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POSITION DESCRIPTION

Equitable Learning Facilitator

Position Level	7
Faculty/Division	Division of Academic & Student Life
Position Number	ADMIN ONLY
Original document creation	09/03 2021

Position Summary

The Equitable Learning Facilitator is a key position in the Student Success theme, within the Education Pillar of the Pro Vice-Chancellor Education & Student Experience (PVCESE) supporting the needs of students with all abilities, mental health conditions and/or long-term health concerns impacting their educational participation through the provision of appropriate educational adjustments to ensure equity, diversity, and inclusion and increase participation and success in education aligned with the UNSW 2025 Strategy to enhance Educational Excellence and the Student Experience.

This entails determining and coordinating the educational adjustment needs of students and regularly collaborating with colleagues across the PVCESE portfolio and broader University academic and professional community ensuring appropriate and effective implementation. This role will also provide expert advice and advocacy to the University community in relation to equitable student support and inclusion and works in support of the University's legislative requirements under the Disability Discrimination Act.

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

Accountabilities

Specific accountabilities for this role include:

- Work closely with students to develop, negotiate and implement educational adjustments and services that consider the impacts of their disability, long-term health concern or mental health condition.
- Manage a caseload and maintain accurate and professional case notes, data and statistics using appropriate client and student management systems, data and reporting tools.

- Provide support, expert advice and resources in relation to the implementation of educational adjustments, inclusive practice and relevant regulatory and legislative requirements to academic and frontline staff, to build the UNSW community's capacity to include students living with a disability in education and University life.
- Support students to develop self-management skills and build independence in study, particularly in relation to the use of inclusive (assistive) technology.
- Refer students to both internal and external support services and contribute to case discussion and/or case coordination with relevant UNSW services to support students with complex circumstances/needs where required.
- 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.
- Maintain current knowledge of relevant legislative frameworks, UNSW policies and procedures, and best practice approaches and conversations from the wider national context.
- Contribute to the development and review of Equitable Learning services operational plans, policies, procedures and services, proactively identifying areas for service improvement and contributing to and leading designated projects.
- Contribute to UNSW discussion, policy development and other initiatives concerning students living with disabilities.
- Align with and actively demonstrate the [UNSW Values in Action: Our Behaviours](#) and the [UNSW Code of Conduct](#).
- 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.

Skills and Experience

- Relevant tertiary qualification with subsequent relevant experience or equivalent competence gained through any combination of education, training and experience relevant to educational programs and initiatives.
- Demonstrated experience working with students living with all abilities, long term health concerns and/or mental health conditions impacting their learning journey and using person centred, strengths-based approaches to foster self-advocacy and independence.
- Demonstrated understanding of the key issues currently impacting accessibility to education across a diverse range of students, coupled with knowledge and understanding of inclusive practice and equal opportunity principles and policies and a commitment to their application in a learning and teaching context.
- Demonstrated ability to use sound judgement and 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.
- Understanding of application and use of inclusive (assistive) technologies to support learning and independence for students living with a disability.
- Strong student focussed service orientation together with excellent interpersonal and communication skills including the ability to influence, negotiate and resolve conflict to build and

maintain positive professional relationships across diverse groups of people, both internally and externally.

- Proven ability to work both independently and collaboratively and to contribute positively and proactively to the team's work. Demonstrated organisational skills, self-motivation, initiative and judgement and the ability to work well under pressure and manage multiple tasks with competing deadlines.
- Working knowledge and understanding of the legislative context including: Disability Discrimination Act (1992), Disability Standards for Education 2005, and Privacy legislation. Capacity to apply this knowledge in the Higher Education environment.
- An understanding of and commitment to UNSW's aims, objectives and values in action, together with relevant policies and guidelines.
- Knowledge of health and safety responsibilities and commitment to attending relevant health and safety training

About this document

This Position Description outlines the objectives, desired outcomes, key responsibilities, accountabilities, required skills, experience and desired behaviours required to successfully perform the role.

This template is not intended to limit the scope or accountabilities of the position. Characteristics of the position may be altered in accordance with the changing requirements of the role.