Career Pathway for Educational Developers in the Centre for Teaching & Learning
Educational Developer Career Pathway CTL

1.0 Background and Introduction ........................................................................................................ 3
  1.1 Drivers ........................................................................................................................................ 3
  1.2 Career Pathways and Job Families ............................................................................................... 4
2.0 Proposal for the development of a job family for Educational Developers ................................ 5
  2.1 New Career Structure ................................................................................................................. 8
3.0 General Principles .......................................................................................................................... 9
  3.1 Movement between pathways ..................................................................................................... 9
  3.2 Advertised Posts .......................................................................................................................... 9
  3.3 Sideways movement other than by response to an advertised position ....................................... 9
  3.4 Movement within the new pathway ............................................................................................. 9
  3.5 Recognition Criteria .................................................................................................................... 10
1.0 Background and Introduction

The University is seeking to provide alternative or parallel career pathways to ensure roles that are focussed upon educational development, enterprise, (industry) professional development and commercial impact are appropriately recognised, developed, valued, and rewarded. The development of an alternative pathway(s) will make it easier to identify career options at the University. A pathway will offer progression in the traditional sense, with jobs increasing in responsibility and salary and a structure for creating personal development plans and making well-informed choices about training and development.

This is part of the ways of responding to the increasing diversity of imperatives that inform the University’s Mission.

Support for an alternative pathway has been obtained in principle from the AVPA, Dean of Teaching and Learning and the Manager, CTL

1.1 Drivers

There are a number of drivers for change which include:

- The increasing need for a specific framework for education developers
- A recognition that the role of Educational Development spans both academic and administrative activities
- A recognition that a specific balance between scholarly and educational development activities will be different for educational developers and a need to specify this within a newly constructed framework
1.2 Career Pathways and Job Families

A job family describes a number of roles which are engaged in a similar or related kind of work. Although the level of responsibility, skill or competence required to undertake the work may differ, the essential nature of the activities carried out and skills used similar.

Within the University the following job families are recognised:

- **Academic** Staff whose responsibilities encompass research, teaching and service.
- **Research** Staff whose main focus is research and commercial application.
- **Administrative & Managerial**
  (other job families include IT, Library, Technical and operations).

For roles at each level within the job family, there are descriptions to define typical work activities, the knowledge, skills and experience are required, and how an individual’s progression or performance might be measured. This provides a career structure or **pathway**.
2.0 Proposal for the development of a job family for Educational Developers

The role of an Educational Developer

Educational Developers and Educational Development champions provide or support the services aimed at improving the quality of teaching and ultimately the student experience. Educational Developers promote **innovation** in teaching and learning and do so in a sustainable and scholarly way. The activities engaged in are very diverse, as is the scope and technical specialism.

Educational Developers work in **partnership** with other disciplines/project teams/individuals either vertically within a discipline or horizontally across the institution to build the capacity and capability of both institution and staff to address challenges that affect the student experience and learning outcomes. As such there is a **shared** responsibility for implementation of the learning, teaching and assessment strategy, encouragement of innovation, enhancing teaching quality and e-learning.

Educational Developers in UL

The strategic focus for Educational Development in UL is through the Centre for Teaching & Learning (CTL). As a 'hub' it is uniquely placed to encourage a culture that values teaching and learning and encourage innovation in:

- the development of staff relating to learning and teaching
- enhancing academic practice in disciplines
- student support and guidance
- supporting learning with technology

Educational Developers maybe located in the CTL or within Faculty. Educational Developers need to be able to influence strongly, respond to needs and be creative in their delivery and management of learning support as the CTL cannot resource or 'own' all interventions.

In this context Educational Developers will typically engage in the following work activities (this list is not exhaustive, nor is it expected that all Educational Developers engage in all activities)

- **Design, plan and offer**
o Sustainable teaching and learning solutions (including technology led) that are timely, creative and pedagogically effective

o Professional development programmes in line with professional standards/frameworks

• **Teach, facilitate, co-ordinate**
  o learning and development supports (including use of e/ technology in learning), through workshops, writers retreats, virtual environments, teaching on courses for faculty, one-off consultations etc.

• **Design, plan, manage an effective learning environment (physical work place environment/distance learning/e-learning/digital environment)**
  o design, plan innovative learning environments (virtual/electronic/distance etc)
  o promote activities, manage resources, monitor quality, administer
  o archive, manage and facilitate access to resources (digital and physical)
  o support software, hardware or e-spaces.

• **Consultancy, feedback and advice**
  o on processes, systems and practice
    - effectiveness of training resources
    - developing new or modified curriculum / programmes (e.g. embedding widening participation, improving student satisfaction), training resources including digital materials etc
    - on the appropriateness of a given technology, instructional tool or pedagogy applied to a particular learning outcome
    - on needs analysis
    - on assessment and evaluation

• **Develop staff**
  o Develop the skills of staff and/or students

• **Administration**
  o Completion of appropriate administration and management activities (budgeting, reporting etc as appropriate to the role)

• **Sustain the Service / Income Generation**
o Sustain links with funders, generate funding
o Embed support or utilise support from other departments/service units to sustain interventions

- Leadership - Organisational and Professional
  o champion lead be an enabler, act as an advocate
  o provide synergy to institutional activities aimed at improving the student experience through innovation in curriculum; teaching; assessment, e-learning etc
  o influence policy and strategies, institutionally and externally - e.g. recognition of teaching excellence in promotion; faculty development; quality etc
  o highlight and disseminate teaching and learning innovations and prioritise areas where more support is needed.
  o support development of learning communities internal & external to the institution e.g. regional/ national SIG’s / Consortia; HR/IT/OD practitioner forums; Learner support.

