

Professional & Career Development Toolkit – Registry (Academic Services)

Background

In 2014 the Registry department consisted of five areas dedicated to the maintenance and improvement of academic standards across the University for all students. The staff survey results of that year revealed that staff were dissatisfied with the perceived limited career development opportunities available.

In response, in 2015/6 the OD team undertook a project to create a toolkit which could be used to broaden understanding about what options might be available, what was required to fully develop within their current role and successfully apply for opportunities, either vertically or laterally, as they became available.

Intervention

Working with Heads of Department and individuals and groups from each area, profiles for each of the 5 professional career streams¹ were created outlining the necessary:

- critical experiences (using the SHL Universal Competency Framework)
- skills
- qualifications and knowledge
- relationships and networks
- personal characteristics (using the SHL Universal Competency Framework)

Development suggestions were created for the critical skills and behavioural areas in terms of informal and experiential learning together with a personal development template following the 70/20/10 principle.

Workshops were held to introduce and explain the toolkit with participants practicing using the toolkit with a case study.

Impact

The toolkit was well received with the majority of staff finding it a valuable resource when reviewing their professional development, either as part of their performance development review or in ongoing development planning. Having all the information in one place made it easier to identify gaps in current knowledge or experience and determine what they needed to focus on to move to another area.

¹ Educational Development; Educational Learning and Technology; Assistant Registrar; CeDAS Teaching Fellow; Student Administration

Some felt it too high level and didn't capture every nuance of their role; the intention however was always for it to be an additional aide, to be reviewed alongside other documents such as job profiles and referenced as part of career conversations. It was not a full description of the role in terms of responsibility, scale, demands and duties, and as such did not by itself determine progression. Care was taken in the promotion of the tool to emphasise placing it within this wider context.

Example

	Learning Technology Advisor; Learning Technology Officer	Senior Learning Technology Officer	Head of Educational Development
Critical Skills	<u>Analysing</u> <u>Applying expertise and technology</u> <u>Planning and organising</u> <u>Presenting and communicating</u> <u>information</u>	<u>Persuading and influencing</u> <u>Writing and reporting</u> <u>Deciding and Initiating Action</u> <u>Leading and supervising</u>	<u>Formulating strategies</u> <u>and concepts</u> <u>Entrepreneurial and</u> <u>commercial thinking</u>
Critical Experiences	Teaching/training in HE On-line learning: Course design for blended learning, distance learning and assessment; range of e-learning technologies Administration, maintenance and development of the College's VLE Supporting the use of e-learning technologies	Leading and supporting use of e-learning technologies Advanced technology enhanced learning techniques, including mobile technologies Project Management Facilitation Writing case studies Team leading	Strategic project leadership Contribute to Royal Holloway policies Managing large collaborative projects Developing, leading and supporting College strategies Budget management Influencing priorities of other departments
Qualifications and Knowledge	Higher education study	Knowledge of: capabilities of IT services; system testing; College's web management system e-learning technologies Academic QA procedures Web tools and their pedagogical use HEA recognition HR policies and procedures Finance policies and procedures Equality and Diversity policies and procedures Health and Safety policies and procedures	Keep up to date about: developments in pedagogies; HE policies College governance structures/procedures
Relationships and Networks		IT Services, Academic Departments, Registry, Library, DDS, Careers Service; ELUAG, M25, Heads of E-Learning, MUGGL, ALT, HEA, HeLF UK	Working Groups Peers in other Professional Services Relevant College Committees SMT, CEx
Personal Performance	<u>WORKING WITH PEOPLE; RELATING AND NETWORKING; ADAPTING AND RESPONDING TO CHANGE; COPING WITH PRESSURES AND SETBACKS</u>		