



THE UNIVERSITY *of* EDINBURGH

Edinburgh Futures Institute

Interdisciplinary PGT Programme Secondments: invitation for expressions of interest

0.4FTE secondments from May 2019-August 2022

Applications from academic grades 8 and above, with backfill funded at grade 8 or 9

Open to academics across all three Colleges

This is a new and exciting opportunity to shape the intellectual and teaching agenda of the Edinburgh Futures Institute (EFI). The EFI will appoint nine academic secondees from across the university to lead the development of new interdisciplinary postgraduate programmes, drawing on expertise from across all the university's Schools and Colleges. The EFI will open in 2021, responding to the need for creative, connected and radical responses to a rapidly changing world.

EFI Education

EFI Education will break new ground in interdisciplinarity and innovation, offering flexible, affordable curricula and accreditation, and allowing students to study across the life course and at multiple career stages. It will focus on giving students time to think big, offering teaching which works across disciplines to tackle issues of global scope and opening up new ways of co-working and teaching with industry, government and community partners.

It will support the City Deal Data Driven Innovation agenda in teaching students the skills needed to develop insights from computational data, while also building the critical understanding needed to apply these to complex, live challenges.

The EFI is looking to second academics who are keen to envision and develop new postgraduate programmes in line with this agenda. If you are an active researcher and committed teacher, with a vision for a future of higher education which cuts across disciplines, we would like to hear from you.

The new programmes will be project led and flexible, developing new ways of including off-campus students within the EFI academic community. The government, industry and community links catalysed by EFI will be used to co-shape the programmes offered, and there will be a focus throughout on the co-design of programmes and courses with students and partners.

EFI will develop ways of offering lifelong learning which make it easy and affordable for local citizens to build credit from CPD to Masters, developing open and executive education alongside our accredited provision. We wish to enable wide access and broad social participation by designing programmes which are affordable, flexible and inclusive.

EFI Education aims to make it easy for Schools to work together to build interdisciplinary programmes: it will offer new kinds of teaching, and new kinds of curricula which do not replicate current provision within Schools.

To this end, we are calling for nine academic secondees who can lead on developing our new Postgraduate Taught programmes.

There will be a second call for EFI Undergraduate programme leads early in 2019, and further funding to support development of courses within these programmes.

The task

The secondees will lead on the curation of 8 new interdisciplinary MSc pathways within the following broad themes:

- Future economy
- Future democracy
- Future society
- Future education
- Future creativity
- Future justice
- Future health
- Future sustainability
- a final secondment is open to develop core postgraduate provision in data skills and the data society

Each secondee will lead on one of the pathways indicated above, supported by each other and by the EFI project team. It is important to note that the themes above are deliberately broad, to support a wide range of possibilities: **secondees will have considerable scope to develop pathways according to their own vision, networks and expertise.**

The task involves the following:

1. Working across the university to scope, curate and lead through approval a new, interdisciplinary pathway programme in one of the thematic areas above at SCQF level 11
2. Working with students and external partners (community, industry and government) to co-create curriculum
3. Playing an active role in a working group consisting of all secondees and other members of the EFI project team to define and deliver the EFI PGT portfolio
4. Working with other secondees and the project team to ensure consistency and alignment between the pathways
5. Working with Schools to secure approval for individual course elements
6. Seeing the new pathway programmes through formal approval at College/EFI level

Working to an agreed model (see appendix) details of the curriculum will be defined by the secondees according to their vision and expertise. With input from Communications and Marketing, final pathway names will be agreed through discussion among the secondee group. The work of the secondees will be crucial to the development and delivery of the EFI vision.

The programmes will launch in 2021 and 2022, and it is anticipated that secondees will lead the new programmes for at least one year after launch, with involvement beyond launch to be negotiated.

Additional funding will be available to Schools to support the development of new courses to sit within each pathway. These will be determined through the work of the secondees.

The EFI pathway programmes will be flexible, will articulate smoothly with each other, and will contribute to the delivery of the Edinburgh and South East Scotland Region City Deal Data Driven Innovation agenda as well as to the interdisciplinary ethos of the EFI.

