



POSITION DESCRIPTION

Melbourne Graduate School of Education
Melbourne Centre for the Study of Higher Education

eLearning Development Project Manager

POSITION NO	0043285
CLASSIFICATION	PCS 7
SALARY	\$88,171 – \$95,444 p.a
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full-time (1 FTE)
BASIS OF EMPLOYMENT	Fixed-term position until 24 December 2018 Fixed term contract type: Specific task or project
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Deborah Jones Tel +61 3 8344 5600 Email djones@unimelb.edu.au <i>Please do not send your application to this contact</i>

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

Position Summary

The Online Learning Developments Project Manager will be responsible for managing the successful delivery of all aspects of a series of fully online course design, development and implementation projects, including MOOCs over a 2 year period. The incumbent will be responsible for the project management of the 2 year initiative to deliver fully online courses from initial scoping, through to scheduling, production and implementation. This senior role will take direction from the project governance group, and will involve consultation with academic teams, learning designers, content developers and producers to ensure institutional reporting requirements are met.

The incumbent will develop and manage timelines to coordinate academic and marketing outputs for each course to ensure timing, budgetary and quality objectives are met. This will involve fostering and maintaining positive professional relationships with a great variety of internal professional and academic stakeholders development of organisational frameworks for content and communication management..

1. Key Responsibilities

1.1 OPERATIONAL ACTIVITIES AND SERVICE QUALITY

- ▶ Lead online education development projects through collaboration with academic and professional staff to achieve high quality course development outcomes. These outcomes will be achieved using recognised and agreed project management methodologies;
- ▶ Manage workflows and resource allocation within each project to ensure compliance with established quality standards, timelines, risk and budget objectives. These requirements will be met through development and implementation of suitable PM tools such as software, risk registers, stakeholder maps and production schedules;
- ▶ Develop and supply effective resources and processes that will facilitate more rapid and consistent management of complex online course design and delivery projects;
- ▶ Oversee content quality assurance and copyright reviews, working closely with learning designers, course coordinators, copyright officers and library liaison staff, to ensure course content is compliant with copyright frameworks and assembled coherently;
- ▶ Develop and implement communication strategies for online courses to ensure all stakeholders are well informed throughout course development and delivery.
- ▶ Protect the intellectual property of the University through the coordination and provision of contracts for external contributors to online courses;
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

1.2 COLLABORATION AND LEADERSHIP

- ▶ Provide scheduling advice and practical support to academic staff during all phases of course development and beyond as required;
- ▶ Contribute to organisational effectiveness by: working in a transparent and consultative manner; sharing personal knowledge and technical expertise; undertaking assigned development activities; maintaining co-operative working relationships with colleagues; and seeking and responding to feedback;

- ▶ Identify and analyse any risks and issues and provide communications with tact, discretion and clarity by using high-level analytical and interpersonal skills. The incumbent will have access to sensitive information and is expected to maintain extremely high professional standards of behaviour;
- ▶ Demonstrate and constantly develop high level stakeholder management skills;
- ▶ Contribute to, and report regularly to the Project Governance Group

1.3 INNOVATION AND IMPROVEMENT

- ▶ Actively maintain and develop professional expertise by attending events and maintaining active involvement in relevant professional networks;
- ▶ Design and implement project management structures for use by the online course development stakeholders to facilitate simple and efficient organisation and tracking of project outputs;

2. Selection Criteria

2.1 ESSENTIAL

- ▶ An appropriate tertiary qualification with extensive relevant experience or an equivalent combination of extensive relevant experience and/or education/training in project management, educational technologies, rich media production or higher education;
- ▶ Proven ability to lead and manage concurrent and complex projects, and establish scope, budget, resource, production schedule and quality target to deliver best possible outcomes;
- ▶ Excellent customer relationship and interpersonal skills including the ability to liaise with a range of internal and external stakeholders and clients to achieve successful outcomes;
- ▶ Demonstrated leadership in the successful application of adaptive project management methodologies in the context of complex projects, preferably in higher education or large organisations;
- ▶ Expert knowledge of emergent trends in ICT, particularly in online education, mobile technologies and rich media;
- ▶ Mature organisational skills, detail oriented with a strong work ethic, commitment to continuous improvement, openness to new ideas and creative approaches to problem solving within established timelines;
- ▶ Ability to work in a flexible and changing environment, displaying initiative to achieve specified goals with changing priorities and tight deadlines, and contribute effectively as part of a collegial support effort.

