

# POSITION DESCRIPTION



## PROGRAM CONVENOR (PN 331)

WORKING IN THIS POSITION	
<b>Division:</b>	Teaching and Learning
<b>Position Status:</b>	Fixed Term – 3 Years
<b>Classification:</b>	Academic 3 (Tier 3)
<b>Financial Delegation:</b>	TBC
<b>Primary Purpose of the Role:</b> <p>Under the direction of the Director, Teaching &amp; Learning, the Program Convenor is responsible for overseeing the quality of student learning experiences within a program. They are responsible for the quality of teaching and the development and delivery of curriculum in their program area. They are responsible for ensuring that the philosophy of the program is represented in the delivery.</p> <p>Working collaboratively with the teaching team, the Program Convenor leads the co-creation, review, revision of appropriate and relevant learning content and strategies and proposes changes to the Director and relevant academic governance committees for approval. They act as the final decision maker in all matters relating to program delivery to ensure it meets the strategic goals of the school and the agreed budget and workload frameworks set by the Director. They induct, coach and manage the core teaching team who are responsible for developing curriculum and delivery for their subjects. The core teaching team is comprised of subject matter experts, lecturers, senior lecturers, and Heads of Discipline who convene subjects in that program. The Program Convenor works with the teaching team to enrich and enhance high-quality, culturally safe and flexible learning environments through the implementation inclusive teaching strategies and creative practice pedagogies. They work to an agreed budget and workload frameworks managed by the director.</p> <p>They ensure clear learning outcomes for all students are recorded and meet quality assurance standards. They work with Student Engagement Managers and teachers to ensure appropriate support is given to students and communicated effectively. They will manage relationships with external industry and tertiary partners (as appropriate). They are required to subject lead and / or teach in an area of proven industry expertise.</p> <p><b>For the purposes of this position this position description the term program refers to the following programs:</b></p> <ul style="list-style-type: none"><li>○ courses within the Short &amp; Industry Certificates Courses</li><li>○ Bachelor or Screen: Production</li><li>○ Master of Arts Screen</li><li>○ Master of Arts Screen Business</li><li>○ Graduate Diploma Radio</li><li>○ Graduate Diploma Visual Effects</li></ul>	

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#### WORKING AT AFTRS

AFTRS is a Commonwealth statutory authority, established by the *Australian Film, Television and Radio School Act 1973*. AFTRS is Australia's national screen and broadcast school, established to fuel and empower Australian creativity and storytelling. AFTRS is consistently rated as one of the top film school's in the world.

We are values-led, which means that we strive for **Excellence**; we practice **Courage**; we believe in **Community**; we embrace **Creativity**, and we are **Generous**. Our commitment to these values means that:

- We are leaders in our fields and strive to adapt in the face of an ever-changing industry in the pursuit of Excellence;
- We are curious, resilient and embrace challenge and the unfamiliar with open-hearted perseverance through our Courage;
- We work together with respect, responsibility and reciprocity, recognising that our strength comes from inclusivity and shared accountability in our Community;
- We embrace different ideas, experiences and knowledges in the pursuit of creative excellence and innovation through our Creativity;
- We share our skills and knowledge and are equipped and honoured to help tell each other's stories through our Generosity.

#### KEY ACCOUNTABILITIES

##### Program Development

1. Lead a program teaching team in co-creation, development, review, and revision of program curriculum to achieve the goals of the Corporate Strategy, taking the role of final decision maker when required.
2. Be accountable for the co-creation and development of a program curriculum that enables students to achieve high-level quality outcomes, deploys best-practice creative practice pedagogies and flexible and inclusive teaching strategies and maintains compliance with appropriate internal and external academic governance standards and policies.

##### Lead Program Teaching Team

3. Lead, coach and manage the program teaching team, providing actionable feedback as well as managing any issues that are identified through student feedback or complaints.
4. Actively participate in Lecturer recruitment, induction, and ongoing development to enrich and create a diverse and multi-skilled teaching team.
5. Develop the teaching team's capability by reviews of teaching practice and professional development plans.

##### Program Planning & Delivery

6. In collaboration with the teaching team, Head of Curriculum, Program Resourcing team and other relevant stakeholders, ensure all documentation relevant to delivery is produced to the agreed annual timetable, in accordance with academic governance requirements and the

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continuous improvement of curriculum procedures; and that all resourcing elements required can deliver learning outcomes in a fair and equitable manner.

7. Contribute to the creation, monitoring and achievement of program budgets and to workload / staffing discussions within the agreed framework a set for the division by the Director and be accountable for discretionary budget allocation.
8. Monitor delivery of the subjects and take the role of final decision maker for emergent delivery issues when required to ensure equity of outcome for students and that the integrity of the learning aims of the program are met.
9. Report on program delivery, respond to complaints and feedback, conduct reviews and benchmarking, attend formal governance meetings and other activities as required as part of the quality assurance processes.

#### **Student Experience & Progression (as appropriate per program)**

10. Ensure that current students have the relevant information and direction they need to successfully participate in their program. This includes providing advice to students, the Student Centre and the Director on variations to enrolment including subject choice and special consideration; resolving issues; and managing student curriculum partners or other student feedback groups.
11. Work in partnership with Student Centre to support complex student needs. Identify students with complaints, learning difficulties or other welfare-related issues and refer to Student Centre or other relevant staff where appropriate. Ensure that appropriate actions are communicated to relevant stakeholders.
12. Ensure the timely completion of assessment each semester for all students. Work with the Program Coordinators, Lecturers and Subject Leaders to monitor student progress and performance in accordance with the Assessment Marking Guidelines and Academic Progression Procedure.

