Job Related Information

This document includes information about the role for which you are applying and the information you will need to provide with your application.

1. Role Details

<table>
<thead>
<tr>
<th>Vacancy reference</th>
<th>14638</th>
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<tbody>
<tr>
<td>Job title:</td>
<td>Learning Designer</td>
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<tr>
<td>Reports to:</td>
<td>Head of Learning Design</td>
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<tr>
<td>Salary:</td>
<td>£32,548 to £38,833</td>
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<tr>
<td>Terms and conditions:</td>
<td>Academic Related</td>
</tr>
<tr>
<td>Grade</td>
<td>Grade 7</td>
</tr>
<tr>
<td>Duration of post:</td>
<td>Temporary contract until 31 July 2020</td>
</tr>
<tr>
<td>Working hours:</td>
<td>37 hours</td>
</tr>
<tr>
<td>Location:</td>
<td>Walton Hall, Milton Keynes</td>
</tr>
<tr>
<td>Closing date:</td>
<td>Midday 5 June 2018</td>
</tr>
<tr>
<td>Type of application form accepted:</td>
<td>Standard application form</td>
</tr>
<tr>
<td>Number of referees required:</td>
<td>Three for external applicants One for internal applicants (line manager)</td>
</tr>
<tr>
<td>Unit recruitment contact:</td>
<td><a href="mailto:LTI-Translation-Recruitment@open.ac.uk">LTI-Translation-Recruitment@open.ac.uk</a></td>
</tr>
</tbody>
</table>
2. Summary of duties

**Purpose Statement**

The Learning Designer (LD) conducts, facilitates or supports the design, quality enhancement and analysis/evaluation of pedagogically effective, student-centred learning, in accordance with published OU strategies, policies and standards. This is a collaborative and consultative activity involving specialists and teams from different departments. As a member of the Learning Design Team, the LD may act as the sole designer or in support of a Senior Learning Designer (SLD) according to the nature of each project, or on other support, investigative, scholarship, presentation, partnership, commercial or cross-curricular activities.

**Main responsibilities**

1. Lead the learning design and support of standard projects, or support SLDs and other participants on more complex or higher risk projects, delivering pedagogically effective, student-focused solutions within project time, quality and budget. This may include planning, leading and documenting formal learning design workshops/sessions with academic teams or other clients.

2. Lead or support the process of eliciting and clarifying requirements and decision-making by: maintaining effective working relationships and employing influencing skills; the development/use of paper prototyping, prototyping and activity mock ups; and presenting demonstrations or exemplars.

3. Provide informed, timely and credible advice, backed by evidence wherever possible, to colleagues on the most suitable choice, mix and quality of learning activities, media, tools, interactivity and collaboration to provide an effective and engaging student experience.

4. Represent the breadth of student needs in our design of learning – in terms of factors such as study patterns, practices and environments, threshold concepts, critical skills (e.g. digital capabilities), workload, device use, connectivity, the nature and extent of collaborative activities, diversity, accessibility, employability, etc.

5. Lead or support the compilation, routine analysis and presentation of data and evidence from a variety of sources in order to evaluate the quality and effectiveness of specific learning design approaches. Promote the wider dissemination and implementation of this evidence and conclusions on future projects.

6. Participate in strategic and partnership projects, representing a learning design and student perspective in cross-functional groups or activities; perform a similar role in external groups and projects, maintaining effective working relationships and representing a learning design and university perspective as appropriate.

7. Keep abreast of learning design, distance learning and analytics technologies, practices and issues, and their implications for the OU. Participate in investigations, testing, evaluation, benchmarking and scholarship activities relating to these, documenting and sharing or presenting findings.
# 3. Person specification

## Requirements  (E = Essential/ D = Desirable)

### Education, qualifications and training

A first degree or equivalent, supported by at least two years’ relevant professional experience (E)

Recognised qualification or training in a relevant discipline (e.g. education, distance learning or learning technologies) (D)

