



UCL Academic Careers Framework

July 2018

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building a case for promotion



Grade 8

The role of a Senior Lecturer is to lead a research team, to develop and deliver high quality research, to supervise and mentor PhD students, to disseminate research findings, to engage with the wider research community, to contribute to the development of the faculty and to engage with the public. A Senior Lecturer is expected to have a strong track record of research, to be a leader in their field, to be an effective supervisor and mentor, to be an active member of the research community, to be engaged with the wider research community, to contribute to the development of the faculty and to engage with the public.

National and/or international engagement, including leading research networks, contributing to research policy, and engaging with the public. A Senior Lecturer is expected to have a strong track record of research, to be a leader in their field, to be an effective supervisor and mentor, to be an active member of the research community, to be engaged with the wider research community, to contribute to the development of the faculty and to engage with the public.

Activities

Examples of activity that would be typically expected of an individual working at this grade. Equivalent core or specialist activities may attach to particular career paths and disciplines.

C

- Effective supervision and mentoring of PhD students
- Publish research findings and proposals
- Disseminate research findings at conferences and similar
- Participate in research-related enabling activities, for instance adding value to a cross-disciplinary network, journal reviewing
- National and/or international engagement
- Engagement with UCL Public Policy strategic activities e.g. policy round tables, the production of Research Insights briefings; the production of policy-focused outputs; evidence of building networks or partnership with policy stakeholders; testimonials from policy professionals; adopting co-production methods

S

- Broader or more in-depth core research activities; or some core research activity at next grade level
- Effective supervision of student affiliates and undergraduate students
- Provide peer review, e.g. by serving on peer review committees
- Work towards an independent research reputation (or the research reputation of a collaborative team) and recognition of achievement nationally/internationally
- Significant contribution to external engagement with a view to enhancing research impact
- Enabling scientific input (and output) on research platforms

Impact

Examples of impact that would be typically expected of an individual working at this grade.

- Proactive engagement with research development issues across the faculty
- Supervisor or second supervisor experience of research students
- Findings supported/invitations extended to disseminate these at conferences and similar
- Academic references from across discipline community
- Paper co-authored with collaborator with evidence of impact within the discipline
- Significant cultural, artistic or design outputs, as appropriate to the discipline

- Conference speaker invitations, including as a consequence of submitting proposals to conference panels
- Regular reviewer for research-focused journals
- Collaborator in research grant application
- Successfully co-organised event aimed at an external audience.
- Personal contribution to initiative to contribute to equalities and diversity objectives within field
- Contributions to Open Source software, large scale computing projects

Grade 9 *continued*

Examples of impact that would be typically expected of an individual working at this grade.

Successful supervision to completion of doctoral students

Evidence of positive impact of mentoring of colleagues, including that they have met their career development goals

Research fellowship or award from UK or international funding body

Sustainable research project with funding successes in a competitive context and at a level appropriate to the discipline

Whole monographs, including as editor, where appropriate to the discipline

Cultural, artistic or design outputs with funding successes or other appropriate evidence of impact, in a competitive context

References from national and/or international subject community, including leading figures

Editorial board member of a significant journal in your discipline

Principal investigator of a nationally and/or internationally significant research or research collaboration

Evidence of key role in facilitating the research impact of a wider research team where this is appropriate to the discipline context

Significant income generated through external clinical trials

High quality research outputs from collaborative research projects of significant standing.

Invited speaker, including keynote, at significant national and/or international events, or invitations to write review articles

Personal impact within cross-disciplinary programmes

Proactive engagement with national policy working groups

Peer reviewer for grant schemes both nationally and internationally

Lead role in creation of a new research facility or group (where appropriate to the discipline)

Sustained contribution to initiative to contribute to equalities and diversity objectives within field, with evidence of impact

Evidence of impact of research on clinical practice or pathways (translation)

Evidence of impact of research on clinical guidelines (e.g. NICE, Cochrane)

Grade 10 *continued*

Examples of impact that would be typically expected of an individual working at this grade.