#### **Industry & Partners Engagement**

13. Initiate, develop and manage constructive relationships with industry stakeholders to ensure the relevance of program design and support the development of life-long employability skills for graduates.
14. Collaborate with industry partners to develop and deliver integrated initiatives as part of the program.

*n.b. The accountabilities below for Teaching and Subject Leading are the same for all Lecturers, Senior Lecturers & Heads of Discipline*

#### **Teaching**

15. Teach in your area of specialist knowledge as per the requirements of teaching:
16. Fulfill the number of teaching, tutorial and assessment days agreed annually with the school and in accordance with the agreed workload.
17. Teach according to defined curriculum, timetable, and resources.
18. Provide mentoring and support to students and manage student expectations and issues

#### **Subject Leading (as required in workload determinations)**

19. Design and develop lesson plans, teaching materials and learning assets in accordance with

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the program framework and the program guide to ensure that the teaching activities are constructively aligned to the learning outcomes, assignment, and assessment criteria.

20. Assess student assignments and monitor student progress in accordance with the Assessment Marking Guidelines. Identify students At Risk of failing.
21. Ensure subject teaching requirements (lecturers / equipment / rooms) are communicated to the Program Coordinators in good time and within agreed parameters.
22. Work closely with the Program Coordinators to deliver the subject within agreed budget and resource parameters.
23. Undertake projects and initiatives as required by the Director, Teaching & Learning.

#### KEY CHALLENGES & RISKS

1. Ensure AFTRS meets the Higher Education Standards Framework (HESF) (2015) threshold standards, including those on Student Wellbeing and Safety:
  - a. Meet threshold standards on ensuring AFTRS has formal complaint handling policies and procedures.
  - b. Ensure AFTRS' preparedness and capacity to respond to student incidents, especially critical incidents (Standard 2.3.5) and to anticipate issues through risk identification and mitigation (see Standard 6.2.1e), and to implement preventative actions.
2. Ensure teaching and learning risks and mitigation strategies identified by AFTRS' Risk Management Framework are current, updated and actioned.
3. Ensure the student experience and core program principles remain the focus of key decision-making within a busy and dispersed team.
4. Work as part of a team to ensure appropriate use of available resources to deliver the program, within the limits of broader organisational resource requirements.
5. Manage strategic and operational risks within your Program, ensuring risk is prioritised, discussed and action plans developed and actioned regularly with your team.
6. Manage multiple internal and external stakeholders, with complex and diverse needs to deliver strategic and student-facing outcomes.

#### PROCESS RESPONSIBILITY

1. Program Reporting
2. Developing, scoping, proposing changes to curriculum
3. Confirming academic progression for program (input not ownership)
4. Primary contact for Industry Partners (as agreed with Director, Teaching & Learning)

#### WORKING IN THE DIVISION

The Teaching & Learning division comprises teaching faculty and professional support staff who work together to deliver screen and broadcast programs online; short and industry courses; undergraduate (BA); and postgraduate programs (Graduate Diploma and Masters). The division is responsible for the design, development, scheduling, delivery, and continuous improvement of AFTRS curriculum to ensure that AFTRS is fulfilling its remit to provide industry with the highly skilled graduates it needs to thrive now and in the future.

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AFTRS is one of only three University Colleges in Australia. The Teaching & Learning division bridges its industry best practice curriculum with the highest level of academic quality assurance. Teaching staff, drawn from industry and supported by ongoing professional development and a research program focussed on creativity and innovation, deliver learning that are future-focussed, industry current and practice-based. Externally, the team works to ensure the ongoing strength of AFTRS' reputation for excellence through partnered research projects, conferences, symposia and international film and broadcast school networks.

KEY RELATIONSHIPS	
<b>Reports to:</b>	Director, Teaching & Learning
<b>Direct Reports:</b>	Program Teaching Team
<b>Indirect Reports:</b>	Program Coordinators
<b>Key Internal Relationships:</b>	CEO, People & Culture, Production & Operations, Partnerships & Development, First Nations & Outreach, Chief Technology Officer, Head of Curriculum
<b>Key External Relationships:</b>	Industry Guilds, Academic Boards & Committees

SELECTION/CAPABILITY CRITERIA
<p><b>Essential:</b></p> <ol style="list-style-type: none"><li>1. Substantial hands-on professional Visual Effects experience at a senior level and strong knowledge / experience of contemporary systems, software, and workflow processes in creation of digital VFX</li><li>2. Demonstrated leadership and management experience with the ability to effectively lead, coach, manage, motivate, navigate conflict, and develop a high-performing team.</li><li>3. Demonstrated experience in one or more of the following areas - the co-creation, co-determination of learning content and /or professional development to team.</li><li>4. Substantial experience of teaching and or mentoring at a consistently high level of quality with an understanding of the latest approaches in creative pedagogy,</li><li>5. Strong ability to inspire, motivate and lead change with an established team, fostering enthusiasm and innovation.</li><li>6. A live industry network to draw from and a view of future needs based on current and emerging trends.</li><li>7. Current knowledge of the Australian / International VFX industry, including substantial experience of working in the Australian screen and broadcast industry.</li></ol> <p><b>Desirable:</b></p>

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8. Demonstrated experience of academic leadership including strong knowledge of curriculum standards across AQF levels, the higher education quality compliance environment and the application of student and stakeholder feedback in the continuous improvement of curriculum.
9. Tertiary qualifications in a relevant area.
10. Understanding of and passion for the arts and creative industries.
11. Experience in a not-for-profit, educational or arts organisation.