Secondee role profile

The aim of this call is to attract expressions of interest from academics across the university who are interested in working together to develop a new, project-led, pathway programme portfolio which sets a new standard for interdisciplinary PGT provision.

Details of the role will be commensurate with secondees' grade, with the expectation that seconded colleagues will be:

- academics at grade 8 or above from Schools across the university, working at the leading edge of their disciplines
- who understand the future trajectories of these, in particular as they are influenced by data technologies and the data society
- who are committed to developing world-leading interdisciplinary provision, working across the university to curate new ways of advancing their field of knowledge through postgraduate teaching with other Schools and disciplines
- who can help refine and develop new project-led models for postgraduate teaching within EFI
- who are open to developing new modes of delivery combining on-campus and online
- who have strong institutional knowledge and good existing interdisciplinary networks internally
- who have strong or growing external partnerships which they can draw on
- who have some experience of course and programme development and approval process

The secondees will work as a team, led by the EFI Director of Education (Professor Sian Bayne) and with input and support from the EFI Directorate and Project Management Office, the College of Arts, Humanities and Social Science, the Data Driven Innovation sector leads (in creative industries, tourism and festivals, finance technology, public sector) and others.

The role will involve working across the university to shape a pathway in one of the areas above, with new courses to be drawn from multiple Schools. The role will therefore involve the secondee advocating for these, and networking across multiple areas of university activity to bring together a curriculum, and an interdisciplinary group of colleagues, which could not be provided by any single School individually. Secondees will also be supported to work with local community, industry, student and government partners in the design of their pathway.

Line management will be shared between Schools and the Edinburgh Futures Institute, with a formal secondment agreement to be signed by both parties.

Individuals wishing to make an expression of interest will need to secure the support of their Head of School before doing so.

Timescale for programme development

For PGT programmes launching in 2021

Secondment start date	May 2019 (latest)
Programme development (including School level approvals)	May 2019 – February 2020
Programme approval documentation submitted to College	By end March 2020
Approval complete (subject to programme validation)	May 2020
Programme recruitment opens	September 2020
Programme launches	September 2021

For PGT programmes launching in 2022

Secondment start date	May 2019 (latest)
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Programme recruitment opens	September 2021
Programme launches	September 2022

A decision on which programmes can be 'fast tracked' for 2021 launch will be taken once secondees are in role.

Process for expressions of interest

Expressions of interest in these roles should be sent to the EFI Directorate (efi@ed.ac.uk). Please include:

- A CV
- A letter outlining which pathway you are interested in leading, your vision for it, and what you will bring to the role (four sides maximum)
- A letter from your Head of School confirming her/his support

The deadline for expressions of interest is 31st January 2019.

Presentations and interviews will be invited, and held on 1st and 8th March 2019.

Secondments will start by May 2019 at the latest.

Informal enquiries are welcome. Please contact Professor Sian Bayne, Director of Education, Edinburgh Futures Institute (sian.bayne@ed.ac.uk).

Heads of School wishing for further information on backfill arrangements should contact Lesley McAra, Director EFI (lesley.mcara@ed.ac.uk).

Appendix: further information about EFI Postgraduate Education

EFI will offer two different kinds of interdisciplinary PGT provision.

1. A small number of named programmes in key areas (for example the MSc in Finance, Technology and Policy <https://efi.ed.ac.uk/education/>) – the detail of these programmes is still being agreed.
2. A portfolio of highly flexible, project-led interdisciplinary programmes.

This call is for academic colleagues wishing to lead on the second of these.

EFI also plans to launch three new undergraduate programmes (for which there will be a call for leads early 2019), PhD scholarships, Continuing Professional Education, Open Learning and Executive Education.

