



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

Position Title:	Senior Lecturer Business & Course Coordinator Master of Social Work (MSW)
School / Division:	School of Business (SOB)/ School of Allied Health
Classification	Classification Academic staff Level C3 The Education Services (Post-Secondary Education) Award 2020 (<i>General Staff Classification</i>) http://awardviewer.fwo.gov.au/award/show/MA000075
Campus:	Melbourne
Probationary Period:	6 months
Reporting to:	Head of School – SOB for Academic direction, program development and coordination.

ROLE

The appointee will be a senior member of the School provisioning teaching and learning, research and coordination – demonstrating their academic capabilities as measured by indicators of *activity, engagement, and quality and impact* in accordance with the **Institute's academic performance framework**¹. The appointee is expected to demonstrate mastery of academic skills and excellent academic performance (meeting or approaching the benchmarks).

The Course Coordinator for the Melbourne Institute of Technology's (MIT) Master of Social Work (Qualifying) (MSW) is responsible for the academic integrity, curriculum quality, and student experience of the degree program. They ensure compliance with accreditation standards (such as the [AASW](#)), manage academic staff, and oversee field education requirements.

The appointee reports to the Head of School (HoS) of School of Business.

¹ <https://www.mit.edu.au/about-us/governance/institute-rules-policies-frameworks-and-plans/Frameworks/AcademicPerformance> is used in identifying appropriate indicators for responsibilities and outcomes.



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 of Academia, Finance, Marketing and Operations. Our organisational structure is designed to ensure each of these areas is fully resourced. A copy of our organisation chart, depicting lines of authority and accountability, is available to staff.

Our Senior Management Team 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 & Human Resources Director pro tem; and
- Executive Dean

ORGANISATION CONTEXT

MIT has campuses in Melbourne and Sydney and two schools that operate across both campuses: School of Information Technology & Engineering (SITE) and School of Business (SOB). In addition to bachelor, graduate diploma and masters by coursework programs, the Institute offers masters by research in both schools. SITE's expertise is mainly in areas of telecommunications, networking, cybersecurity, data analytics and software engineering. The Business School's expertise is mainly in business, accounting, digital marketing, and business analytics. A major focus of the schools is in establishing a culture of shared values, attitudes and strategies to further MIT's goal of producing competent, work-ready graduates for the industry.

The main objectives of the School include but are not limited to:

- Maximising the retention and success of students.
- Employing academic and administrative staffing at appropriate levels to develop, maintain and deliver innovative programs.
- Managing the development and implementation of policies and procedures for student admissions, assessment, completion and other relevant areas.
- Having appropriate departmental committee structures to enable input and involvement from staff, students and relevant external bodies and industries.
- Developing and maintaining programs and curriculum that are innovative and connects theory and practice.
- Building a student centred environment that challenges, encourages and motivates students to discover new skills and talents.

RESPONSIBILITIES

The Course Coordinator leads the strategic direction and operational management of the Master of Social Work program. This role ensures the curriculum is contemporary, evidence-based and aligned with human rights, social justice frameworks and industry standards. The Coordinator also acts as the primary liaison between MIT, professional bodies and the community services sector to enhance the employability and readiness of our graduates

Responsibilities of the position include but are not limited to:



