Indicative Draft Job Description (To encourage discussion)

Job Title:	Online Learning Enabler
Reporting to:	To be decided: E&L or one of the RCLs (needs a home harbour as well as sails and various anchorages, so where best to connect them?)
Direct Reports:	None (i.e. they do their own administration)
Location:	None specified (an ideal post for home working)
Travel:	Regular travel within the UK for meetings and consulting, although online conversations will be emphasised
Working Hours:	Usual working hours with some outside of usual working hours
Salary Band:	To be decided

Job Summary:

- To support and develop the United Reformed Church's online learning presence and engagement within the context of the URC's commitment to blended learning.
- To keep up to date with online learning development potential and share best practice with the United Reformed Church.
- To engage actively with ecumenical partners.
- To manage the URC's virtual learning environment, and to liaise with relevant specialist contracters.
- To act in close liaison with relevant United Reformed Church networks in Synods, RCLs and Assembly Committees;

Background

The final report of the Blended Learning Task Group to the Education & Learning Committee in September 2016 provided an overview of online learning provision and potential for the United Reformed Church. The Task Group reviewed the world of blended learning, opportunities to share information, and software and websites to engage in online learning. It has become clear that dedicated expertise will be needed to help the United Reformed Church align its learning needs and aspirations with the most effective means to enable development through taking seriously the role of online learning.

The United Reformed Church established a virtual learning environment based on Moodle in 2011, called URCLE, the United Reformed Church Learning Environment. This is supported technically by a company based in Glasgow (E-Learn design). In the years since its adoption the world of online learning has changed enormously and the United Reformed Church has made a much deeper commitment to Blended Learning – learning in a wide variety of styles, locations and media.

Current Position

1. As part of its focus on missional discipleship (*Walking the Way. Living the Life of Jesus Today)* the URC has undertaken to design a successor programme to *Training for Learning and Serving* as its intentional vehicle for discipleship development and lay ministry formation. It is recognised that the new programme must be designed from the outset for blended delivery in which high quality online resources and accessible student participation are key elements.

2. The Windermere Centre, which is one of the four Resource Centres for Learning serving the URC has pioneered engagement in digital discipleship, and capacity building with congregations on websites and social media through the *i*Church programme and the Windermere Online Festival.

3. The design of the URC website has evolved in recent years, under the direction of the Assembly Communications team, although few of the people from other teams in Church House are trained for writing for the web. This is a distinct skill set which differs in key respects from writing for print publications.

4. The URC is broad and diverse with active involvement from people who are digital natives as well as those who have little access to online use. This post needs to be seen in that context, so that although it is established to focus on capacity building for online materials it must be set within a blended learning approach.

Suggested principle responsibilities and duties

Manage the United Reformed Church's online learning presence and engagement, in liaison with relevant United Reformed Church networks and agencies.

1. Liaise with agencies which offer learning opportunities from and for the United Reformed Church (Assembly staff, Synod officers and staff, Resource Centres for Learning, the successor to TLS, Synod website coordinators).

2. Work with the URC Communications team to understand and fully utilise the online platforms presently used in the URC.

3. Keep abreast of United Reformed Church online learning potential, resources, and needs.

4. Ensure that support and training is available on writing/designing online learning resources in order to build capacity in this area for key people within the United Reformed Church.

Keep up to date with online learning development potential and share best practice with the United Reformed Church

1. Make connections with online learning forums beyond the URC (e.g. Learning Technologies Conference, CODEC)

2. Read, visit and experience a variety of contemporary online learning platforms, highlighting features, benefits, and the way they could be used in the United Reformed Church

3. Be available in an advisory role to parts of the URC seeking to draw on and design online resources

4. Liaise with URC Communications to maintain positive online policy and conduct

Oversee the management of the United Reformed Church Virtual Learning Environment (currently known as URCLE and Moodle-based)

1. Liaise with the United Reformed Church's preferred contractor for effective Moodle support.

2. Prepare and manage tenders for outsourcing relevant tasks to ensure that there is sufficient provision for connecting, advising, and equipping e.g. on writing/designing online material.

3. Monitor the use of URCLE and future learning environments by the URC

4. Work with network and course leads to manage individual Moodle categories, ensuring that appropriate levels of training and support are available.

Possible Person Specification

Job Title: Online Learning Enabler

Requirements	Essential	Desirable	Measurement
Education and qualifications	• (doesn't have to be degree…) • Professional IT qualifications??	• Training in online technologies	
Experience	• Wide experience in the use of Information Communication Technologies • Practical use of Moodle systems (or whichever platform is being used) • Experience of managing online presences (web updating, blogging, participation in interactive sites) • Wide experience of learning environments (formal and informal) • Proven competence in designing online learning materials	• Wide use of Moodle systems (or whichever platform is being used) • Web development skills • Understanding of a church online presence	
Knowledge	• Educational purpose • Software use		
Skills and Abilities	• Good communication skills, oral and written • Networking and mentoring	Proven competence in training a variety of people in use of IT	