

Role Description

Lead UX Researcher



Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Systems Group
Position Description no	90001-01
Classification/Grade/Band	TAFE Manager level 1
Senior executive work level standards	Not Applicable
ANZSCO Code	135112
PCAT Code	1226261
Date of Approval	June 2024
Agency Website	www.tafensw.edu.au

Agency overview

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

Primary purpose of the role

The Lead UX Researcher is responsible for defining and leading TAFE NSW'S research approach as well as facilitating and supporting user research through a variety of qualitative and quantitative methods across all of the TAFE NSW student and staff experience.

Key accountabilities

1. Lead and implement both qualitative and quantitative research methods, such as interviews, contextual inquiries, and usability tests, to guide design decisions from the end-user perspective for various interactive projects.
2. Select and conduct usability testing methods to validate design choices.
3. Develop test plans, craft scenarios, and manage the recruitment and scheduling of participants.
4. Provide insights to encourage software teams to empathize with users and create impactful products.
5. Collaborate with designers to research, analyse, and develop wireframes and prototypes, ensuring user-friendly digital product designs.
6. Identify user pain points and collaborate on solutions that align with TAFE NSW's 'Customer First' value, enhancing accessibility in design.
7. Compile research findings into documents such as user personas and journey maps to guide design decisions and foster agreement across departments.
8. Assist in developing wireframes and prototypes with tools like Figma to showcase product interactivity.
9. Offer user-centered product advice and conduct usability assessments and tests for interactive system iterations.
10. Help shape and implement a UX research strategy.

Key relationships

Internal

Who	Why
Line manager	<ul style="list-style-type: none">• Receive leadership, direction and advice.
Project / platform teams	<ul style="list-style-type: none">• Guide, support, coach and mentor team members.• Work collaboratively and contribute to achieving the team's objectives.• Identify emerging issues/risks and their implication and propose solutions.
Stakeholders	<ul style="list-style-type: none">• Provide expert advice on project related issues.• Report and provide updates on project progress.• Consult and collaborate to resolve project related issues, define mutual interests. and determine strategies to achieve their realisation.

Role dimensions

Decision making

- Makes decision on complex and sensitive issues that are based on professional judgement, evaluating risk and in the context of a complex and changing environment.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

Reporting line

Design Director

Direct reports

Nil

Budget/Expenditure

Not applicable

Essential requirements

1. A valid Working with Children Check (require prior to commencement)
2. Degree in a relevant discipline or equivalent skills, knowledge and experience.
3. Demonstrated experience in applying various qualitative and quantitative research methods.
4. Demonstrated experience collaborating with UX designers to design complex user-centred digital products.
5. Demonstrated experience using UX software such as Figma, Miro and test software.

Capabilities for the role

The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.


The capabilities are separated into focus capabilities and complementary capabilities

Focus capabilities

Focus capabilities are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

Focus capabilities

Capability group/sets	Capability name	Behavioural indicators	Level
	Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none">• Keep up to date with relevant contemporary knowledge and practices• Look for and take advantage of opportunities to learn new skills and develop strengths• Show commitment to achieving challenging goals• Examine and reflect on own performance• Seek and respond positively to constructive feedback and guidance• Demonstrate and maintain a high level of personal motivation	Adept

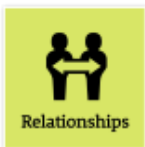


Communicate Effectively

Communicate clearly, actively listen to others, and respond with understanding and respect

- Present with credibility, engage diverse audiences and test levels of understanding
- Translate technical and complex information clearly and concisely for diverse audiences
- Create opportunities for others to contribute to discussion and debate
- Contribute to and promote information sharing across the organisation
- Manage complex communications that involve understanding and responding to multiple and divergent viewpoints
- Explore creative ways to engage diverse audiences and communicate information
- Adjust style and approach to optimise outcomes
- Write fluently and persuasively in plain English and in a range of styles and formats

