

## Position Description – Learning Designer

Updated 1/05/2026

| POSITION DETAILS    |                                   |
|---------------------|-----------------------------------|
| College/Portfolio   | Deputy Vice-Chancellor (Students) |
| Organisational Unit | Learning and Teaching Innovation  |
| Supervisor (Title)  | Senior Learning Designer          |
| Classification      | Higher Education Officer level 7  |
| Employment Type     | Continuing, Fulltime              |

| POSITION SUMMARY  |
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| <p>Under broad direction, the Learning Designer enables the Learning and Teaching Innovation Portfolio to support quality in the increasing use of educational technologies across the University, in particular in the delivery of fully online and blended courses.</p> <p>The position provides learning design and project management services in the development of online and blended courses, contributes to the dissemination of good practice and provides professional development in relation to changes and additions to the suite of educational technologies within Flinders Online Learning.</p> <p>The Learning Designer creates and develops innovative learning materials and learning activities using their pedagogical and technical knowledge to co-design and co-develop innovative learning experiences in collaboration with academic staff.</p> |

| UNIVERSITY EXPECTATIONS AND VALUES   |
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| <p>All staff at Flinders are responsible for understanding their obligations and responsibilities as set out in the University's code of conduct and are expected to:</p> <ul style="list-style-type: none"> <li>• demonstrate commitment to the University's values of Integrity, Courage, Innovation and Excellence</li> <li>• demonstrate consistent alignment with the University's strategic priorities through daily decisions, teamwork and behaviours that reinforce the strategic intent.</li> <li>• contribute to the efficient and effective functioning of the team or work unit to meet the University's objectives. This includes demonstrating appropriate and professional workplace behaviours, providing assistance to team members, if required, and undertaking other key responsibilities or activities as directed by one's supervisor;</li> <li>• promote and support an inclusive workplace culture which values diversity and embraces the principles of equal opportunity;</li> <li>• perform their responsibilities in a manner which reflects and responds to continuous improvement; and</li> <li>• familiarise themselves and comply with the University's <i>Work Health and Safety, Injury Management and Equal Opportunity</i> policies.</li> </ul> <p><i>Flinders University is committed to providing a safe, respectful and inclusive environment, free from gender-based violence. Appointment to this role is conditional on the completion of required pre-employment checks and declarations, each of which must be satisfactory to the University. This includes a Gender-Based</i></p> |

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*Violence declaration, in accordance with the National Higher Education Code to Prevent and Respond to Gender-Based Violence (2025), and a Nationally Coordinated Criminal History Check.*

## KEY POSITION RESPONSIBILITIES

The Learning Designer is accountable for:

1. Providing learning design expertise to academic staff into different modalities who are developing educational resources including the design of learning activities, assessment strategies, choosing appropriate distribution media, and designing student learning support strategies.
2. Working with academics to translate curriculum into best practice online and blended learning and teaching for the benefit of students including:
  - Leading the design of high quality fully asynchronous facilitated online learning experiences, ensuring pacing, structure, and learning pathways support student autonomy and sustained engagement
  - Identifying challenges and opportunities in relation to the improvement of online and blended learning and teaching including in support for students and academics,
  - Working with academic and support staff to design and implement online and blended topics and courses; and
  - Providing evaluation advice and services that are aligned with the strategic direction and policies of the University.
3. Designing and developing exemplary eLearning environments, activities and resources for strategically-determined courses and topics, and developing best practice templates for adaptation across the University.
4. Coordinating a targeted professional development program for academics to allow them to develop their own educational design and development skills and knowledge, including:
  - Proactively initiating and coordinating a variety of eLearning communities of practice;
  - Designing and executing an exciting and comprehensive online eLearning resources and communications for academics;
  - Identifying and supporting initiatives for academic leadership in eLearning; and
  - Developing and delivering professional development workshops, seminars and training on the theory and application of educational technology, educational design and eLearning practices.
5. Providing evaluation design, collection and reporting services towards the Universities eLearning quality evaluation framework.
6. Managing projects to support eLearning development within LTI as required, including identifying opportunities, developing briefs, coordinating stakeholder interests, implementation and evaluation of projects.
7. Maintaining an up-to-date working knowledge of current and emerging educational technologies and eLearning theories, models and practices, and providing this expertise across the Learning and Teaching Portfolio working groups and services, and to other departments within the University as required.
8. Providing eLearning and Learning Management System support as required to manage service demands in the local area.
9. Any other responsibilities in line with the level of the role as assigned by the Supervisor and/or the University.

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#### KEY POSITION CAPABILITIES

- Tertiary qualifications in a relevant discipline or equivalent experience in educational design/digital learning environments, or an equivalent combination of experience and/or education and/or training.
- Detailed knowledge of teaching and learning theory and practice, instructional design, educational evaluation, and the effective use of learning technologies in an educational context.
- Demonstrated ability in designing and developing learning environments using an institutional LMS (Canvas preferred), with proficiency in educational technologies, media tools, and the MS Office suite.
- Demonstrated experience sourcing, selecting, applying, and evaluating educational technology tools and platforms for a variety of teaching, learning, assessment and learning support purposes across a variety of contexts.
- Extensive experience using Canvas and demonstrated ability to prepare and deliver effective professional development and training programs, sessions, and resources.
- Demonstrated ability to work effectively in a multi-disciplinary team, follow protocols, exercise initiative, meet deadlines and complete duties effectively without close supervision. This includes the ability to work iteratively, adapting quickly to change and operating effectively both on an autonomous basis and as a member of a collaborative, client-focused team.
- Well-developed to high-level project management skills, including initiative, judgment, priority setting, problem-solving and meeting deadlines. The ability to recognise and overcome barriers.
- A well developed to high level of written, oral, interpersonal and communication skills demonstrated by an ability to prepare reports and submissions, often of a complex and sensitive nature and to lead professional development workshops and activities.
- Demonstrated experience as champions and role models to engage and motivate others to embrace a vision of change.
- Experience working in a university environment.

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