



Position Description

Workplace Learning Coordinator / Lecturer in Social Work

School of Social Work and Arts

Faculty of Arts and Education

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| Classification | Level B |
| Delegation band | Nil |
| Special conditions | Fraction may be negotiated depending on portfolio and work function. Appointment may be held concurrently with a substantive appointment. |
| Workplace agreement | Charles Sturt University Enterprise Agreement |
| Date last reviewed | July 2021 |



About Charles Sturt University

Purpose

The Wiradjuri phrase *yindyamarra winhanganha* means the wisdom of respectfully knowing how to live well in a world worth living in. This phrase represents who we are at Charles Sturt University – our ethos. It comes from traditional Indigenous Australian knowledge, but it also speaks to the vision of the university – to develop and spread wisdom to make the world a better place.

Vision

Charles Sturt University is set to undergo a decade of great reform that will see the university characterised by these key elements:

- An uncompromising drive towards excellence in every aspect of its operations
- A far-reaching strategic re-positioning of teaching, learning, research, and innovation
- A cementing of our position as Australia's pre-eminent rural and regional university

The overarching aim is to consolidate our institution so that it is demonstrably more resilient and sustainable by the end of the decade.

Goals

To deliver on our purpose and vision, the university has three key goals:

1. Maintain the university's position in the top five Australian universities for graduate outcomes based on employment and salary
2. Embed a culture of excellence across all aspects of the university's operations
3. Exponential growth in research, development, and innovation income in our chosen areas, delivering high impact outcomes for regional Australia

Our values

Charles Sturt has a proud history and is fortunate to have an outstanding group of diverse, passionate, and engaged people working with us. Our values of insightful, inclusive, impactful, and inspiring guide our behaviours and ways of working to help us achieve our ethos of creating a world worth living in.

Performance measures

In addition to the principal responsibilities all staff are required to contribute to the success of the university strategy including meeting university's eight key performance indicators:

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| Our Students | <ul style="list-style-type: none">• Commencing progress rate• Student experience |
| Our Research | <ul style="list-style-type: none">• Research income• Research quality and impact |
| Our People | <ul style="list-style-type: none">• All injury frequency rate• Engagement |
| Our Social Responsibility | <ul style="list-style-type: none">• Underlying operating result• Community and partner sentiment |



Faculty of Arts and Education

The Faculty of Arts and Education is one of three faculties within the university. The faculty offers a diversity of undergraduate and postgraduate courses in teacher education, communication, social work and human services, library and information studies, theology, humanities and arts, Indigenous Australian studies and Islamic studies.

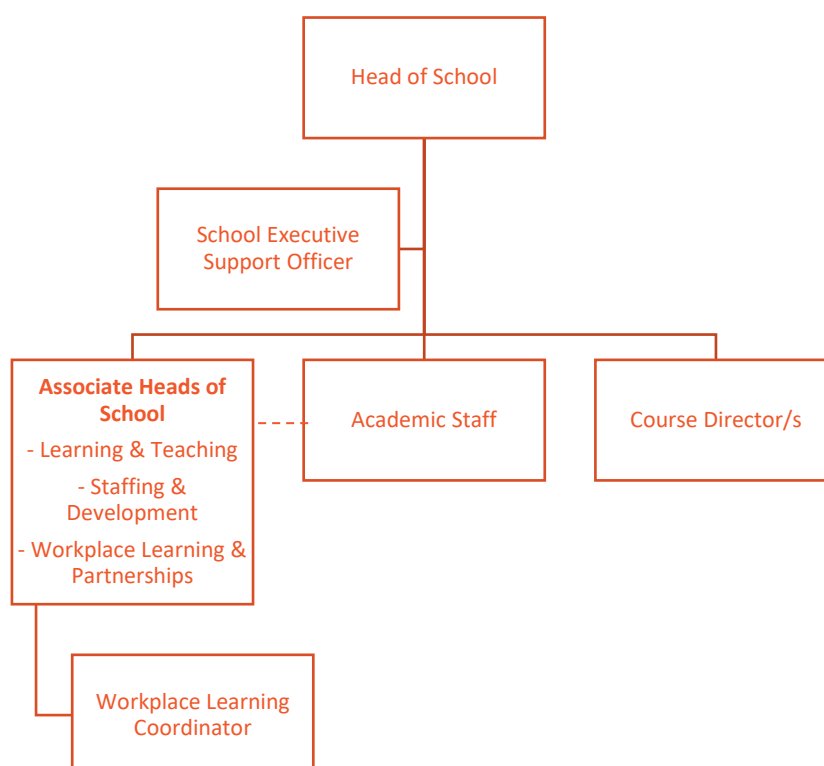
With approximately 9,000 online students and 1,800 on campus students, the faculty is an innovator in online and blended learning modes. Over 160 FTE academic staff deliver distinctive courses, supported by a skilled team of professional staff. On campus courses are delivered at the University's Wagga Wagga, Albury- Wodonga, Bathurst, Dubbo, and Port Macquarie campuses, and at other locations including Sydney and Canberra.

Academic staff within the faculty undertake high quality, impactful research that engages with government and professional organisations, nationally, internationally and in regional communities. The Faculty of Arts and Education has a vibrant and diverse community of doctoral candidates, both on and off campus, in Australia and around the world.

