



# Position Description

## Educational Designer

Design and Development: Faculty Facing Service Teams

Division of Learning and Teaching

<b>Classification</b>	Level 7
<b>Delegation band</b>	<a href="#">Delegations and Authorisations Policy (see Section 3)</a>
<b>Special conditions</b>	Nil
<b>Hours per Week</b>	35
<b>Workplace agreement</b>	<a href="#">Charles Sturt University Enterprise Agreement</a>
<b>Date last reviewed</b>	June 2022



# About Charles Sturt University

## Purpose

The Wiradjuri phrase *yindyamarra winhanganha* means the wisdom of respectfully knowing how to live well in a world worth living in. This phrase represents who we are at Charles Sturt University – our ethos. It comes from traditional Indigenous Australian knowledge, but it also speaks to the vision of the university – to develop and spread wisdom to make the world a better place.

## Vision

Charles Sturt University is set to undergo a decade of great reform that will see the university characterised by these key elements:

- An uncompromising drive towards excellence in every aspect of its operations
- A far-reaching strategic re-positioning of teaching, learning, research, and innovation
- A cementing of our position as Australia’s pre-eminent rural and regional university

The overarching aim is to consolidate our institution so that it is demonstrably more resilient and sustainable by the end of the decade.

## Goals

To deliver on our Purpose and Vision, the university has three key goals:

1. Maintain the university’s position in the top five Australian universities for graduate outcomes based on employment and salary
2. Embed a culture of excellence across all aspects of the university’s operations
3. Exponential growth in research, development, and innovation income in our chosen areas, delivering high impact outcomes for regional Australia

## Our values

Charles Sturt has a proud history and is fortunate to have an outstanding group of diverse, passionate, and engaged people working with us. Our values of insightful, inclusive, impactful, and inspiring guide our behaviours and ways of working to help us achieve our ethos of creating a world worth living in.

## Performance measures

In addition to the principal responsibilities senior leaders will be required to contribute to the success of the university strategy including meeting the eight key university key performance indicators:

<b>Our Students</b>	Commencing Progress Rate Student Experience
<b>Our Research</b>	Research Income Research Quality and Impact
<b>Our People</b>	All Injury Frequency Rate Engagement
<b>Our Social Responsibility</b>	Underlying Operating Result Community and Partner Sentiment



## Division of Learning and Teaching

The Division of Learning and Teaching (DLT) works in partnership with faculties, schools and divisions to deliver exceptional learning and teaching experiences for our staff and students. We do this through providing leadership and support in course and subject design and development, academic development, and learning technologies with a focus on academic quality. We support learning through leadership and expertise in online, face to face, blended and hi-flex delivery.

The division sits within the Academic portfolio and reports to the Deputy Vice-Chancellor (Academic). There are three portfolios within the division all led by a respective Sub-Dean:

**Academic Development:** This team offers leadership in excellence in teaching in courses and subjects ensuring quality learning experiences for all our students. It provides leadership in a range of programs that provide professional learning and development for teaching; Academic career development; reward and recognition of excellence in teaching; and scholarship of learning and teaching.

**Design and Development:** This team provides leadership and support to the faculties in course and subject design and development. It facilitates course and subject review, design, and development; consultation on, and evaluation of curriculum, assessment, and pedagogy; and the creation of high-quality digital learning resources to enhance the student learning experience.

**Learning Technology:** This team provides leadership to the faculties on the latest learning technologies, innovations, and developments, while also delivering professional development programs and resources for professional and academic staff. It focuses on using learning technologies and learning analytics to enable high-quality design, development, and teaching.