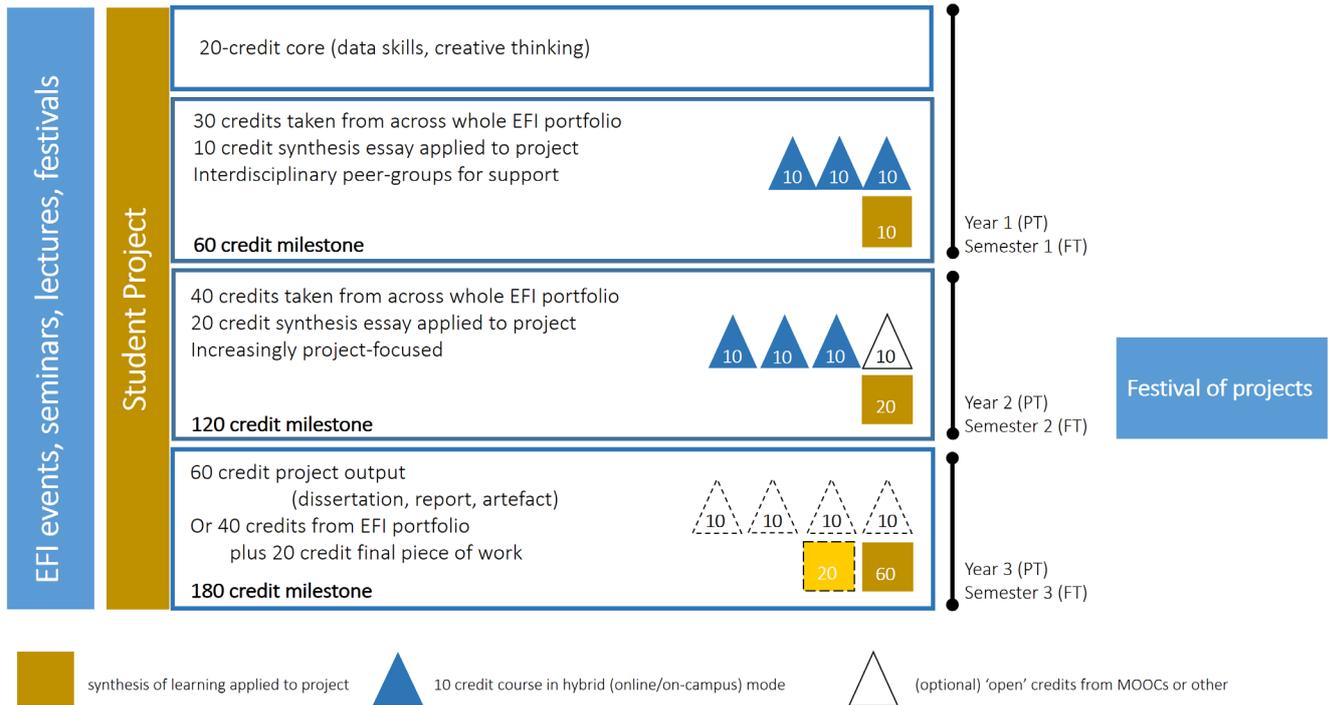
Curriculum model

The aim is that EFI programmes should:

- be project-led
- be data-fluent
- offer flexible, affordable, ‘buildable’ curricula and accreditation
- allow students to study over the life course and at multiple career stages
- not assume student presence on campus at all times, allowing the best local and global students to be part of a hybrid but real community of scholarship
- give students time to think big, avoiding overly-structured, over-assessed teaching
- help students to think across disciplines to tackle issues of global scope
- open up new ways of co-working and teaching with industry, government and community partners

