# Position Description

<table>
<thead>
<tr>
<th>Title:</th>
<th>Senior Learning Designer</th>
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<tr>
<td>HEW Level:</td>
<td>Level 8</td>
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<tr>
<td>Faculty/Office:</td>
<td>Faculty of Business and Economics</td>
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<tr>
<td>Position Number:</td>
<td></td>
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<tr>
<td>Department/Team</td>
<td>Learning and Teaching Team</td>
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<tr>
<td>Date:</td>
<td>April 2018</td>
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**Position Purpose:** To lead and facilitate the design, develop, and implement innovative curricula and assessment designed for a global audience of learners.

## ORGANISATIONAL CONTEXT

Faculty Learning and Teaching teams provide operational teaching and learning support to academic staff across business disciplines in the design, development and maintenance of web-based activities, resources, units and programs of study to ensure the quality of the student experience and their graduate outcomes.

The Faculty of Business and Economics has key strategic priorities in relation to the digital, integrative experience. We aim to deliver:

- Expand the Faculty’s blended and online offerings both internally and externally (e.g., through MOOCs).
- Raise the Faculty’s profile through high-quality educational media content in all of our offerings.
- Expand staff capability regarding educational media and technologies

This role is to facilitate and support these goals for the Faculty. The incumbent is highly passionate about education, works well within a cross-functional team with ambitious goals and tight deadlines and is prepared to invite and offer constructive feedback in order to learn, change and grow.

## ORGANISATION CHART

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Associate Dean (Learning & Teaching)

  Program Director (Design & Experience)
  Program Director (Content)

  Senior Learning Designer
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<tr>
<th>KEY ACCOUNTABILITIES</th>
<th>POSITION CONTEXT</th>
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<tr>
<td>• Design, develop and implement innovative and interactive online learning resources under the broad direction of the Program Director (Design &amp; Experience);</td>
<td>Reports to: Program Director, Design and Experience</td>
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<td>• Collaborate with a cross-functional team to facilitate the design, development and production of course materials, resources, and assessment tasks/rubrics, and guide discipline experts to ensure that these learning and teaching artefacts are consistent across the suite of our products;</td>
<td>Positions Reporting to: Nil</td>
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<td>• Provide group and individual professional development and expert advice to teaching staff on curriculum and assessment design, and the use of technologies on a designated learning management system;</td>
<td>Key Direct Clients: Faculty academics, Heads of Department, Program Directors, Faculty Learning and Teaching staff</td>
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<td>• Provide expert advice to teaching staff and Program Management team to contribute to teaching and learning, including technology, evaluation and benchmarking activities;</td>
<td>Other Key Relationships: Learning Innovation Hub Centre staff</td>
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<td>• Lead and develop collaborative partnerships between teaching staff and Program Management team to develop tailored educational design solutions, based on an understanding of educational and technology issues and methodologies</td>
<td>Budget Accountability: Nil</td>
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<td>• Provide quality assurance and enhancement of blended and online learning resources to support continuous improvement</td>
<td>Role-specific Conditions: Develops and modifies processes, procedures, systems and/or techniques for the work area and/or contributes to the development of University-wide systems, processes and procedures.</td>
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<td>• Contribute to scholarly and research activities as appropriate to disseminate good practice in learning and teaching.</td>
<td>Scope and autonomy:</td>
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<td>• Build and manage relationships with internal stakeholders.</td>
<td>Problem solving: Draws on own knowledge, experience and expertise to identify, develop and implement new initiatives, processes and programs.</td>
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<td>• Comply with relevant EEO and WHS regulations.</td>
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<td>• Perform any other duties as required and as appropriate for this classification.</td>
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## CAPABILITY FRAMEWORK

Capability Frameworks describe the behaviours, skills, attributes and experience required to successfully perform a position or group of similar positions.

### COMPETENCIES Clusters of behaviours required for successful performance.
- **Planning and Execution**: Managing time and resources to complete tasks and achieve objectives.
- **Communication**: Effectively grasping and conveying ideas and concepts to others.
- **Service Focus**: Making staff, key contacts and their needs a priority.
- **Teamwork**: Working in collaboration with others to achieve shared goals.
- **Relationship Management**: Establishing effective working relationships with others.
- **Analysis and Judgement**: Evaluating information and data to solve problems and make decisions.
- **Improvement Focus**: Finding better ways of completing tasks or solving problems.

### ATTRIBUTES Personal qualities related to successful performance.
- **Flexibility**: Responding effectively to unexpected or changing circumstances.
- **Interpersonal Impact**: Making a positive impression on others in a range of interpersonal contexts.
- **Resilience**: Dealing effectively with and recovering quickly from setbacks or pressure.
- **Creativity**: Questioning the status quo and suggesting non-traditional or original ideas and solutions.
- **Accountability**: Assuming responsibility for making decisions and delivering agreed outcomes.
REQUIRED KNOWLEDGE
Qualifications, technical and/or professional skills and information needed from day one for successful performance.

Degree in education/educational technologies with relevant experience; or an equivalent combination of relevant knowledge, training and/or experience.

Strong working knowledge of:
- Online and blended learning pedagogies;
- Curriculum and assessment design, teaching methodologies, and online/blended learning pedagogies;
- Digital user experience principles;
- Adult learning principles and outcomes;

Well-developed computer skills in learning management systems such as Moodle, MS Office, web-based research, online collaboration tools, design and production tools such as Adobe Create Suite.

ACQUIRED KNOWLEDGE
Organisational and/or professional skills and information to be developed within the first 3 to 6 months in the role for successful performance.

Knowledge of Faculty functions and structure.
Knowledge of Faculty policies, systems, processes and procedures.
Knowledge of University policies, systems, processes and procedures and how to adapt these at the faculty/office level.
Knowledge of how the University works and how relevant functions across the University interrelate.

KEY EXPERIENCES
Practical experiences and exposure to specific environments or activities related to successful performance.

- Working in the higher education section and/or within a complex organisation.
- Design, preparation and implementation of education programs (including the development of resources and learning materials) using web-based platforms and/or content management systems.
- Collaborating in a team environment;
- Strong problem solving skills and demonstrated ability to deliver to deadlines,
- High levels of initiative and self-driven motivation to achieve in a high-pressure environment.
- Creating instructional videos, infographics, user guides in various digital formats for a technology or system implementation;
- Working with a wide range of web-based applications relevant to industry.
- Providing training or coaching to internal stakeholders in a complex environment.
- Building and managing relationships