

CANDIDATE PACK

Junior Digital Learning
Development Specialist

Learning Innovation and Digital Engagement

UNIVERSITY OF
WESTMINSTER 



OUR UNIVERSITY

Under the inspirational leadership of Professor Peter Bonfield OBE, the University of Westminster is a place where discoveries are made, barriers are broken, diversity is celebrated and where everyone is welcome. Serving more than 21,000 undergraduate, postgraduate, apprentice and executive students, our mission is to transform the lives of young people from all backgrounds. We seek to make the world a more inclusive, sustainable, better and healthier place through our educational, research and knowledge exchange endeavours.

Since our founding in 1838 we have stood out as innovators, committed to tackling social inequalities. In 2021, our University ranked 2nd in England out of more than 100 higher education institutions for social mobility. The ranking - produced by the Institute for Fiscal Studies and the Sutton Trust - compares the number of students from low-income backgrounds at universities, and the extent to which their studies helped them to move up the income ladder. Westminster has the second highest performance among universities in England.

As we focus forward to 2029, we will continue to do so in a way that is true to our progressive, compassionate and responsible values. Our education offer will be more personalised and authentic, giving students from all backgrounds an opportunity of transformative learning, helping them succeed in their studies and professional lives. Our curriculum will be employability-linked, leading to stronger outcomes and helping prepare our graduates for the world of work and for life. Our research and knowledge exchange will enable us to maximise our positive impact on societies in the UK and around the world in an environment where everyone is inspired to succeed. Our priorities of wellbeing, inclusion and sustainable development will help us as we navigate through the challenges and opportunities towards 2029.



OUR PRIORITIES

The University's 2022-2029 strategy, *Being Westminster*, sets us apart and builds on our unique history and achievements. In our University, we value social justice, moral conscience, inclusivity and equality, acting positively together to make change for good.

The University of Westminster has three priorities.

WELLBEING

Working and studying together at Westminster as a community of students and colleagues is a big part of our lives - doing so in an environment that places our wellbeing front and centre helps us to be safe and feel safe. We care for the safety, health and wellbeing of those around us as well as ourselves.

INCLUSION

All Westminster, colleagues and students are in a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and is a place where harassment and discrimination are not tolerated. As a responsible institution, we strive to ensure and to champion equality. As a progressive institution, we take pride in our diversity. As a compassionate institution, we commit to an inclusive culture that allows students and colleagues to reach their full potential.

SUSTAINABLE DEVELOPMENT

We take inspiration from the 17 United Nations' Sustainable Development Goals (SDGs) in how we drive our actions and activities and governance across our University. As a community, we bring together our collective energies to play our part in addressing the climate crisis and inequalities to enable a more sustainable and socially just world. We are one of the top 20 universities in the world in SDG 5 for providing equal access and supporting the academic progression of women. We are one of the top 25 universities in the world in SDG 10 tackling economic, health based and international inequalities. We are in the top 50 universities in SDG 12 for promoting resource and energy efficiency, having a sustainable infrastructure, and providing access to basic services for all.



OUR OBJECTIVES 2022-2029

Against a backdrop of a changing and challenging higher education environment, the University has recently completed a major review of its objectives and strategy, and has published its commitments for the period 2022-29.

EDUCATION

We will offer personalised and authentic education, underpinned by an inclusive curriculum, to enable all our students, from all backgrounds, to engage in transformative learning and to succeed in their studies and professional lives. We will address global, political, and social challenges through a relevant demand-led and forward-looking portfolio. We will do this by offering authentic teaching, learning and assessment modes which immerse students in the wider-world through live projects, work-based learning and global opportunities. We will invest in our people to enable all teaching colleagues to plan and deliver exceptional learning experiences and professional colleagues to offer exceptional support. Students will be empowered by working in partnership with colleagues and fellow students to shape the Westminster experience. We will develop an integrated physical and digital environment that supports excellent practical, active and collaborative learning for all our students.

RESEARCH AND KNOWLEDGE EXCHANGE

Research and knowledge exchange are fundamental to our commitment to making a positive difference to the world and transforming lives. We are committed to research in four priority areas: Diversity and Inclusion; Health Innovation and Wellbeing; Sustainable Cities and the Urban Environment; Arts, Communication and Culture. Our excellence in research and knowledge exchange will infuse our education endeavour, inspiring and equipping our students as agents of change locally as well as globally. We will continue to grow our community of PhD researchers, ensuring that the Westminster postgraduate research experience remains sector leading and the foundation for great careers. In knowledge exchange we will focus on engagement with government, business and with the public and local community. We will achieve more when we identify shared interests and build partnerships with our communities and collaborate for the public good with a clear civic purpose.

