

**NOTE:** *This job description does not form part of the employee's contract of employment but is provided for guidance. The precise duties and responsibilities of any job may be expected to change over time. Jobholders should be consulted over any proposed changes to this job description before implementation.*

**JOB TITLE:** Graduate Digital Learning Assistant  
**REPORTS TO:** Digital Learning Development Specialist  
**DEPARTMENT:** Learning Innovation and Digital Engagement  
**GRADE:** NG3  
**CONTRACT:** Six months - fixed term

## **PURPOSE**

The post-holder will be a source of advice and support to academic colleagues and students in relation to the development of their digital capability. They will support colleagues and students at the university to develop their digital skills and use of a range of digital learning platforms, tools and resources in blended learning approaches, through the provision of workshops and 1:1 advice.

## **PRINCIPAL ACCOUNTABILITIES**

1. Contribute to the successful delivery of an effective blended teaching and learning experience for the academic year 2021/22, by working as part of College teams that will support academic colleagues in making effective use of the systems and tools that the university provides for learning online and in physical classrooms spaces.
2. Help drive the development of the digital capability of academic colleagues, to enable the delivery of pedagogically strong technology enhanced and blended teaching and learning.
3. Provide academic colleagues with guidance on best practice in the exploitation of technology to deliver their learning and teaching in both virtual, face-to-face and hybrid classes.
4. Support students and academic colleagues in their understanding and effective engagement with essential digital capability skills, making use of the national framework for digital skills development developed for the sector by the JISC.
5. Support academic colleagues to operate/moderate asynchronous and synchronous online discussions and engage students in other online learning activities through Blackboard.
6. Support academic colleagues in the development and delivery of technology enhanced active learning conducted in physical classroom spaces.
7. Engage with 'on the job' training in supported systems and technologies and working practices necessary to fulfil the role.
8. Support the collection, analysis and response to feedback on the use of digital approaches in learning and teaching, including colleague feedback on the benefits and limitations of the resources and facilities used and student feedback on new resources and approaches introduced.
9. Work with Student Digital Ambassadors on module focused teaching development projects working in partnership with the module leader and other members of the module teaching team.

10. Undertake any other duties as appropriate within their competence as required by the Supervisor from time to time.

## CONTEXT

Learning and teaching at the University in 2021/22 is likely to make much greater use of blended learning approaches with an emphasis on on-site teaching that engages students in active student centred learning facilitated by online tools and technology within physical classroom spaces. To achieve the consistent high-quality teaching and student engagement we aspire to in this context, support for colleagues and students is needed in relation particularly to digital capability. We will establish informal Learning Innovation and Digital Engagement (LIDE) Support teams in each College: bringing together the experienced Digital Learning Development Specialists already in LIDE, with QHT funded Graduate Digital Learning Assistants and Student Digital Ambassadors.

This post-holder will directly support the University's Education Objective to offer an exceptional student experience which exceeds sector benchmarks for student satisfaction by: supporting colleagues to develop their digital teaching skills and deliver a high-quality technology enhanced learning experience; supporting students to understand and engage with the breadth of digital skills required for effective learning and working in the 21<sup>st</sup> Century; and gathering, and responding to, student feedback. This graduate level role, will offer significant development opportunities, support the development of effective Blackboard module sites and online learning activities to enhance students' experiences of blended learning in every School; assist academic colleagues in the conduct of technology enabled face to face and hybrid teaching and enable enhanced working directly with students to enable them to access all opportunities and to feedback effectively on their experiences.

The post-holder will play a key role as part of a team contributing to the delivery of the Colleges and Schools' blended teaching and learning delivery. The post-holder will need to proactively engage with academic colleagues on the ground in specific Schools to develop positive and supportive relationships with individuals and cognate groups. The postholder will seek to ensure that work undertaken is fully aligned with the tools and systems that the university supports and provides

## DIMENSIONS

**Staffing:** The post holder will not have line management responsibilities.

**Budgets:** The role holder will have no budgetary responsibility.

**Hours:** The post holder will work 35 hours per week between the service hours of 08:00 and 18:00, the post holder may be required to work evenings and weekends from time to time where project/operational needs demand; this will be agreed by prior arrangement.

**Location:** All University appointments are made on the understanding that colleagues may be asked to serve at any of the University's sites should the need arise, and also from home as appropriate and in line with the SMART working agreement governing work approaches within Learning Innovation and Digital Engagement. The post holder must also work in accordance with any agreed service levels.

**Professional Development:** The University is committed to continuous professional development, and the post-holder will be encouraged to participate in professional activities and to develop new skills where necessary.

**Health and Safety:** The post holder is required to have an understanding of individual health and safety responsibilities and an awareness of the risks in the work environment, together with their potential impact on both individual work and that of others.

## PERSON SPECIFICATION

	Essential Criteria	Desirable Criteria
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Degree level qualification from the University of Westminster.</li> </ul>	
<b>Training and Experience</b>	<ul style="list-style-type: none"> <li>An appreciation and understanding of the significance of digital capability and how the use of frameworks for development can be used to promote both individual and organisational digital maturity.</li> <li>Experience of working or learning or teaching in both face to face and virtual contexts and an understanding of issues that people may face in making use of technology in a work or learning context.</li> <li>Some understanding of the range of skills needed to effectively exploit technology in learning and teaching, including for online, face to face and blended or hybrid approaches.</li> <li>Experience of working as part of a team with common goals; knowledge and experience of issues associated with project-based working/learning.</li> <li>Demonstrate a high level of communications skills, both written and oral.</li> </ul>	<ul style="list-style-type: none"> <li>Proven experience related to the use of technology enhanced learning approaches – either as a user or trainer.</li> <li>Experience of working with others from diverse backgrounds.</li> <li>Experience of the use of a wide range of virtual learning tools, resources and systems.</li> </ul>
<b>Aptitudes and Abilities</b>	<ul style="list-style-type: none"> <li>Good digital skills and aptitude with some accredited expertise in digital skills;</li> <li>Desire to keep abreast of changes in the application of digital tools and systems for working and learning.</li> <li>Person-centered, customer-oriented and engaging approach to helping and supporting others.</li> <li>Effective written and oral communications skills</li> <li>Good influencing and interpersonal skills and the ability to negotiate and broker agreed ways forward.</li> <li>Ability to work to set objectives and agreed timescales and work under pressure to tight deadlines.</li> <li>Ability to cope with rapid change.</li> <li>Positive attitude with initiative</li> <li>Ability to cope effectively with pressure.</li> <li>Good problem-solving skills.</li> <li>Ability to work both under direction and independently.</li> <li>Be able to build and maintain effective working relationships with a wide variety of colleagues and students.</li> </ul>	
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Methodical, calm and clear thinking under pressure.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Flexibility to work out of hours on occasion to meet user or service expectations.</li> <li>• Fully committed to contributing to a stimulating learning and working environment which is supportive and fair, based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• Willingness and flexibility to undertake overnight stays and occasional weekend working as required.</li> </ul>	