

Position description

Position title:	Learning Designer, VET Practice
School/Section/VCO:	FedUni TAFE
Campus:	SMB Campus. Travel between campuses may be required.
Classification:	TAFE Senior Educator SE1 Level.
Employment mode:	Fixed-term appointment
Probationary period:	This appointment is offered subject to the successful completion of a probationary period.
Time fraction:	Full-time
Recruitment number:	847703
Further information from:	Ms Claire Rasmussen, Director, VET Practice Telephone: (03) 5327 8491 E-mail: c.rasmussen@federation.edu.au
Position description approved by:	Associate Professor Barry Wright, Executive Director, FedUni TAFE Professor Andy Smith, Deputy Vice-Chancellor (Academic)

This position description is agreed to by:

Employee name

Signature

Date

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

Warning: uncontrolled when printed.

Authorised by: Director, Human Resources
Document owner: HR Business Partner

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Position Summary

The Learning Designer, VET Practice provides educational leadership by offering specialist advice and support to VET Practitioners around quality learning and teaching in FedUni TAFE. The Learning Designer, VET Practice will contribute to the educational quality and continuous improvement of VET programs; contribute to building educational capacity within VET and the capability of VET teachers; inform and support the strategic directions and objectives of Federation University Australia (FedUni); and contribute to enhancing the blended, digital and online capacity of FedUni and its partners.

The Learning Designer works as part of FedUni TAFE VET Practice Unit to:

- contribute to the effective operation of the TAFE Faculty by working independently, and as an effective member of a multi-skilled team;
- Contribute to the capability building of all VET Practitioners in quality learning and teaching and innovation across all program areas;
- contribute to the development and delivery of professional development programs, particularly around teaching and assessment practice;
- contribute to various projects and goals managed by the Director, VET Practice; and
- contribute to the TAFE Faculty's administrative functions.

Key Responsibilities

1. Contribute to the implementation of the University's BOLD principles and priorities, particularly as they relate to the expansion of the use of enabling technologies in the delivery of programs and course across various partner sites.
2. Provide educational leadership by offering specialist advice and support to VET learning and teaching in FedUni TAFE across a broad range of program areas.
3. Contribute to the educational quality and continuous improvement of VET programs in areas including, but not limited to:
 - learning and instructional design;
 - assessment practice and assessment tool development
 - recognition of Prior Learning;
 - resource design and development in a range of media;
 - online and blended learning and teaching and technologies;
 - teaching methodologies and strategies;
 - evaluation;
 - validation; and
 - external compliance requirements such as ASQA, HESG and VRQA
4. Contribute to the development of a set of standards for learning materials and resources applicable to VET practice.
5. Contribute to building VET Practitioners educational capacity within FedUni TAFE by designing, managing, facilitating and evaluating professional development programs that address identified needs and model contemporary educational methodologies and assessment practice including in online and blended modes.

6. Inform and support the strategic direction and objectives of FedUni TAFE and the VET Practice Unit, by maintaining extensive professional knowledge of current developments in VET curriculum, VET compliance and quality issues and the use of technology in learning and teaching and contributing to:
 - the interpretation of relevant government policies and standards;
 - the analysis of relevant VET research;
 - the review and development of FedUni plans, policies and procedures; and
 - Committees and working parties.
7. Work independently and participate in team projects and other initiatives and meetings as required.
8. Contribute to the administrative functions of FedUni TAFE undertaking broad administrative functions within the TAFE Faculty.
9. Reflect and embed the University's Principles, Objectives and Strategic Priorities 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>.
10. 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

This position reports to and is under the broad direction of the Director, VET Practice, but involves independent responsibility for planning, development and implementation of the relevant professional development programs and initiatives and for developing and maintaining internal and external relationships. This position will also work with the Director, Operations and Education Managers, administrative staff and staff from a variety of university portfolios including the Learning and Quality Portfolio staff.

The position requires initiative to engage in problem solving to determine the most effective resolution to complex issues relating to choice of pedagogies, learning technologies and teaching and learning philosophies and approaches. The position combines professional knowledge with a capacity to be innovative in the application of that knowledge.

