Job pack

Message from the President and Principal

Thank you for your interest in this role and in Queen Mary University of London. Working at Queen Mary means being part of a unique, world-class global University with a long, proud and distinctive history.

Our founding institutions, the London Hospital Medical College, St Bartholomew's Medical College, Westfield College and Queen Mary College, were founded to provide hope and opportunity for the less privileged and otherwise under-represented.

Today, we remain true to the vision of our founders by continuing to improve lives locally, nationally and internationally through the seamless combination of our world-leading strengths in education and research.

The Queen Mary community – our staff, students and alumni – is the heart and soul of our University. We are proud to provide an inclusive and nurturing environment so that staff and students from all backgrounds can develop, flourish and achieve their full potential.

I look forward to welcoming you to our unique University and working with you to realise our ambitions.

Professor Colin Bailey, President and Principal

Our strategy 2030

In 2019, Queen Mary University of London launched a bold new Strategy with the vision to open the doors of opportunity. By 2030, we will be the most inclusive university of its kind, anywhere. We are doing this by building on our existing cultural diversity to create a truly inclusive environment, where students and staff flourish, reach their full potential and are proud to be part of the University. Continuing our long tradition of commitment to public good, we will generate new knowledge, challenge existing knowledge, and engage locally, nationally and internationally to create a better world.

We have five core values that will help us to reach this goal:

We are **inclusive**, supporting talented students and staff regardless of their background, and engaging with our local and global communities.

We are **proud** of the difference we can all make when we work collectively.

We are **ambitious**, fostering innovation and creativity, disrupting conventional thought, and responding with imagination to new opportunities.

We are **collegial**, promoting a strong community through openness, listening, understanding, co-operation and co-creation.

We are **ethical,** acting with the highest standards, and with integrity, in all that we do.

To enable our staff to flourish and to reach their full potential throughout their employment at Queen Mary, we offer a range of benefits:

Staff benefits

- Annual leave – the full-time annual leave annual entitlement is 30 working days (not including bank holidays).
- Season ticket loan scheme
- Pension scheme
- Reward and recognition schemes

- Cycle to work scheme
- Qmotion sport fitness centre
- Employee Assistance Programme
- Family friendly policies
- Flexible working practices
- On-site day nursery

Job description

Job details	
Job title	Learning Technologist
Department	IT Services
Reports to	e-Learning Enhancement Manager
Grade and salary	Professional Grade 5, £38,655 - £45,479 per annum
Hours per week	Full-time
Appointment period	Indefinite
Current location	Mile End Campus with flexibility to work at all University sites
Work activity type	Admin/Operational/Technical and Support

Job context
Queen Mary University of London is one of the UK's foremost research-intensive higher education institutions, ranked ninth amongst multi-faculty universities in the 2014 Research Excellence Framework and receiving a silver rating in the 2017 Teaching Excellence Framework.

IT Services is responsible for the provision of all IT-related services to the University. The department develops new IT solutions in collaboration with colleagues from across the University, whilst also ensuring the ongoing smooth operation of existing solutions.

Situated within IT Services, the E-Learning Unit (ELU) provides strategic oversight of e-learning at QMUL and works to promote, support and develop technology-enhanced learning across the institution. It is responsible for institution-wide learning applications such as the online learning environment QMplus (based on Moodle and Mahara), Q-Review lecture capture (based on Echo360), Kaltura for media streaming and Blackboard Collaborate and Zoom for webconferencing.

Job purpose
The purpose of this role is to ensure that Queen Mary University of London staff and students make the most effective use of digital technologies for learning, teaching and assessment. The postholder will provide both educational and technical support to the University, including training, consultancy and communication activity. They will take an active role in digital education change projects, working closely with colleagues in schools and institutes to ensure initiatives are well embedded and evaluated.

The postholder will have sufficient knowledge to provide advice on all centrally supported learning applications. In addition, they will maintain particular expertise in a smaller number of services/applications for which they will be considered the ELU's expert.

Additionally, the post-holder will perform duties to support either the ELU's Enhancement activities or Service Management activities, depending on where they report.

