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| **Classification/Grade/Band** | Clerk Grade 9/10 |
| **ANZSCO Code** | 135112 |
| **PCAT Code** | NA |
| **Date of Approval** | XXXX |

Primary purpose of the role

The User Experience (UX) Researcher is responsible for designing and conducting user research through a variety of qualitative and quantitative methods.

Key accountabilities

* Design and implement qualitative and quantitative research methods, including interviews, contextual inquiries and usability testing, to inform design decisions from the point of view of the end user for various interactive systems and projects.
* Recommend appropriate usability testing methodologies and facilitate usability tests to ensure design decisions are user tested.
* Create test plans, write test scenarios, screen, recruit and schedule participants
* Provide insights that will compel software teams to empathise with users and to produce meaningful products.
* Research, analyse and work with designers to wireframe and prototype user experiences to ensure the development of user friendly digital products.
* Identify pain points and work with team members to devise elegant solutions that support TAFE NSW’s core value of ‘Customer First’.
* Synthesize research and prepare documentation, including user personas and journey maps, to inform design decisions and to create consensus across business units.
* Contribute to the development of wireframes and prototypes using Adobe XD, InVision or other agreed tools to demonstrate the interactivity of the product.
* Deliver people-centred product advice, approaches and perform usability assessments and tests of interactive systems and iterations.
* Contribute to the design and implementation of a UX strategy.
* Reflect TAFE NSW’s values in the way you work and abide by policies and procedures to ensure a safe, healthy and inclusive work environment.
* Place the customer at the centre of all decision making.
* Work with the Line Manager to develop and review meaningful performance management and development plans.

Key challenges

* Working within a fast-paced environment where requirements may be fluid and under defined.
* Working within an organisation and providing collegiate support to grow technical skills and disciplines.
* Rapidly acquiring knowledge about TAFE business domains and requirements.
* Maintaining relationships with project managers and stakeholders when the objectives of a project may not align with business objectives

Key relationships

| Who |  Why |
| --- | --- |
| **Internal** |  |
| Manager | * Receive leadership, direction and advice.
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| Work Team | * Guide, support, coach and mentor team members.
* Work collaboratively and contribute to achieving the team’s business outcomes.
* Identify emerging issues/risks and their implication and propose solutions.
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| **External** |  |
| Stakeholders  | * Provide expert advice on project related issues.
* Report and provide updates on project progress.
* Consult and collaborate to resolve project related issues, define mutual interests. and determine strategies to achieve their realisation.
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# Role dimensions

## Decision making

* Makes decision on complex and sensitive issues that are based on professional judgement, evaluating risk and in the context of a complex and changing environment.
* Matters requiring a higher level of approval are referred to the Reporting Line Manager.

## Reporting line

x

## Direct reports

x

## Budget/Expenditure

x

# Capabilities for the role

The [NSW public sector capability framework](https://www.psc.nsw.gov.au/workforce-management/capability-framework/the-capability-framework) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

This role also utilises an occupation specific capability set which contains information from the Skills Framework for the Information Age (SFIA). The capability set is available at [www.psc.nsw.gov.au/capabilityframework/ICT](https://www.psc.nsw.gov.au/workforce-management/capability-framework/occupation-specific-capability-sets/ict-professionals)

The capabilities are separated into **focus capabilities** and **complementary capabilities**.

# Focus capabilities

*Focus capabilities* are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

| **FOCUS CAPABILITIES** |
| --- |
| Capability group/sets | Capability name | Behavioural indicators | Level |
| Personal Attributes logo | **Manage Self** Show drive and motivation, an ability to self-reflect and a commitment to learning | * Keep up to date with relevant contemporary knowledge and practices
* Look for and take advantage of opportunities to learn new skills and develop strengths
* Show commitment to achieving challenging goals
* Examine and reflect on own performance
* Seek and respond positively to constructive feedback and guidance
* Demonstrate and maintain a high level of personal motivation
 | Adept |
| Relationships logo  | **Communicate Effectively** Communicate clearly, actively listen to others, and respond with understanding and respect | * Tailor communication to diverse audiences
* Clearly explain complex concepts and arguments to individuals and groups
* Create opportunities for others to be heard, listen attentively and encourage them to express their views
* Share information across teams and units to enable informed decision making
* Write fluently in plain English and in a range of styles and formats
* Use contemporary communication channels to share information, engage and interact with diverse audiences
 | Adept |
| **Work Collaboratively**Collaborate with others and value their contribution | * Encourage a culture that recognises the value of collaboration
* Build cooperation and overcome barriers to information sharing and communication across teams and units
* Share lessons learned across teams and units
* Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work
* Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services

