



POSITION DESCRIPTION

Melbourne School of Professional and Continuing Education (MSPACE)
Faculty of Business and Economics

Senior Learning Designer

POSITION NO	0044732
CLASSIFICATION	PSC 8
SALARY	\$99,199 - \$107,370 p.a.
SUPERANNUATION	Employer contribution of 17%
WORKING HOURS	Full time (1.0FTE)
BASIS OF EMPLOYMENT	Fixed term position available for two years
OTHER BENEFITS	http://about.unimelb.edu.au/careers/working/benefits
HOW TO APPLY	Online applications are preferred. Go to http://about.unimelb.edu.au/careers , select the relevant option ('Current Opportunities' or 'Jobs available to current staff'), then find the position by title or number.
CONTACT FOR ENQUIRIES ONLY	Ian Smissen Tel +61 3 8344 1039 Email ian.smissen@unimelb.edu.au <i>Please do not send your application to this contact</i>

For information about working for the University of Melbourne, visit our website:
about.unimelb.edu.au/careers

Position Summary

Your role will focus on leading the design, development and adoption of innovative solutions for the University's online and custom programs within the Melbourne School of Professional and Continuing Education (MSPACE), using a range of contemporary technologies in online learning environments. The position will use sound instructional principles and methodologies oriented to best practice learning and teaching pedagogies, and will be guided by the University's Digital Learning Strategy.

You will have extensive experience in the practice of learning design for online education, with an established understanding of pedagogy in an online learning context and a background in the development of frameworks for efficient and effective learning design.

1. Key Responsibilities

1.1 OPERATIONAL ACTIVITIES AND SERVICE QUALITY

- ▶ Ensure high quality learning experiences for students by providing professional development and best practice exemplars to academic staff
- ▶ Maintain a detailed understanding of MSPACE objectives, learning design frameworks and priorities and apply these as appropriate to all course and subject level design and development initiatives
- ▶ Design and deliver support materials, workshops and other staff development activities to build online teaching capacity in the academic community and the effective implementation of educational technologies in online graduate courses;
- ▶ Collaborate with online learning specialists to develop and implement coherent, engaging and high-quality courses.
- ▶ Determine and document course and subject level design through extensive consultation with academics
- ▶ Lead the course development process including the iterative design and development of prototype units or modules for review and assessment with academics and MSPACE colleagues.
- ▶ Occupational Health and Safety (OH&S) and Environmental Health and Safety (EH&S) responsibilities as outlined in section 5.

1.2 COLLABORATION AND LEADERSHIP

- ▶ Contribute and report regularly to MSPACE team meetings, and work with colleagues to support broader digital learning activities at the University
- ▶ Assist academics in the strategic and pedagogically-driven design of curriculum and content for their wholly online courses
- ▶ Demonstrate leadership in the innovative development of subject and course-levels designs, through research-informed practice and design of resources to facilitate more efficient learning design and development processes
- ▶ Actively foster mentor relationships with Learning Designers, taking regular opportunities to collaborate and learn from research and best practice examples of learning design from other institutions

1.3 INNOVATION AND IMPROVEMENT

- ▶ Maintain currency with innovative educational approaches to inform all MSPACE initiatives, disseminating ideas and findings as appropriate
- ▶ Contribute to collective resources and processes that will facilitate more rapid and consistent design and development of online courses
- ▶ Actively develop and maintain professional capacity through scholarly interest; and be involved in relevant professional and educational networks

2. Selection Criteria

2.1 ESSENTIAL

- ▶ An appropriate postgraduate qualification with extensive relevant experience or an equivalent combination of relevant experience and/or education/training
- ▶ Applied educational design experience in the development of curriculum based, high quality online learning resources and experiences
- ▶ Excellent customer relationship and interpersonal skills, including the ability to liaise with a range of internal and external stakeholders to achieve successful outcomes
- ▶ Highly organised, detail oriented with a strong work ethic, commitment to continuous improvement, openness to new ideas and creative approaches to problem solving within established timelines
- ▶ Significant experience in the creation and implementation of effective educational design frameworks based on established models for constructive alignment of learning objectives, tasks and assessment
- ▶ Ability to work with and interpret client requirements in the design and development of educational technology resources or courses
- ▶ Extensive experience working with and designing for enterprise learning management systems
- ▶ Demonstrated experience working as part of a team and providing support and guidance to manage critical and competing priorities in a highly dynamic and flexible environment
- ▶ Knowledge of emergent trends in learning design and the educational application of social media, mobile technologies and rich media

2.2 DESIRABLE

- ▶ A sound knowledge of university academic policies and procedures, and experience in designing and managing University courses is highly desirable
- ▶ University teaching experience

3. Job Complexity, Skills, Knowledge

3.1 LEVEL OF SUPERVISION / INDEPENDENCE

This role will need to closely collaborate with colleagues from other MSPACE teams, and will work with staff from Schools, Faculties and Divisions across the broader University.

