POSITION DESCRIPTION

Learning Adviser

November 2023
Position Summary

College / Division                Academic Division
School / Section                Student Equity and Success
Location                        Launceston
Classification                 HEO Level 7
Reports to                      Manager, Learning and Accessibility (Student Academic Success)
Direct reports                  None

The Opportunity

The Learning Adviser provides a comprehensive range of academic skill development for our students, contributing to the development of independent learners. Essential to the role is the ability to partner with key stakeholders, including academic and College staff to understand and identify trends, patterns, and study challenges students may be experiencing. This is to ensure services are relevant and responsive to the changing cohort needs. The Learning Adviser also provides support to peer programs as required.

The Learning Adviser sits within the Student Academic Success area of the Academic Division which provides a holistic and integrated approach to the provision of programs, services and resources designed to support students’ academic and personal development. At the core of this theme is a commitment to increase higher education participation and to promote student transition, engagement with and equitable access to learning, and ultimately their retention and success.

About the University of Tasmania

In 1890, our university was founded with an important purpose: providing our island with the academic excellence to thrive. Today, we continue to make our home a better place. And working together, we do extraordinary things that have global outcomes.

From early on, our role has been to help people flourish and thrive. Isolation and a small population require us to work harder. The stories of our island are told by those needing to solve unique problems in unique ways. Here, success takes a quiet determination and adaptability. In turn, this makes us broader, more rounded, multi-skilled thinkers and creative problem solvers, and it sees our institution generate powerful ideas for and from Tasmania.

Because of our unique setting and challenges we go beyond creating places of learning. We strive to stimulate economic growth, lift literacy, improve health outcomes for Tasmania and nurture our environment as it nurtures us.

We welcome enquiring minds, from near and far, to join us in our pursuit of the extraordinary.
Accountabilities and outcomes

Purpose
The Learning Adviser provides specialist advice and services to support and enhance students’ transition and learning development. This includes individual consultation for students with a range of diverse and complex learning needs and may cover areas such as academic preparation and development, study and writing skills, numeracy, scientific literacy, and English language proficiency. The Learning Adviser is responsible for the review and ongoing development of learning services, resources (including online) and programs to support independent learning including Unistart, the Study Toolkit, and Webinar series.

Key Result Areas
- With a focus on quality service delivery, provide a comprehensive range of support services to assist students to further develop their academic and study skills.
- Provide individual consultations to students with complex learning needs, and timely follow up of students identified and referred by staff and through Studiosity.
- Partner with key stakeholders to support student’s development of literacy, numeracy and other academic skills within the context of courses and units, ensuring the services and programs provided are relevant and responsive to the needs of the cohort.
- Work collaboratively with the Accessibility Services team and Coordinator, Specialist Peer Mentor program to provide tailored academic support to neurodiverse students.
- Working in the context of a culture of continuous improvement, take a solution-focused approach to identifying issues and recommend opportunities for improvement in consultation with the Manager.

Behavioural Expectations
We aim for everyone to have a positive experience at our university, and all staff contribute toward creating a university culture that is safe and supportive, enabling our community to flourish by:
- Treating all others – staff, students and community with fairness, equity and respect.
- Ensuring the workplace is an inspiring and safe place to be.
- Ensuring the workplace is free from harassment, bullying, victimisation and discrimination.

Success profile

Personal Attributes
- Supportive: Understands others through listening and empathy, works well in a team and actively involves others by valuing individuals unique perspectives.
- Detail Oriented: Produces high quality work through attention to detail, checking for errors and following procedures to finish tasks within specified timescales.
- Innovative: Able to produce new ideas and adopt radical solutions. Readily applies theories and concepts to form strategies and navigate future trends.
- Rapport Building: Enjoys interacting with other people and effectively establishes rapport by putting others at ease. Effectively promotes achievement and recognition.
### Core Capabilities

- **Student Focus**: Able to bring the student experience lens to all work activities, contributing to outcomes that evoke student curiosity, interest and passion for disciplinary knowledge and skills.
- **Strategy into Action**: Able to set, operationalise and activate strategy into specific actions, timelines and responsibilities to enable the University to deliver on key strategic goals.
- **Self Awareness and Interpersonal Skills**: Recognises and regulates emotions and behaviour in the work context and effectively builds relationships with others to create a collaborative and empowering environment that enables people to achieve and thrive.
- **Continuous Improvement**: Continuously finds ways to improve and simplify processes, systems and practices to deliver improved outcomes for our students, staff and community by utilising practices such as Lean, Agile and Design Thinking.

### Role Specific Skills, Knowledge and Experience

- A degree in Education, or relevant field.
- Experience teaching students in a range of settings, including individually and in small and large classes, online and face-to-face environments.
- Demonstrated experience in providing support to tertiary students from diverse backgrounds in the development of literacy and academic skills; including numeracy development and scientific literacy.
- Successful experience in the planning, development, delivery, monitoring and evaluation of learning services and programs.
- Excellent organisational and management skills including the ability to use initiative, prioritise, solve problems, and meet deadlines.
- Demonstrated ability to work effectively independently as well as collaboratively in a team environment and with College staff with a range of responsibilities in order to respond to the identified learning needs of students.
- Excellent cross-cultural and inter-cultural communication, interpersonal, negotiation and presentation skills to relate well to students, staff, and representatives from external organisations.
- Demonstrated engagement with current literature and/or practices and experience/ability to innovate, explore new ways of working and to adapt to changing environments.

### Qualifications and Licences

- Current Tasmanian Registration to Work with Vulnerable People (Registration Status - Employment).

### Other Requirements

To be eligible for this position, you are required to hold Australian or New Zealand Citizenship, permanent residence or a valid visa that enables you to fulfil the requirements of this role.

**COVID-19**

The University of Tasmania recognises that it is critical for the workforce at the University to protect the safety of our workforce and vulnerable Tasmanians. Applicants for this role must be prepared to provide evidence of Covid-19 vaccination as a condition of employment.
The intention of this Position Description is to highlight the most important aspects, rather than to limit the scope or accountabilities of this role. Duties may be altered in accordance with the changing requirements of the position.