



# Early Career Academic Development Programme



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# Welcome to EDINBURGH NAPIER UNIVERSITY



Welcome to the University and to the Early Career Academic Development Programme. Investing in the development of people not only supports our aim of **Growing Careers** and the career aspirations of individuals who choose to join us, it also supports our strategic aims of **Advancing Knowledge** and **Growing Networks** which will enable our staff and students reach their full potential.

This development programme has been designed to help you begin your journey as an academic at Edinburgh Napier University, giving you the building blocks to successfully develop your career as an academic who delivers outstanding learning experiences for our students while developing a research portfolio that creates new knowledge and delivers impact for the communities we serve regionally, nationally and internationally.

I'm delighted you have chosen to join Edinburgh Napier and I encourage you to immerse yourself fully in the development activities available to you throughout your first two years as an academic. This programme will help you work towards gaining the skills and experience to deliver excellent outcomes for our students and work towards promotion to Associate Professor in the future.

Good luck and enjoy the experience. I look forward to meeting you very soon.

Best Wishes,

Andrea Nolan  
Principal & Vice Chancellor



# Induction PROCESS

Being new in any new University can be overwhelming with many new people, schools, departments, processes and systems to learn which will enable you to carry out your role successfully. To support you in starting your new role you will participate in 3 types of induction.



## LOCAL INDUCTION

Your line manager will arrange for you to learn the specifics about the school in which you will be working. This will include understanding the structures within the school, the programmes, modules and teaching methods. As part of your local induction, your line manager will also arrange for a buddy to be assigned to you. The role of a buddy is to help you settle into the University, while also being an informal support and guide, especially in your first few weeks. You can find out information about the buddy system [here](#).



## ONLINE INDUCTION

When you join the University, you will receive an email inviting you to complete a number of online mandatory training models. These should be completed within the first 3 months of you joining however it is recommended that you do these sooner to ensure you are aware of regulatory obligations across the University.



## UNIVERSITY INDUCTION

Also within your first 3 months you should book a place on the 'Induction: Working at Edinburgh Napier' event. This will help you to understand the University's strategic direction, culture and values, while also giving you the opportunity to meet colleagues from across the University. You can book onto a suitable date and time via HR Connect Self-Service.

In addition to the above induction activities you will also be invited to participate in induction activities by the the Department of Learning and Teaching Enhancement and the Research, Innovation and Enterprise team.



## Onboarding Guide

To support you to find all the relevant information, an Early Career Academic Onboarding Guide has been created which outlines the key information you will need to navigate the University. Including:

- Information on all the Schools and departments across the University and the types of support you can expect
- IT and library services available to support your Learning, Teaching and Research activities
- Information on the leadership structures and committees across the University
- Useful links to additional resources and helpful information to enable you to embed more quickly
- You can find a copy of the **Early Career Academic Onboarding Guide**.

# Your role within the ACADEMIC COMMUNITY



As an Early Career Academic, supporting you on your career journey within Edinburgh Napier University is a key priority for us as we see you as the academic of the future, teaching current and future students to help them realise their dreams and potential, while developing your research profile to input and influence at a regional, national and international level.

Within Napier you are part of a wide-reaching academic community that covers a mixture of core teaching, scholarly activities and research across our 4 pathways of Research, Learning & Teaching, Professional Practice and Enterprise.

The University employs academic staff in three main roles: Lecturer, Associate Professor and Professor. All of these roles are expected to have a balance of teaching, research and leadership. Typical activities will include:

- Student facing work such as teaching, assessment, pastoral support and research student supervision
- Research focused work which includes grant writing, income generating CPD and consultancy development, research delivery and writing for publication
- Leadership work which includes leading modules and programmes, leading research teams, line managing staff and fulfilling other University leadership portfolios of responsibility

The balance between the three types of activity will vary between roles, career stage and the academic pathway of individuals. This will be based on School requirements and individual career development needs, through the annual workload allocation and My Contribution objective setting processes.

# Overview of PROGRAMME

**THE EARLY CAREER ACADEMIC DEVELOPMENT PROGRAMME** has been created to support you understand the expectations of your new role and help set you up for success and develop the building blocks to the start of your academic career. To aid you on this journey, indicative outputs across all academic pathways have been set, these will enable you to create a tailored development plan built around identified skills gaps, which will enable you to work towards and achieve the expectations within your role.

