



Early Career Development Programme Policy & Procedure

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1. General Principles

The University's Early Career Development Programme (ECDP) provides the vehicle through which newly appointed early career academic employees at Grade 7 or 8 may be effectively supported in developing their academic skills and in progressing their career. The purpose of this policy is to develop high achieving, high performing academics who will help the University of Glasgow to deliver its vision and ambitions supporting the [University's strategic objective](#) of being 'A globally connected, globally influential university'. The Programme enables this by: providing learning and development opportunities in all aspects of the academic role; allocating a mentor to provide support and advice; and setting annual objectives which enable academics to develop the abilities and achievements evidenced on the date of appointment with a view to meeting the criteria for promotion to Grade 9 within a defined timescale. On successful completion of the Programme early career academic employees will progress to Grade 9.

The normal expected timescale for completion of the Programme and promotion to Grade 9 is five years for those appointed at Grade 8 and eight years for those appointed at Grade 7. Prior experience before appointment, and/or excellent performance in post, would accelerate these timescales.

The Early Career Development Programme (ECDP) was initially introduced for early career academic employees holding lecturing positions on the Research and Teaching track who joined the University on or after 1st August 2013. The Programme will be rolled out to other academic career tracks as it develops, and the effectiveness of the programme will be reviewed on an annual basis.

2. Equal Opportunities

The University of Glasgow is committed to promoting equality of opportunity in all of its activities and aims to provide a work, learning, research and teaching environment free from discrimination and unfair treatment. The Early Career Development Programme for newly appointed early career academic employees is intended to be fair, transparent and consistent with the University's Equal Opportunities Policies.

Outcomes will be based solely on an assessment of individual achievement against agreed objectives. These will be set with reference to promotion criteria to ensure progress is made towards promotion on an annual basis. Employees will be treated equally, irrespective of employment or contractual status, and the objective setting will take into account personal circumstances i.e. part time, career breaks, etc.

The University's [Equality and Diversity Strategy Committee \(EDSC\)](#) monitors ethnic origin, disability and gender data in relation to those undertaking the ECDP. EDSC will continually review career development trends and statistics in order to ensure that the criteria, against

which decisions are taken, remain objectively justifiable and lawful in accordance with equal opportunities and discrimination legislation.

3. Procedure

3.1 Appointments

Early career academic employees will be appointed initially to an Early Career Development Programme (ECDP) of up to five years for those appointed at Grade 8 or up to eight years for those appointed at Grade 7. Promotion to Grade 9 will be confirmed upon successful completion of the programme. Successful completion is defined as;

- Completing the compulsory elements of the professional development framework.
- Successfully achieving objectives set annually throughout the programme as ratified by the ECDP Board of Review.
- Meeting the appropriate promotion criteria.

This is detailed in the following sections.

Appointment to ECDP will be specified in the individual's contract and the normal expected timescales for progression to Grade 8 (where appropriate) and Grade 9 detailed in the employment particulars. Where a Grade 7/8 vacancy has a contract duration of less than the normal timescale for completion of the programme, a decision will be made at the time of appointment whether it is realistic and beneficial for the post-holder to be appointed to the ECDP. The default position will be that the individual will be appointed to the ECDP unless there is a justifiable reason, based on the nature of the post, why this should not be the case. The decision to exclude an early career academic from the programme will be made by the ECDP Board of Review on the recommendation of the appropriate Vice Principal/Head of College.

Where an early career academic already has a record of academic experience, expected timescales for completion of the programme may be shorter, and in certain circumstances (e.g. where the academic is absent for an extended period) timescales may be extended. Target timescales will be confirmed during the first year objective setting process and will be reviewed annually thereafter. The approval of the ECDP Board of Review is required for any reduction or extension to timescales for the completion of the programme.

All participants of the ECDP will be subject to a six-month contractual probation period.

3.2 Objectives and Targets – Year One

The new academic employee will meet with their line manager shortly after appointment to agree draft objectives and the targets for progression towards promotion to Grade 8 or Grade 9. Objectives will be signed off by the Head of School (if different to the line manager) and will be endorsed by the Vice Principal/Head of College.

