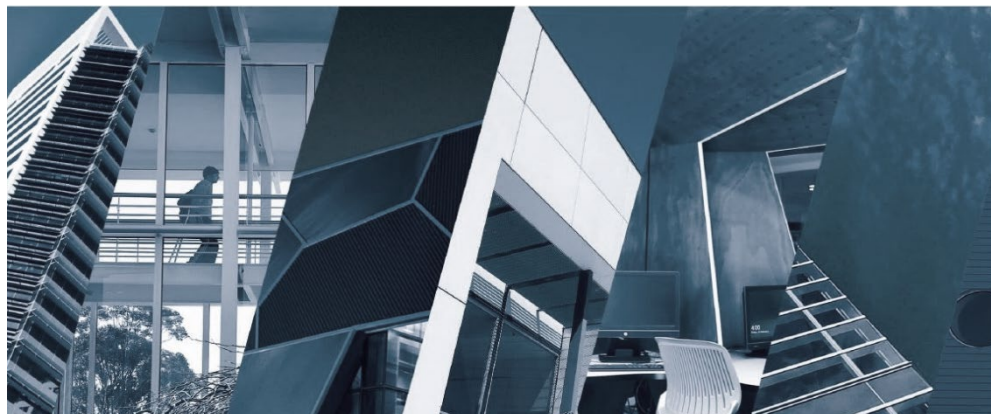


Position Description



Position title:	Learning Designer
School/Section/VCO:	Centre for Learning Innovation and Professional Practice (CLIPP)
Campus:	Mt Helen, Berwick, Gippsland or Brisbane Campus.
Classification:	Within the HEW Level 7 range
Time fraction:	Full-time
Employment mode:	Fixed-term employment
Probationary period:	This appointment is offered subject to the successful completion of a probationary period.
Further information from:	Ms Tulsa Andrews, Manager, Academic Enhancement Team Telephone: (03) 5327 9654 E-mail: t.andrews@federation.edu.au
Recruitment number:	850193

Background

At Federation University, we are driven to make a real difference to the lives of every student, and to the communities we serve.

We are one of Australia's oldest universities, known today for our modern approach to teaching and learning. For 150 years, we have been reaching out to new communities, steadily building a generation of independent thinkers united in the knowledge that they are greater together.

Across our university and TAFE campuses in Ballarat, Berwick, Brisbane, Gippsland, and the Wimmera, we deliver world-class education and facilities. With the largest network of campuses across Victoria, as well as a growing Brisbane base, we are uniquely positioned to provide pathways from vocational education and skills training at Federation TAFE through to higher education.

Portfolio

The Centre for Learning, Innovation and Professional Practice (CLIPP) is a central learning and teaching unit within Federation University that provides targeted and collaborative student academic transition support services, and professional staff learning which supports, enhances, and advances student learning environments and quality learning and teaching practices based on University learning and teaching initiatives and directives.

Position summary

The Learning Designer contributes to implementing and sustaining high quality Blended Online and Digital (BOLD) practice across the University. This position will assist the Centre for Learning Innovation and Professional Practice (CLIPP) and Schools to meet their objectives related to the provision of high-quality BOLD learning and teaching practice and associated strategies.

The position is responsible for advising teaching staff on the design of effective BOLD learning and teaching strategies at the course and program level including pedagogies and technology enhanced learning. This position contributes to academic professional development, development and implementation of timely resources, participating in peer review processes and innovation related to quality learning design across a variety of modes of delivery.

The Learning Designer works closely with the managers within CLIPP, all CLIPP team members and key School and central stakeholders including the Associate Deans, Teaching Quality (ADTQ), Discipline Leaders and Program Coordinators. This position contributes to the university professional development framework and related programs and both school and university priority projects.

Key responsibilities

1. Contribute to the implementation and expansion of pedagogies, learning design and enabling technologies in courses and programs via BOLD principles, practices and strategies that enhance the student learning experience.
2. Contribute to the development of capability throughout the University in relation to educational technologies and associated pedagogies and in line with the BOLD principles, practices and strategies by:
 - scoping the needs across Schools and central areas related to high quality BOLD design, development and delivery.
 - designing, developing and delivering an ongoing program of teaching professional development across the University relative to the BOLD Learning and Teaching Practices (or equivalent).
3. Design effective, student-centred learning activities and assessment tasks that align to course learning outcomes, in conjunction with academic teaching staff. Provide expert advice and assist teaching staff to identify, select and implement appropriate pedagogies and tools in the design of flexible and online teaching programs.
4. Review and contribute to the development of resources, guidelines and materials that support BOLD learning, and their dissemination through central and School services to ensure accessibility by key stakeholders.
5. Take an active role in the development and delivery of institutional showcases and contribute to showcasing and sharing examples of successful BOLD learning and teaching practice.
6. Coordinate and participate in relevant communities of practice that bring teaching staff in cognate disciplines together to contribute to the ongoing support and development of knowledge and skills relevant to online and blended teaching and learning.
7. Analyse data from qualitative sources such as feedback from staff participants in programs, senior School staff and quantitative sources such as attendance at and uptake of professional development opportunities to determine effectiveness of offerings and to continuously improve programs.
8. Participate and lead school, CLIPP and team projects (i.e., Scope of Project documents; CLIPP School Support Teams) and various committees and other meetings as required.
9. Undertake project management of discrete online and flexible development projects.
10. Contribute to the administrative functions of the Centre.
11. Reflect and embed the University's strategic purpose, priorities and goals when exercising the responsibilities of this position. For a more complete understanding and further information please access the Strategic Plan at: <https://federation.edu.au/about-us/our-university/strategic-plan>.

