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| Last updated: | 14 June 2023 |

**JOB DESCRIPTION**

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| Post Title: | **Learning Technologist** | | |
| Academic Unit/Service: | iSolutions | | |
| Faculty: | Professional Services | | |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 3 |
| \*ERE category: | n/a | | |
| Posts responsible to: | Senior Learning Designer Team Lead | | |
| Posts responsible for: | None | | |
| Post base: | Office-based (see job hazard analysis) | | |

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| Job purpose |
| To ensure the provision of comprehensive, effective, and efficient support in the areas of learning technologies, digital accessibility, and innovation applied to teaching, digital and information literacy development and training.  To support the development of online content, learning objects and tutorials for use in a wide range of learning contexts taking account of learning outcomes and varied learner needs.  To engage with wider teams to ensure standards are understood and applied consistently.  To provide advice and guidance to colleagues in day-to-day activities to maintain operational effectiveness. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | 1. Provide advice and guidance on the use of iSolutions-supported education technologies to Faculty and Professional Services staff involved in teaching and training. Use judgement and advocate for student voice to suggest the most appropriate technology for the purpose and support the development of knowledge of the use of these technologies, to contribute to the achievement of Education Services’ objectives. | 30 % |
|  | 1. Provide coaching, training, and guidance across the university in areas of specialism such as the use of technology for teaching with consideration of accessibility and digital sustainability. This includes following advice developed by colleagues based in other University services such as the Library, corporate communication team and Centre for Higher Education Practice (CHEP) and recommendations from our student community. | 25% |
|  | 1. Assist in the design, development, user testing, technical testing and implementation of learning content, tools, and services. To review procedures and processes, ensuring they are fit for purpose, efficient, and with a focus on accessibility and digital sustainability of learning objects. | 25% |
|  | 1. Evaluate, analyse, manipulate, and interpret learning data to create reports and highlight priority issues. | 10% |
|  | 1. Engage in networking activities, liaising with other units within the institution, including student panels and groups with related interests and objectives, increasing colleagues' awareness of existing practice, enable the exchange of ideas and experience in technology-supported learning and teaching. | 5% |
|  | 1. 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 duties as part of an integrated Technology Enhanced Learning production team and will be expected to adopt priorities and engage in activities which promote the effective working of the whole team.  Internal:  The post holder will work closely with:   * Learning Designers and Application Specialists * Technical specialists and service delivery teams within iSolutions * Academic colleagues at all levels across the University * University Students * Professional Services   External:  The post holder may liaise with:   * 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. The post holder will be expected to be aware of the activities and initiatives being formulated nationally within eLearning 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 a relevant level of professional expertise and qualifications to discharge the duties of a Learning Technologist and to agree with the line manager on a relevant professional development programme  To understand 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.  Post holders may be asked to work at another campus location to support the delivery of their role and maintain library operations, following consultation with the line manager.  Demonstrate University of Southampton behaviours (see below). |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge, and experience | Demonstrable experience in implementing technology with stakeholders. (e.g., introducing software to a client, or completing an upgrade of an existing system) Skill level equivalent to the achievement of HNC, A-Level, NVQ3 with proven work experience acquired in relevant roles and job-related training.  Expertise in the use of relevant education technology platforms.  Awareness of developments and good practice in the use of learning technology.  Able to apply a comprehensive understanding of relevant University systems and procedures and an awareness of activities in the broader work area.  Able to accurately analyse and interpret complex quantitative and qualitative data, presenting summary information in a clear and concise format.  Able to make effective use of standard office computer systems including word processing and spreadsheets.  Knowledge and understanding of digital systems and approaches to find, evaluate, create, collaborate, and communicate. | Relevant degree or equivalent qualification or experience.  Experience of using Blackboard Ultra and Blackboard Learn Original.  Experience of a variety of educational technology software tools. | 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. |  | Application & interview |
| Planning and organising | Able to plan and prioritise your own standard and non-standard work activities.  Able to successfully plan and deliver administrative projects over several months. (e.g., to co-ordinate an event)  Able to develop TEL content which follows a user-centred design process. | Experience and/or knowledge of Agile or Lean Six Sigma.  Awareness of change management/ project management models. | Application & interview |
| Problem-solving and initiative | Able to identify and solve problems by applying judgement and initiative to tackle situations in new ways and by developing improved work methods.  Confidence to challenge existing work practices and offer ideas. | Demonstratable experience of creating documentation for projects and workflow. | Application & interview |
| Management and teamwork | Able to solicit ideas and opinions to help form specific work plans.  Able to positively influence the way a team works together.  Able to ensure staff are clear about changing work priorities and service expectations.  Demonstrate the Southampton Behaviours and work with colleagues to embed them as a way of working within the team. | Experience in supporting the delivery of large projects. | Application & interview |
| Communicating and influencing | Able to elicit information to identify specific staff and student needs.  Able to offer proactive advice and guidance.  Able to communicate technical issues/concepts to non-technical staff to get the best outcome.  Able to elicit information to identify specific customer needs.  Able to offer proactive advice and guidance.  Able to deal with sensitive information in a confidential manner. |  | Application & interview |
| Other skills and behaviours | Active engagement in a range of training and development opportunities and to be an active participant in developing skills and knowledge, engaging with the wider team and the University. |  | Application & interview |
| Specific requirements |  |  |  |

**JOB HAZARD ANALYSIS**

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

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| 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 (i.e.: 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 |  |  |  |