Area	Responsibilities	Outcome Indicators
Curriculum design, revision and delivery	<ul style="list-style-type: none"> When required, provide assistance to the Head of School, Course Coordinators and Discipline Heads in designing, reviewing and/or revising curriculum, preparing applications for course accreditation, and benchmarking. Ensure that the units coordinated are of required standards, and provide assistance to the Course Coordinators in ensuring standards of delivery of courses and units offered in the School. 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> Demonstrated actions of providing assistance in curriculum design and/or revision, benchmarking and preparation of accreditation applications Demonstrated actions to update materials of units coordinated and receive approval <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> Demonstrated engagement with the Head of School, Course Coordinator(s), and colleagues in revising units coordinated <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> Approval of revisions by relevant internal and external bodies Demonstrated alignment of contributions to the course design and revisions with the Institute's vision and goals, and the School business plan
Learning & Teaching	<p>In accordance with the Institute's policies, procedures and guidelines, implement best practices in:</p> <ul style="list-style-type: none"> teaching which includes unit coordination, lecturing, tutoring, counselling, class management and associated duties the preparation of material for delivery of units including lecture plans, presentations, assessment tasks, exam papers, tutorial/laboratory exercises and related materials moderating assessments in a timely manner marking assignments and examinations, providing students with feedback and recording marks in a timely manner developing and continually improving teaching strategies, syllabi, as well as short and long-range planning as set out by the 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> Demonstrated effectiveness in unit coordination and delivery Use of technology-based teaching, learning and assessment Demonstrated innovation in teaching Scholarly publications on teaching, curriculum and assessment <p><i>Engagement Indicators</i></p> <p>Demonstrated engagement with industry, professional societies and alumni to enhance student learning by organising guest speakers, industry mentoring of students, industry visits and/or similar external engagement activities</p> <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> High scores in student evaluation of teaching (sustained over time)



	<p>Institute's Academic Board quality measures to ensure excellent feedback and maintenance of standards.</p> <ul style="list-style-type: none"> incorporating industry-relevance and work-integrated learning experience in teaching maintaining currency in developments in teaching and learning methods <p>Senior Lecturer's teaching load is up to 12hours per week per trimester (pro rata for part-time appointments)</p>	<ul style="list-style-type: none"> Student academic performance meeting or exceeding targets of the Academic Board Outstanding feedback in peer review of teaching and curriculum effectiveness Other recognition of teaching quality such as prizes and awards for teaching Publication of teaching related research findings Student and graduate satisfaction demonstrated in national surveys
<p>Research Training</p>	<p>In accordance with the Institute's policies, procedures and guidelines for research and research training:</p> <ul style="list-style-type: none"> supervise research students mentor research students to publish their work in refereed journals or conferences as appropriate, and show initiatives in attracting research projects from industry. 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> Students supervised by the appointee submitting their theses <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> Demonstrated engagement with industry on seeking research projects <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> Research students receiving their degrees Publication of papers by supervised students on their research findings High student satisfaction demonstrated through student evaluation surveys for these units
<p>Scholarship and Research</p>	<p>In accordance with relevant research policies, procedures, codes of conduct and guidelines of the Institute:</p> <ul style="list-style-type: none"> collaborate with researchers internally and externally for disciplinary - and where appropriate inter-disciplinary – research conduct high quality research individually and/or in teams, and disseminate research findings apply for research grants 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> Publication of research findings in refereed journals, conferences, books and/or book chapters Application for research grants <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> Demonstrated collaboration with researchers, internally and externally <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> Standing of publications (peer-reviewed, national, international, sole/lead author) H-index (as appropriate to the discipline) External research recognition through invitations such as for reviewing journals and refereed conferences, membership



		<p>of conference program committees, editorship of journals and conference proceedings and keynotes (international and national)</p> <ul style="list-style-type: none"> • Awarding of external research grants • Receiving prizes and awards for research
<p>Planning, Policy Development and Compliance</p>	<ul style="list-style-type: none"> • Contribute, as required, to the Institute’s strategic planning process, the School’s business planning process, and policy development and implementation • Contribute, as required, in preparing applications and responses to TEQSA, and professional societies • Participate in committees, as appropriate, in the School and the Institute • Ensure compliance with relevant policies, procedures and regulations at all times. 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> • Contributions to planning and policy development recognised by supervisors • Participation in committees recorded in the relevant minutes <p><i>Engagement Indicators</i></p> <ul style="list-style-type: none"> • Engagement with members of committees as recorded in the minutes <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> • Compliance audits identify no major issues, and any minor issues are rectified quickly



