



Job Description

Job Title:	Curriculum Developer and Projects Developer		
Department:	Curriculum	Location:	Stornoway
Grade:	£40,638 NSUP32. Plus Islands Allowance		
Report To:	Dr Michael Smith		

Job Purpose:

Work with the Outer Hebrides TalEntEd implementation team as they scope and plan new demand-led curriculum in the Sustainability sector.

Lead the development and approval of Work Based Learning (WBL) or workplace targeted upskilling curriculum to help retain and attract young persons to the islands. These curriculum developments will be directly linked to Sustainability subject areas and the transition to net zero in the Outer Hebrides, including (but not limited to) climate change, the circular economy, sustainable food systems, sustainable energy, sustainable tourism.

To achieve increased university intensity in the islands it is anticipated that the focus of development solutions will be at or lead to Higher Education (HE). Bridging or articulation routes progressing from Further Education (FE) to Higher Education (HE) to boost undergraduate HE recruitment (university intensity) in the existing subject field of Sustainable Development within the islands will be a dual project focus, depending on industry/business feedback. A summary of the scheme outcomes is provided below:

TalEntEd Work-Based Learning Outcomes
WBL is tailored and fit-for-purpose for the islands
People choose to remain in the islands for study or work
People move to islands for study or work
Businesses invest in their workforces through WBL
Islands' future business leaders are supported to address challenges relating to operating within a net-zero economy
Support the creation and sustainability of green jobs
Support the island's transition to Net-zero

The successful candidate will need to liaise with UHI colleagues in the Sustainability field to avoid duplication and displacement. In addition, further liaisons with external stakeholders across the business/industry sector in the islands will be needed to identify the decarbonisation challenges and where most help is needed in the transition to net zero.

Context

- The post requires significant engagement with the internal curriculum team and business and industry in the islands.
- The role requires a high level of proactivity and strong organisational skills as well as an ability to engage with staff at all levels, as well as those in other external bodies.
- The post holder will have access to confidential and sometimes sensitive information and will therefore be required to maintain this confidentiality.
- The post holder is expected to be able to deal with sensitive matters appropriately using sound judgement.
- The post holder will have experience in academic learning and skills training or a similar environment and possess related communication skills.

Key Accountabilities

The post holder will be accountable for:

- Developing bridging courses in sustainability between school and Higher Education studies in the field. A feeder Further Education course chunked into micro-credits will cumulatively act as an 'access course for sustainability studies in UHI' at SCQF Level 6.
- Engaging effectively with academic staff in the field and the business sector in the islands to ensure the effective design of new demand-led work-based learning curriculum development at a Higher Education Level focusing on employability and employer engagement.
- Engaging with academic staff to develop innovative online and flexible individualised learning opportunities, comprising a series of micro-credentials to support the decarbonisation transition in the islands. This may also include the enhancement of existing curricula.
- Establishing business/industry links with a cross-section of island businesses wishing to move towards net zero and support collaboration to this end.
- Ensuring new learning materials are piloted and so confirmed as meeting the WBL/placement needs of wide section of local businesses.

Duties and responsibilities

The following duties and responsibilities are intended to give a broad indication of the variety of tasks the post holder may be asked to undertake. It should be noted that a job description is not an exhaustive list of activities, and staff may be asked to carry out other duties commensurate with the level of the post. The job description may also be amended to take account of changed circumstances, and staff will be consulted when this is necessary.

PROJECT PRINCIPLES

- Work-based Learning - The development and assessment of skills within and directly related to the workplace, centred around reflection on work practice, not simply acquiring technical skills.
- Sustainability - establishing WBL models that can remain sustainable beyond the funding and scope of this TalEntEd project.

- Tertiary - In addition to HE level knowledge and skills development, there is a need to develop FE level content for articulation into opportunities at HE
- Evidence-based - viability is reliant on establishing sustainable employer demand and, importantly, their capacity to support pilot delivery.
- Meeting developing needs – Emerging WBL solutions will often include a time-lag between the identification of skills requirements and the subsequent employment demand. Identifying future and emerging needs will be important.
- Islands led – content development should be led by academic partners based in the islands
- Equality – Ensure equality of access and opportunity, including ensuring equity across the island's geographies

LEARNING DELIVERY

- Maintain accurate records for the purposes of planning, approval, monitoring and review.
- Attain student feedback and employer/business feedback on student-business interactions.
- Plan and prepare students for undertaking either placements in business or other participants beginning their upskilling within the workplace and their working day.
- Support students in sustaining a positive mental health and wellbeing.
- Identify, as part of your project work and research, opportunities for module/unit delivery improvements within the Sustainability/decarbonisation syllabus.
- Access and maintain the resources needed for effective teaching and learning.

Terms and Conditions

This post is governed by Support Staff terms and conditions, which are subject to collective bargaining processes.