Mentoring of research supervisors with evidence of impact

Sustained track-record of income generation to support own group or field of work

Chair of departmental or faculty research committee

Outstanding sustained quality of research outputs, including those based on collaborations where appropriate

Leadership of a major research field or group with track record of securing competitive grants, including leadership within a wider team where this is appropriate to the discipline context

Editor of a significant research journal or book series

Regular keynote speaker invitations at conferences attracting international participation

Introduction of new research methods or approaches to the discipline

Leading role in significant networks or associations relevant to discipline (including e.g. Learned Councils)

Regular invitations to deliver research or analysis by external organisation(s) and/or member of policy groups of significant standing

Success in a major multi-group collaborative funding opportunities

Internationally significant policy positions on standards within discipline and similar.

Leadership of successful initiative to contribute to equalities and diversity objectives within field

Evidence of substantial impact of research on clinical practice or pathways (translation)

Evidence of substantial impact of research on clinical guidelines (e.g. NICE, Cochrane)

Sustained recognition by policy professionals and stakeholders

Grade 7

T *Examples of activity that would be typically expected of an individual working at this grade. Equivalent core or specialist activities may attach to particular career paths and disciplines.*

N *Examples of impact that would be typically expected of an individual working at this grade.*

A *Activities*

Examples of activity that would be typically expected of an individual working at this grade. Equivalent core or specialist activities may attach to particular career paths and disciplines.

C *Core Education*

Translating advances in the subject area into own teaching delivery
 Use of a range of appropriate technologies, and providing timely and effective feedback to students
 Demonstrate inclusive teaching practices

S *Specialist*

Broader or more in-depth core education activities above; or some core education activity at next level
 Supporting students outside the classroom
 Supervision of staff and/or students; or management of other delegated education resources or duties

I *Impact*

Examples of impact that would be typically expected of an individual working at this grade.

Obtaining fellowship of the HEA (typically via UCL Arena Two)
 Evidence of strong student satisfaction from internal (SEQ) evaluations and other data (e.g. learning analytics)
 Participating in projects that contribute to improving education for students with evidence of personal impact

Assisting with running placement programmes with evidence of personal impact
 Involvement in programmes within subject field or department aimed at improving the student experience with evidence of personal impact
 Personal tutor with evidence of personal impact, including student testimony

Grade 8

Teaching: Delivering high quality teaching to a range of students, including those with special educational needs and/or disabilities. A range of teaching methods and resources are used to ensure that all students are engaged and motivated to learn.

Specialist activities: Engaging in specialist activities, including research, writing, and presenting at conferences, and contributing to the development of the curriculum.

Activities

Examples of activity that would be typically expected of an individual working at this grade. Equivalent core or specialist activities may attach to particular career paths and disciplines.

Core

- Significant contribution to curriculum planning and course design to ensure excellence and student learning, including through collaborative working as required
- Significant contribution to education-related enabling activities, for instance teaching committees, exam boards, admissions
- Proactive and effective engagement with education development and student-centred issues through relevant committees
- Effective management of teaching staff and other delegated education resources.
- Successful course delivery at taught graduate level
- Engagement with the Liberating the Curriculum initiative, demonstrating impact
- Supporting students as a personal tutor

Specialist

- Participating in educational audits and teaching quality assurance
- Active participation in subject and/or cross-disciplinary networks in relation to education development
- Embedding education change and innovation, including through the use of new technologies
- Sustained engagement with the implications of research-based education leading to changes in practice
- Broader or more in-depth core education activities above; or some core education activity at next level

Impact

Examples of impact that would be typically expected of an individual working at this grade.

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|--|---|
| <ul style="list-style-type: none"> Introduction of new, or substantial revision of old modules in response to student feedback or to update content and/or delivery modes Accreditation by the Higher Education Academy as UCL Arena Fellow Winner of Provost's Teaching Award and/or Student Choice Teaching Award Membership of departmental or other teaching-related committee, with evidence of personal contribution Adoption of Open Access dissemination processes and routes | <ul style="list-style-type: none"> Recipient of grants to support innovation in teaching Evidence of innovative teaching practices that impact positively on diverse groups Evidence of impact as a personal tutor, including student testimony Reviewer for education-focused journal or book series Authorship/delivery of conference presentations, book and book chapters, peer-reviewed publications and citations focused on teaching and learning |
|--|---|

Grade 9 continued



Examples of impact that would be typically expected of an individual working at this grade.

