

Job Description

Role Title:	Learning Technologist
School / Dept:	School of Health and Society
Reference:	MPF2035
Grade:	Grade 7
Full or Part time:	Full Time
Hours:	36.25

Overview

This is an exciting time to join the University of Salford. The University is pursuing a strategic plan which emphasises industry collaboration and 'real world' objectives: education for employment, research for the real world and exceptional partnership with business. The University's vision is that by pioneering exceptional industry partnerships we will lead the way in real world experiences preparing student for life. This vision is being delivered by prioritising industry collaboration, where the University is developing close working partnerships with industry that directly impact on both the student experience and our research. This is focused around three key priority areas: digital, smart living and robotics.

The Content Developer (Digital Learning Technologist) will work with the digital education team to develop high quality, engaging learning materials. The role holder will drive processes that help academic colleagues present their learning materials in online and digital formats and support and develop colleagues with delivery of academic learning and continuing professional development. The post holder will be experienced in the use of authoring tools, such as Articulate, Adobe Creative Suite, WordPress, Unity/Unreal and H5P/ThingLink and related activity, such as video, podcast and audio creation and editing and curating learning materials. The content developed will result in an outstanding experience for our learners.

The role requires excellent interpersonal, networking and communication skills, the ability to engage academic and professional services staff at every level of the University, and the ability to build and maintain complex relationships with various stakeholders with differing requirements. The post holder will foster productive relationships to embed quality and enhancement at the heart of the University's learning and teaching activities. Key relationships include professional services, directorates, and school-based teams, and the academic community, including programme and module leaders.

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As an institution we are committed to delivering an excellent learner experience focused on student success and ensuring that every student we recruit has equality of opportunity. This ethos also extends to the staff we recruit - One of our strategic ambitions, articulated in our current strategic framework, is to advance equality, diversity and inclusion (EDI). This includes achieving greater diversity within our workforce and creating an inclusive working environment service wide. We will create a culture that is collaborative and innovative and that adapts to the changing needs of our clients. EDI will be fundamental to this culture. In this role, you can expect to: contribute to our thinking and be challenging on how Salford can transform the way it addresses equity disparities, embraces diversity and becomes more inclusive.

We are a member of the AdvanceHE Race Equality Charter and hold a bronze Institutional and School Athena SWAN award. We have made a positive commitment to employing disabled people and guarantee to interview all disabled candidates who meet the minimum essential criteria for the role as set out in role profiles.

There is a varied benefits package available through 'My Salford' where you can tailor your benefits to suit your own lifestyle. However you identify, whatever your pathway has been to get here, come and join us at the University of Salford where we are all proud to belong!

Within your cover letter/personal statement, please address how you meet the criteria listed in the person specification below. Please note it is anticipated that interviews will take place within several weeks of the closure of this advertisement.

Informal enquires about this role can be made via email to: Dr Cristina Vasilica, Reader in Digital Health, and Head of Digital Engagement, C.M.Vasilica1@salford.ac.uk or Dr Leah Greene, Head of Simulation, L.Greene2@salford.ac.uk

Role Purpose

The primary purpose of the Content Developer (Digital Learning Technologist) is to support the development of creative digital and online teaching and learning content for the School of Health & Society.

Working with the digital education and simulation-based education academics to increase the portfolio of work and evidence around creative, innovative digital education. The role holder will support our goal to achieve a global profile in creative and innovative digital education.

The successful candidate will engage with the University's commitment to put our students first and deliver services which are customer oriented, represent value for money and contribute to the financial and environmental sustainability of the University.

Principal Duties & Responsibilities

- Using authoring tools, such as Articulate, Adobe Creative Suite, WordPress, Unity/Unreal and H5P/ThingLink, to create interactive, appealing learning materials that deliver a curriculum through the VLE (Blackboard), bespoke learning environments (e.g. Digital Skills Passport) and our virtual online community.
- Collaborate with academics and colleagues to develop learning materials ensuring accessibility and consistency, guiding the design, preparation, development and curation of educational content for delivery via core digital learning tools and applications in consultation with academic staff and taking into account user feedback.
- Developing and curating learning materials as appropriate, including filming and editing videos and voice-over narrations, creating and working with graphics and photographs to create interactive scenarios and learning resources.
- Use Office 365 tools to build workflows and templates that enable colleagues to share, store, audit and maintain digital content as efficiently and consistently as possible.
- Be at the forefront of digital education, continually tracking and embedding advancements in digital education, artificial intelligence (AI), and emerging technologies.
- Provide expert advice to others in online learning content delivery including in areas such as copyright, inclusivity, accessibility and GDPR.
- Liaise with Digital IT and other University or external departments to support changes and new learning technologies as required by the School of Health & Society.
- Provide advice, guidance, encouragement and support on the use of technology and digital teaching methodologies to staff involved in teaching and administration. This includes face to face and supporting materials, e.g. written, video, audio and web pages.
- Produce reports on progress to external parties and accrediting bodies as appropriate.
- Work with the team to continually share knowledge and experience and offer a strong consistent service to the University.
- Deliver workshops and presentations and participate in events and consultancy as required for the promotion of digital and learning technologies. Content typically includes the use and pedagogic implementation of technologies, teaching inclusively, designing online activities, assessment and feedback and social media.
- Act as consultant, mentor or change agent for other staff within their institution. (These staff may be academic, administrative or working in some other capacity.)