The purpose of the year one objective setting process is for the line manager to:

- Explain the requirements of the individual's specific role.
- Discuss the objectives of the Early Career Development Programme, the promotion criteria, the expected timescales for progression and the support available.
- Discuss with the individual the extent to which they currently meet, or have firm plans in place to meet the promotion criteria.
- Agree objectives for the individual's first year which will enable the individual to make progress towards meeting the promotion criteria within the specified timescale.
- Agree proposals for exemption against ECDP Framework.
- Agree development objectives for the first year.
- Agree longer-term targets for the following 2-3 years.

Mentors (1) may help early career academics to prepare for the objective setting process with particular input to the planning of development needs. In preparation for this meeting, the individual should complete Section A of the Year 1 Objectives & Targets Form.

The Head of School will meet with each new early career academic to clarify and confirm the draft goals and objectives and target timescales. The VP/Head of College will endorse objectives, targets and timescales. The ECDP Board of Review will approve the objectives. If the ECDP Board of Review is not satisfied with the objectives, feedback will be given to the line manager and individual and the objective setting process will be repeated.

(1) See [Section 5](#)

3.3 Annual Objectives and Performance Management

Performance will be managed on a day-to-day basis by the direct line manager. The University will require evidence of sustained performance and satisfactory progress towards completion of the ECDP within the required timescale. This evidence will be gathered via annual ECDP reports which will capture full details of the objectives set at each stage of the programme and will track progress and take account of the outstanding activities and development required to meet the relevant promotion criteria and successful completion of the ECDP within the required timescale.

This will include an assessment of progress in each of the seven categories covered by the promotion criteria:

- Research Outputs
- Award Generation
- Supervision
- Knowledge Exchange and Impact
- Teaching and Learning
- Leadership and Management
- Esteem

The ECDP Board of Review will review the completed ECDP Objectives and Targets Form annually and may require amendments to objectives before endorsing the form.

At any time, where performance and/or delivery of objectives fall below the required standard and/or there is insufficient progress towards completion of the ECDP, the University's Competency Procedure will be followed. The decision to initiate the formal competency procedure may be made by the appropriate Head of School or by the ECDP Board of Review. Where the ECDP Board of Review decides that the formal competency procedure should be initiated, the school will be responsible for managing the procedure. Where an individual is unable to complete ECDP within the specified timescale, provided the Competency Procedure has been followed, the University has recourse to the following as specified in the Competency Procedure: dismissal; or consideration of any practical alternative to dismissal such as redeployment to another suitable job at the same or lower level which the individual would be competent to fill (2).

(2) Further information on unsuccessful completion of the ECDP is given in [Section 8](#).

4. ECDP Board of Review

The ECDP Board of Review comprises: Senior Vice Principal (convenor), Vice Principal of Learning and Teaching, Vice Principal of Research and Enterprise, Vice Principal of Internationalisation, Vice Principal & Head of College MVLS, Vice Principal & Head of College, Science and Engineering, Vice Principal & Head of College Arts, Vice Principal & Head of College Social Sciences, and Director of People & Organisational Development.

The Board of Review will:

- Review Year One objectives and targets to decide if these will progress the individual's development and career at the appropriate pace, normally within one month of appointment. Endorse these or return them to the Line Manager for redrafting if they are not satisfactory.
- Review ECDP forms annually to: review achievement of previous year's objectives; assess the rate of progress against target timescale for completion of the programme; and decide if objectives for the following year are appropriate to for the individual's development and career progression at the appropriate pace.
- Consider any request to extend or reduce timescales for promotion or completion of the programme.
- Decide whether an individual meets the criteria for promotion to Grade 8 or completion of the programme and promotion to Grade 9.
- Determine whether employees who took up appointment prior to the implementation of the ECDP should transfer to the programme, the transition arrangements for probation and the timescale for completion of the ECDP.

5. Mentoring

Each ECDP participant will be assigned an academic mentor (3) by their Head of School, in consultation with the VP/Head of College within four weeks of appointment. Mentoring within the ECDP is specifically concerned with supporting the achievement of career objectives within the overall programme and is positioned as a positive support mechanism, to assist early career academics to take ownership of their career development.