In most cases the development plan will consist of supportive actions and learning interventions over a 2-year period. To ensure you have sufficient time to participate in the learning activities and work towards achieving the outcomes you will receive a time commitment of 50% of your annual workload allocation dedicated to these activities. The timings of the allocations will be agreed with your Line Manager. The remaining 50% will consist of activities associated with learning, teaching and scholarly activities. This will include preparation and the facilitation of

teaching, marking and assessment, engagement with quality framework processes and curriculum design activities in addition to regularly seeking feedback from students. It will also include undertaking a Personal Development Tutor role and the pastoral care and supervision of students.

The programme is applicable to all new Grade 6 lecturers who are appointed on or after 01 September 2022 to a permanent Grade 6 Lecturer post and who have been identified as at the start of the academic career. This will be determined in the first instance by understanding your previous experience and outputs as an academic. While we do not define what is deemed as an Early Career Academic, for the purposes of the programme in most cases those eligible would be those either entering their first academic role or individuals with less than 2 years' experience at another institution. If you have been identified as an Early Career Academic, an Academic Pathway Advisor will be assigned to facilitate a Development Needs Analysis conversation with you.



# Academic Pathway Advisor and the DEVELOPMENT NEEDS ANALYSIS



**ACADEMIC PATHWAY ADVISORS** have been identified across each School as individuals who have an in-depth knowledge and understanding of the **Academic Framework** and as such can support you in navigating and understanding the expectations within the framework and how your performance and outputs can lead towards promotion and career progression.

**UPON APPOINTMENT** to your new role, an **Academic Pathways Advisor** will be allocated and will contact you to arrange a one to one meeting prior to the date of you joining the University. The introduction meeting will include carrying out a **development needs analysis** against your assigned pathway. This will involve assessing your current outputs, strengths and development areas against the indicative expectations within your pathway over your first 2 years in role.

**BASED ON THE OUTPUT** of this discussion a development plan will be created, which both you and your line manager will receive and which will be implemented when you join the University. A follow up meeting will take place with your Academic Pathway Advisor 3 - 6 months after you have joined to review the plan and determine if it needs to be adapted. Thereafter, ongoing support throughout the programme will be provided via conversations with your line manager and the My Contribution process.

# Development Plan and OPPORTUNITIES AVAILABLE



**THE PURPOSE** of the development programme is to deliver structured and tailored support aligned with the skill gaps identified through the Development Needs Analysis. Given that each Early Career Academic will be at different stages of their career, there will be no one size fits all development plan. Instead, the Academic Pathway Advisor will help identify appropriate activities that you can participate in throughout your first 2 years in post and within the 50% allocation secured throughout the timeframe of the programme.

**DEVELOPMENT ACTIVITIES** will include a mixture of mentorship from more experienced academics and support identifying opportunities to build external networks to help you build research links and a wider academic community outside of the University. If not already completed, you will receive support to achieve your **Postgraduate Certificate** in teaching and fellowship of the HEA. We will also support you in CPD activities in learning and teaching practice, ensuring you have an understanding of the curriculum framework while also offering support in other types of scholarly activities, including module development and leadership opportunities.

**TO DEVELOP** your research capabilities, we will support you in obtaining the skills to successfully obtain external funding and build a research portfolio, while also ensuring you have opportunities to take part in doctoral supervision activities. We will also help you navigate the systems and processes across the University.

In addition to the standard induction activities, the following are examples of the many development opportunities available to you, which will help you develop your academic career while building a portfolio of evidence in preparation for when you are ready to apply for promotion.

### ■ MENTORING SUPPORT

Mentoring can help create an opportunity to focus on your own career development, and Edinburgh Napier University facilitates both formal and informal mentoring activities. As a new Early Career Academic at the University you will get support in identifying an appropriate mentor who you can meet with regularly to discuss aspects of your career development, help you settle into the University, and create a space to explore being an Early Career Academic.

### ■ HEA FELLOWSHIP

To support you achieve HEA Fellowship the Department of Learning and Teaching Enhancement can help you either through completing a [Postgraduate Certificate](#) or by being supported through [ENroute](#) Professional Recognition. The route you take will depend on your previous experience, however your Academic Pathway Advisor will be able to help you navigate which route may be right for you. You can also get more information by contacting DLTE via [dlte@napier.ac.uk](mailto:dlte@napier.ac.uk).

