

Position Description

Position Title: Capability and Design Partner	Classification: Bond Level 5
Faculty/School/Office: People Experience	Date Position Classified/Updated: September 2025

Purpose of the Position:

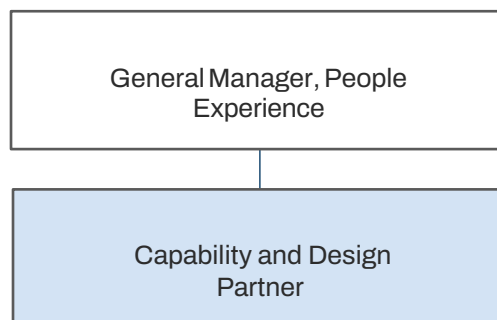
The Capability & Design Partner supports the development of a future-ready workforce at Bond by designing, coordinating, and delivering learning and development initiatives that build capability, foster growth, and enhance the employee experience. The role provides learning opportunities that enable individuals, teams, and leaders to strengthen their skills, ensuring initiatives are practical, inclusive, and aligned with organisational priorities. Reporting to the General Manager, People Experience, the role works under agreed strategic direction to manage day-to-day priorities, design and deliver learning solutions, provide progress updates, and escalate issues where required.

The Capability & Design Partner contributes to cross-functional People Experience initiatives spanning Learning & Development, Organisational Development, Talent, and Staff Engagement. Key responsibilities include contributing to capability frameworks, supporting tiered leadership programs and structured learning pathways, developing practical resources and toolkits, and facilitating professional development workshops that promote engagement and confidence.

Grounded in adult learning principles, instructional design, and universal design, the role partners with stakeholders and subject matter experts to create evidence-based learning that is accessible, engaging, and relevant. It delivers multimodal solutions, supports evaluation and continuous improvement, and remains adaptive to emerging practices to ensure our approaches are modern, inclusive, and impactful.

Reporting Relationship:

This position reports to the General Manager, People Experience.



Selection Criteria:

- Tertiary qualifications in Learning & Development, Organisational Development (OD), Human Resources, or a related field, with a Certificate IV in Training & Assessment (TAE) essential.
- Demonstrated experience in **organisational learning and development**, with a focus on building professional staff capability, fostering growth, and supporting workforce readiness.
- Applied expertise in instructional design, adult learning, and universal design, with the ability to research evidence-based content and translate it into accessible, engaging, strengths-based, and positive-informed learning solutions that are interactive and inclusive.
- Demonstrated experience designing, developing, and delivering multimodal learning (e-learning, workshops, microlearning, toolkits, and job aids) across all levels, including leadership.
- Advanced proficiency in digital learning platforms and design tools (e.g., Articulate 360, Adobe Creative Suite), and ability to integrate AI-enabled and emerging technologies into approaches.
- Strong facilitation skills, with the ability to create inclusive and interactive learning environments, both online and in person, that promote engagement and collaboration.
- Sound experience contributing to the design and development of capability frameworks, structured tiered leadership programs, and OD initiatives that support staff growth and target career stages.
- Experience coordinating the full learning cycle, from needs analysis through to evaluation, using data and feedback to refine solutions and demonstrate impact.
- Strong collaboration and stakeholder engagement skills, with the ability to build trusted relationships and co-create learning and capability solutions to support broader People Experience initiatives.
- Highly organised, adaptable, and solutions-focused, with the ability to effectively manage competing priorities, respond to feedback, and apply curiosity to ensure learning remains relevant, inclusive, and future-focused.

Desirable Criteria:

- Understanding of how to apply positive psychology principles to foster strengths-based, constructive, and engaging learning cultures.
- Familiarity with the 70:20:10 learning model, with experience using experiential, social, and formal learning strategies to enrich development programs and offerings.

