E-Learning Support Officer
Student and Academic Services

Closing date: 15 March 2019
Interview date: Week commencing 1 April 2019
Vacancy reference: 7422
INTRODUCTION

This role provides an opportunity for personal development in acquiring skills and experience in delivering learning technology training and support services to staff and students across the University. The post will provide first-line user support to staff and second-line support to students, responding to queries on the University’s lecture recording and virtual learning environment and the wider e-learning tool-set which we support. Excellent communication and customer-service skills are requirements for this post, combined with a strong commitment to personal development to learn new skills.

The role forms part of a small team working to the highest standards and best practices for online learning.
Main purpose of the role

The post-holder will assist the work of the Programme Design and Learning Technology Team, which delivers learning technology advice and support to staff using the University’s centrally managed lecture recording service Replay and the Virtual Learning Environment (VLE) Yorkshare, as well as providing support for other related technologies for learning and teaching such as mobile learning, interactive lecturing and web conferencing solutions. The E-Learning Support Officer will work as part of a team including other learning technologists, library, media and systems specialists, which is dedicated to implementing technology-based solutions across the curriculum.

Key responsibilities

(Role holders will be required to undertake some or all of the duties below)

The main tasks will include:

- to provide first-line user support to staff and second-line support to students for the lecture recording and VLE services;
- to develop guidance documentation and training resources for the hosted tool-set;
- to provide evaluation, dissemination & administrative support to the Team.

In more detail, this will involve:

Lecture recording end-user support to staff and students (40%)

The post-holder will assist the Educational Adviser and Lecture Recording Coordinator in providing first-line support to staff in their use of the scheduled Replay recording service and the ‘at desk’ personal capture service, maintaining an effective service-level with regard to response time and quality. This will include the provision of technical support to staff on how to create ‘at desk’ recordings, including appropriate use of microphones and webcams. Other duties will involve running weekly checks between the recording schedule pushed through from timetabling (Syllabus+) and the recording system (Panopto) to ensure that there is consistency between the two systems and that recordings are correctly scheduled and entered into the recording system. The post-holder will also undertake weekly error reporting reviews, checking that scheduled recordings have been successfully captured and that there is a usable audio output to accompany each lecture recording. Where errors occur, the post-holder will follow up with the Audio Visual Centre on technical matters and with individual lecturers on support issues such as microphones not being switched on or set up correctly to ensure that these issues are successfully resolved. The post-holder will also assist the Educational Adviser and Lecture Recording Coordinator in reporting on system performance, as well as tracking Replay system usage.

VLE end-user support to staff and students (40%)

The post-holder will assist the VLE Application Manager in providing first-line support to staff and second-line support to students. The post-holder will respond to queries on the VLE tool-set and user issues, liaising with other Programme Design and Learning Technology Team members where appropriate. To inform this work, the post-holder will assist the VLE Application Manager in testing out new software (upgrades relating to service pack and application pack releases), identifying and addressing bug fixes. The post-holder will also offer consultation and advice to course leaders on their use of the VLE, advising staff as to the range of tools available to them and how they may be appropriately applied to specific educational contexts. This may include some 1:1 guided training sessions with course leaders, working with them to develop their VLE module sites.

The post-holder will deliver ‘Getting Started’ training to staff on the rudiments of the VLE tool-set and will assist other members of the Programme Design and Learning Technology Team with the co-delivery of specialist workshops (e.g. collaborative tools; assessment; multimedia) and staff development events. The post-holder will also offer quality assurance support to departments by running health-checks on VLE modules.
JOB DESCRIPTION

Develop guidance documentation & training resources for the VLE and the hosted tool-set (10%)

The post-holder will ensure that training manuals and user guides are kept up-to-date, in line with the latest releases of supported software, and will have oversight for the Team’s repository of guidance materials and support resources, which are hosted both within the VLE and on a dedicated WordPress support site. This will involve an ongoing review of training resources and guides to ensure that the Programme Design and Learning Technology Team’s guides accurately reflect user requirements.

The post-holder will develop templates and resources on the authoring of on-line course materials and will provide guidance documentation on innovative pedagogy and approaches to enhancing the student learning experience.