### Knowledge, work and other relevant experience

**Essential:**
- Knowledge and recent experience of:
  - The application of educational principles and technology to the design of effective open and distance learning
  - Working within creative and/or cross-functional teams
  - Constructive engagement with academics, clients or subject matter experts, eliciting and analysing learning needs, and proposing appropriate and achievable solutions
  - Analysing, compiling and presenting information in ways that are robust and appropriate to a given target audience and situation
  - Delivering to agreed deadlines, budgets and standards

**Desirable:**
- Appreciation and application of a variety of pedagogies and tools in online and distance learning and teaching
- Knowledge and experience of working in a higher-education environment
- Knowledge and experience of designing or producing VLE/LMS-based learning activities (ideally in Moodle)
- Engagement with social media

### Personal abilities and qualities

**Essential:**
- Employs good oral and written communication skills and methods, and adapts these according to the situation and needs of the audience
- Works effectively as part of a diverse team, applying good interpersonal and networking skills to maintain productive working relationships within own team and with those in other teams and organisations
- Works toward realistic, mutually-acceptable outcomes by collating ideas, supporting, influencing and constructively challenging others, including whilst participating in project or design workshops
- Makes pragmatic and timely decisions supported by evidence; refers decisions upwards as appropriate
- Demonstrates good and current digital/online capabilities, including use of MS Office and other common educational and web technologies and tools
- Takes ownership for delivering outcomes, considering risks, prioritising actions and remaining effective when under pressure
- Shows proactive and ongoing commitment to own professional development; demonstrates enthusiasm, willingness and ability to respond flexibly and positively to change and to learn new skills; reflects on own practice and experiences

**Desirable:**
- Experience of conducting and presenting research and scholarship
- Experience of facilitation or preparing and delivering training sessions
4. Role specific requirements e.g. Shift working

N/A

5. About the unit/department

The Learning Design Team is part of the Technology Enhanced Learning (TEL) sub-unit within the Learning and Teaching Innovation portfolio.

TEL staff work in partnership with students, academic experts, colleagues across the LTI portfolio, and tutors to innovate from brilliant ideas, design solutions for student success, and continuously enhance the learning and teaching experience.

Students are at the heart of our work. In particular, we:

- champion user-centred iterative design to lead positive change in our student learning experience
- implement evidence-based practice and research, ensuring a pedagogically driven innovation process
- manage, develop and enhance our learning systems and learning technology architecture and applications
- experiment with new and future thinking by innovating in process, pedagogy and products
- promote highly effective learning design, through the application, development and evaluation of proven and emerging technology enhanced learning tools and methods

Our work strengthens the reputation of the OU as a centre of excellence for the quality of our online teaching and learning.

6. How to obtain more information about the role or application process

If you would like to discuss the particulars of this role before making an application please contact Kathleen Calder, email: Kathleen.calder@open.ac.uk

If you have any questions regarding the application process please contact the recruitment team email: LTI-Translation-Recruitment@open.ac.uk

7. The application process and where to send completed applications

Please ensure that your application reaches the University by: 12 noon on 5 June 2018

To be considered for this post, please ensure that you send a completed application form describing how you meet the criteria in the person specification section above.

Application form

When describing how you meet the essential criteria for this role, please limit the word count to no more than two sides of A4.

Post it to: As follows:

Name/Job title: Staffing and Recruitment Coordinator
8. Selection process and date of interview

<table>
<thead>
<tr>
<th>The interview panel will be chaired by:</th>
<th>Kathleen Calder, Senior Learning Designer</th>
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<tbody>
<tr>
<td>The other members of the interview panel will be:</td>
<td>Beccy Dresden, Senior Learning Designer</td>
</tr>
<tr>
<td></td>
<td>Jitse van Ameijde, Senior Learning Designer</td>
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<tr>
<td>The interviews will take place on:</td>
<td>21 and 26 June 2018</td>
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<tr>
<td>The selection process for this post will include</td>
<td>Further details will be given to shortlisted candidates</td>
</tr>
</tbody>
</table>

If you do not hear from us by 11 June, you should assume that you have not been shortlisted for interview but we do thank you for your interest.

Applications received after the closing date will not be accepted.