

Working Title Curriculum Designer		Name	
Position Number	Reports to Position No., Class & Level	Division, Branch/Unit Corporate Services Division/Training Academy	Ministry PSES
Present Class Human Relations 2		Requested Class	
Dept ID	Program Code	Project Code (if applicable)	

PURPOSE: Give a brief summary of the job, covering the main responsibilities, the framework within which the job has to operate and the main contribution to the organization (see Non-Management Job Description Writing Guide [Pages 7-8](#)).

The Alberta Justice and Solicitor General Training Academy (TA) promotes excellence through training and continual professional development by establishing training standards and, in partnership with stakeholders, facilitating the delivery of evidence-based curriculum.

In order to fulfill this expectation, the Curriculum Design unit is responsible for ensuring quality training programs are developed and delivered, which meet the needs of the Ministry, the Training Academy, and/or other stakeholders.

Curriculum designers achieve this role by providing ongoing advice and assistance to the JSG Training Academy staff members (e.g., Managers, Sergeants, Instructors) on training needs, appropriate design and delivery methods as well as designing training outcomes and evaluation practices. This position collaborates closely with the training sergeants and instructors in the ongoing review of training programs, curriculum development, and training delivery to ensure continuous improvement and alignment to the Ministry strategic training plan. This position provides the team of professionals responsible for curriculum delivery continuous support and direction to assist them with fulfilling their training responsibilities.

In addition, the position provides support and direction to Ministry partners to ensure training needs are met. The position is responsible for providing recommendations in the development of training and development policies as well as direction to strategic curriculum reviews. Curriculum designers lead projects and project teams to develop and implement new training programs, research initiatives related to the identification of best practices, and analysis of benefits and impacts of business improvement opportunities. This also entails designing and delivering initiatives and projects, including E-learning training.

The Curriculum Designer develops and aides in the implementation of high quality curriculum that will meet Ministry and stakeholder needs and establish the required competencies for service delivery. In order to develop effective programs, the Curriculum Designer actively explores new approaches, tools, and technologies that can enhance the efficiency and validity of training. The position is a key resource to the JSG Training Academy staff members and subject matter experts to ensure that training concepts, pedagogy, and standards are aligned with adult learning principles and the TA mandate.

The position must create and establish positive working relationships with a diverse range of internal and external stakeholders, including training managers, training sergeants, instructors, ministries, law enforcement agencies, and educational institutions. The position must also develop and employ comprehensive consultation strategies and methods to obtain input from various stakeholders and manage the competing stakeholder interests and views in order to successfully develop and design training programs.

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The curriculum design position is a critical resource to the JSG Training Academy in providing advice and consultation on training program design, development, and program delivery; training policy application; competency development; and curriculum development.

RESPONSIBILITIES AND ACTIVITIES: The purpose of the job can be broken down in different responsibilities and end results. Each end result shows what the job is accountable for, within what framework and what the added value is. Normally a job has 4-8 core end results. For each end result, approximately 3-6 activities should be described (see Writing Guide [Pages 9-10](#)).

1. Create high quality curriculum that complies with adult learning principles

a) Design learning and develop programs for recruit and in-service training as well as professional development programs for JSG staff that complies with adult learning principles. This includes:

- Analysis: conduct analysis to assess jobs and tasks, existing knowledge and performance, determine requirements of training needs or identification of a learning problem.
- Design: systematic process of creating learning outcomes, user-interface (classroom or e-learning) and content
- Development: create content and learning materials (e.g. lesson plans, PowerPoint, handouts, scenarios, course training standards, e-learning modules, etc.), as well as develop assessment tools (written exams and rubrics).
- Implementation: Oversees the implementation of a course to assess how effective the program is.

b) Develop e-learning courseware by adhering to e-learning design

- Identify most appropriate development strategies, software and delivery methods.
- Create training outline and storyboards for courses.
- E-learning authoring services: works with subject matter experts on the development and publishing of asynchronous e-learning objects.