General

- Proactively contribute to own personal development and supporting the wider sustainability of UHI North, West and Hebrides;
- Contribute to UHI's climate, biodiversity, and sustainability goals, including net-zero by 2040;
- Ensure consistency and equality at all times and proactively engage in UHI North, West and Hebrides values of trust, integrity and excellence.
- Ensure the health and safety of self and others and compliance with safeguarding, data protection requirements and all college policies;
- Work collaboratively with colleagues to ensure a whole college focus and approach

Appendix: Personal Attributes Framework Leadership – Providing direction, inspiration and encouragement to others

- Acts with confidence guiding the activities of colleagues, students and/or visitors
- Demonstrates a positive attitude to new ways of working and when faced with difficult situations
- Understands importance of having a strong sense of purpose and common goal
- Understands how own role contributes towards meeting organisational goals
- Takes responsibility and is accountable for own actions
- Is able to objectively assess own strengths and limitations
- Delivers a friendly and professional service to learners, customers and staff
- Reflects positively on feedback and responds proactively
- Ensures colleagues and line managers are kept informed of activities
- Listens effectively and shows empathy to others' needs and feelings

Teamworking/Communication – Working with others in a constructive and supportive way to achieve goals and manage change.

- Gives guidance and support to colleagues when it is needed.
- Asks for and accepts help when needed.
- Readily shares information, knowledge and expertise within own teams and across teams.
- Establishes effective working relationships inside and outside the college.
- Is polite, tolerant and patient, treating all with dignity and respect.
- Helps others to learn through encouragement and feedback.
- Works collaboratively with team and other functions to achieve a successful outcome.
- Listens to and respects others' views and opinions.

Performance – Managing performance of teams across the college and creating development opportunities

- Seeks ways to improve own learning and self-development
- Takes responsibility for managing own time and area of work.
- Seeks clarity when uncertain about information/instruction.
- Prioritises workload and is able to deal with changing requirements.
- Takes personal responsibility to ensure continuous professional development of skills and knowledge.
- Seeks and analyses feedback and takes positive action.
- Keeps customers updated on progress
- Aims to deliver agreed targets to timescale

- Manages customer expectations diplomatically and tactfully
- Pursues service excellence in line with college vision, commitments and standards
- Takes responsibility for following through on customer enquiries
- Supports and promotes a customer focused culture.

Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> A relevant degree or equivalent in the Sustainability field or closely related discipline 	<ul style="list-style-type: none"> Membership of the Higher Education Academy
Experience	<ul style="list-style-type: none"> Experience of successfully developing and delivering research and practice-informed teaching content Experience of successfully leading the development, delivery and evaluation of Further/Higher education programmes Competent IT skills, proven experience of using Microsoft Office suite incl. MS Word and Excel Experience in use of web-based video communications (e.g. MS Teams) 	<ul style="list-style-type: none"> Experience of teaching in online distance education Experience of editing and uploading simple video/media content for use on YouTube, social media and/or within a VLE Experience of working within a distributed organisation/regional context. Experience of integrated further and higher education curriculum Experience of delivering innovative educational solutions
Knowledge & Skills	<ul style="list-style-type: none"> Experience of communicating with staff in business and industry across all levels. Ability to meet tight deadlines and to possess excellent time keeping Ability to communicate well across the regional TalEntEd team and campus-based colleagues, along with external parties Ability to work independently and as part of a team 	<ul style="list-style-type: none"> High level of inter-personal skills Ability to adapt to changing situations The ability to come up with creative solutions to aid the achievement of project outcomes Possess a high level of organisational skills
Personal Qualities*	<ul style="list-style-type: none"> Ability to act as ambassador for the College in high level external contexts Also: see personal attributes framework 	

<p>Other</p>	<ul style="list-style-type: none"> • Commitment and ability to undertake and/or continue professional development in a relevant discipline • Clean driving licence • Be willing to work flexible hours when necessary to meet requirements of the post • Be willing to regularly travel on College business, between centres, UHI and within Scotland • Satisfy appropriate Disclosure Scotland checks 	
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*Please note that the personal qualities, whilst desirable, will not be considered when shortlisting in line with the essential criteria for the role.

KEY TERMS AND CONDITIONS OF EMPLOYMENT

Hours of Work	This post is for 35 hours per week to be worked flexibly depending on job requirements, but you may be required to work additional hours to meet service requirements. The normal full-time working week is one of 35 hours.
Duration	This full-time post is funded by the Islands Growth Deal Scotland and this initiative will be funded for a period of 5 years (3+2 years split between development and implementation) from 2025 to 2030. Alternatively, it may be that two part-time posts will be considered for the right applicants.
Salary	The salary for this post is on Support Scale Point NSUP32, (£40,638 per annum) pro-rata
Holidays	33 days in a full year plus 12 public/general holidays, pro-rata for part-time workers.
Location	The position will be based primarily at our Stornoway Campus, but you may be required to work in any campus of UHI North, West and Hebrides.
Pension	You will be contractually enrolled into the Local Government Superannuation Scheme. Further details are available upon appointment.
References/ Medical Assessment/ PVG Check	For external candidates' appointment will be subject to references and a PVG check, which will be taken up after an offer has been made.

UHI North, West and Hebrides, an equal opportunities employer, is a registered charity which exists to provide Further and Higher education.

