Academic Promotions Criteria

2020/21

INTRODUCTION

These guidelines are intended purely as a framework to assist in qualitative assessments of contribution. There is flexibility to allow for roles with differing degrees of emphasis on teaching, research, and academic leadership & engagement. The Academic Promotions Committee recognises that different academics will follow different pathways at different stages in their academic careers and this framework is designed to acknowledge this and allow for excellence in teaching, research and academic leadership & engagement to be recognised at various levels and career stages.

These guidelines have been developed to illustrate the kinds of evidence required by the Academic Promotion Sub-Committee in support of promotion cases. All submissions will be reviewed against all three criteria: teaching, research, and academic leadership & engagement. Activity can only be evidenced against one criterion and ‘double-counting’ of activity is not permitted. Therefore, candidates should consider how to best assign their activity against the three criteria. For example, careful consideration should be given to the presentation of activity under the academic leadership & engagement category, as the Committee would be looking for evidence additional to that provided under the categories of research and teaching.

Provided under each criterion are descriptions of the attainments expected for successful completion of probation, promotion to Lecturer Grade 8, Teaching Fellow and Research Fellow, Senior Lecturer, Senior Teaching Fellow, Senior Research Fellow, Reader and Professor.

The fact that a candidate may appear to meet several of the examples cited does not necessarily mean that a case for promotion has been established. In all cases the Academic Promotions Committee will look for evidence of sustained contribution at the levels cited.

Candidates should structure their cases round these guidelines and draw attention to any relevant distinctive features of their discipline area. Heads of Department and Faculty Committees should use the guidelines as a basis for assessment of cases. Candidates should focus their cases on activity in the period following their latest successful promotion or appointment to Lancaster (whichever is the most recent).

Candidates are encouraged to declare any relevant career gaps. Examples may include where you have taken time out from your career for raising children (adoption leave, maternity leave, or paternity leave), where you have taken time out from your career to care for children or other relatives (flexible working), or any other periods of absence.

Candidates who work part-time are encouraged to declare this and to also declare their contractual working hours. Please declare how your part-time working has been considered in your workload allocation.

This information will be taken into account by the Faculty committees and the Academic Promotion Sub-Committee in assessing cases. In accordance with the University’s Equality, Diversity and Inclusion aims, the Faculty promotion committees and Academic Promotion Sub-
Committee will only take into account relevant considerations and will consider carefully cases where disability or other personal circumstances may have had an impact on contribution.

**BALANCE OF CRITERIA**

Successful cases will satisfy the criteria mapped below. Candidates must demonstrably evidence how they satisfy each criteria. All cases will be considered on their own merits.

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<th>Criteria</th>
<th>Level 1</th>
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| **Probation**     | Three at level 1 for staff at Lecturer Grade 7.  
For staff appointed straight to the Lecturer Grade 8, the standard for satisfactory completion of probation will be that for Lecturer Grade 8. For Senior Lecturer, Reader and Professorial staff on probationary contracts, the requirements will be confirmed at the time of appointment. |
| **Lecturer Grade 8** | Two at level 2, and one at level 1. |
| **Research Fellow** | Research at level 2R, academic leadership & engagement at level 2, and teaching level N/A. OR  
  Research at level 2R, academic leadership & engagement at level 1 and teaching at level 1. |
| **Teaching Fellow** | Teaching at level 2T, academic leadership & engagement at level 2, and research level N/A. OR  
  Teaching at level 2T, academic leadership & engagement at level 1 and research at level 1. |
| **Senior Lecturer** | One at level 3, one at level 2, and one at level 1 OR three at level 2. |
| **Senior Research Fellow** | Research at level 3R, academic leadership & engagement at level 2, and teaching level N/A. OR  
  Research at level 3R, academic leadership & engagement at level 1 and teaching at level 1. |
| **Senior Teaching Fellow** | Teaching at level 3T, academic leadership & engagement at level 2, and research level N/A. OR  
  Teaching at level 3T, academic leadership & engagement at level 1, and research at level 1. |
| **Reader** | Will have satisfied the criteria for Senior Lecturer. Will have a level 3R in research. |
| **Professor** | One at level 4, one at level 2, and one at level 1 OR two at level 3 and one at level 2. |
Explanation and use of specialist levels within the balance of criteria

- **3T**: where teaching is judged to be greater than level 3, not yet at level 4, but showing clear signs of advancement and trajectory to level 4. To be used in Senior Teaching Fellow promotion cases.

- **3R**: where research is judged to be greater than level 3, not yet at level 4, but showing clear signs of advancement and trajectory to level 4. To be used in Reader and Senior Research Fellow promotion cases.

