UCL Academic Careers Framework

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How to use the UCL Academic Careers Framework

The UCL Academic Careers Framework is designed to support every type of academic career path at UCL. Whether you deliver research and education in equal measure, specialise in public engagement or enterprise or focus on teaching and institutional citizenship, the framework makes sure that personal impact is measured consistently across UCL.

It is important to remember that, even if you are specialising in a specific area, no one would be expected to meet all the core and/or specialist criteria highlighted within, for example, the Education or Research domains. These are illustrative examples of activity that may be occurring and not a checklist. You are likely to be undertaking other activity, which may be equally valuable. Irrespective of the activity, the evidenced impact and reach of your work is the vital aspect and contribution will considered in the round. The core and specialist criteria examples are not exhaustive and no individual is expected to meet all of the criteria listed.

To help plan and support career development and recognise achievements, the UCL Academic Careers Framework is designed to be used in a number of ways by staff and managers. For instance, it can be used for:

- **building a case for promotion**
- assessing cases for promotion
- preparing for appraisals
- identifying skill gaps
- discussing career trajectories
- identifying development opportunities
- designing new roles and drawing up job descriptions
- succession planning
- considering cases for reward and recognition.

UCL Human Resources can advise on all the above and the UCL HR web pages set out more detailed guidance e.g. on academic promotions.

www.ucl.ac.uk/hr

UCL Academic Careers Framework

UCL's long-range strategy, UCL 2034, acknowledges that reward for staff, and recognition of their achievements, is key to the university's wider ambitions for its research, education, innovation and enterprise activities.

In order to facilitate that recognition and reward, we have developed the Academic Careers Framework. For each of grades 7-10, the framework brings together typical activities, networks and impact indicators. It seeks to describe and codify the types of activity that may feature within an academic career, at an individual grade, and across grades over time.

These descriptions can be used as reference points for staff planning careers, to support appraisal discussions and by those preparing a case for promotion. The framework has been developed to be relevant to staff on academic or teaching and research fellow contracts.

The scope of activities and indicators of success listed under each grade are intended to be broad, reflecting the variety of work that can be undertaken by staff across a large, multi-disciplinary university. They include criteria that will be appropriate for staff working in 'lone-scholar' disciplines, as well for those in team science contexts. The descriptions are not exhaustive and no individual should expect to be able to meet all of the criteria itemised. In making decisions about which to apply, staff should have regard to the context of their discipline(s). Where evidence of national or intentional collaboration is suggested, staff should again have reference to discipline context. There is no assumption that an international collaboration is inherently more significant than one undertaken with national partners.

The framework is relevant to all staff on academic, research or teaching contracts.

For each grade, the *threshold* research and education statements articulate the pre-requisite qualities expected of all staff on academic contracts at that grade, and those seeking to make a case for promotion to that grade. Relevant threshold criteria also apply to staff on research and teaching contracts.

Core activities under both research and teaching will apply frequently to academic staff with a mixed portfolio – i.e. those who are engaged in research and teaching – as well as to research and teaching staff. All academic, research and teaching staff are expected to demonstrate at least some core activities under enterprise/external engagement and/or institutional citizenship.

Relevant *specialist* activities are likely to be demonstrated by research or teaching staff or where a member of staff on an academic contract is specialising in education or research. For example, as well as demonstrating threshold research and education qualities, specialist research might take the place of some core education attributes and vice-versa for specialist education. Equally, a member of staff on an academic contract might specialise in enterprise or external engagement, demonstrating specialist attributes in that pathway rather than some of the core or specialist research or education ones.

Given the varied nature of modern academic careers, some overlap between the criteria is likely, and staff should consider both core and specialist categories when using the framework, regardless of their contractual status.

As well as outlining types of threshold, core and specialist academic activity, the framework sets out the typical network and reach at each grade. It also sets out example indicators of impact.

For promotion cases more detail is provided in the relevant guidance notes but the key element of any case will be a demonstration of your own **personal impact** in the context of the framework as a whole.

Research

Research activity covers all aspects of the creation and application of new knowledge, however that manifests itself within your discipline or disciplines. Broadly speaking, it covers the following:

- The production and dissemination of research outputs, including informing policy through research insights.

- Supporting and nurturing early career researchers, including supervision of PGR students.

