

Job Title: Learning Technologist

Grade: 7

Salary: £35,326 to £40,927 pro rata

Department: Student and Academic Services

Hours/Contract: Part-time (0.4FTE 15 hours per week) permanent

Job Family: Management and Administration

Reference: 3601

Role Purpose

- To provide specialist expertise and support in the development and effective use of digital and learning technologies to enhance curricula and the learning and teaching experience of students and staff;
- Advise senior Education Services staff on digital and learning technology developments and requirements in Schools and Colleges to inform operational and strategic planning
- To be an advocate for the appropriate use of learning technologies to support the design of inclusive programmes that meet the expectations and needs of our diverse student body, providing practical advice and guidance on best practice in digital education in accordance with the Education Committee's priorities to support delivery of the research-inspired Education Strategy.

Main Duties and Responsibilities	% Time
<p>1. Management</p> <p>Contribute to team and service planning and policy development to support the development of inclusive curricula and practices in the use of learning technologies. This includes:</p> <ul style="list-style-type: none"> •Contributing to the formulation of team action plans to continuously improve and support learning and teaching •Contributing to the development of policies and procedures for the effective use of learning technologies and the wider digital learning environment •Leading and managing projects within area of expertise and/or contributing to team and service-wide projects 	20
<p>2. Stakeholder management</p> <p>To develop, lead and sustain a dialogue with key stakeholders in academic schools, relevant professional services, and externally to understand how the service can most effectively support the Education Strategy in the context of learning technologies. This includes:</p> <ul style="list-style-type: none"> •Assisting academic staff to understand the affordances of digital and how these can be exploited to support learning and teaching and inclusive education practices, with a sound pedagogic basis •Support the development of a network of digital champions across the institution to foster collaboration, innovation and delivery-at-scale in the development of innovative approaches to digital education 	20



<ul style="list-style-type: none"> •Liaison with the institutional MOOC partner, advising senior colleagues on partnership developments and performance of MOOCs •Represent the service at university committees, boards and groups as required. <p>3. Service delivery</p> <p>To provide professional advice and guidance to academic staff in the effective use of learning technologies to enhance student learning, assessment and curricula delivery. This includes:</p> <ul style="list-style-type: none"> •Providing specialist advice and guidance in the use and application of learning technologies and digital tools to academic staff. This could be in a physical and online environment, on a 1-2-1 basis or group setting •Delivering training to academic staff on key parts of the digital learning environment such as the virtual learning environment and lecture capture technology •Providing a responsive virtual enquiry service and developing accessible and user-friendly support materials that removes barriers and apprehensions in the use of technologies •Collaborating with IT Services and external suppliers to resolve problems and ensure we maximise the capability of our suite of digital tools for the benefit of the institution •Contributing and leading on the development of digital learning objects and materials, working collaboratively with academic and professional service colleagues •Leading and supporting digital content production for MOOCs, seeking opportunities for how practices, knowledge, expertise and materials can be harnessed and repurposed to support the development of University of Leicester curricula and learning materials. •Supporting the development of the University’s digital learning environment, evaluating new and existing tools and making recommendations to senior managers •Working with academic and professional service colleagues to ensure our digital learning materials, platforms and environments are accessible, usable and meet copyright and other legislative requirements •Act as an advocate for digital education and the development of inclusive pedagogic and digital practices to support our curricula. 	50
<p>4. Performance management</p> <p>To lead the performance management and evaluation of digital learning environment, supporting senior managers and leaders in decision-making. This includes:</p> <ul style="list-style-type: none"> •Regular monitoring of usage and performance of various learning technologies deployed as part of the digital learning environment •Benchmarking our digital learning environment and practices against the sector •Collecting and collating qualitative and quantitative data and producing recommendations to inform service development 	5





<p>5. Professional Development</p> <p>To maintain an informed awareness of developments in the HE sector, with particular reference to digital. This includes:</p> <ul style="list-style-type: none"> •Engaging with professional groups and communities of practice •Sharing good practice within the service, across the wider university and externally •Supporting the development of others and embodying high standards of inclusivity and professional integrity •To develop a breadth of knowledge of the work of Education Services and contribute to all aspects of its work as required, including working with senior staff to initiate change and improvements, and to contribute to the work of Student and Academic Services including participating in key life-cycle events, such as graduation and registration. 	5
Internal and External Relationships	
<p>Internal</p> <ul style="list-style-type: none"> •Members of Education Services •Members of other professional services, including Estates and Digital Services, and External Relations •Key stakeholders and academics in Schools <p>External</p> <ul style="list-style-type: none"> •Learning technologists at other institutions •Professional bodies and groupings such as Association for Learning Technology (ALT) and relevant special interest groups •Suppliers and external contractors 	
Planning and Organising	
<p>There is considerable autonomy and expectation to organise, prioritise and manage own work and that of others as necessary</p> <p>The post holder will be expected to contribute to the development of medium term plans and support policy development and implementation</p>	
Qualifications, Knowledge and Experience	
<p>Essential</p> <ul style="list-style-type: none"> •Educated to first degree level or equivalent* •Excellent knowledge of the key digital support needs of academic staff •Excellent knowledge of digital learning pedagogies •Knowledge of curriculum design principles and how these can be applied in a digital context •Knowledge of a range of learning technologies and platforms such as virtual learning environments, lecture capture, MS Office and content creation software* 	





- Knowledge of the higher education environment, with specific reference to digital education and learning technologies*
- Working collaboratively with academic staff and professional service colleagues in the design of curricula, applying professional expertise to support inclusive practices
- Designing, delivering and evaluating training*
- Creating digital learning objectives
- Experience of using and operating in virtual learning environments, and the use of a range of digital technologies to support learning

Desirable

- PG Cert Academic Practice and/or Fellowship of the Higher Education Academy*
- Certified Membership of Association for Learning Technology (CMALT)*

Skills, Abilities and Competencies

Essential

Skills

- Excellent IT and digital literacy skills
- Excellent communication, presentation and interpersonal skills
- Excellent planning, organisational and problem-solving skills
- Ability to build effective working relationships with a range of stakeholders
- Ability to apply professional expertise to inform decision-making
- Ability to work independently to solve complex problems and implement solutions
- Ability to take initiative to proactively investigate customer needs and articulate these to inform service development
- Manages own time effectively in order to achieve agreed objectives
- Proven track record in exhibiting confidence and resilient behaviour when working through challenging and difficult situations
- Demonstrates high levels of personal integrity and generate confidence and enthusiasm in others in order to achieve agreed objectives
- Effective project manager and team member
- Manages competing demands and can prioritise tasks effectively in line with service objectives
- Demonstrates effective persuasion and negotiation skills

****Criteria to be used in shortlisting candidates for interview***

Criminal Declaration

If you become an employee, you must inform your manager immediately, in writing, if you are the subject of any current or future police investigations/legal proceedings, which could result in a criminal offence, conviction, caution, bind-over or charges, or warnings.

VITAL

The University encourages all staff to live our [VITAL values](#) which are:

Valuing People, Innovators, Together, Accountable, Leaders.





Equality and Diversity

We believe that equality, diversity and inclusion is integral to a successful modern workplace. By developing and implementing policies and systems that challenge stereotypes across all aspects of our work, we have a culture that recognises and values the diverse contributions of our staff which benefits everyone. Our strong values of inclusivity and equality support our efforts to attract a diverse range of high quality staff and students, and identify our University as a progressive and innovative workplace that mainstreams equality, diversity and inclusion.

