

NOTES

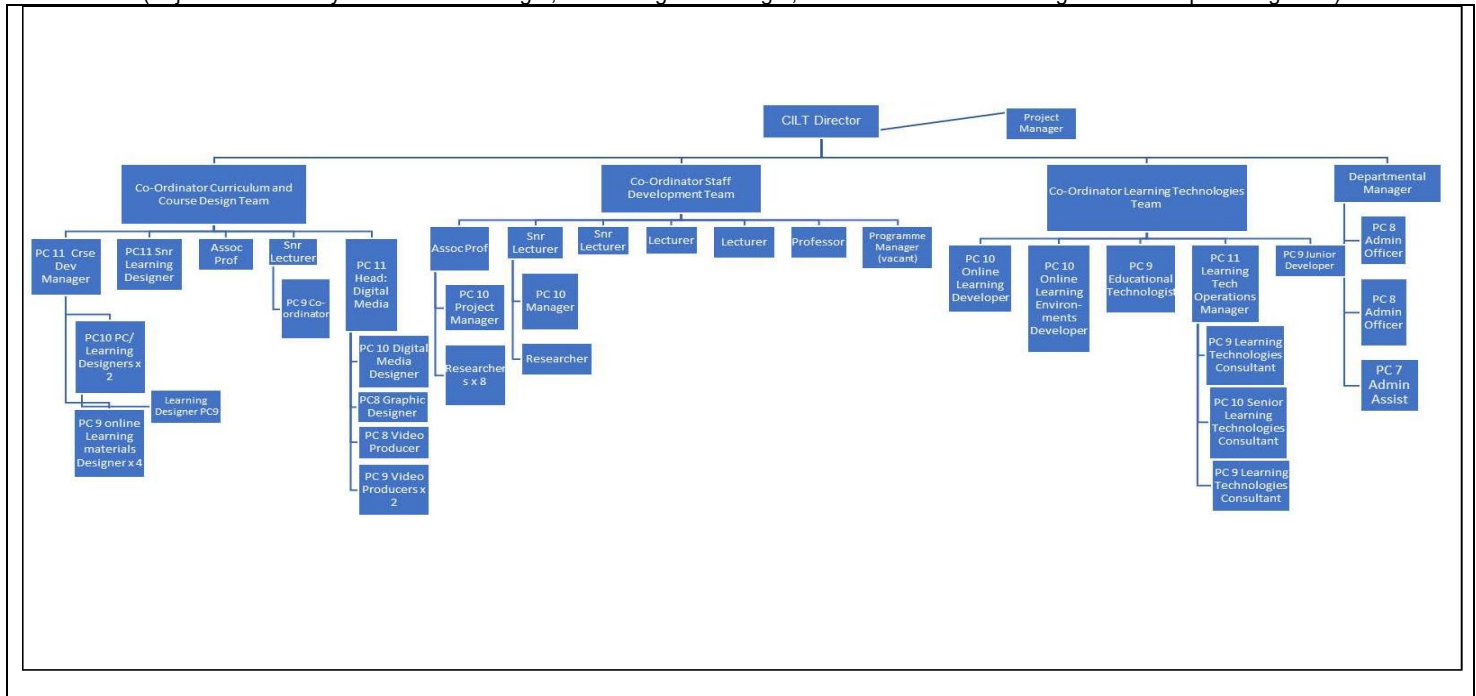
- Forms must be downloaded from the UCT website: <http://forms.uct.ac.za/forms.htm>
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

POSITION DETAILS

Position title	Online Learning Designer		
Job title (HR Business Partner to provide)			
Position grade (if known)	PC9	Date last graded (if known)	
Academic faculty / PASS department	CHED		
Academic department / PASS unit	Centre for Innovation in Learning and Teaching		
Division / section	Course and Curriculum Design		
Date of compilation	19 July 2024		

ORGANOGRAM

(Adjust as necessary. Include line manager, line manager's manager, all subordinates and colleagues. Include position grades)



PURPOSE

The main purpose of this position is to assist the Centre for Innovation in Learning and Teaching to deliver on their mandate to support UCT staff develop and run quality online and blended courses.

