

## POSITION DESCRIPTION

<b>Position Title</b>	Academic Skills Advisor		
<b>Organisational Unit</b>	Office of Student Success		
<b>Functional Unit</b>	Academic Skills Unit		
<b>Nominated Supervisor</b>	Patricia Hacker		
<b>Higher Education Worker (HEW) Level</b>	HEW 7	<b>Campus/Location</b>	Melbourne
<b>CDF Achievement Level</b>	1 All Staff	<b>Position Number</b>	
<b>Employment Type</b>	Full time Fractional Continuing	<b>Date reviewed</b>	May 2017

## ABOUT AUSTRALIAN CATHOLIC UNIVERSITY

Mission Statement: *Within the Catholic intellectual tradition and acting in Truth and Love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good.*

At ACU we pride ourselves on offering a welcoming environment for everyone. At the same time, we are a university committed to standing for something clear. We stand up for people in need and causes that matter. ACU's Mission is central to the University, and informs every area – integrating the dignity of the human person, the common good, and ethical and social justice considerations into our core activities of student learning and teaching, research and service.

We are a publicly-funded university which has grown rapidly over the past few years. We're young, but we are making our mark: ranking among the top universities worldwide. We have got seven campuses around Australia, more than 200 partner universities on six continents, and a campus in Rome, Italy.

We know that our people make us a university like no other. It's your values, action and passion that makes the difference. Whatever role you may play in our organisation: it's what you do that defines who we are.

We value staff, offering excellent leave and employment conditions, and foster work environments where they have the ability grow and develop. We continue to invest in our facilities and workplaces, and actively involve staff in shaping the future direction of the organisation.

In order to be agents of change in the world, we all need to see life through the eyes of others. We believe that our role as a university is to inspire and equip people to make a difference – and that means cultivating their ability to act and think empathetically.

We hope that you might champion these values, and work with us to create a place of learning that is not only the envy of the world, but the making of it.

The structure to support this complex and national University consists of:

- Provost and Deputy Vice-Chancellor (Academic)
- Chief Operating Officer & Deputy Vice-Chancellor (Administration)
- Deputy Vice-Chancellor (Research)
- Deputy Vice-Chancellor (Education and Innovation)
- Deputy Vice-Chancellor (Coordination)
- Vice President

Each portfolio consists of a number of Faculties, Research Institutes or Directorates. The Vice President drives both the Identity and the [Mission](#) of the University. In addition, five Associate Vice-Chancellors and Campus Deans focus on the University's local presence and development of the University at the local 'campus' level.

## ABOUT THE EDUCATION AND INNOVATION PORTFOLIO

---

The Education and Innovation portfolio is responsible for strategy and programs in the University that centre on students, learning and teaching and the staff responsible for program and service delivery.

The Deputy Vice-Chancellor (Education and Innovation), supports the Vice-Chancellor in providing leadership to:

- First Peoples and Equity Pathways
- Library
- Learning and Teaching Centre
- Office of Student Success
- Strategic Partnerships and Executive Education
- ACU College
- Advancement and Alumni

## ABOUT THE OFFICE OF STUDENT SUCCESS

---

As part of the wider portfolio of Education and Innovation, the Office of Student Success (OSS) provides students with support services to promote student engagement in university life; opportunities for student leadership development; and opportunities for students to develop graduate attributes to become career-ready professionals.

The Office of Student Success is also responsible for supporting student associations including ACUNSA and the delivery of university-wide initiatives that comply with regulatory and statutory requirements, such as Respect. Now. Always. (RNA) and Safeguarding Children and Vulnerable Adults.

The Director, Office of Student Success manages and leads the professional support services for students which are delivered across the University. These services aim to provide every student with opportunities to assist them with achieving their academic and personal goals.

Student support is available through the following service areas:

- Academic Skills Unit
- Career Development Service
- Counselling and Disability Service
- Student Enrichment
- Student Advocacy Service.

In addition, commencing students are provided with support through:

- PASS (Peer Assisted Study Sessions)
- Connect2Uni - transition to university program.

