

Casual Academics and Lead Casual Academics in SMP

School of Mathematics and Physics

The University of Queensland

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SMP Teaching and Learning Committee

1. Casual Academic Reference Guide

This section provides guidance to casual academics and coordinating and lecturing staff for courses taught within the School of Mathematics and Physics (SMP). It is based on an earlier version of the “tutor reference guide for SCIE1000” written by the SCIE1000 teaching team, as well as the “lead tutor reference guide” originally written by Matthew Chen.

1.1. Duties and responsibilities of a casual academic in SMP

Duties and Responsibilities: delivery of formal classes

A key activity for a casual academic is to conduct regular, scheduled face-to-face and/or online learning activities for students enrolled in SMP courses. These timetabled classes are typically classified as Practicals or Applied Classes. The casual academic’s role is to facilitate active learning through a collaborative and positive classroom dynamic, always with regard for the diversity of the student cohort. All activities should be performed following guidance given by the course coordinator (CC).

1.1.1 Preparation

Normally, casual academic engagement will include payment for time allocated to preparation. The expectation is that casual academics will:

- Attend all casual academic meetings and induction sessions (where relevant).
- Engage with and be familiar with course resources and content.
- Prepare for the lesson prior to the class, and in particular, be familiar with learning activities for each session as prescribed by the CC.
- Reflect on student learning in the class and think about how to foster a successful learning environment.
- Be familiar with the course profile and course Blackboard site

1.1.2 Delivery of classes

- Communicate to students the learning outcomes, benefits and expectations of each practical/applied session and of the course as a whole.
- Prepare the teaching venue, organise and facilitate all learning activities.
- Maintain a safe and welcoming learning environment for all students, including identifying and addressing problem behaviours (CC, lead casual academics, and admin staff are here to support you if you need help with this!)
- Allocate students to small groups as needed and facilitate small group learning.
- Manage group dynamics and encourage student interaction.
- When students are working, move around the room to monitor student progress, facilitate discussions and show your availability for answering questions and providing guidance.
- Provide students with constructive feedback on their work. Be proactive in providing assistance. If no questions from students are forthcoming, consider e.g., clarifying common errors, explain possible future applications of current material, or discuss common misconceptions relating to the current topic.
- Identify and report suspected student misconduct (e.g., plagiarism/collusion) to the course coordinator in accordance with the University policy.
- Adjust as necessary to support the implementation of Student Access Plans (SAP).
- Use questioning and other strategies to assist students to evaluate their understanding.

1.1.3 After class

- Keep accurate records of student marks where relevant.
- Communicate regularly with lead casual academics/CCs, as required.
- Identify challenges in the practicals/applied sessions and communicate these to your lead casual academic(s) and course coordinator.

1.1.4 Marking

- Marking hours for marking performed outside contact time are paid separately.
- Marking guidance will be provided in the form of a marking rubric and/or sample solutions.
- Marking must be completed by the specified due date and within the allocated hours.

- Casual academics unable to complete the marking by the due time and/or within the allocated hours should advise the lead casual academic or CC as early as possible (to allow alternative arrangements to be made).

1.1.5 Overall Expectations

- Demonstrate respect and maintain an inclusive teaching ethos. Attend the SMP Inclusivity Training. Details will be posted on the SMP website under the “Training” tab, here: <https://smp.uq.edu.au/casual-academic-staff-opportunities>.
- Be punctual for all classes and attend all course related training and meetings.
- Be enthusiastic about students’ learning and providing support.
- Be approachable.
- Treat students equitably and fairly.
- Ensure that students are aware of expectations set out in UQ’s Student Code of Conduct: <https://policies.uq.edu.au/document/view-current.php?id=145>.
- Attend the Faculty of Science Casual Academic training program if new to being a casual academic. Details will be posted on the SMP website under the “Training” tab, here: <https://smp.uq.edu.au/casual-academic-staff-opportunities>.
- Complete the mandatory training modules required through Workday.
- Comply with the agreed work pattern and workload as set out in the appointment.
- There may be occasions where casual academics are asked to cover for another casual academic. These additional hours are on top of the agreed remuneration and will be paid in addition to the agreed hours.
- Comply with University staff code of conduct policies and procedures, as found here: <https://policies.uq.edu.au/document/view-current.php?id=91>.
- Facilitate and encourage students to complete SECaT and/or SETutor teaching evaluations.