### ■ OBTAINING EXTERNAL FUNDING

The Research, Innovation and Enterprise team provide support to academics developing bids for external funding. The team can provide assistance with bid generation and the exploitation of research and innovation, guidance on funding criteria and funders requirements, and advice on the costing of applications for external research funds. RIE run regular introduction courses, and work with you individually if you are applying for funding from an external organisation. You can also get more information on the [RIE webpages](#).

### ■ DEVELOPING RESEARCH SKILLS

The University has a Researcher Development programme designed to support academics in developing the skills and knowledge required to progress through your research career. Using a nationally recognised framework from Vitae, we run events and workshops that help you develop as a researcher, covering topics ranging from research methods, research integrity and ethics, supervision, winning funding, public engagement, through to commercialisation and IP of research. You can find out more about what is on offer via [RIE's development webpages](#).

### ■ ENGAGEMENT WITH CURRICULUM FRAMEWORK

**ENhance** is Edinburgh Napier's own curriculum enhancement framework. It was developed in 2021-22, reflecting themes of importance to Napier's staff and students. It has been created to support curriculum design and enhancement through: Providing a shared reference point and vocabulary; giving a clearer structure to curriculum design and enhancement work, and the support on offer for this; facilitating more systematic sharing of existing effective practice; make internal expertise in curriculum development, from academic and professional services colleagues more accessible while supporting and encouraging external sharing of effective practice. You can get more information by contacting DLTE via [dlte@napier.ac.uk](mailto:dlte@napier.ac.uk).

### ■ DOCTORAL SUPERVISION

If you are intending to be involved in Research Degree supervision, you are required to attend our Induction to Research Degree Supervision course to help introduce you to the University's processes and regulations around supervision, as well as providing a chance to engage with other supervisors across the University. Courses for research degree examiners and exam panel chairs are also offered for those involved in examinations. You can find out the dates for these courses by contacting [RIEevents@napier.ac.uk](mailto:RIEevents@napier.ac.uk).

### ■ ENGAGEMENT IN CPD FOR LEARNING AND TEACHING

The Centre for Higher Education is one of the University's research centres and provides a platform for collaboration for all members of staff who are interested in developing research in relation to learning and teaching. The [L&T ENssentials programme](#) is a CPD programme that runs throughout the academic year and provides bespoke support to all staff involved in learning and teaching. You can get more information by contacting DLTE via [dlte@napier.ac.uk](mailto:dlte@napier.ac.uk).

### ■ WORKTRIBE SYSTEM NAVIGATION

Worktribe, Edinburgh Napier's Research Management System (RMS) provides a full cradle to grave solution to support developing research applications, reporting on our research outputs, research ethics and preparing for future Research Excellence Framework submissions. You can also create a profile in Worktribe that will be linked to the University website to help raise your visibility and profile. There are regular workshops to introduce Worktribe, and you can get more information by contacting [RMSAdmin@napier.ac.uk](mailto:RMSAdmin@napier.ac.uk).

# Expectations for EARLY CAREER ACADEMICS

**BY THE END** of your first two years, through institutional and localised support, we would expect that you would be able to demonstrate an evidence-informed and reflective approach to your teaching practices in order to enhance our students learning experience. In a supported environment, we would want to see how you are creating effective digital and in-person learning environments and bringing your research and professional expertise together with your growing pedagogical knowledge and experience.

**WHILE THERE** are many expectations and successful outputs that span all pathways, details of which can be found in the **Lecturer** academic role profile, the following represents exemplars for how you might measure progress against the four pillars **'Esteem', 'Innovation & Impact', 'Contribution', and 'Academic Leadership'** on each of the pathways. It should be noted that expectations for Research and Enterprise are mirrored, due to connectivity of these 2 pathways. Each of the deliverables are seen as indicative and equitable, and it is not a prerequisite that you will have measures of success for each of these deliverables, but rather you should be able to demonstrate 2 or 3 examples from each of the four pillars which is substantiated by documented evidence.

**AS PART OF** the developmental process, we recommend you produce a plan or statement depending on your pathway and future career direction, for example, if you are on the L&T pathway the plan or statement would be focused on Teaching Philosophy & Scholarship, whereas if you are on the Research Pathway your plan or statement should focus around areas of research and funding application strategies. Your line manager and mentor will be able to help you with this.

