

POSITION DESCRIPTION

Academic Positions

(In addition to the Position Classification Standards)

Position Title: Learning Development Lecturer Level: Level B
Faculty/Division: Academic Services Division Department/Location: Learning Development

Primary Purpose of the Position:

To provide academic literacy and language development for students through the provision of individual consultations, workshops and curriculum integrated academic literacy and language resources. To support students with disabilities at Bega Education Centre and liaise with Disability Services at UOW Wollongong, as appropriate.

Position Environment:

Provide services, programs and resources that facilitate student transition into, through, and out of the university learning environment. Specifically, they foster student progress, retention and development of the graduate attributes. These services, programs and resources focus on the student experience and are often designed and delivered in collaboration with faculty and other university staff.

Major Accountabilities/Responsibilities:

Responsibilities		Outcome	Office Use Only
1.	Provide individual consultations to students on academic literacy and language	Improved academic literacy and language	
2.	Provide generic and subject specific workshops on academic literacy and language	Improved academic literacy and language	
3.	Develop subject specific programs and academic literacy and language resources for integration into curricula	Improved academic literacy and language	
4.	Act as coordinator of program components and administer functions within a program	Efficient operation of programs	
5.	Liaise with academic and administrative staff on the provision of academic literacy and language development programs and services	Integration of academic literacy and language development within curricula	
6.	Represent Learning Development at Bega Education Centre	Efficient and effective provision of Learning Development programs at Bega	
7.	Evaluate and report on specified aspects of support for students with disabilities at the completion of each semester	Quality assurance of the effectiveness of all aspects of disability support work	
8.	Evaluate and report on specified aspects of Learning Development work at the completion of each semester	Quality assurance of the effectiveness of all aspects of Learning Development work	

Responsibilities		Outcome	Office Use Only
9.	Conduct research on the development and evaluation of academic literacy and language programs and/or student support programs	Provision of program outcome information for further program development and publication of refereed journal articles and refereed conference presentations.	
10.	Observe principles and practices of Equal Employment Opportunity	To ensure fair treatment in the workplace	
11.	Have OH&S responsibilities, accountabilities and authorities as outlined in the http://staff.uow.edu.au/ohs/commitment/responsibilities/document	To ensure a safe working environment for self & others.	

Reporting Relationships:

Position Reports to:	Head, Learning Development
The position supervises the following positions:	N/A
Other Key Contacts:	Manger, Disability Services; Manager, Bega Education Centre

Key Relationships:

Contact/Organisation:

Head, Learning Development
Manager, Bega Education Centre

Purpose & Frequency of contact

Maintain contact with Head via telephone and email.
Maintain contact in relation to provision of Learning Development and disability support services at Bega Education Centre.

Subject coordinators and/or subject tutors

Meetings as needed for discussion on integration of academic literacy and language development within subjects.

Learning Development Lecturers

Maintain contact through Learning Development meeting attendance in person or via video-conference or teleconference. Maintain contact with individual Learning Development staff members as needed.

Successful Transitions Program

Maintain on-line contact with Project Co-ordinator and other staff involved in the program.

Manager, Disability Services

Maintain contact via telephone and/or email in relation to support of students who have disabilities.

Key Challenges:

1. Strategic provision of Learning Development programs at Bega Education Centre, including where appropriate and possible, integration of academic literacy development into subjects offered at Bega.
2. Strategic provision of Learning Development workshops at Bega Education Centre, including: subject and assessment specific workshops ; generic study, research and writing workshops, orientation and immersion workshops; *Successful Transitions* workshops; 'Writing Boot Camp' workshops
3. Individual student consultations.

Knowledge & Skills:

Essential:

- Knowledge of learning, academic literacy and language needs of university students;
- Knowledge of the operation of learning development programs within universities.
- Knowledge of the responsibilities of universities in supporting students with disabilities.
- Skills in providing individual consultations, workshops and subject-integrated support in academic literacy and language development;
- Skills in analysing and assessing the discipline specific academic literacy needs of students and in developing literacy programs and resources that aim to develop academic literacy.

Desirable:

- Research skills relevant to developing and evaluating academic literacy and language programs.

