| **Position Title:** | Manager Educational Design and Development | **Position Number:** xxxxx | | **Faculty/Division:** Faculty of the Professions |
|---|---|---|---|---|
| **Classification:** | **HEO8** | **No. Direct Reports & Highest Classified Position: 0** | | **School/Branch:** Faculty Office |
| **FTE: 1.0** | **Reports to:** Executive Director Teaching, Learning and Student Experience | **Fixed 2 years** | **Continuing** ☐ | **Discipline/Unit:** Learning and Teaching |

| **Position Summary:** | The University of Adelaide is a leading research intensive and teaching university with approximately 25,800 international and local students and 3,000 academic and professional staff. |
|---|---|
| | Faculty staff engages in high quality learning and teaching planning and support as set out in the Faculty's Learning and Teaching Strategic Action Plan which is informed by the University's Beacon of Enlightenment. The faculty has a keen focus on delivering innovative, industry-relevant programs though a thoughtful blend of on campus and e-learning that meets the needs of contemporary, mobile and diverse student populations. |
| | The Manager Educational Design and Development is responsible for providing expert advice and support for curriculum development and for supporting the design of customised short courses, MOOCs and SPOCs. The Manager will design effective curricula and in particular support of blended and online approaches to learning. The manager will lead the enhancement and innovation of learning and teaching in higher education, including e-learning development and the professional development of academic staff, including casual, short term and contract staff. |
| | The Manager Educational Design and Development will provide editorial support for teaching and learning grant applications and scholarly publications, including development and coordination of teacher development programs. The Manager will provide input into strategy and policy development, regularly evaluate and report on progress against objectives and targets, and represent the Faculty at various University-wide forums and committees. The Manager will be responsible for coordinating a faculty awards and grants program that stimulates discovery and rewards innovation and excellence. |

| **Position Characteristics:** | **Scope** | Working under broad direction with considerable autonomy, the manager will collaborates with the Faculty leadership team, Schools within the Faculty and staff in Learning and Teaching Services, provides high level and comprehensive education design and development management support, advice and service and supports Faculty and School Learning and Teaching strategic achievements. |
|---|---|---|
| | **Significant internal/external relationships** | <ul><li>Executive Dean, Faculty of the Professions</li><li>Executive Director, Teaching, Learning, Student Experience</li><li>Executive Manager, Faculty of the Professions</li><li>PVC, Student Experience</li></ul> |
| | **Special conditions** | Reasonable workplace adjustments will be made for people with a disability. <br><br> Some out of hours of work and interstate travel may be required. <br><br> Specific key performance indicators will apply to this role outside this position description |

| | **Delegations** | Nil |
|---|---|---|
| **Key Responsibilities and Outcomes** | **1** Curriculum and Course Development | <ul><li>Manage and support for curriculum development in face to face, online and blended learning modes.</li><li>Steer program and course design e.g. mapping learning objectives/outcomes, assessment, SGDE and assist in implementation</li><li>Coordinate and support the design of customised short courses MOOCs and SPOCs</li><li>Advise on the incorporation of market research findings within the curricula.</li></ul> |
| | **2** Grants and Publications | <ul><li>Provide editorial support and coordination for external grant applications prepared by academic staff in the Faculty.</li><li>Provide editorial advice and support for scholarly articles prepared by academic staff in the Faculty for external publication.</li><li>Establish and manage a Faculty program for the peer review of scholarly publications in the scholarship of teaching.</li></ul> |
| | **3** Program Development | <ul><li>Develop, implement, manage and monitor a Teacher Development Program for the Faculty.</li><li>Coordinate the Sessional Staff Teacher Development Program.</li><li>Provide expert advice on program development initiatives as required.</li></ul> |
| | **4** Engagement | <ul><li>Support and liaise with staff with affiliated responsibilities who are located within Schools.</li><li>Contribute to University-wide policy and procedure development as required.</li><li>Be abreast of and contribute to relevant emerging initiatives and policy development in the wider sector.</li></ul> |
| | **5** Professional development | <ul><li>Develop and manage a teaching development program for all academic staff in the Faculty.</li><li>Deliver Sessional Staff Teacher Development modules.</li><li>Identify areas requiring development across the Faculty, in particular those that</li></ul> |

