## Workplace Learning Co-ordinator/Lecturer in Social Work

**School of Social Work and Arts**

**Faculty of Arts and Education**

<table>
<thead>
<tr>
<th><strong>Classification</strong></th>
<th>Level B</th>
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</thead>
<tbody>
<tr>
<td><strong>Delegation band</strong></td>
<td>[Delegations and Authorisations Policy (see Section 3)]</td>
</tr>
<tr>
<td><strong>Special conditions</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Workplace agreement</strong></td>
<td><a href="#">Charles Sturt University Enterprise Agreement</a></td>
</tr>
<tr>
<td><strong>Date last reviewed</strong></td>
<td>September 2023</td>
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About Charles Sturt University

Purpose

The Wiradjuri phrase *yindyamarra winhanganha* means the wisdom of respectfully knowing how to live well in a world worth living in. This phrase represents who we are at Charles Sturt University – our ethos. It comes from traditional Indigenous Australian knowledge, but it also speaks to the vision of the university – to develop and spread wisdom to make the world a better place.

Vision

Charles Sturt University is set to undergo a decade of great reform that will see the University characterised by these key elements:

- An uncompromising drive towards excellence in every aspect of its operations
- A far-reaching strategic re-positioning of teaching, learning, research, and innovation
- A cementing of our position as Australia’s pre-eminent rural and regional University

The overarching aim is to consolidate our institution so that it is demonstrably more resilient and sustainable by the end of the decade.

Goals

To deliver on our purpose and vision, the University has three key goals:

1. Maintain the university’s position in the top five Australian universities for graduate outcomes based on employment and salary.
2. Embed a culture of excellence across all aspects of the university’s operations.
3. Exponential growth in research, development, and innovation income in our chosen areas, delivering high impact outcomes for regional Australia.

Our Values

Charles Sturt has a proud history and is fortunate to have an outstanding group of diverse, passionate, and engaged people working with us. Our values of insightful, inclusive, impactful, and inspiring guide our behaviours and ways of working to help us achieve our ethos of creating a world worth living in.

Performance Measures

In addition to the principal responsibilities all staff are required to contribute to the success of the university strategy including meeting university’s eight key performance indicators:

<table>
<thead>
<tr>
<th>Our Students</th>
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<tr>
<td>Commencing progress rate</td>
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<tr>
<td>Student experience</td>
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<table>
<thead>
<tr>
<th>Our Research</th>
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<tbody>
<tr>
<td>Research income</td>
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<tr>
<td>Research quality and impact</td>
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<tr>
<th>Our People</th>
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<tbody>
<tr>
<td>Engagement</td>
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<tr>
<td>All injury frequency rate</td>
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<tr>
<th>Our Social Responsibility</th>
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<tbody>
<tr>
<td>Underlying operating result</td>
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<tr>
<td>Community and partner sentiment</td>
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Faculty of Arts and Education

The Faculty of Arts and Education is one of three faculties within the university. The faculty offers a diversity of undergraduate and postgraduate courses in teacher education, communication, social work and human services, library and information studies, theology, humanities and arts, Indigenous Australian studies and Islamic studies.

With approximately 9,000 online students and 1,800 on campus students, the faculty is an innovator in online and blended learning modes. Over 160 FTE academic staff deliver distinctive courses, supported by a skilled team of professional staff. On campus courses are delivered at the University’s Wagga Wagga, Albury-Wodonga, Bathurst, Dubbo, and Port Macquarie campuses, and at other locations including Sydney and Canberra.

Academic staff within the faculty undertake high quality, impactful research that engages with government and professional organisations, nationally, internationally and in regional communities. The Faculty of Arts and Education has a vibrant and diverse community of doctoral candidates, both on and off campus, in Australia and around the world. Schools and centres - Faculty of Arts and Education (csu.edu.au)

School of Social Work and Arts

The School of Social Work and Arts (SSWA) promotes critical thinking and positive community change in the areas of social work, human services, humanities and arts. There is a strong emphasis given to developing graduates who want to contribute positively to current social issues in our local communities and the wider society. The school is where scholarly, rigorous research intersects with creativity, social justice and human rights. The school engages with big ideas with practical outcomes, studying the intersections between human needs and social well-being, the arts and political processes. Welcome to our School - School of Social Work and Arts (csu.edu.au)
Organisational Chart