- Enabling and leading research activities: contributing to the intellectual life of your discipline – including developing novel lines of enquiry; contributing to the development of open science principles; maintaining the highest standards of research integrity; developing cross-disciplinary research activities; addressing equality, diversity and inclusion issues in research; managing links to professional bodies, and generating research income at a level appropriate to the discipline.

Research activity is described with reference to qualitative and quantitative evidence of achievement, including appreciation by peers, impact, scale, originality, rigour and significance of research outputs. UCL is a signatory of the San Francisco Declaration on Research Assessment and we reject the use of certain quantitative indicators, in particular those that apply at the level of Journal or similar, rather than directly to the piece of research in question. UCL's research strategy also establishes that "advancement and profile within UCL does not depend overly on easy metrics such as grant income or citation numbers that might penalise those who are advancing fields not yet fully appreciated by the wider research community, but instead suitably recognises and rewards creative and distinctive intellectual achievement".

In general, we strongly emphasise quality over quantity in research outputs, expecting that research active staff should produce on average each year at least one paper-scale output of world-leading or internationally excellent quality (likely using the widely accepted terms of the Research Excellence Framework), and regarding outputs of lower quality as of significance only when they contribute to enabling, leadership and impact. This significance varies according to discipline and career stage – some fields and research goals (such as space missions or major monographs) requiring many years of preparatory activity ahead of output production. Significant evidence of widespread research and collaboration is expected at senior levels, nationally or internationally as appropriate to the discipline. At UCL we emphasise cross-disciplinary collaboration within our research work (for example in relation to 'big science', clinical trials, education and social policy; disciplines which require collaboration between many national and international experts) and so we particularly recognise contributions to such activity, whilst recognising that it is harder to evaluate the success and significance of such contributions.

Grade 7

Threshold: an individual on this grade will demonstrate detailed understanding and knowledge of the subject and contemporary research activities within it. All research outputs are available through Open Access wherever possible.

Networks and reach: colleagues in department; informal links with staff in other institutions – typically national career-stage peer-group in discipline and immediate collaborators on projects.

Activity

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	Specialist
Plan and develop independent, original, significant and rigorous contributions to subject area or body of knowledge	Broader or more in-depth core research activities; or some core research activity at next grade level
Build networks of research contacts around discipline and/or relevant cross-disciplinary communities	Contribute to writing bids for research grants
Presentation of work to collaborators or others external to UCL	Co- or joint supervision of staff and/or students; or management of other delegated research resources or duties
	Contribute to policy-focused activity relating to area of expertise

Indicators of impact

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

PhD or equivalent professional qualifications/ experience (in vocational disciplines)	Occasional reviewer for research-focused journals
References from group leader, supervisors and immediate collaborators	Descriptions of impact activities
Refereed conference posters/papers	Participation in policy-focused meetings or events; engagement with UCL Public Policy activities e.g. undertaking a policy placement; evidence of scoping and responding to policy stakeholder needs
Peer-reviewed journal articles, book chapters	
Peer-reviewed cultural, artistic or design outputs, as appropriate to the discipline	

Grade 8

Threshold: an individual on this grade will demonstrate establishing oneself as an individual with the ability and potential to produce internationally-excellent independent, original, significant and rigorous research contributions to a subject area or body of knowledge. All research outputs are available through Open Access wherever possible.

Networks and reach: colleagues in cognate subject areas outside department; PGR students within UCL; links across national and/or international subject community.

Activity

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

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

Specialist

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

Indicators of 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

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Grade 9

Threshold: an individual on this grade will demonstrate sustained and repeated contributions to subject area or body of knowledge, and a sustained publication record which demonstrates the potential to produce significant contributions to the discipline. All research outputs are available through Open Access wherever possible.

Networks and reach: widespread connections across national and/or international subject community, including active collaborations/contact with leading figures in subject area; regular collegiate engagement with colleagues from distinct disciplines on cross-disciplinary issues; network of collaborators or advice-seekers in industry, healthcare or policy organisations (or similar, depending on discipline context); contacts and networks both domestic and international.

