## Digital Learning Support Officer

**POSITION NUMBER** 0049865

**PROFESSIONAL CLASSIFICATION** UOM 6 - $85,134 - $92,154 per annum (pro rata for part time)

**STANDARD/SALARY**

**SUPERANNUATION** Employer contribution of 9.5%

**WORKING HOURS** Full Time (1 FTE)

**BASIS OF EMPLOYMENT** Fixed term available for 12 months

**HOW TO APPLY** Go to [http://about.unimelb.edu.au/careers](http://about.unimelb.edu.au/careers), under Current staff or Prospective staff, select the relevant option (‘Current Opportunities’ or ‘Jobs available to current staff’) and search for the position by title or number.

**CONTACT FOR ENQUIRIES ONLY**

- Name Catherine Manning
- Email catherine.manning@unimelb.edu.au

*Please do not send your application to this contact*

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For information about working for the University of Melbourne, visit our website: [about.unimelb.edu.au/careers](http://about.unimelb.edu.au/careers)
THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia’s premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University of Melbourne employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Find out more about the University’s strategy, ’Growing Esteem’, at http://about.unimelb.edu.au/strategy-and-leadership

CHIEF OPERATING OFFICER PORTFOLIO

The Chief Operating Officer (COO) Portfolio is responsible for the University’s budget and financial performance, and the management of its property and capital. It also delivers efficient and effective shared services in support of all aspects of the University’s business.

The COO Portfolio is comprised of eight sub-portfolios covering all areas of our operations, including the newly established Operational Performance group. This has been established to drive and manage a program of operational improvement and service transformation, underpinned by contemporary business insights, data modelling, predictive analytics, digital tools, and service planning.

- Business Services
- Digital and Data
- Finance
- Legal and Risk
- Operational Performance Group
- Property
- Research, Innovation and Commercialisation
- Student and Scholarly Services
STUDENT AND SCHOLARLY SERVICES

Student and Scholarly Services provides student administration and services from recruitment and point of enquiry to graduation. This team also delivers wellbeing and scholarly services to students and staff.

Learning Environments

Learning Environments is the central teaching and learning support group enabling the University’s scholarly and learning community to enrich and extend academic achievement through the effective use of world-class learning environments, technologies and media.

EQUAL OPPORTUNITY, DIVERSITY AND INCLUSION

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the University’s People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people’s age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Growing Esteem.

ABOUT THE ROLE

Position Purpose:
The digital learning support officer has strong technical and pedagogical skills and experience with supporting digital technologies in learning, teaching and assessment practices. They have excellent skills in a Learning Management System (LMS) and other learning technologies as well as practical experience in how best to effectively deploy Technology Enhanced Learning (TEL) in an educational context. They provide support consultations to academic staff on TEL with a strong understanding of pedagogical considerations.
The position will work within a team to plan and deliver professional development and training programs, develop excellent support resources, online webinars and workshops to support the development of capability of teaching staff with the pedagogical and technical skills, knowledge and hands on experience in the effective educational use of TEL. This role is particularly critical in supporting academic staff manage the uplift and transformation to online learning through the COVID-19 restrictions.
Reporting line: Senior Learning and Teaching Consultant (Assessment)
No. of direct reports: 0
No. of indirect reports: 0

Key Dimensions and Responsibilities:
Task level: Significant
Organisational knowledge: Significant
Judgement: Significant
Operational context: Supporting Staff and Students across the entirety of the University

OH&S and compliance: All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct. These include general staff responsibilities and those additional responsibilities that apply for managers, supervisors and other personnel. Specific responsibilities for the role are available at http://safety.unimelb.edu.au/topics/responsibilities/.
Staff must comply with all relevant requirements under the University’s risk management framework including legislation, statutes, regulations and policies.

Core Accountabilities:
- Investigate and apply best practice pedagogical principles in the use of TEL in learning, teaching and assessment, including consultations with teaching staff on applying the University of Melbourne TEL Framework and Digital Capabilities Frameworks to promote the University’s effective use of TEL
- Identify gaps and create support materials and other communications to build technical and pedagogical capacity in the teaching community to develop student focussed, interactive, flexible and open learning, teaching and assessment practice with Technology Enhanced Learning (TEL) platforms
- Identify gaps and design, develop and deliver workshops and other staff development activities or programs that support the adoption and pedagogical use of TEL in learning, teaching and assessment
- Lead and undertake consulting services with teaching staff and other support staff on the LMS and other TEL platforms, by participating in the resolution of support inquires and consultation requests, applying best practices in digital learning and pedagogy
• Develop and maintain a detailed knowledge of the learning, teaching and assessment components of the TEL platforms that Learning Environments supports or is investigating to influence teaching staff to change practice in applying TEL
• Participate in, and contribute to, activities and projects across Student and Scholarly Services as required
• Contribute to organisational and team effectiveness by: working in a transparent and consultative manner; sharing personal knowledge and technical expertise; undertaking assigned professional development activities; maintaining co-operative working relationships with colleagues; and seeking and responding to feedback

Selection Criteria:

Education/Qualifications

1. The appointee will have an appropriate qualification or an equivalent combination of relevant experience and/or education/training.

Knowledge and skills:

2. Demonstrate COO Portfolio values by acting in the best interest of your employer; displaying service excellence by striving to deliver beyond expectations and taking ownership of the delivery; and value working collaboratively, connecting with people and building relationships in your workplace.
3. Practical experience of designing educational materials and communications to build capability in utilising technology in teaching, learning and assessment
4. Practical experience in providing technical and/or pedagogical support for TEL platforms or other software platforms
5. Demonstrated expertise in the delivery of training and professional development workshops and consultations
6. Excellent customer relationship and interpersonal skills, including the ability to liaise with a range of internal and external stakeholders to achieve successful outcomes
7. Highly organised, detail oriented practices with a strong work ethic, commitment to continuous improvement, openness to new ideas and creative approaches to problem solving within established timelines
8. Excellent verbal, written and interpersonal skills, with a demonstrated attention to detail, to consistently deliver high standards of professional communications.
9. Demonstrated experience working as part of a team and providing support and guidance to manage critical and competing priorities in a highly dynamic and flexible environment

Desirable:

10. Extensive relevant experience within a University environment
11. Extensive experience in Learning Management Systems, specifically Canvas, and associated TEL platforms such as Turnitin, Poll Everywhere, Qualtrics and Zoom

12. Knowledge of learning design processes and online pedagogies