## RESEARCH



### ■ Esteem

- Editorship of one or more international workshops/conference proceedings
- Active reviewer in one or more journals of international standing
- One or more talks in international conferences/workshops
- Membership in relevant key external organisations
- One or more talks in other Universities

### ■ Innovation and Impact

- Two or more peer-reviewed research outputs of REF 3\* or above
- Growing number of other publications, book chapters and external reports of good quality but not necessarily at the level of international excellence

### ■ Contribution

- Two or more successful external research and Knowledge Exchange grants, including KTPs, short courses and consultancies, with at least one of those as Principal Investigator
- Building relationships with at least two external companies or public organisations leading towards collaborative Research & Knowledge Exchange

### ■ Academic Leadership

- Delivery of several UG/PGT modules as module leader with evidence of strong student engagement and excellent student experience
- Successful design & approval of one or more new modules and/or programmes (as appropriate and required by the School)
- Successful & effective supervision of a number of UG and MSc dissertations
- Ongoing & effective supervision of at least one PhD student

## LEARNING & TEACHING



### ■ Esteem

#### Internal

- Participate in / lead on institutional working groups and act as a representative on institutional committees
- Evidence of being an active member in internal networks and CPD development, e.g., L&T Network, L&T ENssentials Programme, ENroute, etc

## External

- Contribute to conferences, external committee membership, working group membership, e.g., AdvanceHE, QAA, SFHEA
- Involvement in editorship of peer-reviewed publications.
- Experience of reviewing or being on grant panels
- Awards that validate nominated areas of expertise e.g., institutional or national teaching awards
- Experience as an external examiner

## Innovation and Impact

- Peer reviewed high-quality outputs, e.g., journal articles, book chapters, evaluation reports
- Evidence of pedagogic / higher education research leading to peer-reviewed publications, grant applications, and scholarly support
- Evidence of scholarly work helping to shape and develop L&T at ENU and beyond
- Contribution to external policy documents and working group outputs
- Active pedagogic engagement with national and international networks
- Evidence of influencing L&T practices of colleagues
- Evidence of collaborating with students to develop L&T practices, e.g., through the Students as Colleagues programme

## Contribution

- Development of modules and programmes, evidencing how research is being integrated into teaching
- Evidence of applying for competitive external and securing funding
- Initiation of developing and maintaining relationships with external partners
- Development of funding through CPD, e.g., micro credentials, graduate apprenticeships, non-credit bearing short courses
- Evidence of enhancing the student learning experience, for example through high retention rates and institutional annual reviews
- Evidence of championing ENhance and associated themes
- Membership of and support of working groups and cross-disciplinary projects at the school and/or University level
- Contribution towards ENU's CPD programmes, e.g., MSc in BoE, PGCert

## Academic Leadership

- Contributing towards / leading on quality enhancement and continuous improvement, e.g., annual reviews, external accreditation, module leadership, programme leadership
- Evidence of mentoring colleagues in developing their own L&T practices and scholarship.
- Ongoing and effective supervision of undergraduate and/or postgraduate research.
- Evidence of leading on the successful integration of ENhance across the University's teaching provisions.
- Leading on the implementation and evaluation of digital and hybrid learning environments.
- Successful & effective supervision of UG and MSc dissertations

## PROFESSIONAL PRACTICE



## Esteem

- Established networks with at least two appropriate professional/ external bodies
- Active contributor on one external consultancy project
- Representation on at least one external bodies / forums/ boards in the discipline
- Lead on or delivery into at least one workshop/ KE / public engagement event
- Exhibit at, or have work broadcast, published by, a nationally recognised gallery, museum, broadcaster, publisher, event, festival etc
- Speak at, or sit on the judging panel, of at least one respected industry body

## Innovation and Impact

- At least 3 high-quality outputs (balance of peer reviewed and practice-based outputs of equivalent quality)
- Active involvement in at least one advisory group, professional body or other policy making forums
- Development of at least one practice based case study or scenario demonstrating integration of practice into teaching
- Commission for, or execution of, at least one practice-based artefact or outcome

## Contribution

- Achievement of at least one successful funding bid
- Develop at least two new practice-based initiatives
- Initiate at least two meaningful new relationships with external organisations
- Member of at least one School / University committee or working groups
- Chair / advise on industry panels, supporting curriculum development from learnings
- Deliver at last two conference papers
- Undertake a PhD or DBA (if appointed against SQA level 12 criteria)

## Academic Leadership

- Leadership of at least one module and programme, or four modules if not possible to programme lead
- Second supervisor of at least one RPG student with focus on practice driven qualification
- Evidence of capacity building activity through collaboration with and support for others
- Development or establishment of a practice-based network