<p>Academic Profile of the Discipline</p>	<p>Provide assistance to the Head of School and/or Discipline Leaders in increasing the academic profile of the Discipline and the School in the scholarship of teaching and research.</p>	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> • Posters and reports of show case events <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> • Positive feedback from industry and community on the academic profile of the Discipline/School
<p>Student Matters</p>	<p>Provide guidance and support to students taught through actions such as:</p> <ul style="list-style-type: none"> • counselling students on academic matters • facilitating responses to issues of concern raised by students • identifying and supporting students at risk by early intervention and monitoring • assisting the Head of School, Discipline Leader and Course Coordinators in addressing student issues and course delivery issues • participating, when invited, in the Student-Staff Consultative Committee meetings 	<p><i>Activity Indicators</i></p> <p>Demonstrable support to students on resolving their concerns and issues</p> <p><i>Engagement Indicators</i></p> <p>Engagement with HoS, Discipline Leader, Course Coordinators, Counsellors and other student support services in resolving student issues</p> <p><i>Quality and Impact Indicators</i></p> <p>High scores in student experience surveys and positive feedback from students</p>
<p>Relationships - external</p>	<p>In consultation with the HoS, promote, develop and build strong mutually beneficial relationships and networks with external parties including, but not limited to:</p> <ul style="list-style-type: none"> • higher education services providers (including colleges [where applicable] and universities). • alumni – staff and student. • professional societies related to the appointee’s discipline, and • industry connections 	<p><i>Activity Indicators</i></p> <p>Demonstrated evidence of events organised or attended</p> <p><i>Engagement Indicators</i></p> <p>Engagement with alumni, professional associations, industry and higher education providers</p> <p><i>Quality and Impact Indicators</i></p> <p>Contributions towards the realisation of vision, aspirations and state of the Institute through establishing and maintaining external networks of relationships</p>



<p>Monitoring progress towards goal achievement and implementing timely corrective action (when required)</p>	<p>Ensure:</p> <ul style="list-style-type: none"> • timely reporting of progress against objectives • revision of plans to take in to account changed circumstances (when required), and • taking appropriate actions in order to achieve goals. 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> • Production of progress reports • Evidence of appropriate action taken to achieve goals <p><i>Quality and Impact Indicators</i></p> <p>Achievement of goals and objectives</p>
<p>Administration</p>	<ul style="list-style-type: none"> • Be willing to accept and perform coordination roles in the School • Assist the HoS, when asked, in administrative matters including: <ul style="list-style-type: none"> ○ monitoring student performance to ensure satisfactory outcomes ○ organising school meetings ○ identifying, planning and maintaining short & long term equipment/facilities for the Discipline. ○ records management, and ○ preparation for accreditation of courses 	<p><i>Activity Indicators</i></p> <ul style="list-style-type: none"> • Performing coordination roles when required • Evidence of assistance to HoS <p><i>Quality and Impact Indicators</i></p> <ul style="list-style-type: none"> • Positive feedback from the HoS on reports and assistance received • Improved student academic performance
<p>Special projects</p>	<p>Ensure special projects and tasks (as may be assigned from time to time) are carried out efficiently and effectively.</p>	<p><i>Activity Indicators</i></p> <p>Evidence of completion of special projects and tasks</p> <p><i>Quality and Impact Indicators</i></p> <p>Positive feedback from project/task supervisor</p>

PERFORMANCE MANAGEMENT – SCHEDULE B

Staff performance is managed in accordance with MIT Performance Management System which incorporates:

- Regular performance reviews
- Ongoing feedback
- Identification of professional development needs and provision of support
- Reward structure

Specific performance goals will be set with the appointee during the course of the performance review. The Human Resources Director will provide further details in relation to the MIT Performance Management System.

Minimum standards of performance for Academic Level C include²:

- highly significant contribution to teaching and learning with demonstrated quality educational outcomes
- outstanding achievement or contribution in the scholarship of teaching and learning
- outstanding achievement in the scholarship of governance, leadership and engagement, and

² From MIT Academic Promotions (Level A to B and Level B to C) Policy and Procedure



