

USER EXPERIENCE (UX) DESIGNER

BRANCH/UNIT	Systems Group		
TEAM	Solutions Delivery / Systems Group Design		
LOCATION	Negotiable		
CLASSIFICATION/GRADE/BAND	TAFE Worker Level 9		
POSITION NO.	TBA		
ANZSCO CODE	261212	PCAT CODE	1226261
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 UX Designer is responsible for designing and implementing usability tests, conducting interviews, synthesising research and translating findings into sitemaps, wireframes and prototypes for various interactive systems and projects within the Systems Group Solutions Delivery branch

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3. KEY ACCOUNTABILITIES

1. Design front end experiences for potential users, sketch out visual concepts and generate multi-platform ideas, designs, graphics, animations and videos for web applications, especially the UX elements of the TAFE NSW Digital Learning Platform and related components.
2. Create applications and sites that are usable, easy to navigate, aesthetically appealing and engaging, recommend appropriate usability testing methodologies and facilitate usability tests to ensure that the users wants to repeat the experience and design decisions are tested.
3. Understand and apply the principles of User-Centred and Interactive Design and critique and evolve wireframes and Usability (UX) recommendations from a creative perspective
4. Develop low and high fidelity wireframes and prototypes using Adobe XD, InVision or other agreed tools to demonstrate the interactivity of the product.
5. Research,translate, analyse, wireframe and prototype user experiences that lead to development of intuitive user experiences, develop and evolve Style Guides for digital use and test user journeys .
6. Sythesize research and prepare documentation, including user personas and journey maps, to inform design decisions and to create consensus across business units.
7. Undertake continuous improvement on website design including the introduction of new and innovative concepts ,identify pain points and work with team members to devise solutions that support TAFE NSW's core value of 'Customer First' and ensure all design solutions support accessible content and comply to accessibility requirements.
8. Understand requirements and functional needs including privacy of integrated social platforms and that end product design meets stakeholder business objectives ,while providing users with the optimum experience in terms of efficiency, effectiveness and engagement.
9. Be able to work with and or instruct Front End (user interface) development internal and external to TAFE NSW
10. Work with and guide external agencies as required to ensure their effort complies with human –centred design principles and TAFE NSW 's core value of 'Customer First'.
11. 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.
12. Place the customer at the centre of all decision making.
13. Work with the Line Manager to develop and review meaningful performance management and development plans.

4. KEY CHALLENGES

- Working within an environment where requirements may be fluid and under defined.
- Working within an organisation and providing collegiate support to grow technical skills and disciplines.
- Rapidly acquiring knowledge about TAFE business domains and operations.
- Maintaining relationships with stakeholders when user needs conflict with business objectives.

5. KEY RELATIONSHIPS

WHO	WHY
Internal	
UX/UI Delivery Lead	<ul style="list-style-type: none"> Receive leadership, direction and advice.
Project Team, Milestone Owners	<ul style="list-style-type: none"> Guide, support, coach and mentor team members. Work collaboratively and contribute to achieving the team's business outcomes. 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.
External	
Stakeholders	<ul style="list-style-type: none"> Provide expert advice on project related matters.

6. POSITION DIMENSIONS

Reporting Line: UX/UI Delivery Lead

Direct Reports: Nil

Indirect Reports: Nil

Financial Delegation: TBA

Budget/Expenditure: TBA

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.

7. ESSENTIAL REQUIREMENTS

1. Degree in a relevant discipline or equivalent skills, knowledge and experience.
2. Ability to address and meet focus capabilities as stated in the Position Description.
3. Ability to develop ideas for a diversity of brands and familiarity with online branding and contemporary design thinking.
4. Demonstrated high-level digital specialist capabilities in interactive design.
5. Experience in one or more of the following technologies: Content Management Systems (CMS), Moodle or other Learning Management Systems (LMS), Photoshop, Illustrator, FinalCut/Premiere Pro, SharePoint, Kentico, Equell.





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	Intermediate
	Act with Integrity	Intermediate
	Manage Self	Adept
	Value Diversity	Intermediate
 Relationships	Communicate Effectively	Adept
	Commit to Customer Service	Adept
	Work Collaboratively	Adept
	Influence and Negotiate	Adept
 Results	Deliver Results	Adept
	Plan And Prioritise	Adept
	Think and Solve Problems	Adept
	Demonstrate Accountability	Adept
 Business Enablers	Finance	Intermediate
	Technology	Advanced
	Procurement and Contract Management	Intermediate
	Project Management	Intermediate

Occupation / profession specific capabilities

Capability Set	Category, Sub-category and Skill	Level and Code
	Development and Implementation – User Experience User Experience Design	Level 5 HCEV
	Development and Implementation – User Experience User Experience Analysis	Level 4 - UNAN
	Development and Implementation – User Experience User Experience Evaluation	Level 4 - USEV

FOCUS CAPABILITIES

The focus capabilities for the User Experience (UX) 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	Adept	<ul style="list-style-type: none"> 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 a high level of personal motivation.
Relationships Communicate Effectively	Adept	<ul style="list-style-type: none"> 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. 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 Work Collaboratively	Adept	<ul style="list-style-type: none"> Encourage a culture of recognising the value of collaboration. Build co-operation and overcome barriers to information sharing and communication across teams/units. Share lessons learned across teams/units. Identify opportunities to work collaboratively with other teams/units to solve issues and develop better processes and approaches to work.
Results Plan and Prioritise	Adept	<ul style="list-style-type: none"> Take into account future aims and goals of the team/unit and organisation when prioritising own and others' work. Initiate, prioritise, consult on and develop team/unit goals, strategies and plans.

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
		<ul style="list-style-type: none"> Anticipate and assess the impact of changes, such as government policy/economic conditions, on team/unit objectives and initiate appropriate responses. Ensure current work plans and activities support and are consistent with organisational change initiatives. Evaluate achievements and adjust future plans accordingly.
Results Think and Solve Problems	Adept	<ul style="list-style-type: none"> Research and analyse information, identify interrelationships and make recommendations based on relevant evidence. Anticipate, identify and address issues and potential problems and select the most effective solutions from a range of options. Participate in and contribute to team/unit initiatives to resolve common issues or barriers to effectiveness. Identify and share business process improvements to enhance effectiveness.
Business Enablers Technology	Advanced	<ul style="list-style-type: none"> Show commitment to the use of existing and deployment of appropriate new technologies in the workplace. Implement appropriate controls to ensure compliance with information and communications security and use policies. Maintain a level of currency regarding emerging technologies and how they might be applied to support business outcomes. Seek advice from appropriate technical experts to leverage information, communication and other technologies to achieve business outcomes. Implement and monitor appropriate records, information and knowledge management systems protocols, and policies.

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 EXPERIENCE DESIGN (HCEV) – Determines the approaches to be used to design and prototype digital and off-line tasks, interactions and interfaces in line with the usability and accessibility requirements of the system, product or service. Uses iterative approaches to rapidly incorporate user feedback into designs. Plans and drives user experience design activities providing expert advice and guidance to support adoption of agreed approaches. Integrates required visual design and branding into the user experience design activities.
Development and Implementation User Experience	Level 4 UNAN	USER EXPERIENCE ANALYSIS (UNAN) – Identifies and describes the user objectives for systems, products and services. Identifies the roles of affected stakeholder groups. Defines the required behaviour and performance of the system, product or service in terms of the total user experience, resolving potential conflicts between differing user requirements. Specifies measurable criteria for the required usability and accessibility of the system, products and services.

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 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.