

## Level: Developing/Skilled

### Learning and Media Technologists Grade 6

**Typical roles:** Educational Media Support Officer

#### Transferable skills and competencies

PLANNING AND ORGANISING

FOLLOWING INSTRUCTIONS AND PROCEDURES

WORKING WITH PEOPLE

(See pages 52-53)

#### Experiences

*Activities and responsibilities likely to be required when working at this level*

Provide and deliver practical support for media production activities both in the studio and on location. Understand and be able to undertake audio and video production and use technical platforms for media production, data management and distribution of content. Diagnose media and IT hardware and software issues. Produce documentation on how to create and produce media content, develop and organise workshops and demonstrations, and be able to advise on the best use of media production software. Build relationships with a variety of stakeholders and use a range of communication methods and platforms. Be able to document discussions, actions and decisions using applications such as MS Office365; follow key processes and methodologies with excellent attention to detail. Work independently or with minimal supervision and prioritise and deliver own work in line with team priorities.

#### Personal and professional development

*Development options to consider when working towards this level*

##### Learning on the job

Get involved in media projects and be flexible, practical and open to change. Develop skills in using media hardware and software. Observe how media producers set up shoots and prepare people to be filmed. Learn to give advice in both a written and verbal manner, and how to demonstrate the use of hardware and software. Improve customer service skills.

##### Learning from others

Work alongside colleagues and ask questions, watch, listen and ask the obvious; join professional bodies.

##### Formal learning

LinkedIn Learning courses; industry-led courses; presentation and writing skills; digital accessibility skills; train-the-trainer courses.

#### UCL Ways of Working

*These describe expected behaviours in line with UCL culture and values (see pages 54-55).*

*For Ways of Working indicators and steps to development please refer to the Ways of Working website [www.ucl.ac.uk/human-resources/policies-advice/ways-working](http://www.ucl.ac.uk/human-resources/policies-advice/ways-working)*

## Level: Independent

### Learning and Media Technologists Grade 7

**Typical Roles:** Content Developer; Digital Accessibility Technologist; Digital Education Support Analyst; Digital Research Trainer; Educational Media Producer, Learning Technologist.

#### Experiences

*Activities and responsibilities likely to be required when working at this level*

Supporting, configuring and testing learning, media or assistive technologies. Providing end-user support and guidance including dealing with support tickets - analysing jobs raised and finding the most appropriate course of action; recording engagement interactions with customers and tracking progress; understanding the peaks and troughs in demand of services and the patterns of business activity.

Creating documentation, training materials and communications for service users, and delivering presentations, demonstrations, training courses and facilitating workshops.

Organising user groups and gathering feedback, and reporting back to managers and product teams. Maintaining relationships with external organisations relating to specific services and providing input to supplier review.

Contributing to product teams to maintain, develop and enhance learning and media provision.

Designing and producing media and/or learning content. For media production teams, setting up and directing studio and on-location video shoots, and managing the end-to-end post-production process, also understand the technological requirements for producing and delivering live and live streamed events and be able to share this knowledge with others.

#### Personal and professional development

*Development options to consider when working towards this level*

##### Learning on the job

Gain experience in dealing with non-standard requests/issues; independent searching for solutions; gain experience in a broader range of specialisms; assist on training courses.

##### Learning from others

Work shadowing; coaching; assignments or secondment opportunities; knowledge sharing across teams; joining external groups and mailing lists; attending conferences.

##### Formal learning

Associate Fellowship of Advance HE. A training qualification or instructor training, Formal learning on any of the relevant technologies dependent on the role; LinkedIn Learning; courses on customer service and communications; Arena Centre courses and workshops.

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#### Transferable skills and competencies

ANALYSING

FOLLOWING INSTRUCTIONS AND PROCEDURES

PRESENTING AND COMMUNICATING INFORMATION

(See pages 52-53)

## Level: Advanced

### Learning and Media Technologists Grade 8

**Typical Roles:** Advisory roles; Senior Media/Learning Technologist; Learning Designer; Senior Trainer; Digital Accessibility Specialist; Media Production Manager.

#### Transferable skills and competencies

RELATING AND NETWORKING

FORMULATING STRATEGIES AND CONCEPTS

PERSUADING AND INFLUENCING

(See pages 52-53)

#### Experiences

*Activities and responsibilities likely to be required when working at this level*

Capturing end-user requirements and translating them in a way that can be understood by ISD; relationship management of senior stakeholders, suppliers and external organisations, managing expectations, applying influencing and negotiation skills; shaping and surfacing demand for services; comprehensive understanding of the entire service portfolio; responsible for the delivery of service levels agreed with the business; insight and understanding of how services are used; ensuring that UCL gets the best value from its investment in IT and how the value can be unlocked; ensuring excellent customer satisfaction and perception; identifying and understanding trends from a variety of data sources to support business decision making and strategy. Designing and delivering courses and facilitating workshops; presenting to large and senior audiences. For manager roles, working on job descriptions, recruitment, appraisals, disciplinary, etc.; risk assessment and identifying training needs and staff development. For specialist roles, being a source of specialist knowledge and expertise, and able to contribute to policy and strategy development.

#### Personal and professional development

*Development options to consider when working towards this level*

##### Learning on the job

Gain an understanding of how to build a network; run events to raise awareness of learning, media and assistive technology; understanding of stakeholder needs; analysing data to provide insight; look for relevant secondment opportunities.

##### Learning from others

Work shadowing; taking an active part in meetings, participating in different product teams; facilitating events; liaising with and mediation between other operational groups.

##### Formal learning

Certified Member of the Association for Learning Technology (CMALT) qualification; Higher Education Authority (HEA) Fellowship or Senior Fellowship; training in persuading and influencing. Management and leadership training.

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## Level: Senior

### Learning and Media Technologists Grade 9

**Typical Roles:** Head of Functional Area; Education Spaces Specialist.

#### Transferable skills and competencies

LEADING AND SUPERVISING

RELATING AND NETWORKING

FORMULATING STRATEGIES AND CONCEPTS

(See pages 52-53)

#### Experiences

*Activities and responsibilities likely to be required when working at this level*

Leading on a service and/or product area in learning, media and assistive technology, including horizon scanning and strategic leadership in this area. Being a product and/or service owner and acting as authoritative source and point of escalation for product and service complaints. Having a clear understanding of the organisation in terms of its culture, vision, mission, and strategic direction, in the context of the wider HE/Research sector, in order to define and manage the capability, surfacing and filtering data and insight and resending back to senior management across the organisation; building relationships at a senior level. Managing and leading a team; focusing on the development of others and providing effective development frameworks. Applying specialist expertise and experience; coaching/mentoring responsibilities. Managing financial responsibilities. Representing UCL's interests externally e.g. other universities, partners and suppliers; representing IT at strategic meetings across UCL.

#### Personal and professional development

*Development options to consider when working towards this level*

##### Learning on the job

Leading a team; developing initiatives - training, support, etc.; contributing to bids and writing business cases; future planning (service planning); preparing reports for senior management; identifying requirements and trends; developing roadmaps; contributing towards strategy.

##### Learning from others

Working in teams to share good practice; presentations to senior management; running a Community of Practice (CoP); presenting at conferences; liaising with and mediation between other operational groups.

##### Formal learning

Senior Fellowship of Advance HE. Senior CMALT. Senior and strategic leadership programmes.

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