Main duties and responsibilities
1. To enhance the use of learning technologies across Queen Mary University of London through the provision of advice and support. In particular:

    a. To provide expert advice and guidance in the use of learning technologies to academic and professional staff at all levels of the university.

    b. To design and run training and development activities including online and onsite workshops, demonstrations, inductions, drop-in sessions and one-to-one advice sessions.

    c. To devise and maintain help and training materials in a variety of media (video, online and print) to promote and support e-learning services.

2. To be the ELU's expert in one or more learning technologies, services or specialisms. For these applications, the postholder would:

    a. Maintain advanced knowledge of effective practice and current and upcoming functionality through engagement with user networks and 3rd party suppliers.

    b. Provide advice, guidance and training to, and manage communications with, ELU colleagues and other experts such as school-based learning technologists, education advisers and helpdesk analysts.

    c. Make recommendations on upgrades and configuration changes, generate and review usage data and work with the E-Learning Services Manager and colleagues in other IT Services teams to ensure that services deliver an excellent student and staff experience.

    d. Identify new opportunities where practice at Queen Mary can be enhanced, establish new projects and make the case for funding.

3. To support the ELU's activities under Service Management, if located within that strand, as follows:

    a. Actively contribute to, or lead on, e-learning projects and pilots at institutional and school level, or as part of the ELU's priority projects, including requirement specification, evaluation and testing activities. Projects will primarily focus on the improvement or maintenance of existing services and technologies.

    b. Contribute to service management and policy documents, including descriptions of service, change management processes and usage guidelines regarding e-learning applications.

    c. Work with the E-Learning Services Manager to identify new opportunities where existing ELU services can be improved and build support for necessary changes.

    d. Actively contribute to the communication and user engagement activities of the ELU, to ensure staff and student users of e-learning services are consulted on and informed about upcoming activity.

    e. Run evaluative activities including staff and student surveys and service reviews.

    f. Support the management of testing, co-ordinating activity between dedicated testers, ELU and testers within the staff and student community.

    g. Occasionally manage projects under the E-Learning Production Scheme, including the management of student e-learning assistants and liaison with academic leads.

4. To support the ELU's activities under E-Learning Enhancement, if located within that strand, as follows:

    a. Actively contribute to, or lead on, e-learning projects and pilots at institutional and school level, or as part of the ELU's priority projects, including requirement specification, evaluation and testing activities. Projects will primarily focus on the enhancement of practice or the introduction of new services or functionality.

      b. Actively contribute to the promotion, communication and dissemination activities of the ELU, including devising and running sharing practice events, and developing case-studies and good-practice examples with colleagues in schools and institutes.

      c. Work with the E-Learning Enhancement Manager to identify new opportunities where digital technologies can improve student learning, take steps to influence QMUL practice and make the case for funding.

      d. Act as a point of contact for academic faculties to gain understanding of priorities, practice and concerns.

      e. Support the management of the ELU's consultancy activities such as "Book a Learning Technologist" and the "E-Learning Production Scheme"

      f. Manage projects under the E-Learning Production Scheme, including the management of student e-learning assistants and liaison with academic leads.

5. To plan their own professional development so that they remain at the forefront of their area of expertise.

6. To occasionally supervise and mentor temporary staff such as e-learning assistants or trainees.

The above list of responsibilities is not exhaustive and the jobholder may be required to undertake other duties commensurate with the level of the role, as reasonably requested by their line manager.

This job description accurately reflects the duties and responsibilities of the role at the time the job description was written. These duties and responsibilities may change over time without significantly impacting on the character of the role, the overall level of responsibility, or its grade.

Depending on strategic or operational needs, the jobholder may in the future be required to work for another existing or new organisational unit and/or at a different site within Queen Mary. This may be on a temporary or indefinite basis and may involve a change in line management and / or regularly working at more than one site.

Person specification

This table lists the essential and desirable requirements needed in order to perform the job effectively.
Candidates will be shortlisted based on the extent to which they meet these requirements.

Essential: Requirements without which the job could not be done.
Desirable: Requirements that would enable the candidate to perform the job well.