1.2. If a casual academic is unable to attend a scheduled class

- If this is a planned absence, casual academics should contact the lead casual academic or CC by email to find a replacement casual academic for their session/class.
- If unexpectedly ill and a replacement casual academic cannot be found, the casual academic should contact either the CC, the lead casual academic, the Casual Academic Co-ordinator, or the School Office as soon as possible.

- Casual academics must modify your timesheet in CAHP for the current fortnight (see the last section of this handbook) if they do not attend a practical or if they cover a practical for another casual academic.

1.3. Students with a Student Access Plan (SAP)

Some students have a Student Access Plan (SAP). This plan facilitates “partnership between the student, academic staff and the Student Services in relation to managing information on, and the responsibilities for providing services and academic adjustment for the student”. The CC will inform the casual academic of the plan details of students in their sessions (possible through the lead casual academic in larger classes). Casual academics should consult with the CC in the first instance if they face a challenging situation or require clarification. More information and resources about disability services is available here: <https://my.uq.edu.au/informationand-services/student-support/diversity-disability-inclusion>.

1.4. Managing conflicts of interest

Casual academics are staff members of the University of Queensland, and it is very important that any conflicts of interests are registered, and a management plan put into place. For example, if allocated a practical attended by a close friend or relative then this must be acted upon. In such situation, they must disclose this to the CC and the lead casual academic who will help look for a way to reschedule the course coordinator to another class. In addition, the casual academic must not assess the student in any way. The CC will help put the appropriate measures in place.

If casual academics are unsure whether or not they have a conflict of interest, then they should contact their CC, lead casual academic or the School Manager for advice. UQ’s policy on conflicts of interest is available here: <https://staff.uq.edu.au/information-and-services/legal-risk-and-governance/conflict-interest>.

1.5. How much help to provide students.

- If the question is about material in the class, or lectures etc, then casual academics can provide as much help and assistance as they’d like.
- If the question is about an assignment, casual academics should guide the students through questioning. Alternatively, they can work through similar (non-assessable problems), and discuss relevant concepts taught in class. Casual academics must not give solutions, or partial solutions.
- If the question is about what to expect on the final/in-semester exam, then casual academics should tell students that doing practice questions (and checking their solutions), working through workbook notes, and practicing old past papers is the best way to prepare. Casual academics should not give hints about what these assessments may be like, even if they’ve had past experience with marking. Instead, they should tell the students that it’s a new assessment every year and that the CC ensures the learning activities will prepare students for the exams. Rather than saying “I can’t answer that” or “I’m not allowed to answer that”, they should try something like “I’m not involved in the assessment design of the course.”

1.6. Online resources

All SMP courses have a Blackboard site. Students are given appropriate access to be able to view the online course content, ECP, assessments, discussion board etc. In addition, there will likely be announcements through Blackboard. Students are expected to log in regularly to stay informed about course activities. Blackboard design varies from course to course, but the following information should generally be available on each course site.

Course Staff: Information about the teaching staff, including consultation times.

Course Help: Where to go to get help in the course

Learning Resources: This may include:

- A detailed schedule for the topics (this is course dependent).
- Lecture recordings.
- Lecture notes, or a course workbook
- Non-assessable problem sheets
- Links to pre-class material, such as pre-reading, pre-class quizzes, or recorded sessions.

Assessment: Access to assessable items.

Grade Centre or Gradebook: Student marks for each assessment item.

Support options external to Blackboard (linked to from Blackboard):

This varies from course to course but often includes an Ed Discussion board. This allows students to post questions about the course. In certain courses, casual academics are expected to contribute to this as part of their agreed upon hours – Casual academics should confirm with their CC before posting on the discussion board.

1.7. General teaching advice

BE PREPARED. Before attending a class, casual academics should consider the learning activities and plan how they can effectively support students. It is recommended that casual academics:

- Provide an early brief structural overview of the session.
- Develop this structure in a coherent manner, ensuring it flows naturally.

KNOW YOUR STUDENTS. Engaging in brief casual conversation at the beginning of a session is an opportunity to learn about the students. Getting to know the students, builds trust and rapport. Casual academics should consider – Who are the students? What skills and knowledge do they have? Other suggestions include:

- Address, as appropriate, different learning needs and styles within the group.