## ENTERPRISE



### ■ Esteem

- Editorship of one or more international workshops/conference proceedings
- Active reviewer in one or more journals of international standing
- One or more talks in international conferences/workshops
- Membership in relevant key external organisations
- One or more talks in other Universities

### ■ Innovation and Impact

- Two or more peer-reviewed research outputs of REF 3\* or above
- Growing number of other publications, book chapters and external reports of good quality but not necessarily at the level of international excellence

### ■ Contribution

- Two or more successful external research and Knowledge Exchange grants, including KTPs, short courses and consultancies, with at least one of those as PI
- Building relationships with at least two external companies or public organisations leading towards collaborative Research & Knowledge Exchange

### ■ Academic Leadership

- Delivery of several UG/PGT modules as module leader with evidence of strong student engagement and excellent student experience
- Successful design & approval of one or more new modules and/or programmes (as appropriate and required by the School)
- Successful & effective supervision of a number of UG and MSc dissertations
- Ongoing & effective supervision of at least one PhD student



Given the many different career journey that individuals may be on when they join Edinburgh Napier University, the following case studies have been created to demonstrate how the development programme can work in practice.

## RESEARCH PATHWAY

### ACADEMIC JOURNEY

Suha has recently been appointed as a Lecturer in the School of Applied Sciences (SAS) from a top European research institute, where she spent several years working as a Postdoctoral Researcher, however this is her first academic role. Her PhD and postdoctoral research focussed on the extent to which novel entities (including heavy metals) have been increased by anthropogenic activities. Suha has published several research articles in well respected journals which have gained several citations. She has also started to develop a record of accomplishment with regards to grant applications and has so far won around £40,000 to support her research. Suha has formerly been involved in helping to support the postgraduate students in her previous research institute, where she also supported the delivery of lectures and seminars on the 'biological science' and 'environmental science' undergraduate programmes. Suha has been a reviewer for Heavy Metals in the Anthropocene for several years and has recently been made an Associate Editor for this journal.

### EXPECTATIONS

In consultation with her Line Manager, Suha has agreed upon the following seven objectives to be achieved within two years of appointment:

1. Submission of three peer-reviewed research articles in high impact journals.
2. Submission of three research grants to national and international funding bodies, of which at least one is as the PI.
3. Invitation to join at least one other high impact journal as a Reviewer and/or Associate Editor.
4. Two talks at conferences or symposia at the national level or above.
5. Ongoing supervision of two PhD students.
6. Fellowship of Advance HE.
7. Successful design and approval of a 'heavy metals' module for the 'Marine & Freshwater Biology' undergraduate programme.

### SUPPORT

To help Suha achieve her objectives, she was invited to join the Animal and Plant Science Research Group, where she was paired with an Academic Mentor. This Mentor worked with Suha in developing a medium-sized UKRI (UK Research and Innovation) grant application, which was successful, and which gave Suha the confidence to apply for a NERC (Natural Environment Research Council) independent research fellowship. Suha was also enrolled on the Researcher Development Programme, through which she received training and support on grant applications, knowledge transfer partnerships, and PhD supervision. Suha was further supported in her role by an invitation to join the supervisory team for one of the PhD students in the Plant Science Research Group, and because of this is now also supervising two more PhD students. Furthermore, Suha was offered a place on the PgCert Teaching & Supporting Learning in Higher Education programme, upon the successful completion of which she was awarded Fellowship of Advance HE. During this experience, Suha was supported in the development of two new modules for the 'Marine & Freshwater Biology' undergraduate programme.



## LEARNING & TEACHING PATHWAY

### ACADEMIC JOURNEY

Tim is a new Lecturer in Literature and Culture in the School of Arts & Creative Industries (SACI), having joined from another Scottish university, where he was a Teaching Fellow. Tim has recently achieved Fellowship of Advance HE, with whom he has also led a working group on the role of sustainability in HE provisions. Prior to his work as a Teaching Fellow, Tim worked briefly as a Postdoctoral Researcher, where he continued the work of his PhD focussing on the role of ecopoetry in the development of the industrial revolution. Tim has since transitioned his scholarly activities into higher education research and has an interdisciplinary and well-cited research portfolio. In his previous roles, Tim had been successful in winning around £7,000 to develop innovative and inclusive teaching practices, and he also sits on an advisory panel for The Scottish Government on the role of higher education in the current climate catastrophe. Tim has some previous experience of module development and leadership, and he will be joining SACI and supporting the Programme Leader for their new MA in 'creative writing & climate change'.

