50th Anniversary Lectureships Scheme Guidance
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1.0 INTRODUCTION

1.1 This scheme guidance has been produced to assist in the inducting, mentoring and leadership of 50th Anniversary Lectureship Role-Holders. The scheme guidance also sets out the overall Performance Framework for 50th Anniversary Lectureship Role-Holders and how the scheme will operate in practice (as illustrated in Appendix 1). This includes progression through the annual Gateways; performance expectations, development and learning support and pay progression.

1.2 The guidance is based around the principle that the Lectureship scheme is normally a 5-year programme and provides a framework for annually capturing the progress of Lectureship Role-Holders against agreed objectives. Objectives will be identified centrally in relation to the criteria for appointment and overall success and locally, in relation to specific discipline-based performance measures.

1.3 Management of the scheme rests with the identified Academic Lead (please see Note 1) responsible for the overall management of the Lectureship Role-Holder.

1.4 This scheme guidance operates within the principles contained with the University’s existing policies, procedures and processes. However, certain adaptations have been made in order to ensure we can retain, promote and reward excellence in a way that meets the overall scheme vision.

Note 1-The Academic Lead will liaise with relevant Heads of Departments/Institute Directors as appropriate. Exact reporting relationships will be confirmed by HR.
2.0 PRINCIPLES OF THE SCHEME

2.1 The overriding principle of the scheme is to provide a mechanism to attract, retain and develop a cohort of early career academic staff who can support the existing academic base in delivering the University Strategy and ensure the further enhancement of the institution’s academic offering.

2.2 The success of the scheme is predicated on the need for regular review, support and development of the Lectureship Role-Holders. This will commence via an Initial Performance and Development Review (PDR), be progressed through the annual PDR and supplemented by an interim or mid year review coupled with regular supervision and mentorship.

2.3 The initial PDR should:
   • Agree initial objectives, outcomes and timescales for the first year;
   • Set the tone and understanding of the PDR Gateway process for the five year period, how it will be managed and expectations of the Lectureship Role-Holder;
   • Discuss and identify any development or support needed to effectively achieve objectives.

2.4 The annual performance and development reviews (PDR) should:
   • Agree objectives, outcomes and timescales for the coming year;
   • Discuss and identify any development or support needed to effectively achieve objectives;
   • Review performance in respect of those objectives agreed for the previous year;
   • Discuss and agree an overall level of performance for the future year in accordance with required expectations;
   • Inform progression through the annual Gateway and incremental salary progression based on meeting the required performance standards as determined by the scoring system as outlined in section 5.

2.5 The interim or mid year review should:
   • Discuss the agreed performance plan agreeing any changes that may be appropriate to reflect changing circumstances;
   • Provide an opportunity to take stock, gain perspective on what is happening and clarify any actions to be taken;
   • Identify, where appropriate, any support required to help achieve the agreed objectives;
   • Ensure any development needs identified at the initial or annual review are being implemented.

2.6 General scheme principles include:
   • In order to progress through the annual PDR Gateways, Lectureship Role-Holders will normally have achieved the agreed outcomes associated with the performance objectives, development objectives and behavioural objectives within years 1 and 2 (see 4.1.3). However, some variations may apply in exceptional circumstances.
   • A deferment may be agreed, where it is deemed that further work needs to be undertaken before a Lectureship Role-Holder can pass through the annual Gateway.
   • Deferments will be for a maximum overall period of one year. It would be normal for any agreed extension to be over a three, six, or twelve month period.
   • Development needs and opportunities will be continually explored to assist the Lectureship Role-Holder to meet the required standards.
   • Any concerns about their performance or ability to meet the required standards will be brought to the attention of the Lectureship Role-Holder at the earliest opportunity. There should be ‘no surprises’ within the annual review process.
   • All documentation will be fully completed in order for the Academic Promotions Committee to consider the case.
• Incremental progression will only be paid if the Lectureship Role-Holder demonstrates that they meet the required standard and are able to progress through the Gateway.

