



Position Description

Study Success Adviser

Student Skills

Division of Student Success

Classification Level 6

Special conditions

Appointment is conditional upon the successful applicant producing, satisfying and maintaining a “Working with Children Check”, in accordance with the Commission for Children and Young People Act (NSW).

Out of hours and weekend work may be required occasionally.

Ability to travel, involving overnight stays, is a necessary component of this role.

Due to the workload at peak times of the academic calendar, there are annual and other leave restrictions across the Student Skills teams.

Workplace agreement [Charles Sturt University Enterprise Agreement](#)

Date last reviewed 31/11/2024



Division of Student Success

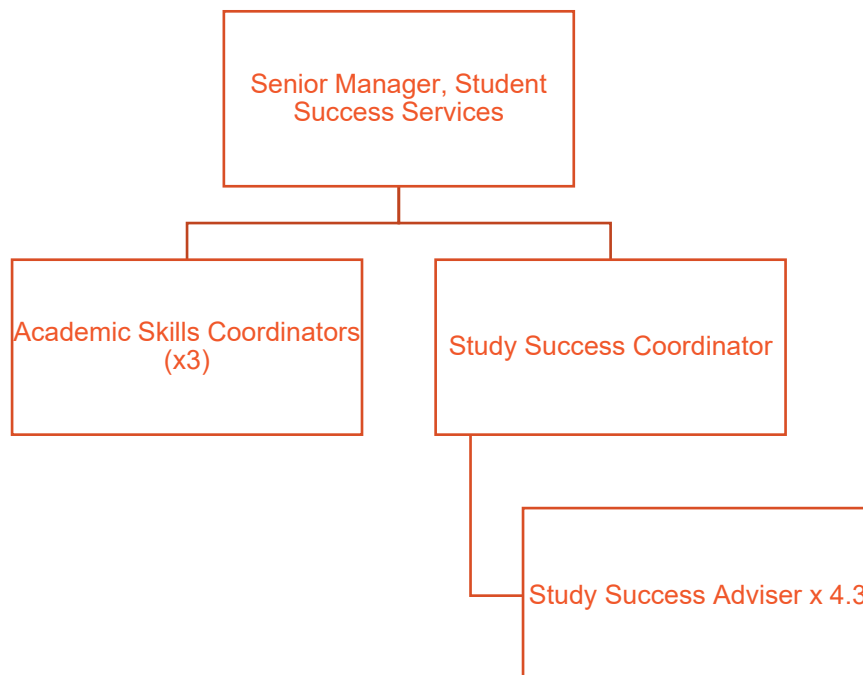
Staff in the Division of Student Success work collaboratively with faculties and divisions to enhance students' University experience. We recognise that successful transition into university depends upon a holistic approach. Through inclusive practices we enhance participation in chosen courses of study and enable people to make smooth transitions into university and the workforce.

The Division of Student Success ensures a positive correlation between a collegial, humanistic approach to student success and creates an authentic, down-to-earth, and welcoming student experience. The Division focuses on delivery of para-academic support for students that assists students in their academic and career journey and aims to lead industry best practice, contributing to the student-centred approach, student retention strategies and student satisfaction objectives of Charles Sturt University.

Student Skills

[Student Skills portfolio](#) provides critical support, learning opportunities and services for students throughout their time at university, whatever their location, study mode or load. We believe all students should be supported to learn the necessary skills to succeed at university and should be empowered to navigate dynamic careers in the increasingly complex world of work.

Organisational chart



Reporting relationship

This position reports to: Study Success Coordinator

This position supervises: N/A



Key working relationships

- Students
- Faculty and School staff
- Divisions, Offices and Centres staff

Position overview

Study Success Adviser is a vital advocate for student success, consistently embodying the University's values of inclusivity and collaboration. The primary focus is on providing individualised and group support to students, helping them navigate subject content, concepts, and assessments with a strengths-based approach. By leveraging appropriate pedagogy, you will empower students to recognise and build on their unique strengths.

Through assessment feedback the adviser provides initial feedback on academic literacy and numeracy, guiding students towards additional support services when necessary. The insights gained from working directly with first-year students is invaluable in shaping the University's understanding of their study experience.

Principal responsibilities

- **Values:** Consistently embody the University's values in behaviour and decision-making, while encouraging inclusivity and collaboration to foster a safe and respectful work environment.
- Provide individualised one-on-one and/or group support and outreach to students regarding subject content, concepts and assessments in key subjects within their discipline and area of expertise informed by appropriate pedagogy and a strengths-based approach.
- Provide initial feedback to students in one-on-one appointments around academic literacy and numeracy and appropriately refer students to other services, as required.
- Contribute to the design, implementation and evaluation of Student Success services, programs, projects, resources.
- Provide feedback to the University around the first-year study experience, including trends and insights gained from working directly with commencing students.
- Undertake all activities and duties in a professional and collegial manner, including the maintenance of confidentiality; working effectively independently and in a team; and contributing to meetings and forums.
- Perform all administrative procedures, including following processes and capturing data.



Required capabilities

This section comprises capabilities from the Charles Sturt [Capability Framework](#). Read the Framework for more detail regarding these capabilities.

Capability	Capability Definition	Level of influence
Innovates		
Navigates Complexity	Adjusts and responds effectively to new or unexpected situations, challenges, or opportunities whilst developing strategies to manage wellbeing in a challenging environment.	Influence self
Connects		
Builds Relationships	Implements interdisciplinary collaboration, adopts diversity and inclusion principles, and facilitates relationship building to work effectively with others.	Influence self
Achieves		
Plans and Prioritises	Effectively plans and aligns priorities with strategy. Effectively allocates and utilises resources to achieve goals.	Influence self

This section comprises of Enabler and Manages Effectively capabilities from the Charles Sturt [Capability Framework](#).

Capability	Capability description	Level of influence
Enablers		
Utilises Technology Effectively	Builds capability in relevant technologies, complies with security obligations and addresses the ethics of technology use to minimise risk.	Influence self

Physical capabilities

The incumbent may be required to perform the following.

- Work in other environments beyond your base campus, such as other campuses.
- On occasion drive a vehicle distance up to 400km per day within the terms of the university's [Driver Safety Guidelines](#)



Selection criteria

Applicants are expected to address the selection criteria when applying for this position.

Essential

- A. A degree in a relevant discipline, normally with 2 or more years' subsequent relevant experience to consolidate the theories and principles learned; or extensive experience (e.g., an associate diploma, normally with at least 4 years' subsequent relevant experience), leading to either the development of specialist expertise or the development of broad knowledge, in technical or administrative areas; or an equivalent level of knowledge gained through any other combination of education, training and/or experience.
- B. Evidence of and demonstrated commitment to the delivery of high-quality, student-centred learning and teaching.
- C. Highly developed interpersonal and communication skills, strong technology skills to support a high-quality learning experience and demonstrated capacity to engage in collaborative practice.
- D. Proven ability to demonstrate initiative, independently prioritise work, meet deadlines and produce high quality outcomes in situations which may require negotiated solutions between diverse organisational areas.
- E. Strong technology skills to support a high-quality learning experience for tertiary students and to operate efficiently as part of a physically distributed team with the capacity to learn and utilise new online technologies as appropriate and the ability to embrace cultural change and changes in professional practice.