

Update

Ministry

Advanced Education

Describe: Basic Job Details

Position

Position Number

Working Title (30 characters)

Client Services Coordinator

Current Class

Job Focus

Supervisory Level

Business Unit

Dept ID

Program Code

Employee

Employee Name (or Vacant)

Organizational Structure

Division, Branch/Unit

Current organizational chart attached?

Supervisor's Position Number

Supervisor's Working Title (30 characters)

Supervisor's Current Class

Design: Identify Job Duties and Value

Job Purpose and Organizational Context

Why the job exists:

The Foundational Learning and Skills Development (FLSD) Unit provides financial assistance to eligible individuals to assist with living costs, tuition, mandatory fees, books and supplies while accessing approved programs of study in the areas of: Adult Basic Education for grades 1-9, Academic Upgrading for grades 10 to 12, English as an Additional Language (EAL), and Skills Development Training. FLSD includes management and administration of funding for programs delivered by educational institutions within the Foundational Learning Assistance Program as well as programs delivered by the Community Adult Learning Program (CALP), which provide non-formal programming to adults (e.g., tutoring EAL).

The Client Service Coordinator makes decisions about various types of financial assistance and supports for students engaged in foundational learning programs. The role is delegated the authority to review applications and supporting documents to determine if a student qualifies for full-time or part-time funding, and to determine how much financial assistance a student is eligible to receive. Changes to circumstances that could impact eligibility are reviewed and assessed on an ongoing basis (e.g., attendance, withdrawals, acceptable progress), and any impacts to eligibility and funding are communicated to students.

Information, advice and guidance are provided to students on program options and requirements, application processes, or operational policies. Collectively, this work enhances quality assurance of program policy implementation and integrity of the disbursement of financial support funds.

The Coordinator works closely with all Client Services Team members to facilitate integrated services to students. All responsibilities are performed within existing program and operational policy, program requirements and guidelines, and direction provided by the Client Services Supervisor and Manager.

Responsibilities

Job outcomes (4-6 core results), and for each outcome, 4-6 corresponding activities ([sample policy research job](#)):

Decisions for funding supports and any adjustments due to changes in circumstances are made based on assessment of program and financial eligibility.

- Review information collected to ensure it is complete and meets the standard of what is required.
- Assess multiple factors of a student's eligibility and change in circumstance in accordance with existing policy (e.g., special age considerations, other income, request for additional time).
- Reassess a variety of requests/changes in circumstance to determine impact to funding eligibility (e.g., allow additional months for study, determine funding overpayments where previous funding has been provided to the student, adjust the rate of overpayments for students who have received and are repaying previous funding and are also receiving current funding).
- Ensure all records are updated in relevant information technology and management systems to reflect current and accurate student files.

Program information and guidance are provided to students to support their engagement in foundational learning and skills development.

- Respond to inquiries via the call centre and provide advice (e.g., general inquiries about funding options, the types of available foundational learning and skills development programs, program and application queries).
- Refer other programs (e.g., Alberta Supports) if the Foundational Learning Assistance Program not suitable based on the identification and assessment of circumstances and need.
- Provide guidance and interpretation of operational or program policies to inform student decisions.
- Explain decisions and related interpretation of policy in response to changes in circumstance.
- Track and monitor common queries and issues to inform the creation or revision of program policy, processes or information

The Client Services Team is supported in meeting its operational and business goals.

- Identify and or participate in development of new or revised process and procedures.
- Raise awareness to issues of significance and research options for resolution as needed.
- Collaborate and share information across the team.
- Contribute to team planning and reporting.

Problem Solving

Typical problems solved:

- Researching and resolving a broad range of issues and conflicts (e.g. application refusals, overpayment repayment challenges, emergencies) within predetermined timelines and tight time constraints. The Coordinator looks broadly at all factors identified in careful consideration of policy to make the best decision possible. Problems often involve interpretation of the problem and application of policy to determine how to proceed. The Coordinator's judgement of whether an application or change meets the standards to be processed will impact funding to students- decisions can stop funding, continue or increase funding. Decisions could lead to funding overpayments that have to be returned by the student. These situations could occur in sensitive and emotionally charged environments.

Types of guidance available for problem solving:

Options for problem-solving are determined in accordance with legislation, policies, procedures and guidelines. Past precedent is also applied to determine a path forward. Any decisions made outside established policies, without clear precedents, or with the potential to be politically sensitive or contentious may involve case consultation with the Supervisor, Program Compliance Coordinator, or Client Services Specialist. The position must be adaptable, tactful, professional, and maintain confidentiality of learners, accurately apply program criteria and guidelines to determine

program eligibility and/or approve benefits.