2.7 Exceptional Circumstances:
• In exceptional circumstances, an appointment may be made to the 50th Anniversary Lectureship scheme at Senior Lecturer or Readership level. In such cases the following underlying principles will apply:
• Contrary to the guidance provided relating to teaching remission for lectureship holders in years 1 and 2, there should normally be teaching allocation from year 1 for Lectureship holders appointed at Senior Lecturer or Readership level.
• Objectives being set for the Lectureship Holders should have sufficient stretch within them and the Academic Lead should be mindful of the Professorial Promotion Criteria when setting objectives, particularly from year 3 onwards.
• Deferments will be automatically approved for individuals who go on maternity leave / adoption or parental leave.
• Promotion, will normally only be considered during years 4 and 5. However, in some cases, where exceptional performance has been identified, promotion or assimilation to role may be considered earlier. However, an application through the usual academic promotion route and criteria would still be required.
3.0 ROLES AND RESPONSIBILITIES

3.1 Identified Academic Leads will:
• Meet at regular intervals with the Lectureship Role-Holder to provide feedback on performance in a constructive and supportive manner;
• Alert the Lectureship Role-Holder who is not on track to pass the Gateway in a timely manner and identify appropriate remedial action;
• Submit to the Academic Promotions Committee on an annual basis a progress report relating to the Lectureship Role-Holder, making a recommendation about whether they should progress through the annual Gateway.

3.2 Lectureship Role-Holders will:
• Engage fully in the PDR Gateway discussions, including the setting of their objectives and standards, and develop their skills and knowledge to carry out their role to the highest possible standard;
• Seek clarification of expectations, standards, tasks, objectives and behaviours with their Academic Lead if they are unclear;
• Bring all relevant issues, which may affect their work and performance, to the attention of their Academic Lead at the earliest opportunity.

3.3 Academic Promotions Committee will:
• Review on an annual basis progress for all Lectureship Role-Holders against objectives;
• Discuss the cohort as a whole and calibrate recommendations being made across discipline and cognate areas to ensure parity in relation to progression and development;
• Review recommendations from the identified Academic Leads and make final decisions in relation to progression.

3.4 Human Resources will:
• Operate the 50th Anniversary Lectureship cohort-development programme (see Appendix 2) and commission support, mentoring and coaching for the Lectureship Role-Holders;
• Provide advice and guidance on interpretation of the scheme guidance to identified Academic Leads and Lectureship Role-Holders;
• Provide identified Academic Leads with advice on scoring and recommendations to the Academic Promotions Committee;
• Advise on when deferment might be advisable;
• Provide support when dealing with Lectureship Role-Holders who are underperforming.
4.0 STAGES OF THE PERFORMANCE MANAGEMENT FRAMEWORK

4.1 Day 1 of appointment to end of Year 2

4.1.1 As outlined in the Lectureship Role-Holder’s contract of employment the first two years will be a period of contractual probation, which will form the preliminary part of an on-going assessment of performance, development and academic practice for the 5-year period.

4.1.2 Within one month of appointment, an initial PDR discussion will take place between the identified Academic Lead and the Lectureship Role-Holder. The purpose of the discussion will be to identify a number of initial objectives.

4.1.3 In the first 2 years, objectives will be threefold:
- Performance objectives
- Development objectives
- Behavioural objectives

Performance Objectives – as identified from the recruitment process and contextualised within the relevant academic discipline area and strategic objectives of the relevant academic area within which the Lectureship Role-Holder is employed. Performance objectives are likely to cover the following sub-categories: Research progress, including output where appropriate, Engagement/Impact and Practice. Within the first 2 years a direct teaching load will not normally be allocated, although postgraduate supervision and a small number of specialist lectures may be required. The research objectives and agreed measures (including outputs) should reflect the fact that the Role-Holder is not carrying a normal teaching load. However, in a small number of cases, if it is felt beneficial to support or expedite early promotion, the allocation of an appropriate teaching load may be mutually agreed as beneficial.

Development objectives – These will stem from: (1) Local discipline/research specific objectives related to the ability of the post Role-Holder to maintain high-performance and operate effectively, (2) shared developmental objectives identified for the cohort in relation to this stage of their contract, (3) any other development areas identified by the university as appropriate to role, for instance linked to professional recognition of teaching practice. The process of assimilating development objectives will be aided by ongoing discussions with reviewers and the personal development planning sessions conducted as part of the Cohort Development Programme for 50th Anniversary Lectureships (see Appendix 2).

Behavioural Objectives – these will be expectations of the Lectureship Role-Holder in terms of their conduct and behaviour with their Academic Lead and colleagues, staff and students in line with university policies and procedures. These objectives should also be used to help encourage collaboration and peer support of colleagues.

4.1.4 Objectives discussed at the initial PDR must be recorded on Form ALF1 (Anniversary Lectureship Form 1). This form is a single document, which will record all of the performance and development objectives and associated activities for managing the Lectureship Role-Holder (including recommendations to the Academic Promotions Committee) for the duration of the Anniversary Lectureship.

4.1.5 ALF 1 template forms and associated guidance will be accessible from the 50th Anniversary Development Programme webpages. The Process for PDR completion, for reviewers and reviewees, will be introduced during the initial induction of Lectureship Role-Holders.