- Provide examples or opportunities for discussion that cater for cultural and other sorts of diversity.
- Seek feedback progressively during the session, e.g., through constant observation of interest level and engagement and by using specific questions to test understanding or mastery.

CREATE AN ENVIRONMENT CONDUCTIVE TO LEARNING. Establish ground rules. For example – phone away during practicals! Conversations during practical time should be reserved for course content and discussions relevant to the practical activities. And remember this applies to casual academics as well!

Some learners may be quiet and/or shy; others are extroverted and may dominate discussion. If some learners are disengaged, casual academics should try to understand why this is happening. As a casual academic, ask yourself – Whose voice has not been heard? How can I reach them? Think about how to be a role model for collaboration. Being inquisitive and curious can awaken the same feeling in students. Other strategies to create a positive learning environment include:

- Encourage students to express views, ask and answer questions.
- Use questioning skills which encourage student engagement.
- Providing immediate and constructive feedback where appropriate.
- Focus on building confidence and enthusiasm, and encouraging them to be self-directed.
- Recognise, at times, the need for teacher-directed strategies such as explaining.
- Use appropriate strategies for different needs, balancing discursive interactive strategies with those that are more didactic (where simple transmission of knowledge is needed).
- Encourage deep (intrinsic) rather than surface (extrinsic) approaches to learning.
- Use IT techniques effectively, e.g. PowerPoint, code demonstrations, or multimedia presentations of a professional standard.

MONITOR THE SITUATION. Watch body language and eye contact. Is one group getting stuck in their conversation? Is a student looking at the same question for a long time? Is a student aimlessly scrolling? Part of the role of the casual academic is to help pace students through their work and ensure that students complete the practical materials within the time allocated. Strategies to assist student learning:

- Encourage peer-to-peer interactions, but maintain oversight so that these interactions stay on track.
- Seek feedback progressively during the session, e.g., through constant observation of interest level and engagement and by using specific questions to test understanding and mastery.
- Exercise balance between challenging and supporting students.

- Design activities/tasks that allow students of differing abilities to participate.

PROVIDE CLOSURE. Ask students how they're going and what they've learned from the session. What was their take-home message? If they require additional support, do they know where to get it? Help them set a plan.

- Provide time for reviewing at key stages.
- Aim at helping students draw together and understand major issues and identify individual learning needs and shortcomings.
- Ensure students are aware of learning outcomes.
- Emphasise, where appropriate, links between research outcomes and learning.
- Encourage students to internalise or "construct" their individual conceptual understanding (ultimately all learners are responsible for their own learning).

1.8. Appropriate tasks for casual academics

Casual academics work is supervised and generally performed under instruction for an agreed number of paid hours. Casual academics are not expected or required to make significant academic judgements. Below are some examples of the types of work casual academics can be asked to do, provided it falls within the agreed hours allocated. Note this is an indicative list of duties.

| Aspect | Not casual academic work | Acceptable casual academic work |
|--|--|---|
| Development of course materials | Developing/designing/writing the following: <ul style="list-style-type: none"> • Course content • Assessment tasks • Model solutions • Marking schemes | <ul style="list-style-type: none"> • Proof-reading drafts • Collating and formatting materials |
| Academic integrity | <ul style="list-style-type: none"> • Academic misconduct and plagiarism investigations, incl. write-up of case | <ul style="list-style-type: none"> • While marking, checking for indications of misconduct • Collating basic information for referral to Course Coordinator |

| | | |
|-----------------------|--|---|
| Communications | <ul style="list-style-type: none"> • Handling general course administration enquiries (in person, by email, discussion boards or Blackboard). The exception is for casuals who have been assigned this role specifically either as a dedicated appointment (for courses with 400+ students) or as part of their assigned hours (e.g., lead casual academic) | <ul style="list-style-type: none"> • Handling student enquiries specific to their practical sessions during the practical • Answering questions about course content during practicals • Attending Zoom lectures to monitor the chat function where explicitly agreed in advance as part of the duties |
|-----------------------|--|---|

2. Lead Casual Academic Reference Guide

2.1 Overview

The role of the lead casual academic (formerly “supertutor”) is to assist the Course coordinator (CC). Lead casual academics also act as a conduit between CC’s and casual academics, reducing the administrative burden on CC’s with large courses, as well as providing guidance and oversight for casual academic staff conducting practicals, laboratories and applied sessions, especially for less experienced casual academic staff. The role can differ significantly from course to course and from CC to CC. For this reason, it is important to have a meeting between lead casual academic and CC at the beginning of the semester so that both are clear on expectations and responsibilities during the semester.