  | Adept |
| Results logo | **Plan and Prioritise** Plan to achieve priority outcomes and respond flexibly to changing circumstances | * Consider the future aims and goals of the team, unit and organisation when prioritising own and others’ work
* Initiate, prioritise, consult on and develop team and unit goals, strategies and plans
* Anticipate and assess the impact of changes, including government policy and economic conditions, on team and unit objectives and initiate appropriate responses
* Ensure current work plans and activities support and are consistent with organisational change initiatives
* Evaluate outcomes and adjust future plans accordingly
 | Adept |
| **Think and Solve Problems** Think, analyse and consider the broader context to develop practical solutions | * Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence
* Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience
* Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience
* Seek contributions and ideas from people with diverse backgrounds and experience
* Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness
* Identify and share business process improvements to enhance effectiveness
 | Adept |
|  | **Technology** Understand and use available technologies to maximise efficiencies and effectiveness | * Champion the use of innovative technologies in the workplace
* Actively manage risk to ensure compliance with cyber security and acceptable use of technology policies
* Keep up to date with emerging technologies and technology trends to understand how their application can support business outcomes
* Seek advice from appropriate subject-matter experts on using technologies to achieve business strategies and outcomes
* Actively manage risk of breaches to appropriate records, information and knowledge management systems, protocols and policies
 | Advanced |

| **Occupation specific focus capability set** |
| --- |
| Capability Set / Skill | Category andSub-Category | Level Descriptions | Level and Code |
| User researchSkills Framework for the Information Age logo | Development and implementation User experience | * Determines the approaches to be used for encouraging user engagement in generative research in order to find opportunities for innovation in, and enhancement of, systems, products and services.
* Leads the collection and analysis of data related to people’s behaviours, needs, and opinions.
* Synthesises findings, develops insights and presents findings to inform decision making and drive actions.
* Plans and drives the user research activities providing expert advice and guidance to support adoption of agreed approaches.
* Contributes to the development of organisational methods and standards for user research.
 | Level 5URCH |
| User experience analysisSkills Framework for the Information Age logo | Development and implementation User experience | * Identifies and describes the user objectives for systems, products and services.
* Identifies the roles of affected stakeholder groups.
* Defines the required behaviour and performance of the system, product or service in terms of the total user experience, resolving potential conflicts between differing user requirements.
* Specifies measurable criteria for the required usability and accessibility of the system, products and services.
 | Level 4UNAN |
| User experience evaluationSkills Framework for the Information Age logo | Development and implementation User experience | * Plans and performs all types of user experience evaluation to check and confirm that usability and accessibility requirements have been met.
* Selects appropriate use of formative or summative evaluations.
* Facilitates both moderated and unmoderated usability tests.
* Evaluates prototypes or designs of systems, products or services against the agreed usability and accessibility specifications.
* Interprets and presents results of evaluations and prioritises issues.
* Checks systems, products, or services which are in-use for changes in usability and accessibility needs and to ensure that these needs continue to be met.
* Assesses the stability of requirements against changes in context of use.
 | Level 4USEV |

# Complementary capabilities

*Complementary capabilities* are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as ‘not essential’ for this role are not relevant for recruitment purposes however may be relevant for future career development.

| **COMPLEMENTARY CAPABILITIES** |
| --- |
| Capability group/sets | Capability name | Description | Level |
| Personal Attributes logo | Display Resilience and Courage | Be open and honest, prepared to express your views, and willing to accept and commit to change | Intermediate |
| Act with Integrity | Be ethical and professional, and uphold and promote the public sector values | Intermediate |
| Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Intermediate |
| Relationships logo  | Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Adept |
| Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Adept |
| Results logo | Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Adept |
| Demonstrate Accountability | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | Adept |
| Business Enablers logo | Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Intermediate |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Intermediate |
| Project Management | Understand and apply effective planning, coordination and control methods | Intermediate |

| Occupation specific complimentary capabilities |
| --- |
| **Capability Set / Skill** | **Category and Sub-category** | **Description** | **Level and Code** |
| **Testing**Skills Framework for the Information Age logo | Development and implementation Systems development | The planning, design, management, execution and reporting of tests, using appropriate testing tools and techniques and conforming to agreed process standards and industry specific regulations. The purpose of testing is to ensure that new and amended systems, configurations, packages, or services, together with any interfaces, perform as specified (including security requirements), and that the risks associated with deployment are adequately understood and documented. Testing includes the process of engineering, using and maintaining testware (test cases, test scripts, test reports, test plans, etc) to measure and improve the quality of the software being tested. | Level 4TEST |
| **User experience design**Skills Framework for the Information Age logo | Development and implementation User experience | The process of iterative design to enhance user satisfaction by improving the usability and accessibility provided when interacting with a system, product or service. The design of users’ digital and offline tasks, interactions and interfaces to meet usability and accessibility requirements. The refinement of designs in response to user-centred evaluation and feedback and communication of the design to those responsible for design, development and implementation. | Level 4HCEV |