EMPLOYABILITY

We will ensure that all our students benefit from employability-led learning and purposeful engagement with employers, business and industry, to give students from every background the best possible preparation for the world of work and enable the best possible employability outcomes. We will do this through the further extension and embedding of programmes such as work-based and placement learning; the Westminster Employability Award; Westminster Working Cultures; mentoring; and student enterprise. Employability-related learning will be a core and critical part of the courses and curriculum we offer, right across the University. It will be front and centre of life at the University for students and colleagues.



A key priority will be the development of a dedicated Centre for Employability and Enterprise at 29 Marylebone Road, intended to transform our student experience and our engagement with business, industry and employers. The Centre will provide a game-changing experience through which undergraduate and postgraduate students from across Westminster will come together and practise enterprise; develop an entrepreneurial mindset and skills; access training, work, projects, business advice and mentoring; and connect directly with employers. The future-focused environment of the Centre will scale up our employability provision, helping our students to be 'fit for the future' in the most challenging of post-pandemic labour markets and economic environments. It will strengthen links between our UK-based and international employer partners and our motivated, bright, work-ready students, affording employers access to a diverse mix of people right for the needs of the contemporary workforce.

GLOBAL ENGAGEMENT

We will raise the international reputation and reach of the University, ensuring that 30% of our undergraduate community and 70% of our taught postgraduates come to us from overseas. Overseas partnerships will remain central to our global engagements. We will prioritise the outward mobility of our students to partner institutions, Contributing to students' development of employability skills and competences. We will extend and deepen our Trans-National Education relationships. These partnerships, particularly that with Westminster International University in Tashkent, will move beyond franchised or validated arrangements to embrace employability, alumni-related research, CPD and knowledge exchange connections.



OUR STRUCTURE

ACADEMIC STRUCTURE

Our structure is built to deliver an enhanced learning environment, stronger and broader industrial, international and professional connections and pioneering and impactful research. The University comprises three Colleges:

Westminster Business School

- School of Organisations, Economy and Society
- School of Finance and Accounting
- School of Applied Management
- School of Management and Marketing

College of Creative Arts and Technologies

- School of Architecture and Cities
- Westminster School of Arts
- School of Computer Science and Engineering
- Westminster School of Media and Communications

Liberal Arts and Sciences

- School of Social Sciences
- Westminster Law School
- School of Humanities
- School of Life Sciences

The University Executive Board comprises:

- Vice Chancellor and President
- Deputy Vice Chancellor (Employability and Global Engagement)
- Deputy Vice Chancellor (Education and Students)
- Deputy Vice Chancellor (Research and Knowledge Exchange)
- Chief Operating Officer and University Secretary
- Three Heads of College

PROFESSIONAL SERVICES

Our Professional Services teams support the effective and professional delivery of our teaching, research and knowledge exchange and the management of student residences and sports facilities.

- Academic Registry
- Business Engagement and Graduate Futures Directorate
- Estates
- Finance and Commercial Activities
- Global Recruitment, Admissions, Marketing and Communications
- Digital and Technology Services
- People, Culture and Wellbeing
- Strategy, Planning and Performance
- Student and Academic Services
- Research and Knowledge Exchange Office
- Graduate School
- Learning Innovation and Digital Engagement



JOB DESCRIPTION

Job Title: Junior Digital Learning Development Specialist
Reports to: Senior Digital Learning Development Specialist
Department: Learning Innovation and Digital Engagement
Grade: NG4

ROLE PURPOSE

The postholder will be a source of advice and support in relation to exploitation of the JISC's Digital Capability Framework. He/she will support staff at the university to develop their digital skills and use of corporate digital services and systems in relation to this framework, through the provision of 1:1 advice, workshops and short courses.