2. Manage curriculum related project with project management practices

- Initiate the project by defining the high level scope and objectives, identifying stakeholders, coordinating sponsors and team members, guiding the creation of project charters, recommending necessary resources to complete the project and obtaining the necessary authorization required to proceed.
- Negotiate and collaborate with impacted stakeholders (including internal Training Academy staff) on a reasonable and practical project schedule and deliverables based on available resources.
- Execute project plan, implement change management, and propose innovative solutions to mitigate emerging challenges and changes to meet the deliverable.
- Track, review and regulate all activities and tasks as project progresses as well as coordinate resources (e.g. human, financial) assigned to the project
- Complete and finalize all project activities, evaluate the overall project, and create a project report.

3. Program and curriculum quality control

- Employ evidence based research method to assess the linkage between the competencies, operational duties and curriculum to meet the needs of the Ministry and stakeholders.
- Coordinate the evaluation of new and existing training programs, including identifying opportunities for continuous improvement, addressing issues identified by clients and stakeholders, improving training delivery efficiency, and ensuring alignment to the Ministry strategic training plan.
- Develop and conduct formative and summative assessment of the overall program to evaluate the effectiveness and progression of learning (e.g. student feedback and transfer of learning).
- Provide the Team Lead with recommendations on any issues or challenges identified through research and analysis of the data and information gathered.

4. Conduct research on standards, tools, and best practices for learning

- Conduct research and analysis of provincial and national trends/standards in law enforcement procedures, legal

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issues and other relevant areas.

- Facilitate process improvements that help ensure available resources are utilized in the most efficient manner and are able to meet new challenges faced by the Training Academy.
- Participate and contribute to learning community events (e.g., webinars, conferences, workshops) to increase awareness of new tools, methods, and best practices available for implementation into training programs.

5. Engage in facilitation, teaching and mentoring duties

- Audit and provide feedback on ways to improve instructional capacity to individual instructors to ensure adult-based instructional techniques are used.
- Provide advice and recommendations to training staff on how to use training materials.
- Provide mentorship and coaching to training staff for their professional development.
- Conduct consultations with trainees with learning challenges and identify strategies for learning improvement.
- Role model new techniques and co-facilitate with training staff.
- Educate stakeholders on curriculum design process and adult learning principles to foster a learning culture.

6. Liaising with external stakeholders, agencies, organizations and institutions

- Establish and maintain effective working relationships, partnerships, and networks that support effective development of training programs, curriculum development, identify best practices, and ensure consistency and efficiency in training program delivery practices.
- Liaise with external organizations to share resources and develop programs of mutual provincial or national interest.
- Liaise with external post-secondary institutions to identify trends in learning and development.
- Participate in internal and external committees and project teams, representing Training Academy perspectives as required.

7. Other support

- Provide advice and recommendations to the Team Lead on the development of policies, procedures and business processes related to training program development and implementation.
- Generate policies, procedures, reports, and briefing notes as requested.

SCOPE: List specific information that illustrates the challenges, problem solving and creativity requirements and decision making capacity of the position. Also identify the internal or external areas the job impacts (see Writing Guide [Pages 11-12](#)).

The Curriculum Designer is responsible for the development and the design of curriculum, including determination of goals, objectives, and priorities. They conduct needs assessments, design training, write training documents, supervise the implementation of courses, and evaluate the effectiveness of courses or programs and their delivery.

In order to be successful with the aforementioned responsibilities, the Curriculum Designers must clarify and persuade. They obtain and translate complicated, specialized technical information from one source (subject matter experts) to others (stakeholders, learners, executive, community members, Professional Standards, other agencies). They work within different cultures (organizational and social/cultural) and with varying interest groups (law enforcement, external stakeholders, legal and other Branches). They communicate the process of curriculum design to various stakeholders.