- Working with the delivery and academic team - contribute to the development of guidance, strategy and policy, for example by providing expert advice, by writing or commenting upon draft documentation, through the identification of needs and opportunities for the development/deployment of learning technologies etc.
- Draw upon and contribute to the development of understanding through engagement with discussions (formal and informal), conferences, workshops, research and other internal and external events.
- Perform any other duties appropriate to the grade as may be required by the Dean of School.
- Comply with the personal health and safety responsibilities specified in the University Health and Safety policy.
- To engage with the University's commitment to put our students first and deliver services which are customer orientated, represent value for money and contribute to the financial and environmental sustainability of the University when undertaking all duties and aspects of the role
- Promote equality and diversity for students and staff and sustain an inclusive and supportive study and work environment in accordance with University policy. Contribute to our thinking and be challenging on how Salford can transform the way it addresses equality disparities, embraces diversity and becomes more inclusive.
- Foster the development of an inclusive community, using teaching approaches which encourage inclusivity, working in partnership with students to improve their sense of belonging, diversifying the curriculum and using inclusive approaches to assessment to close the award gap.

This role detail is a guide to the work you will initially be required to undertake. It may be changed from time to time to meet changing circumstances. It does not form part of your Contract of Employment.

Person specification follows on next page

Person Specification

The successful candidate should demonstrate the following, which are 'Essential' (E) or 'Desirable' (D), and will be assessed by Application Form (A), Interview (I), Presentation (P), or Test (T), as indicated.

Qualifications

1. A degree in a related subject or equivalent relevant work experience (E) (A) (I)
2. Evidence of continued professional development in a related area of digital learning technologies and/or virtual/online teaching and learning (E) (A)

Background and Experience

3. Experience of working with academic colleagues to break down complex topics into meaningful online and blended learning, including the design and structure of learning, delivering learning activities, setting learning objectives/outcomes, storyboarding modules, and delivering assessments (E) (A) (I) (P)
4. Significant experience of using tools and software, such as Articulate, WordPress, HTML5, SCORM packages, Adobe Creative Suite, H5P/ThingLink to produce high-quality, engaging, audio-visual learning content (E) (A) (I)
5. Experience of virtual avatars, Metahumans and XR development using Gaming Engines such as Unity/Unreal (D) (A) (I)
6. Experience of supporting the use of common educational tools, including Office 365, a virtual learning environment, an ePortfolio system, a virtual community and video and audio creation (E) (A) (I)
7. Recording, editing, and working with video/audio content and voiceover narration and working with graphics and photographs, as part of learning materials (E) (A) (I)
8. Experience of supporting staff in applying and improving a range of digital skills within a workplace both with individuals and in a workshop setting (E) (A) (I)
9. Experience of checking materials for quality, including proof reading, consistency, functionality, and accessibility (E) (A) (I)
10. Experience of working in a similar role within a Higher Education setting (D) (A) (I)

Knowledge

11. A broad range of hardware and software relevant to the design and development of immersive experiences, including practical knowledge of game engine technologies for the development of interactive apps, games, real-time filming, or virtual scenario production (E) (A) (I)

12. Standards and guidance relating to online learning, including accessibility, inclusivity, usability, data protection, copyright, and intellectual property (E) (A) (I) (P)
13. Strategic application of learning technologies within a large organisation to enhance online, digital, and immersive teaching and learning (E) (A) (I)
14. Different pedagogic models and how these should be considered, shared, and promoted in the design of online, digital and immersive teaching and learning materials and activities (D) (A) (I)
15. Design content to enhance the student learning journey and the linking of delivery to the intended modular learning outcomes set by Academics (E) (A) (I)

Skills and Competencies

16. Excellent interpersonal skills. Ability to interact, network and build relationships with all colleagues across the University as part of a team (E) (A) (I)
17. Excellent written and verbal communication skills with a strong capacity for detail (E) (A) (I) (P)
18. A commitment to equality, diversity, and inclusion (E) (A) (I)
19. Commitment to learning new hardware, and software skills and to developing knowledge, skills, and techniques to keep abreast of industry standards (E) (A) (I)
20. A customer focussed approach and the ability to enthuse and inspire others to embrace emerging technologies (E) (A) (I)
21. An ability to work creatively and strategically to deadlines and to prioritise work (E) (A) (I)
22. Highly accurate with good attention to detail, time management and multiple project coordination; willingness to work with Subject Matter Experts (D) (A) (I)