

## POSITION DESCRIPTION – SCHEDULE A

### POSITION DESCRIPTION DOCUMENT PURPOSE

The purpose of this position description document is to provide you with a clear understanding of your role, and how that role fits within Melbourne Institute of Technology (MIT) as an organisation.

This document provides an outline of your key areas of accountability and desired outcomes from satisfactory performance of the role. It does not provide an exhaustive list of tasks and activities that are required to be performed in order to fulfil the role.

### POSITION DETAILS

<b>Position Title:</b>	Learning Skills Officer
<b>School / Division:</b>	Centre of Learning
<b>Award:</b>	Educational Services (Post – Secondary Education) Award 2020. ( <a href="http://awardviewer.fwo.gov.au/award/show/MA000075">http://awardviewer.fwo.gov.au/award/show/MA000075</a> )
<b>Probationary Period:</b>	6 months
<b>Time Fraction:</b>	Full-time
<b>Campus:</b>	Melbourne
<b>Reporting to:</b>	Learning Skills & Quality Assurance Coordinator
<b>Direct reports:</b>	Nil

### ROLE

The Learning Skills Officer provides teaching both inside and outside curricula to assist students in developing appropriate academic study skills; by collaborating with other academic staff in the development of curricula and through participation in the InSPIRE program so that they provide better learning opportunities for students' development of academic and language skills.

This role is responsible for development and implementation of strategies for language enhancement, assisting students with the transition to study in an Australian learning environment and the development of appropriate study skills, including providing focussed support in math's, computing, etc. as required.

The Learning Skills Officer works collaboratively with The Learning Skills & Quality Assurance Coordinator, the Campus Director and the Academic teams in the development and provision of learning support to the diverse student body. Another significant aspect of the role is to administer the Peer-Mentoring Program and assist in the quality assurance of documents to academic committees such as the Teaching & Learning Committee and the Academic Board, and academic documents prepared for accreditation.

## MIT VISION AND GOALS

### MIT: A proud history, a confident future

Founded in 1996, Melbourne Institute of Technology (MIT) has provided outstanding, employment-focused degrees in Business and ICT for almost 30 years.

MIT grew to over 4,000 students prior to the onset of the Covid-19 pandemic. Like all higher education institutions, MIT was impacted by the closure of international borders triggered by the pandemic.

Since the reopening of international borders, confidence has returned to the international student market. MIT's high-quality student programs and organisational agility will enable it to renew its growth trajectory, achieve University College status, and lay the foundations for the next decade of success.

### Vision

MIT aspires to be one of the leading providers of industry-engaged, employment-focused higher education programs, equipping students with the knowledge, skills, and opportunities to build successful careers.

### Mission

MIT inspires students and helps them create their future through employment-focused educational programs. These are developed and delivered in collaboration with industry, and underpinned by excellence in learning and teaching, scholarship and research.

### Values

- Excellence;
- Integrity;
- Accountability
- Transformational Change, and
- Agility

### MIT's overarching goals are to:

- Become one of the top 20 higher education institutes in Australia for high-quality student experiences and learning outcomes
- Attain Self-Accrediting Authority status during 2023
- Progress towards achieving University College status by 2027
- Capitalise on the reopening of international borders to rebuild student numbers: achieve pre-pandemic EFTSL levels by 2025 and 5-10% growth per annum thereafter
- Achieve student satisfaction and graduate employment outcomes equal to or above industry averages in all courses
- Be renowned for excellence in industry-engaged learning with all students engaging with industry as part of their course
- Continue to deliver outstanding, student-centric support services
- Be recognised as a high-performing employer of choice

## MIT ORGANISATIONAL STRUCTURE

MIT business model comprises four (4) key focus areas as guided by its vision: Academia, Finance, Marketing, and Operations. Our organisational structure is designed to ensure each of these areas is fully resourced.

Our Executive Management Committee (EMC) is responsible for the development of our strategic plan and effective implementation of strategies across all business areas. It comprises our:

- Chief Executive Officer,
- Managing Director,
- Group General Manager and Human Resources Director (pro tem)
- Executive Dean

## RESPONSIBILITIES

The position's responsibility incorporates— but not limited to—the areas as set out below