4.1.6 Mid-year an interim discussion will be held to review on-going progress against the objectives. As a result a Lectureship Role-Holder’s objectives or development plan may be amended as appropriate. Form ALF1 should be updated.
4.1.7 Within 3 months of the end of years 1 and 2 in post, a Gateway PDR will be conducted with the Lectureship Role-Holder and Academic Lead. The Gateway PDR will provide a mechanism for reviewing and assessing the Lectureship Role-Holder’s progression against the agreed objectives in line with the requirements of the role and the academic area. The Lectureship Role-Holder will be scored against set criteria for the three objectives (please refer to section 5).

4.1.8 Following the Gateway PDR, the Academic Lead will update Form ALF1 providing a recommendation for the way forward (please refer to section 5). This report will be submitted to the Academic Promotions Committee for a decision.

4.2 Years 3 - 5

4.2.1 At the beginning of year 3, and having passed successfully through the contractual probation period, the Lectureship Role-Holder and Academic Lead will agree revised objectives and expected outcomes for the forthcoming year, based upon performance in the previous year. Objectives in years 3 to 5 should have a gradual weighting to the context-specific requirements of the Lectureship Role-Holders’ research objectives and additional responsibilities as agreed with their Academic Lead. It is at this point that Lectureship Role-Holders are expected to formally pick up an appropriate teaching and service load determined in line with department objectives. In allocating workload the Academic Lead should consider how the Role-Holders workload for year three onwards relates to the relevant promotion criteria.

4.2.2 Objectives from year 3 will be twofold:
• Performance Objectives
• Development Objectives

**Performance Objectives** – will be clearly linked to the relevant academic discipline area and strategic objectives of the relevant research area within which the Lectureship Role-Holder is employed. Performance objectives from year three must include research alongside elements of teaching and service.

**Development Objectives** – These will stem from: (1) Local discipline/research specific objectives related to the ability of the post Role-Holder to maintain high-performance and operate effectively. (2) shared developmental objectives identified for the cohort in relation to this stage of their contract, (3) any other development areas identified by the university as appropriate to role, for instance linked to professional recognition of teaching practice. The process of assimilating development objectives will be aided by ongoing discussions with reviewers and the personal development planning sessions conducted as part of the Cohort Development Programme for 50th Anniversary Lectureships (see Appendix 2).

4.2.3 Objectives will be recorded on Form ALF1.

4.2.4 Mid-year an interim discussion will be held to review on-going progress against the objectives. As a result objectives or the development plan may be amended as appropriate. Form ALF1 should be updated. Please note: the interim discussion in year 4, will specifically focus on the suitability of the Lectureship Role-Holder for either assimilation to current role and grade or promotion to a higher graded role. Promotion will only be considered where the Lectureship Role-Holder meets or is likely to meet the agreed promotions criteria and has scored consistently high, i.e., 4s and 5s during the Gateway PDR process. If promotion is a possibility, the objectives between years 4 and 5 should have a specific focus on the activities, responsibilities and development objectives for promotion.

4.2.5 Within 3 months of the end of years 3 and 4 in post, a Gateway PDR will be conducted with the Lectureship Role-Holder and Academic Lead. The Gateway PDR will provide a mechanism for reviewing and assessing the Lectureship Role-Holder’s progression against the agreed objectives in line with the requirements of the role and the academic area. The Lectureship Role-Holder will be scored against set criteria for the two objectives (please refer to section 5).
4.2.6 Following the Gateway PDR, the Academic Lead will update Form ALF1 providing a recommendation for the way forward (please refer to section 5). This report will be submitted to the Academic Promotions Committee for a decision.

4.3 End of Year 5

4.3.1 Within 3 months of the end of year 5 the Academic Lead will meet with the Lectureship Role-Holder to review the final Gateway PDR and make a final recommendation to the Academic Promotions Committee.

4.3.2 Subject to meeting acceptable performance and passing through each of the Gateways, Lectureship Role-Holders will be assimilated to the most appropriate academic contract at the end of 5 years.

4.3.3 In some circumstances promotion to the next grade will be considered and agreed. This will have been identified during year 4 and assessment will have been undertaken demonstrating that the Lectureship Role-Holder meets the required promotions criteria as outlined in the University’s procedures for promotion.
5.0 ASSESSING AND SCORING PERFORMANCE

5.1 In completing the Gateway PDRs outlined in section 4, the Academic Lead will be asked to provide an overview of the Lectureship Role-Holder’s progress. The Lectureship Role-Holder will be asked to comment and reflect on their progress and identify any issues in relation to support and development that they would be like to be factored into the decision making process.