Evaluation, Dissemination & Administrative support to the Team (10%)

The post-holder will contribute to the evaluation of blended and distance learning modules, assisting with the evaluation of modules and write-up of case-studies. The post-holder will also assist the Team in the organisation of dissemination events such as the termly ‘show and tell’ lunchtime meeting with academic staff. The post-holder will undertake other such other duties as may reasonably be required by the Head of the Programme Design and Learning Technology Team, including support for computing applications across the Team.

The successful candidate will be expected to participate fully in the general activities of the Programme Design and Learning Technology Team and to undertake such other duties as may reasonably be requested by the Head of the Team or Head of ASO. The post-holder is supported by the ASO’s administrative staff team.

Informal enquiries may be made to Dr Richard Walker, tel 01904 321138 or email richard.walker@york.ac.uk. Background information about the Programme Design and Learning Technology Team is available at: https://www.york.ac.uk/staff/teaching/support/technology/ and on our dedicated support site at: https://elearningyork.wordpress.com/
## Qualifications

<table>
<thead>
<tr>
<th>Essential / Desirable</th>
<th>Essential / Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Honours degree or equivalent qualification.</td>
<td>Essential</td>
</tr>
<tr>
<td>CMALT</td>
<td>Desirable</td>
</tr>
<tr>
<td>ITIL service management qualification</td>
<td>Desirable</td>
</tr>
</tbody>
</table>

## Knowledge

<table>
<thead>
<tr>
<th>Essential / Desirable</th>
<th>Essential / Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of the underlying educational processes in using learning technologies to enhance student learning and academic practice in higher education.</td>
<td>Essential</td>
</tr>
<tr>
<td>Knowledge of techniques for audio and video editing and post production of recordings.</td>
<td>Desirable</td>
</tr>
<tr>
<td>Awareness of e-learning standards and accessibility, disability, copyright and licensing legislation for e-learning.</td>
<td>Desirable</td>
</tr>
<tr>
<td>Knowledge of setting up and querying Excel spreadsheets</td>
<td>Desirable</td>
</tr>
<tr>
<td>Knowledge of basic JavaScript.</td>
<td>Desirable</td>
</tr>
</tbody>
</table>

## Skills, abilities and competencies

<table>
<thead>
<tr>
<th>Essential / Desirable</th>
<th>Essential / Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent oral and written communication skills.</td>
<td>Essential</td>
</tr>
<tr>
<td>Ability to explain pedagogic and technical issues clearly to people at all levels of technical and academic knowledge.</td>
<td>Essential</td>
</tr>
<tr>
<td>Ability to liaise with a wide variety of clients and to demonstrate excellent customer service skills.</td>
<td>Essential</td>
</tr>
<tr>
<td>Ability to plan own work and responsibilities over the short and medium term, with an awareness of longer term issues.</td>
<td>Essential</td>
</tr>
<tr>
<td>Ability to work effectively, both independently and as a member of a number of different teams.</td>
<td>Essential</td>
</tr>
</tbody>
</table>
# PERSON SPECIFICATION

<table>
<thead>
<tr>
<th>Experience</th>
<th>Essential / Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience of customer support, preferably in a HE environment.</td>
<td>Essential</td>
</tr>
<tr>
<td>Demonstrable experience in designing and writing user-support materials.</td>
<td>Essential</td>
</tr>
<tr>
<td>Experience of designing and writing user guides for online course design and delivery.</td>
<td>Desirable</td>
</tr>
<tr>
<td>Experience of delivering training to academics and/or students.</td>
<td>Desirable</td>
</tr>
<tr>
<td>Experience of using Panopto to support lecture recording activities as an instructor, system administrator or member of a support team.</td>
<td>Desirable</td>
</tr>
<tr>
<td>Experience of using Blackboard Learn as a support staff member, instructor or facilitator.</td>
<td>Desirable</td>
</tr>
<tr>
<td>Experience in a comparable role within the higher education sector.</td>
<td>Desirable</td>
</tr>
</tbody>
</table>