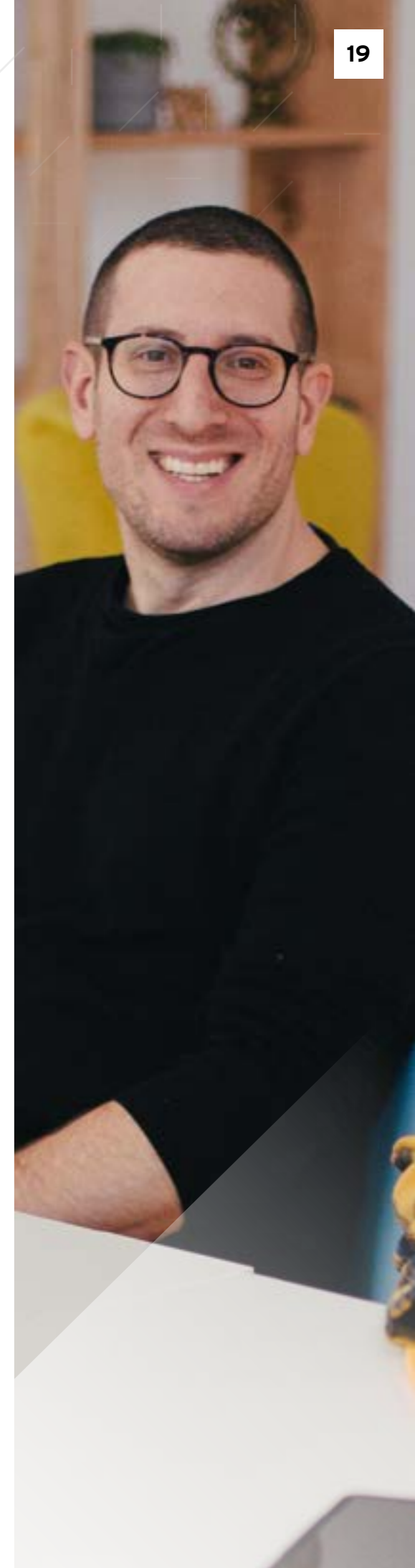
### EXPECTATIONS

In consultation with his Line Manager, Tim has agreed upon the following seven objectives to be achieved within two years of appointment:

1. Senior Fellowship of Advance HE.
2. Submission of one peer-reviewed book chapter or journal article.
3. Co-authorship of one white paper or evaluation report linking policy to pedagogy.
4. Ongoing supervision of one PhD student.
5. Evidence of developing and sharing best practices in learning and teaching, with a particular focus on assessment and feedback.
6. Invitation to be external examiner for another MA programme at a UK institute.
7. Evidence of enhancing the student learning experience, for example through high retention rates.

### SUPPORT

To help Tim achieve his objectives, he was enrolled on Edinburgh Napier's Professional Recognition Framework (ENroute), which guided him to Senior Fellowship status via development and dialogue. Tim was also invited to join the Learning and Teaching Network (LTN) and the Centre for Higher Education research (CHER), from which he was assigned a mentor. As part of his ongoing commitment to learning and teaching best practice, Tim was encouraged to help develop and deliver sessions for the **L&T ENssentials CPD programme**, which provided him with a platform to share best practices and become further networked across the University. Furthermore, Tim was invited to collaborate with other CHER members on upcoming grant and publication opportunities, including through the leadership of working groups in areas related to his research and pedagogic interests. As a result of this collaboration, Tim has a forthcoming chapter in an edited book on pedagogic practice and has also been advised to lead on a policy paper for the Scottish Government exploring the role of higher education and the climate crisis.



## PROFESSIONAL PRACTICE PATHWAY

### ACADEMIC JOURNEY

Gameli is a new Lecturer in The Business School (TBS), having joined after enjoying a successful 12-year career as a practitioner. Gameli gained his doctorate approximately eight years ago, which he studied on a part-time basis. He has little experience of working in higher education, however, has held various leadership roles and has operated as a business consultant during his practitioner career. Gameli's consultancy role required him to bid for contracts and competitive tenders, and design and deliver seminars and training sessions for various businesses. The role also required him to lead and conduct organisationally focused research, and write-up and present subsequent reports. Gameli will be joining TBS as a programme and module leader for an existing MSc programme with a commercial client.

