

ABOUT LOUGHBOROUGH UNIVERSITY

CENTRE FOR ACADEMIC PRACTICE

ASSISTANT DIRECTOR (TECHNOLOGY-ENHANCED LEARNING)

JOB REF: REQ15287

MAY 2015

As part of the University's ongoing commitment to redeployment, please note that this vacancy may be withdrawn at any stage of the recruitment process if a suitable redeployee is identified.

JOB GRADE: Management and Specialist, Grade 8

REPORTING TO: Director of the Centre for Academic Practice

JOB PURPOSE AND RATIONALE:

To support and implement appropriate aspects of the University strategy by fostering excellence in learning and teaching through promoting the effective and extensive use of technologies to enhance learning across the University, including Loughborough University in London; by championing and facilitating good pedagogic practice in the use of learning technologies in Schools; by evaluating associated innovation and effective practice and disseminating it within and outside the University as appropriate; and by leading and co-ordinating learning technology developments.

To raise institutional awareness of developments in technology-enhanced learning and to provide advice to University managers, based on sound pedagogic practice, on the implications of those developments.

To contribute to the overall management of the Centre for Academic Practice and play an active role in the Senior Management Team

DUTIES AND RESPONSIBILITIES:

Strategic Direction

1. Works with the Director and senior management team of the Centre to agree the strategic direction of the Centre
2. Develops policy and strategy in relation to fostering excellence in learning and teaching through promoting the effective and extensive use of technologies to enhance learning across the University in consultation with relevant University committees and groups

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3. Sets specific objectives in relation to the enhancement in the use of learning technologies and is responsible for delivery against them
4. Evaluates and assesses the impact of teaching and learning innovations involving learning technologies, and makes appropriate recommendations to stakeholders
5. Is the University's primary contact with the external learning technology community

Operational

- Contributes expertise and advice to relevant University groups including Learning and Teaching Committee, the Open and Distance Learning Management Group, Student Systems Strategy and Monitoring Groups and any other groups as appropriate.
- Manages the pedagogic aspects of the University's centrally supported learning technologies, including the virtual learning environment (VLE) and lecture capture system, ensuring that staff and students receive appropriate support and advice in their use.
- Advises appropriate bodies within the University on the technical development required to ensure that the University's learning technologies meet the needs of stakeholders.
- Evaluates, on a continuing basis, the VLE and other centrally supported learning technologies, providing reports and recommendations to the appropriate bodies.
- Advises and supports appropriate bodies within the University on the development of distance learning courses and MOOCs.
- Utilises all appropriate communication methods and skills to exploit and promote the synergies and benefits of collaborative working to support technology-enhanced learning.
- Influences stakeholders, including staff and students, to adopt innovation and good practice in the use of technology to enhance learning
- Leads dissemination, across the University, of good practice in the use of technology to enhance learning.
- Devises and co-ordinates programmes of teaching and training in the use of centrally-supported and other relevant learning technologies and participates in their delivery.

- Ensures that members of the Centre for Academic Practice, especially those with responsibilities for technology-enhanced learning, develop and maintain the skills and knowledge required to demonstrate the benefits of learning technologies and encourage their adoption.
- Contributes to the furtherance of knowledge in the enhancement of learning and teaching by publishing in appropriate professional/academic journals and at workshops and conferences.
- Ensures that learning technologies take full account of equality and diversity issues

Team leadership and management

- Plays a central role in the senior management team of the Centre for Academic Practice (CAP).
- Fosters effective team working across all staff in CAP.
- Contributes to the preparation of the annual budget submission, manages and deploys resources efficiently, develops the Centre's income generation capabilities and supports opportunities for external funding.
- Contributes to the preparation of the Centre's annual development plan.
- Leads and line manages staff, including those with responsibilities for technology-enhanced learning, as agreed.
- Prepares and oversees delivery of an annual operational plan of work for the aforementioned staff, reflecting University strategic priorities and the Centre's annual development plan.
- Monitors and measures the performance of the aforementioned staff, in order to maintain and improve quality of service.
- Promotes a performance management culture within the Centre, ensuring targets and outcomes are agreed and delivered through Personal Development Review processes.
- Participates in the selection, recruitment and training of those involved in the support of technology-enhanced learning, and other staff in CAP, as appropriate.

- Contributes to an annual review of the work of the Centre and prepares written reports as required by the PVC(T), Director of CAP and relevant committees/groups.

Liaison

- Liaises closely with Deans, Associate Deans (Teaching), senior managers in Professional Services and student representatives to ensure that the Centre's work is responsive to the continuing professional development needs of academic staff and others who contribute to learning and teaching and is responsive to the needs of the student body.
- Works closely with Deans and Operations Managers to ensure that support for and knowledge of learning technologies is embedded and available within Schools, wherever possible, for example by developing a network of learning technology champions within Schools.
- Liaises closely with colleagues in the Centre for Design and Engineering Education Centre (CEDE) and e-learning colleagues in Schools to ensure that academic colleagues are provided with e-learning advice and support which enables them to deliver a high quality blended learning experience for our students.
- Work closely with colleagues in IT services to ensure that, for centrally-supported learning technologies, technical advice and integration with existing systems, where appropriate, is provided. Jointly develop a vision for learning technology architecture with IT Services that will meet the future needs of the University and jointly own a roadmap for its implementation.
- Maintains good links and a high profile with the Heads of E-learning Group and other appropriate regional/national groups.

