As soon as an application has been lodged, an educational assessment also occurs. The Academic Support Team will speak with the student to establish their educational needs.

The Academic Support Team will then match students with a suitably qualified tutor.

### STUDENT APPROVAL NOTIFICATIONS

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.

Please note: Tuition cannot commence until all contracts have been signed and received by the Academic Support Team.

## 5. ROLES AND RESPONSIBILITIES OF ITP STUDENTS

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

### ADMINISTRATIVE

Students are not responsible for lodging salary time sheets for payment. However, it is the student's responsibility to:

- Check the tuition date, time and duration is correct.
- Sign the timesheet at the end of each session.
- Keep a record of all tuition times.
- Complete an assessment report on the tutor at the end of the semester.
- NEVER sign a blank time sheet.

Tutoring Sessions can only begin when:

- The tutor has registered with the Academic Support Team.
- The tutor has received a contract and returned it signed to the Academic Support Team.

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

### ATTENDANCE

- Students are expected to respect tutorial session arrangements. Students must give the tutor at least four (4) 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. Tutors will only be paid for the first "no show" in a semester.
- Students are not to exceed the number of hours stated on the tutor's contract. 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 a tutorial session 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 1 hour 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 to cancel 4 hrs or less prior to the start of a session will not be tolerated, nor will "no shows" or failure to contact a tutor at all to cancel. This rule also applies to tutors should the situation be reversed.

## COMMUNICATION

Students are expected to contact Nura Gili if they are experiencing further difficulty with academic work or with tutoring. In the rare situation that there are any problems between students and tutors, please contact the Academic Support Team in writing.

Students have the responsibility for preparing themselves adequately for tutorial sessions, such as with draft essays or sufficient research. Tutoring is not a substitute for the student's independent study time.

## CONTACTING THE TUTOR

The tutor's contact details will be provided to the student. 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 Academic Support Team .

## 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.

## SIGNING TUTOR TIMESHEETS

Tutors are required to lodge timesheets on a fortnightly basis. In order for tutors 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.

## 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 student's needs identified in consultation with the student. Students are required to endorse this program by signing in the area/space provided. The **Work Program** assists in the monitoring and evaluation of ITP.

## TUITION EVALUATION

Towards the end of the tuition period, the student will complete a **Tuition Evaluation form**. The purpose of the **Tuition Evaluation form** is to provide feedback about the value of the tuition. There is also a mid-semester Tuition Evaluation form for tutors which is not compulsory.

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.

## **6. CESSATION OF CONTRACTS**

### **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.

### **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.

## ITP GUIDE FOR TUTORS

### 1. CULTURAL AWARENESS

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

- Aboriginal and/or Torres Strait Islander history and contemporary issues.
- Family structure and commitments.
- Diversity within the Aboriginal and/or Torres Strait Islander communities.

New tutors should attend **Cultural Awareness training** provided by Nura Gili. This two hour briefing normally takes place in the first semester.

Some other suggested ways of pursuing this understanding are:

- Attend Nura Gili functions and events (tutors will receive notices of these during the year).
- Read the Indigenous Newspapers (copies are available at Nura Gili) 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 also formal opportunities at UNSW 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. For more information about the Indigenous Studies Major, please go to the Nura Gili website:

<http://www.nuragili.unsw.edu.au/indigenoustudies.html>.

### 2. HOW ITP WORKS FOR TUTORS

All ITP tutors are contracted to provide services to Nura Gili as sessional staff and are casual employees of UNSW. As the ITP Program is funded by the Department of the Prime Minister and Cabinet, tutors also fall under the Department's guidelines. Tutors are employed as casual academic staff **and ineligible to receive full UNSW employee entitlements.**

Tutors participating in ITP are employees of UNSW Nura Gili for the purpose of workers' compensation. The Department of the Prime Minister and Cabinet is not liable for any damages incurred to any person or property.

### STAGES IN THE ITP PROCESS

1. Registration – Tutors register via the ITP website:  
<http://www.nuragili.unsw.edu.au/indigenous-tuition-program-itp>
2. Assessment– Nura Gili staff assess prospective tutors.