PERFORMANCE MANAGEMENT – SCHEDULE B

- a superior or satisfactory contribution in the area of research

KEY PERFORMANCE INDICATORS

Description	Measure	Completion date	% Weightage
Student performance targets as set by the Academic Board	Student Pass Rates, Student Attrition Rates, and Student Satisfaction in units coordinated, and units taught	Ongoing	20%
Course Development and assistance with Coordination, including assessment design, supervision and management of capstone	Meeting of quality and competency standards of course and assessment material to the satisfaction of accreditation bodies.	Ongoing	20%
Teaching & Learning Innovation	Evidence of introducing innovative teaching methods; Student evaluation scores; Student pass rates.	Ongoing	10%
Ensure quality of Teaching and Learning including unit delivery and mentoring other staff	Survey results - staff, student, feedback; Student pass rates and attrition rates	Ongoing	15%
Academic counselling, mentoring and providing student support	Survey results - staff, student; Student retention rates	Ongoing	20%
Relationships internally and externally	Number of industry projects sourced, Industry talks sourced, Survey results – staff & student, feedback At least one meeting, per client every trimester to plan, discuss and manage capstone projects	Ongoing	10%
Management of student records, MOODLE sites and Laboratory resources	Feedback from supervisor, unit lecturers and IT Department.	Ongoing	5%



Total weighting (must equal 100%)	100%
PERFORMANCE AGREEMENT BETWEEN MELBOURNE INSTITUTE OF TECHNOLOGY PTY LTD (MIT) AND STAFF	
<p>I hereby agree to perform the duties and responsibilities as per attached Schedule A and B and agreeable to the review to be conducted by the organisation against each performance indicators in 6 monthly intervals and at the expiry of this contract.</p> <p>Signed by Employee (above): Date:</p> <p>Signed by MIT authorised delegate:</p>	



The Academic Performance Framework

The Academic Performance Framework is the benchmark reference for the Institute’s expectations and criteria for teaching and learning, research and leadership by academic staff, and the evidence that demonstrates achievement. The components of the Framework and their criteria apply to all academic staff of the Institute. These are used for classifying and describing academic positions, for establishing performance expectations and assessing performance, and for making decisions in relation to appointment, confirmation and promotion.

Academic roles and careers differ greatly across the Institute and across disciplines and fields of study. The indicators are for reference only and are not intended to be a checklist or complete list. Individual careers and achievements are examined considering the priorities of the schools and the expectations for specific academic roles. Promotion being evidence based and impact focused.

	Teaching and learning	Research	Leadership
Benchmarks	Developing student potential through the creation, design, delivery and evaluation of curriculum, units, courses and programs. Inspirational teaching and major contributions to the quality of the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement	Original research of significance and wide-ranging contributions to the advancement of fields of study that are informed and enhanced by engagement practices and partnerships.	Contributing to the governance, capacity building and development of positive and inclusive cultures at MIT, through citizenship behaviours and formal leadership roles. Leadership and citizenship for sustained change and improved capability within schools and the Institute overall, leadership of community, business and policy engagement of significant public value.
Activity	Indicators of the range and volume of academic activities, inputs and outputs. <ul style="list-style-type: none"> • Unit coordination and delivery • Curriculum design and innovation, including cross-disciplinary approaches • Development of technology-based teaching, learning and assessment programs and resources • Teaching and learning innovation • External educational development income 	Publications <ul style="list-style-type: none"> o Conference papers o Journal articles o Book chapters o Books o Creative outputs o Commissioned reports and other publications • Research grants & external research income • HDR supervision 	<ul style="list-style-type: none"> • Active engagement with leadership and coordination roles within faculties and departments • Membership of committees • Expert panel and committee recommendations, reports, and submissions • Compliance with Institute policy and procedural requirements • Continuing professional development activities (internally, externally) • Leadership in development of partnerships and networks



