



POSITION DESCRIPTION

Academic Services
University Services

Academic Skills Adviser

POSITION NO	0036646
CLASSIFICATION	PCS 7
SALARY	\$85,189 - \$92,216 p.a.
SUPERANNUATION	Employer contribution of 17%
EMPLOYMENT TYPE	Full-time (continuing) position available
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
CURRENT OCCUPANT	Vacant
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , under 'Job Search and Job Alerts', select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Guido Ernst Tel +61 3 8344 9262 Email g.ernst@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 websites:

about.unimelb.edu.au/careers
joining.unimelb.edu.au

Position Summary

The Academic Skills Adviser is responsible for providing effective support to undergraduate and graduate students in all Faculties and Graduate Schools of the University (including non-Parkville sites). This support includes the provision of high level individual tuition, workshop programs, and resource materials with the intent to enhance students' language, academic and professional skills.

The incumbent is also responsible for providing online support for academic and language skills programs, including moderation and program development.

This position reports to the Program Manager.

1. Selection Criteria

1.1 ESSENTIAL

- ▶ Tertiary qualifications in a relevant discipline
- ▶ Teaching qualifications at secondary or tertiary level (e.g. Diploma of Education), or an equivalent combination of teaching experience at tertiary level and education/training
- ▶ Tertiary TESOL qualifications and/or significant experience in second language teaching
- ▶ Sound understanding of academic and professional skills
- ▶ Demonstrated experience in teaching academic and/or language and communication skills in a university environment
- ▶ Demonstrated ability to develop, deliver and evaluate academic literacy support services, resource materials and professional skills programs
- ▶ Ability to understand and adapt quickly to different discourse styles and academic conventions in order to develop programs applicable to varying cross-cultural learning and teaching styles.
- ▶ High level written and verbal communication and negotiation skills
- ▶ Demonstrated ability to initiate, develop and maintain effective relationships with clients, including students and faculties
- ▶ Computer literacy and demonstrated experience in using IT in teaching and learning environments
- ▶ Capacity to work effectively as a team member, to be self-motivated and to contribute to the goals of Academic Skills

1.2 DESIRABLE

- ▶ A science-based degree or considerable experience in scientific or technical writing
- ▶ PhD or progress towards a PhD
- ▶ Experience in the development of web-based materials
- ▶ Significant experience in the development and delivery of professional skills programs

2. Special Requirements

- ▶ A Masters degree in Arts or Education provides a required demonstration of the capacity to teach research and writing skills to graduate coursework and research higher degree students.

3. Key Responsibilities

3.1 OPERATIONAL ACTIVITIES AND SERVICE QUALITY

- ▶ Develop, deliver and evaluate generic and Faculty-based language, academic and professional skills programs which support the student towards independence and self-direction
- ▶ Provide high level individual tuition in written and oral communication skills to students from all Faculties
- ▶ Develop and evaluate appropriate resource materials which enable students to improve their language, communication and professional skills
- ▶ Undertake teaching and assessment as required in credit subjects as contracted by Academic Skills with external bodies and Faculties in the University
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 6
- ▶ Other duties as required

3.2 COLLABORATION AND LEADERSHIP

- ▶ Liaise effectively with Faculty-based academic and professional staff about the delivery and evaluation of programs and resources that support students' development of language, academic and professional skills
- ▶ Collaborate as an effective team member with other Academic Skills Advisers to ensure the successful provision of services and programs in line with University and unit objectives

3.3 INNOVATION AND IMPROVEMENT

- ▶ Engage in regular research and other scholarly activities related to language and academic skills to inform all Academic Skills initiatives, disseminating ideas and findings as appropriate
- ▶ Contribute to identifying ways in which the service can enhance the student experience and make recommendations, actively participating in the implementation of new student and academic services initiatives.

4. Job Complexity, Skills, Knowledge

4.1 LEVEL OF SUPERVISION / INDEPENDENCE

- ▶ The Academic Skills Adviser will work under the broad direction of the Program Manager and on a day-to-day basis will work independently to complete areas of responsibility. The incumbent is required to conduct high level individual tutorials, workshops and develop learning materials with a high level of professional independence and client satisfaction.

Close collaboration between Academic Skills Advisers is expected in sharing peer expectations and information.