Competency	Responsibility
Capability Design & Learning Experience	<ul style="list-style-type: none"> • Design and develop inclusive, engaging learning in multiple formats (e-learning, toolkits, microlearning, videos, job aids, reflection resources), researching and applying evidence-based content to make complex topics accessible, practical, and empowering for self-directed growth and real-world application. • Support and deliver professional development workshops that foster psychologically safe, collaborative environments where staff and leaders build confidence, strengthen relationships, and embed learning in practice. • Partner with subject matter experts, under GM guidance, to co-create learning solutions that are relevant, inclusive, and responsive to staff and leader needs. • Contribute to capability frameworks that define technical, behavioural, and leadership expectations, providing clarity and consistency across roles and career stages. • Support the design and delivery of structured leadership programs and learning journeys that build confidence, enhance performance, and prepare staff and leaders for future workforce needs. • Coordinate the full learning cycle, from needs analysis and design to delivery and evaluation, ensuring programs uplift capability, foster engagement, and continuously improve.
Partnering & Stakeholder Engagement	<ul style="list-style-type: none"> • Partner with stakeholders, under GM direction, to co-design learning and capability solutions, acting as a trusted partner and providing evidence-informed advice and practical, strengths-based strategies. • Provide design input and practical advice to the GM on learning approaches that support broader People Experience initiatives, helping to enhance engagement and development outcomes.

Organisational Development Project Support	<ul style="list-style-type: none"> • Design and deliver OD initiatives, under GM direction, that build capability, foster strengths, and support staff career growth and wellbeing. • Embed continuous growth and learning by using feedback and data to refine programs, cultivating engagement, achievement, and purpose. • Use system insights to track participation, relationships, and outcomes, helping leaders and staff see progress and celebrate success. • Improve processes and programs, under GM direction, to enhance the people experience and nurture a positive, inclusive culture. • Champion innovation and curiosity by applying emerging trends and digital tools to keep capability development engaging, strengths-based, and future-focused.
Continuous Improvement	<ul style="list-style-type: none"> • Collect and analyse feedback and evaluation data to drive continuous growth and strengths-based decision-making. • Leverage LMS and system insights to monitor participation, engagement, and impact, showcasing progress and achievement. • Contribute and influence improvements to processes, programs, and resources that enrich the staff experience and strengthen organisational outcomes. • Champion curiosity and innovation by applying emerging trends and digital tools to keep capability development relevant, engaging, and future-focused. • Apply insights to design and deliver professional development that is strengths-based, inclusive, and impactful.
Understanding of Quality Assurance	<ul style="list-style-type: none"> • Demonstrate an understanding of quality assurance and continuous improvement principles as they apply within the Bond University context, contributing to a culture of excellence. • Show ongoing commitment to the Bond University Strategic Plan, policies, and quality assurance processes, supporting continuous alignment with the University's vision and goals.
Understanding of Cultural Sensitivity	<ul style="list-style-type: none"> • Foster respectful, inclusive, and culturally aware working relationships with staff and students from diverse backgrounds, demonstrating empathy and cultural sensitivity in all interactions. • Actively engage in opportunities to enhance cultural competence, including participation in cultural sensitivity workshops, to support a welcoming and inclusive university environment.
Understanding of WHS Responsibilities	<ul style="list-style-type: none"> • Maintain a safe and healthy work environment by following safety procedures, reporting WHS risks, and remaining vigilant in upholding safe work practices relevant to your role. • Demonstrate awareness of and accountability for WHS responsibilities within your work area, including oversight of staff and contractors under your control where applicable, to foster a culture of safety and care. • Managers are expected to conduct risk assessments, implement appropriate controls, and action safety audit outcomes within directed timeframes.

Note: The successful applicant will be required to provide a certified copy of their highest qualification prior to commencing duties.

This position description is intended to outline the key responsibilities and scope of the role at Bond University. It is not intended to be exhaustive. From time to time, you may be required to perform other relevant duties within your level and functional area, as reasonably directed by Management.