

Job Description & Person Specification

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| Last updated: | November 2019 |

**JOB DESCRIPTION**

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| Post title: | **Learning Designer** | | |
| School/Department: | School of Healthcare Enterprise and Innovation | | |
| Faculty: | Medicine | | |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 4 |
| Posts responsible to: | Healthcare CPD Unit Senior Manager | | |
| Posts responsible for: | None | | |
| Post base: | Hybrid – Remote and Chilworth Science Park (min. 20% of time in office) | | |

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| Job purpose |
| To support the development, delivery, and sustainability of innovative digital content, blended and on-line learning, and learning technologies for use in Continuing Professional Development (CPD), Knowledge Exchange & Enterprise (KEE), and educational activities 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 learner experience. * To be an agent for change within disciplines and across the institution to enable the fulfilment of the educational and knowledge exchange strategies and to increase the digital literacy of the University’s staff, students, and in particular, recipients of continuing professional development opportunities facilitated by the Healthcare CPD Unit. * To actively engage with the Healthcare CPD Unit and academic staff in their educational, research, or clinical contexts. * To promote technological solutions based on sound pedagogical and andragogical principles and cross-institutional leveraging of available and scalable technology. |

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| Key accountabilities/primary responsibilities | | % Time |
| 1. | Liaise with internal and external stakeholders to 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.  Manage projects in collaboration with the Healthcare CPD Unit, academic colleagues, and professional services. Taking responsibility for the organisation, scheduling, resourcing, delivery and evaluation of a variety of Digital Learning outputs. | 25% |
| 2. | eLearning development through creating bespoke digital content to support Healthcare CPD & ad hoc Enterprise & Partnership activities, including but not limited to videos and animations, and e-learning development, and create, maintain, audit, and improve applications to ensure our on-line/digital learning material is accessible. | 60% |

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| Key accountabilities/primary responsibilities | | % Time |
| 3. | Stay abreast of and disseminate new developments and good practice in fields of the learning technology and curriculum design both locally and nationally/internationally.  Liaise with networks and communities of people with similar interests within iSolutions and across the institution.  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, particularly in the context of digital material to support CPD and knowledge exchange. | 10% |
| 4. | Any other duties allocated by the line manager following consultation with the post holder. | 5% |

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| Internal and external relationships |
| 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:   * Healthcare CPD Unit Senior Manager * Enterprise & Partnership marketing team * Academics across the university * 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 the Healthcare CPD Unit.   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. |

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| Special Requirements |
| 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 will require some mobility between campuses as the Healthcare CPD Unit is based at the University of Southampton Science Park, Chilworth, and there may be the need to collaborate with academics across the university and colleagues in the central Digital Learning team within iSolutions, based on Highfield campus.  On occasion it may be necessary to work outside normal hours to ensure that service commitments are met.  Flexibility to occasionally attend external events, training, or stakeholder engagement activities, which may extend beyond standard office hours. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Skill level equivalent to achievement of HND, Degree, NVQ4 or basic professional qualification, 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.  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 synthesise new subjects and contexts.  Ability to link local initiatives to strategic goals. | Experience of using Lean methodologies to deliver process optimisation. | Application & interview |

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|  | Ability to work effectively and independently.  Confidence to constructively challenge existing ideas and practices. |  |  |
| 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 |  |  |  |