5.2 The Academic Lead will be expected to score the Lectureship Role-Holder for each of the agreed objectives as follows:

- 5. Has demonstrated exceptional performance against objectives
- 4. Has exceeded the expected performance against objectives
- 3. Has met the expected performance against objectives
- 2. Has significant gaps in performance requiring additional support against objectives
- 1. Has failed to meet standards against objectives

**Years 1 – 2**

- Performance Objectives – Provide an overall score for research contribution and where appropriate research output (maximum score of 5)
- Development objectives – Provide an overall score for how the Lectureship Role-Holder has met their development objectives (maximum score of 5)
- Behavioural objectives – Provide an overall score for how the Lectureship Role-Holder has conducted themselves with staff, students and colleagues (maximum score of 5)

Maximum total: 15

**Years 3 - 5**

- Performance Objectives – Provide a score each for research; teaching and service (maximum score of 5, 5, 5)
- Development objectives – Provide an overall score for how the Lectureship Role-Holder has met their development objectives (maximum score of 5)

Maximum total: 20
5.3 The identified Academic Lead will be required to clearly outline an explanation/comments and rationale behind the scoring.

5.4 In addition to scoring the overall objectives of the Lectureship Role-Holder, the Academic Lead will also make an annual recommendation in relation to Lectureship Role-Holder’s continued progression through the scheme. The Academic Lead will recommend either:

Pass – that the Lectureship Role-Holder should pass through the Gateway as they have met the required standards and scored at least 3s in all of the objectives.

Defer – that the Lectureship Role-Holder should be not yet pass through the Gateway as they have not yet demonstrated they meet the required standards. It is likely that the Lectureship Role-Holder has scored some 2s in their performance assessment. The recommendation should include the following:
• Review period for deferment
• What is required for them to pass through the Gateway
• The support/development which will be provided where required

Fail – that the Lectureship Role-Holder should not pass through the Gateway as they have failed to demonstrate that they meet the required standards or will be unlikely to meet it even with a deferment. It is likely that the Lectureship Role-Holder has scored a number of 1s and 2s in their performance assessment.

5.5 Having considered all the relevant information, including the recommendations of the Academic Lead and any submission of the Lectureship Role-Holder, the Academic Promotions Committee will make a final decision as follows:

Pass – The Lectureship Role-Holder meets the required standards and should pass through the annual Gateway to the next year. The Lectureship Role-Holder will be informed in writing, this will also include details of any salary progression (please refer to section 6)

Defer – The Lectureship Role-Holder does not yet meet the required standards but is likely to with a further period of time. The Lectureship Role-Holder will be informed in writing of the following:
• The agreed review period;
• What is required of them to pass;
• The support which will be provided where required*;
• The consequence that their employment may be terminated if they do not meet the required standard at the end of the deferred period.

* Any overall development requirements and themes for the cohort identified by the Committee will be passed from the Academic Probations Committee to HR Division (OED) to be factored into the iterative planning of the Cohort Development Programme.

Fail – The Lectureship Role-Holder does not meet the required standards and is unlikely to do so even with a deferment. The Lectureship Role-Holder will be informed in writing that they will be invited to a further meeting, in line with the University Capability Procedure section 8.3, at which they may be dismissed on the grounds of capability, with the appropriate notice.
6.0 SALARY AND PAY PROGRESSION

6.1 Starting Salary

6.1.1 The starting salary for Lectureship Role-Holders will be normally be grade 7, point 32 (currently £33,574) or grade 8, point 37 (currently £38,896), dependent upon the individual meeting the required standards for the grade.

6.1.2 Should the individual already be above the minimum point for the grade on commencement of employment and/or due to market forces pertaining to the discipline area, consideration will be given to paying a separate (superannuable) non-consolidated allowance (which will still be paid monthly integrated with base salary). This allowance will be the difference between the salary required to appoint them and the minimum point of the grade. This will allow for usual or accelerated incremental progression to the maximum of the grade.

6.2 Incremental Progression

6.2.1 Incremental progression to the next salary point within the grade will be awarded to the Lectureship Role-Holder if they pass through the Gateway and meet all the required standards, i.e., score at least 3s in all areas. This will be signed off and agreed by the Academic Promotions Committee.

6.2.2 If the Academic Promotions Committee determine that a Lectureship Role-Holder should pass through the Gateway, but there are still some concerns about overall performance, i.e., a 2 has been scored, then incremental progression would not normally be paid. However, the Committee will consider all information from the Academic Lead and Lectureship Role-Holder.