Direct or indirect impacts of decisions:

Externally, the work of this position impacts:

- Program and financial eligibility decisions that result the provision of funding to support student participation in foundational learning.
- Program and funding integrity and management of the financial funding.
- Consistency in application of policy and procedure in way that is fair, objective and neutral.
- Reduction in the requirement for students to have to repay funding - overpayments - by assessing and mitigating those situations if possible.
- Enhanced knowledge of the program by different stakeholder groups (e.g., students, families, education institutions) via advice and consultation provided by the Coordinator.
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Internally, the work of this position impacts:

- Effective team processes through knowledge sharing with peers.
- New or revised program procedures through identification of common queries and issues that are raised by students or identified through the application process.

Key Relationships

Major stakeholders and purpose of interactions:

Internal

- Supervisor - Provide advice on or respond to issues; provide updates; raise awareness to risks and opportunities related to client service delivery.
- Client Services staff - refer and discuss issues with the Client Services Specialist or Program Compliance teams and provide information as needed; validate administrative and financial information; share information; provide back up to peers; provide input to internal processes.

External

- Students, authorized family members, funding coordinators in educational institutions and contracted providers - provide advice and consult; communicate to obtain and clarify information; provide program information and advice /guidance on requirements and processes; policy clarification.

Required Education, Experience and Technical Competencies

Education Level

Diploma (2 year)

Focus/Major

Other

2nd Major/Minor if applicable

Designation

If other, specify:

Diploma in a related field of study. Equivalency of education or experience will be considered.

Job-specific experience, technical competencies, certification and/or training:

- In-depth knowledge of the types of programs and funding requirements available to students.
- Thorough working knowledge of and ability to apply relevant legislation, program policy and related procedure and guidelines.
- Well-developed ability to navigate and utilize information technology and management systems (e.g., MS Office, databases, 1GX, program systems).
- Basic accounting skills.
- Working knowledge of and ability to utilize issues, crisis & risk mitigation and management strategies.
- Well-developed critical thinking and assessment skills.
- Ability to research and consider multiple factors when problem solving.
- Consultation, negotiation and conflict resolution skills.
- Communication and facilitation skills to deal with a range of situations and requests from students.
- Sound case management skills.

Behavioral Competencies

Pick 4-5 representative behavioral competencies and their level.

Competency	Level					Level Definition	Examples of how this level best represents the job
	A	B	C	D	E		
Systems Thinking	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Observes and understands larger impact of role:</p> <ul style="list-style-type: none"> • Sees impact of work on organization; anticipates change in own area based on activities in other areas • Considers how own work impacts others and vice versa • Ask questions to understand broader goals • Aware of how organization adds value for clients and stakeholders 	<p>Considers inter-relationships among initiatives and relation to department priority and expected project outcomes; considers implications of different options when making decisions; thinks broadly about programs to consider how changes will be integrated and transitioned into existing operations.</p>
Creative Problem Solving	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Focuses on continuous improvement and increasing breadth of insight:</p> <ul style="list-style-type: none"> • Asks questions to understand a problem • Looks for new ways to improve results and activities • Explores different work methods and what made projects successful; shares learning • Collects breadth of data and perspectives to make choices 	<p>Seeks and suggests new ideas and approaches to improve program procedures; breaks problems down to facilitate the identification of solutions; shares learnings with others.</p>
Agility	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Works in a changing environment and takes initiative to change:</p> <ul style="list-style-type: none"> • Takes opportunities to improve work processes • Anticipates and adjusts behaviour to change • Remains optimistic, calm and composed in stressful situations • Seeks advice and support to change appropriately • Works creatively within guidelines 	<p>Sees the need and readily steps in to help others on the team; anticipates change and adapts behaviour accordingly; is nimble and open to changes; takes advantage of opportunities to improve processes.</p>
Develop Networks	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<p>Maintains collegial internal relationships and</p>	<p>Builds relationships by following through on</p>

		<p>understands external network:</p> <ul style="list-style-type: none">• Seeks to understand perspectives and needs of others• Follows through, has integrity and respect for others• Helps and follows through• Keeps key stakeholders informed; is professional and respectful	<p>commitments, demonstrating integrity and respect for others; informs key stakeholders of relevant information in a timely manner; seeks and applies the perspectives and needs of colleagues, and stakeholders.</p>
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