

JOB DESCRIPTION

SECTION 1

BASIC DATA

Job Holder's Name:		Job Title:	Learning Content Editor
Reports to:	Managing Editor	Location:	Canterbury or Home
Department:	Learning Provision	Job Family:	Team Leader and Specialist

SECTION 2

DEPARTMENT STRUCTURE

Please see Appendix A attached.

SECTION 3

OVERALL JOB PURPOSE

Develop, write and edit effective text-based learning materials that meet the requirements of the course design, working collaboratively across the Learning Provision team to ensure that print and digital aspects are delivered as appropriate.

SECTION 4

PRINCIPAL ACTIVITIES/OUTPUT OF JOB

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

- Provide guidance to subject matter experts in the requirements for content production
- Build on SME's knowledge, employing 'ghost writing' techniques where appropriate to deliver effective learning materials
- Work closely with the Learning Technologist, and Subject Matter Expert (SME) to develop a clear plan that details the content we need to develop for each qualification.
- Work collaboratively throughout the project to deliver timely and effective learning materials and experience.
- Provide support for the SME in terms of suggested approaches to content (eg type and number of activities, referencing, permissions, deadlines, etc).
- Critically assess draft content and consolidate feedback from other stakeholders (internal and external). Ensure this is fed back to the SME clearly, ensuring that the materials developed are fit for purpose (cover the syllabus, meet the brief, do not plagiarise), and are signed off by internal and external stakeholders.
- Where required, write linking content, eg general topic introductions, non-technical video or audio scripts.
- Copy edit the content, and make ready for production activity, to include:
 - correcting errors in grammar, syntax, punctuation and flow;
 - being sensitive to an individual author's style of writing but identify instances where this might become an obstacle to understanding;
 - evaluating the technical content – ensuring that concepts are explained with sufficient clarity. Redraft for consideration by the content owner where necessary;
 - drawing attention to, and resolving, any potential libellous content, infringements of copyright, problems with consistency/completeness, illustrations/quotations without the necessary citation or permission;

- preparing content for production – applying basic styling, heading levels etc.
- Create and maintain records of permissions secured on individual titles.
- Undertake picture research and acquire images, working within agreed budgets.
- Consider the need for indexing and/or contents pages and brief Production Editor accordingly.
- To develop and maintain understanding of changing language usage and issues of readability and accessibility (eg for visually impaired learners, learners with dyslexia, etc).
- Provide Production colleagues with a full and clear brief, to ensure that the production activity is as smooth as possible. Support the print or VLE activity where necessary.
- Liaise across the team as appropriate to ensure that the qualifications are ready for launch – and that regular reporting is available to key stakeholders throughout the development process.
- Meet regularly with Learning Provision colleagues to share best practice, support each other, define organisational standards, enhance provision, and to work on organisation-wide projects.
- Undertake any other duties that may reasonably be required to support this project and/or the work of the organisation.

CONTACTS AND INFLUENCE EXERCISED

Internal contacts across all areas of the organisation and at all levels.

Frequent contact with SMEs: ensuring they deliver to a prescribed brief. Where necessary provide constructive feedback and support, and even applying the terms of the contract if needed. Resolving issues where differences of opinion on content arise between colleagues working on the programme.

Able to influence and negotiate to achieve appropriate and effective solutions that support the learning needs of the qualifications.

DECISIONS

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	X
Participates in the establishment of guidelines & procedures	
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	X
Has impact on department/directorate objectives	
Has impact on The London Institute of Banking & Finance objectives	

Examples of the decisions that are generally made by the job holder

- Prioritisation of own workload.
- Together with the team, decide on the SME.
- Together with the team, signing off the learning materials as being fit for purpose.

DEFINITION /CLARITY

Adaptability and pragmatism will be essential as will an ability to juggle a range of tasks across different projects and with tight timeframes is essential. The post-holder will need to remain calm under pressure, and to find solutions to any problems that arise.

This role is part of a wider team that needs to work collaboratively to ensure learning and assessment materials support students to succeed. The post holder needs to work in a collaborative, supportive and flexible manner to achieve this and support the achievement of departmental and organisational objectives.

ANY ADDITIONAL FEATURES OF NOTE

To fulfil the requirements of this role you will need to attend the other LIBF office regularly as defined by your line manager.

PERSON SPECIFICATION

Job Title: Learning Content Editor
Reports to: Managing Editor
Department: Learning Provision

Qualifications, knowledge and professional memberships	Essential/Desirable?	
Educated to degree level or above (in a relevant discipline)	E (D)	
A Level, or equivalent, in English	E	
Knowledge/experience of working within the education sector	E	
Knowledge of learning and teaching theories and their use to support effective teaching	D	
Technical competencies (skills and experience)	Essential/Desirable?	
Experience of commissioning or developing learning materials for a variety of channels, eg. print, online, multimedia	E	
Knowledge of standard editorial processes from commissioning to signing off final proofs	E	
Experience of negotiating agreements & influencing stakeholders	E	
Understanding of, and familiarity with, relevant copyright laws and publishing rights	E	
Ability to evaluate manuscripts & provide focussed & critical feedback	E	
Experience of copy editing and proofreading documents on paper and on screen	E	
High level of literacy and attention to detail	E	
Excellent IT skills, including Microsoft Office	E	
Experience of collaborative working – with excellent, and confident, communication and influencing skills	E	
Ability to work well, and calmly, under pressure – managing a demanding workload formed of a wider range of projects with competing deadlines	E	
Familiarity with The London Institute of Banking & Finance, and/or the financial services industry	E	
Core Competencies (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)	Essential / desirable?	Core for all employees
Values		
Collaboration	E	C
Adaptability	E	C
Innovation	E	C
Integrity	E	C
Support	E	C
Skills and Experience	Essential / desirable?	Core or Enhanced?
Communicating effectively	E	C
Business thinking	E	C
Developing Yourself	E	C
Getting things done to achieve results	E	C
Digital Capability	E	En
The Customer Experience	E	En
Managing quality and standards	E	C
Applying judgement and taking decisions	E	C

Signed
JOB HOLDER

Date

Signed
LINE MANAGER

Date

Appendix A