PRINCIPAL ACCOUNTABILITIES

1. Contribute to the successful delivery of the objectives of the Digital Capability Project, supporting the Team Lead in order that the digital capability/maturity of the staff of the University is enhanced in line with the requirements of the JISC's Digital Capability Framework.
2. Contribute to the planning of high-quality training, development and support opportunities, linked to the use of the JISCs Digital Capability Framework to support the digital capability development of staff in relation to corporate productivity and learning tools and systems.
3. Help to engage staff in exploiting the internal programme of training, support and development in the broad range of digital skills that make up the JISC's Digital Capability Framework.
4. Provide staff with guidance on best practice in the exploitation of technology to support their work, including learning and teaching, and to help staff determine how best to integrate technology use for process and service enhancements.
5. Help to curate and create content for short courses linked to different digital skills and support the delivery of short courses and workshops for staff. Create guides, both text and video based, to help support staff in day-to-day use of corporate digital tools and systems.
6. Log and monitor requests for staff support and development linked to use of the JISC's Digital Discovery Tool; ensure user's requests are addressed in a timely fashion and development is recorded, where necessary involving other relevant support specialists within Professional Services or elsewhere within the university.
7. Provide staff with advice on all aspects of the Digital Capability Framework and offer 1:1 support for their



development needs and/or guide them to use alternative sources of help (e.g. group workshops, online courses, external courses/support, other development/support offers within the University).

8. Support the Team Lead Digital Capability in the collection and analysis of data in relation to digital development needs across departments within the University.
9. Be proactive ambassadors for the use of digital tools and systems to support the provision of learning and teaching and provision of services and support for students, staff and other University clients.
10. Through their overall accountabilities, contribute significantly to the development of the institution's overall digital capability/maturity
11. Undertake any other duties as appropriate within their competence as required by the Senior Education Technology Specialist from time to time.

CONTEXT

The University of Westminster spends approximately £4-5M annually on state of the art information technology (IT) and IT services and systems, to support operations (learning and teaching, administration, service delivery to students and other clients and support). Data collected through the JISC's Digital Tracker surveys for staff and for students support the view that whilst generally the 'IT infrastructure' is very good, full realisation of the benefits of that infrastructure does not happen. In turn, this is linked to a perceived lack of support when needed, insufficient time to engage with the training opportunities that exist and the overall 'level' of digital capability of staff. In addition, the rapid emergence of generative AI tools has become a significant component of digital capability development, with the Learning Innovation Digital Engagement (LIDE) teams playing a key role in supporting staff and students to understand and apply these technologies effectively in their work.

In 2018 the University piloted the JISC's Digital Capability Tool (DCT) at Westminster. This interactive questionnaire was well received by staff across the institution and Westminster had the highest take-up of all universities (circa 90) that took part in the pilot. The DCT is linked to a nationally accepted Digital Capability Framework and staff who complete the DCT receive a report that 'gauges' their digital capability based on their own reflections in relation to this framework. Feedback from staff was that the report was potentially very helpful but that a lack of support, especially 1:1, was a factor in holding them back from acting on the report's recommendations.

The postholder will work as part of the Digital Capability Team which is focused on the strategic direction, ongoing day-to-day development, management and delivery of a programme of training and support aligned to the outputs of the JISC Digital Capability Framework and outputs from the use of the DCT. The support of the team will complement and integrate with existing support and initiatives driven by Colleges and other Professional Services teams, but most particularly teams within DTS and LIDE that are geared towards ultimately improving exploitation of the



digital environment for the benefit of the user (students, staff and other external clients) experience. Of special relevance here will be the Engagement and Development team within LIDE. DTS delivers a comprehensive portfolio of ICT services to the University's user community of ~20,000 students and staff across all sites in the West End of London and Harrow. LIDE supports academic staff and students in their use of the institution's virtual learning environment (VLE) and in the exploitation of education technology within the physical classroom spaces across the university.

The post-holder will play a key role as part of a successful team contributing to the delivery of the University's strategic plans for digital exploitation. The post-holder will need to proactively engage with staff on the ground to develop positive and supportive relationships with individuals and cognate groups.

The postholder will join us at an exciting and demanding time and with a role to play in an evolving and strategically important area, helping to support that development to contribute to the delivery of the university's ambitious objectives. You will engage, challenge and deliver to meet the requirements of our long and short-term plans in relation to digital capability development and institutional maturity in this key area for our transformation plans. The post-holder will be expected to represent the goals of the Digital Capability Team internally at relevant meetings and during the conduct of their day-to-day work.

DIMENSIONS

Staffing: The post holder will not have line management responsibilities, but he/she will be expected to engage, when appropriate, in training and provision of day to day guidance to other staff and in mentoring colleagues in their own areas of knowledge or expertise.

