Federation University

Greater together

Position description

Position title	Coordinator, Prevention Programs
Institute/School/Centre/ Directorate/VCO	Student Equity and Safer Communities
Campus	Mt Helen (Ballarat) campus or Berwick campus. Travel between all Federation campuses is required on occasion.
Classification	Within the HEW Level 7 range
Time fraction	Full-time
Employment mode	Fixed-term employment to December 2028.
Reason for fixed term	Specific task or project
Probation period	This appointment is offered subject to the successful completion of a probationary period.
Further information from	Eva Bowie, Senior Manager, Student Equity and Safer Communities Telephone: (03) 5327 8104 Email: e.bowie@federation.edu.au
Recruitment number	JR101327

Position summary

The Coordinator, Prevention Programs applies specialist expertise to develop, manage implementation and evaluate education, awareness and engagement initiatives that support the prevention of discrimination and gender-based violence across the University, including Fed TAFE.

The position uses specialist expertise for designing prevention programs, interpreting relevant requirements and providing specialist advice. Working collaboratively across the organisation, the position supports a safe, inclusive and respectful university community and the University's obligations under the National Higher Education Code to Prevent and Respond to Gender-based Violence.

Portfolio

The Coordinator, Prevention Programs sits in the Student Equity and Safer Communities team within Student Services and Registrar, in the Chief Learner Experience Office.

The Chief Learner Experience Office is responsible for the Student Experience from pre- admission through to graduation. With a focus on increasing student numbers through both attraction and retention. The portfolio looks after Marketing, Student Retention, Innovation and Engagement, Digital Channels and Strategy and Student Services such as Inclusion, Equity, Wellbeing, the Contact Centre, and Student Administration. The Chief Learner Experience Officer leads the portfolio with current members of the Senior Leadership Team including:

- Director, Marketing and Growth
- Director Retention, Innovation and Student Experience
- Director, Digital Channels and Strategy
- Director, Student Services and Registrar.

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, Gippsland, and the Wimmera, we deliver world-class education and facilities. With the largest network of campuses across Victoria, we are uniquely positioned to provide pathways from vocational education and skills training at Federation TAFE through to higher education.

To be successful at Federation University you must be willing to enthusiastically embrace the University's ambition as expressed in Federation University's 2040 Strategic Plan and share the University's values of:

INCLUSION, we champion access and equity for all, creating a welcoming, supportive environment for our diverse learners and staff.

INNOVATION, we innovate to transform, embracing new ideas in teaching, research and operations to continually improve and stay ahead.

EXCELLENCE, we strive for excellence in all that we do, holding ourselves to high standards of quality, integrity and impact.

EMPOWERMENT, we support and trust our people, empowering learners, staff and partners to contribute, lead and succeed.

COLLABORATION, we are stronger together; teamwork and strong partnerships are at the heart of how we operate.

Key responsibilities

1. Develop, implement and evaluate prevention programs and projects from initial planning through to completion, determining appropriate approaches, priorities, timelines, activities and resource requirements to achieve agreed objectives.
2. Apply specialised expertise to interpret legislation, regulatory requirements, University policies and sector guidance, including the National Higher Education Code to Prevent and Respond to Gender-based Violence and relevant anti-discrimination legislation, and determine their practical application to prevention programs, policies and practices.
3. Undertake and critically analyse research, consultation, benchmarking and emerging evidence to inform program design, policy development and evidence-based, intersectional, culturally responsive and inclusive approaches to prevention.
4. Design and implement education, awareness and engagement strategies for students and staff, making informed decisions about program content, delivery methods, target audiences and implementation methods.
5. Lead or provide specialist input to University-wide initiatives and partnerships that advance gender equity, respectful and inclusive communities, and the prevention of gender-based violence and discrimination.
6. Develop and facilitate workshops, forums, communities of practice and other capability-building activities, adapting content and delivery approaches to meet the needs of different audiences and organisational contexts.
7. Provide advice and recommendations to colleagues and stakeholders on primary prevention approaches, program design and the application of relevant policy, regulatory and evidence-based frameworks.
8. Prepare high-quality briefing papers, recommendations, reports, communications, presentations and resources for varied audiences.
9. Establish and maintain effective relationships with students, staff and external stakeholders, managing consultation and collaboration to support prevention priorities and agreed outcomes.
10. Contribute to and at times, lead in the development, review and implementation of policies, procedures and resources relating to gender-based violence prevention, respectful and inclusive communities and associated regulatory requirements.

