

## Position Description – Student Training Coordinator (Wellbeing & Inclusion)

### Position Details

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<b>Position Title:</b>	Student Training Coordinator (Wellbeing & Inclusion)
<b>Position Number:</b>	NEW
<b>Portfolio:</b>	Education
<b>School/Group:</b>	Student Wellbeing & Inclusion
<b>Campus Location:</b>	Based at the City Campus, but will be required to work at other campuses of the University, including Bundoora.
<b>Classification:</b>	HEW 7
<b>Employment Type:</b>	Fixed Term (Specific Task/Project)
<b>Time Fraction:</b>	0.8EFT

### RMIT University

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RMIT is a global university of technology, design and enterprise in which teaching, research and engagement are central to achieving positive impact and creating life-changing experiences for our students.

One of Australia's original educational institutions founded in 1887, RMIT University now has 83,000 students including 12,000 at postgraduate level.

The University enjoys an international reputation for excellence in professional and vocational education, applied and innovative research, and engagement with the needs of industry and the community.

With three campuses in Melbourne (City, Brunswick and Bundoora), two in Vietnam (Hanoi and Ho Chi Minh City) and a centre in Barcelona, Spain, RMIT is a truly global university. RMIT also offers programs through partners in Singapore, Hong Kong, mainland China, Indonesia and Sri Lanka, and enjoys research and industry partnerships on every continent.

RMIT prides itself on the strong industry links it has forged over its 130-year history. Collaboration with industry is integral to the University's leadership in applied research and education, and to the development of highly skilled, globally focused graduates.

We are a 5-Star university under the QS Stars international evaluation system, and are 16th in the world among universities less than 50 years old (2016–17 QS Top 50 Under 50 index).

In the 2016 QS World University Rankings by Subject, RMIT is 16th in the world (highest ranked in Australia) in Art and Design, and 36th in the world (fourth highest in Australia) in Architecture and the Built Environment. We are also among the world's top 100 universities in Engineering (Civil and Structural; Electrical and Electronic; and Mechanical, Mechanical, Aeronautical and Manufacturing); Accounting and Finance; and Business and Management Studies).

Our research was ranked among the best in the world in the 2015 Excellence in Research for Australia evaluation. RMIT was rated "well above world standard" in 13 fields and "above world standard" in a further nine fields.

[www.rmit.edu.au](http://www.rmit.edu.au)

## **Portfolio/Group**

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### **Education Portfolio**

The Education Portfolio is headed by the Deputy Vice-Chancellor Education and Vice President who leads the planning and implementation of the University's strategies related to RMIT's academic programs and the RMIT student experience. The Portfolio is responsible for services to support the quality of RMIT programs, including the professional development of academic staff, continuous improvement of the student experience, learning and teaching outcomes and the management of learning and research information sources.

The Education Portfolio plays a key role in empowering students to access education, participate actively in the life of the University and achieve successful and fulfilling lives beyond graduation. The provision of a stimulating and satisfying experience for students is a priority for the University.

### **Student Wellbeing & Inclusion**

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The Student Wellbeing and Inclusion Group lead the provision of services to support the welfare and wellbeing of students.

The Group works proactively to remove barriers and provide support to students who may be at risk of not being able to access or successfully complete their tertiary study. In addition the Group responds to requests for assistance and support from students who have welfare and wellbeing concerns and from staff who may refer them. The Group is not only involved in direct service delivery but also in building capability among students through student mentoring, co-creation and leadership development initiatives, and among staff through focused professional development.

Traditionally student services have been delivered directly by the University and more recently in collaboration with community and commercial partners. The Student Wellbeing and Inclusion Group are involved in the development and execution of innovative strategic partnerships and commercial relationships which deliver real value to the University and its students, thinking outside of the box to enhance and re-imagine student support models and delivery channels and partners.

The Group builds alliances across the University, working closely with colleges and schools and associated entities to enhance students' wellbeing and welfare and contribute to a sense of belonging. The Group works to ensure that the University is well placed to support the success and retention of diverse student cohorts experiencing barriers to participation, progress and success.

The Group is led by the Director Student Wellbeing and Inclusion.

### **Position Summary**

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The position will contribute to the development of training initiatives offered to students across RMIT. The role is responsible for the coordination, monitoring and review of training and skills development initiatives offered to students. The program scope includes the development of students' skills in bystander intervention, shift cultural and social norms about mental health and sexual violence, and educate on the impact of alcohol.

Working in a small collaborative team and with a high degree of autonomy, the position will drive student engagement with such programs to achieve reach and impact.

### **Reporting Line**

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Reports to: Project Coordinator, Respectful Community

Direct reports: Nil

### **Organisational Accountabilities**

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RMIT University is committed to the health, safety and wellbeing of its staff. RMIT and its staff must comply with a range of statutory requirements, including equal opportunity, occupational health and safety, privacy and trade practice. RMIT also expects staff to comply with its policy and procedures, which relate to statutory requirements and our ways of working.

Appointees are accountable for completing training on these matters and ensuring their knowledge and the knowledge of their staff is up to date.

## Key Accountabilities

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- Plan all aspects of the delivery of skills-development programs to build student capacity to understand and respond to sensitive topics such as sexual harm and mental health issues.
- Source and support appropriately qualified trainers, facilitators and training providers (including student peer trainers) to deliver skills development training programs to diverse student groups. Build and sustain effective working relationships with this network of expert trainers and facilitators and with RMIT colleagues and internal clients to support and facilitate efficient service delivery.
- Develop student focused training schedules to ensure programs are delivered in a timely and efficient manner and coordinate the administrative tasks relating to program delivery including the onboarding and payment of casual employees and contractors, room bookings and support arrangements.
- In collaboration with the student communications team and others, promote opportunities for skills development to students to ensure high uptake and impact.
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- Review, seek feedback and critically evaluate programs; ensure welfare and risk management plans are in place. Facilitate a high-level of student engagement in the development and implementation of changes or enhancements to delivery.
- Support and supervise the work of RMIT student interns in the team.
- Prepare comprehensive reports on program delivery and progress, identifying opportunities for improvement and integration of feedback.
- Monitor performance against plans and KPIs including budget.

## Key Selection Criteria

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1. Demonstrated skills in program/project coordination. Outstanding organisational and administrative skills, and a record of success in planning, setting priorities and managing time and tasks. Strong analytical and problem-solving skills.
2. Demonstrated ability to contribute to the design, development, delivery and evaluation of training courses for tertiary student learners, delivered face to face and via other channels/formats.
3. Demonstrated experience working with sensitive subject matter relating to the broad spectrum of student wellbeing and inclusion, including issues such as sexual harm, gender equity, mental health and disability.
4. Proven capacity to work as an effective team member in a multidisciplinary setting as well as the ability to exercise high levels of independence, judgement and initiative.
5. Strong written and verbal communication skills, including the ability to work well with a diverse range of stakeholders and negotiate positive outcomes to complex issues.
6. Capacity to supervise, mentor and support students in leadership and volunteer roles.
7. Well-developed competencies in use of a range of computer software programs including Microsoft Office suite.

## Qualifications

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The appointee will have:

- a degree in a relevant field with subsequent relevant experience, or
- extensive experience and specialist expertise or broad knowledge in technical or administrative fields, or
- an equivalent combination of relevant experience and/or education/training

**Note:** Appointment to this position is subject to passing a **Working with Children** check.

<b>Endorsed:</b>	Signature:  Name: Title:  Date:	<b>Approved:</b>	Signature:  Name: Fiona Ellis Title: Director Student Wellbeing & Inclusion  Date:
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