The mentor will normally be a senior academic colleague, (preferably Grade 10, however, at least Grade 9) and they should be out with the mentee's current direct line management structure. Typically, the mentor will be within the same School given the focus of early career mentoring; however, at times it may be appropriate for the mentor to be between Schools within the College. In selecting the appropriate mentor, care should be taken to ensure that the mentor can demonstrate appropriate levels of achievement and experience to assist the mentee with their specific objectives, across the range of promotion criteria, to the next grade. As an example, if development is required in research grant capture it would be appropriate to assign a mentor who can personally demonstrate success in research grant capture. It is expected that the mentor will meet with their mentee 6-8 times per year to provide support and guidance and to monitor progress. If, for any reason, the initial mentoring arrangement does not work satisfactorily, the line manager and VP/Head of College can decide to allocate a new mentor.

The mentor's primary focus is on the professional development of their mentee. Mentors can help inform the developmental aspects of ECDP discussions; however, they should not normally be involved in contributing feedback on performance or formally addressing performance issues. The mentor will assist with a range of tasks & developmental activities and planning; these include but are not limited to, ensuring the mentee is aware of the research and teaching objectives within the School and University, interpreting and discussing any feedback and/or evaluation of teaching (e.g. student feedback) commenting upon draft publications and critiquing and commenting on grant proposals.

(3) Further information on the role of the ECDP Mentor can be found

at: www.gla.ac.uk/services/humanresources/staff/all/pay/earlycareerdev/mentoring

6. Professional Development Framework

Early career academics will be supported to achieve career success through a professional development framework (4) which includes a range of learning opportunities. The framework provides a structured series of themed development activities which are underpinned by the academic promotion criteria. The framework includes a blend of centrally delivered, College-based activities and mentor-led support to maximise the learning opportunities for ECDP participants. The Professional Development Framework contains a number of compulsory and optional components dependent upon the individual's career track. An individual must complete the compulsory elements, or have them exempted due to prior learning if they are to be considered to have successfully completed the ECDP.

Participants joining the Programme in 2013/14 will participate in the current PgCAP programme (unless exempt due to existing qualifications). A forty-credit programme which would qualify participants for Fellowship of the HEA and cover the range of academic activities will be developed. This will be compulsory for participants commencing the ECDP from 2014/15 (unless exempt due to existing qualifications or experience). In addition, an optional twenty-credit programme, leading to a PgCAP qualification will be offered. Where funder requirements exclude individuals from teaching, the Vice Principal/Head of College may recommend to the ECDP Board of Review that a participant is exempt from completing the forty-credit programme.

Promotion to Grade 9 on the Research and Teaching track or transfer to the Research and Teaching track at Grade 9 will require the completion of the forty-credit programme.

(4) Further information on the Professional Development Framework is available at:

<http://www.gla.ac.uk/services/humanresources/staff/all/pay/earlycareerdev/devframe>

7. Successful Completion of Programme

Successful completion of the programme requires completion of compulsory elements of the [Professional Development Framework](#) (or having them exempted due to prior learning), successful completion of annual objectives as ratified by the ECDP Board of Review and attainment of the relevant promotion criteria for Grade 9. Annual objectives should be consistent with and support progress towards the promotion criteria for the relevant grade.

The promotion criteria are covered by the following seven categories:

- Research Outputs
- Award Generation
- Supervision
- Knowledge Exchange and Impact
- Teaching and Learning
- Leadership and Management
- Esteem

Under each criterion, standards in relation to the level of attainment expected for successful completion of the ECDP will be based on the appointment and promotion criteria and benchmarks applicable to Grade 9.

Promotion will be determined by the ECDP Board of Review agreeing that there is prima facie evidence that the promotion criteria have been met. The ECDP Board of Review will be advised by the College Promotion Committee as to whether the promotion criteria have been met. For promotion to Grade 9 and successful completion of the programme, if there is prima facie evidence then the Board of Review will then seek the views of 4 external referees. If the referees provide supportive statements then the promotion will be confirmed.

If the external referees are not supportive, the ECDP Board of Review will determine whether the duration of the ECDP should be extended for the employee in question or whether the employee should be withdrawn from the programme.

8. Unsuccessful Completion of Programme

Unsatisfactory progress in the completion of the programme should be managed at the earliest opportunity through the PDR process; where appropriate, this may involve the University's Competency Procedure.

Where an individual is unable to complete ECDP within the specified timescale, the ECDP Board of Review may exceptionally agree to an extension of the timescale for completion of the Programme. This is likely to apply in cases where an individual has met the majority of the criteria required for promotion to Grade 9 and is likely to meet the remaining criteria in a period of less than one year. In these circumstances, the extended timescale for completion

of the programme will be agreed by the ECDP Board of Review.

