



POSITION DESCRIPTION

ROLE STATEMENT

Head of Course

Tertiary Education Division

You will:

Provide educational leadership and oversight of all aspects of the course/s that you have been allocated. Be responsible for the alignment of learning outcomes, learning activities and assessment of the course/s to ensure appropriate development of discipline-specific knowledge, skills and attributes across the curriculum.

You are responsible for:

- Leading strategic and pedagogical development and quality enhancement in the allocated course/s to ensure a high-quality learning experience.
- Ensure the quality, content, and horizontal and vertical alignment of the curriculum and its delivery and assessment for the course/s.
- Leading the development, embedding and monitoring learning outcomes and graduate attributes within the course/s.
- Refining and approving unit profiles/student plans, in collaboration with Unit Leads, and where appropriate, with College Leadership.
- Providing expert educational advice and guidance to support staff on inherent and course requirements to be communicated to commencing and current students.
- Working with the College Leadership team to ensure the course/s meet all internal and external accreditation and regulatory requirements, including course reviews and audits.
- Monitoring and advising on issues such as academic appeals, review of grades, units of study for individual students, recognised prior learning and advanced standing, including liaison with Course Advisers as necessary.
- Collaborate with the College Leadership team to maintain links with graduates, their employers and industry to ensure course remains industry relevant and adequately prepares graduates for future careers.
- Engage with internal and external stakeholders to identify and develop new course concepts relevant to the course area in collaboration with the Head of College and Deputy Dean (Learning and Teaching).
- Collaborate with Deputy Dean (Learning and Teaching) and College Leadership to effectively manage and resolve emerging challenges and issues for students and courses.
- Form relationships with other institutions in order to facilitate scholarly activity and benchmarking.
- Lead external benchmarking of the course, including review of student success data, unit content, teaching techniques, assessment methods and grading of students' achievement of learning outcomes.
- Advising the College leadership team on workload, budgetary and resource allocations, as required, including allocation of teaching staff to units within the allocated course.

As a supervisor you are responsible for:

- Providing mentoring, guidance and career planning for your staff and ensuring staff have access to appropriate professional development activities.
- Undertaking probationary and performance management processes ensuring you have regular conversations with your staff and provide real-time, positive and constructive feedback to empower staff to continually improve and enhance staff and team performance.
- Understanding your responsibilities associated with approving staff leave and ensuring leave is approved in line with operational requirements.
- Allocating and monitoring workload and address associated issues in a timely manner.
- Ensuring new staff participate in the university's induction program and providing a localised work area orientation.
- Developing mechanisms to promote staff recognition.

Selection Criteria

Knowledge and Education	Skills and Experience
Essential - Be cognisant of the requirements of the TEQSA Higher Education Standards Framework, or Australian Skills Quality Authority (ASQA) and other relevant external reference points, including the Australian Qualifications Framework and its qualifications pathways policy. - Demonstrate a strong awareness of the University and School, teaching and learning plans, policies and procedures. - Possess qualifications and experience of a Level C Academic, or above, or a Leading Vocational Teacher as detailed in the current Enterprise Agreement.	Essential - Have a capacity to analyse and evaluate curriculum content for quality, viability, relevance, suitability, and currency. - Demonstrate an ability to effectively lead a team and to participate in team meetings to enhance the quality of the service/s and associated course/s. - Possess academic/educational integrity and excellent organisational skills. - Demonstrate appropriate high-level skills including the use of learning management systems, spreadsheets and word-processing. - Exhibit excellent communication and interpersonal skills with an ability to foster a scholarly and cooperative teaching and learning environment.
Critical capabilities	Motivational and Job Fit Factors
Achieves results - Positively influences decisions that have a longer term or strategic focus. Engages and connects - Gains commitment from staff, students, clients and stakeholders by consulting and involving them. Personal drive and integrity - Takes responsibility for results and commits to continuous improvements. Shapes the future - Translates the strategic vision into achievable actions. Communicates with influence - Negotiates with clear understandings of objectives and associated strengths and weakness to reach a desired outcome.	This position would suit someone who gains job satisfaction from: - Diversity in the workforce. - Collaborating and cooperating with other departments to achieve positive business outcomes. - Continuously improving and exploring new ways to do their job successfully. - Striving to understand and meet customer expectations and satisfaction. - Working on demanding tasks requiring substantial effort and commitment. - Having high responsibility and accountability for completing tasks.

Other job requirements

- The Head of Course position must be filled by a continuing or fixed-term contract staff member only.
- The Head of Course will be an Academic Level C or above (for higher education courses) or Lead Vocational Teacher or above (for VET courses)
- Academic staff and VET Educators undertaking the Head of Course role who are not substantively an Academic Level C or higher or a Lead Vocational Teacher will be paid a responsibility allowance equating to the difference between their substantive salary and Academic Level C, Step 1 or Leading Vocational Teacher Step 3.
- Annual review of performance will be undertaken as part of the PEP process.
- A weekly time allocation depending on complexity of and student numbers in the course