Combined analyses of data from qualitative sources such as feedback from staff participants in programs, senior Faculty staff and attendance at and uptake of professional development opportunities will need to occur continuously to determine innovative responses to shifts in professional development program demand and other challenges.

The Learning Designer, VET Practice will exercise professional judgment in the management and resolution of issues associated with the key responsibilities. The position requires the exercise of judgment based on professional expertise. The scope of judgment includes choices about course design and content, assessment strategies and the allocation of production resources.

Learning/instructional design is an advanced discipline within an educational environment and the Learning Designer, VET Practice requires extensive professional knowledge and experience in learning and teaching in the VET context. The position would need to enhance their existing knowledge around blended and online learning and teaching with proficiency and creativity. The role involves applying this knowledge as part of a team including discipline experts, resource developers and other learning designers.

The position requires a sound understanding of the tertiary and VET sectors including regulatory authorities such as HESG, ASQA and VRQA. The Learning Designer, VET Practice will play a key role in the review and development of university-wide VET policies and procedures related to learning and teaching.

While requiring skills in learning and instructional design the role also requires sound project management and planning skills. It is a whole-of- University role impacting on the quality of the University's teaching both on and off campus to VET students.

Training and Qualifications

Completion of a relevant vocational qualification at the Certificate III, Certificate IV, Diploma or Degree level combined with an approved number of years industrial/professional experience; a Certificate IV in Training and Assessment and a minimum teaching qualification at Diploma or AQF Level 5 that includes supervised teaching practice and studies in teaching methodology (or equivalent) are required.

All University positions delivering education and/or services to children (a child for this purpose is considered to be someone below the age of 18 years) must hold a valid Working with Children Check (WWCC) or hold a current registration with the Victorian Institute of Teaching (VIT).

Position/Organisational Relationships

The Learning Designer, VET Practice reports to the Director, VET Practice. The impact of the role is University-wide and will extend across a wide range of VET programs domestically, internationally and online. The position will substantially contribute to the performance of the University in quality teaching, student learning outcomes and the competitiveness of FedUni in the education market.

This position will also work with the Director, Operations, Education Managers, administrative staff and staff from a variety of university portfolios including the Learning and Quality Portfolio staff.

Lateral working relationships are required with a range of staff across the University. Areas with whom organisational relationships initially need to be developed and maintained include: the University Library; Learning and Quality and Centre for Learning Innovation and Professional Practice.

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 relevant vocational qualification at the Certificate III, Certificate IV, Diploma or Degree level combined with an approved number of years industrial/professional experience; a Certificate IV in Training and Assessment and a minimum teaching qualification at Diploma or AQF Level 5 that includes supervised teaching practice and studies in teaching methodology (or equivalent).

A valid Working with Children Check (WWCC) or current registration with the Victorian Institute of Teaching (VIT) is required.

2. Demonstrated ability and experience in influencing the cultural shift in re-designing delivery models, assessment, and learning resources that adopt best practice and appropriate pedagogies whilst meeting the complex requirements of HESG, ASQA and VRQA across a broad range of vocational areas.
3. Demonstrated ability of facilitating and evaluating professional development programs with the ability to design, develop and implement training using a variety of communication tools and learning approaches in a tertiary setting across a broad range of vocational program areas.
4. Demonstrated ability to provide specialist advice that will contribute to ensuring program delivery and building learning and teaching capacity especially around assessment tool development that complies with the regulatory requirements.
5. Demonstrated working knowledge and application of the Child Safety Standards.
6. Demonstrated knowledge and application of appropriate behaviours when engaging with children, including children with a disability and from culturally and/or linguistically diverse backgrounds.
7. A sound understanding of, and experience in, applying the quality assurance policies and procedures related to learning and teaching to meet the policy and regulatory requirements of VET.
8. Demonstrated ability to work independently and as part of a multi-disciplinary and multi-skilled team on agreed goals, priorities and shared projects.
9. Highly developed problem-solving, organisational and oral and written communications skills and an ability to relate well to students, University staff and external stakeholders.
10. A thorough knowledge and understanding of the current issues influencing VET including the needs of a diverse range of students, including those with disabilities.