Where an extended timescale is unlikely to result in an individual meeting the criteria for Grade 9 or where, following an extended timescale, an individual has not met the criteria for Grade 9, the individual will be withdrawn from the ECDP. In these circumstances, the individual will be retained in a Grade 8 post, subject to satisfactory performance at Grade 8. Where performance at Grade 8 is unsatisfactory the University's Competency Procedures will be followed. In circumstances where there is a changed or reduced requirement within the School for the Grade 8 role, the procedures set out in the University's Management of Organisational Change will be followed and every effort will be made to redeploy the individual into another suitable role at an equivalent or lower level in another area.

Where an individual is not performing to the standards required of a Grade 8 role, the University's Competency Procedure will be initiated.

9. Salary Progression

An annual increment will be payable to any academic following the early career development programme on the anniversary of their start date, subject to satisfactory service until the top of the pay scale is reached. The University reserves the right to withhold incremental progression in the case of unsatisfactory performance.

The University, through the ECDP Board of Review, will undertake an annual review of progress. Where an academic was appointed to the Programme at Grade 7, it is expected that they will be promoted to Grade 8 within the first three years providing that the promotion criteria for Grade 8 have been met and annual performance has been satisfactory. Following a satisfactory promotion review, the academic will move to the first point of Grade 8 – SCP 39.

It is expected that an academic will be promoted to Grade 9 within 5 years of appointment at, or promotion to, Grade 8. Promotion will be confirmed if: the promotion criteria for Grade 9 have been met; there has been continued satisfactory performance; and four satisfactory external references have been received. Following promotion the academic will move to the first point of Grade 9 – SCP 45.

10. Extended Absence during ECDP

Where an academic is absent during the ECDP period for acceptable reasons e.g. extended sick leave, maternity leave, agreed leave of absence, etc., the University will extend the ECDP period. This decision will be made formally by the relevant Vice-Principal/Head of College in consultation with the Head of School and College People & Organisational Development (P&OD) Team. The decision will be communicated to the ECDP Board of Review.

In such circumstances, as part of the return-to-work arrangements, a meeting will take place to discuss the rescheduling of the ECDP objectives/targets between the academic employee and the line manager. The outcome of the meeting will be reviewed by the ECDP Board of Review who will either agree the outcomes or seek modification of these.

11. Early Completion of ECDP

The ECDP has been designed to enable the achievement of the specified targets by the end of the five or eight year period. In some cases, some may meet the promotion criteria earlier than anticipated.

Where there is early and satisfactory completion of the ECDP, the appointment will be confirmed and promotion to Grade 9 will occur at the appropriate time following the procedure outlined in Section 7.

12. Flow Diagram: Early Career Development Programme

- [Flow Diagram 2](#)

Forms

[Year 1 Objectives & Targets Form - Grade 7](#)

[Year 1 Objectives & Targets Form - Grade 8 \(Newly appointed\)](#)

[Year 1 Objectives & Targets Form - Grade 8 \(Newly promoted\)](#)

[Year 2 Objectives & Targets Form - Grade 7](#)

[Year 2 Objectives & Targets Form - Grade 8](#)

[Year 3 Objectives & Targets Form - Grade 7](#)

[Year 3 Objectives & Targets Form - Grade 8](#)

[Exemption Request Form](#)

ECDP Key Contacts

For general ECDP queries: hr-acadprob-ecdp@glasgow.ac.uk

ECDP College Champions:

Arts: [Professor Michael Syrotinski](#)

MVLS: [Professor Jill Morrison](#) and [Professor Graeme Milligan](#)

Science & Engineering - [Professor David Cumming](#)

Social Sciences - [Professor Denis Fischbacher-Smith](#)

ECDP Management Team:

[Lesley Cummings](#) – Head of Performance, Pay & Reward

[Eddie O'Grady](#) - Head of Employee and Organisational Development

[Lucy McCormack](#) – P&OD/Employee and Organisational Development Administrator

For queries regarding mentoring:

[Wendy McAnerney](#) – Deputy Head of Employee and Organisational Development

For queries regarding PgCAP/Teaching & Supervision Course:

[Michael McEwan - University Teacher, Learning & Teaching Centre](#)

13. Review

13.1 This non-contractual policy was developed in full consultation with the Campus Trade Unions and will be reviewed periodically as required.

Document Control	
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