### Personal attributes

<table>
<thead>
<tr>
<th>Personal attributes</th>
<th>Essential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conveys a positive attitude.</td>
<td>Essential</td>
</tr>
<tr>
<td>Motivation towards customer service excellence and quality.</td>
<td>Essential</td>
</tr>
<tr>
<td>Sensitivity and empathy with users, colleagues and staff, understanding the needs of those working and studying in a higher education environment.</td>
<td>Essential</td>
</tr>
<tr>
<td>Commitment to personal development and to learning new skills.</td>
<td>Essential</td>
</tr>
<tr>
<td>Motivated to maintain awareness of HE agendas and developments nationally, especially with regard to their impact on the role holder’s area of responsibility.</td>
<td>Essential</td>
</tr>
<tr>
<td>Willing to engage with appropriate external networks including attending conferences where appropriate.</td>
<td>Essential</td>
</tr>
</tbody>
</table>
The Academic Support Office (ASO) is part of the Student & Academic Services Directorate, which also includes Careers and Placements, Student Services and Student Collectively the Directorate contributes to the experience and success of students and staff by:

- providing the support that students and staff need to deal with aspects of student life that can enhance learning and capability;
- promoting and facilitating students’ personal development and career planning;
- contributing to the assurance of academic standards and the quality of teaching and learning, and
- providing the administrative underpinning for the student life cycle.

The ASO plays an important role in helping to ensure that the University maintains its reputation for high quality teaching and learning. The Office is responsible for co-ordinating processes for assuring the quality of educational provision and for supporting a wide portfolio of activities aimed at enhancing teaching and learning practices. The work includes:

- supporting departments and individual staff in programme design, improving assessment and feedback, using technology to enhance teaching and learning, and embedding academic skills development in programmes and modules;
- providing, and advising staff on the pedagogic opportunities arising from, technology-related services and online learning tools including lecture recording, in-class polling and software to support student interaction online;
- supporting quality review processes in departments, including Periodic Review and Annual Programme Review, and engagements with professional accreditation bodies;
- supporting the development of academic policy and the University’s engagement with national initiatives such as the TEF;
- providing professional development for staff across the University through programmes such as the Postgraduate Certificate in Academic Practice, workshops, online resources, and networking and practice-sharing opportunities including the annual Learning and Teaching Conference;
THE DEPARTMENT

- providing direct support to students across the University through workshops, 'drop-ins', appointments and online resources on topics such as English language, mathematics and statistics, intercultural communication, higher-order study skills and academic integrity. This support is designed to enhance learning and also facilitate the transition to University-level education;

- contributing to the University's widening participation agenda including the delivery of workshop events for school children which help them to understand and aspire to HE-level study;

- evaluating the impact of learning enhancement initiatives, to ensure efficiency and effectiveness and to inform future development and innovation;

- contributing to University thinking and strategic planning, through pro-active proposals and interaction with senior staff;

- maintaining current knowledge of relevant national and international developments, and active engagement with professional networks in the sector.

- promoting examples of excellent practice at the University to the wider sector, both nationally and internationally, through attendance and presentations at conferences and other events.

In delivering these responsibilities, ASO staff work closely with the Pro-Vice-Chancellor and Associate Pro-Vice-Chancellor for Teaching, Learning and Students, the University Teaching Committee, the Standing Committee on Assessment, the Learning and Teaching Forum, the Distance Learning Forum, Faculty Learning and Teaching Groups, staff in academic and central departments, and student representatives.

Further information on the work of the ASO can be found at www.york.ac.uk/admin/aso.
Founded on principles of excellence, equality and opportunity for all, the University of York opened in 1963 with just 230 students. In 2019 it is the home of more than 18,000 students across more than 30 academic departments and research centres. Since opening over fifty years ago, we have become one of the world's leading universities and a member of the prestigious Russell Group.

We are consistently recognised as one of the leading Higher Education Institutes and one of just six post-war universities to have appeared in the world top 100. We were rated 22nd in the 2019 Times & Sunday Times league table. The University of York has won six Times Higher Education (THE) Awards and five Queen’s Anniversary Prizes.