### EXPECTATIONS

In consultation with his line manager, Gameli has agreed upon the following seven objectives to be achieved within two years of appointment:

1. Submission of one peer-reviewed book chapter or journal article.
2. Fellowship of Advance HE (via the PgCert).
3. Authorship of one professional practice/industry-focused paper or report linking research to organisational practice, with presentation at an applied research conference.
4. Ongoing supervision of one PhD student.
5. Evidence of initiating and leading events with industry. For example, through hosting business breakfasts and/or evening events, to share knowledge and with a particular focus on developing collaborative and/or consultancy opportunities.
6. Collaborator on a competitive grant or tender for commercial work, and/or KTP.
7. Successful programme and module leadership of the master's programme with a commercial client.

### SUPPORT

To help Gameli achieve his objectives, he was enrolled on Edinburgh Napier's PgCert Teaching & Supporting Learning in Higher Education programme, which guided him to Fellowship status of Advance HE. Gameli was also assigned a mentor and invited to join the TBS Researcher Development programme of events and subject-specific Research Group. As part of his ongoing commitment to professional practice, Gameli was introduced to existing external (business) networks through joining the subject's Professional Advisory Group (PAG). He was also encouraged to reach out to his own extensive network to explore opportunities for collaboration and income generation, for example, via both consultancy and Knowledge Transfer Partnership (KTP) projects. Furthermore, Gameli was invited to collaborate with other internal colleagues on upcoming grant and publication opportunities, including through the leadership of working groups in areas related to his research and professional practice interests. Gameli's external engagement with business networks has led to a KTP proposal, which is under review.



## ENTERPRISE PATHWAY

### ACADEMIC JOURNEY

Mhairi is a new member of staff in the School of Computing, Engineering and Built Environment, having previously worked at Queen's University Belfast (QUB) as a Postdoctoral Researcher. Previous to that she did her PhD in AI and robotics at QUB and then worked with industry as a KTP Associate doing a KTP with QUB and a leading Irish robotics company. Her academic career to date has been focused on Knowledge Exchange and working with industry in relation to her expertise within AI and robotics. Mhairi has published several research articles in well-respected journals which have gained several citations. She has also started to develop a record of accomplishment with regards to grant applications and has so far won around £75,000 to support her research. She has been developing her PhD research during her academic career and through her work with industry knows it is highly relevant and could easily be commercially exploited. She had initiated the commercialisation journey at QUB and wants to pursue this as an option at ENU. She has been invited by the UK Government to attend a roundtable on robotics and has been invited to be a peer reviewer of IET Cyber-Systems and Robotics.

### EXPECTATIONS

In consultation with her line manager, Mhairi has agreed upon the following seven objectives to be achieved within two years of appointment:

1. Submission of three peer-reviewed research articles in well regarded journals.
2. Submission of three Research and Knowledge Exchange (RKE) grants to national funding bodies, two of which should be KE based and collaborating with industry (for example a KTP) or in support of commercialisation of her research.
3. Two talks at conferences or symposia at the national level or above.
4. Ongoing supervision of two PhD students.
5. Fellowship of Advance HE.
6. Successful design and approval of an "AI and Robotics" module for inclusion on the UG programme.
7. Development of a spin-out based on her academic research.

### SUPPORT

To help Mhairi with her objectives she was paired with an Academic Mentor who had already significant experience and success in RKE and Commercialisation. This mentor helped Mairi target key areas of her research that she could collaborate with industry on. Together they developed a research grant and a KTP application, which with the support from RIE were approved. Through this work, Mairi was inspired to develop her research into a spin out and engaged with the BDRM team within RIE to support her through the University's commercialisation process. Mhairi also took the opportunity to work beside the one of the Entrepreneurs in Residence to support the development of workshops and to inspire students and other staff to engage in KE activity. Mhairi was a finalist in the Converge Challenge and got great feedback on her invention. Mhairi was keen to progress the technical elements of her idea and began identifying further research grants she could apply for. She also worked with DLTE to consider embedding her commercial experience into a new teaching module. She was offered a place on the Postgraduate Certification programme, which she completed and was awarded Fellowship of Advance HE and she is currently still supervising 2 PhD Students.