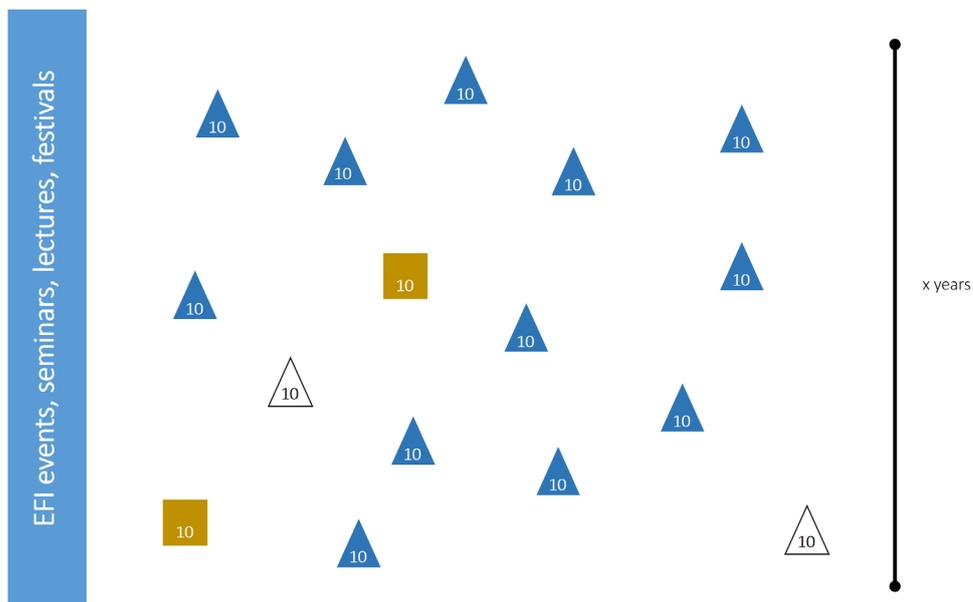
The EFI pathway programmes curriculum model will be designed around student projects, and will consist of a small amount of core content plus a flexible portfolio of 10-credit courses drawn from across the university. The courses will also be available to students on non-EFI programmes where possible. Courses will be owned by participating Schools (to which fee income will flow), and it is currently proposed that programmes themselves are managed and administered by EFI.

The broad structure of the pathway programmes is shown below: this will be used to shape the curriculum design. It is important to note that the detail of these programmes’ curricula and design will be developed through the work of the secondees: an important part of the role is to help develop the vision and put it into action.



This design will enable students to map their own pathway through the postgraduate portfolio (see some examples below).

Elements of the portfolio will also be available for lifelong learning, opening up the doors of EFI to the local and global community.



Potential pathway scenarios

With the right mix of courses, programme pathways and fee model, EFI PGT could enable the following kinds of engagement (note that programme and course titles are indicative):

- Student A is a recent graduate in Political Science, wishing to take a postgraduate programme in digital government and data-driven decision making: she enters the EFI full time self-funded on the MSc Democracy Futures pathway, and studies over one year, taking courses in governance, data science, creativity and law from across three pathways (democracy, justice, creativity) and completing a project on models for data citizenship sponsored by the Scottish Government.
- Student B is a mid-career lawyer in an international corporation wishing to study international finance and digital law: he enters the EFI part time funded by his employer and studies for an MSc Justice Futures over two years, taking courses in law, data science, politics and international development from the democracy, society, justice and sustainability pathways, and combining on-campus with online attendance.
- Student C is a local headteacher wishing to develop strategy for ‘smart schools’: she enters the EFI part time completing a PGCert in Education Futures over 2 years, funded by her local authority and taking courses in education, philosophy, digital sociology and leadership. Her project is to develop a smart schools strategy for the local region.
- Student D works for an NGO focused on global health, and enters the EFI part time intending to complete a PGCert in Health Futures over one year. Funded by his employer, he completes the qualification and then returns after another year to build it to a PGDip, taking courses online in health, development, data science and ethics.
- Student E is a recent graduate working for a local SME focused on VR design: she enters the EFI self-funded to take a single course in digital design. Though she changes employer quite regularly, she continues to return to EFI over the next 7 years – sometimes self-funded, sometimes employer-funded – as she builds enough credit for a PGDip in Creative Futures, taking courses in design, creativity, law, leadership and education.
- Student F trained as a midwife in Uganda, moving on to work for a local charity which lobbies government for women’s rights and health: she enters the EFI full time for one year with a scholarship to study for an MSc in Health Futures, taking courses in health, history and data science, and developing a project which works with local women to visualise and understand health data.