The University is proud of its association with Athena SWAN, holding multiple awards in support of gender equality, representation and success for all, with gold awards for Chemistry and Biology and a University-wide bronze award.

Of 154 universities that took part in the Research Excellence Framework (REF) in 2014, The University of York ranked 14th overall and 10th for the impact of our research. The University is consistently in the top ten UK research universities and attracts over £60m a year of funding from research alone.

Our vision is to make the University of York a world leader in the creation of knowledge through fundamental and applied research, the sharing of knowledge by teaching students from varied backgrounds and the application of knowledge for the health, prosperity and well-being of people and society.
Attractive workplace

Centred around the picturesque village of Heslington on the edge of the city of York, our colleges are set in an attractive landscaped campus. York enjoys a safe, friendly atmosphere with facilities including bars, shops, theatres and concert halls all within easy walking distance.

The University has undergone an unprecedented period of expansion and renewal since 2000. We have invested in twenty new buildings on the original campus and have completed the first and second phases of a £750m campus expansion. Our investment in new colleges, teaching and learning spaces, laboratories, research facilities and a new sports village mean there has never been a better time to join us.

During this period of change we’ve worked hard to retain our friendly, informal and collegiate atmosphere, which is important to our core values of inclusivity and interdisciplinarity.

We have a thriving international community and are committed to providing staff moving to York with as much support as possible through our Relocation Package and Welcome Officers.

The University is committed to promoting a diverse and inclusive community - a place where we can all be ourselves and succeed on merit. We offer a range of family friendly, inclusive employment policies, flexible working arrangements, staff engagement forums, campus facilities and services to support staff from different backgrounds.

For further information please visit our employee benefit pages.
THE CITY AND THE REGION

The City of York

Internationally acclaimed for its rich heritage and historic architecture, York’s bustling streets are filled with visitors from all over the world. Within its medieval walls you will find the iconic gothic Minster, Clifford’s Tower and the Shambles – just a few of the many attractions.

But York isn’t just a great place to visit - it’s also a great place to live and work. While nourishing a vibrant cosmopolitan atmosphere, York still maintains the friendly sense of community unique to a small city.

Visit www.visityork.org for more information on the city of York.

Shopping, culture and entertainment

York boasts specialist and unique boutiques but also all the high street stores on its busy shopping streets. Alongside them you will find cinemas, theatres, an opera house, art galleries, a vast range of restaurants, live music venues and clubs. York is particularly renowned for its multitude of pubs and bars, from the modern to the medieval.

Housing and schools

Whether you choose to live close to the city, in one of the surrounding villages or further afield, you will find a wide range of housing within comfortable distance of York and the University. For families, the area has a range of excellent schools both in the state and independent sector.

Great location

York is one of Britain’s best-connected cities. Halfway between London and Edinburgh on the East Coast mainline, on intercity trains you can reach London King’s Cross in less than two hours and Edinburgh in two and a half hours. York is also well served by road links, and it is easily accessible from the A1, M1 and the M62.

For those travelling from overseas, Manchester Airport is two hours away and Heathrow Airport just three and a half. Flights from nearby Leeds Bradford Airport provide easy access to mainland Europe. By Eurostar from London St Pancras, Paris is just over six hours away.

Yorkshire

The Lonely Planet guide recently declared Yorkshire the third best region in the world to visit. There is something to cater to every taste, whether it be the rugged landscapes of the Moors or the Dales, the picturesque seaside towns of Scarborough and Robin Hood’s Bay, the gothic architecture of Whitby or the vibrancy of cosmopolitan Leeds.
Apply online

- Go to https://jobs.york.ac.uk
- Find this job using reference 7422
- Complete the online application form

You will need to submit your completed application by midnight (local UK time) on 15 March 2019

What will I need?

We will ask you for details of:

- your employment history
- relevant qualifications
- two referees

You need to be ready to show us how you meet the requirements of the job, either in a written statement and/or by answering questions.

Help and assistance

Direct any informal queries to richard.walker@york.ac.uk

If you have any questions about your application, contact the HR Services team:

recruitment@york.ac.uk
+44 (0)1904 324835