The following list describes a range of duties lead casual academics are typically expected to perform. Lead casual academics should discuss with the CC about exact responsibilities.

2.2 Before Semester

2.2.1 Request timetable preferences

The first task for the semester is generally to get casual academics’ class preferences and to allocate casual academics to the available classes. It is recommended that lead casual academics get at least five (5) preferences from each casual academic (assuming the course has at least 5 classes). This makes it easier to allocate. It is also important to get casual academics to give time slots where they are definitely not available. A recommendation is to make use of an online form (e.g. Microsoft Forms), so that results can be downloaded into an excel sheet. When surveying casual academics for timetable preferences, also ask them for their UQ staff username at the same time, as this will be needed to add them to Blackboard. Lead casual academics should keep in mind that final decisions on the allocation of work will be made by the Casual Academic Coordinators and the School Manager as part of the hiring process. Hence, lead casual academics should be careful not to make firm commitments to specific staff.

2.2.2 Adding users to Blackboard

This can be done by:

- Blackboard Classic: Select Users and Groups > Users > Find Users to Enrol (top left) and then input all the usernames of all the casual academics separated by commas. Casual academics should be enrolled as “Markers.” This is because Markers are not able to edit content pages on Blackboard.
- Blackboard Ultra: Select Details & Actions > View everyone on your course. Use the “+” button (top right) to add users.

2.2.3 Generate timetable

Once all casual academics have responded, download the results into a spreadsheet so that all preferences are visible in a table. Provisionally allocate casual academics to classes based on their preferences. Generally, try to give everyone their first preferences, and then if multiple casual academics have the same first preference, move some of them to their next preferences. There are a couple of ways to “break the tie” if multiple casual academics have the same first preference. The fairest way is to give preference to those who responded first to the survey/email. Alternatively, use a random number generator like random.org or flip a coin to decide. Continue until a viable timetable is created. Confirm the allocations with the Course Coordinator and then email the draft out to casual academics and ask them to confirm they are available for the given time. If not, more changes may be needed. Once an allocation is finalised, email it to smp.cahp@uq.edu.au so that it can be entered into the CAHP system. This is necessary so casual academics are paid appropriately.

2.2.4 Course meeting

Some CCs have a meeting with casual academics at the start of the semester. To organise a time for this, CC’s and lead casual academics should discuss some options when they are both available (generally in O-Week or Week 1, depending on whether practicals start in Week 1 or 2). Casual academics should then be given a vote on a couple of available times.

Casual academics can be surveyed using an online form or just asked via email (online form is recommended as it’s easy to check/tally up which time is most popular).

Once a time is set, the CC can book a room for the agreed time, and the lead casual academic can communicate this to casual academics. Sometimes a Zoom meeting can also be used.

2.2.5 Online Teaching Folder

To distribute resources to casual academics, it is recommended to set up a shared OneDrive or Teams site so that all casual academics have access to all the documents in one place, rather than having to dig through their emails. Be sure to set up the OneDrive folder using a UQ staff account.

Casual academics can be given access by clicking on the *i* at the top right of the OneDrive in a browser. Then click “manage access.”

From there, click on the “+” under “Direct access” and enter the casual academics’ UQ Staff emails (note that student emails don’t work as UQ Staff and Student accounts are not hosted on the same platform). Note that casual academics are searchable via their username as well as email. From here:

- a) Add each casual academic's email/username into the box within "Grant access".
- b) Change the permissions to "Can view", so casual academics do not accidentally modify documents.
- c) Uncheck "Notify people."
- d) Click "Grant Access."
- e) Then under "Links giving access" click on "Share" and then click on "People you specify can edit" and select "People with existing access," then click "Apply."
- f) Then click "Copy Link," this is the link to send to casual academics to give them access to the casual academic folder.

Alternatively, talk to the CC about using the course Teams site (one is automatically created for each UQ course).

2.2.6 Set Up Zoom Links

A few courses have external offerings, and lead casual academics will need to set up Zoom links for practicals. Alternatively, casual academics can set up their own Zoom links. The advantage of the lead casual academic doing this is that they are able to keep track of attendance numbers, and access Zoom logs. It also allows access to recordings if these exist. However, keep in mind account limitations, such as the number of allowable simultaneous Zoom sessions. Some lead casual academics get around this by using their staff account to host all the Zoom meetings, and their student account as their day-to-day Zoom account.