CONTENT

Key performance areas		% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
E.g.	General and office administration	25%	<p>Takes, types up and distributes minutes and agendas for monthly departmental meeting.</p> <p>Greets visitors, enquires as to the nature of their visit and directs them to the appropriate staff member.</p>	<p>All staff members receive an electronic copy of accurate minutes and agendas, in the departmental template/format, a week before the meeting.</p> <p>Visitors are directed to appropriate staff member in a professional and efficient manner.</p>
1	Support the development of blended and online courses	35%	<p>Under the leadership and supervision of the project coordinators/ project managers contribute to the work of Course and Curriculum design team in developing online and blended courses as requested</p> <p>Work in consultation with the relevant academics on a full design process from course initiation, learning design, pre- production, production and post-production, course build and quality assurance.</p> <p>Work with the Digital Media Unit (DMU) and Digital Design Team to create and compile multi-media resources outlined in the course design documents (including video, audio and other outputs)</p> <p>Obtain appropriate copyright clearances on all resources to be used in online courses</p> <p>Ensure that the course production process follows the designated process and meets the quality standards outlined</p> <p>Work according to the project plan and report any changes/ delays to project coordinator</p> <p>Ensure records of LD processes are kept up to date in course project folders</p> <p>Collate reports, information and documents related to the course development process as requested</p> <p>Build course content on platforms as needed</p> <p>Participate in reviewing courses before they go live and as part of maintenance</p> <p>Ensure any course materials and course sites include the implementation of universal design for learning</p>	<p>Academics and academic teams are guided through a rigorous learning design process for online courses</p> <p>Course maps or storyboards for online course development projects are produced</p> <p>Digital course content is produced to a high quality and learning design standard</p> <p>All materials are used legally, and records are kept of permissions.</p> <p>Course production follows agreed process and to expected standards</p> <p>Projects worked on are within the agreed plan and project coordinator is aware of any changes.</p> <p>Project documentation is current and can be located when needed</p> <p>Quality information and reports are produced when required</p> <p>Course reviews are conducted and itemized, actionable feedback is given</p> <p>UCT online courses meet basic accessibility requirements.</p>

2	Operational support of educational applications and tools for academic staff and student learning	30%	<p>Assist the team as required to explore, adapt, implement and support educational technology tools for use in student online and blended learning, mindful of accessibility of tools and assistant team to remain mindful of accessibility.</p> <p>Implement educational tools and technologies as part of course builds into the UCT learning platform, working in consultation with staff in the Learning Technologies development team.</p> <p>Recommend appropriate educational technology tools for different learning contexts and needs as part of consolidating or improving the learning platforms ecosystem available at UCT</p> <p>Develop training materials and offer workshops for academic staff who want to make use of educational technology, tools and learning platforms, including considerations of accessibility.</p>	<p>A wide variety of appropriate educational technology tools are implemented in UCT online and blended courses</p> <p>UCT staff are upskilled, knowledgeable and can get help in implementing core educational technologies and applications.</p> <p>Course sites are built and implemented</p> <p>More academics are able to make use of the affordances of digital and online education</p>
3	Promote understanding of the affordances of online and digital modes of teaching and learning	10%	<p>Assist academics through individual or group session consultations about online learning design</p> <p>Creation of new information resources to build awareness and understanding of online education</p> <p>On request, contributing to CILT internal strategic initiatives to improve the organisation's understanding of new affordances in online teaching and learning spaces and platforms</p>	<p>More academics are aware of the affordances of digital and online education</p> <p>CILT is continuously producing useful resources about online education for UCT academics</p> <p>Knowledge about new developments in online learning is being improved in CILT</p>

4	Promoting the accessibility of various tools, platforms and interfaces of digital education	15%	<p>Collaborate closely with the Course and Curriculum Design Team to integrate accessibility features into digital education materials development.</p> <p>Promote and advocate for the adoption of Universal Design for Learning (UDL) principles, and the ENABLE Framework to ensure that digital content is inherently accessible and adaptable to a wide range of students</p> <p>Collaborate with the Learning Technology Team and Learning Designers to research and explore solutions for implementing the most effective measures for making video content accessible – this includes options for auto captioning, annotated transcripts, translation and file size.</p> <p>Review the accessibility of CILT documents, communications and resources to ensure maximum accessibility fostering a culture of awareness throughout CILT to develop an organisational culture which has adopted inclusive and accessible practices as standard.</p> <p>Assist academics through individual or group sessions to design or redesign course materials that are accessible</p> <p>Monitor and promote the best use of the accessibility features available on Amathuba and third-party educational technology tools. Identify gaps or issues with current digital education tools or platforms and lobby for changes</p> <p>Provide support and training for learning designers who need to upskill in this area.</p>	<p>The CCD team's processes around the production of digital media and learning design take account of accessibility.</p> <p>The ENABLE framework which advocates for accessible blended learning is widely promoted through CILT work.</p> <p>Working with colleagues, you have investigated options to improve the accessibility of video content, and there is a plan to implement feasible changes.</p> <p>Develop a standard protocol for ensuring accessible communications and documents</p> <p>Based on the accessibility reviews of the Amathuba platform and third-party tools, strategies and alternatives to deal with the gaps that have been identified are systematically documented and, where possible, implemented.</p>
5	Participate in CILT-related seminars, meetings and activities	5%	<p>Take part in CILT staff meetings, seminars and activities</p> <p>Participate in professional and skills development as approved by line manager</p>	<p>Knowledgeable about the work across CILT and able to respond to queries</p> <p>Continuously improving own practice and acquiring new skills</p>
6	Research and evaluation support	5%	<p>Assist with the collection and collation of data for the monitoring of courses and research into improving online courses</p> <p>Assist with the drafting of research reports and papers as required by the CCD team</p>	<p>Appropriate data is available when doing course reviews</p> <p>CCD team is able to produce reports and papers.</p>

