Role Description
Learning Designer Microskills

Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Student Experience Group
Position Description no	10170-01
Classification/Grade/Band	TAFE Manager Level 1
Senior executive work level standards	Not Applicable
ANZSCO Code	511112
PCAT Code	1229192
Date of Approval	November 2023
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

This position is responsible for providing leadership, direction, and a hands-on approach in scoping, designing, developing, and delivering bespoke Microskills short courses. The role will be accountable for developing TAFE NSW's maturity in creating a Microskills Catalogue and for liaison and collaboration with key client/stakeholders to support TAFE NSW's Microskills Strategy and organisational Strategic Plan.

Key accountabilities

1. Lead and direct the project planning, scoping, design, development, reporting and stakeholder engagement to build, and grow TAFE NSW's portfolio of Microskills and products (i.e. short courses) that enhance TAFE NSW's position and presence in this market.

2. Project managing the end-to-end process of developing digital Microskills products in a bespoke context adhering to legislation and quality standards improvement for the NSW Government through training.

3. Working closely with multiple internal stakeholders, e.g. Product, Student Experience and Systems Groups and external clients and third parties to scope out and implement tight project plans to deliver a quality product on time.

4. Direct systems, product design and implementation in partnership with a team of individuals focused on the financial, operational, and administrative aspects, with keen attention to detail and the responsibility for success in both content delivery and program logistics.

5. Understand and implement IT systems that integrate, to develop and deliver high-quality educational content that is customer centric.

6. Provide detailed progress reporting and advice on project development status, identifying issues and risks, and recommending options for resolution.

7. As a member of the broader Student Experience Group team, contribute and perform a range of role related activities as required to support the achievement of the team, group, and TAFE NSW objectives.

8. 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.

9. Place the Customer at the centre of all decision making.

10. Work with the Line Manager to develop meaningful performance development and review plans.

Key challenges

- Driving the project phases through complex challenges whilst managing stakeholder relationships with potentially competing objectives.

- Maintaining scope and results focus within a business environment operating within a context of broader change without compromising the delivery of business as usual.

- Managing consultations and negotiations with diverse stakeholders, within agreed timelines, given their varying expectations, viewpoints, and interests.

Key relationships

Internal

Who	Why
Line manager	• Receive leadership, advice, and support.
Other teams in particular Strategic Initiatives; Commercial & University Partnerships; and Marketing	• Liaise and gain information and advice to inform strategy and associated processes development. • Engage at relevant stages of Microskills products development cycle to contribute to process.

Product, Systems and Student Experience Groups	• Collaborate with on Microskills program design, development, and delivery. • Collaborate on customising and optimising processes to support Microskills program requirements. • Collaborate with internal business partners to support quality education and student experience.
Shared Services Group/ Corporate business units	• Consult and liaise on TAFE NSW corporate policies, financial and legal requirements particularly regarding working with external providers and outsourcing.
TAFE NSW's Centres of Excellence	• Liaise on market demand and delivery of Microskills programs.

External

Who	Why
External providers, third party vendors	• Engage on provision of services for Microskills program courses and technology solutions. • Liaise on market demand, promotion, and delivery of Microskills programs.

Role dimensions

Decision making

- Make decisions on complex and sensitive issues through the detailed analysis of alternative courses of action and their implications on achieving organisational objectives and strategies.

- Manage functional expenditure and resourcing within relevant policy and delegation frameworks.

- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

Reporting line

Manager Microskills

Direct reports

As assigned, depending on project requirements

Budget/Expenditure

TBA

Essential requirements

1. A valid Working with Children Check (required prior to commencement)
2. Degree qualification in a related field or equivalent skills, knowledge and experience.
3. A high level of digital literacy and educational understanding for application to as a learning designer.
4. Experience leading new program design and implementation projects involving significant innovation and change to established processes to meet commercially driven deadlines and objective.

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

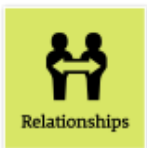| Capability group/sets	Capability name	Behavioural indicators	Level
Personal Attributes	**Display Resilience and Courage** Be open and honest, prepared to express your views, and willing to accept and commit to change	• Be flexible, show initiative and respond quickly when situations change • Give frank and honest feedback and advice • Listen when ideas are challenged, seek to understand the nature of the comment and respond appropriately • Raise and work through challenging issues and seek alternatives • Remain composed and calm under pressure and in challenging situations	Adept
Relationships	**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

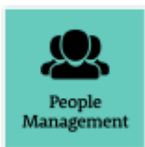|	**Work Collaboratively** Collaborate with others and value their contribution	• Recognise outcomes achieved through effective collaboration between teams • Build cooperation and overcome barriers to information sharing, communication and collaboration across the organisation and across government • Facilitate opportunities to engage and collaborate with stakeholders to develop joint solutions • Network extensively across government and organisations to increase collaboration • Encourage others to use appropriate collaboration approaches and tools, including digital technologies	Advanced
	Influence and Negotiate Gain consensus and commitment from others, and resolve issues and conflicts	• 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 diverse perspectives and the need for compromise in negotiating mutually agreed outcomes • Influence others with a fair and considered approach and sound arguments • Show sensitivity and understanding in resolving conflicts and differences • Manage challenging relationships with internal and external stakeholders • Anticipate and minimise conflict	Adept
	Think and Solve Problems Think, analyse and consider the broader context to develop practical solutions	• Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence • Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience • Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience • Seek contributions and ideas from people with diverse backgrounds and experience • Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness • Identify and share business process improvements to enhance effectiveness	Adept

Business Enablers	**Project Management** Understand and apply effective planning, coordination and control methods	• Prepare and review project scope and business cases for projects with multiple interdependencies • Access key subject-matter experts' knowledge to inform project plans and directions • Design and implement effective stakeholder engagement and communications strategies for all project stages • Monitor project completion and implement effective and rigorous project evaluation methodologies to inform future planning • Develop effective strategies to remedy variances from project plans and minimise impact • Manage transitions between project stages and ensure that changes are consistent with organisational goals • Participate in governance processes such as project steering groups	Advanced
People Management	**Optimise Business Outcomes** Manage people and resources effectively to achieve public value	• Initiate and develop longer-term goals and plans to guide the work of the team in line with organisational objectives • Allocate resources to ensure the achievement of business outcomes and contribute to wider workforce planning • When planning resources, implement processes that encourage the attraction and retention of people of diverse cultures, backgrounds and experiences • Ensure that team members base their decisions on a sound understanding of business and risk management principles, applied in a public sector context • Monitor performance against standards and take timely corrective actions • Keep others informed about progress and performance outcomes	Adept

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
Personal Attributes	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Adept
Personal Attributes	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Adept
Personal Attributes	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
Relationships	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Adept
Results	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Adept
Results	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Adept
Results	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Adept
Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Adept
Business Enablers	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Intermediate
Business Enablers	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate
People Management	Manage and Develop People	Engage and motivate staff, and develop capability and potential in others	Adept
People Management	Inspire Direction and Purpose	Communicate goals, priorities and vision, and recognise achievements	Intermediate
People Management	Manage Reform and Change	Support, promote and champion change, and assist others to engage with change	Intermediate

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