LEARNING DESIGNER

BRANCH/UNIT	TAFE Digital
TEAM	Digital Design
LOCATION	Optional
CLASSIFICATION/GRADE/BAND	EO
POSITION NO.	TBA
ANZSCO CODE	249111 PCAT CODE TBA
TAFE Website	www.tafensw.edu.au

1. ORGANISATIONAL ENVIRONMENT

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.

2. POSITION PURPOSE

The Learning Designer is responsible for researching contemporary instructional design methodologies, advising on their application for target learner groups and applying instructional and quality assured design services, compliant with legislative and TAFE Digital design standards, to produce tailored and professionally presented learning content and assessments for use in various delivery modes.

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3. KEY ACCOUNTABILITIES

1. Provide instructional design services and quality assurance for the creation of digital learning content within an identified Skills Team area to ensure the quality and consistency of learning materials.
2. Partner with subject matter experts within the skills team to identify learning needs, develop learning strategies and elicit content to produce tailored and professionally presented learning content and assessments.
3. Review course related learning and assessment material, including course and unit assessment and marking guides, to ensure compliance with TAFE Digital design framework standards, regulatory and statutory requirements, TAFE branding guidelines and alignment across related content, products and resources.
4. Control product versions/editions to ensure the correct version is available to students when required.
5. Review learning content in learning objects on platform pages to ensure content such as links, documents, videos and embedded content is copyright compliant.
6. Implement new and emerging approaches and technology to support the development of learning and teaching resources for TAFE Digital.
7. Utilise established innovative and collaborative approaches to the development of online products and services, engaging internal and external resources.
8. Collaborate across TAFE Digital to ensure an integrated approach to the development of digital learning content including the use of rich multimedia project objects that enhance digital learning material and learning outcomes.
9. Provide advice and recommendations to the Manager Learning Design and the Lead Learning Design to drive improvements, efficiencies and refinements to TAFE Digital products and services.
10. Reflect TAFE NSW's values in the way you work and abide by policies and procedures to ensure a safe, healthy and inclusive work environment.
11. Place the customer at the centre of all decision making.
12. Work with the Line Manager to develop and review meaningful performance management and development plans.

4. KEY CHALLENGES

- Staying outcome driven and customer focused in a dynamic and evolving environment with multiple work streams and competing priorities that can challenge the timely delivery of business outcomes.
- Acquiring and sustaining the confidence and support of clients, stakeholders and colleagues by ensuring the instructional design services and support provided contributes positively.
- Keeping abreast of instructional technology trends and organisational change to maintain the highest quality of service delivery.

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5. KEY RELATIONSHIPS

WHO	WHY
Internal	
Senior Learning Designer	• Receive leadership, direction and advice regarding organisational strategy and performance. • Proactively provide advice regarding service innovation and delivery.
Manager Education – TAFE Digital	• Collaborate on innovative approaches to learning and teaching resource development and resolving challenges around competing priorities and resource allocation.
Head Teachers and Teachers across Skills Teams	• Engage resources for the production of teaching and learning resources as well as sharing of information and resources.

6. POSITION DIMENSIONS

Reporting Line: Senior Learning Designer

Direct Reports: Nil
Indirect Reports: Nil

Financial delegation: TBA
Budget/Expenditure: TBA

Decision Making:

- Makes decision on complex and sensitive issues that have a high level of impact on the immediate work area and the potential to impact more broadly on agency operations and externally.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

7. ESSENTIAL REQUIREMENTS

1. Appropriate Degree or Diploma at AQF levels 5-8 or equivalent and appropriate vocational and or industrial experience.
2. Ability to address and meet focus capabilities as stated in the Position Description.

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8. CAPABILITIES

NSW Public Sector Capability Framework

Below is the full list of capabilities and the level required for this role as per the NSW Public Sector Capability Framework. The capabilities **in bold** are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

Capability levels are as follows and reflect a progressive increase in complexity and skill:

Foundational **>** Intermediate **>** Adept **>** Advanced **>** Highly Advanced

CAPABILITY GROUP	NAME	LEVEL
Personal Attributes	Display Resilience & Courage	Adept
	Act with Integrity	Adept
	Manage Self	**Intermediate**
	Value Diversity	Adept
Relationships	**Communicate Effectively**	**Adept**
	Commit to Customer Service	Intermediate
	Work Collaboratively	Intermediate
	Influence and Negotiate	**Adept**
Results	**Deliver Results**	**Intermediate**
	Plan And Prioritise	Intermediate
	Think and Solve Problems	Intermediate
	Demonstrate Accountability	Intermediate
Business Enablers	Finance	Foundational
	Technology	**Intermediate**
	Procurement and Contract Management	Foundational
	Project Management	Foundational

FOCUS CAPABILITIES

The focus capabilities for the Learning Designer are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the position's key accountabilities.

NSW Public Sector Focus Capabilities

NSW Public Sector Capability Framework		
Group and Capability	**Level**	**Behavioural Indicators**
Personal Attributes Manage Self	Intermediate	• Adapt existing skills to new situations. • Show commitment to achieving work goals. • Show awareness of own strengths and areas for growth and develop and apply new skills. • Seek feedback from colleagues and stakeholders. • Maintain own motivation when tasks become difficult.
Relationships Communicate Effectively	Adept	• Tailor communication to the audience. • Clearly explain complex concepts and arguments to individuals and groups. • Monitor own and others' non-verbal cues and adapt where necessary.

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NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
		• Create opportunities for others to be heard. • Actively listen to others and clarify own understanding. • Write fluently in a range of styles and formats.
Relationships Influence and Negotiate	Adept	• Negotiate from an informed and credible position. • Lead and facilitate productive discussions with staff and stakeholders. • Encourage others to talk, share and debate ideas to achieve a consensus. • Recognise and explain the need for compromise. • Influence others with a fair and considered approach and sound arguments. • Show sensitivity and understanding in resolving conflicts and differences. • Manage challenging relations with internal and external stakeholders. • Pre-empt and minimise conflict.
Results Deliver Results	Intermediate	• Complete work tasks to agreed budgets, timeframes and standards. • Take the initiative to progress and deliver own and team/unit work. • Contribute to allocation of responsibilities and resources to ensure achievement of team/unit goals. • Seek and apply specialist advice when required.
Business Enablers Technology	Intermediate	• Apply computer applications that enable performance of more complex tasks. • Apply practical skills in the use of relevant technology. • Make effective use of records, information and knowledge management functions and systems. • Understand and comply with information and communications security and acceptable use policies. • Support the implementation of systems improvement initiatives and the introduction and roll-out of new technologies.

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