

Senior Learning Technology Officer (1.0 FTE)
Library Services

The Glasgow School of Art

The Glasgow School of Art (GSA) is one of Europe's leading independent university-level institutions for the visual creative disciplines. Our studio-based, specialist, practice-led learning and research draws talented individuals with a shared passion for visual culture and creative production from all over the world.

Originally founded in 1845, today we have 2750 students studying across architecture, design, digital, fine art and history and theory. As we develop new academic programmes and enhance our areas of expertise and inter-disciplinarity, our ambition is to continue to serve our student community in Glasgow and continue to grow our research profile and campus in the Scottish Highlands and Islands. Our internationalisation strategy is embedded across our academic programmes and research, connecting the GSA with some of the world's leading universities and specialist higher education institutions.

Recognised by the Scottish Funding Council as an independent, specialist institution the GSA is an important and integral part of Scotland's higher education provision. Working in partnership with universities across Scotland and the UK, our degree programmes are validated by the University of Glasgow. The University of Glasgow has validated our programmes since 1992 and whilst the Senate of the University has ultimate responsibility for the awards, there is maximum delegation to the GSA for its own quality assurance procedures. The school, through its Academic Council, is also responsible for the development, monitoring, evaluation and updating of its academic framework.

Our academic staff, 80% of which are research active, form a strong creative community united in the ambition to see GSA positioned as a global leader in studio-based research and teaching, transforming thinking by developing creative approaches with new audiences, locally, nationally and internationally. As one of the UK's largest and most intensive research communities for the visual creative disciplines, GSA's research activity is clustered into the following interdisciplinary themes:

- Architecture, urbanism and the public sphere
- Contemporary art and curating
- Design innovation
- Digital visualisation
- Education in art, design and architecture
- Health and wellbeing
- Material culture
- Sustainability

Moving forward GSA has ambitious plans to develop its research profile further through internal collaboration and new partnerships with National and International Organisations. We recognise the distinctive contribution made by visual creative disciplines within the rapidly growing interdisciplinary research agenda and seek to position GSA as a global leader in this field. This will involve development and mentoring of GSA's own research talent, recruitment of the best new staff, the securing of higher levels of external research funding to support research projects and further growth in the scale and activity of GSA's PhD community.

While we are firmly rooted in Glasgow, one of Europe's leading creative cities, we are international in outlook with one of the UK's highest percentages of international students and one of Scotland's largest percentages of students from the rest of the UK. Over the last five

years over £65 million has been invested in our estates including the recently opened Reid Building. Further investment is currently being planned which will create a cohesive creative campus with the iconic Mackintosh Building at its core.

We have a total income of over £30m, and our aim is to cultivate conditions in which the GSA can continue to achieve great things through what we do, with whom we do it and through creative approaches build on our existing strengths and distinctive assets, in order to:

- Achieve excellence and leadership in student-centred studio-based learning
- Engage with new audiences through inter-disciplinary research
- Extend our global reach and creative engagement
- Be a robust and efficient institution – maximising our resources and our potential

The Studio

Our studio-based approach to learning and innovation has particular relevance in the 21st Century. The place of the studio in creating the environment for inter-disciplinarity, peer learning, critical enquiry, experimentation and prototyping can help to address many of the grand challenges confronting society and contemporary business. It provides space to bring disciplines together, exploring problems in new ways to find innovative solutions. Studio is at the heart of our pedagogy, how we work and how we engage with others.

The Role

Job Title Senior Learning Technology Officer (1.0 FTE)

Location Library Services

Reports to Blended Learning Manager

Purpose The Learning Technology team at GSA takes a strategic role in supporting academics and students within a technologically-rich and constantly evolving context. Recent increases in online and blended learning have generated an increased demand from staff for training and support using Canvas and other online tools to enable them to integrate these into their teaching practice. Alongside these demands, the need to improve digital accessibility and inclusion throughout the institution has also increased. Responsibility in these areas will be the remit of the Senior Learning Technology Officer.

This role requires the postholder to interact with a range of individuals including senior leadership, Professional Support staff, course tutors, administrative staff, students, and sector communities of practice.

The role of the Senior Learning Technology Officer (Digital Accessibility) is to work as part of the Learning Technology team to

- Provide expertise, guidance, leadership and knowledge of digital accessibility and inclusion
- Support the institutional digital infrastructure and Library Services digital tools through system administration, testing new releases, troubleshooting, maintenance and development
- Support the staff and students who use the Learning Management System (Canvas) and other digital tools through bespoke workshops and support materials

Principal Accountabilities

These will be the main duties undertaken by the role holder:

- Provide expert support, guidance and advice to staff and students in the legislative and practical application of digital accessibility requirements.
- Acting as the central point of contact providing expert advice and guidance for all staff and students on digital accessibility legislation and compliance.
- Providing technical expertise regarding accessibility; using your knowledge of accessibility guidelines upskill teams on the subjects of Accessibility & Digital Inclusion.
- Set up, administration and support of Canvas courses and related tools including assessment and feedback, course and user enrollment management and reading list software
- Canvas troubleshooting and problem solving
- Supporting and advising GSA staff on digital collaboration tools and media creation tools