Activity

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	Specialist
Proactive role in successful collaboration within a large collective research group or with other research teams	Sustained success in securing funding (or otherwise ensuring research activity is sustainable) over a significant period
Supervise completion of PhD students and assist with their establishment within careers drawing upon their research skills	Effectively supporting early career researchers, including development and mentoring, with regard to equality, diversity and inclusion principles
Effective management of a research team	Successful leadership of some significant research-related enabling activities, and/or facilitation of collaborative team-based research
Leading role in an institutionally significant activity that has successfully delivered substantial research impact	Broader or more in-depth core research activities above; or some core research activity at next grade level
Proactive mentoring of early career researchers and other colleagues, including those from under-represented groups	Significant contribution to enabling scientific input (and output) on research platforms
Developing reputation and profile nationally and/or internationally, including with other leading contributors to subject area (including reputation of wider collaborative research team as appropriate to the discipline)	
Significant national and/or international engagement	
Successful record of participating in and leading peer review	
Sustained contribution to public policy e.g. through Select Committee submissions or consultation repossess; advisory groups; leading on embedding policy engagement and/or co-production in UCL practice	
Facilitation of scientific input (and output) on cohort studies	

Grade 9 *continued*

Indicators of impact

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

Threshold: an individual on this grade will demonstrate successful delivery of outstanding contributions to a subject area of body of knowledge, demonstrating both the ability to sustain own research and to be successful against research competition in ways appropriate to the discipline. All research outputs are available through Open Access wherever possible.

Networks and reach: key funders, government agencies industry or other external agencies.

Activity

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

Sustained completion of PhD students and their establishment within careers drawing upon their research skills

Effective mentoring of early-career supervisors of research students

Lead role in collaborations within large research team or with other research teams/institutions

Established and maintained reputation within the subject community, including sustained engagement with globally leading contributors to subject area (including reputation of wider research team where this collaboration is appropriate to the discipline)

Provider of advice to industry, healthcare, government, policy or similar organisations, both domestically and globally.

Significant innovation in policy engagement activity; sustained co-production activity or problem-focused research agenda

Specialist

Extensive support, mentoring or management of early career researchers, for instance as leader of a research group, convenor of a network, or research director within a department, as appropriate to the discipline

Repeated, successful and noteworthy leadership of diverse range of significant research-related enabling activities domestically, with the EU and globally

Sustained role on funding or strategy board or major cross-disciplinary research activities

Significant leadership in the use of research platforms

Grade 10 continued

Indicators of impact

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

Education

Education activity refers to any activities which support student learning, including:

- establishing new modules, programmes and short courses

- developing subject materials

- curriculum development and learning design

- personal tutoring

- consultation and collaboration with professional bodies on course design and accreditation

- working with students on curriculum reform projects.

It may also include cross-disciplinary teaching opportunities, works of scholarship of teaching and work with external partners that supports learning, teaching and assessment development. In the context of UCL's aspirations for research-based education, it also includes activity to promote and design new opportunities for students to participate in research activity.

UCL's promotion criteria for teaching prioritise evidence of leadership in education, whether locally, within a department, institutionally, or nationally/internationally, where you have made a substantial contribution to the direction of the discipline and its teaching or education scholarship.

Grade 7

Threshold: an individual on this grade will demonstrate successful contribution to the development of a subject's teaching programme, with particular emphasis on the relationship between research and education. All teaching activity is of a consistently high standard.

Networks and reach: students, including those from diverse backgrounds; immediate colleagues in subject field.

Activity

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	Specialist
Translating advances in the subject area into own teaching delivery	Broader or more in-depth core education activities above; or some core education activity at next level
Use of a range of appropriate technologies, and providing timely and effective feedback to students	Supporting students outside the classroom
Demonstrate inclusive teaching practices	Supervision of staff and/or students; or management of other delegated education resources or duties

Indicators of 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)	Assisting with running placement programmes with evidence of personal impact
Evidence of strong student satisfaction from internal (SEQ) evaluations and other data (e.g. learning analytics)	Involvement in programmes within subject field or department aimed at improving the student experience with evidence of personal impact
Participating in projects that contribute to improving education for students with evidence of personal impact	Personal tutor with evidence of personal impact, including student testimony

Grade 8

Threshold: an individual on this grade will demonstrate evidence of successful participation in education activity with students at any level, and of engagement with the implications of current research for programme delivery and design. All teaching activity is of a consistently high standard.

Sphere of influence: colleagues in department; colleagues in cognate subject areas outside department; PGR students within UCL.

Activity

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

Indicators of impact

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

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

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

Threshold: an individual on this grade will demonstrate active engagement with the interface between research and education and its implications for teaching within the discipline and participation in education activity with students at any level, with evidence of impact. All teaching activity is of a consistently high standard.

