



## POSITION DESCRIPTION

**Student Enrolment**  
Academic Services

### Enrolment Co-ordination Team Leader

<b>POSITION NO</b>	0036449
<b>CLASSIFICATION</b>	PCS 8
<b>SALARY</b>	\$95,844 - \$103,739 per annum
<b>SUPERANNUATION</b>	Employer contribution of 17%
<b>EMPLOYMENT TYPE</b>	Full-time continuing position
<b>OTHER BENEFITS</b>	<a href="http://about.unimelb.edu.au/careers/working/benefits">http://about.unimelb.edu.au/careers/working/benefits</a>
<b>HOW TO APPLY</b>	Online applications are preferred. Go to <a href="http://about.unimelb.edu.au/careers">http://about.unimelb.edu.au/careers</a> , under 'Job Search and Job Alerts', select the relevant option ('Current Staff' or 'Prospective Staff'), then find the position by title or number.
<b>CONTACT FOR ENQUIRIES ONLY</b>	Kris Day Tel +61 3 8344 6018 Email <a href="mailto:kjday@unimelb.edu.au">kjday@unimelb.edu.au</a>  <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](http://about.unimelb.edu.au/careers)  
[joining.unimelb.edu.au](http://joining.unimelb.edu.au)

## ***Position Summary***

There are two Team Leaders Enrolment Coordination who together are responsible for the delivery of enrolment- related services at a very high standard to coursework students and colleagues across the University. These services are generally time-critical, and significant in size and importance to students and the broader University. Examples include: study plan management (e.g. application of credit, course completion management, assisting students with enrolment variations); academic progress, co-ordinating re-enrolment, and enrolment audits.

The Team Leaders require superior organisational, interpersonal and problem solving skills, and an ability to lead, motivate, coach and train the team members that contribute to these services. The Team Leaders must also be passionate about continuous improvement and innovation, and able to build and maintain highly productive and collaborative relationships with colleagues from across the University.

Each Team Leader has ~ 8 direct reports and 3 indirect reports, and casuals assist during peak periods. The Team Leaders working very closely together, and with other colleagues, to ensure that services are seamlessly integrated and comprehensive, and continually finessed.

The Team Leader's may also be asked to deputise for the Manager Enrolment and Academic Records, and must be able to positively contribute to and lead other activities and projects.

The Enrolment Coordination Teams are part of Enrolment and Academic Records (EAR) Team, one of many teams that form Stop1 ("Connecting students and services"). EAR comprises four sub-teams that are together responsible for coordinating and delivering high quality services to students and stakeholders across the University in the areas of enrolment, results and academic records, and compliance and reporting.

### ***1. Selection Criteria***

#### **1.1 ESSENTIAL**

- Completion of a postgraduate qualification in a relevant discipline and/or equivalent mix of education and relevant experience
- Extensive experience delivering high quality enrolment services in a tertiary education setting. This includes understanding the student lifecycle, the interdependences between activities, and the academic and personal challenges experienced by some students.
- Proven ability to lead and develop teams in a complex and challenging service setting.
- Highly effective communication and interpersonal skills, with an ability to establish and maintain positive and productive working relations with a very wide range of colleagues. This includes an ability to lead and influence discussions, and present information to different audiences.
- Well established problem solving skills, including an ability to use relevant evidence and policies, address problems that involve multiple stakeholders, and to promptly implement agreed solutions.
- Proven ability to proactively lead, deliver and continually refine high volume and time-critical enrolment-related activities that entail excellent attention to detail and coordinating contributions from a large cross-University team.
- A strong commitment to University Services' values, and a demonstrated ability to incorporate these values into daily interactions and operations.
- A very high level of proficiency using standard application software such as the Microsoft Office suite (e.g. Word, Excel, Powerpoint, Outlook), large integrated databases, and customer relationship management systems.

## 1.2 DESIRABLE

- Experience using the University of Melbourne student database system (the Technology One 'Student One' system).
- An ability to perform complex data extraction to identify student cohorts, and to analyse and manage large data sets accurately and with ease.
- Knowledge of a broad range of academic and student administration processes, and relevant government regulations and University policies.
- Experience using Oracle Service Cloud and APEX databases.