# Equality CONSIDERATIONS



The purpose of the programme is to ensure that all Early Career Academics receive the appropriate support to successfully meet expected outcomes over the first 2 years in role. However, it is recognised that there may be personal circumstances or life events that may impact progress. Therefore, considerations and potential adjustments will be given to academics who may fall within the following categories:

- Individuals who may need to take or are returning from maternity, paternity or adoption leave
- Individuals who may have carer responsibilities
- Individuals who may have a disability, ill health and injury leading to long term absence.
- Individuals on Part Time working arrangements

This is not an exhaustive list and open dialogue should take place with all individuals participating in the programme to determine if there are any other factors that may impact performance and outputs, paying particular attention and focus to those who may fall within groups with protected characteristics as outlined within the Equality Act 2010 ([legislation.gov.uk](http://legislation.gov.uk)) Both Early Career Academics and those supporting individuals on the programme can seek support from Human Resources regarding potential reasonable adjustments.

Where personal circumstances have been identified which may impact expected outcomes, the expectations should be adapted as appropriate rather than the programme period being extended beyond two years. In exceptional circumstances consideration could be given to an extension to the programme.

# Governance and MONITORING

To support you through the programme there will be a number of processes to enable regular progress updates to be discussed, helping to address and remove any potential challenges or barriers that may arise. These include:

## ■ MY CONTRIBUTION PROCESS

My Contribution is the University's tool to support staff set, track and monitor agreed objectives which align to the achievement of the University strategy. The tool can hold both performance related objectives and also development related objectives.

The annual process includes regular check ins with your line manager to obtain feedback on your performance and behaviours while also discussing any support needed to successfully complete your objectives.

At the end of each performance year, your performance objectives will be rated, and you will be able to use the comments, feedback and ratings should you apply for promotion through the annual academic promotions process.

As an ECA you should update your development plan within the My Contribution system and update on your progress to maintain an accurate record for future use. To do so create one Personal Development objective entitled 'Early Career Academic Development Programme' and include within the detail, the development activities planned. You can then discuss progress regularly with your line manager.

You can find more information on My Contribution, including how to use the online system and how to set and agree objectives [here](#).

## ■ SCHOOL BOARDS

Every 2 months the Dean of School and leadership team meet with members of the University Leadership Team. This is an opportunity to discuss a number of strategic aspects from across the School, while also raising other relevant matters such as people and development. It is expected that high level updates will be given on the ECA Programme within each School Board meeting.

## ■ OVERSIGHT COMMITTEE

A formal Early Career Development Programme Oversight Committee has been created to support the embedding of the programme. The committee will consist of the Deputy Vice Chancellor / Vice Principal Research & Innovation, Deputy Vice Chancellor / Vice Principal Learning & Teaching and the Director of People & Services.

Meeting twice per year, aligned with the mid-year and end of year points within the My Contribution process, the committee will review progress of each Early Career Academic on the programme, looking for areas of best practice and excellence which can be shared across the Schools, while also supporting the removal of any potential barriers or challenges.

## Roles and RESPONSIBILITIES



### EARLY CAREER ACADEMIC

Take responsibility for your own development and ensure that you are actively engaging and participating in development activities that support the aim of achieving agreed outcomes within your first 2 years in role.

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### LINE MANAGER

Onboard, support and guide the Early Career Academic through the programme, ensuring allocation of learning and teaching activities do not exceed 50%, while ensuring that you also keep relevant parties updated on the progress of the Early Career Academic.

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### ACADEMIC PATHWAY ADVISOR

Complete development needs analysis with the Early Career Academic prior to them joining the University and support the creation of a development plan aligned to identified skill gaps and complete a review once the individual has been in role for between 3-6 months.

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### DEAN OF SCHOOL & HEAD OF SUBJECT

Plan, monitor and implement effective plans to ensure the resourcing model at a School and subject level allows for appropriate development time, while also ensuring appropriate updates on progress are discussed and submitted at School Board and Oversight Committee meetings.

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### OVERSIGHT COMMITTEE

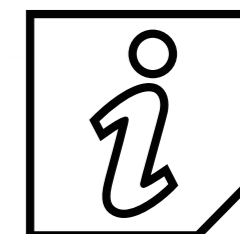
Review and oversee progress of all Early Career Academics taking part in the programme.

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### HUMAN RESOURCES

Through briefing sessions support Line Managers and Academic Pathway Advisors embed the programme, while collating input from Deans, Heads of Subject and Line Managers to support the monitoring and reporting of progress to the Oversight Committee and School Board meetings.

## Useful Links AND INFORMATION



[ONBOARDING GUIDE](#)

[ACADEMIC FRAMEWORK](#)

[ACADEMIC PROMOTIONS](#)

[ACADEMIC PATHWAY ADVISOR ROLE PROFILE](#)

[DEVELOPMENT NEEDS ANALYSIS](#)



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