Networks and reach: colleagues in faculty; peers in subject field nationally.

Activity

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

Leading a team or making a substantial facilitative contribution within a subject field, for example, as programme leader, to deliver education excellence and significant curriculum reform where appropriate

Significant role in developing teaching technologies, course design and assessment techniques

Proven success in education leadership and/or management of a team. Successful development and mentoring of teaching staff

Working collaboratively with students to identify and address issues, and improve the quality of education in response to student feedback

Leadership of inclusive teaching practices within the department or discipline

Significant engagement with education policy and practice in other national contexts

Leading role in an institutionally or nationally significant activity that has successfully delivered important education impact in subject area

Successful collaboration with external peers on significant education projects

Lead role in developing new or innovative approaches to the pedagogy and management of short courses for professional development

Specialist

Significant contribution to relevant education strategies

Successful leadership of some significant education-related enabling activities

Leadership of departmental/faculty 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

Significant reputation nationally, including with other leading contributors to subject area, in education delivery and advancement

Grade 9 continued

Indicators of impact

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

Evidence of successful leadership of curriculum development or reform, including assessment, at departmental or subject level

Accreditation by the HEA as UCL Arena Fellow or Senior Fellow

UCL Arena assessor

Contributor to UCL Arena programme delivery

Leadership of innovation in pedagogy within department or faculty

Key contributor to cross-departmental education projects

Success in securing grants or fellowships to advance education

Evidence of impact in reducing the attainment gap for students, where this exists

Chair of departmental teaching committee or staff-student consultative committee with evidence of personal impact

Chair of departmental Board of Examiners with evidence of personal impact in this role

Leadership role within cross-disciplinary programmes

Involvement with UCL ChangeMakers project with evidence of personal contribution

Evidence of successful collaboration with external peers on education projects

Author of education materials in subject field with national or international reach

Winner of national or international award for education activity

National recognition for successful Life learning activity

National or international consultant on education

Member of the editorial board of education-focused journal

External examiner for peer university in UK or overseas with evidence of personal impact

Involvement with a successful initiative to contribute to equalities and diversity objectives within field, with evidence of individual contribution

Grade 10

Threshold: an individual on this grade will demonstrate active engagement with the intersection of research and education within the department, and successful involvement with teaching activity with any level of students. All teaching activity is of a consistently high standard.

Networks and reach: senior colleagues across UCL; senior colleagues in subject field nationally.

Activity

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

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

Specialist

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

Indicators of 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

Enterprise and External Engagement

Enterprise and External Engagement covers a wide range of predominantly externally directed activities, and, in particular, knowledge exchange activities directed at collaboration with agencies and stakeholders outside of academia, including businesses and the public, to realise the impact/benefits of research upon:

- public discussion
- media discussion
- cultural life
- quality of life
- communities
- equality and social justice
- justice
- education
- public policy
- commercial and social enterprise activity
- infrastructure
- technology and materials
- healthcare
- professional practice
- the natural environment.

Such benefits can also occur by

- engaging with local, national or international organisations outside of academia, or
- engaging the general public with UCL's research and teaching.

Enterprise activity facilitates engagement with business and with the third sector, through the practical application of research discoveries and other income-generating activity, and through enterprise endeavours more generally.

Public engagement brings members of the public into UCL's research and teaching, as active participants, practitioners and advisers. It covers a wide spectrum of activity, from sharing the benefits of HE and research with the public, to knowledge creation with external groups who might otherwise not have access to higher education.

More information can be found at www.ucl.ac.uk/impact.

All promotions cases should emphasise the benefits of enterprise and external engagement to the discipline and to UCL as an institution.

Grade 7

Networks and reach: self and immediate colleagues; external clients as part of a team; informal links with peers in industry, the public sector, civil society, media or other relevant stakeholders and organisations outside of academia.

Activity

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

Involvement in work to promote impact of research outside of academia

Participation in consulting, or other specialist activities for UCL's external clients, under supervision, such as bespoke short courses, co-ordinating trials or other tests

Designing and constructing prototypes

Contribution to the delivery of short courses for professional development

Contribution to media or policy debate related to subject area

Participation in Public Engagement activities deigned to communicate UCL research to non-academic communities/audiences.

