

Course Coordinators | Responsibilities checklist

Before the commencement of the teaching semester

- Liaising with the Program Coordinator and Teaching and Learning Chair as appropriate regarding course objectives
- Liaising with coordinators of prerequisite courses to establish expected prior knowledge of students
- Developing a coherent schedule/timetable for all learning activities and assessment in the course in collaboration with other contributors and in collaboration with year coordinators, where appropriate
- Ordering textbooks and other learning resources
- Submit course reading list to the library with eight weeks notice to ensure materials are ready for students (<https://web.library.uq.edu.au/library-services/teaching-staff/reading-lists-and-textbooks>)
- Developing and submitting the Electronic Course Profile (ECP) for the course by the due date
- Ensuring that appropriate tutorial assistance is in place
- Ensuring that appropriate locally controlled space is booked as required – e.g. tutorial rooms, computer laboratories, as necessary
- Requesting and developing the Learn.UQ site for the course
- Checking SI-net at the start of semester for any changes to the timetable and venues and for class lists
- Checking the student enrolment profile for your course on Reportal.

During the semester

- Communicating in a timely fashion with all contributors (e.g. guest lecturers, tutors) so that they are clear of the expectations of them in the course (including times, dates, places, deadlines)
- Responding to requests for Disability Action Plans
- Ensuring all items of assessment (including school and central exams and deferred exams) are prepared in a timely manner, and checked carefully for accuracy and clarity
- Preparing a sample examination if exemption has been approved for release of examination papers
- Ensuring that all submitted assessment items are consistent with advice given in the ECP and consistent with the stated goals of the course
- Managing the Learn.UQ site for the course

- Ensuring there are adequate opportunities throughout the course for students to judge their understanding through appropriate and timely formative feedback on work-in-progress, on progressive assessment tasks and other means
- Ensuring that assessment is marked and returned in a timely fashion with appropriate feedback
- Ensuring that marks are moderated
- For centrally-administered exams, ensure examiners have arranged to provide the Examinations section with their contact telephone number, or the contact telephone number of a delegate, to answer questions in relation to possible errors or ambiguity in the question paper
- Taking overall responsibility for the quality of marking of exam papers, assignments and other summative assessment items and the aggregation of marks to give reliable final grades and ensuring that marks are appropriately moderated
- Ensuring marks and recommended grades are submitted by the due date
- Dealing with requests for extensions
- Responding to student complaints
- Referring incidents of suspected misconduct to an Integrity Officer or the Academic Registrar according to the Academic Integrity and Misconduct policy
- Responding to requests from Faculty and Central Administration with regard to student progress and participation to inform decisions on Withdrawal Without Academic Penalty and/or financial penalty
- Encouraging students to complete SECaTs.

After the semester

- Providing students access to examination scripts and papers
- Marking deferred exams
- Setting and marking supplementary assessment
- Managing the process of approved re-marking items of assessment in a fair and equitable manner
- Finalising incomplete results within the required timeframes
- Responding to student feedback from SECaTs and other tools in the development of the next offering of the course
- Reviewing the course description for the following year.

Other tasks may be required in some courses, for example:

- Ensuring that the Risk Assessments for the course are current
- Recognising possible ethical issues likely to be raised in the course and being prepared to address student concerns in this area.