- Continuous professional development, incorporating research, scholarship and the evaluation of professional practices
  o engage in (and stimulate) research which directly supports the University’s strategic initiatives and the work of the Centre
  o engage in professional development.

- Demonstrate professional values
  o An understanding of how people learn
  o Scholarship, professionalism and ethical practice
  o Working in and developing learning communities
  o Working effectively with diversity and promoting inclusivity
  o Continuing reflection on professional practice
  o Developing people and processes.
2.1 New Career Structure

The proposed career structure associated with the new job family would include the following:

- A job family reflecting the range of educational developer activities
- A career pathway with recognition criteria and competencies associated with the role and levels
- The flexibility to move into this job family from research/academic/administration
- Progression between levels to be either through promotion into a new position or if role scope has changed through job evaluation (no Lecturer Above / Below Bar progression mechanism).

The proposed career framework is comprised of a series of levels. From Educational Developer Assistant to Lead Educational Developer.

The expectation for each level is set out in a role profile.

- The role profile descriptions establish increasing independence and range at each level.
- There is no automatic progression between levels. Movement will be through competition either by recruitment or promotion.
- Key success criteria include (but are not limited to):
  - project managing ED service development / new initiatives
  - contribution to ED methodologies
  - record of scholarly published output that is linked to T&L theory and practice within and/or across disciplines.
  - contribution to sustaining the service through income generation
  - appropriate level of SEDA fellowship.

Role holders at all levels will engage in continuous professional development activity and demonstrate their professional values.
3.0 General Principles

3.1 Movement between pathways

There is no right to move between Pathways, in any direction, even by way of a ‘sideways movement’ to the same level. In other words, career paths and job families should be treated as distinct and separate.

A probation period for existing staff is not a requirement. Probation for new staff recruited into roles is a requirement. (Probation follows UL’s Policy).

For existing staff who successfully move into this pathway, they will remain on this career pathway, there is no automatic right to transfer back to their previous job family.

3.2 Advertised Posts

Any individual employed may apply for an advertised post. Since the nature of the competencies required for a position on one pathway may differ from those needed on another, it should be normal practice for positions to be advertised and any person currently employed on other pathways interested in the position to apply for the post competitively.

3.3 Sideways movement other than by response to an advertised position

Sideways movements of staff on the Academic Pathway to the proposed ‘Educational Developer Pathway’ would require approval(s) as this represents a change in contractual duties (typically CTL Manager, the Dean, Human Resources). The Manager of CTL can make a recommendation; the final approval authority lies with the Dean.

The Manager of CTL and Dean should be satisfied that the individual concerned meets the competences required, were the post to be advertised position. Typically it would be normal practice for the person seeking transfer to be subject to an interview to establish appropriate competences; alternatively, those competences may be tested by application for an advertised post.

Current CTL staff at the time of adoption of the Educational Developer Pathway who may enter the pathway on or subsequent to its adoption will enter at the professional entry point “Educational Developer” without loss to current salary level. Any subsequent confirmation to a higher level will follow 3.4 below.

3.4 Movement within the new pathway

The proposed ‘Educational Developer pathway’ would NOT follow the Academic policies and procedures, but follow in principle the policy and procedures associated with Administration & Management pathways.
Progression is either through competitive promotion or re-grading after job evaluation. The University has an established job evaluation process used to determine the grade for different roles. The mechanism aims to provide a consistent, transparent and equitable procedure for assessing substantive and material changes to existing roles.

The new pathway would end at Lead Educational Developer as further progression beyond this point would either be onto Administrative Managerial Grade or onto an Academic pathway.

### 3.5 Recognition Criteria

Recognition criteria and performance standards for staff on the new pathway for the purpose of probation, promotion and performance development are across key areas of related activity – evidence driven educational development and related scholarship, research and leadership.

For staff on this pathway there may be different emphasis dependent upon an individual job role; key success criteria include (but are not limited to):

- project managing ED service development / new initiatives
- contribution to ED methodologies
- record of scholarly published output that is linked to T&L theory and practice within and/or across disciplines.
- contribution to sustaining the service through income generation
- appropriate level of SEDA fellowship.

It is the role of the Dean, or his or her nominee, to determine the focus of the goals and objectives of staff in accordance with the needs.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scholarly and evidence-driven educational development</strong></td>
<td><strong>Assistant Educational Developer</strong></td>
</tr>
<tr>
<td></td>
<td>Indicative 80-90%</td>
</tr>
<tr>
<td><strong>Scholarship, research, and leadership</strong></td>
<td>Indicative 10-20%</td>
</tr>
</tbody>
</table>