<p>Evidence of successful leadership of curriculum development or reform, including assessment, at departmental or subject level</p> <p>Accreditation by the HEA as UCL Arena Fellow or Senior Fellow</p> <p>UCL Arena assessor</p> <p>Contributor to UCL Arena programme delivery</p> <p>Leadership of innovation in pedagogy within department or faculty</p> <p>Key contributor to cross-departmental education projects</p> <p>Success in securing grants or fellowships to advance education</p> <p>Evidence of impact in reducing the attainment gap for students, where this exists</p> <p>Chair of departmental teaching committee or staff-student consultative committee with evidence of personal impact</p> <p>Chair of departmental Board of Examiners with evidence of personal impact in this role</p>	<p>Leadership role within cross-disciplinary programmes</p> <p>Involvement with UCL ChangeMakers project with evidence of personal contribution</p> <p>Evidence of successful collaboration with external peers on education projects</p> <p>Author of education materials in subject field with national or international reach</p> <p>Winner of national or international award for education activity</p> <p>National recognition for successful Life learning activity</p> <p>National or international consultant on education</p> <p>Member of the editorial board of education-focused journal</p> <p>External examiner for peer university in UK or overseas with evidence of personal impact</p> <p>Involvement with a successful initiative to contribute to equalities and diversity objectives within field, with evidence of individual contribution</p>
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Grade 10

The following are examples of activities that would be typically expected of an individual working at this grade. Equivalent core or specialist activities may attach to particular career paths and disciplines.

Notable examples of activities that would be typically expected of an individual working at this grade.

Activities

Examples of activity that would be typically expected of an individual working at this grade. Equivalent core or specialist activities may attach to particular career paths and disciplines.

C

Leading innovative changes to the curriculum and making a significant contribution to the skills/knowledge base in relation to education within the institution and/or discipline both in the UK and internationally

Extensive and sustained leadership, review and improvement of education standards in the discipline or across the faculty and institution, including within collaborative team contexts as appropriate

Sustained and significant leadership of engagement activity with students and with student feedback as precursor to leading substantial curriculum or other educational change

Championing of inclusive teaching practices as a senior member of staff and mentoring/encouraging colleagues to engage in same

Sustained engagement with the development of new or innovative approaches to the pedagogy and management of short courses for professional development

Leading collaborative education projects, either nationally or with international partners where appropriate

S

Sustained leadership of cross-institutional education initiatives

Acting as an institutional or national champion for education reform or innovation

Repeated and sustained leading roles in nationally and internationally important activity that has successfully delivered significant education impact, including some novel or innovative approaches.

Nationally respected provider of leading educational advice to government bodies and other large organisations of significant impact

Participation in national committees relating to developments in the discipline

Participation in curriculum review at other institutions

Impact

Examples of impact that would be typically expected of an individual working at this grade.

Leadership of ChangeMakers or other projects with substantial student voice component and significant and sustained impact resulting in major change within programme or department

Accreditation by the HEA as UCL Arena Senior Fellow or Principal Fellow

Leadership of major departmental and/or cross-institutional learning initiatives, both national and international, with evidence of personal impact

Leadership of national curriculum reform or accreditation review

Advisor to government on education policy and practice

Curriculum reviewer for other universities (national and international), with evidence of impact in this role

Editor of learning and teaching focused journal of international standing

Initiation and/or sustained leadership of education networks with other partners, both nationally and internationally

Widespread recognition within field for innovative life learning pedagogy

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A

Examples of activity that would be typically expected of an individual working at this grade. Equivalent core or specialist activities may attach to particular career paths and disciplines.

Demonstrating departmental citizenship
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Grade 8

Non-Teaching Staff: Senior Lecturer, Senior Research Fellow, Senior Lecturer, Senior Research Fellow

Activities

Examples of activity that would be typically expected of an individual working at this grade. Equivalent core or specialist activities may attach to particular career paths and disciplines.

