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| Last updated: | November 2019 |

**JOB DESCRIPTION**

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| Post title: | **Learning Designer** | | |
| Academic Unit/Service: | iSolutions | | |
| Faculty: | Professional Services | | |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 4 |
| Posts responsible to: | Team Manager Digital Learning | | |
| Posts responsible for: | None | | |
| Post base: | Office Based | | |

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| Job purpose |
| To support the development and delivery and sustainability of innovative digital content, blended and on-line learning and learning technologies for use in education, research and enterprise to deliver an exceptional learning experience.   * To provide the wider academic community with expertise and advice on the pedagogical and technological enhancement of learning design with the aim of improving the University’s teaching quality and student experience. * To be an agent for change within disciplines and across the institution to enable the fulfilment of the educational strategy and to increase the digital literacy of the University’s staff and students. * To actively engage with individuals and groups of academic staff in their educational contexts. * To promote technological solutions based on sound pedagogical and/or andragogical principles and cross-institutional leveraging of available and scalable technology. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | Liaise with internal and external stakeholders and 3rd party vendors to develop proposals to deliver further enhancement to the University’s TEL capabilities.  Manage projects in collaboration with academic colleagues and professional services. Taking responsibility for the organisation, scheduling, resourcing, delivery and evaluation. | 50% |
|  | Provide advice and, where appropriate, practical help with ensuring that pedagogical appropriate and sustainable technologies are used to enhance the teaching, learning and training experience. | 20 % |
|  | Promote supported technologies, advise on their use and assist in the maintenance of training materials, to ensure successful uptake and appropriate use across the institution. | 10 % |
|  | Plan, deliver and evaluate educational development sessions and courses on learning technology and curriculum design.  Stay abreast of and disseminate new developments and good practice in fields of the learning technology and curriculum design both locally and nationally/internationally. | 10% |
|  | Facilitate user groups and create networks and communities of people with similar interests within iSolutions and across the institution. | 5% |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5% |

| Internal and external relationships |
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| The post holder will be expected to undertake the following duties as part of an integrated team and will be expected to adopt priorities and engage in activities that promote the effective working of the whole team.  Internal:  The post holder will work closely with:   * Team Lead Digital Learning * Senior Learning Designer * Application Specialists within iSolutions * Technical specialists and service delivery teams within iSolutions * Academic colleagues at all levels across the University * Professional Services across the University.   External:  The post holder will liaise with:   * Computer software and service suppliers * Other academic institutions and related organisations to participate in collaborative activities and projects to the benefit of iSolutions and the University as a whole.   It is expected that the duties will be performed in the light of the relevant activities in Higher Education generally. The post holder will be expected to be aware of the activities and initiatives being formulated globally within the relevant specialist area and will be expected to take part in such activities should they be relevant to, and of benefit to, the work being undertaken locally. |

| Special Requirements |
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| To maintain the relevant level of professional expertise and qualifications to discharge the duties of a Learning Designer and to agree with the Team Manager on a relevant professional development programme.  To have an understanding of how equality, diversity and inclusion applies to the responsibilities of the role and to actively promote equality, diversity and inclusivity in all aspects of the role.  The role may require some mobility between campuses as appropriate.  There may be a requirement to work varying core ­­hours, and on occasion to work outside normal hours, to ensure that service commitments are met. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Skill level equivalent to achievement of HND, NVQ4, or a broad first degree, including learning technology and/or extensive demonstrable experience in supporting technology enhanced learning design though the application of sound pedagogical principals.  Demonstrable record of affecting change in the area of Higher Education.  Awareness of developments and good practice in the use of learning technology.  A good understanding of the practical and financial challenges facing Higher Education. | Postgraduate qualification in the use/promotion of educational technology.  Demonstrable experience of a virtual learning environment such as Blackboard, Canvas or Moodle within a large Higher Education Environment.  CMALT and/or Associate Fellow of Advanced HE  Lean Six Sigma White Belt  Demonstrate commitment to maintaining professional knowledge and awareness through continuing personal and professional development. | Application & interview |
| Expected Behaviours | Able to apply and actively promote equality, diversity and inclusion principles to the responsibilities of the role.  AND  As a Line Manager role model the Southampton Behaviours and work with the management team to embed them as a way of working within the \*faculty/directorate/school/department.  OR  Demonstrate the Southampton Behaviours and work with colleagues to embed them as a way of working within the team. |  |  |
| Planning and organising | Skilled at multi-tasking and working under pressure.  Effective time management. | Experience working as part of an Agile development team. | Application & interview |
| Problem solving and initiative | Ability to quickly understand and synthesis new subjects and contexts.  Ability to link local initiatives to strategic goals.  Ability to work effectively and independently.  Confidence to constructively challenge existing ideas and practices. | Experience of using Lean methodologies to deliver process optimisation. | Application & interview |
| Management and teamwork | Ability to liaise effectively with colleagues and stakeholders at all levels.  Ability to work effectively as part of a team. | Experience of leading and planning projects. | Application & interview |
| Communicating and influencing | Excellent interpersonal skills.  Excellent influencing skills.  Ability to communicate with stakeholders clearly and concisely and present professionally and with confidence to internal and external audiences. | Involvement in relevant communities, such as through blogging, attendance at workshops, or contributing to open projects. | Application & interview |
| Other skills and behaviours |  |  |  |
| Special requirements |  |  |  |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| **[X] Yes** | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| [ ] No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.  Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public |  |  |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties |  |  |  |