Qualifications	Essential	Desirable
Good Honours degree, or equivalent work experience.	☒	☐
Postgraduate or Professional qualification in a relevant area.	☐	☒
Certified Member of the Association for Learning Technology (CMALT), fellowship of the HEA or equivalent (or working towards membership).	☒	☐
Experience/Knowledge		
Authoritative knowledge of the principles, theory and practice of technology-enhanced learning.	☒	☐
Experience of using virtual learning environments (Moodle expertise desirable) at administrator, designer, instructor and user levels of access.	☒	☐
Knowledge of the functionality and effective use of learning technologies such as e-portfolios, lecture capture, web conferencing or media streaming systems. Specific knowledge of Mahara, Echo 360, Kaltura, Blackboard Collaborate or Zoom is desirable.	☒	☐
Expert knowledge of learning technologies (e.g. lecture capture, media streaming, e-portfolios, web conferencing) coupled with experience of supporting and administering use in a large institution.	☒	☐
Experience working with subject specialists to develop e-learning content or practice.	☒	☐
Knowledge of the principles of effective instructional and online course design	☐	☒
Experience working in a higher education institution.	☐	☒
Experience delivering educational development and training in the effective use of learning technologies.	☒	☐
Skilled user of multimedia technologies, e.g. Camtasia.	☒	☐
Knowledge of the principles of accessibility, usability and universal design.	☒	☐
Experience working on large scale projects in a complex organisation.	☒	☐
Skills/Abilities		
Able to pick up and be fluent in the use of new technologies in short order.	☒	☐
Excellent analytical skills with the ability to solve technical problems they have not seen before.	☒	☐
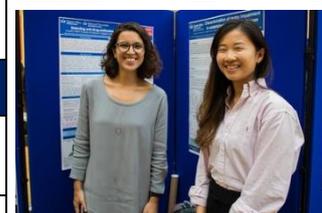
Approachable and able to communicate simply and sympathetically with staff and students of all backgrounds and levels of aptitude who are new to learning technologies.	☒	☐
Able to work effectively as part of a close team of professionals with complementary and similar areas of interest and expertise.	☒	☐
Good organisational skills – able to balance competing work demands, work unsupervised and exercise initiative, manage own time in order to meet imminent and distant deadlines.	☒	☐
Excellent attention to detail including written, verbal and numerical skills with experience of writing detailed reports,developing training materials, promotional material and evaluative documents.	☒	☐
Excellent customer service skills.	☒	☐
Project management skills.	☐	☒
OTHER		
Able to work flexibly, as necessary, to meet targets.	☒	☐
*The ability to meet UK 'right to work' requirements.	☒	☐

* The University has a legal responsibility to ensure that all potential employees can provide documentary evidence of their legal right to work in the UK prior to commencing employment. Candidates shortlisted for interview will be ask to bring their passport or another acceptable form of evidence to verify their right to work.

Visa Sponsorship

For those who do not have a right to work in the UK, the University is a UKVI licensed sponsor and is able to issue a Certificate of Sponsorship (CoS) to successful candidates who are offered skilled roles and meet the eligibility criteria. The CoS enables candidates to apply for a Skilled Worker visa. Further information on the Skilled Worker visa can be found via: www.gov.uk/skilled-worker-visa

Global Talent Visa Route

The Global Talent visa is an alternative route to sponsorship, directly applied for by the applicant. It is open to those wishing to work in the UK and who are a leader or potential leader in the fields of academia or research, arts and culture, and digital technology. Further information on the Global Talent Route can be found via: https://www.gov.uk/global-talent

For additional information on both visa sponsorship and non-sponsorship visa routes, please visit the UK Visas and Immigration website: https://www.gov.uk/browse/visas-immigration/work-visas

Academic Technology Approval Scheme (ATAS)

Academics and Researchers applying for Skilled Worker visas and Sponsored Researchers applying for Government Authorised Exchange visas who will be undertaking research activities, at PhD level or above, in the one of the ATAS listed subject areas will be required to obtain an ATAS certificate before they can apply for a visa to work in the UK.

Exemptions will exist for nationals from the EEA, Australia, Canada, Japan, New Zealand, Singapore, South Korea, Switzerland and USA and those applying for Global Talent Visas. For further information

on this, please visit the UK Visas and Immigration website: https://www.gov.uk/guidance/find-out-if-you-require-an-atas-certificate

Equal Opportunities

Queen Mary University of London is a Russell Group University with a difference. Our vision is to be recognised across the world as the most inclusive research-intensive University. We will strive to achieve that goal.

To all the communities at Queen Mary, inclusivity is key to who we are and to achieving all our ambitions.