Project work

- Leads or contributes to internal and external projects/initiatives that support the University's strategic aims, School priorities and the Centre's Annual Plan.
- Evaluates institutional opportunities with regard to external funding calls and contributes to the assessment of institutional bids.
- Engages in, and supports the involvement of others in, practice-based initiatives/research in the application of learning technologies.
- Advises on and/or contributes to developmental initiatives at the national level

General

- Represents the Centre for Academic Practice as requested by the Director.
- Undertakes any other duties which may reasonably be required by the Director of the Centre for Academic Practice and that are commensurate with the nature and grade of the post.

Other

All staff have a statutory responsibility to take reasonable care of themselves, others and the environment and to prevent harm by their acts or omissions. All staff are therefore required to adhere to the University's Health, Safety and Environmental Policy & Procedures.

All staff should hold a duty and commitment to observing the University's Equality & Diversity policy and procedures at all times. Duties must be carried out in accordance with relevant Equality & Diversity legislation and University policies/procedures.

Special Conditions / Points to Note

All duties must be carried out in a manner that supports the University's commitment to equality and diversity. The post holder may sometimes be required to work outside of normal working hours.

The purpose of this job description is to indicate the general level of duties and responsibilities of the post. The detailed duties may vary from time to time without changing the general character or level of responsibility entailed.

CENTRE FOR ACADEMIC PRACTICE

PERSON SPECIFICATION

JOB TITLE: Associate Director (Technology-enhanced Learning)

JOB GRADE: Management and Specialist Grade 8

| | Essential | Desirable | Stage to be Assessed |
|--------------------------------|--|--|----------------------|
| Education | A relevant Postgraduate degree. | Recognition as a fellow of the HEA. | 1 |
| Professional experience | Extensive experience of developing and supporting technology-enhanced learning | National-level contributions to the development in the application of learning technologies. | 1, 2, 3 |
| | Experience in scholarly inquiry/research in relation to technology-enhanced learning | | 1, 2, 3 |
| | Clearly demonstrating vision in relation to technology-enhanced learning through the development of strategies and policies at an institutional level that contribute towards institutional goals. | | 1, 2, 3 |
| | Evidence of attracting funding to support technology-enhanced learning or pedagogic research | | 1, 3 |
| | Experience of successful leadership of complex initiatives. | | 1, 3 |
| | A track record of leading and managing teams to successful achievement of their objectives. | | 1, 3 |
| | Experience in the management of budgets and other resources. | | 1, 3 |

| | Essential | Desirable | Stage to be Assessed |
|---|--|------------------|---|
| | <p>Experience of leading or contributing to, successful bids for external funding and/or of income generation.</p> <p>Experience of operating at the strategic level, contributing to the development of institutional policy.</p> <p>A track record of working effectively with and gaining the confidence of, senior academic staff and managers.</p> | | <p>1, 3</p> <p>1, 3</p> <p>1, 3</p> |
| General skills, abilities and knowledge | <p>Expert knowledge of current pedagogic theory and practice in HE in relation to learning technologies.</p> <p>Familiarity with current national initiatives and priorities for learning and teaching in HE.</p> <p>Very high proficiency with a range of relevant online technologies used in support of learning such as VLEs (e.g. Blackboard, Moodle, Canvas), similarity checking tools, online assessment and feedback environments, synchronous virtual teaching spaces, video and audio tools, research support tools including reference management, social media, and mobile and personal technologies, etc)</p> <p>Expertise in the use of technologies in face to face environments including for example clickers, simulation equipment.</p> | | <p>1, 2, 3</p> <p>1, 2, 3</p> <p>1, 2, 3</p> <p>1, 2, 3</p> |

| | Essential | Desirable | Stage to be Assessed |
|-------------------------------|--|------------------|---|
| | <p>Familiarity and technical awareness concerning the integration of technology enhanced learning environments with other institutional systems (e.g. authentication, student information systems)</p> <p>Team leadership and people management skills</p> <p>Excellent written and oral communication skills, including the ability to produce high-level reports, submissions, policy documents etc.</p> <p>Strong interpersonal skills, including the ability to negotiate and broker effective outcomes.</p> <p>Personal resilience and the ability to work successfully with competing agendas.</p> <p>The ability to motivate and inspire others to seek excellence in their own practice and development.</p> <p>The ability to think innovatively and to problem-solve.</p> <p>The ability to work without close supervision, manage competing demands and meet key deadlines.</p> | | <p>1, 3</p> <p>1, 3</p> <p>1, 3</p> <p>1, 2, 3</p> <p>1, 3</p> <p>1, 3</p> <p>1, 2, 3</p> <p>1, 3</p> |
| Training | Commitment to own CPD. | | 1, 3 |
| Equality and Diversity | Evidence a good working knowledge of equal opportunities and understanding of diversity in the workplace | | 1, 3 |

| | Essential | Desirable | Stage to be Assessed |
|--------------|---|------------------|-----------------------------|
| Other | An appreciation of the competing pressures on academic staff in HE. | | 3 |

Stages in assessment:

1 = Application Form

2 = Presentation

3 = Interview

Conditions of Service

The position is full-time and open-ended. Salary will be on Management and Specialist Grade 8, £48,743 to £54,841 per annum, at a starting salary commensurate with experience and qualifications.

The appointment will be subject to the University's normal Terms and Conditions of Employment for Academic and Related staff, details of which can be found at:

<http://www.lboro.ac.uk/admin/personnel/documents/acadrelatedcos.pdf>

Informal Enquiries

Informal enquiries should be made to Dr Carol Robinson, Director of the Centre for Academic Practice, by email at: c.l.robinson@lboro.ac.uk or by telephone on +44 (0)1509 228252.

Application

The closing date for receipt of applications is **8 June 2015**. Interviews will be held on **1 July 2015**.