Effective personal contributions through membership of departmental committees, including selection committees and other departmental administrative roles

Co-ordinating successful internal academic processes (e.g. admissions, quality assurance)

Contribution to UCL's Research Ethics and Integrity activity and committees

Making a significant contribution to departmental or university projects or working groups, including through collaboration with/furthering of work of CALT

Contribution to UCL's Equality, Diversity and Inclusion groups and committees

Contribution to departmental recruitment and widening participation activities

Impacts

Examples of impact that would be typically expected of an individual working at this grade.

Admissions Tutor with evidence of impact
NSSLO with evidence of effective working (e.g. improvements in survey response rate)

Appointed member of departmental Teaching Committee, with evidence of impact

Evidence of impact on university projects or working group

Appointed member of major departmental committee with evidence of impact

Evidence of proactive role in equalities action planning

Activities in schools to encourage students from under-represented groups to apply to higher education, and/or to encourage students to apply to UCL, with evidence of impact

Grade 9

N *Examples of activity that would be typically expected of an individual working at this grade. Equivalent core or specialist activities may attach to particular career paths and disciplines.*

A *Examples of activity that would be typically expected of an individual working at this grade. Equivalent core or specialist activities may attach to particular career paths and disciplines.*

Examples of activity that would be typically expected of an individual working at this grade. Equivalent core or specialist activities may attach to particular career paths and disciplines.

Collaborative leadership of departmental or cross-institutional strategic priority areas (e.g. admissions, quality assurance, examinations)

Effective mentoring and support of colleagues

Effective and positive contributions to UCL through membership of faculty committees

Serving as a beacon within a department or faculty for positive institutional behaviour

Sustained proactive contribution to UCL's Equality, Diversity and Inclusion groups and committees

Sustained proactive contribution to the effective management of the department or other administrative unit within the university

Sustained proactive contribution to departmental recruitment and widening participation activities

Sustained proactive contribution to UCL's Research Ethics and Integrity activity and committees

B *Examples of impact that would be typically expected of an individual working at this grade.*

Examples of impact that would be typically expected of an individual working at this grade.

Line manager of colleagues, with evidence of impact

Significant contribution to departmental committees (e.g. Board of Examiners) with evidence of impact

Outcomes of work on institutional committees

Significant personal impact through Athena SWAN, the Race Equality Charter, the Stonewall Workplace Equality Index, the Disability Standards or other equality, diversity and inclusion activity

References from chairs of committees or other to whom work has made a difference

Activities in schools to encourage students from under-represented groups to apply to higher education, and/or to encourage students to apply to UCL, with evidence of impact



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Building a Case for Academic Promotion

Building a Case for Academic Promotion

Information related to MyA Academic promotion processes

MyA considers academic promotions through an annual cycle, in order to ensure comparability of excellence across the whole of MyA

Whilst the criteria in this framework apply to all staff, specific guidance for staff on different contract types (academic, teaching or research) is provided below.

Outstanding performance at the current level does not automatically mean that promotion will follow; neither does meeting some of the criteria at the next level. Promotions committees will retain the right to award promotion on the basis of the case in the round, as well as the candidate's discipline context and the range of opportunities available for the activities

taking place within that discipline.

It should be noted that candidates are encouraged to indicate any personal circumstances that may have affected their recent output/impact. A range of personal circumstances can be taken into account, examples of which will be contained in the separate guidelines.

- Staff on academic contracts: to Lecturer (Grade 8); to Associate Professor (Grade 9) and to Professor (Grade 10)*
- Staff on research contracts: to Research Fellow (Grade 7), Senior Research Fellow (Grade 8), Principal Research Fellow (Grade 9) and Professorial Research Fellow (Grade 10)
- Staff on teaching contracts: to Lecturer (Teaching) (Grade 8), Associate Professor (Teaching) (Grade 9) and Professor (Teaching) (Grade 10)

Staff on academic contracts*: to Lecturer (Grade 8); to Associate Professor (Grade 9) and to Professor (Grade 10)

For promotion to each level, staff on academic contracts need first to provide clear evidence of strong performance at their current grade and demonstrate that they have the ability to meet the pre-requisite research and education criteria at the level to which they seek promotion.