The Office of Student Success provides a range of student programs for whole of life formation through leadership opportunities which promote the development of character, responsibility, integrity, motivation, humility, spirituality, service and compassion for others, such as:

- membership of the Golden Key International Society
- Community Achievers' Program
- Leading with Impact - leadership program for students
- ACU Games
- non-sporting student clubs and societies.

## POSITION PURPOSE

The Academic Skills Advisor provides specialist academic skills advice to assist in the development of academic language and learning or numeracy skills for all enrolled students. In consultation and collaboration with the Campus Team Coordinator, the position teaches skills programs in lectures / tutorials, workshops and individual consultations. The role also develops and publishes support materials and online resources.

## POSITION RESPONSIBILITIES

### Introduction

A number of frameworks and standards express the University's expectations of the conduct, capability, participation and contribution of staff. These are listed below:

- ACU Strategic Plan 2015-2020
- Catholic Identity and Mission
- ACU Capability Development Framework
- Higher Education Standards Framework
- ACU Service Delivery Model
- ACU Staff Enterprise Agreement including provisions in relation to Performance Excellence

The [Capability Development Framework](#) in particular is important in understanding the core competencies needed in all ACU staff to achieve the University's strategy and supports its mission.

Key responsibilities specific to this position	Relevant Core Competences ( <a href="#">Capability Development Framework</a> )	Scope of contribution to the University			
		Within the work unit or team	School or Campus	Faculty or Directorate	Across the University
		✓	✓	✓	✓
Design, develop and publish online teaching and learning resources for use by students and academic staff. Develop and deliver lectures, tutorials and other classes in the range of academic skills provision, for example: numeracy skills; learning styles/strategies; time management; academic writing structure and genre (essay report literature review); academic writing style; critical analysis and examination preparation.	<ul style="list-style-type: none"><li>• Know ACU Work Processes and Systems</li><li>• Collaborate Effectively</li><li>• Communicate with Impact</li></ul>				✓
Lead and manage projects effectively to deliver the agreed project outcomes on time and within budget to achieve Academic Skills Operational Plan Objectives.	<ul style="list-style-type: none"><li>• Coach and Develop</li><li>• Communicate with Impact</li><li>• Collaborate Effectively</li><li>• Be Responsible and Accountable for Achieving Excellence</li></ul>	✓	✓	✓	

Key responsibilities specific to this position	Relevant Core Competences ( <u>Capability Development Framework</u> )	Scope of contribution to the University			
		Within the work unit or team	School or Campus	Faculty or Directorate	Across the University
Provide data from Academic Skills learning and teaching activities to ensure currency and accuracy of database and reporting.	<ul style="list-style-type: none"> <li>Know ACU Work Processes and Systems</li> </ul>	✓			
Collaborate and liaise with Office of Student Success colleagues on joint projects	<ul style="list-style-type: none"> <li>Collaborate Effectively</li> </ul>	✓	✓		

## HOW THE ROLE OPERATES

---

### Key Challenges and Problem Solving

- Maintain currency of Academic Skills practice in response to changing internal and external policy requirements.
- Maintain a high level of academic skills standards and varied modes of service delivery within semester/teaching timelines in response to the increasing enrolments and the diversity within student cohorts.
- Implement effective processes to ensure external and internal standards of academic skills support are met for all students.
- Implement new, effective processes to ensure standards and varied modes of service delivery, including online, meet changing internal requirements.