Reporting Relationship

This position reports to: Associate Head of School (Workplace Learning and Partnerships)
This position supervises: N/A

Key Working Relationships

- Head of School
- Associate Heads of School
- Course Directors and Discipline Lead
- Faculty Administration Team
- Workplace Learning Team
- Placement site staff
- University Field Education Liaison Officers and Field Educators
- Students

Position overview

The Workplace Learning Co-ordinator/Lecturer facilities student access to quality workplace learning opportunities to assist in the preparation of reflective and ethical professionals. The successful
candidate will join a team engaged in a range of workplace learning programs that prepare students for careers in social work and human services in areas such as mental health, ageing, child and family practice and Australian Indigenous welfare. This variety means that the appointees have the opportunity to teach workplace learning subjects to social work students as well as students in degrees within the human services and arts, and to both on-campus and online students at undergraduate and postgraduate levels.

The appointees are also expected to demonstrate excellence in both student engagement, community and industry relations.

**Principal responsibilities**

- Convene, co-ordinate and deliver subjects and participate in scholarly activities as appropriate in the pursuit of high-quality student-centred workplace learning opportunities in the relevant discipline, which may include face to face and online teaching and assessment.

- Build strong professional relationships with students and provide timely and appropriate consultation and feedback in matters related to workplace learning prior to, during, and following placements in accordance with established policies and accreditation guidelines.

- Contribute to collaborative processes to design, deliver and continually improve high quality workplace learning experiences for students including the giving and receiving of constructive feedback.

- Establish and maintain strategic relationships and networks with a range of stakeholders including community, government, and industry/professional bodies to facilitate access to quality workplace learning opportunities.

- Assist students who are at risk of not successfully completing the workplace learning component of the course by ensuring they are given every opportunity to develop skills and competencies as required for professional practice and standards of the accrediting bodies.

- Undertake roles within the workplace learning program, including Field Education Liaison Officer (FELO), Field Educator (off-site supervisor) and the supervision and assessment of recognition of prior learning (RPL) as part of the Professional Practice Strand (PPA).

- Provide, evaluate and report on professional development for staff who supervise CSU student placements in compliance with policies and professional standards.

- Other duties appropriate to the position.
Role-specific capabilities

This section comprises capabilities from the Charles Sturt Capability Framework identified as essential or critical for success in this role.

<table>
<thead>
<tr>
<th>Focus on service</th>
<th>Strive to meet needs and exceed expectations of our students, communities, and colleagues (performance focus, quality outcomes, student welfare, equity, and conduct).</th>
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<tbody>
<tr>
<td>Live our values</td>
<td>Uphold the Charles Sturt University values daily in our own behaviours and interactions with others.</td>
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<tr>
<td>Adapt to change</td>
<td>Explore the reasons for change and be willing to accept new ideas and initiatives.</td>
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<tr>
<td>Follow instructions and procedures</td>
<td>Follow procedures and instructions, time keep, show commitment, keep to safety and legal guidelines.</td>
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<tr>
<td>Cope with pressure and setbacks</td>
<td>Cope with pressure, keep emotions under control, balance work and personal life, stay optimistic, handle criticism.</td>
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<tr>
<td>Achieve personal work goals and objectives</td>
<td>Accept and tackle demanding goals, work hard, make the most of development opportunities, seek progression.</td>
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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 university vehicle distances up to 500km per day within the terms of the university’s Driver Safety Guidelines
- Perform in an accurate and timely manner push/pull, reaching, grasping, fine manipulation tasks, including lifting items up to 10kg.
Selection Criteria

Essential

A. A minimum of a master’s qualification, relevant to social work or equivalent accreditation and standing including eligibility for membership of the Australian Association of Social Workers (AASW) and a minimum of five years (FTE) post-qualifying experience.

B. Significant knowledge and understanding of workplace learning in social work and human services, including demonstrated ability to build strong partnerships, networks, and relationships in the wider community to achieve professional and team objectives.

C. Demonstrated credibility in a social work and human services setting through a combination of professional practice and academic knowledge.

D. Capacity and demonstrated commitment to the delivery of high quality, student-centered learning and teaching, including subject co-ordination.

E. Proven planning, organisational and time management skills.

F. Demonstrated ability to work as part of a team of academic and professional staff.

G. Be prepared to engage in collaborative interdisciplinary work especially with academics working in professional programs.

Desirable

H. Previous experience teaching at a tertiary institution.