- ▶ Advisers are responsible for the conduct of their student load and teaching schedules in consultation with the Managers, Academic Skills. The Adviser is expected to work collaboratively as part of a team and with the broader academic community.

4.2 PROBLEM SOLVING AND JUDGEMENT

- ▶ Problem solving skills and judgement about the nature of student problems and decisions related to maximising the effectiveness of individual tutorials and workshop programs are intrinsic to the Academic Skills Adviser role.
- ▶ The unit has adopted diverse modes of delivery, often utilising new technology, and the incumbent is expected to be fully engaged in the current and future development of the unit's services that are effective and accessible to a diverse clientele.

4.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

- ▶ The Adviser is expected to maintain and further develop professional skills and expertise in teaching and learning principles and in line with the needs of a diverse clientele.
- ▶ The Academic Skills Adviser will have cross-cultural communication skills, experience in and knowledge of program evaluation, high level oral and written communication skills and have competence in computer literacy, communication and program development.
- ▶ The incumbent is expected to understand the overarching principles of the Melbourne Curriculum and be able to operationalise these at the local level. A good working knowledge of the University and department policies and procedures as well as the range of student support services available is required. The ability to make appropriate referrals when students are experiencing difficulties is essential.

4.4 RESOURCE MANAGEMENT

- ▶ The incumbent will be expected to monitor, in consultation with the Managers, Academic Skills, allocated resources to Faculties and specific cohorts.
- ▶ The incumbent is responsible for effectively prioritising and managing their teaching load, reporting regularly to the Program Manager and to Academic Divisions.

4.5 BREADTH OF THE POSITION

- ▶ The position involves a broad range of responsibilities in the development and delivery of a diverse program of academic, language and professional skills support to students.
- ▶ The position requires highly developed communication and teamwork skills and the ability to deliver support services with a high level of stakeholder satisfaction.

5. Other Information

5.1 UNIVERSITY SERVICES

A trusted partner in shared services.

We operate with a clear, responsive, respectful, user-friendly approach and create a problem-solving culture that empowers people to deliver their best.

University Services comprises of approximately 1,600 staff and represents the aggregation and concentration of service delivery capability with the largest administrative unit within the University. It comprises ten portfolios:

- Research, Industry and Commercialisation
- External Relations
- Academic Services
- Finance and Employee Services
- University Procurement Services
- Infrastructure Services
- Project Services
- Legal and Risk
- Business Intelligence and Reporting
- University Services Operations

These portfolios are responsible for the planning, delivery and review of most professional services.

The University Services organisation also plays a key role in defining the service ethos and quality standards for the broad range of services, as well as leading key aspects of transformational change, and defining and influencing future service enhancements. At its core, the benefit from the establishment of University Services has come from building expertise, consolidating like functions / services, eliminating duplication, capturing the benefit of scale, and providing a platform that has improved process and system efficiency.

UNIVERSITY SERVICES VALUES

University Services is committed to:

- ▶ Putting the University first, by acting in the best interest of students, academics and overall strategy
- ▶ Maintaining a culture of service excellence
- ▶ Working together as one team to achieve results through collaboration, respect and expertise.

5.2 BUDGET DIVISION

<https://staff.unimelb.edu.au/melbourne-operating-model/university-services>

Academic Skills is part of University Services which delivers services to students and staff, including academic and library services.

5.3 THE UNIVERSITY OF MELBOURNE

The University of Melbourne is a leading international university with a tradition of excellence in teaching and research. With outstanding performance in international rankings, Melbourne is at the forefront of higher education in the Asia-Pacific region and the world. The University of Melbourne is consistently ranked among the world's top universities. Further information about our reputation and global ranking is available at <http://futurestudents.unimelb.edu.au/explore/why-choose-melbourne/reputation-rankings>.

Established in 1853, shortly after the founding of Melbourne, the University is located just a few minutes from the centre of this global city. The main Parkville campus 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.

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>.

5.4 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/index.html#home>

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.

5.5 EQUITY AND DIVERSITY

Another key priority for the University is access and equity. The University of Melbourne is strongly committed to an admissions policy that takes the best students, regardless of financial and other disadvantage. An Access, Equity and Diversity Policy Statement, included in the University Plan, reflects this priority.

The University is committed to equal opportunity in education, employment and welfare for staff and students. Students are selected on merit and staff are selected and promoted on merit.

5.6 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/unisec/governance.html>.

6. *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.