



POSITION DESCRIPTION

| POSITION DETAILS: | |
|-------------------------|---|
| POSITION TITLE | Lecturer and/or Tutor, Graduate Certificate and Graduate Diploma in Positive Behaviour Support (Casual) |
| REFERENCE NUMBER | QFHR002.04.2021 |
| LOCATION | UQ College, St Lucia |

| PRIMARY PURPOSE: |
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| <p>The primary purpose of this role is to deliver high quality teaching of the Graduate Certificate/Diploma in Positive Behaviour Support, in order to assist students in gaining the required knowledge and skills to:</p> <ul style="list-style-type: none"> • Conduct quality of life assessments • Conduct a functional behavioural assessment • Develop functional behavioural hypotheses specific to individual client need • Increase an individual's quality of life by person centric principles to individual planning • Mentor organisation peers in functional behavioural assessment |

| WORKING RELATIONSHIPS: | | | |
|---|--|--------------------------------|--------------|
| DIRECT MANAGER | Coordinator, Vocational Education and Training | | |
| DIRECT REPORTS | Nil | | |
| KEY INTERNAL RELATIONSHIPS | | KEY EXTERNAL RELATIONSHIPS | |
| Position | Frequency | Position | Frequency |
| <ul style="list-style-type: none"> • Coordinator, Vocational Education and Training • Manager – Business Development @ Corporate services • Other Lecturers and Tutors • Students | <p>Weekly</p> <p>Regularly</p> <p>Regularly</p> <p>Regularly</p> | Internal and External Auditors | Occasionally |

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|-----------------|--|---------------|----------------|--------------|
| QFHR002.04.2021 | Lecturer and/or Tutor, Graduate Certificate in PBS | 2 | April 2021 | April 2023 |

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| SCOPE & AUTHORITY: | | |
|---|---|--|
| People | Financial | Technical |
| <ul style="list-style-type: none"> • Nil | <ul style="list-style-type: none"> • Nil | <ul style="list-style-type: none"> • Deliver high quality teaching in an online environment within the Graduate Certificate/Diploma in Positive Behaviour Support |

| KEY RESULT AREAS: | |
|---------------------------------|---|
| Course Delivery | <ul style="list-style-type: none"> • Provision of high-quality education to students through professional delivery and assessment of course(s) within the Graduate Certificate/Diploma in Positive Behaviour Support • Provision of engaging learning experiences through online lectures and tutorials and a proactive online learning environment |
| Student Engagement | <ul style="list-style-type: none"> • Development of a responsive learning environment focused on the student needs • Measured by: <ul style="list-style-type: none"> • Teacher communication activities to all students as well as individual students • Record keeping of student contact/attendance • Blackboard Student Activity data • Student participation in workshops • Assessment completion • Student feedback |
| Continuous Improvement | <ul style="list-style-type: none"> • Continuous improvement of learning and assessment resources directly associated with delivery of course(s) • Contribute to validation of learning and assessment resources • Participate and contribute to the Annual Program Review |
| Professional Development | <ul style="list-style-type: none"> • Undertake professional development annually to – <ul style="list-style-type: none"> • Exceed VET teacher standards for professional competencies • Exceed VET teacher standards for industry competencies • Continuously improve student outcomes |

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|-----------------|---|---------------|----------------|--------------|
| QFHR002.04.2021 | Lecturer and/or Tutor, Graduate Certificate in PBS | 2 | April 2021 | April 2023 |

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| KEY ACTIVITIES: | |
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| Course Delivery | <ul style="list-style-type: none"> • Professional delivery of webinars, online lectures and tutorials and other teaching and assessment opportunities such as small group or individual coaching and consultations • Monitor areas where students are challenged by course requirements and develop teaching resources to meet student needs • Contribute to the ongoing development of course delivery and assessment and resources |
| Student Engagement | <ul style="list-style-type: none"> • Create an engaging and relevant learning experience and achieve high levels of retention and completion. • Provide constructive and timely feedback to students and the College on learning and assessment issues • Monitor student progression and maintain communication with all students in the College Student Management System • Demonstrated success in engaging and retaining students • Ensure regular frequent opportunities for synchronous communication with online students both as groups and individuals (e.g. online tutorials, appointment availability) |
| Continuous Improvement | <ul style="list-style-type: none"> • Support a continuous improvement process by developing, implementing, and reviewing learning and assessment processes in an online environment and quality initiatives as required to ensure a program’s operational performance meets the College’s standards. • Contribute to reports on business and delivery performance as required by the College. • Respond to the needs of key stakeholders in developing learning and assessment models and resources. • Participate in Training Product Reviews and Validation Workshops as requested • Provide continuous feedback and participate in online course supplemental resource development in response to student needs • Participate and contribute to the annual program reviews |

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OPERATING ENVIRONMENT, FRAMEWORK, BOUNDARIES:

- The activities of this role are conducted in an online environment, through the Learning Management System (Blackboard) as well as via a range of technologies. The College's policies and procedures, as well as the regulatory authorities govern the activities.

PROBLEM SOLVING/COMPLEXITY OF POSITION:

- The role plays a critical part in establishing and maintaining student engagement, and hence successful student retention and completion rates.

DECISION MAKING AUTHORITY AND RESPONSIBILITIES:

- Decisions related to minor modification and adaption of course specific content aimed to improving student learning outcomes and engagement

CAPABILITY PROFILE:

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|------------------------|---|
| Education | <ul style="list-style-type: none"> a tertiary qualification at honours level or above in Allied Health, Psychology, Social or Behavioural Sciences (including Forensics, Mental Health and Learning Disabilities), or Nursing (Learning Disabilities, Mental Health or Psychiatric). A minimum of Certificate IV in Training and Assessment (TAE40116 or upgraded equivalent) |
| Work Experience | <ul style="list-style-type: none"> have demonstrated competence in providing positive behaviour supports including Functional Assessment, development and implementation of Positive Behaviour Support Plans. They will have developed and implemented Positive Behaviour Support Plans for clients in the workplace as well as monitoring and review of client outcomes regarding challenging behaviour have a demonstrated current level of academic analysis and synthesis of research evidence to inform evidence-based practice with clients. In addition, they must have implemented this best practice in a vocational setting |

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| Oral & Written Communication Skills | <ul style="list-style-type: none"> Structures and conveys ideas and information in a way that effectively brings about understanding Tailors communication effectively for audience; Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Responds well to questions; Participates in meetings Writes clearly and informatively; Edits work for spelling and grammar; Varies writing style to meet needs; Presents numerical data effectively |
| Customer Service Focus | <ul style="list-style-type: none"> Manages difficult or sensitive stakeholder interactions; Responds promptly to customer needs; Solicits customer feedback to improve service; Responds to requests for service and assistance; Meets commitments |
| Professionalism & Ethics | <ul style="list-style-type: none"> Approaches others in a tactful manner; Reacts well under pressure; Treats others with respect and consideration regardless of their status or position; Accepts responsibility for own actions; Follows through on commitments Treats people with respect; Keeps commitments; Inspires the trust of others; Works with integrity and principles; Upholds organisational values Takes responsibility for own actions; Keeps commitments; Completes tasks on time or notifies appropriate person with an alternate plan Follows policies and procedures; Supports organisation's goals and values |

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| AUTHORISATION: | |
| Direct Manager: | |
| Signature: | Date: |
| Employee: | |
| Signature: | Date: |

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