Area	Outcomes
Administration activities	<p>Ensure administration activities in collaboration with The Learning Skills &amp; Quality Assurance Coordinator:</p> <ul style="list-style-type: none"> <li>▪ Efficiently retain all data accurately and in accordance with approved policies and procedures.</li> <li>▪ Facilitate compliance with Partner institute's (Federation University) policies and procedures in matters relating to students</li> <li>▪ Facilitate compliance with all government and other regulatory bodies</li> <li>▪ Administer the Peer-Mentor program</li> </ul>
Develop, deliver and evaluate all academic language and learning support programs to students	<ul style="list-style-type: none"> <li>▪ Deliver student consultations (online, phone and face-to-face including drop-in services) to meet identified service standards</li> <li>▪ Develop, implement and evaluate the Peer-Mentoring Program and the Learning Foundations Units (MIT001 and MLC101)</li> <li>▪ Develop and deliver online and face-to-face workshops, seminars and training sessions (discipline specific, generic) for academic staff and students to build information and digital literacy skills</li> <li>▪ Promote services and programs to clients via online and face-to-face channels including a weekly student blog</li> <li>▪ Apply specialist knowledge to plan and develop/update online learning objects (e-resources) and identify and prepare web-based content for ALL online resources and tools</li> <li>▪ Investigate and identify innovative and emerging technologies to inform the development of online learning objects and take responsibility for outcomes</li> <li>▪ Provide individual learning support, with clear processes for monitoring student progress, including responding to intervention referrals as part of MIT's InSPIRE program</li> <li>▪ Develop relevant language and learning resources in a range of formats</li> </ul>

	<ul style="list-style-type: none"> <li>Develop, implement and evaluate a language and learning support workshop program to assist students in identified problem areas of language and/or learning</li> <li>Provide language and learning support for students through 1:1, small group and in-class delivery to facilitate their learning</li> <li>Provide focussed support (maths, computing, etc.) as required</li> <li>When appropriate, provide individualised support for students with physical disabilities and learning difficulties to enable them to fully participate in the learning process</li> </ul>
Academic Quality Assurance	<ul style="list-style-type: none"> <li>Assist in MIT's Quality Assurance process to ensure teaching &amp; learning documents, proposals and reports meet academic quality standards expected of such documents, including correct use of academic language</li> <li>Proof-read academic documents including unit descriptions, question papers, assessment specifications, degree proposals and accreditation applications</li> <li>Conduct professional writing workshops</li> <li>Provide critical examination of staff generated documents and, where required, conduct one on one sessions with academic staff to train them with the view of significantly reducing the level of grammatical and typographical corrections required in academic documents</li> <li>Develop check lists based on requirements in academic policies such as Course and Unit Lifecycle Policy and Procedure and check academic documents against those check-lists in order to ensure that all requirements are met before the documents are presented to committees such as Teaching &amp; Learning Committee, Academic Board or externally, for example, for accreditation.</li> <li>Hold workshops to focus on improving the classroom strategies of the teaching staff</li> </ul>
Academic policy and standards	Provide assistance with: <ul style="list-style-type: none"> <li>Compliance at all times with Institute's policies and procedures.</li> <li>Compliance at all times with relevant government and other regulations.</li> </ul>
Monitoring progress towards goal achievement and implementing timely corrective action (when required)	Ensure: <ul style="list-style-type: none"> <li>timely reporting of progress against plan</li> <li>the revision of plan to take into account changed circumstances (when required)</li> <li>That appropriate action is taken in order to achieve goals</li> </ul>
Ongoing learning and developing self.	Attendance at relevant training courses and completion of self-development activities
Special projects	Ensure special projects and tasks assigned (as may be from time to time) are carried out efficiently and effectively
Teaching Load	6 hours per week per trimester (pro rata)

## KEY SELECTION CRITERIA

<b>Education/Qualifications:</b>	
1. Master's degree preferably in TESOL and/or Doctorate qualification with relevant experience	Mandatory
2. A Graduate Certificate in Learning and Teaching in Higher Education or equivalent qualification	Mandatory
<b>Knowledge/Experience/Attitude/Skills</b>	
3. Demonstrated experience in the delivery of study skill related programs/courses.	Mandatory
4. Knowledge of academic advising theory and practice, the principles of learning and teaching and demonstrated ability to apply these to the development and delivery of workshops, programs and resources.	Mandatory
5. Proven team leadership skills, combined with the ability to create a collaborative and innovative work environment.	Mandatory
6. Demonstrated high level communication skills, including oral and written communication, interpersonal, presentation and negotiation skills	Mandatory
7. Demonstrated high level administrative and organisation skills including the ability to manage multiple tasks, meet deadlines and work independent, or as part of a team	Mandatory
8. An understanding of the complexities and challenges of delivering successful student academic intervention strategies and coordinating student run support programs (peer-mentoring)	Desirable