The Curriculum Designer provides recommendations based on adult learning theory, learning outcomes; program design approaches and measurement tools to ensure quality training programs are developed that meet the needs of Government, Ministry, JSG Training Academy and stakeholders. As advisors, they must be able to listen to and interpret the needs of diverse audiences, while maintaining effective working relationships and moving projects forward. This often involves negotiation and conflict resolution as they deal with multiple and conflicting demands at various organizational levels. In addition, they deal with these clients without formal authority and encounter resistance to change.

Most decisions reflect curriculum design process, policy and SOP but problems and solutions to unique and varied issues

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are also addressed. Designers may challenge existing practices (ex: business process, policy) while creating training. Examples of work include redesign programs, conduct needs assessments, introduce new learning technology, ensure theory and practice are aligned. Problems relate to process management, conflict resolution, working with a variety of stakeholders at multiple levels of management, and dealing with limited resources and scheduling issues. The Curriculum Designer must research and analyze existing e-learning technology, conduct technology needs assessment to obtain detailed, in-depth information on the audience's computer experience and comfort level as well as identify the most appropriate development strategies, software and delivery methods. The Curriculum Designer must troubleshoot e-learning problems and offer support and solutions to end-users (e.g. managers and learners).

Curriculum Designers manage projects with a defined beginning and end. They lead various stakeholders and colleagues to ensure tasks are delegated and completed within the timeline and to the standard expected. Each designer deals with multiple projects, competing demands, frequent interruptions and sudden shifts in priority requiring a re-alignment of deadlines. Demands come from sources outside the designers' control, such as the Executive Director or other Executive members.

The position provides recommendations to the Team Lead on the development and implementation of training programs and issues that help enable the Ministry and JSG Training Academy to meet business goals and outcomes. The position must analyze trends, issues and best practices in order to help enable the design and delivery of a unified training framework.

Overall, the Curriculum Designer has direct impact on the quality of training delivery, curriculum development, and related best practice, including ensuring the highest standards of program development and delivery are met. Impacts on stakeholder groups are potentially large in terms of staff motivation and job satisfaction; for learners and access to high quality training and workplace learning programs.

KNOWLEDGE, SKILLS & ABILITIES: Include information on required diplomas and degrees along with identifying the most important knowledge factors, including knowledge about practical procedures, administrative, technical or professional techniques, technical, scientific or program related processes, etc. Detail specific training if there is an occupational certification/registration requirement for the position. Specify the type of experience required for the position (see Writing Guide [Pages 12-14](#)).

Knowledge -The Curriculum Designer requires:

- a minimum of a Bachelor's degree in education or a related field and three or more years of experience in training, learning and development. At least one year of this experience must be specific to curriculum design and adult learning.
- enhanced knowledge of adult education and learning theory, concepts, methodologies, and techniques
- a solid understanding of project management principles, methodologies, processes, and best practices
- strong knowledge of educational concepts, teaching practices, and curriculum design
- an ability to employ research-based methodologies to adequately acquire data in during the needs identification, assessment, and evaluation phases of training
- a working knowledge of learning challenges faced by trainees and available solutions (including knowledge of Government programming or internal supports)
- a solid understanding of Training Academy operations, business environment, priorities, and issues
- good knowledge of emerging trends and issues related to training and professional development
- good knowledge of applicable acts, legislation and policies that guide content included in training programs
- good knowledge of Government of Alberta ministries and agencies
- good knowledge of the stakeholder community affected by the SGPS Staff College, including relevant organizations, committees, advisory groups, educational institutions and training academies
- working knowledge on policy and procedure practices including development
- some knowledge of change management practices to capture changes in training curriculum and update involved stakeholders.

