

Faculty of Health Sciences

Educational Development for Clinical Teaching Academics

Background

This document relates to staff primarily engaged with education and teaching in the Faculty of Health Sciences who are a) paid in relation to a national clinical scale b) not in training positions and c) not on consultant contracts.

We are seeing a new breed of clinical educationalists emerging who identify themselves as educationalist clinicians, rather than as clinicians who do education as a side interest. To enliven and retain talent of this nature we need there to be a sense of career development. Additionally, we are looking at mechanisms to make the expectations of the role clear for all colleagues.

Current Scales and Level and Pathways

The current position for Clinical Teaching Fellows and Senior Teaching Fellows are as follows:

1. These staff are employed on University contracts on pathway three.
2. They are paid on the relevant national clinical scale in relation to the associated criteria.
3. They are not linked to a specific role profile on pathway three as these relate to the academic career framework which determines grade and related pay on the University's pay scale.
4. As they are not paid in relation to the academic career framework, their roles are deemed non progressable.

Development option

These staff will be offered the opportunity to develop their skills and experience as educators in line with the role profiles and the progression system. They will have the opportunity to be considered for progression to Senior Teaching Fellow (level 3D1). Progression will not impact salary or other terms and will not be a contractual expectation.

Process

Participating clinical pathway three staff should have a role profile assigned to them. This would be an official job title but, as this does not link to the University pay scale for these staff, they would not be formally linked to the role profiles in University systems.

Staff and managers should review the [role profiles](#) for pathway three and ensure both parties agree the level their contribution and role fits before assigning a role. Staff are not expected to meet **all** of the criteria of the role profiles but should be comfortably meeting at least three quarters of the profile level.

Staff and managers should review the role profiles in their annual Staff Review and Development meeting and where the individual wishes to develop their career, agree a development plan that helps them develop their experience to meet the expectations of the higher profile. It typically takes four years for an individual to move between levels but a longer period is also acceptable.

When it is agreed the individual is meeting the expectations of a higher role level than they currently have, the manager should request a Progression form from Human Resources and the individual should complete this to apply for progression, framing their case using the relevant role description.

The case for progression should be submitted to the Head of Section and Head of School for comment, before being submitted to Human Resources for consideration by the Dean.

If successful, the result will be a change of title to the higher role profile level. Whilst this does not equate to any change in pay (which remains tied to the relevant national scale), the value of change is professional satisfaction, standing in the community and enhancement of the individual's CV if other positions are being considered, including promotion within the University.

This process is distinct from the current University progression procedure in that this movement is not a contractual expectation for the individual. Individuals will not be disadvantaged by electing to remain on their current level or not successfully passing progression, it is a developmental option for those who wish to pursue it.

Clinical teaching staff are *already* eligible to apply for promotion to Reader (3d2) and Professor (3e) including from the Teaching Fellow level, however success is much more likely from Senior Teaching Fellow. Promotion would be via the established procedures and in line with the pathway three criteria for Reader and Professor.

