

## Position Description

# Equitable Learning Advisor, Access

*Position Number:*  
*Position Title: Equitable Learning Advisor, Access*  
*Date Written: June 2019*

*Faculty / Division: DVC Academic*  
*School / Unit: Student Life and Communities*  
*Position Level: Level 7*

## ORGANISATIONAL ENVIRONMENT

UNSW is currently implementing a ten year strategy to 2025 and our ambition for the next decade is nothing less than to establish UNSW as Australia's global university. We aspire to this in the belief that a great university, which is a global leader in discovery, innovation, impact, education and thought leadership, can make an enormous difference to the lives of people in Australia and around the world.

Following extensive consultation in 2015, we identified three strategic priority areas. Firstly, a drive for academic excellence in research and education. Universities are often classified as 'research intensive' or 'teaching intensive'. UNSW is proud to be an exemplar of both. We are amongst a limited group of universities worldwide capable of delivering research excellence alongside the highest quality education on a large scale. Secondly, a passion for social engagement, which improves lives through advancing equality, diversity, open debate and economic progress. Thirdly, a commitment to achieving global impact through sharing our capability in research and education in the highest quality partnerships with institutions in both developed and emerging societies. We regard the interplay of academic excellence, social engagement and global impact as the hallmarks of a great forward-looking 21st century university.

To achieve this ambition we are attracting the very best academic and professional staff to play leadership roles in our organisation.

## Values in Action: Our UNSW Behaviours

UNSW recognises the role of employees in driving a high performance culture. The behavioural expectations for UNSW are below.



Values in Action  
Our UNSW Behaviours



Builds  
Collaboration



Embraces  
Diversity



Displays  
Respect



Demonstrates  
Excellence



Drives  
Innovation

## OVERVIEW OF RELEVANT AREA AND POSITION SUMMARY

The Student Support and Services (SSS) function, led by the Deputy Vice-Chancellor (Academic), is moving towards a tiered service delivery model that will deliver a central service for enquiry management whilst maintaining a local presence for specialised services. To enable this, a central team will be created comprised of four pillars which will work together, and partner with faculties, to deliver shared services and a great student experience.

The Student Life and Communities portfolio will oversee the majority of shared Tier 3 services, focusing particularly on enhancing the student experience through support services and extracurricular activities. The Student Life and Communities team is formed by Student Experience & Support, International Student Experience, Student Health & Wellbeing, Residential life on campus; Sport, Art, Cultural, Religious Life; and Student Clubs and Societies. They will drive the management of these services and will work with the integration of the digital systems to ensure a consistent level of support and greater access to extracurricular opportunities is provided to all UNSW students.

The Equitable Learning Service supports students from underrepresented cohorts to access and participate in their University studies. This includes students from low SES backgrounds; students living with disabilities; students of diverse genders, sexes and sexualities; students from refugee and refugee-like backgrounds; first in family students and students from rural and remote backgrounds. Currently, the Services' primary cohort is students who are living and studying with a range of disabilities, mental health conditions and/ or long-term health concerns by the provision of educational adjustments in support of the University's legislative requirements under the Disability Discrimination Act. The Service also serves as a point of expertise for the University community in relation to student support and inclusion.

The Equitable Learning Advisor, Access is responsible for determining the support needs of students with disabilities, long term health concerns and / or mental health conditions so they can participate equitably in their study program. This involves working closely with the students using person centred, strengths-based approaches to develop and manage the implementation of educational adjustments and services. The role also involves regular collaborative engagement with colleagues in the Equitable Learning team, the wider Student Life and Communities division and academic and professional staff from across the University.

The role of Equitable Learning Advisor, Access reports to the Team Lead, Equitable Learning Services and has no direct reports.

## RESPONSIBILITIES

Specific responsibilities for this role include:

- Develop, negotiate and implement educational adjustments for individual students that consider the impacts of their disability, long-term health concern or mental health condition.
- Provide support and expert advice in relation to the implementation of educational adjustments, inclusive practice and relevant regulatory and legislative requirements to academic staff and frontline student support staff in Faculties, Schools and service centres.
- Refer students to both internal and external support services where appropriate.
- Support students to develop self-management skills and build independence in study, particularly in relation to the use of inclusive (assistive) technology.
- Provide information, resources and training to a range of audiences that builds the capacity of the University community to include students living with a disability in education and University life.
- Develop and maintain positive and collaborative working relationships with the Faculties and other organisational units within UNSW and relevant external agencies, in order to ensure optimal outcomes for students.

- Contribute to the development and review of Equity Services operational plans, policies, procedures and services and contribute to and lead designated projects.
- Ensure the delivery of high-quality services to students by reviewing practices and proactively identifying areas for service improvement. Maintain current knowledge of best practice approaches from the wider national context.
- Contribute to case discussion and/or case coordination with the relevant services in Student Life and Community to support students with complex circumstances/needs where required.
- Maintain accurate and professional case notes, data and statistics using appropriate client and student management systems, data and reporting tools.
- Cooperate with all health and safety policies and procedures of the university and take all reasonable care to ensure that your actions or omissions do not impact on the health and safety of yourself or others.

## SELECTION CRITERIA

- A relevant tertiary qualification and extensive experience in health, education or disability or an equivalent combination of relevant experience and/or training.
- Significant experience working with students living with disabilities, long term health concerns and/or mental health conditions using person centred, strengths-based approaches to foster self-advocacy and independence.
- Demonstrated ability to assess the learning impact of studying with a range of disabilities, long term health concerns and/or mental health conditions and to determine individualised educational adjustments.
- Knowledge and understanding of inclusive practice as it relates to the learning and teaching context. Understanding of application and use of inclusive (assistive) technologies to support learning and independence for students living with a disability.
- Demonstrated excellent verbal and written communication skills.
- Well-developed influencing, negotiation and conflict resolution skills.
- Strong organisational skills including a demonstrated ability to prioritise tasks, meet deadlines and work efficiently and effectively under pressure.
- Proven ability to work both independently and collaboratively and to contribute positively and proactively to the team's work. Demonstrated self-motivation, initiative and judgement
- Knowledge and understanding of the legislative context including: Disability Discrimination Act, Disability Standards for Education, Privacy Act. Capacity to apply this knowledge in the Higher Education environment.
- Knowledge of health and safety responsibilities and commitment to attending relevant health and safety training.

*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.*