Skills & Abilities - The Curriculum Designer also requires:

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- strong interpersonal skills to effectively interact with various stakeholders within the Training Academy, Ministry, Government of Alberta or external agencies
- exceptional verbal and written communication skills, particularly in terms of preparing reports, communicating client needs, and presenting recommendations on possible solutions to training issues
- an ability to employ analytical, problem solving, and decision making skills regarding data from needs assessment phases and evaluations.
- strong negotiation and conflict resolution skills to support multiple and conflicting demands at various organizational levels
- a demonstrated ability to organize demanding priorities and employ time management skills to ensure delivery of portfolio projects.
- facilitation skills in order to provide feedback to Training Academy trainers as well as to deliver training sessions to various stakeholders
- an ability to work independently as well as contribute effectively in a team environment
- an ability to pro-actively identify concerns, issues, and potential solutions and recommendations to bring to the Curriculum Design Unit, Team Lead.
- demonstrated ability to use Microsoft software, including but not limited to Microsoft Office, PowerPoint, Project, and Publisher.
- strong knowledge of e-learning design practices including development strategies, software and delivery methods
- experience working with Learning Management Systems (e.g. SharePoint, Moodle, Blackboard).
- experience working with content authoring tools (e.g. Articulate, Captivate, Flash, HTML, etc...)
- an ability to develop policies and procedures pertinent to training program development and implementation

CONTACTS: Identify the main contacts the position communicates with and the purpose of the communication (See Writing Guide [Pages 14-15](#)).

The Curriculum Designer:

- Interacts daily with the Team Lead (Curriculum Design Unit) regarding status of existing portfolio, identifying any challenges as a result of information gathered during projects, as well as providing advice and recommendations on the development of policies, procedures and business processes related to training program development and implementation.
- Collaborates with Training Academy staff (including but not limited to, program administrators, Instructors, and Training Sergeants) to ensure implementation of program material, identify changes or updates to learning programming, as well as provide support/advice on curriculum implementation.
- Engages senior management within JSG to determine organizational needs (i.e., alignment of business strategy to training programs), support for project management processes, and to provide updates on training program delivery and curriculum initiatives with immediate impact.
- Periodically connect with representatives across the Government of Alberta to share information and provide support on training strategies and programs.
- Liaisons with external representatives including Training Managers, law enforcement agencies, and educational institutions to provide advice, consultation, and exchange information relevant to the design and/or delivery of training programs.

SUPERVISION EXERCISED: List position numbers, class titles, and working titles of positions directly supervised (see Writing Guide [Page 15](#))

Not applicable

CHANGES SINCE LAST CLASSIFICATION REVIEW: Identify significant changes, that have impacted the responsibilities assigned to your position since the last review (see Writing Guide [Pages 15-16](#)).

Most notable changes from previous job description include:

- Addition of an e-learning portfolio (re: 1.b. *Develop e-learning courseware by adhering to e-learning design*; p. 2)
- Employment of project management practices to guide the development of curriculum and realign operational processes with training programs (re: 2. *Utilize curriculum project management practices*; p. 2)

CHANGES SINCE LAST CLASSIFICATION REVIEW: Identify significant changes, that have impacted the responsibilities assigned to your position since the last review (see Writing Guide Pages 15-16).
<ul style="list-style-type: none">• Employ evidence based research methods to assess the linkage between the competencies, operational duties and curriculum to meet the needs of the Ministry and stakeholders (re: 3. <i>Program and curriculum quality control</i>; p. 2)• Conduct consultations with trainees with learning challenges and identify strategies for learning improvement (re: 5. <i>Engage in facilitation, teaching and mentoring duties</i>; p.3)

ORGANIZATION CHART: An organization chart that includes supervisor, peers and staff MUST be attached (see Writing Guide Page 17).
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This information is being collected under the authority of Section 10 of the Public Service Act and will be used to allocate positions within a classification plan and to manage the Alberta government human resources program. If you have any questions about the collection of this information, contact the Job Evaluation Unit, 6th Floor, Peace Hills Trust Tower, 10011 - 109 Street, Edmonton, Alberta, T5J 3S8, phone 780/408-8400 or contact your Ministry Human Resource Office.

Signatures

The signatures below indicate that the incumbent, manager and division director/ADM have read, discussed and agreed that the information accurately reflects the work assigned (see Writing Guide [Page 16](#))

Incumbent	_____	_____	_____
	Name	Signature	Date
Manager	_____	_____	_____
	Name	Signature	Date
Division Director/ADM	_____	_____	_____
	Name	Signature	Date