Specialist

Participation in enterprise and external engagement activities with tangible institutional benefit to UCL

Broader or more in-depth core enterprise or external engagement activities above; or some core enterprise or external engagement activity at next level

Indicators of impact

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

Invited speaker or expert contributor beyond academia

Active membership of a professional body

Consultancy contracts for institutional benefit

Patent applications

Participation in relevant networking events

Media contribution – articles or appearances

Demonstrable contribution to delivery of short courses for professional development

Participant in UCL Public Engagement Network or other similar networks

Participant in UCL PEU Train and Engage Programme or similar programmes

Grade 8

Networks and reach: colleagues in department and cognate UCL departments; external clients; peers, decision-makers and senior advisers in industry, the public sector, civil society, media or other relevant stakeholders and organisations outside of academia.

Activity

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 work that promotes the impact of UCL research, for instance sustained engagement with a collaborator outside of academia (such as industry/policy/civil society organisation)

Making a significant and substantial contribution to the design and delivery of short courses for professional development

Making a significant contribution through collaborative activity to provide specialist advice through expert contribution to clients or other beneficiaries outside academia

Substantial engagement with professional body; substantial engagement with public policy stakeholders; member of national committees and working groups; involvement with setting standards of practice in the UK or abroad, where applicable

Participation in public engagement activity in which non-academic communities are consulted on the direction or findings of research

Sustained contribution to media as an expert

Mentoring/sponsorship of diverse individuals to enhance innovation

Knowledge exchange activities that support UCL's inclusive vision and values

Specialist

Successful contribution to enterprise and external engagement activities with significant institutional benefit to UCL

Broader or more in-depth core enterprise or external engagement activities above; or some core enterprise or external engagement activity at next level

Significant contribution to the commercialisation of UCL research findings where applicable

Indicators of impact

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

Securing funding for knowledge exchange projects

Significant involvement in the establishment of a sustainable spin-out company or evidence of other forms of commercial success

Demonstrable development of a successful professional development activity from concept through to delivery and external feedback

References/feedback characterising personal role and impact from relevant collaborators/participants/audiences

References from media commissioners or invitations to contribute

Leadership role in UCL Culture activities or similar public engagement activity (e.g. Bright Club, engagement with faculty PEU Coordinator, Recipient of UCL PEU Beacon Bursary)

Leadership of a festival or public performance (Bloomsbury Theatre/Studio or similar) related to research

Leadership role in successful delivery of exhibition in Octagon, UCL Library or UCL Museum spaces with relevant Library or UCL Culture team

Documentary evidence of public/policy external engagement (e.g. case studies)

Other evidence of the actual benefits realised by those outside of academia (such as testimonials, reports, activities, evaluations or other evidence of change)

Adoption of Open Access dissemination processes and route

Significant demonstrable success (quantified where possible) realised by beneficiaries outside of academia

Grade 9

Networks and reach: senior decision makers, thought leaders and those setting the agenda in public, private or third sector and media, including from outside the UK.

Activity

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

Leading role in an institutionally or nationally significant knowledge exchange or commercialisation activity that has successfully delivered significant research impact

Nationally respected provider of advice to industry, healthcare, policy and similar organisations

Nationally respected provider of short courses for professional development

Collaborative Public Engagement activity focused on building two-way dialogue with non-expert, non-academic communities

Leadership in contribution to media or policy debate

Specialist

Leadership of enterprise and external engagement activities with substantial institutional benefit to UCL

Broader or more in-depth core enterprise or external engagement activities above; or some core enterprise or external engagement activity at next level

Indicators of impact

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

Track record of research collaboration with industry, healthcare or other external partners, sustained and developing over number of years and involving a number of income-generating activities, including from outside of the UK

Evidence of economic benefit of commercialisation activity (e.g. significant number of jobs created in spin-out company)

National recognition of professional development course portfolio

Engagement with national or international policy working groups

External recognition of media and communication contribution e.g. media fellowship

Recipient of UCL Public Engagement Award or Provost's Spirit of Enterprise Award or other awards related to Research Impact

Dissemination of public engagement practice through conference presentation with national or international recognition

A case study that would merit being a REF Impact Case Study with UCL endorsement

Mentor to colleagues with evidence of impact

Engagement with national policy working groups with evidence of impact

Grade 10

Networks and reach: senior colleagues from across UCL; key decision makers in government agencies, healthcare, industry or other external organisations.