The incumbent will need to demonstrate educational design expertise and provide practical support to academic staff, using relevant pedagogical and theoretical methodologies for enhancing student learning experiences and teaching practice through educational technologies and eLearning design.

To maximise effectiveness, the incumbent will need to work in a transparent and consultative manner; sharing personal knowledge and technical expertise; undertaking assigned development activities; maintaining co-operative working relationships with colleagues; and seeking and responding to feedback.

The incumbent will need to train, monitor and support subject facilitators in any specific technologies and processes intrinsic to the smooth implementation of subjects and courses.

A Senior Learning Designer will need to employ a higher degree of initiative and autonomy. High levels of trust and self-reliance underpin expectations of leadership, autonomy, responsibility, communication and consultation in this role

3.2 PROBLEM SOLVING AND JUDGEMENT

This role will have access to sensitive information and incumbents will be expected to maintain extremely high professional standards of behaviour by using tact, discretion and clarity.

The incumbent is expected to maintain exceptionally high standards of professional behaviour, including advanced interpersonal skills and sound judgement, to build productive and positive professional relationships with academic and professional staff at the University.

The incumbent will need to have high-level analytical skills and apply pragmatic approaches to supporting the project stakeholders.

3.3 PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

The incumbent is expected to have a deep understanding and empathy of the University culture and its community. This will include a sound understanding of academic objectives, administrative processes, and organisational structures.

The incumbent will use their knowledge to contribute to the successful implementation of the University's eLearning strategy generally and its online course development initiatives in particular.

3.4 RESOURCE MANAGEMENT

The incumbent will use University facilities and resources with a high degree of professionalism.

This position may supervise some staff however no direct budgetary responsibilities are required.

3.5 BREADTH OF THE POSITION

This position will require a well-rounded perspective on the teaching and learning activities within the University.

This role requires an in-depth, specialist understanding of the online graduate courses project structure, objectives and strategy. Incumbents must develop and maintain strong positive communications throughout the University community.

4. *Equal Opportunity, Diversity and Inclusion*

The University is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The University makes decisions on employment, promotion and reward on the basis of merit.

The University is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, students, contractors, honorary appointees, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the University's People Strategy 2015-2020 and policies that address diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all University policies.

The University values diversity because we recognise that the differences in our people's age, race, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. Consequently, the People Strategy sets out the strategic aim to drive diversity and inclusion across the University to create an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to strive for excellence and reach the targets of Growing Esteem.

5. *Occupational Health and Safety (OHS)*

All staff are required to take reasonable care for their own health and safety and that of other personnel who may be affected by their conduct.

OHS responsibilities applicable to positions are published at:

<http://safety.unimelb.edu.au/people/community/responsibilities-of-personnel>

These include general staff responsibilities and those additional responsibilities that apply for Managers and Supervisors and other Personnel.

6. Other Information

6.1 ORGANISATION UNIT

The Melbourne School of Professional and Continuing Education (MSPACE) works to broaden the University's educational offerings in an increasingly competitive global environment for talent and skills.

MSPACE provides an institutional focal point for the development, delivery and promotion of professional, continuing and executive education programs and services for all academic divisions of the University.

MSPACE supports academic divisions to develop and deliver award and non-award education through a range of teaching and learning delivery modes and seeks to broaden opportunities for engagement in a variety of professional sectors.

In order to contribute towards these objectives, MSPACE supports and expands the University's professional, continuing and executive education initiatives through the provision of a coherent, whole-of-University framework.

6.2 BUDGET DIVISION

Organisational Structure

The Faculty of Business and Economics is home to Melbourne Business School (MBS) and to six teaching and research departments:

- ▶ Accounting
- ▶ Business Administration
- ▶ Economics
- ▶ Finance
- ▶ Management and Marketing
- ▶ Melbourne Institute of Applied Economic and Social Research

The Faculty has the following student and academic support centres:

- ▶ Academic Support Office
- ▶ Student Employability and Enrichment
- ▶ Research Development Unit
- ▶ The Williams Centre for Learning Advancement

The Faculty is supported by the following Professional Services Units:

- ▶ Finance
- ▶ Human Resources (including OHS)
- ▶ Marketing and Communications
- ▶ Service Level and Facilities Management
- ▶ Quality Office

The Faculty also hosts two University-wide initiatives:

- ▶ The Melbourne School of Professional and Continuing Education (MSPACE) which provides support to all Academic Divisions for their existing professional, continuing and executive education programs, and operates with a specific whole-of-institution mandate to significantly expand the University's professional, continuing and executive education offerings.
- ▶ The Melbourne Entrepreneurial Centre (MEC) which brings together a number of programs to focus a range of activities aimed at developing an entrepreneurial culture at the University of Melbourne.