| | | | |
|---|---|---|---|
| | | | are aligned with strategic goals, and develop and deliver professional development accordingly.<br>• Develop and implement a Teacher Peer Review Program based on the framework established the PVC (Student Experience) |
| **Criteria** | **Capabilities and Behaviours** | Service Focus | • Is proactive in anticipating client needs where possible<br>• Manages complex client relationships<br>• Demonstrates and promotes a quality service culture by consulting and involving clients, colleagues and stakeholders<br>• Establishes systems to gather feedback from clients about service and to identify areas for improvement |
| | | Flexibility and Adaptability | • Provides open leadership and effective communication during change<br>• Challenges the status quo by looking for ways to enhance efficiency and effectiveness<br>• Show responsiveness to emerging issues |
| | | Communication | • Prepares and delivers confident and persuasive presentations<br>• Knows the audience and identifies and uses this knowledge to build strategies to influence outcomes<br>• Presents information persuasively, with skill and power, seeking to influence an audience of critical importance to the University, profession or discipline (e.g. conference presentation)<br>• Negotiates agreement on complex issues |
| | | Relationship Building | • Develops a broad network of useful contacts both inside and outside the University<br>• Actively uses information gathered from relationships to contribute to the University strategy<br>• Understands when and how to use personal power and relational power underpinned by integrity to influence outcomes<br>• Focuses on establishing and maintaining productive relationships with key internal groups to ensure collaborative work practices. |

| | | Continuous Learning | <ul><li>Explores ideas and suggestions made by staff members</li><li>Celebrates initiative and innovation, communicating the benefit and financial impact for improvements</li><li>Removes roadblocks to facilitate continuous improvement initiatives</li><li>Pays attention to changes in the environment that signal new learning opportunities</li></ul> |
|---|---|---|---|
| | **Knowledge and Experience** | | <ul><li>Extensive experience and demonstrated ability in the effective design of face to face, online and blended curricula.</li><li>Extensive experience in the design, delivery and management of effective teacher development program/s.</li><li>Demonstrated ability to work effectively with academics from a variety of disciplines and a range of levels of experience.</li><li>Strong record of publication in the scholarship of teaching and demonstrated ability to support and mentor others in this endeavour.</li><li>Experience in developing and managing effective frameworks and programs that support quality enhancement in teaching and learning.</li><li>Experience in the preparation of successful grant and award applications and ability to support and advise others.</li><li>Extensive knowledge of teaching quality standards and frameworks and quality assurance and enhancement in teaching and learning.</li><li>Extensive knowledge of current trends in the teaching and learning sector nationally and internationally in areas such as assessment, the flipped classroom, and the teaching research nexus</li></ul> |
| | **Qualifications** | | <ul><li>Masters qualification in a relevant field with extensive experience or management expertise;</li><li>An equivalent combination of relevant experience and/or education/training.</li></ul> |
| **Occupational Health, Safety and Welfare Requirements** | | | <ul><li>All Supervising staff are required to implement and maintain the University's OH&S Management System in areas under their control ensuring compliance with legislative requirements and the established Performance Standards. All other staff will assist the Head of School/Branch to create and maintain a safe and healthy work environment by working safely, adhering to instructions and using the equipment provided in accordance with safe operating procedures. Where appropriate, staff will initiate and participate in worksite inspections, accident reporting and investigations, develop safe work procedures and provide appropriate information, instruction, training and supervision. Staff will also inform the Head of School/Branch of any unsafe working practices or hazardous working conditions.</li></ul> |

| University Expectations | All staff are expected to: <br><br> • Contribute to the efficient and effective functioning of their team or work unit in order to meet University objectives. This includes demonstrating appropriate and professional workplace behaviours in accordance with the Code of Conduct, providing assistance to team members if required and undertaking other key responsibilities or activities as directed by one's supervisors; <br> • Participate in the Planning, Development and Review which includes a regular review of their performance against the responsibilities an performance objectives associated with the role and demonstration of appropriate behaviours which reflect a commitment to the University's values and strategic directions; <br> • Perform their responsibilities in a manner which reflects and responds to continuous improvement; and <br> • Read, understand and comply with all University policies and procedures. | |
|---|---|---|
| **Approvals:** <br><br> **Head of School / Branch Manager** | **Head of School / Branch Manager** <br><br> **Name:   Professor Christopher Findlay** <br><br><br> **Signature:** <br><br><br> **Date:   November 2015** | **Director Human Resources** <br><br> **Name:** <br><br> **Signature:** <br><br><br> **Date:** |
| **Acknowledgement of Incumbent** | I have read and understood the requirements of the position <br><br> Name:*(please print)*                              Signature:                              Date: | |