Advanced



Work Collaboratively

Collaborate with others and value their contribution

- Encourage a culture that recognises the value of collaboration
- Build cooperation and overcome barriers to information sharing and communication across teams and units
- Share lessons learned across teams and units
- Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work
- Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services

Adept



Plan and Prioritise

Plan to achieve priority outcomes and respond flexibly to changing circumstances

- Consider the future aims and goals of the team, unit and organisation when prioritising own and others' work
- Initiate, prioritise, consult on and develop team and unit goals, strategies and plans
- Anticipate and assess the impact of changes, including government policy and economic conditions, on team and unit objectives and initiate appropriate responses
- Ensure current work plans and activities support and are consistent with organisational change initiatives
- Evaluate outcomes and adjust future plans accordingly

Adept



Think and Solve Problems

Think, analyse and consider the broader context to develop practical solutions

- Undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues
- Work through issues, weigh up alternatives and identify the most effective solutions in collaboration with others
- Take account of the wider business context when considering options to resolve issues
- Explore a range of possibilities and creative alternatives to contribute to system, process and business improvements
- Implement systems and processes that are underpinned by high-quality research and analysis
- Look for opportunities to design innovative solutions to meet user needs and service demands
- Evaluate the performance and effectiveness of services, policies and programs against clear criteria

Advanced



Technology

Understand and use available technologies to maximise efficiencies and effectiveness

- Champion the use of innovative technologies in the workplace
- Actively manage risk to ensure compliance with cyber security and acceptable use of technology policies
- Keep up to date with emerging technologies and technology trends to understand how their application can support business outcomes
- Seek advice from appropriate subject-matter experts on using technologies to achieve business strategies and outcomes
- Actively manage risk of breaches to appropriate records, information and knowledge management systems, protocols and policies

Advanced


Complementary capabilities

Complementary capabilities are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

Capability group/sets	Capability name	Description	Level
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	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Intermediate
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Adept
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Adept
	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Adept
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Adept
	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Intermediate
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate
	Project Management	Understand and apply effective planning, coordination and control methods	Intermediate

Occupation / profession specific capabilities		
Capability Set	Category, Sub-category and Skill	Level and Code
	Development and Implementation – System Development Testing	Level 4 - TEST
	Development and Implementation – User Experience User Research	Level 5 - URCH
	Development and Implementation – User Experience User Experience Analysis	Level 5 - UNAN
	Development and Implementation – User Experience User Experience Evaluation	Level 4 - USEV

Occupation specific capability set (Skills Framework for the Information Age – SFIA)

Category and Sub-Category	Level and Code	Level Descriptions
Development and Implementation User Experience	Level 5 URCH	USER RESEARCH(URCH) – Determines the approaches to be used for encouraging user engagement in generative research in order to find opportunities for innovation in, and enhancement of, systems, products and services. Leads the collection and analysis of data related to people’s behaviours, needs, and opinions. Synthesises findings, develops insights and presents findings to inform decision making and drive actions. Plans and drives the user research activities providing expert advice and guidance to support adoption of agreed approaches. Contributes to the development of organisational methods and standards for user research.
Development and Implementation User Experience	Level 5 UNAN	USER EXPERIENCE ANALYSIS (UNAN) – Determines the approaches to be used for user experience analysis. Plans and manages user experience and accessibility analysis activities. Provides expert advice and guidance to support the adoption and adaptation of agreed approaches. Develops user experience tools, techniques and standards as part of the organisation's framework for user-centred design
Development and Implementation User Experience	Level 4 USEV	USER EXPERIENCE EVALUATION (USEV) Plans and performs all types of user experience evaluation to check and confirm that usability and accessibility requirements have been met. Selects appropriate use of formative or summative evaluations. Facilitates both moderated and unmoderated usability tests. Evaluates prototypes or designs of systems, products or services against the agreed usability and accessibility specifications. Interprets and presents results of evaluations and prioritises issues. Checks systems, products, or services which are in-use for changes in usability and accessibility needs and to ensure that these needs continue to be met. Assesses the stability of requirements against changes in context of use.