Our Programs

There are about 9,500 students enrolled in undergraduate and graduate degrees within the Faculty.

The Bachelor of Commerce is one of the most sought-after business courses in Australia. From 1 May 2013 all graduate programs in business and economics are offered through Melbourne Business School. Melbourne Business School offers a full suite of professional Masters programs for those with little work experience right through to the MBA suite. It is also the home of leading research Masters degrees and the PhD.

Our Graduates

Since the Faculty was established it has produced over 53,000 graduates. Many of our alumni now occupy senior positions in business, government and academia, in Australia and around the world.

6.3 FURTHER INFORMATION ABOUT THE FACULTY IS AVAILABLE AT WWW.FBE.UNIMELB.EDU.AU THE UNIVERSITY OF MELBOURNE

Established in 1853, the University of Melbourne is a leading international university with a tradition of excellence in teaching and research. The main campus in Parkville is recognised as the hub of Australia's premier knowledge precinct comprising eight hospitals, many leading research institutes and a wide-range of knowledge-based industries. With outstanding performance in international rankings, the University is at the forefront of higher education in the Asia-Pacific region and the world.

The University employs people of outstanding calibre and offers a unique environment where staff are valued and rewarded.

Further information about working at The University of Melbourne is available at <http://about.unimelb.edu.au/careers>.

6.4 GROWING ESTEEM, THE MELBOURNE CURRICULUM AND RESEARCH AT MELBOURNE: ENSURING EXCELLENCE AND IMPACT TO 2025

Growing Esteem describes Melbourne's strategy to achieve its aspiration to be a public-spirited and internationally-engaged institution, highly regarded for making distinctive contributions to society in research and research training, learning and teaching, and engagement. <http://about.unimelb.edu.au/strategy-and-leadership>

The University is at the forefront of Australia's changing higher education system and offers a distinctive model of education known collectively as the Melbourne Curriculum. The new educational model, designed for an outstanding experience for all students, is based on six broad undergraduate programs followed by a graduate professional degree, research higher degree or entry directly into employment. The emphasis on academic breadth as well as disciplinary depth in the new degrees ensures that graduates will have the capacity to succeed in a world where knowledge boundaries are shifting and reforming to create new frontiers and challenges. In moving to the new model, the University is also aligning itself with the best of emerging European and Asian practice and well-established North American traditions.

The University's global aspirations seek to make significant contributions to major social, economic and environmental challenges. Accordingly, the University's research strategy *Research at Melbourne: Ensuring Excellence and Impact to 2025* aspires to a significant advancement in the excellence and impact of its research outputs.

<http://research.unimelb.edu.au/our-research/research-at-melbourne>

The strategy recognises that as a public-spirited, research-intensive institution of the future, the University must strive to make a tangible impact in Australia and the world, working across disciplinary and sectoral boundaries and building deeper and more substantive engagement with industry, collaborators and partners. While cultivating the fundamental enabling disciplines through investigator-driven research, the University has adopted three grand challenges aspiring to solve some of the most difficult problems facing our world in the next century. These Grand Challenges include:

- ▶ Understanding our place and purpose – The place and purpose grand challenge centres on understanding all aspects of our national identity, with a focus on Australia's 'place' in the Asia-Pacific region and the world, and on our 'purpose' or mission to improve all dimensions of the human condition through our research.
- ▶ Fostering health and wellbeing – The health and wellbeing grand challenge focuses on building the scale and breadth of our capabilities in population and global health; on harnessing our contribution to the 'convergence revolution' of biomedical and health research, bringing together the life sciences, engineering and the physical sciences; and on addressing the physical, mental and social aspects of wellbeing by looking beyond the traditional boundaries of biomedicine.
- ▶ Supporting sustainability and resilience – The sustainability and resilience grand challenge addresses the critical issues of climate change, water and food security, sustainable energy and designing resilient cities and regions. In addition to the technical aspects, this grand challenge considers the physical and social functioning of cities, connecting physical phenomena with lessons from our past, and the implications of the technical solutions for economies, living patterns and behaviours.

Essential to tackling these challenges, an outstanding faculty, high performing students, wide collaboration including internationally and deep partnerships with external parties form central components of Research at Melbourne: Ensuring Excellence and Impact to 2025.

6.5 GOVERNANCE

The Vice Chancellor is the Chief Executive Officer of the University and responsible to Council for the good management of the University.

Comprehensive information about the University of Melbourne and its governance structure is available at <http://www.unimelb.edu.au/governance>