Education & Experience:

Essential:

- Undergraduate degree in an area relevant to academic literacy and language development;
- Masters or doctoral degree in an area relevant to academic literacy and language development
- Substantial experience working in a learning development centre or program within a university.

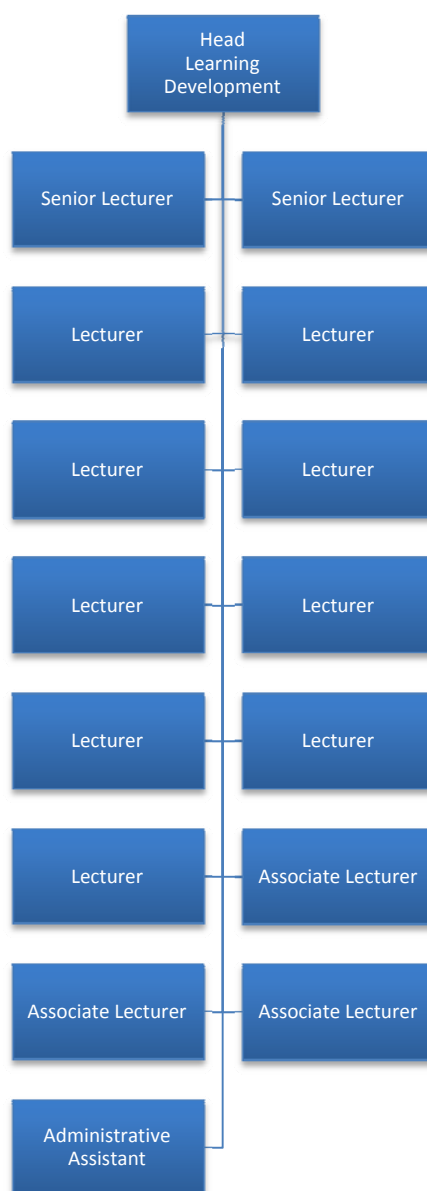
Desirable:

- Postgraduate Teaching qualification.
- Experience delivering support for students with disabilities within a university.

Personal Attributes:

Capacity for teamwork and collaboration with faculty academic staff and learning development staff for the provision of learning development programs and resources.

Organisational Chart:



Approval:

Approved by Head of Unit: _____

Date: _____

Approved by Human Resources: _____

Date: _____

POSITION CLASSIFICATION STANDARD - Teaching and Research

Level: B

Title: Lecturer

Description

A position classification standard describes the broad categories of responsibility attached to academic staff at different levels. The standards are not exhaustive of all tasks in academic employment, which is by its nature multi-skilled and involves an overlap of duties between levels. **Therefore the standards should not be applied mechanistically. Quality of performance is the principal factor governing level of appointment of individuals, and a broadly-worded skill base is set out for each level.**

All levels of academic staff can expect to make a contribution to a diversity of functions within their institutions. Such functions include teaching research participation in professional activities and participation in the academic planning and governance of the institution. The balance of functions will vary according to level and position and over time.

- General Standard
- Specific Duties
- Skill Base

General Standard

A Level B academic is expected to make contributions to the teaching effort of the institution and to carry out activities to maintain and develop her/his scholarly, research and/or professional activities relevant to the profession or discipline.

Specific Duties

Specific duties required of a Level B academic may include

- The conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions.
- Initiation and development of subject material.
- Acting as subject coordinators.
- The preparation and delivery of lectures and seminars.
- Supervision of the program of study of honours students or of postgraduate students engaged in course work.
- Supervision of major honours or postgraduate research projects.
- The conduct of research.
- Involvement in professional activity.
- Development of course material with appropriate advice from and support of more senior staff
- Marking and assessment.
- Consultation with students.
- A range of administrative functions the majority of which are connected with the subjects in which the academic teaches.
- Attendance at departmental and/or faculty meetings and/or membership of a number of committees.

Skill Base

A Level B academic shall have qualifications and/or experience recognised by the institution as appropriate for the relevant discipline area. In many cases a position at this level will require a doctoral or masters qualification or equivalent accreditation and standing. In determining experience relative to qualifications, regard is had to teaching experience, experience in research, experience outside tertiary education, creative achievement, professional contributions and/or to technical achievement.