POSITION DESCRIPTION

Position Title	Analytics and Reporting Officer		
Organisational Unit	Faculty of Education and Arts		
Functional Unit	National School of Education		
Nominated Supervisor	Project Manager (APTT Program)		
Classification	HEW 6		
CDF Level	CDF1	Position Number	10612420
Attendance Type	Full Time	Date reviewed	29-APR-2025

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.*

An ACU education builds on the Catholic understanding of faith and reason working together in pursuit of knowledge and promotion of human dignity and the common good.

An ACU education seeks to transform lives and communities. Students are challenged to look beyond the classroom, solve real-world problems, develop their own search for meaning and cultivate strong professional ethics. They are invited to stand up for people in need and causes that matter.

ACU is open to all. As is common with great Catholic institutions the world over, the university is inclusive and supportive of everyone, every day – regardless of their faith or tradition.

ACU is a young university making a serious impact. Ranked in the top two per cent of universities worldwide and in the top 10 Catholic universities, we're also a leader in employability with 94 per cent of our graduates employed. The university has seven campuses around Australia, a campus in Rome, Italy, and an online campus – ACU Online.

ACU has four faculties, and several research institutes and directorates. We believe our number one asset is our people. It's the character, enthusiasm and dedication of our staff that make this a university like no other. All our staff contribute to the achievement of our goals set out in ACU's Vision 2033 and aim to provide high-quality services with a strong focus on service excellence.

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.

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

- Vice-Chancellor and President
- Provost and Deputy Vice-Chancellor (Academic)
- Chief Operating Officer
- Deputy Vice-Chancellor (Research and Enterprise)
- Deputy Vice-Chancellor (Education)
- Pro Vice-Chancellor Catholic Mission

ABOUT THE FACULTY OF EDUCATION AND ARTS

The Faculty of Education and Arts encompasses two schools - the National School of Education and the National School of Arts and Humanities, and four institutes - the Institute for Positive Psychology and Education; the Institute for Learning Sciences and Teacher Education; the Institute of Child Protection Studies; the Institute for Humanities and Social Sciences, as well as the Australian Centre for the Advancement of Literacy, the Clinic for the Advancement of Literacy, the Ancient Israel Program and the Western Civilisation Program. The faculty is recognised nationally and internationally as a leader in teacher education, and for its rapidly rising profile in the humanities and social sciences, especially in the disciplines of history, politics and sociology.

Operating across our campuses in Ballarat, Brisbane, Canberra, Melbourne, North Sydney, Strathfield, Blacktown and our Rome campus in Italy, the Faculty is home to a lively, multicultural community of more than 12,000 students and offers an engaging program of teaching and research for students and staff. Through its research collaborations, student exchange programs and community engagement initiatives, the faculty also has strong connections with international universities and an array of government, not-for-profit and private organisations.

ABOUT NATIONAL SCHOOL OF EDUCATION

The National School of Education is the largest provider of initial teacher education in Australia with a strong reputation for its high quality, work-ready graduates. Adding to its traditional strengths in early childhood, primary and secondary initial teacher education, the National School of Education's disciplines reflect key strengths in the areas of early childhood, mathematics and literacy education, the arts, science and technology, educational studies, teacher professional practice, assessment, educational leadership, Indigenous education, and wellbeing and inclusive education. These disciplines are evidenced both in the undergraduate programs and through its extensive postgraduate coursework programs with strong enrolments. The School also has a large number of students undertaking higher degree study through its PhD and EdD programs.

LEARNING AND TEACHING
The Faculty of Education and Arts offers highly flexible national, online and multimodal programs where students can discuss, debate and analyse in virtual classrooms. Students have opportunities to address real situations through professional and community experiences. It is recognised not only for its supportive and nurturing learning environment, but also for its ability to prepare graduates who think critically, who are guided by social justice principles and are highly valued by the professions. Adding to its traditional strengths in primary and secondary teacher education, the education

disciplines reflect key strengths in the areas of early childhood, mathematics and literacy education, assessment, educational leadership, religious education and wellbeing and inclusive education. The Arts disciplines prepare graduates to be critical thinkers and global citizens. The disciplines include Creative Arts, Humanities, International Development and Global Studies and the Social Sciences.

