

## JOB DESCRIPTION

### SECTION 1

#### BASIC DATA

<b>Job Holder's Name:</b>		<b>Job Title:</b>	Head of Learning Design
<b>Reports to:</b>	Director, Learning Provision	<b>Location:</b>	London or Canterbury
<b>Department:</b>	Learning Provision	<b>Job Family:</b>	Management

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### SECTION 2

#### DEPARTMENT STRUCTURE

Please see Appendix A attached.

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### SECTION 3

#### OVERALL JOB PURPOSE

To lead the development of effective learning strategies for a range of programmes (new and existing), ensuring they meet the business, customer and organisational needs in delivering outstanding financial education, and to ensure that the commissioning of subject matter experts meets those needs.

#### SIZE / DIMENSIONS

- Manages two Commissioning Managers
- Spending authority of £10,000

### SECTION 4

#### PRINCIPAL ACTIVITIES/OUTPUT OF JOB

(This area outlines in more detail the duties of the post holder).

- Owns the pedagogical aspects of course development
- Works with the business areas and across Learning Provision to identify programmes that require update or enhancement, and determines any course design changes required
- In partnership with the Head of Assessment Design and working with relevant business areas, create a proactive plan to regularly review all our qualifications and learning opportunities over an agreed time period
- Guides Commissioning Managers in the requirements of the course design to enable them to identify suitable subject matter experts
- Builds good relationships with a range of internal and external stakeholders to ensure they appreciate the pedagogical aspects of effective learning strategies

- Supports the business areas to determine the appropriate learning framework and thus inform the business case through identifying the resource requirements
- Facilitates workshops with customers and other stakeholders to identify learning profiles, design effective learning pathways and map out courses of study
- Works across the Learning Provision directorate to ensure that delivery of courses is achievable within the resources available
- Works in partnership with the Head of Assessment Design to ensure that learning design leads to appropriate assessments that enable students to succeed
- Makes recommendations regarding the relevant tools, methodologies and partners to support the learning journey
- Actively promotes and engages with key stakeholders to embed the use of appropriate technologies into delivery
- Embeds evaluation techniques into course design and ensure that user feedback drives delivery
- Leads on benchmarking LIBF's learning design and delivery to ensure innovation and best practice are enabled
- Produce thought leadership in respect of learning design

**CONTACTS AND INFLUENCE EXERCISED**

- Works in partnership with the Head of Assessment Design
- Working collaboratively with colleagues at all levels of the organisation
- Liaises with external contacts
- Represents LIBF at external events and meetings

**DECISIONS**

(How much freedom is there to provide solutions, and make decisions regarding the resolution of problems within the constraints of established guidelines or procedures, and supervision?)

Indicate the level which best describes the job holder’s involvement in the decision making process:

Follows written and verbal instructions and established guidelines	
Interprets policies & procedures	
Participates in the establishment of guidelines & procedures	
Acts as final authority to implement policy, guidelines and procedures that affect qualifications within sphere of management	x
Acts as final authority to implement policy, guidelines and procedures that affect strategic goals	

Indicate the statement which best describes the impact of the job holder’s decisions:

Restricted to employee’s own work	
Has impact on department/directorate* objectives	x
Has impact on The London Institute of Banking & Finance	

Examples of the decisions that are generally made by the job holder (if applicable)

(To be added by line manager/employee)

- Together with Head of Assessment Design determines course requirements, including external expertise
- Determines course design principles based on learning profile, customer need and learning outcomes

**DEFINITION /CLARITY**

(The extent to which to job is defined; the clarity of the job’s boundaries, levels of uncertainty)

This role informs the work of the department as a whole, and therefore it is essential that they work collaboratively and demonstrate behaviours and attitudes that engender the same in others. The ability to give clear direction whilst taking account of the views of others is essential.

The LIBF offers a range of programmes at all levels, and the post holder needs to be able to take account of the different customer, student and business needs in the design of courses of study that are innovative and fit for purpose, and deliverable within the resources (time, people, funds) available.

**PERSON SPECIFICATION**

**Job Title:** Head of Learning Design

**Reports to:** Director, Learning Provision

**Department:** Learning Provision

<b>Qualifications, knowledge and professional memberships</b>	<b>Essential / desirable?</b>	
Educated to degree level or above	E	
Knowledge/experience of working within the education sector	E	
Experienced instructional designer, preferably qualified in a relevant field	E	
<b>Technical competencies (skills and experience)</b>	<b>Essential / desirable?</b>	
Proven experience in learning and course design	E	
Strong interpersonal skills to enable collaborative working	E	
Understanding of business drivers and how they relate to developing learning frameworks	E	
Able to assess different learning profiles and how they impact on course design	E	
Able to think creatively about how to meet the differing needs of the business, the customer and the learner	E	
Passionate about learning and supporting people to succeed, and willing to share that knowledge via a range of channels	D	
Able to create visual storyboards to demonstrate course design	E	
Proven experience of usability testing and evaluation	D	
Up-to-date knowledge of best practice in learning design, relevant tools and methodologies, and established mechanisms for maintaining that knowledge	E	
Excellent communication skills, with effective facilitation skills	E	
<b>Core Competencies</b> (this section should contain the level of competency required to carry out this role. Please refer to the competency framework for clarification where needed. Placing a N/A where the competency is not required as part of the job)	<b>Essential / desirable?</b>	<b>Step</b>
<b>Values</b>		
Listening and Learning	E	2 – 2
Innovation	E	2
Support	E	1
Transparency	E	1
Collaboration	E	2
<b>Skills and Experience</b>		
Business thinking	E	2
Getting things done to achieve results	E	4
The Customer experience	E	3
Managing quality and standards	E	4
Applying judgement and taking decisions	E	1
Managing individuals and teams (line managers only)	E	1

Signed .....  
JOB HOLDER

Date .....

Signed .....  
LINE MANAGER

Date .....

# The London Institute of Banking & Finance

Director of Learning Provision