## 2. *Special Requirements*

The Team's operational requirements will influence approval of annual leave.

## 3. *Key Responsibilities*

### 3.1 DELIVERY OF QUALITY SERVICE

Under broad direction from the Manager, Enrolment and Academic Records the two Team Leaders Enrolment Coordination are together responsible for ensuring that a number of large and time-critical enrolment-related activities are delivered at a very high standard.

Key activities for which the Team Leaders have oversight include, but are not limited to those listed below. Oversight for most tasks are assigned to one of the Team Leaders.

- Provision of timely, readily accessible and expert advice to students and colleagues.
- With other senior Stop1 colleagues, promptly resolving unusual and /or escalated student cases (including formal complaints and grievances), seeking input from relevant stakeholders and/or experts as required.
- The annual re-enrolment of ~ 38,000 students, including the provision of reports for senior managers.
- Academic progress reviews. This includes the accurate identification of students that have not met progress requirements, organisation of Committee meetings at which students' situation is reviewed, provision of appropriate advice and/or training to students and the University-wide team that contributes to this activity, and compliance with relevant policies.
- The timely, accurate and efficient management of enrolment variations initiated by students, and changes to students' enrolment that are necessary due to curriculum changes, changes to students' circumstances, etc. This includes the equitable and efficient management of post-census date enrolment amendments.
- With the Melbourne Global Mobility team and input from academic colleagues, coordinating the assessment of applications to study overseas as part of the exchange and study abroad programs. This includes ensuring that appropriate credit is uploaded when students return to the University of Melbourne.
- With the Admissions team and with input from faculty colleagues, ensuring that appropriate advanced standing is uploaded onto students' study plans for previous studies.
- The timely, accurate and efficient identification of the students' that are on track to complete their course (and therefore graduate), and the subsequent upload of their Award including overall course mark (if applicable to the degree).
- Various enrolment audits (e.g. determining which students have not met the course progression

or enrolment requirements).

- Preparation of reports, best practice guidelines and process documents. All of the Team's current processes must be documented.
- Playing an active part in ensuring that enabling systems (e.g. databases, equipment) are 'fit for purpose'.

### 3.2 CONTINUOUS IMPROVEMENT

The Team Leaders are required to:

- Initiate and play the lead role in progressing system, procedural, communication and other changes that will improve the operational management of enrolment activities.
- Suggest changes to the policies that underpin enrolment-related activities.
- Organise regular reviews, and ensure that feedback from stakeholders and other participants is invited, assessed and acknowledged.
- Lead and/or actively contribute to working groups.
- Implement changes arising from the review of processes and/or changes in legislation and policy, including preparation of revised advice for students and colleagues.

### 3.3 STAKEHOLDER ENGAGEMENT

The Team Leaders act as primary points of contact for many academic and professional colleagues from across the University including Academic Support Office Managers, Academic Program Managers, Program Directors, and Associate Deans. An ability to quickly establish and maintain open and productive relations, and ensure that relevant information is shared and agreed follow-up occurs, is essential.

An ability to positively represent Academic Services on faculty course standing committees and at other meetings is also required.

### 3.4 TEAM MANAGEMENT

The two Team Leaders Enrolment Coordination both have ~ 8 direct reports and 3 indirect reports.

The Team Leaders plan and oversee the work and professional development activities of their team across the year. This includes:

- Ensuring that all team members are aware of their responsibilities and performance expectations, and have a very solid operational knowledge of all tasks undertaken by the team. This is to ensure that services are consistently delivered at a high standard, that workload and opportunities are shared, and absences are recovered.
- Provision of regular and constructive feedback to team members, and timely completion of performance appraisals. High performance must be nurtured and recognised, and that poor performance must be addressed.
- Ensuring that team members continually extend their skills and knowledge, and are actively encouraged to suggest and implement refinements that will improve efficiency and services.
- Actively promoting and contributing to an agile and multi-skilled environment where colleagues readily share knowledge and collaborate with a wide range of colleagues to achieve work goals and extend their competencies.
- Consistently role modelling professional conduct that is aligned with University Services and Academic Services' expectations.