POSITION PURPOSE

The Analytics and Reporting Officer plays a key role in ensuring that the All Points to Teaching (APTT) program outcomes are evaluated and aligned with the university's quality standards and compliance frameworks. APTT is designed to boost employment-based pathways and access to fully funded undergraduate and postgraduate teaching degrees. Reporting to the Project Manager, the role is responsible for developing and implementing evaluation frameworks, developing retention focused learning analytics resources and processes, conducting quality assurance activities, and providing timely and accurate reports on the progress and outcomes of the project. This position is integral to maintaining the integrity and effectiveness of the project by ensuring that all activities are aligned with project goals and meet governance and quality standards.

This role requires close collaboration with the project team and various stakeholders to collect data, provide analysis, and ensure continuous quality improvement across all project activities.

KEY 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's Vision 2033
- Catholic Identity and Mission
- Code of Conduct for all staff
- ACU Capability Development Framework
- ACU Staff Enterprise Agreement 2022-2025
- ACU Staff Reconciliation Action Plan

The Capability Development Framework describes the core competencies needed in all ACU staff to achieve the university's strategy and supports its mission.

Responsibility	Scope
Collaborate with academics, learning designers, and learning analytics experts to embed data gathering and monitoring into course content for student retention and program evaluation.	The position mainly contributes to activities; outcomes and goals within the faculty/directorate/organisational unit
Implement and manage data collection and evaluation frameworks to measure project outcomes and performance.	The position mainly contributes to activities; outcomes and goals within the faculty/directorate/organisational unit

Responsibility	Scope
Work across teams to develop, monitor, and report on key performance indicators and benchmarks for course and project evaluations.	The position mainly contributes to activities; outcomes and goals within the faculty/directorate/organisational unit
Conduct regular quality assurance assessments to ensure compliance with university policies, external standards, and project governance frameworks, and maintain accurate records.	The position mainly contributes to activities; outcomes and goals within the faculty/directorate/organisational unit
Work closely with the project team and stakeholders to identify gaps in course quality and performance and recommend corrective actions.	The position mainly contributes to activities; outcomes and goals within the faculty/directorate/organisational unit
Work collaboratively on the preparation of project reports (Progress Reports and Evaluation Reports), including detailed analysis of project outcomes, achievements, and areas for further development.	The position mainly contributes to activities; outcomes and goals within the faculty/directorate/organisational unit
Ensure that all reporting is timely, accurate, and aligned with internal governance standards and external funding requirements.	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit

HOW THE ROLE OPERATES

The position will have the freedom to implement changes to policies; processes and procedures based on their expertise.
The position is expected to demonstrate critical thinking to make recommendations; to meet changing demands; and provide business aligned solutions.
The position needs to build relationships with staff across the organisation to perform their duties.
This position does not have managerial responsibilities.

SELECTION CRITERIA

| Qualifications, skills, knowledge and experience: | • Qualification - A relevant tertiary qualification in, data management, data analysis, learning analytics, or a related field (or relevant industry experience).
• Experience - Demonstrated experience in developing and implementing evaluation frameworks and conducting quality assurance activities within a complex organisational environment.
• Skill - Strong analytical skills with the ability to interpret data, produce high-quality reports, and provide evidence-based recommendations.
• Knowledge - In-depth understanding of evaluation methodologies, quality assurance frameworks, and compliance requirements in a higher education or project-based setting.
• Skill - Excellent written and verbal communication skills, with |

	the ability to present complex information clearly and concisely to a range of stakeholders. • Experience - Proven experience in working with datasets, conducting qualitative and quantitative analysis, building and monitoring learning analytics and reporting on project performance. • Skill - Strong organisational and time management skills, with the ability to manage multiple evaluation and reporting tasks simultaneously. • Experience - Experience in working with cross-functional teams and managing relationships with stakeholders to ensure the effective evaluation of project activities.
Core Competencies:	• 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. • Keep stakeholder interest at the core of ACU business decisions and ACU service excellence as a top priority. • Communicate with purpose. Gain the support of others for actions that benefit ACU. Negotiate for mutually beneficial outcomes that are aligned with the Mission, Vision and Values of the University. • Plan work activity, prioritise time and resources using established ACU processes and technology to achieve optimum efficiency and effectiveness. • Make informed, evidence-based decisions by sourcing and interpreting University and business information.
Essential Attributes:	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.
Working with Children and vulnerable adults check	Evidence of the ability to work with children and/or vulnerable adults, and contribute to and protect their safety and wellbeing. The successful applicant of this position will be required to hold a valid working with children clearance for the State or Territory in which the position is located.

REPORTING RELATIONSHIPS

For further information about the structure of the University, refer to the Organisation Chart
https://www.acu.edu.au/about-acu/leadership-and-governance/leadership/organisational-structure