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:	Learning Skills Officer (Melbourne)
School / Division:	Centre of Learning
Award:	Level 7.1, Educational Services (Post – Secondary Education) Award 2020. (http://awardviewer.fwo.gov.au/award/show/MA000075)
Employment Mode:	Fixed term contract. Extension of contract is subject to job performance.
Probationary Period:	6 months
Time Fraction:	Fixed term - Part-time 0.6
Campus:	Melbourne

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 focused 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 assist in the administration of the Peer-Mentoring Program and assist in the quality assurance of documents to academic committees such as the Learning & Teaching Committee and the Academic Board, and academic documents prepared for accreditation.

MIT VISION AND GOALS

Founded in 1996, Melbourne Institute of Technology (MIT) has grown dynamically as one of the leading private, institutes of higher education in Australia with campuses in Melbourne and Sydney. MIT is a teaching only Higher Education Institution. Our vision, mission, values and goals as approved by the MIT Board of Directors in December 2017 are set out below.

Vision - MIT continues to be a leading private institute of higher education nationally and internationally by proactively developing innovative educational programs to meet industry needs and by a commitment to inspire tomorrow's graduates.

Mission - MIT, through its higher education programs and personalised and transformational student experience, provides the opportunity for individuals to access knowledge and to enrich and transform their futures.

Values

- Excellence in teaching and learning;
- Integrity;
- Accountability and
- Transformational Change.

Goals and Priorities:

- Develop and deliver innovative programs that meet industry and market needs;
- Provide an inclusive, service-oriented culture focused on student outcomes;
- Raise our profile and the impact of our teaching and learning and student engagement with our stakeholders;
- Provide inclusive, innovative and responsible education

Enabling Elements:

- Our people
- Technology

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 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,

- Executive Dean

- Group General Manager and Human Resources Director (pro term)

![Melbourne Institute of Technology logo]

RESPONSIBILITIES	

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

Area	Outcomes
Administration activities	Ensure administration activities: • Efficiently retain all data accurately and in accordance with approved policies and procedures. • Facilitate compliance with Partner institute's (Federation University) policies and procedures in matters relating to students • Facilitate compliance with all government and other regulatory bodies • Administer the Peer-Mentor program
Develop, deliver and evaluate all academic language and learning support programs to students	• Deliver student consultations (online, phone and face-to-face including drop-in services) to meet identified service standards • Develop, implement, deliver and evaluate the Peer-Mentoring Program and the Learning Foundations Units (MIT001 and MLC101) • 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 • Promote services and programs to clients via online and face-to-face channels including a weekly student blog • 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 • Investigate and identify innovative and emerging technologies to inform the development of online learning objects and take responsibility for outcomes • Provide individual learning support, with clear processes for monitoring student progress, including responding to intervention referrals as part of MIT's InSPIRE program • Develop relevant language and learning resources in a range of formats • Develop, implement and evaluate a language and learning support workshop program to assist students in identified problem areas of language and/or learning • Provide language and learning support for students through 1:1, small group and in-class delivery to facilitate their learning • Provide focussed support (maths, computing, etc.) as required • When appropriate, provide individualised support for students with physical disabilities and learning difficulties to enable them to fully participate in the learning process

Academic Quality Assurance	• Contribute to MIT's Quality Assurance process to ensure teaching & learning documents, proposals and reports meet academic quality standards expected of such documents, including correct use of academic language • Proof-read academic documents including unit descriptions, question papers, assessment specifications, degree proposals and accreditation applications • Conduct professional writing workshops • 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 • 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 & Learning Committee, Academic Board or externally, for example, for accreditation. • Hold workshops to focus on improving the classroom strategies of the teaching staff
Academic policy and standards	Ensure: • Compliance at all times with Institute's policies and procedures. • Compliance at all times with relevant government and other regulations.
Monitoring progress towards goal achievement and implementing timely corrective action (when required)	Ensure: • timely reporting of progress against plan • the revision of plan to take into account changed circumstances (when required) • That appropriate action is taken in order to achieve goals
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

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 you during the course of your performance review. Areas of performance focus for this role are set out below for your information.

KEY SELECTION CRITERIA
Application letter and/or resume must address the qualification/knowledge/experience/attributes section under the key selection criteria

Qualifications: Include all educational and training qualifications, professional membership	Requirement
1. Doctorate qualification with relevant experience	Mandatory
Knowledge/Experience/Attitude/Skills	
1. Proven experience in the delivery of study skill related programs/courses	Mandatory
2. 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
3. Demonstrated high level communication skills, including oral and written communication, interpersonal, presentation and negotiation skills	Mandatory
4. 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
5. Appreciation of cultural awareness and issues relating to the diverse cultural background of the student body	Mandatory
6. An understanding of the complexities and challenges of delivering successful student academic intervention strategies and coordinating student run support programs (peer-mentoring)	Desirable