- Succession planning.

The Team Leaders may also be required to oversee the work of the casual team members and colleagues from other areas that assist during peak periods.

### 3.5 OTHER TASKS

- Contribute positively to the Enrolment and Academic Records Leadership Team and various other groups that are formed to ensure that Stop1's and other services are delivered effectively.
- Deputise for the Manager, Enrolment and Academic Records.
- Demonstrate expertise by maintaining and continuously developing professional knowledge and skills, keeping up to date with new developments relevant to the role and the organisation's broader objectives.
- Participate in University-wide activities such as Open Day and graduations.
- Undertake other projects and duties which are broadly in line with their key responsibilities.
- Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in a later section of this document.

## 4. *Job Complexity, Skills, Knowledge*

### 4.1 LEVEL OF SUPERVISION / INDEPENDENCE

The Team Leaders Enrolment Coordination receive broad guidance from the Manager, Enrolment and Academic Records. Working within relevant policies and guidelines, the Team Leaders will apply skills and knowledge acquired on-the-job to resolve varied, complex and often sensitive issues. Matters requiring unusual interpretation of policy or potentially setting a new precedent are usually discussed with senior colleagues such as the Manager EAR, Manager Course Planning and Equity, Director Student Enrolment, the Academic Secretary.

The Team Leaders are expected to work independently, with responsibility for planning, prioritisation and monitoring of tasks to ensure that the activities are delivered at a consistently high standard.

An ability to ensure seamless integration with downstream and upstream activities, most of which are managed by faculty and other Stop1 colleagues, is also essential.

### 4.2 PROBLEM SOLVING AND JUDGEMENT

As senior team members with responsibility for a number of significant and time critical activities, the Team Leaders are required to:

- Take a lead in foreshadowing and solving problems, and
- Provide expert and appropriate guidance to students, team members, senior managers, stakeholders, etc. This requires accurate interpretation and application of relevant policies, procedures and systems.

It is expected that:

- Problems will be thoroughly and accurately investigated and analysed.
- Suggested solutions will be evidence-based, and take into account any downstream implications

on service provision, relevant policies and procedures, and the available systems and resources.

- The effectiveness of services will be regularly assessed, and there will be a strong focus on continual improvement.

The Team Leaders are expected to appropriately prioritise the resolution of problems, and to execute discretionary judgement to ensure the integrity is preserved and that confidentiality is maintained in accord with relevant University policies and protocols.

#### **4.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE**

The Team Leaders will proactively develop and retain up-to-date organisational, course, task, process, policy and systems knowledge. They will be aware of proposed changes and be able to anticipate and plan for the impact these may have on current operations. The Team Leaders also willingly share their knowledge and insights.

#### **4.4 RESOURCE MANAGEMENT**

The Team Leaders Enrolment Coordination each manage a team of around 8 direct reports and 3 indirect reports, and may also be required to oversee the work of other team members that assist during peak periods. As outlined previously, a key part of these roles is ensuring that all team members have opportunities to develop, are aware of their responsibilities, and have the required skills, knowledge and attitude to perform their primary role/s and to assist with others.

All staff members are responsible for the effective management of their time and other resources and are expected to suggest ways that the team could more effectively complete its core business without compromising customer service.

#### **4.5 BREADTH OF THE POSITION**

This role has broad and significant impact for the University as the Team Leaders are responsible for ensuring that key enrolment-related activities for coursework students from across the University are delivered at a high standard, and are continually improved. Given the centrality of enrolment to students' University experience and University operations, the services delivered by the Team Leaders are therefore of upmost importance to students and the broader University.

All members of the Enrolment and Academic Records Team must be aware of the repercussions of their decisions and actions on individual students and other areas of the University. To be successful in this role the incumbents need to ensure that their actions are underpinned by current quality service principles and relevant policy and procedures, and that they develop and deliver efficient services.

## **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 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.

## 5.2 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.

## 5.3 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/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.

## 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.