

<b>Position Title</b>	Learning Experience Designer
<b>Department</b>	People and Performance
<b>Unit</b>	People Transformation
<b>Team</b>	Learning and Development
<b>Supervises</b>	n/a
<b>Reports To</b>	Team Leader Learning and Development
<b>Grade</b>	H
<b>Date Prepared</b>	24/03/2021
<b>Date Last Updated</b>	21/10/2024

## Our Vision & Values: A leading organisation that collaborates & innovates



We are committed to **safety**



We work as one **team**



We act with **integrity**



We care about our **customers**



We **continuously improve**

## Primary purpose of position

The Learning Experience Designer combines design principles with learning theories to design, develop and deliver engaging, effective and learner centered experiences. The role focuses on understanding needs and designing blended solutions to support organisational objectives, while aligning to the 70/20/10 model.






In collaboration with key stakeholders and subject matter experts, this role leads the creation of learning experiences that build workforce capability at all levels.

## Accountabilities

- Design and develop learner centered solutions that align with adult learning principles. This includes the design and development of curriculum, learning materials, training aids, lesson plans, assessments and evaluation tools to ensure relevance and effectiveness across a diverse and dispersed workforce.
- Lead and manage end to end Learning and Development projects as required.
- Conduct learning needs assessments to tailor content and delivery to specific audience needs. Use data-driven insights to optimise solutions and ensure that learning addresses the unique needs of the audience.
- Leverage e-learning software, multimedia tools and interactive technology (eg. Articulate 360) to create relevant learning experiences.
- Partner with Subject Matter Experts (SMEs), Managers and the wider Learning and Development (L&D) team to co-create innovative and effective workforce learning solutions that support strategic goals and objectives.
- Provide a consultation service and expert advice in all aspects of learning design, instructional design and effective delivery methods of workplace and professional development programs to the organisation.
- Evaluate learning solutions to ensure compliance with industry best practice, adult learning principles, training policies and procedure, and relevant legislation and regulations.
- Build and maintain strong relationships with internal stakeholders, external providers and learning audience to ensure alignment of initiatives with organisational context and goals.
- Collaborate on L&D and capability topics with the wider People and Performance department.

## Position capabilities and level

Below is the full list of capabilities and the level required for this position. The capabilities in bold are the focus capabilities for this position. Refer to the next section for further information about the focus capabilities.

Capability Profile – Senior Technical/ Professional Specialist		
Capability Group	Capability Name	Level
 <b>Personal Character</b>	<b>Lead Self</b>	Advanced
	Display Resilience	Adept
	Act with Integrity	Advanced
	Safety and Accountability	Advanced
 <b>Relationships</b>	Communicate and Engage	Adept
	Customer and Community Focus	Adept
	<b>Work Collaboratively</b>	Advanced
	Influence and Negotiate	Adept
 <b>Results</b>	Plan and Prioritise	Advanced
	Think and Solve Problems	Adept
	<b>Innovate and Improve</b>	Advanced
	Deliver Results	Advanced
 <b>Resources</b>	Finance	Adept
	Assets and Tools	Adept
	<b>Technology and Information</b>	Adept
	Procurement and Contracts	Adept
 <b>People Leadership</b>	Manage and Develop People	N/A
	Inspire Direction and Purpose	N/A
	Optimise Workforce Contribution	N/A
	Lead and Manage Change	N/A

## Focus Capabilities

The focus capabilities for the position are those judged to be most important at the time of recruiting to the position. That is, the ones that must be met at least satisfactory level for a candidate to be suitable for appointment.

### CBCity Capability Framework - Focus Capabilities

Group & Capability	Level	Behavioural Indicators
<b>Personal Character</b>		
Lead Self	Advanced	<ul style="list-style-type: none"> <li>• Demonstrates motivation to serve the community and organisation</li> <li>• Initiates team activity on organisation/unit projects, issues and opportunities</li> <li>• Seeks and accepts challenging assignments and other development opportunities</li> <li>• Seeks feedback broadly and asks others for help with own development areas</li> <li>• Translates negative feedback into an opportunity to improve</li> </ul>
<b>Relationships</b>		
Work Collaboratively	Advanced	<ul style="list-style-type: none"> <li>• Builds a culture of respect and understanding across the organisation</li> <li>• Facilitates collaboration across units and recognises outcomes resulting from effective collaboration between teams</li> <li>• Builds co-operation and overcomes barriers to sharing across the organisation</li> <li>• Facilitates opportunities to develop joint solutions with stakeholders across the region and sector</li> <li>• Models inclusiveness and respect for diversity in people, experiences and backgrounds</li> </ul>
<b>Results</b>		
Innovate and Improve	Advanced	<ul style="list-style-type: none"> <li>• Encourages independent thinking and new ideas from others</li> <li>• Draws on developments and trends in the industry and beyond to develop solutions</li> <li>• Supports experimentation and rapid prototyping to test and refine innovative solutions</li> <li>• Develops/champions innovative solutions with long standing, organisation-wide impact</li> </ul>

- Explores creative alternatives to improve management systems, processes and practices
- Contributes own knowledge and experience to staff training and development sessions

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## Resources

Technology and Information

Adept

- Selects appropriate technologies for projects and tasks
  - Identifies ways to leverage the value of technology to achieve outcomes
  - Ensures team understands their obligations to use technology appropriately
  - Ensures team understands obligations to comply with records, information and knowledge management requirements
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\* Focus Capabilities are those judged to be the most important at the time of recruiting to the position. The mix of “focus” capabilities can change over time, reflecting changing work priorities and current team strengths.

## Delegations

Decisions associated with this position are to be made in accordance with the Delegations of Authority (Policy186) approved by the General Manager.

## Code of Conduct

All staff are required to adhere to the Code of Conduct (CP25).

## Work Health & Safety

All staff are required to adhere to Council’s WHS&E Responsibilities and Authorities document (REF229) and associated policies and procedures.

## Records Management

All staff are required to comply with Council’s Records and Information Management policies, procedures and guidelines.

## Qualifications and Experience

### Essential Qualifications

- Tertiary qualifications in Instructional Design, Adult Learning or related field
- Certificate IV in Training and Assessment or equivalent.

### Essential Experience

- Demonstrated experience in instructional design, content development and training delivery, with a strong ability to create engaging, learner-centric programs.

- Demonstrated experience in transforming complex information into easy to understand blended learning solutions.
- Proficiency in developing and using eLearning platforms and software.
- Extensive experience in facilitating adult learning solutions in diverse settings.

### Desirable Qualifications and or Experience

- Experience with Articulate 360 (eg.Rise & Storyline).
- Experience in gathering and applying learner feedback to refine content.
- Familiarity with iterative design processes and data-driven improvements.

HUMAN RESOURCES USE (SELECT YES OR NO)	YES	NO
Does this position fall under the definition of child related employment?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Does this position require incumbent to undergo criminal reference check?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Does this position require incumbent to demonstrate good driving Licence class required:      No Licence Required	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Will incumbent need to make disclosure of pecuniary interest?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Could there be a conflict of interest with secondary employment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>