2.2 DESIRABLE

- ▶ A sound knowledge of university academic policies and procedures, and experience working with academics;
- ▶ Experience in the management and delivery of online education;
- ▶ Experience in higher education project management.

3. Job Complexity, Skills, Knowledge

3.1 LEVEL OF SUPERVISION / INDEPENDENCE

This position requires a high degree of initiative and self-reliance and operates under broad direction of the Associate Director, Learning Environments, and the Project Governance Group, and working collaboratively with colleagues from the Learning Environments and Graduate Online units. High levels of trust and self-reliance underpin expectations of leadership, autonomy, responsibility, communication and consultation.

3.2 PROBLEM SOLVING AND JUDGEMENT

The incumbent will be responsible for effective project management of the program of works and is expected to contribute strongly to achieve successful outcomes. They will need to demonstrate seniority, and high-level organisational skills and apply these skills pragmatically to provide strategic and comprehensive support for the project team.

3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The incumbent is expected to have a deep understanding of and empathy with a university culture and its community. This includes a sound understanding of academic objectives, administrative processes, and organisational structures. They will be able to use this knowledge to contribute to the successful implementation of the University eLearning strategy generally and its online course development initiatives in particular.

3.4 RESOURCE MANAGEMENT

The incumbent will use University facilities and resources with a high degree of professionalism. Supervisory and budgetary responsibilities will be required.

3.5 BREADTH OF THE POSITION

This position requires a well-rounded perspective on the teaching and learning activities within the University and an in-depth, specialist understanding of online education project structure, objectives and strategy. The incumbent must develop and maintain strong positive communications throughout the University community.

4. Equal Opportunity, Diversity and Inclusion

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the University's People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people's age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background

bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous deserve to service for excellence and reach the targets of Growing Esteem.

5. Occupational Health and Safety (OHS)

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

<http://safety.unimelb.edu.au/topics/responsibilities/>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

6. Other Information

6.1 ORGANISATION UNIT

Melbourne Graduate School of Education

6.2 BUDGET DIVISION

Our Vision:

A society in which education enables full and equitable participation.

Our Mission

Through effective collaborations, we will deliver:

- ▶ relevant, high quality, high impact research
- ▶ research-informed, clinical teacher education that develops graduates with the capacity to inspire and improve individual learning outcomes
- ▶ outstanding quality postgraduate studies for professionals.

The Melbourne Graduate School of Education (MGSE) is Australia's number 1 and among the world's finest for Education (QS World Rankings by Subject).

MGSE is a hub of high impact research and teaching. Home to a number of internationally recognised experts, we are at the cutting edge of teaching and research in our field.

Part of the University of Melbourne's Parkville campus, we are based at 234 Queensberry Street and 100 Leicester Street. Our buildings are designed specifically for graduate education students, offering a range of contemporary learning and social spaces.

Our flagship Master of Teaching is based on a clinical approach to teaching, and is a significant shift away from traditional approaches to teacher education. We also offer a range of professional development and higher degree research courses for people working in education and related professions. A large number of significant research projects are based here, and we work closely with local, national and international partners on a wide range of projects across education and related disciplines.

For more information about us, visit: education.unimelb.edu.au

6.3 THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at <http://about.unimelb.edu.au/careers>.

6.4 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement.

<http://about.unimelb.edu.au/strategy-and-leadership>

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs.

<http://research.unimelb.edu.au/our-research/research-at-melbourne>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.

- ▶ Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the ‘convergence revolution’ of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.
- ▶ Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

6.5 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at <http://www.unimelb.edu.au/governance>