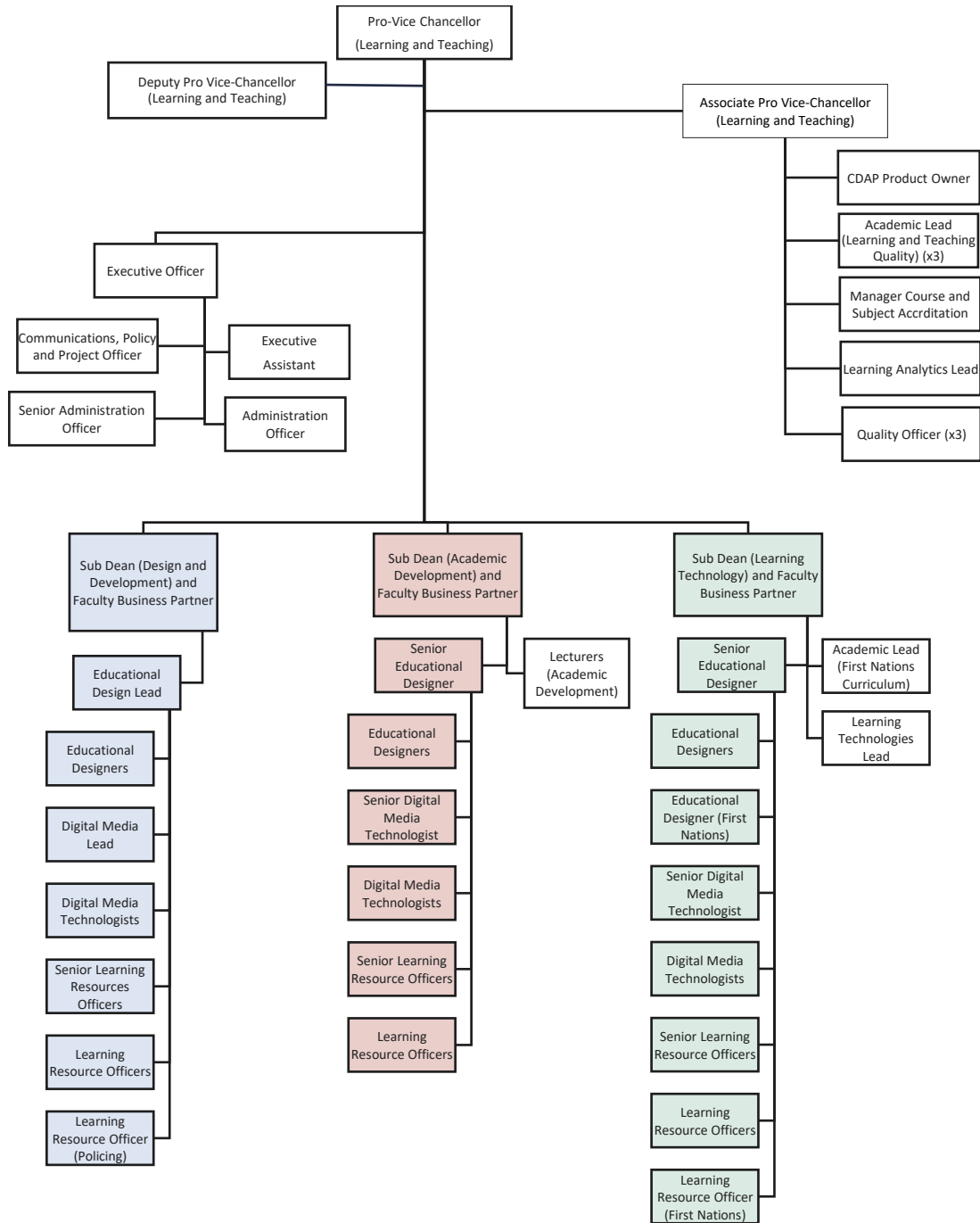
**Gulaay:** This First Nations curriculum and resources team supports First Nations content in courses and provides training, learning materials and curates a collection of resources. Gulaay oversee the Indigenous Cultural Competency Program (ICCP) and provide cultural immersion experiences to support staff on their journey to cultural competence. Gulaay is a Wiradjuri word for 'bridge' or 'to cross over' and was given by Aunty Gloria Dindima Rogers to acknowledge the work being done across cultures. Gulaay reflects the division's ongoing commitment to Indigenous curriculum and cultural safety.

**Academic Quality:** This team provides advice and support on academic quality. It monitors course and subject design, review, accreditation, and development processes to ensure internal and external standards and policies are met, in particular the Australian Qualifications Framework, Higher Education Standards Framework, and/or internal policies and practices affecting academic quality.

The division exists as a matrix structure with academic and professional staff working across these portfolios and in three faculty-aligned service teams.



