

TERMS OF REFERENCE: TMG VLE MANAGER	
PART A – POST DETAILS	
Post Title	Training Management Group Virtual Learning Environment Manager – (TMG VLE MAN)
Grade	OF2
Location	Work From Home / office space available West Battery/ Will involve travel SE/SW
HRMS Position Number	
HRMS Job Family/Job Code	N/A
Line Manager Name/Grade	Training Support Pillar- SO1/ WO2 TMIS
Day-to-day Supervisor (if different)	SO1 TMG TRG REQ
Countersigning Officer Name/Grade	Cmdt TMG
Working Pattern (FT/PT/Alternative)/hours	FT
Security Clearance Required	SC

PART B - ORGANISATION & BACKGROUND
<p>Under the [Selborne] contract, the Contractor has responsibility for management of the training output for in-scope training. A key element of this training output is the effective management and support of training equipment to ensure it is fit-for-purpose and available to enable the delivery of training.</p> <p>The Authority has a need to establish a suitably resourced and empowered ‘customer’ function to manage the contract, coordinate and manage the provision of Authority enablers and dependencies and hold the Contractor to account for the delivery of the in-scope training services to the volume and quality standard required by the Authority.</p> <p>The Authority’s responsibilities as an intelligent customer will be discharged through the Authority component of the Training Management Group (TMG)) within the Personnel and Training Directorate. The TMG is the key forum for collaborative working between the Authority and the Contractor at an operational level, and for the day-to-day management and oversight of the training service.</p> <p>The Authority’s role as ‘customer’ within the TMG is to oversee, assure, consult, inform and influence, not to determine how the Contractor delivers the contracted services. The Authority component of the TMG constitutes both a centralised team and local ‘key customers’ at the site of training delivery to support the proactive management of the Contractor and the coordination of relevant Authority dependencies.</p> <p>The TMG operates on a collaborative basis with joint-working between the Authority and Contractor to help each Party achieve their aligned objectives. This includes the Parties working together to identify and resolve risks and issues, and realise opportunities. It also involves the Parties supporting one another to help fulfil their respective responsibilities and obligations, in accordance with the terms set out in Clause 62 (Cooperation and Collaboration) of the contract. In the case of the Authority, this will mean the provision of technical SME advice and guidance to the Contractor in relation to RN training and</p>

education, support in the design and implementation of remedial, opportunity realisation and modernisation plans, and facilitating change elsewhere within the RN which supports and enables the realisation of benefits within the training system.

The VLE/Defence Learning Cell is the TMG's SME responsible for ensuring that MoD policy is met and that support is given in maintaining and modernising the DLE.

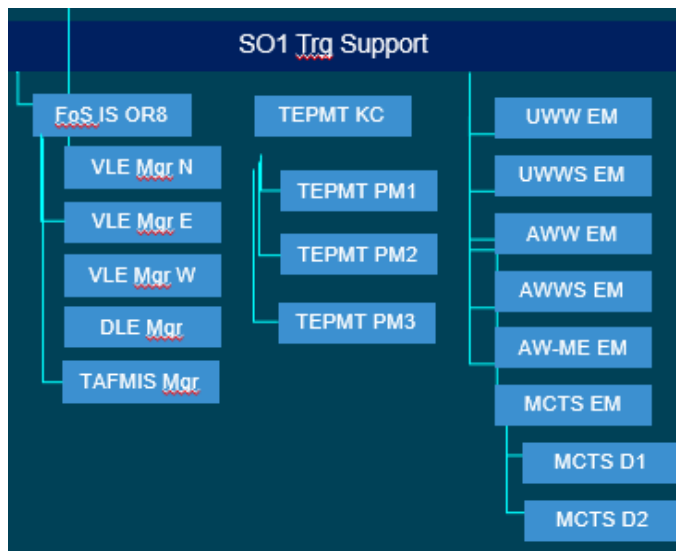
Job Purpose

The primary purpose of the TMG VLE MAN is to provide Governance and Management support to Initial Training Phase 1 units in the creation and maintenance of the Naval Service VLE pages, in support of Navy HQ strategy, including the Maritime Innovation Training Strategy. In addition to their primary purpose, TMG VLE MAN is to:

- Support RN Cat manager in establishing a sustainable structure for TMG DLE cell.
- Support modernisation of the Defence Learning Environment.
- Will be responsible for supporting the creation and development of VLE pages across the Maritime Warfare School, in support of Navy Command HQ strategy.
- Will give advice and guidance to course administrators and trainers, to best exploit training solutions through the VLE

The post holder shall note that these approved TORs seek to describe the extent of the role and its responsibilities, as far as practicable. Ultimately, however, it is up to the individual to achieve the job purpose using their leadership, professional ability and management skills. Thus, these TORs should not be seen as prescriptive and post holders are expected to exercise initiative and be innovative, which may require operating outside their TORs. In these circumstances post holders are not to be constrained by their TORs in achieving success but must ensure that their line manager and others are kept informed as appropriate.

Organisation Chart



PART C - RESPONSIBILITIES

Specific responsibilities

List the main tasks of the job in sufficient detail to provide a clear understanding of what it

involves. Estimate the percentage of your total time normally spent on each task. Include no more than 6 tasks; reference to your PAR may help. You should list what you actually do, rather than what you think you should do. The percentages should add roughly to 100% (although it is acknowledged that there may be variations from 90+% and could in some instances be circa 110%). Activities which occupy less than 10% of the job holder's time may be grouped together. Round all responsibilities to the nearest 10%.

The percentage of time spent on each responsibility should reflect the time spent on it throughout the year in order to capture activity that is subject to peaks and troughs or which occurs only at certain times of the year.

Where applicable, responsibilities should include:

- line management
- budgetary responsibilities
- engagement with others/key stakeholders (internal and external)

Responsibility	Percentage
1. Support the RN Category manager in establishing a sustainable TMG Dell function and support modernisation of the DLE.	40
2. Give VLE advice and guidance to Course Designers, Course Administrators and Trainers, liaising with CfTN where appropriate.	20
3. Create appropriate new Sub-Categories within the MWS area, managing user permissions and the category area. Create areas specific to apprenticeship qualifications and the support of those qualifications.	10
4. Ensure that the Alfresco area is managed appropriately. Ensure Mahara and all elements of the e-portfolio system are supported.	20
5. Manage the Turnitin allocation of licences and Turnitin VLE user roles, ensuring Turnitin assignments are managed correctly.	10

PART D - SUCCESS PROFILES

List the elements of the [Success Profiles Framework](#) that are applicable to the role. Refer to the guide on [Defining the Job Role and Selection Requirements](#).

Behaviours:

Leadership
 Changing and Improving
 Working Together
 Developing Self and Others
 Communicating and Influencing

Experience:

Experience of chairing stakeholder meetings and tracking actions.
 Experience of providing training, development and support to others.
 Experience of a system-based approach to learning, learning pedagogy and learning technologies (such as Moodle).

Technical:

Defence VLE functionality training up to Sub-Category Manager level (can be achieved in post).
 Computer literacy, to include Microsoft Office products and Sharepoint.

PART E - LEARNING & DEVELOPMENT

Defence VLE functionality training up to Sub-Category Manager level Defence Information Management Passport
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PART F - SIGNATURES

Post holder:	
Name	
Signature	
Line Manager:	
Name	
Signature	
Date agreed:	
Date for review:	