

# Role Description

## Learning Bank Officer



Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Product and Quality Group
Position Description no	10315-01
Classification/Grade/Band	TAFE Worker Level 6
Senior executive work level standards	Not Applicable
ANZSCO Code	263112
PCAT Code	1229192
Date of Approval	October 2017
Agency Website	<a href="http://www.tafensw.edu.au">www.tafensw.edu.au</a>

### 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 administering, monitoring and maintaining the digital learning bank to ensure ongoing effectiveness to meet the needs of clients and stakeholders.

## Key accountabilities

1. Collate, review, tag (metadata), upload, maintain and archive all learning products (EVET, VET and HE) to agreed educational, compliance and accessibility requirements.
2. Implement standardised metadata in accordance with industry best practice to ensure products are version controlled, searchable and retrievable.
3. Complete project tasks according to agreed timelines and in consultation with identified stakeholders.
4. Support, implement and further develop the Learning Bank's strategy for adult learning in a dynamic environment to ensure quality learning outcomes.
5. 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.
6. Place the customer at the centre of all decision making.
7. Work with the Line Manager to develop and review meaningful performance management and development plans.

## Key challenges

- Obtaining and consolidating subject knowledge across a number of business areas including keeping abreast of innovative developments and new approaches whilst concurrently ensuring adherence to existing practices.
- Delivering multiple research and information analysis activities at times of tight timeframes and maintaining high standards of quality and accuracy.

## Key relationships

### Internal

Who	Why
Line Manager	<ul style="list-style-type: none"><li>• Receive leadership, direction and advice.</li></ul>
Technology Services Unit	<ul style="list-style-type: none"><li>• Collaborate, provide support and advice.</li></ul>
Stakeholders	<ul style="list-style-type: none"><li>• Develop and maintain strong commercial relationships to ensure delivery of services and programs.</li></ul>

## Role dimensions

### Decision making

- Makes decisions, using good judgment, expertise and knowledge, under limited guidance from more senior staff, on tasks/assignments with considerable complexity and sensitivity.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

### Reporting line

Manager Learning Bank

### Direct reports

Nil

### Budget/Expenditure

TBA

## Essential requirements

1. A valid Working with Children Check (required prior to commencement).
2. Diploma, Advanced Diploma or Associate Degree in a relevant discipline or equivalent skills, knowledge and industry experience.
3. Well-developed research skills in an adult learning environment.

## 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
	<b>Display Resilience and Courage</b> Be open and honest, prepared to express your views, and willing to accept and commit to change	<ul style="list-style-type: none"> <li>• Be flexible and adaptable and respond quickly when situations change</li> <li>• Offer own opinion and raise challenging issues</li> <li>• Listen when ideas are challenged and respond appropriately</li> <li>• Work through challenges</li> <li>• Remain calm and focused in challenging situations</li> </ul>	Intermediate
	<b>Manage Self</b> Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none"> <li>• Adapt existing skills to new situations</li> <li>• Show commitment to achieving work goals</li> <li>• Show awareness of own strengths and areas for growth, and develop and apply new skills</li> <li>• Seek feedback from colleagues and stakeholders</li> <li>• Stay motivated when tasks become difficult</li> </ul>	Intermediate



### Commit to Customer Service

Provide customer-focused services in line with public sector and organisational objectives

- Take responsibility for delivering high-quality customer-focused services
- Design processes and policies based on the customer's point of view and needs
- Understand and measure what is important to customers
- Use data and information to monitor and improve customer service delivery
- Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers
- Maintain relationships with key customers in area of expertise
- Connect and collaborate with relevant customers within the community

Adept



### Plan and Prioritise

Plan to achieve priority outcomes and respond flexibly to changing circumstances

- Understand the team and unit objectives and align operational activities accordingly
- Initiate and develop team goals and plans, and use feedback to inform future planning
- Respond proactively to changing circumstances and adjust plans and schedules when necessary
- Consider the implications of immediate and longer-term organisational issues and how these might affect the achievement of team and unit goals
- Accommodate and respond with initiative to changing priorities and operating environments

Intermediate



### Technology

Understand and use available technologies to maximise efficiencies and effectiveness












- Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks
- Use available technology to improve individual performance and effectiveness
- Make effective use of records, information and knowledge management functions and systems
- Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies

Intermediate

## 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
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Foundational
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
	Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect	Adept
	Work Collaboratively	Collaborate with others and value their contribution	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Intermediate
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Foundational
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational
	Project Management	Understand and apply effective planning, coordination and control methods	Foundational