3. Matching tutors and students – tutors and students are allocated 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 the Academic Support Team.
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 Academic Support Team.
7. Tutoring commences.
8. **ITP Student Progress Report** – Reports are completed at Week 13.

Tutors should be advised that work through the ITP program is highly variable and dependent on the student’s needs. 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 be aware that contracts may be cancelled for a variety of reasons.

## **ROLE, REQUIREMENTS AND RESPONSIBILITY OF TUTORS**

The role of the ITP tutor is extremely important and highly valued by Nura Gili. It is important for an ITP tutor to encourage 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**

- A sound theoretical understanding of specific subject content and have gained a credit average or above.
- Understanding key discipline related concepts.
- Ability to relate to Aboriginal and Torres Strait Islander people.
- Knowledge of issues affecting/ likely to affect Aboriginal and Torres Strait Islander students at UNSW.

### **Skills**

- Critical thinking
- Strong research skills
- Evaluate key course readings (text, online)
- Organisational and time management skills
- Planning, drafting and editing skills
- Oral and written language skills

### **Communication**

- Professional, timely communication with students and Nura Gili staff.

### 3. TUTOR REQUIREMENTS

#### QUALIFICATIONS

Tertiary students are eligible to register as ITP Tutors, but it is preferred that they are at least two academic years ahead of the student and be studying a major sequence in the subject requested by the student. They must also be able to show evidence of sound academic progress and not themselves receiving ITP tuition in that subject area.

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.

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.

#### 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 Academic Support Team.

#### ADMINISTRATIVE REQUIREMENTS

Tutors are required to:

1. Provide Nura Gili 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.
3. Provide Nura Gili with the **Tutor's Work Program** outlining the agreed objectives for the tutoring period within two weeks 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 an arranged session immediately.
5. Ensure the student signs the pay claim form after every session.
6. Submit pay claims 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 content of the report may be made available to the ITP student and the Department of the Prime Minister and Cabinet.
8. Notify Nura Gili of any situation which arises during the contracted time of ITP tutoring which might lead to a conflict of interest.

#### **OTHER RESPONSIBILITIES/EXPECTATIONS**

- **Notify the Academic Support Team at the start of the contract if they are going to be unavailable to tutor at any point during the semester.**
- Negotiate with the student an appropriate tutorial timetable to take place at a mutually convenient and safe location.
- 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 Academic Support Team.
- **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 Nura Gili 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.
- 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.
- Tutors should be approachable and non-judgemental.

#### **4. ACADEMIC INTEGRITY**

**Nura Gili takes academic integrity seriously. Tutors are not to do the work for students** - this includes:

- Preparing draft essays or assignments.
- Getting books from the library.
- Conducting electronic research searching.
- Any other activity that could reasonably be thought of as part of the obligations of an autonomous student.

## 5. CONTRACT GUIDELINES

Contracts will be issued to tutors after the student's application has been approved. This includes contracts for extended tuition. Tutoring will commence once contracts are signed. If for some reason tutors are unable to proceed with the tuition, they should inform the Academic Support Team in writing.

### WORK PROGRAM

A **Work Program** must be agreed to by both the tutor and student and returned to the Academic Support Team 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 Academic Support Team 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 course.

### 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 to 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 Academic Support Team. The report must be submitted before the date of the final examination for the subject. Refer to the section titled "Tutoring Hours" on page 15 for information about tutoring attendance.

### SMALL GROUP DELIVERY

In some situations, the Academic Support Team will set up small group tutoring. Tuition must be appropriate to each student's needs in the group. There will be a maximum of four (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. Proofreading and constructive feedback is anticipated for course work that is to be submitted for assessment. Please contact the Academic Support Team with any questions.

## EXAM PREPARATION

Tutors should allow 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 readings 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 one hour per subject, per student, per week for all subjects commencing in Week Three. Medicine students are entitled to four (4) hours per subject (where one subject = 24 Units of Credit), per student, per week.

Hours cannot be “saved up” or grouped together without permission from the Academic Support Team.

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 (these can be booked for regular sessions each semester). Please ensure that students leave the workplace neat and tidy. Tutors and students may prefer to work elsewhere on campus such as in the library, but tutoring is not to take place in the home of the tutor or the student.