To set up a Zoom meeting:

- a) Make recurring Zoom meetings for all the External practicals (if any).
- b) Add Zoom casual academics (when finalised) as Alternative Hosts to their allocation.
- c) Important settings: require authentication, record/don't record sessions, and mute participants.

2.2.7 Creating Smart Views

It is recommended to create smart views for each class so that casual academics can easily find students in their classes. This is particularly useful for assignments and weekly exercises (if applicable).

Creating Smart Views on Blackboard Classic: BB > Full Grade Centre > Manage > Smart Views > Create Smart View (button).

Contact your CC about marking if using BB Ultra or Gradescope.

2.2.8 Diarise important dates (assessment due dates, exam dates)

Lead casual academics often have a vast number of items to remember throughout semester. It's useful to note down important events such as assignment due dates and exam dates in a calendar or diary.

2.3 During Semester

2.3.1 Discussion Board Monitoring

Not all lead casual academics have monitoring the discussion board among their duties. It's important to be clear on duties, via discussion with the CC at the start of the semester. Questions that are particularly relevant to lead casual academics include queries regarding marks, such as questions about marking or chasing up marks that haven't yet been uploaded. There is no expectation that lead casual academics monitor the discussion board all the time. Simply check in once per day or as agreed under your time allocation. The lead casual academic is not always the most appropriate person to answer questions. If in doubt, contact the CC/Lecturer.

2.3.2 Communication, Guidance and Oversight

Many CCs like to send a weekly email to the casual academics conducting practicals/laboratories/applied sessions while others will delegate to the lead casual academic. This email essentially provides casual academics with information regarding the next week's practicals, as well as some general housekeeping information. Some courses have extra resources in addition to the weekly problem sheets such as slides and weekly worksheets. Lead casual academics may be required to collate these together, put them in the teaching folder (mentioned above) and then send out an email to casual academics.

Lead casual academics may be required to provide guidance and oversight to other casual academics, especially those relatively new to the role. The CC will provide specific guidance as to what is expected, but generally this will involve prearranged dropping in on sessions and subsequent feedback, as well as being available to answer questions or address concerns, with the expectation that anything requiring a non-routine response or significant academic judgement will be referred to the CC for action.

2.3.3 Email Enquiries

Lead casual academics help facilitate communication between students, CCs and casual academics. They may be expected to address email enquiries regarding assessments, which can include chasing up casual academics for marks and getting clarification on assessment marking. It is an SMP expectation that casual academics do not give their email address to students, so students should not be contacting casual academics directly outside of contact hours. This is to address privacy, as well as to respect that such duties don't form part of casual academics' workload.

Student marking queries should generally be handled through the Ed discussion board. Where marks are disputed, lead casual academics should contact casual academics in the first instance, but should not share casual academics' email addresses with students.

2.3.4 Proofreading Assessments/Teaching Materials

Depending on the CC, the lead casual academic role may also involve proofreading and providing feedback on assessment (assignments and exams). Note that revising course resources is not the job of a lead casual academic, but providing feedback or proof-reading for proposed changes or new material is.

2.3.5 Communication with Course Coordinator

It is good practice for lead casual academics and CCs to touch base regularly throughout the semester. Different CCs have different preferences for how this is done. Some prefer to have meetings every week or two, while some are happy to discuss things over email. Where there are many matters to discuss, a brief meeting can be quicker.

2.3.6 Assignment Submission, Allocation, Marking and Plagiarism

Managing the submission and marking of assignments is a significant and often the most time-consuming part of the lead casual academic role. Below are the details of all the tasks involved.

- a) **Setting up the submission system.** This may be done through Blackboard, Gradescope or TurnItIn. See the relevant online training system for how to do this.
- b) **Online solution checking.** Often, the CC will want to check for plagiarism within assignments. Several websites are of interest here (such as Chegg). This process starts before the assignment is due. If time is allocated to this task, lead casual academics should search the assignment questions in the aforementioned websites on the day of or the day before the assignment is due. This is done by simply copying and pasting each assignment question into the search of the website. Note that search typically does not work out of the box, often the best way to search on CourseHero is to set the school to "The University of Queensland" and search "math", from there filter the results by type "Question and Explanation" and then sort by "Most recent," from there scroll through the results and see if any look familiar to the assignment questions. There is usually no point in checking earlier since it seems that most of the solutions only appear closer to the due date. Paste all the links that can be found and send an email to SMP Student Admin smp.studentadmin@uq.edu.au requesting those solutions.