They should then build a case to demonstrate their impact within, and leadership of, a portfolio of academic activities, as detailed below.

Progression through the above grades might be expected to be attained through:

(i) a Mixed academic portfolio, by demonstrating an ability to meet the threshold education and threshold research criteria at the next level as well as:

- several of the core research AND core education criteria at the next level; and
- some criteria at the next level in at least one of the other two domains (enterprise and external engagement or institutional citizenship) at the next level.

or

(ii) an Education-led academic portfolio, by demonstrating an ability to meet:

- at least the threshold education and threshold research criteria at the next level; and
- most of the core education criteria at the next level; and
- some of the specialist education criteria at the next level; and
- some criteria in at least one of the other two domains (enterprise and external engagement or institutional citizenship) at the next level.

or

(iii) a Research-led academic portfolio, by demonstrating an ability to meet:

- at least the threshold research and threshold education criteria at the next level; and
- most of the core research criteria at the next level; and
- some of the specialist research criteria at the next level; and
- some criteria in at least one of the other two domains (enterprise and external engagement or institutional citizenship) at the next level.

or

(iv) an Enterprise-led or External Engagement- led academic portfolio, by demonstrating an ability to meet:

- at least the threshold research and threshold education criteria at the next level; and
- several of the core research or education criteria at the next level; and
- some of the core enterprise or external engagement criteria at the next level; and
- some of the specialist enterprise or external engagement criteria at the next level; and
- some of the criteria in the institutional citizenship domain at the next level.

This enables staff on academic contracts to progress through to Professor on a mixed, education-led, research-led or external engagement / enterprise-led portfolio. It should be noted, however, that all staff looking to be promoted on academic contracts (to Associate Professor and Professor) will be expected to demonstrate impact against both the threshold education and threshold research criteria before other core and specialist criteria are considered).

Staff on research contracts: to Research Fellow (Grade 7), Senior Research Fellow (Grade 8), Principal Research Fellow (Grade 9) and Professorial Research Fellow (Grade 10)

Progression through the above grades might be expected to be attained by demonstrating an ability to meet:

- the threshold research criteria at the next level; and
- several of the core and/or specialist research criteria at the

next level; and

- at least the threshold education criteria or some of the criteria in either of the two other domains (enterprise and external engagement; institutional citizenship) at the next level.

Staff on teaching contracts: to Lecturer (Teaching) (Grade 8), Associate Professor (Teaching) (Grade 9) and Professor (Teaching) (Grade 10)

Progression through the above grades might be expected to be attained by demonstrating an ability to meet:

- the threshold education criteria at the next level; and
- several of the core and/or specialist education criteria at the next level; and
- at least the threshold research criteria or some of the criteria in either of the two other domains (enterprise and external engagement; institutional citizenship) at the next level.

*Any employee on the teaching track who is applying for promotion and to switch track to an academic contract role, under the process outlined in paragraph 8 here, will need to meet the same criteria as others applying for promotion to the same academic role. Details can be found in the [Academic Career Framework](#).

Related Content

[Academic Promotions Guidance](#)

[Academic Careers Framework FAQs](#)

Hear from colleagues who have been through the application process:

- My route to Professorial Teaching Fellow
 - [George Grimble](#)
 - [Carl Gombrich](#)

- My route to Principal Teaching Fellow
 - [Nadia Bukhari](#)
 - [Nephtali Marina-Gonzalez](#)

Submit an application

- [Senior Academic Promotions System](#)

Facilities

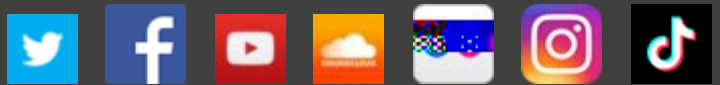
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University College London, Gower Street, London, WC1E 6BT Tel: +44 (0) 20 7679 2000

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