6.2.3 Lectureship Role-Holders who are deferred will not normally receive incremental progression to the next salary point.

6.3 Exceptional Performance

6.3.1 Where exceptional performance has been identified and calibrated within the cohort, i.e. the Lectureship Role-Holder scores 4s and 5s, consideration may be given to accelerated progression.

6.4 Assimilation to academic contract

6.4.1 At the end of the 5-year period, subject to acceptable performance against the agreed overall objectives for the Lectureship Role-Holder and passing through all of the Gateways, Lectureship Role-Holders will be assimilated over to the appropriate academic contract. Salary will be determined upon assimilation to role but will remain within the associated grade for the role. Any 50th Anniversary Lectureship Allowance paid (as described in 6.1.2) will be withdrawn upon assimilation to role.
Appendix –

50th Anniversary Lectureships: Performance Management Process

Year 1

Appointment

Initial PDR
Objective Setting

Contractual Probation Discussion
6 Months

Gateway PDR

Prom. Sub Com

Continue in Post?
Y/N

If No, Extend?
Yes

Reset Initial Probation Period

Yes - Salary Point?

No = Exit
Year 2

50th Anniversary Lectureships: Performance Management Process

Contractual
Probation Discussion
6 Months

Prom. Sub Com

Sign Off Probation? Y/N

If No, Extend? Yes

Yes - Salary Point?

Yes

No = Exit

Gateway PDR

Reset Year 2 Probation Period

No = Exit

Yes
50th Anniversary Lectureships: Performance Management Process

Year 3

Gateway PDR

Prom. Sub Com

Interim PDR 6 Months

Confirm in Post? Y/N

If No, Extend?

Yes = Exit

Yes - Salary Point

No = Exit

Reset Year 3
50th Anniversary Lectureships: Performance Management Process

Year 4

- Gateway PDR
- Prom. Sub Com
- Interim PDR 6 Months [Promotion forward planning]
- Confirm in Post? Y/N
  - Yes - Salary Point
  - No = Exit
- If No, Extend?
  - Yes
  - No = Exit
- Reset Year 4
50th Anniversary Lectureships: Performance Management Process

**Year 5**

- **Gateway PDR**
  - **Prom. Sub Com**
    - **Confirm in Post? Y/N**
      - **If No, Extend?**
        - **Yes**
        - **No = Exit**
      - **Salary / Promotion case**
        - **Continuation in contract**
        - **Interim PDR 6 Months**
          - **Reset Year 5**
Appendix 2 – Cohort Development Programme

Lectureship Role-Holders will be supported to develop and enhance their practice via a bespoke Cohort Development Programme. The Programme is designed to respond directly to the initial and emerging needs of the 50th Anniversary cohort and aid their progression through the performance framework.

The Cohort Development Programme will provide consistent access to high quality learning opportunities and will draw on internal / external expertise and parallel development activities as required. While designed to foster a cohort identity and affectively address shared needs, the experience, qualifications and discipline specific needs of each individual Role-Holder will be factored into the planning of their development journey.

The cohort development process is built around 6 key elements:

1. Appropriate and rigorous initial induction activities
   a. Outlining expectations and support
   b. Organisational structures
   c. Strategic objectives (in research, teaching and engagement)
   d. Supporting processes (probation, promotion, PDR, research ethics process)
   e. Cohort Development Programme outline

2. A central spine of supporting activities
   a. Identification of senior academic mentor
   b. Peer-coaching using an experienced facilitator
   c. Individual PDP / needs analysis at key stages of contract
3. Developing Research Excellence
   a. High-level content and support focused on further enhancing Role-Holders’ research activity as appropriate
   b. Ensuring clear fit with the internal evidence measures utilised within the performance framework and linked to discipline and department expectations
   c. Supported context-based development activities planned to address specific topics / skills as appropriate to discipline (within Dept / Faculty / Centre), utilising internal and external expertise

4. Developing Teaching Excellence
   a. Postgraduate Supervision
   b. Introduction to Undergraduate and postgraduate teaching at Lancaster University as appropriate dependent on existing experience
   c. Support for Professional Recognition of Teaching Excellence against the HEA UKPSF

5. Academic Leadership
   a. Academic Leadership linked to role and discipline
   b. Research Leadership within research area
   c. Senior administrative duties expected of academic staff
   d. People management and performance

The timing of each element of the development programme, and the level at which it is pitched, will be critical and will be carefully mapped through the 5 year process. Detailed information, including an initial timetable of activities, will be circulated to Lectureship Role-Holders.