Note that generative AI-based plagiarism is growing in popularity, and is difficult to detect. It is not the job of the lead casual academic to look for evidence students have used this. From Semester 2, 2025, students will be permitted to use AI in nonsecure assessment (such as assignments) but will be required to reference AI use when submitting their solutions.

- c) **Ensuring marking is completed on time.** The CC will give casual academics a reasonable deadline for marking. Communicate with casual academics about this deadline, and follow up with any casual academics who are unable to finish on time. Marking progress can be checked through the relevant submission system.
- d) **Dealing with extensions/late submissions.** Often there will be students who submit late or have approved extensions. The CC sets the maximum time for an extension (which can be up to four weeks under university policy). Shorter times may be in effect if approved such as to facilitate the timely release of solutions. Applications for extensions are handled through

Student Admin, not the CC. The list of students with approved extensions is available soon after the due date, from Student Admin via the shared drive. Contact SMP Student Admin (smp.studentadmin@uq.edu.au) for more details.

Late submissions can be marked by either the lead casual academic, or regular casual academics, if their allocated marking time permits.

Penalties for late submission (beyond any approved extensions) should be applied by the CC although this can be delegated to the lead casual academic.

e) **Plagiarism reviewing and reporting.** As marking is being completed, or after marking is being completed, lead casual academics will need to review cases of plagiarism reported by the casual academics and consult with the CC to determine which cases are reported further and which are not. When reporting plagiarism the following information is required:

1. Weight of assessment item in the assessment structure
2. Details of students who are suspected of plagiarism (Name, student number)
3. Marks students received for the assessment
4. Brief explanation of why plagiarism is suspected including evidence (such as online solutions).

Lead casual academics may wish to annotate the students' scripts to make it clear to the CC where they suspect plagiarism has occurred. Report obvious cases of plagiarism. For example, a student who has used the same method as Chegg in only one question where the working isn't identical probably isn't worth reporting in general, although it may well be if idiosyncrasies from the Chegg solution appear in the student's work. An Assignment where the student who has used a similar method to Chegg, made several identical errors and similar notation in every question would be a candidate for further scrutiny. Once lead casual academics have a list of students to report and have their scripts annotated, they should create a new shared OneDrive folder, and make sure the following is contained within it:

- The assignment and solutions.
- The list of students with their student numbers, marks and reasons for the allegations.
- Any online solutions.
- Student's annotated scripts highlighting where plagiarism is suspected.

Lead casual academics create a share link for the OneDrive folder, and send this to the CC. Lead casual academics should not write up the case in detail, just highlight the section they believe have been plagiarised. Upon review, the CC will investigate the allegations in detail, and if appropriate initiate a student misconduct case through the appropriate UQ process.

2.3.7 Weekly Exercises

Some courses may have weekly exercises in practicals, in the form of a worksheet for internal students and a Blackboard Quiz for external students.

Internal:

Managing exercises for internal students is quite simple. Lead casual academics simply need to make sure to print enough exercise sheets for each class and distribute to casual academics. In MATH/STAT courses, one option is to place them in the pigeonholes in the Assignment Room (62-225). Make sure they are there before the first class of the week.

Extra points to note:

- Make sure columns are set up in Grade Centre/ Gradebook for the internal exercise each week.
- It is also recommended you create a category (e.g., Class Exercise (IN)) for all of these columns, so you can create a smart view just showing these columns.
- At the start of the semester, send the full list of casual academics to smp.studentadmin@uq.edu.au and ask for them all to be given access to the assignment room.

External:

In general, the quiz itself is prepared by the CC. Similar to the Internal exercises, lead casual academics should create a category in Grade Centre just for the External exercises “EX”.

External students are usually required to complete Blackboard quizzes in place of in-person practical exercises. To prevent internal students completing external assessments, the quiz itself is generally not available to all students (this should be discussed first with the CC). The quiz should be created by the CC.