## PAYMENT

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

1. All checklist documents returned by the tutor.
2. **Work Program** submitted.
3. Documents are then submitted by the Academic Support Team to Human Resources for setup on the payroll system. Note that **continuing tutors require a new contract** each semester.

Submit claim sheets with all details clearly filled in, signed by both tutor and student. Pay periods are fortnightly. A listing of due dates is available from the Academic Support Team 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. Tutors will need to complete a Tax File Number Declaration form that is available from Nura Gili or from the ATO website: <https://www.ato.gov.au/forms/tfn-declaration/>

## 6. 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
- A laptop (if available)

Tutors and students should establish how they can work effectively together at the first meeting. With the student, tutors should 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.**  
Discuss expectations of what the student will prepare prior to the tutorial. Examples: what the student will bring each week, will the student email notes or drafts to the tutor before each meeting, etc.

### Course Outlines

These are the most important tools to help tutors and students map out the semester's requirements. Tutors should retain a copy of the Course Outline and of the student's Study Plan.

## Planning the semester

- Find out how the student organises their time. An average university student workload is ten (10) hours per subject, per week to cover research, reading and assessment items. The one hour of ITP tutoring makes up only a small 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? If not, please talk with ASO
- Is the student keeping up with readings?
- Is the student attending lectures and tutorials? (Tutors should explain how important attendance is to fully understand the subject and that some courses require attendance to pass the course.)
- Do you know how to use Moodle?
- Does the student have a realistic expectation of balancing home/work/study?

## When things aren't going well...

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 and adjusting back to academic life can be difficult. 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 Academic Support Team and Nura Gili staff.

## 7. 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 - <https://www.library.unsw.edu.au/>

## **8. NON ACADEMIC STUDENT SUPPORT**

There may be times the student has issues arising from personal matters. Tutors should let Nura Gili staff know about any student concerns immediately. It is appropriate for tutors to tell the student about other services if the need arises. These services include counselling, pastoral care and the medical centre.

## **9. POLICIES – LINKS**

UNSW Policies

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

<https://www.hr.unsw.edu.au/employee/orientation/policies.html>

## **10. FAQs**

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

The ITP Guidelines state that tertiary students are eligible to register as ITP Tutors. However, they should ideally be at least two academic years ahead of the student, unless special circumstances arise, and be studying a major sequence in the subject requested by the student and able to show evidence of sound academic progress.

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 transcripts and 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. 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.

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

Prospective tutors should complete the ITP Tutor Registration form and include all 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>

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

ITP Guidelines stipulate one hour per subject, per student, per week. Medicine students have a maximum of four (4) hours per subject, per student, per week (where one subject = 24 UOC).

Work available varies according to:

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

### **How many students can I tutor?**

There is no maximum amount set, but 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 book and use the Nura Gili tutorial rooms. 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) and tutorials are not to take place in the student's or tutor's home. Any off campus meetings between the tutor and the student should be discussed with the Academic Support Team

### **What happens in class free times and the mid-semester breaks ?**

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 Academic Support Team that the student has not attended a tutorial. Tutors will be paid for one hour the first time a “no show” occurs in a semester.

**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 one hour for each individual subject, NOT four (4) hours in total to use in whatever subject they wish. Hours cannot be ‘saved up’ to use during block release.

**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 Academic Support Team and explain the problem. Nura Gili staff may then undertake to resolve the issue by approaching the student on the tutor’s behalf or by arranging a meeting so that the issues can be discussed and resolved.

**How to register – Checklist**

Registration with Nura Gili can be obtained by completing a registration form – from the ITP website.

**NEW TUTORS must complete and provide the following by registering on the website**

- ITP Tutor Registration form
- Copy of current Curriculum Vitae
- Copies of professional qualifications (certificates or academic record/transcripts)
- Proof of identity (Student ID, driver’s licence or passport)

**Once contracted, tutors will complete the following forms:**

- UNSW Contract of Employment for Casual Academic Staff
- Tax File Number Declaration form

**CONTINUING TUTORS are only required to complete**

- Updated transcript
- UNSW Contract for Employment for Casual Academic Staff
- Tax File Number Declaration form (only for tutors who have not tutored in consecutive semesters).

**Notes:**

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