- Supporting and advising GSA on hosting virtual events via Zoom webinar or other platform; to include technical support and planning support and testing
- Providing one to one assistance with technology for learning for GSA students and staff working with Canvas and related software and online tools and services
- Creating, organising and leading training sessions for academic members of staff, using non-technical language, to advise them on digital accessibility, and how to make the most of learning technology tools
- Producing online learning materials for students/staff about the learning technology tools so that they are relevant and useful, and ensure understanding for a wide range of users
- Advising and supporting academic staff on pedagogic design using Canvas and to assist staff in content development
- Creating, organising and leading student workshops on digital skills e.g. Using AI research tools, creating online portfolios – topics to vary according to need
- Developing learning materials and content for online inductions for Learning Resources
- Creating and administering web-based resources and services for Learning Resources
- Attending team meetings and contributing to departmental planning activity and knowledge exchange
- Designing, developing and providing training to staff on accessible design for forms, systems and practices
- Identifying institutional gaps in digital accessibility and finding solutions
- Using accessibility testing tools and techniques
- Undertaking team and individual upskilling, working towards raising the accessibility of the institution as a whole
- Collaborating with key stakeholders; working with stakeholders across internal teams and external bodies, IT Suppliers and Product Vendors as a Subject Matter Expert.
- Maintaining qualifications in Accessibility as well as currency with Universal Design for Learning, digital accessibility and assistive technologies more generally.
- Undertaking any duties as may reasonably be requested by the Blended Learning Manager

Key Challenges

- To support and encourage the use of technology in learning in an art school environment
- To create and deliver training sessions and learning materials for members of GSA staff and students on using Canvas in learning and teaching at all levels from basic to advanced use
- To develop accessibility guidance for existing workflows, forms and systems and embed best practice going forward

Person Specification

Experience / qualifications

- Educated to degree level or have equivalent experience supporting technology in education, preferably in an FE/HE or art/design/architecture work environment.
- Accessibility certification(s) (required within 6 months of taking on post); Options include IAAP certifications in one of more: CPACC / WAS or CPABE or combined CPWA
- Experience with administration of a Learning Management System (preferably Canvas)

- Ability to drive a programme to deliver a digital accessibility strategy within academic programmes, professional support areas or teams
- Demonstrated knowledge of accessibility standards and legislation (including WCAG 2.1 Level AA, European Accessibility Act (EEA) and ISO 30071-1)
- Experience in documenting findings from assessments/audits.
- Excellent communication and people skills, with the ability to integrate well into a team and build effective relationships
- Experience in delivering workshops to educate individuals and teams
- Experience with supporting accessibility in a public sector, HE or FE environment. (advantageous)
- Ability to advise on the procurement of relevant technologies
- PGCert or PGCE (advantageous)

Skills and attributes

The post holder will be able to demonstrate;

ICT Skills

- Knowledge and understanding of Web Content Accessibility Guidelines (WCAG)
- Excellent technical knowledge of supporting and administering Learning Management Systems in an educational environment
- Experience performing manual and automated accessibility testing (including screen reader(s) such as NVDA, Dragon and JAWS)
- Highly developed ICT skills with expertise in Microsoft Office
- Knowledge of assistive technologies, and how they interact with digital products.
- Advanced skills in software troubleshooting and an ability to solve problems quickly and efficiently
- Experience in system administration of web-based systems such as content management systems, WordPress and Google Analytics (advantageous)
- Web development skills: HTML, CSS, JavaScript, PHP
- Knowledge of Adobe Creative Suite audio and video editing tools (advantageous)

Other Skills

- Ability to make complex and technical information simple and accessible for non-technical audiences.
- Knowledge of or interest in Art, Design and Architecture in relation to technology (advantageous)
- Excellent communication skills and experience of creating and delivering training sessions on technical topics in a user-friendly way to a very high standard.
- A self-starter, capable of operating with a minimum of supervision and excellent written and oral communication skills are a necessity.
- Ability to work under pressure with attention to detail
- A commitment to the delivery of a high quality training and support
- Ability to prioritise tasks and work to deadlines

Terms and Conditions

Contract

Permanent

Probationary Period	It is recognised that there is an inevitable 'settling in' period in any post. The probationary period is therefore an opportunity for the employee to fit within the culture of the School. It should also be determined during this time whether the job is in line with expectations as expressed in pre-appointment discussions, interview and as set out in the Job Description. The probation period for this role is 6 months.
Salary	Grade 6, £36,024 - £41,732 per annum
Hours	35 hours per week
Holidays	35 days plus 11 statutory holidays per annum pro rata
Pension	Option to join the Local Government Superannuation Scheme
Notice Period	3 months

