### Position Description

<table>
<thead>
<tr>
<th>Title:</th>
<th>Project Officer</th>
<th>HEW Level:</th>
<th>Hew 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Office:</td>
<td>Faculty of Medicine, Health and Human Sciences</td>
<td>Position Number:</td>
<td>New</td>
</tr>
<tr>
<td>Department/Team:</td>
<td>Educational Services</td>
<td>Date:</td>
<td>September 2020</td>
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</tbody>
</table>

**Position Purpose:** To manage the development and implementation of specific projects related to educational services within the Faculty of Medicine, Health and Human Sciences.

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**ORGANISATIONAL CONTEXT**

The Faculty of Medicine, Health and Human Sciences is ambitiously pushing the boundaries of progressive thinking and challenging what’s possible to solve some of the big issues of our time, both nationally and on a global scale. The Faculty forms part of MQ Health, an integrated academic health sciences enterprise which incorporates Macquarie University Hospital and primary and speciality clinics. We have active research programs in biomedical and clinical sciences, cognitive and brain sciences, health systems, linguistics, physiotherapy, psychology and public health, amongst others. Our Faculty hosts the Australian Institute of Health Innovation (AIHI), an internationally acclaimed powerhouse researching health systems, e-health and patient safety. In learning and teaching, the Faculty offers a unique suite of undergraduate and postgraduate courses in many areas, including clinical, health and human sciences, linguistics, medicine, psychology, physiotherapy, speech pathology and audiology.

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**ORGANISATION CHART**

![Organisational Chart Image]
### KEY ACCOUNTABILITIES

- Under the direction of the Educational Services Director and Team Leaders, manage the development and implementation of specific projects for the Faculty, including process development and integration; development of initiatives that improve inefficiencies, consistency and planning across the Educational Services portfolio (student administration, curriculum management, accreditation, quality assurance and course review).
- Under the direction of the Senior Education Program Officer, support creation of process improvement initiatives relating to curriculum management within the Faculty and provide ongoing support to the management of curriculum submissions as required.
- Under the direction of the Education Administration Coordinator & Interim Team Leader support the management of student administration functions as required.
- Define and drive the key deliverables, milestones and timeframes for assigned Faculty projects.
- Scope and undertake detailed benchmarking, research and data analysis as relevant to each project.
- Monitor, evaluate and report against project activities and milestones to ensure all deliverables are met within timelines and budgets and any potential risks are resolved or escalated.
- Consult with key stakeholders to gather information relating to assigned Faculty projects and make recommendations to inform decision making.
- Develop and implement project deliverables, including the creation of resources, tools which support implementation and associated communication plans.
- Build and manage key internal and external stakeholder relationships to achieve project deliverables, including broad consultative approach with subject matter experts within the team.
- Implement and monitor submission recordkeeping systems, processes and procedures for relevant projects.
- Comply with relevant EEO and WHS regulations.
- Perform any other duties as required and appropriate for this classification.

### POSITION CONTEXT

**Reports to:** Senior Education Program Officer

**Positions Reporting to:**
- Direct: nil
- Indirect: nil

**Key Direct Clients:**
- Director of Educational Services
- Associate Deans
- Faculty General Manager

**Other Key Relationships:**
- Office of DVC Students & Registrar
- Course Directors
- MQ Policy Central Team
- Faculty Educational Services Team
- Faculty teaching Staff
- Faculty administrative staff

**Budget Accountability:** nil

**Role-specific Conditions:**
- Develops and modifies processes, procedures, systems and/or techniques for the work area and/or contributes to the development of University-wide systems, processes and procedures.

**Scope and autonomy**
- Develops and modifies processes, procedures, systems and/or techniques for the work area and/or contributes to the development of University-wide systems, processes and procedures.

**Problem solving**
- Analyses, designs and develops a range of alternatives and then uses expertise to decide on or recommend the best course of action.
## CAPABILITY FRAMEWORK

Capability Frameworks describe the behaviours, skills, attributes and experience required to successfully perform a position or group of similar positions.

### COMPETENCIES
Clusters of behaviours required for successful performance.

| Planning and Execution: Managing time and resources to complete tasks and achieve objectives. |
| Quality Focus: Ensuring accuracy and quality when completing tasks. |
| Change Focus: Adapting to new situations and dealing with change. |
| Influencing and Persuading: Building commitment by convincing others and winning them over to a particular point of view. |
| Communication: Effectively grasping and conveying ideas and concepts to others. |
| Relationship Management: Establishing effective working relationships with others. |
| Analysis and Judgement: Evaluating information and data to solve problems and make decisions. |
| Setting Expectations: Stating clearly what is expected from others, clearly expressing ideas, and maintaining a precise and constant flow of information. |
| Delegating: Enlisting the talents of others to help meet objectives by giving them important activities and sufficient autonomy to exercise their own judgement. |
| Tracking Performance: Taking nothing for granted and persistently monitoring the progress of activities to ensure they are completed on time. |
| Delivering Outcomes: Holding high expectations for and pushing self and others to achieve at high levels. |

### ATTRIBUTES
Personal qualities related to successful performance.

| Flexibility: Responding effectively to unexpected or changing circumstances. |
| Assertiveness: Being willing to openly express ideas and opinions and justify these when questioned. |
| Initiative: Taking action, on own accord, to address problems and prevent them from reoccurring. |
| Resilience: Dealing effectively with and recovering quickly from setbacks or pressure. |
| Accountability: Assuming responsibility for making decisions and delivering agreed outcomes. |
| Reliability: Meeting commitments and responsibilities. |
| Interpersonal Impact: Making a positive impression on others in a range of interpersonal contexts. |
### REQUIRED KNOWLEDGE
Qualifications, technical and/or professional skills and information needed from day one for successful performance.

- Tertiary qualifications (preferably in education, health or business/management) and/or extensive relevant experience.
- Project Management.
- Computer skills including MS Office and strong Excel skills.

### ACQUIRED KNOWLEDGE
Organisational and/or professional skills and information to be developed within the first 3 to 6 months in the role for successful performance.

- Knowledge of the Faculty of Medicine, Health and Human Sciences functions and structure.
- Knowledge of the Faculty of Medicine, Health and Human Sciences projects, policies, systems, processes and procedures.
- Knowledge of how the University works and how relevant functions across the University interrelate.
- Knowledge of curriculum and quality assurance processes and cycles.

### KEY EXPERIENCES
Practical experiences and exposure to specific environments or activities related to successful performance.

- Working in a higher education environment, with an in-depth understanding of educational courses.
- Leading and implementing projects through to completion (preferably within the higher education sector).
- Analytical and research skills with the ability to synthesise and present information from a range of sources in an accessible format to stakeholders including senior management.
- Building and maintaining influential relationships preferably with Professional and Academic staff.
- Communicating with a diverse range of stakeholders.
- Experience in the healthcare sector is desirable.