

# Role Based Development Framework

## FAQs

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### What is the Role Based Development Framework (RBDF)?

The RBDF is an ECU initiative that attempts to:

- Classify the various roles at ECU
- List the required capabilities to perform in those roles
- Link role types and capabilities to development opportunities to enhance and improve organisational performance.

It's not a completely new initiative (as capabilities have been mapped before), but this is the first time that teaching and learning and research have been explicitly defined and accompanied by a professional development plan that is endorsed by the University.

### What is its purpose?

There are so many reasons, but five key objectives are listed below:

- **Clarify expectations**  
The RBDF is a tool to help clarify job expectations with regard to capabilities and professional development that are aligned to the mission, vision and values of the University.
- **Quality**  
The RBDF reinforces continuous improvement in a tangible way by linking roles, capabilities and professional development to the MPS. In this way, enhanced organisational performance becomes everyone's responsibility.
- **Lifelong learning**  
RBDF provides scope for individuals to pursue development activities to support both career aspirations as well as for personal interest to themselves.
- **Resource planning**  
The web-based tool that is part of the RBDF process will help CLD to provide appropriate types and amount of professional development resources to cope with the demands of ECU staff.
- **Recruitment processes**  
Line managers will be able to recruit in accordance with the capabilities of the role types and use the RBDF as a basis for discussion about professional development with new appointments.

## **Why is ECU doing this?**

The University is introducing the RBDF so that all employees know what is required of them to succeed in their role and what professional development they need to undertake in order to enhance or improve their performance. By making the roles, capabilities and professional development explicit, the RBDF links the various stages in the employee cycle such as recruitment, induction, career planning, talent management and succession planning. The technology that accompanies the RBDF will help CLD plan resources for professional development offerings, assist you and your line manager in your management for performance processes, and provide more broad-based data for strategic HR planning.

## **Who should use the RBDF?**

Everyone! The RBDF covers both general and academic roles and capabilities at ECU. New staff should become familiar with the six key capabilities and the various role types so that there is a clear understanding of job expectations. Current staff should identify any gaps between their own learning and development and those recommended by the RBDF, and make these gaps a priority for discussion with their line manager. Use the RBDF for career planning so that you can see what capabilities and training is required for your next position in the University.

## **How did ECU decide on capabilities and roles?**

CLD has completed extensive research in this area over a number of years by scanning the university sector, the published literature in the field and consulting with nominated staff here at ECU. The vision, mission and values of the University also inform the capabilities and role types so that they are aligned to our strategic objectives. At the operational level, the University recognizes that the best people to determine the needs of a position are the people who work in those positions and their line managers. The RBDF allows for all of these inputs.

## **What if the RBDF does not cover my specialist needs and/or I already have a professional development plan prescribed as part of my job?**

The RBDF is not a “one-size-fits-all” professional development solution and there are optional elements built in. There are many positions at ECU that require learning and development beyond those listed in the RBDF. Some Centres have made good progress in collating this information and building development plans that integrate with the RBDF, as well as meet the requirements of professional boards. If your position has specialised learning and development requirements, explore this in your MPS discussions and record it in the accompanying documentation. If you are new to your role, ideally this should be discussed as part of your induction.

## **How does the RBDF work with other frameworks at ECU such as specialised local training matrices, ASPEO or Business Excellence?**

The RBDF deals with the essential capabilities required for someone to perform in a particular role type. It was conceived to underpin other frameworks that have their own drivers, objectives and outcomes and not be mutually exclusive of them. Where duplication or inconsistencies do occur, the RBDF is flexible enough to accommodate context-specific variances. It is the responsibility of

the individual in collaboration with the line manager to integrate, plan and undertake professional development that satisfies the requirements of all relevant frameworks.

### **How confidential is the data collected by the web-based tool of the RBDF?**

The RBDF web-based tool collects your professional development selections, then interfaces with the Alesco system, which is a secure HR database used by the University. Data is stored and archived according to standard ECU protocols. Identifiable, individual training selections can be accessed by the same individual, their reporting line and to key CLD staff that have access to the training and development sections of the Alesco system. Aggregated data (de-identified data) will be used for reporting and auditing purposes and may become part of the public domain. This aggregate data will not be identifiable to a particular staff member.

### **What if I don't have time for all of these development courses & modules?**

The University understands this, which is why it has linked the RBDF to the MPS. If your workload doesn't allow you to complete the required development, you need to discuss this with your line manager so that arrangements can be made. In this way staff and management alike can plan for development in their busy schedules to make it work. Everyone should be mindful that professional development, and the learning and improvement that entail, link directly to the core ECU value of personal excellence.

### **How do I get recognition for prior learning (RPL) for a course or module?**

To be granted an RPL, your line manager needs to be convinced of your competence to perform your role to an agreed standard and so you may be required to provide some evidence. The onus is on you to find out the learning outcomes for the course or module in question and then self-assess your abilities against those learning outcomes. For a new role or appointment, this should be discussed as part of your induction. For an existing staff member, an RPL can be explored as part of your next MPS cycle. An RPL should only be granted if you provide evidence of learning for at least 70% of the learning outcomes. Please be mindful that most of the *Required-Immediate* modules are not open to an RPL because they contain information that the University is obliged to explain to you for ethical, legal and statutory reasons.

### **When should the RBDF be used?**

Anytime as part of career planning, but it's essential for recruitment, induction and in MPS discussions. The MPS cycle begins in October and ends formally in March for most parts of the University.

### **What if I don't use the RBDF?**

This is your choice but you should be mindful that the capabilities described in the RBDF are those by which your performance will be measured. By not working with the framework, you risk career stagnation because of the real possibility that you will not be performing to expectation. Talk about your concerns with your line manager or speak to your HR representative for further advice.