MINIMUM REQUIREMENTS

Minimum qualifications	A 3-year undergraduate or Bachelor's degree			
Minimum experience (type and years)	3 years' experience working with online or blended education 1 year of experience doing educational or instructional design for higher education Experience in creating digital materials and resources for educational purposes Experience in a range of accessibility features and their integration into online course design			
Skills	Ability to work in online collaborative teams using productivity tools (e.g., Zoom, MS teams, Google drive, Monday.com) Capacity to create digital assets through a variety of programmes/ applications (for example, screencasts, basic graphics manipulation, PowerPoint slides design, etc.) and integrate accessibility features Ability to work with front-end educational technology including LMS platforms and tools Ability to set up and work with course sites in designated UCT learning platforms using basic HTML and CSS Interpersonal and communication skills (verbal and written) Demonstrable problem-solving skills Ability to design a storyboard in collaboration with academics Ability to assist academics create effective online teaching resources Ability to facilitate a learning design workshop Ability to write clear instructional text Strong attention to detail Ability to be responsive, work in an agile way, and manage competing demands Ability to work independently with minimal supervision			
Knowledge	Knowledge of learning design principles Knowledge of the higher education context Knowledge of online learning platforms or learning management systems (eg. Sakai, canvas, Moodle, blackboard) Knowledge of common educational tools and technologies Knowledge about the barriers and affordances of online education in a South African context Knowledge of Universal Design for Learning			
Professional registration or license requirements				
Other requirements (If the position requires the handling of cash or finances, other requirements must include 'Ability to handle cash or finances'.)	Willing to work flexible hours when necessary to meet deadlines Willing to support the work of others when required			
Competencies (Refer to UCT Competency Framework)	Competence	Level	Competence	Level
	Professional knowledge and skill	2	Client / Student Service and Support	2
	Quality commitment/ work standards	2	Written communication	2
	Teamwork / collaboration	2	Adaptability/Flexibility	2
	Planning and organizing / work management	2	Building interpersonal relationships	2
	Analytical thinking / Problem solving	2	Formal presentations	2
	Communication	2	Stress tolerance	2




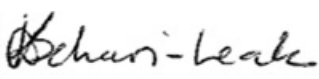
SCOPE OF RESPONSIBILITY

Functions responsible for	Ensuring that the learning design project work they are allocated is executed to a high standard and according to the guidelines given by the team lead.
Amount and kind of supervision received	The person in this job role would be expected to work independently as part of a team with minimal day-to-day supervision. They would be expected to be accountable to the project team lead on a weekly basis and would report to their line manager for work allocation and problem solving. More complex or larger impact issues should be escalated after first obtaining feedback from the team.
Amount and kind of supervision exercised	This position does not have management responsibility.
Decisions which can be made	Operational decisions within the scope of the job functions.
Decisions which must be referred	Decisions which have budget and/or policy implications, decisions which will affect the academic teaching team, the department or the university.

CONTACTS AND RELATIONSHIPS

Internal to UCT	Learning design team, Digital Media Team, Course and Curriculum Design Team; other CILT clusters; project teams set up for development of new courses which include academics and CILT staff.
External to UCT	Online learning university networks, private providers (where UCT has a contractual relationship for online learning services) – locally and internationally (where CILT has established relationships)

AGREED BY

	PRINT NAME	SIGNATURE	CONTACT NO.	DATE
Position Holder				
Direct Line Manager/Supervisor	Mishka Reddy		0828608852	19/07/2024
Area Line Manager	Nawaal Deane		082 040 5880	01.08.2024
HOD	Sukaina Walji			08.08.2024
Dean / ED	Assoc Prof Kasturi Behari-Leak			21.08.2024
HR Business Partner	Alison Tomlinson	