Budgets: The post 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 staff may be asked to serve at any of the University's sites should the need arise. 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

QUALIFICATIONS

Essential

Degree level qualification in a relevant subject, or demonstrable and relevant equivalent qualifications/experience.

Desirable

A qualification in Digital Learning or equivalent experience in a relevant post focussed on the application of Digital Tools or Systems to ways of working.

TRAINING AND EXPERIENCE

Essential

Some understanding of the range of skills needed to effectively exploit technology in working practices, including learning and teaching.

Experience of working or learning or teaching in both face to face and virtual contexts and experience of issues that people may face in making use of technology in a work or learning context.

Demonstrable analytical and administrative abilities and some understanding of how best to help others in the exploitation of digital services and systems.

Experience of working as part of a team with common goals; knowledge and experience of issues associated with project based working/learning.

Experience of contributing positively as a member of a group in the delivery of a defined and planned outcome/product.

Demonstrable experience of planning and time management approaches.

Some experience of drafting formal documentation including reports, presentations and guidance documents for public and internal consumption.

Demonstrate a high level of communications skills, both written and oral.

Desirable

Knowledge and understanding of mentoring and/or coaching approaches.

Proven experience related to the use of technology enhanced learning approaches.

Experience of working with others from diverse backgrounds.

Experience of the use of a wide range of virtual learning and/or productivity tools and systems.

Demonstrable knowledge and some experience of the design of training and support for end users.

Some understanding of frameworks (such as ITIL or PRINCE2 or AGILE) that can be used to organise, monitor and evaluate progress against set goals.



A working understanding of the principles of some governance and legal compliance issues relating to the use of digital systems and services.

APTITUDES, ABILITIES AND PERSONAL ATTRIBUTES

Essential

Good digital skills and aptitude; desire to keep abreast of changes in the application of digital tools and systems for working and learning.

Person centred, customer-oriented and engaging approach to helping and supporting others.

Effective written and oral communications skills, including report writing and presentation skills.

Good influencing and interpersonal skills and the ability to negotiate and broker agreed ways forward.

Ability to work to set objectives and agreed timescales and work under pressure to tight deadlines.

Ability to cope with rapid change.

Positive attitude with initiative and drive.

Ability to cope effectively with pressure.

Good problem-solving skills.

Methodical, calm and clear thinking under pressure.

Flexibility to work out of hours on occasion to meet user or service expectations.

Fully committed to creating 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.

Willingness and flexibility to undertake overnight stays, occasional weekend working, and international travel, as required.



HOW TO APPLY

To apply for this vacancy, please visit our [vacancies page](#) where you will be able to register as a candidate and complete your online application.

You will be requested to upload a CV which will be used to populate relevant sections of your application. You will also be requested to complete a concise statement in support (ideally no longer than 1000 words), addressing the criteria in the Person Specification and your motivation for applying.

The deadline for receipt of applications is 11.59pm on 24 June 2026.

Interviews will take place w/c 29 June 2026.

An appointment will be made subject to proof of eligibility to work in the UK and satisfactory references being obtained.

At the University of Westminster, diversity, inclusion and equality of opportunity are at the core of how we engage with students, colleagues, applicants, visitors and all our stakeholders.

We are fully committed to enabling a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.

The University has adopted Smart Working principles to support and further our Equality, Diversity and Inclusion aims of being an inclusive, collaborative and flexible employer. Further details of Smart Working can be discussed at interview stage.



OUR BENEFITS

The University offers a range of wellbeing and work-life balance benefits to recognise and reward the essential contribution our colleagues make to success and growth. Our benefits are inclusive for colleagues of all backgrounds including LGBTQ+ colleagues, disabled colleagues, pregnant colleagues, parents and carers, as well as colleagues of all genders, age, ethnicities, nationalities, religion and beliefs, and marriage and civil partnership status.

- 35 days annual leave per year, plus bank/national holidays and University of Westminster closure days (pro-rata for part-time staff).
- A generous occupational pension scheme.
- Annual incremental progression and/or cost of living reviews.
- Generous maternity, paternity and adoption leave.
- Flexible working and smart working.
- Learning and development opportunities.
- Free membership rates for a wide range of sporting facilities, including gyms at Regent Street and Harrow campuses, as well as the Chiswick Sports Ground.
- Employee assistance programme.
- The opportunity to participate in other attractive employee benefit schemes such as Cycle to Work, Eye Care Vouchers, Season Ticket Loans, and Give As You Earn.





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