# Organisational chart





## Reporting relationship

**This position reports to:** Educational Design Lead/Senior Educational Designer

**This position supervises:** N/A

## Key working relationships

- Senior Learning Resource Officers
- Learning Resource Officers
- Digital Media Lead
- Digital Media Technologists
- Lecturer/Senior Lecturers (Academic Development)
- Academic Staff

## Position overview

Educational Designers (ED) support academic staff in the design of courses aligned to the Charles Sturt academic quality standards, graduate learning outcomes, discipline, curriculum and accreditation standards, and that are compliant with the Higher Education Standards. They facilitate the design of subjects including assessment, learning activities, and learning resources aligned to subject learning outcomes and that deliver an excellent student experience. EDs work collaboratively with academic staff, Digital Media Technologists and Learning Resources Officers throughout the course and subject design, development, and delivery process. EDs also contribute to professional development activities for academic staff and the mentoring of DLT staff. EDs work within defined timelines within project management systems and processes.

## Principal responsibilities

- Provide expertise, guidance and advice in curriculum design and renewal, assessment design, blended pedagogy and learning technologies for course and subject design, quality assurance and academic professional development.
- Collaborate with academic staff in refining course and subject designs, including alignment of learning outcomes, learning activities, learning resources and assessments, to help ensure learners successfully meet outcomes.
- Working collaboratively across the Design and Development team and with Faculty Staff, to lead product development projects, including the coordination of contributions from digital media team and other specialists, maintaining effective liaison with stakeholders and subject matter experts, and managing delivery timelines to design, develop and refine learning and teaching products within the required timeframe that:
  - are innovative,
  - high quality,
  - apply the university's model of course review and design



- aligned to course and subject learning outcomes,
  - help ensure learners successfully meet outcomes,
  - provide an excellent learning experience, and
  - are underpinned by the evidence-based pedagogical design principles and learning analytics data.
- Develop and maintain effective team communication and documentation for subject design, project management, evaluation, and review, drawing on contemporary project management methodologies.
  - Facilitate professional development for academic staff through workshops and the development and delivery of sustainable high-quality professional development resources, in collaboration with Lecturers (Academic Development).
  - Provide planning support to Faculty and School learning and teaching leaders and academic staff with respect to subject improvements, learning resource development, quality assurance and risk management.
  - Engage with relevant University policies and priorities to enhance the student experience and support student success.
  - Support and mentor Design and Development staff and maintain the currency of professional expertise.
  - Other duties appropriate to the classification as required.



## Role-specific capabilities

<b>Focus on service</b>	Strive to meet needs and exceed expectations of our students, communities, and colleagues (performance focus, quality outcomes, student welfare, equity and conduct).
<b>Innovative</b>	With creativity at our core, be open to new ideas and seek to find better ways.
<b>Live our values</b>	Uphold the Charles Sturt University values daily in our own behaviours and interactions with others.
<b>Network</b>	Bring people together and build relationships that deliver desired benefits and outcomes.
<b>Present and communicate information</b>	Speak clearly and fluently, express opinions, make presentations, respond to an audience, show credibility.
<b>Analyse</b>	Analyse information, probe for clarity, produce solutions, make judgements, think systemically.

## Physical capabilities

The incumbent may be required to perform the following.

- Work in other environments beyond your base campus, such as other campuses.
- On occasion drive a university vehicle distances up to 500km per day within the terms of the university's [Driver Safety Guidelines](#)
- Perform in an accurate and timely manner push/pull, reaching, grasping, fine manipulation tasks, including lifting items up to 10kg.
- Working on screens for extended periods



## Selection criteria

Applicants are expected to address the selection criteria when applying for this position.

### Essential

- A. A degree, normally with at least 4 years' subsequent relevant experience to consolidate and extend the theories and principles learned; or extensive experience and management and/or specialist expertise; or an equivalent level of knowledge gained through any other combination of education, training and/or experience.
- B. Demonstrated experience in collaborative approaches to learning and teaching design and development and the ability to analyse and solve educational design challenges, drawing on sound pedagogical design principles, analytics and the integration of learning technologies.
- C. Excellent interpersonal and communication skills including the ability to liaise, advise and negotiate to achieve agreed outcomes and reconcile different views to lead educational design projects involving a variety of stakeholders and competing priorities.
- D. Experience in an educational environment using project management processes, with a focus on continuous improvement, project recording and reporting of outcomes.
- E. Passion and commitment to delivering an excellent student experience in partnership with academic staff.





Brisbane

## New South Wales

Dubbo

Port Macquarie

Orange

Bathurst

Goulburn  
NSW Police Academy

Sydney

Wagga Wagga

Canberra

Albury-Wodonga

Wangaratta  
Regional Study Centre

## Victoria

Melbourne

● - Capital city ● - Campus location

