**Academic Career Development Framework**

**Career Development Plan Template**

The Career Development Plan should be completed within three months of the early career academic’s start date of employment and updated annually to record progress against the plan and to update the plan to reflect the progress to date and make amendments to planned activities to ensure career success is maximised.

The Academic Career Development Framework Guidelines should be referenced both in the formulation of the plan and each year of review to ensure that the criteria for successful completion are being addressed. The plan including the individual teaching and research vision should be completed within 3 months of the employee’s start date. It is anticipated that this development plan will be updated on an annual basis and considered by Faculty Review Panels.

Activities for the coming period should be specific and measurable and should also be reflected in Accountability and Development Review Objectives. Activities in future years may be described in more general terms.

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| **Name** |  | **Job Title** |  |
| **Date of Appointment** |  | **Department/School** |  |
| **ACDF Adviser/Mentor** |  | **Grade** |  |

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### Research

**Overall Aim at end of ACDF Period:**

Evidence of a research portfolio that represents an independent academic with own research vision and identity. For example: publications output, grant income, research students supervised, citation indexes, personal research plans, being appropriately returnable in the Research Excellence Framework (REF)/equivalent. (See Appendix I below).

#### Prior Research Experience

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#### Individual Research Vision

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#### Activities and Progress

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| **Period** | **Planned Activities** | **Planned Outputs** | **Early Career Academic Comments on Progress** |
| **Year 1** |  |  |  |
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| **Year 5\*** |  |  |  |
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\*Chancellor’s Fellows only

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| **Year 1** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 2** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 3** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 4\*** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 5\*** | **Adviser comments** |  |
| **Head of Department comments** |  |

\*Chancellor’s Fellows only

### Teaching

**Overall Aim at end of ACDF Period:**

Evidence of a track record in student learning encompassing a range of delivery and pedagogical outputs. For example: range and level, teaching development activity, course delivery and development/design, student assessment, quality indicators, independent delivery of established modules and assessment activities. Contributing to the review/design/innovation of teaching activities. (See Appendix I below).

#### Prior Teaching Experience

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#### Individual Teaching Vision

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#### Activities and Progress

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| --- | --- | --- | --- |
| **Period** | **Planned Activities** | **Planned Outputs** | **Early Career Academic Comments on Progress** |
| **Year 1** |  |  |  |
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\*Chancellor’s Fellows only

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| **Year 1** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 2** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 3** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 4\*** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 5\*** | **Adviser comments** |  |
| **Head of Department comments** |  |

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### Knowledge Exchange

**Overall Aim at end of ACDF Period:**

Evidence of a knowledge exchange portfolio. For example: industry funding, joint projects with industry, public engagement, influencing national and international policy. (See Appendix I below).

#### Prior Knowledge Exchange Experience

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#### Individual Knowledge Exchange Vision

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#### Activities and Progress

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| **Period** | **Planned Activities** | **Planned Outputs** | **Early Career Academic Comments on Progress** |
| **Year 1** |  |  |  |
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\*Chancellor’s Fellows only

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| **Year 1** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 2** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 3** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 4\*** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 5\*** | **Adviser comments** |  |
| **Head of Department comments** |  |

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### Administrative and Citizenship Duties

**Overall Aim at end of PCDF Period:**

Evidence of an active and sustained contribution to the academic and operational functioning of Department and/or Faculty. For example: course organisation, citizenship, departmental roles, module coordinator, participating in departmental committees, undertaking outreach work. (See Appendix I below).

#### Prior Administrative and Citizen Experience

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#### Activities and Progress

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| --- | --- | --- | --- |
| **Period** | **Planned Activities** | **Planned Outputs** | **Early Career Academic Comments on Progress** |
| **Year 1** |  |  |  |
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\*Chancellor’s Fellows only

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| **Year 1** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 2** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 3** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 4\*** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 5\*** | **Adviser comments** |  |
| **Head of Department comments** |  |

\*Chancellor’s Fellows only

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| **Formal Requirements (to be completed by the Head of Department/School)** |
|  | **Yes** | **No** |
| 1. Has the Early Career Academic successfully completed the 12 month probation period?
 | [ ]  | [ ]  |
| 1. Has the Early Career Academic obtained 30 masters level credits under the Professional Development Framework
 | [ ]  | [ ]  |
| 1. (Third Year Cases Only): Has the Lecturer met the objectives identified within their Career Development Plan and have they established themselves as an independent academic
 | [ ]  | [ ]  |

### General Comments

What successes has the Lecturer had? Is the Lecturer meeting the objectives identified within their Career Development Plan for this year? Are there any aspects relating to the Lecturer’s development as an Academic member of staff which the Lecturer requires to address before the end of the Academic Career Development Framework? What steps are being taken to help the Lecturer address these development needs, and anticipated timescales for completion.

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| **Year 1** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 2** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 3** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 4\*** | **Adviser comments** |  |
| **Head of Department comments** |  |
| **Year 5\*** | **Adviser comments** |  |
| **Head of Department comments** |  |

\*Chancellor’s Fellows only

## Suggested Early Career Academic Outputs/Activities

These activities will require Faculty customisation to reflect the specific academic area the early career academic is working in, therefore some of the points below will be deemed to be either ‘essential’ or ‘desirable’ depending on the subject area.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Year 1 | Year 2 | Year 3 |
| **Teaching** | * The quantity and quality of teaching is at the appropriate level
* Supervisory and tutorial skills and performance
* Evidence of peer review/student feedback of proven ability to teach specific and general subject areas
 | * Contributing to course development and curriculum development and planning
* Quality of examination and coursework assessment
 | * Obtaining 30 masters level credits under the Professional Development Framework and evidence of working towards eligibility for HEA membership
* Able to demonstrate that they have a scholarly and reflective approach to teaching, i.e. the ability to reflect critically on their teaching and the effectiveness of their students learning. Ability to propose innovative solutions to enhance student learning, including research-led teaching, the use of learning technologies and the many student focused teaching methods
* Assessment of students and feedback activity at either undergraduate or postgraduate levels
 |
| **Research & Knowledge Exchange** | * Research – evidence of a clear personal research plan which quantifies targets and objectives over the development period and beyond
* Invitations to participate in conferences, relevant professional activities
 | * Progress made in developing a programme of research
* Submission (whether alone or in a team/partnership) of at least one external funding application relevant to their unit of assessment
* Evidence of research publications submitted for peer review
* Membership of and involvement with relevant professional bodies – attending conferences, contribution via working / discussion papers
 | * Demonstrate independence and originality of their research programmes
* Ability to manage, or make a quantifiable contribution to, a research team (as appropriate to the discipline)
* Evidence of ongoing applications for research funding submitted and grants attracted, appropriate to academic area
* Evidence of research publications such as refereed journal articles with the appropriate quality and quantity of published output (normally at least 3 during the full development period which would be returnable under REF/equivalent)
* Evidence of engagement with knowledge exchange activities and research dissemination
* Publishing at conference proceedings, seminars given
 |
| **Administration** | * Efficient and effective contribution to departmental administration
* Evidence of collegiality or teamwork in the Department/School
 | * Efficient and effective contribution to departmental or university administration
* Evidence of collegiality or teamwork in the Department/School/Faculty
 | * Starting to develop some involvement with external academic and professional bodies, including, as appropriate to the discipline, consultancy, refereeing and external lectures.
 |