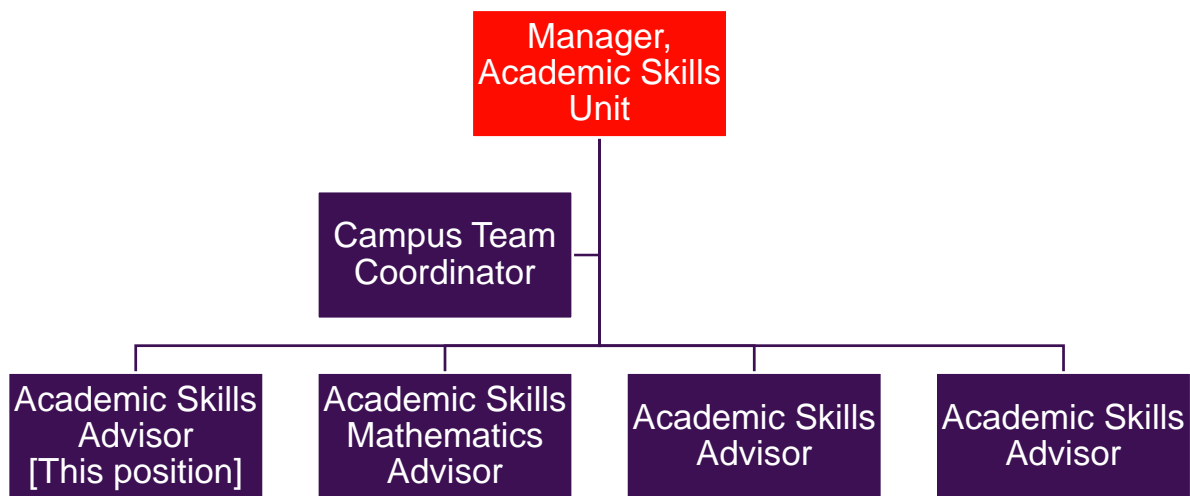
### Decision Making / Authority to Act

- The position holder has substantial autonomy in the day to day management of support and refers more complex matters to the campus Team Leader/Manager.
- The position holder gives advice and recommendations to Team Leader and Manager in order to implement effective processes to ensure external and internal standards of academic skills support are met for all students.

### Communication / Working Relationships

- The position holder will be required to communicate with internal stakeholders (staff & students) to coordinate joint initiatives consistent with guidelines and to give and receive information from the manager or team leader.
- The position holder will be required to communicate and collaborate with internal stakeholders and be responsible for providing and managing services.
- The position holder will be required to communicate and collaborate with internal stakeholders (Faculty Lecturers and other professionals) to recommend, manage and coordinate joint initiatives.

## Reporting Relationships



For further information about structure of the University refer to the [organisation chart](#).

## SELECTION CRITERIA

---

Qualifications and Capability	
Qualifications, skills, knowledge and experience	
1.	Completion of or progress towards postgraduate qualifications in Applied Linguistics, TESOL, International Education or a related Education area.
2.	Demonstrated experience teaching in a relevant academic educational environment, including teaching Non-English Speaking Background (NESB) students and an ability to identify tertiary students learning needs.
3.	Ability to design, teach and evaluate academic skills programs in a variety of learning situations, including online delivery, workshops and lectures at undergraduate and postgraduate levels to suit the many disciplines at ACU.
4.	Understanding of and an ability to identify language and learning needs and design and implement appropriate programs and resources including online for students with a wide range of learning needs from a variety of backgrounds
Core Competencies (as per the <a href="#">Capability Development Framework</a> )	
5.	Live ACU's Mission, Vision and Values: Demonstrate confidence and courage in achieving ACU's Mission, Vision and Values by connecting the purpose of one's work to ACU's Mission, Vision and Values.
6.	Deliver Stakeholder Centric Service: Keep stakeholder interests at the core of ACU business decisions and ACU service excellence as a top priority. See the <a href="#">ACU Service Delivery Model</a> .
7.	Collaborate Effectively: Work collaboratively internally and externally to ACU to capitalise on all available expertise in pursuit of excellence.

Qualifications and Capability	
8.	Be Responsible and Accountable for Achieving Excellence: Take personal accountability for achieving the highest quality outcomes through understanding the ACU context, self-reflection, and aspiring to and striving for excellence.
<b>Other attributes</b>	
9.	Demonstrated commitment to cultural diversity and ethical practice principles and demonstrated knowledge of equal employment opportunity and workplace health and safety, appropriate to the level of the appointment.
10.	Evidence of ability to work with children, and contribute to and protect their safety and wellbeing. The successful applicant will be required to hold a valid working with children clearance for the State or Territory in which the position is located.