11. Analyse stakeholder feedback, evaluation findings, and qualitative and quantitative data to identify emerging issues, assess program effectiveness and make evidence-informed decisions about program improvement and future priorities.
12. Establish appropriate monitoring, evaluation approaches and report on the progress, outcomes and risks of prevention programs and projects, providing recommendations to support accountability, continuous improvement, and organisational decision-making.
13. Maintain specialist knowledge of contemporary prevention practice and the higher education and TAFE regulatory environment and apply this expertise to address complex or emerging issues.
14. Reflect and embed the University's strategic plan, operational purpose, priorities, and goals.
15. Embed effective risk management practices to ensure continuous service delivery. Participate in training and exercises to remain prepared for potential disruptions.
16. Undertaking the responsibilities of the position adhering to:
    - the Staff Code of Conduct, Child Safe Code 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 (OHS) legislation and requirements; and
    - Public Records Office of Victoria (PROV) legislation.

Level of supervision and responsibility

The Coordinator, Prevention Programs exercises judgement in managing programs and projects, interpreting relevant requirements, engaging stakeholders, and determining appropriate approaches to effective program delivery.

The Coordinator, Prevention Programs reports to the Senior Manager, Student Equity and Safer Communities and works under broad direction.

The position plans, develops, implements and evaluates prevention programs and initiatives, recommending appropriate approaches, priorities, timelines, consultation processes and resources. The position is accountable for achieving agreed outcomes, monitoring progress and risks, and providing timely advice and recommendations where matters require escalation or broader organisational decision-making. Using specialised expertise, the position interprets and applies legislation, regulatory requirements, University policies and evidence-based prevention frameworks to complex or emerging issues.

The position works in close partnership with the Head, Organisational Development, People and Culture in relation to staff-focused prevention programs, ensuring these initiatives align with regulatory and organisational requirements, workforce priorities and strategic direction.

Position and organisational relationships

The Student Equity and Safer Communities and People and Culture teams work collaboratively to support the delivery of prevention programs. The Coordinator, Prevention Programs will work cohesively with both teams to support an integrated whole of organisation approach to the prevention of and response to gender-based violence.

The position will develop and maintain effective relationships across the University and externally, including with First Peoples and other communities disproportionately affected by gender-based violence and discrimination, to support inclusive, culturally responsive and intersectional prevention priorities and initiatives.

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:

Training and qualifications

1. Completion of
    - a degree in social work, education, public health; or
    - a related field with at least 4 years subsequent relevant experience; or

- an equivalent combination of relevant experience and/or education/training.

2. Must hold a valid *Employee* Working with Children (WWC) check.

Experience, knowledge and attributes

3. Demonstrated specialist knowledge of contemporary approaches to the prevention of gender-based violence and discrimination, including evidence-based, intersectional, trauma-informed and culturally safe practice, and the ability to interpret and apply relevant legislative, regulatory, policy and sector requirements.
4. Demonstrated experience in developing, implementing and evaluating education, awareness and engagement programs and strategies for varied audiences.
5. Demonstrated program and project and management capability, including the ability to establish objectives and priorities, plan resources, manage competing demands, address implementation issues and deliver agreed outcomes.
6. Experience in research, evaluation and qualitative and quantitative data analysis, with the ability to critically interpret findings to inform program development, recommendations and organisational decision-making.
7. Demonstrated experience in interpreting and applying organisational policies and procedures, with an understanding of the relationships between policy, regulatory requirements and operational activities in a complex organisation.
8. Highly developed written and verbal communication skills, including the ability to prepare advice, recommendations and complex written materials, and communicate with varied audiences.
9. Demonstrated ability to establish and manage collaborative relationships with diverse internal and external stakeholders and facilitate consultation to achieve shared outcomes.
10. Demonstrated ability to exercise a high level of judgement, initiative and autonomy in applying specialist knowledge and developing practical solutions to complex or emerging issues.
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.