	<ul style="list-style-type: none"> • Publication of educational texts and resources • Scholarly publications on teaching, learning, curriculum and assessment 		<ul style="list-style-type: none"> • Formal senior leadership roles
Engagement Indicators	<ul style="list-style-type: none"> • Alumni and external partner involvement in student mentoring programs • Curricular and extra-curricular opportunities designed to foster student entrepreneurship • Initiatives advancing equity and supporting student diversity • Engagement with government, business, professions and communities informing curriculum design and delivery (for example, through professional advisory boards) • Engagement grants and other engagement income (internal, external) • Object-based and work-integrated learning design (including internships, graduate placements, volunteering) • External teaching, learning and curriculum consultancies • Expert educational advice to government peak bodies 	<ul style="list-style-type: none"> • Engagement with disciplinary communities and government, business, professional and community organisations (for example, influential roles within scholarly societies or professional organisations) • Public engagement efforts embedded in research proposals • Engagement grants and other engagement income (internal, external) • Publications for government, professional and community bodies • Collaborative development of cross-disciplinary research programs with national and international partnerships • External research-based consultancies (international, national) • Start-up companies, including student start-ups, and evidence of uptake/adoption • Licenses executed, license income received 	<ul style="list-style-type: none"> • Membership of committees of enquiry and expert panels • Leadership in development and maintenance of community, industry and cultural partnerships • Leadership in external professional and disciplinary communities (nationally and internationally, including policy development) • Leadership of major engagement projects and leadership of engagement teams (internal and external stakeholders) • Major submissions to government enquiries • Membership of company boards or equivalent
Quality and impact Indicators	<ul style="list-style-type: none"> • Student evaluation of teaching (sustained over time) • Peer review of teaching and curriculum effectiveness • Curriculum relevance (for example, professional, teaching-research nexus and 	<ul style="list-style-type: none"> • Publication standing (peer reviewed, national, international, sole/lead author) • H index (as appropriate to discipline) • HDR supervision (completion rates, candidate publications, 	<ul style="list-style-type: none"> • Influential contributions to the vision, aspirations and state of the Institute • Effective demonstration and promotion of the Values of the Institute, consistent with the principles of equity and the pursuit of excellence



	<p>practice, employability and work skills, graduate attributes)</p> <ul style="list-style-type: none"> • Originality and sustainability of curriculum redesign • Educational outcomes (including evidence of graduate achievements and accomplishments) • Adoption of published educational texts and resources (with emphasis on publisher standing) • Invited keynotes on teaching, learning, curriculum and assessment (international, national) • Awards and prizes for teaching and learning (national, internal) • Influential leadership of major teaching programs and teaching teams and mentoring of less experienced teacher • Graduate employment placements 	<p>graduate outcomes and achievements)</p> <ul style="list-style-type: none"> • Invitations to review • Invited keynotes (international, national) • Patents issues • Awards and prizes for research and/or technology transfer • Translation and adoption of research • Development of valued-added practices and approaches in communities, industries and government through engaged research projects • Influential leadership of major cross-disciplinary research projects with external partners, leadership of research teams, mentoring of less experienced researchers 	<ul style="list-style-type: none"> • Positive engagement in learning and career development of self and others • Provision of meaningful, constructive and timely feedback to colleagues • Collection of, attention to and action on feedback from a variety of sources • Effective membership of committees • Effective promotion of diversity and cultural awareness • Effective promotion of a culture that values high achievement by staff and students • Effective leadership across the Institute • Awards and prizes for leadership and service • Leadership of short- and long-term engagement programs that create social, cultural and economic value • Public intellectual contributions to the advancement of society.
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	Professoriate				
Level	A	B	C	D	E
Expectations	Acquiring academic skills and building academic achievements (oriented towards the benchmarks)	Well-established academic skills and strong academic performance (approaching or progressing towards the benchmarks)	Mastery of academic skills and excellent performance (meeting or approaching the benchmarks)	Performance of exceptional distinction and achievements that are recognised as distinguished internationally or nationally (meeting the benchmarks)	Outstanding performance and pre-eminence as a scholar of international standing (meeting or surpassing the benchmarks)
Appointment titles	• Tutor	• Tutor	• Senior Lecturer	• Associate Professor •	• Professor



	<ul style="list-style-type: none"> • Research Fellow 1 • Research Assistant Grade 2 	<ul style="list-style-type: none"> • Lecturer • Research Fellow 2 Honorary: <ul style="list-style-type: none"> • Fellow • Lecturer 	<ul style="list-style-type: none"> • Senior Research Fellow Honorary: <ul style="list-style-type: none"> • Senior Fellow • Senior Lecturer 	<ul style="list-style-type: none"> Principal Research Fellow Honorary: <ul style="list-style-type: none"> • Principal Fellow • Professor • Professorial Fellow 	<ul style="list-style-type: none"> Honorary: <ul style="list-style-type: none"> • Professorial Fellow • Emeritus Professor • Honorary Professor • Emeritus Prof.
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