Activity

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

Repeated and sustained leading roles in substantial engagement activity that has successfully delivered significant research impact, including some novel or innovative approaches.

Globally respected provider of advice to industry, healthcare, policy or similar organisations, whether domestically and/or internationally

Globally respected provider of short courses for professional development

Sustained collaborative Public Engagement activity focused on building two-way dialogue with non-expert, non-academic communities.

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

Specialist

Extensive and sustained leadership of enterprise and/or external engagement activities with outstanding financial and non-financial institutional benefit to UCL.

Champion and celebrate UCL research and/or education impact, embedding a culture of sharing experiences and best practice

Acting as an institutional champion for research impact

Indicators of impact

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

National and international recognition of success in knowledge exchange and commercialisation

National and international recognition of media and communication contribution

Development of novel and successful knowledge exchange approaches, recognised and replicated nationally or globally

Leading on strategic knowledge exchange initiatives for UCL e.g. external partnerships of strategic significance often outside of the UK

International recognition of professional development portfolio

Leading on the embedding of public engagement in UCL practice

Senior advocate for public engagement, with substantial leadership contribution to UCL PEU training and development programmes

Significant innovative examples in UCL's public engagement practice, with national or international recognition

Significant new processes put in place to recognise and celebrate UCL research and/or education impact

REF impact case study commended by panel

Institutional Citizenship

Institutional citizenship covers any activities which contribute to promoting positive collegial behaviour across a department or faculty; as well as contributing to the effective running of the administration and governance of UCL, in line with UCL's traditions of collegiality and service. These may include the following:

- Serving on departmental, faculty or institutional committees, including selection committees.

- Involvement in, or leadership of, culture change within a discipline or department.

- Mentoring within your department or faculty.

- Advancing equality, diversity and inclusivity for staff and students.

- Contributing to local or institutional policy development.

- Contributing to intra-departmental or cross-institution strategic activity.

- Co-ordinating or leading aspects of the university administrative function as they relate to a department or faculty.

It may also cover activity that raises the profile of UCL e.g. by acting as a spokesperson. In all cases, evidence of truly effective personal impact at UCL will determine whether the activity contributes towards a case for promotion. Institutional citizenship activity at previous institutions will not count towards promotion at UCL. All activities under institutional citizenship are considered 'core', although applicants do not need to provide evidence against all descriptors.

Grade 7

Networks and reach: self and immediate colleagues; assigned students.

Activity

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

Collegial behaviour with clear benefits to department or sub-group

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

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

Indicators of impact

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

Feedback on proactive and effective support to colleagues and students

Proactive contribution to effective management and administration in line with duties allocated by Head of Department

Proactive involvement in equalities action planning

Grade 8

Networks and reach: self and immediate colleagues; assigned students.

Activity

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

Indicators of impact

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

Networks and reach: faculty colleagues and student cohort; UCL colleagues outside the faculty.

Activity

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

Indicators of impact

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

Grade 10

Networks and reach: senior Institutional colleagues; international partners.

Activity

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.

Making a significant and sustained personal contribution to the collegiate running and strategic direction of the university

Personal leadership to establish a mentoring and sponsoring culture within the department, with evidence of personal impact in leading, motivating and developing colleagues to achieve department, faculty or UCL goals

Leadership of UCL's Research Ethics and Integrity activity and committees.

Leadership of UCL's Equality, Diversity and Inclusion groups and committees

Leading national or international partnerships with significant UCL reputational impact

Contributing personally to the development of the university's profile in the UK and/or internationally, as appropriate

Leadership on student recruitment and widening participation activity

Indicators of impact

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

Appointment to leadership role with impact across the institution

Appointment to departmental leadership role (e.g. Departmental Tutor, responsibility for Erasmus and international exchanges)

Evidence of a significant contribution to the management/administration of a department/faculty at UCL

Leadership of Athena SWAN, the Race Equality Charter, the Stonewall Workplace Equality Index, the Disability Standards or other equality, diversity and inclusion activity, with evidence of personal impact

Examples of diverse staff career progression as a result of interventions led by individual

Champion for faculty projects or projects with major external partners, with evidence of benefit to UCL and evidence of impact

Sustained programme of work 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

Building a Case for Academic Promotion

Information related to UCL's Academic promotion processes

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

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
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