

SEDA Spring Conference 2024



Session Title: Future facing academic enhancement and development: a competence-based model for ‘developing the developers’

Session Type: Workshop (60 mins)

Main presenter(s): Jenny Lawrence, Oxford Brookes

Co presenter(s): N/a

Session Summary:

Future facing academic enhancement and development: a competence-based model for ‘developing the developer’

A competence based model for academic development helps the academic developer extend the ‘epistemic boundaries’ (Evans, 2023) of academic development and enables the academic developer to practice with integrity, authenticity and adapt their practice as swiftly as the pace of change.

Session Outline: This workshop will present a competence-based model for academic development and guide participants in the construction of their own models to use as individuals or with their teams.

Increasingly the ‘epistemic boundaries’ (Evans, 2023) of academic development are stretched. Yet academic development is under theorised (Cunningham, 2022) and development for the developers wanting (Baum, 2023).

Academic developers work in a liminal space, supporting academic values whilst serving institutional directives (Rowland, 2007), working with staff under duress (Morrish, 2019). They must ‘understand the complexities of their academic identity’ (Kensington-Miller et al 2015) in order to counter accusations of managerialism (Roxa and Martenson, 2018; Lawrence et al, in review), and be agile in the ever changing HE context (WonkHE 2023). A scholarly, values driven approach navigates this complexity (Lawrence, et al, in review). Competence-based education is an emerging sector trend (QAA, 2023) that builds professional resilience, identity and ability to adapt with the pace of change (Huxley-Binns, Lawrence and Scott, 2023) and is applied to academic practice (Lawrence, Morrell and Scott, 2023; Lawrence, 2022; in press).

The competence-based model for academic development was co-constructed by a diverse team of academic developers, educational researchers, administrators and digital specialists at a UKHEI as part of a collaborative project funded by the Quality Assurance Agency England.

It is used to ‘develop the developers’ (Baum and Khan, 2003) to good effect: the team have doubled engagement with academic development (counted by individual attendances), increasing teacher confidence (100% of colleagues responding to feedback) and brokered far

reaching strategic change: introducing new policies, strategies and cross institutional, collaborative enhancement schemes benefitting every student and staff member.

By taking a competence-based approach to ‘developing the developers’ we are able to build institutional ecosystems to support institutional and staff capacity, capability and competence.

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