12. Undertake the responsibilities of the position adhering to:

- The Staff and Child Safe Codes of Conduct and Conflict of Interest Policy and Procedure;
- Equal Opportunity and anti-discrimination legislation and requirements;
- the requirements for the inclusion of people with disabilities in work and study;
- Occupational Health and Safety (OH&S) legislation and requirements; and
- Public Records Office of Victoria (PROV) legislation.

Level of supervision and responsibility

The Learning Designer works under the broad direction of the Manager, Learning Design, but involves independent responsibility for planning, development and implementation of the relevant professional development programs and initiatives as required of the centre and the university.

The Learning Designer is responsible for the overall coordination of initiatives with individuals, small groups and Schools to bring about changes in teaching. Therefore, sound project management, leadership and planning skills are required.

The Learning Designer will enhance existing knowledge around blended and online learning and teaching with proficiency and creativity, therefore the position will provide expert guidance and advice to academic, teaching and professional staff from across the University on learning innovation and BOLD learning and teaching practices.

The position combines professional knowledge with a capacity to be innovative in the application of that knowledge. The position is required to determine the most effective resolution to complex issues relating to the choice of pedagogies, learning technologies, and teaching and learning philosophies and approaches. The Learning Designer will exercise judgement based on professional expertise and include choices about program/course design and content, assessment strategies and the allocation of production resources.

The Learning Designer will work collaboratively with a broad range of stakeholders across the University to ensure the appropriate input of relevant expertise into programs; appropriate program outcomes in terms of staff knowledge, skills and confidence; and the viability of professional development program offerings. The Learning Designer will play an active role in evaluating projects and contributing/reporting to CLIPP and university reports/plans within a timely manner (as required).

Training and qualifications

A degree with at least four years subsequent relevant experience in education/training; and/or technical fields; and/or instructional/ educational/learning design; or extensive experience and management expertise in technical or administrative fields; or an equivalent combination of relevant experience and/or education/training.

Position and Organisational relationships

The Learning Designer reports to the Manager, Learning Design. The position has a University wide impact on a wide range of academic programs domestically, internationally and online across a number of modes of delivery.

The role will substantially contribute to the performance of the University in quality teaching, student learning outcomes and the competitiveness of University in the education market.

The Learning Designer works closely with the Manager, Learning Design, CLIPP colleagues, the ADTQ and Schools stakeholders related to identifying academic professional development needs and implementing strategies to support staff capability building specific to BOLD learning and teaching quality enhancement.

Lateral working relationships are required with a range of staff across the University to ensure the appropriate input into courses and programs of relevant expertise. The Learning Designer will have sufficient knowledge, skills and confidence related to identifying professional development programs best suited to academic skills. Learning Designers will also work with other organisational areas including the University Library, Federation College and all Schools of the University across all campuses.

Key selection criteria

Applicants must demonstrate they are able to undertake the inherent responsibilities of the position as contained in the position description and are able to meet the following key selection criteria:

1. A degree with at least four years subsequent relevant experience; and extensive experience and expertise in education/training; and/or technical fields; and/or instructional/educational/learning design.
2. Demonstrated understanding of contemporary tertiary pedagogies and educational design principles, and knowledge of their application to different delivery modes – in particular blended, digital and online learning.
3. Demonstrated experience with designing and developing online and blended learning and teaching in adult or higher education cohorts, with a scaffolded, student-centred approach to active learning.
4. Demonstrated experience in project management and leading teams associated with course/program redesign from conception, implementation through to evaluation.
5. Demonstrated proficiency in the usage, promotion and pedagogical applications of one or more of the following systems in a tertiary environment: Learning Management Systems (preferably Moodle); Virtual Classroom platforms, e-Portfolios, Content Repository Systems, and Plagiarism Detection Software.
6. Demonstrated ability to review and evaluate current practices and develop improved efficiencies and sustainability to achieving evidence-based learning and teaching design practices across a School and/or institution.
7. Demonstrated experience in development of central and school-based learning resources and professional learning associated with building staff capabilities in pedagogy, design and facilitation of quality learning and teaching for all delivery modes.
8. Demonstrated evidence of the ability to work independently and collegially within a team environment to deliver informal and formal projects and initiatives relevant to learning and teaching and professional learning in a higher education context.
9. Demonstrated interpersonal, oral, written and digital communication skills, with an ability to relate to academic and professional staff, and University management.
10. Demonstrated alignment with the University's commitment to child safety.

The University reserves the right to invite applications and to make no appointment.

It is not the intention of the position description to limit the scope or accountabilities of the position but to highlight the most important aspects of the position. The aspects mentioned above may be altered in accordance with the changing requirements of the role.