

Position Description



Position title:	Disability and Learning Access Officer
School/Directorate/VCO:	Student Experience and Administration Services
Campus:	Mt Helen Campus. Travel between campuses may be required.
Classification:	Within the HEW Level 6 range
Time fraction:	Full-time
Employment mode:	Continuing employment
Probationary period:	This appointment is offered subject to the successful completion of a probationary period.
Further information from:	Drew Burns, Coordinator, Disability Services Telephone: (03) 5327 8092 Email: d.burns@federation.edu.au
Recruitment number:	850996

Background

At Federation University, we are driven to make a real difference to the lives of every student, and to the communities we serve.

We are one of Australia's oldest universities, known today for our modern approach to teaching and learning. For 150 years, we have been reaching out to new communities, steadily building a generation of independent thinkers united in the knowledge that they are greater together.

Across our university and TAFE campuses in Ballarat, Berwick, Brisbane, Gippsland, and the Wimmera, we deliver world-class education and facilities. With the largest network of campuses across Victoria, as well as a growing Brisbane base, we are uniquely positioned to provide pathways from vocational education and skills training at Federation TAFE through to higher education.

Portfolio

The Student Experience and Administration Services (SEAS) Directorate is led by the Dean of Students and Registrar and is part of the Deputy Vice-Chancellor Academic portfolio. The Directorate oversees the provision of services across the whole student lifecycle from inquiry to graduation, including student engagement, employability, equity, wellbeing, student advocacy, learning and academic skills, as well as student administration services, and contact centres. The Directorate works collaboratively across the University and has close links with external stakeholders including employers, industry groups and the community.

SEAS was founded on a vision informed by sector best practice and service excellence and is driven by the University's strategic goals. Its collective focus is to support and engage effectively with learners and prospective learners across their student journey. We strive to help our graduates to value life-long learning, achieve fulfilling careers and lives, and contribute to their communities. We provide personalised face-to-face and online services to meet individual needs, take a whole-of-person approach to supporting our students, and provide programs that equip graduates with essential skills to thrive in life after university.

Position summary

The Disability and Learning Access Officer works as part of the Disability and Learning Access Unit (DLAU) and contributes to the development of a learning and working environment enabling full a participation in University life as possible for TAFE and Higher Education students by:

- Providing professional case management services that respond to the individual needs of students;
- Making recommendations to policy development related to the University's obligations under anti-discrimination legislation;
- Promoting and undertaking University community awareness raising activities about disability and access; and
- Consulting with members of the University community about disability issues and ways in which participation by people with disabilities can be enhanced.

Key responsibilities

1. Maintain a client case load and coordinate the implementation of disability related adjustments for students through a process of collaborative needs assessment, planning, information sharing and the provision of services.
2. Develop systems supporting and empowering TAFE and HE students with disabilities, through collaborative needs assessment, planning, information sharing and advocacy in relation to academic requirements.
3. Coordinate the provision of study support to students, including the appointment and management of direct support staff and the provision of appropriate technology, adaptive equipment and alternative formats.
4. Support prospective students with disabilities in their transition to University.
5. Provide advice to staff teaching students with a disability through the provision of information, consultation and referral.
6. Organise and administer disability awareness professional development opportunities for all staff to enhance their response to students who have a disability at an individual and systemic level.
7. Provide professional advice and assistance to program and service areas of the University supporting the establishment and maintenance of policies and practices inclusive of the needs of people with a disability.
8. Contribute to the development of a University-wide disability action plan in conjunction with other members of the DLAU, Student Connect and the Manager, Equity and Diversity.
9. Contribute to developing quality policies, procedures and data management processes for the work of the DLAU.
10. Report service usage and expenditure data, and service delivery issues to management.
11. Reflect and embed the University's strategic purpose, priorities and goals when exercising the responsibilities of this position. For a more complete understanding and further information please access the Strategic Plan at: <https://federation.edu.au/about-us/our-university/strategic-plan>.
12. Undertake the responsibilities of the position adhering to:
 - The Staff and Child Safe Codes of Conduct and Conflict of Interest Policy and Procedure;
 - Equal Opportunity and anti-discrimination legislation and requirements;
 - the requirements for the inclusion of people with disabilities in work and study;
 - Occupational Health and Safety (OH&S) legislation and requirements; and
 - Public Records Office of Victoria (PROV) legislation.

Level of supervision and responsibility

The Disability and Learning Access Officer works under the general direction of the Coordinator, Disability Services, in the Disability and Learning Access Unit across all Federation University campuses.

The position will use a variety of problem solving techniques to address the specific issues relating to the provision of disability adjustments in the TAFE and HE sector, including timetabling, supervising appropriate alternative format and support staff, information technology solutions. The position has responsibility for matching, employing, monitoring and evaluating direct support staff.

The Disability and Learning Access Officer will make judgements about interventions and service provision to individual clients based on their professional code of ethics, feedback from supervision, adherence to University policy and adherence to statutory requirements with regard to anti-discrimination and equal opportunity legislation.

The Disability and Learning Access Officer is responsible for submitting for funding to programs and agencies from time to time, and for ensuring that reporting and acquittal requirements are met.

Training and qualifications

A degree with subsequent relevant experience; or extensive experience and specialist expertise; or an equivalent combination of relevant experience and/or education/training.

A Current Covid-19 vaccination certificate.

All University positions delivering education and/or services to children (a child for this purpose is considered to be someone below the age of 18 years) must hold a valid Working with Children Check (WWCC) or hold a current registration with the Victorian Institute of Teaching (VIT).

Position and Organisational relationships

The Disability and Learning Access Unit is located within Health and Wellbeing, and the Disability and Learning Access Officer reports to the Coordinator, Disability Services. Health and Wellbeing is a part of the Academic Directorate which sits within the Student Experience and Administrative Portfolio. The Disability and Learning Access Unit also works collaboratively with the Manager, Equity and Diversity on disability action planning and policy development. This position is responsible for coordinating a team of casual academic support worker staff.

Key selection criteria

Applicants must demonstrate they are able to undertake the inherent responsibilities of the position as contained in the position description and are able to meet the following key selection criteria:

1. A degree with subsequent relevant experience; or extensive experience and specialist expertise; or an equivalent combination of relevant experience and/or education/training.
2. A Current Covid-19 vaccination certificate.
3. Demonstrated knowledge of and commitment to anti-discrimination and equal opportunity legislation.
4. Demonstrated understanding of the rights of people with a disability undertaking TAFE and HE study in a service delivery context.
5. Demonstrated ability to engage and communicate with people with a disability, and with staff and students throughout the organisation and in the broader community.
6. Demonstrated ability to assess and understand the complexity of issues experienced by people with a disability.
7. Demonstrated experience and ability in facilitating and coordinating adjustments for people with a disability.
8. Demonstrated experience in counselling, mediation, negotiation and teaching/training as it relates to the specific DLAO role.
9. Demonstrated ability to manage resources, including a team of casual direct support staff, and to account for expenditure.

10. Demonstrated written communication and data management skills, and the ability to contribute to policy and procedure development and submission writing.
11. Demonstrated working knowledge and application of the Child Safety Standards.
12. Demonstrated knowledge and application of appropriate behaviours when engaging with children, including children with a disability and from culturally and/or linguistically diverse backgrounds.

The University reserves the right to invite applications and to make no appointment.

It is not the intention of the position description to limit the scope or accountabilities of the position but to highlight the most important aspects of the position. The aspects mentioned above may be altered in accordance with the changing requirements of the role.