To deploy the quiz on Blackboard Classic:

- 1) Navigate to the desired location on Blackboard.
- 2) Click on Assessment > Test, and choose the correct quiz link from the list of existing tests on Blackboard. Ensure that “Make available to students” is set as “No.”
- 3) In the dropdown of the quiz link, choose Adaptive Release.
 - a) Under “Date,” select the desired release date and time.
 - b) Under “Membership,” select the external groups and tutors. This will permit external students who have signed up for external practicals to see the quiz link.
- 4) In the dropdown of the quiz link, choose Edit the Test Options.
 - a) Check that the “Display After” date is consistent with the previous step.
 - b) Optionally, set a password for the quiz that tutors will show students during the external practicals.
 - c) Set a due date for the quiz, you can tick “Do not allow students to start the Test if the due date has passed” if desired.
 - d) The quiz marking can be automated if the answers are entered into Blackboard. In this case, make sure the below options are selected under the ‘Show test results and

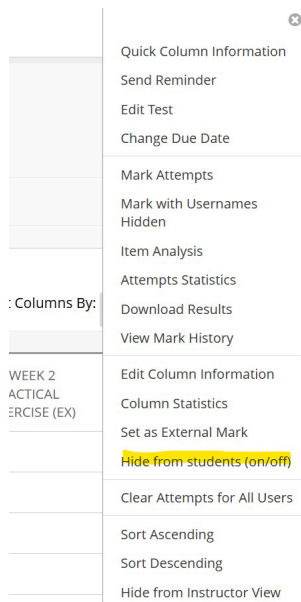
feedback to students' section. This will show students their feedback only after the due date.

SHOW TEST RESULTS AND FEEDBACK TO STUDENTS

Test results and feedback are available to students after they complete a test. Set up to two rules to show results and feedback. Rules occur based on the events selected. Each rule specifies when and what to show students; such as scores, answers, and feedback for each question.

| WHEN ⓘ | SCORE PER QUESTION ⓘ | ANSWERS ⓘ | FEEDBACK ⓘ | SHOW INCORRECT QUESTIONS ⓘ |
|---|-------------------------------------|---|-------------------------------------|-------------------------------------|
| After Due Date <small>08/03/2024 17:00</small> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> All Answers <input checked="" type="checkbox"/> Correct <input checked="" type="checkbox"/> Submitted | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

5) Before the quiz is available to students, hide the grade centre column for the quiz from students using the dropdown option in grade centre (see screenshot below). Once the quiz is due, click on the same dropdown option to the quiz grades visible.



6) Under the quiz dropdown, select "Make Available." The quiz should now say "Item is hidden from students. It will be available after xxx."

Notes

- If an external student cannot see the link, it could be that they have not assigned themselves to any teaching activities on Allocate+. In which case, they should do this ASAP and Blackboard will sync overnight.
- It is generally good practice to hide the quiz grades from students until after the due date. Even if the quiz feedback has been set up to only display after the due date, students can still see their grade immediately after submission unless the grades are hidden.

Deployment of such quizzes on Blackboard Ultra should be discussed with the CC.

2.3.8 Exams

In general, exams are handled by the CC, but sometimes they may ask lead casual academics for assistance (within the allocated time) to help with some tasks such as: scanning exams for Gradescope, checking marks on spreadsheets, etc.

2.4 End of Semester

2.4.1 Ensure all marks are uploaded

At the end of semester, it is important to ensure that all casual academics have completed marking all assessment items. Once this is done, the lead casual academic should let the CC know. Casual academics should also be informed that once marks are downloaded, any change of marks should be communicated directly to the CC.

The reason for this is that some CCs download the Blackboard marks offline into a spreadsheet and work from a spreadsheet to calculate final grades. Subsequent changes on Blackboard would then be discarded.

2.4.2 Plagiarism (if any)

Lead casual academics should keep a record of outstanding plagiarism cases throughout the semester. If there are any outstanding cases of plagiarism that have not yet been finalised, collate a list of these and send them to the CC. These students will receive a RW (Result Withheld) as their final grade until their plagiarism case is finalised.

2.4.3 Hard copy assessments (if any) returned to course coordinator

If there are any hard copy assessment items (such as weekly worksheets) that students have not collected, casual academics should return these (the assignment room in 62-225 is a good place for MATH/STAT courses). Once they have been returned, the lead casual academic can return these to the CC.

Lead casual academics should check that all casual academics have entered all assessment marks on Bb by the required deadline, and chase up casual academics who have not done so.