We are a multi-faculty institution teaching undergraduates and postgraduates across all the major disciplines. We offer more than 280 undergraduate courses. We have world- leading research across disciplines and were ranked 5th in the UK in the last Research Excellence Framework (REF) for the quality of our research outputs, and continually challenge ourselves to ensure we have an environment where everyone feels included and can flourish.

We are very proud of our teaching and learning and were awarded a 'silver' in the Teaching Excellence Framework (TEF) (2016-17). We are also deeply embedded in the local community and were the first UK University to be awarded an Engage Watermark Gold award for public engagement by the National Coordinating Centre for Public Engagement.

Unlike many other Russell Group universities, we attract a very diverse student population. Of our 25,000+ students, over 30 per cent are from non-EU overseas countries, and 9 per cent are from the EU. Our international students are drawn from over 160 countries. 90 per cent of our home students are from state schools, 59 per cent are Black Asian Minority Ethnic (BAME), 42 per cent are the first in their families to go into higher education and over 30 per cent are from households where the household income, as assessed by Student Finance England, is less than £15,000.

We attract a lot of local students, owing to our strong relationships with schools in the surrounding boroughs, coupled with a strong reputation for inclusivity. 37 per cent of our students commute to our campuses daily. Our staff body is also diverse and is drawn from over 162 countries.

Inclusivity is one of our fundamental core values at Queen Mary: it is intrinsic to who we are. Our diversity of cultures and backgrounds is key to the vibrancy of our community and to the knowledge and ideas we are able to generate and pass on; without that diversity, we would not be who we are. We are extremely proud that we attract such a diverse staff and student body, and are fully committed to providing an environment where everyone is supported to flourish and fulfil their potential, irrespective of their background.

To be truly inclusive requires sustained, proactive, hard work, and we know there are areas where we have work to do. Our core objectives are focused on reducing the BAME attainment gap and increasing the proportion of female and BAME staff at the higher grades, both for academics and for Professional Services. We are looking to see how we can 'hard-wire' inclusivity throughout all our policies and practices: we do not see this work as belonging to one team or unit, but rather as being embedded in all that we do.

Being inclusive makes us better at everything we do, it improves our daily lives and the delivery and impact of our work.

EDI Initiatives

Queen Mary is committed to advancing Equality, Diversity and Inclusion (EDI) and champions a number of EDI initiatives across the University. Queen Mary holds a Silver Institutional Athena SWAN award for advancing gender equality, and is also a Stonewall Diversity Champion and commits to advancing LGBTQ+ inclusion by submitting to the Stonewall Workplace Equality Index. We also offer a number of development programmes including Springboard, Aurora and B-MEntor. We are committed to championing EDI relating to all protected characteristics and other underrepresented and marginalised groups under the Equality Act 2010. We offer 'Introducing Inclusion' training for staff to give them an understanding of EDI related issues and provide them with the tools needed to champion inclusivity and embed best inclusive practice in all the work they do. EDI is built into everything we do at Queen Mary, and is championed through a well-established governance structure. If you are interested in learning more about Equality, Diversity and Inclusion at Queen Mary and how to get involved then please contact hr-equality@qmul.ac.uk.

Flexible working:

Queen Mary is proud of the diversity of its staff and students. We encourage inclusive practices in everything that we do, to ensure that everyone who works here feels valued and enabled to have a positive working experience. We are therefore open to considering applications from candidates wishing to work flexibly, balanced against business need. Our Flexible Working Policy includes examples of some of the flexible working arrangements that could be considered. If you feel that this is something that may be of benefit to you, please do ask.

Family Friendly Policies:

Queen Mary recognises the commitments that staff have to their family and the importance of work-life balance. To support this Queen Mary offers a range of family friendly policies with enhanced rates of pay available for family-related leave, following a qualifying period of service.

Further Information

Details about the E-Learning Unit can be found at:

www.elearning.qmul.ac.uk

Informal enquiries should be made to:

Name: Manoj Singh

Email: manoj.singh@qmul.ac.uk

General Information

Please note that we advertise our salaries on a range to indicate the trajectory of progression that can be made. Appointments are usually made at the start of the salary range. The Queen Mary salary structure includes automatic pay progression within the published grades, subject to service, funding and performance. In addition to this, there are performance related annual pay review schemes in place