School of Social Work and Arts

The School of Social Work and Arts (SSWA) promotes critical thinking and positive community change in the areas of social work, human services, humanities and arts. There is a strong emphasis given to developing graduates who want to contribute positively to current social issues in our local communities and the wider society. The school is where scholarly, rigorous research intersects with creativity, social justice and human rights. The school engages with big ideas with practical outcomes, studying the intersections between human needs and social well-being, the arts and political processes.

Organisational chart





Reporting relationship

This position reports to: Associate Head of School (Workplace Learning and Partnerships)

This position supervises: Nil

Key working relationships

- Academic Lead Workplace Learning
- Head of School SSWA
- Course Directors
- Faculty staff including the Faculty Workplace Learning Team
- School / Faculty Academic staff including Field Education Liaison Officers
- Placement site staff and other WPL stakeholders including on-site and off-site field educators
- Students

Position overview

The Workplace Learning (WPL) Coordinator/ Lecturer in Social Work facilitates student access to quality workplace learning opportunities to assist in the preparation of reflective and ethical professionals.

The Workplace Learning Coordinator/ Lecturer in Social Work will work collaboratively with the Academic Lead WPL, Associate Head of School Workplace Learning & Partnerships, Faculty WPL Professional team, Course Directors and others within faculty, across faculties, across the university and with industry partners.

The specific responsibilities are defined by the school in consultation with key stakeholders and defined as part of the Employee Development and Review process. Workload is agreed with the staff member's supervisor where the portfolio is not a full-time role.

The position establishes and maintains effective partnerships with social work and human services settings, working with on campus and online students to aid in the successful completion of the workplace learning component of their course.

The position includes subject coordination/convening of workplace learning subjects within the social work and human services discipline.

The position will include various WPL roles such as Placement Establishment Academic (PEA), Field Education Liaison Officer (FELO) or off-site Field Educator.

In addition, adjustments to the responsibilities of this position may be required to facilitate a common approach to workplace learning across all Faculties.

Principal responsibilities

- Coordinate/convene Workplace Learning subjects in social work and human services and participate in associated scholarly and teaching activities as required including recommending final grades;
- Establish and maintain effective, respectful, trusting and collaborative partnerships with internal and external stakeholders to facilitate student access to quality workplace learning opportunities. This includes the placement establishment roles within agreed geographic regions;



- Determine, in accordance with academic and professional requirements and in consultation with internal and external stakeholders, the workplace learning skills necessary for successful completion of WPL subjects. This will include collaborating with colleagues on the development of relevant academic documentation and collation of material for assessment of workplace learning;
- Apply theoretical and practical knowledge of social work practice to resolve emergent issues, assist students at risk of failure and initiate improvements in systems, procedures and practices in the organisation of workplace learning in consultation with Associate Head of School WPL & Partnerships, Academic Lead WPL, Faculty WPL staff, students, Field Educators and Field Education Liaison Officers (FELOs);
- Provide well-informed support to on campus and online students in matters related to workplace learning prior to, during and following placements in accordance with established policies and accreditation guidelines;
- Convene, coordinate and deliver subjects within courses and participate in scholarly activities as appropriate;
- Undertake the functions of the workplace learning programs including roles such as Field Education Liaison Officer (FELO), off-site supervisor, supervision and assessment of professional practice as part of the Professional Practice Strand (PPA);
- Other duties appropriate to the position.



Role-specific capabilities

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| Focus on service | Strive to meet needs and exceed expectations of our students, communities and colleagues (performance focus, quality outcomes, student welfare, equity and conduct). |
| Network | Bring people together and build relationships that deliver desired benefits and outcomes. |
| Present and communicate information | Speak clearly and fluently, express opinions, make presentations, respond to an audience, show credibility. |
| Analyse | Analyse information, probe for clarity, produce solutions, make judgements, think systemically. |
| Plan and organise | Set objectives, plan, establish contingencies, manage time, resources and people, monitor progress. |
| Cope with pressure and setbacks | Cope with pressure, keep emotions under control, balance work and personal life, stay optimistic, handle criticism. |

Physical capabilities

The incumbent may be required to perform the following.

- Work in other environments beyond your base campus, such as other campuses.
- On occasion drive a vehicle distances up to 500km per day within the terms of the university's [Driver Safety Guidelines](#)
- Perform in an accurate and timely manner push/pull, reaching, grasping, fine manipulation tasks, including lifting items up to 10kg.



Selection criteria

Applicants are expected to address the selection criteria when applying for this position.

Essential

- A. A master's qualification, relevant to social work or equivalent accreditation and standing including eligibility for membership of the Australian Association of Social Workers (AASW) and a minimum of five years (FTE) post-qualifying experience.
- B. Significant knowledge and understanding of workplace learning in social work including demonstrated ability to build strong partnerships, networks, and relationships in the wider community to achieve professional and team objectives.
- C. Demonstrated credibility in a social work and human services setting through a combination of professional practice and academic knowledge.
- D. Capacity and demonstrated commitment to the delivery of high quality, student-centred learning and teaching.
- E. Proven planning, organisational and time management skills.
- F. Demonstrated commitment to applying culturally respectful, inclusive, ethical and safe practices in the workplace.

Desirable

- G. Demonstrated capacity to work both collaboratively and independently, in a large complex academic / organisational setting with an outcome orientated focus.