- **2T**: where teaching is judged to be greater than level 2, not yet at level 3, but showing clear signs of advancement and trajectory to level 3. To be used in Teaching Fellow promotion cases.

- **2R**: where research is judged to be greater than level 2, not yet at level 3, but showing clear signs of advancement and trajectory to level 3. To be used in Research Fellow promotion cases.

- **N/A**: ‘Not Assessed’ where the candidate is contractually not required to undertake a particular criteria and is also unable to demonstrably evidence meeting the requirements of level 1 in that criteria.

- **0**: where the candidate has not been able to demonstrably evidence meeting the requirements of level 1 in a particular criteria.

**TEACHING**

Teaching is to be defined here in the widest manner. It embraces all aspects of instruction, training, guidance and teaching including postgraduate supervision, and all activities which assist and support students in their learning. It also includes establishing new teaching opportunities, developing new client groups for teaching, and may include aspects of consulting/mentoring and/or income generation with work with external agencies, which support teaching developments.

Applicants should indicate their highest teaching qualification and Higher Education Academy (HEA) Fellowship status. For progression beyond Lecturer/Teaching Fellow, evidence must be provided of HEA Fellowship or successful completion of a programme accredited against the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education (UKPSF). These can include the Advancing Teaching: Lancaster Accreditation Scheme (ATLAS), Lancaster University Postgraduate Certificate in Academic Practice (PGCAP), or equivalent qualifications gained elsewhere. Note that these are threshold indicators and you should speak to the relevancy of your ongoing Continuing Professional Development (CPD) in teaching as part of your narrative submission.

A claim to achievement at each level must be supported by reliable and auditable evidence in one or more of the following categories. It is anticipated that evidence of your ‘approach’ – reflected in categories a) and/or b) – will be the primary focus for levels 1 and 2, while evidence of your ‘impact’ – reflected in categories c) and/or d) - will be more prominent for applications at levels 3 or 4. Where appropriate, evidence should demonstrate achievements in support of the Education Strategy and its underpinning themes (employability, inclusivity, internationalisation and sustainability).
a) Professional activities – a description of your activities in teaching and learning – with insight into the nature, volume and range of contributions made, as well as your particular areas of interest and/or expertise

b) Self-assessment – a self-reflective narrative describing your approach, including how and why it has developed over time, and – where relevant - its impact. To illustrate impact, appropriate use of student feedback may be used. Material submitted for recognition, such as HEA Fellowship, or award may be used – a summary should be used in the two-page submission with any essential additional material attached as an appendix.

c) Measures of student learning – while recognising that measures of learning gain are diverse and subject to critique, where an individual wishes to submit evidence of the impact of their teaching on students’ learning this should be provided in a suitable format. An example would be the demonstration of learning achieved against a recognised benchmark. Appropriate use of student feedback may also be used.

d) Peer evaluation and recognition – assessments from peers, internal and external to the University. Peer assessments can relate to different aspects of your achievements, including your impact on teaching and learning within the University; impact and influence beyond the University; esteem and recognition such as teaching awards.

Level 1

Achievement at this level (commensurate with one's teaching duties) means demonstrating that you are an effective teacher: creating positive conditions for student learning – by establishing approaches to educational design, delivery and assessment that are appropriate for the subject, student cohort and context – and taking a reflective approach to developing and improving your teaching practice over time. Your primary sphere of impact is the students you teach/tutor/supervise.

Example indicators of being an effective teacher can include:

- teaching practice which is of a high standard, engages students, supports effective learning, is research-informed and makes appropriate use of learning technologies and learning support materials;
- assessment of students' work which fits with the teaching aims and the material, provides timely and effective feedback to students, and sets good academic standards;
- support for students' learning inside and outside the classroom, recognising and responding to student diversity;
- courses designed in an effective way appropriate for the subject matter and the level and types of students concerned, and with explicit aims;
- an awareness of general issues and current expectations in the teaching of their subject, and up to date in terms of content and methods of teaching;
- CPD consistent with descriptor level 1 of the UKPSF and/or obtain HEA Associate Fellowship status;
- an active contribution to teaching initiatives within their department.
Level 2
Achievement at this level means developing from an effective teacher (level 1) to a highly skilled and collegial teacher: taking an evidence-informed approach to developing and improving your teaching practice over time. You would also provide leadership and mentorship to peers to help nurture a collective and collegial culture of excellence in teaching and learning across your group or discipline. Your primary sphere of impact encompasses your colleagues (as well as students).

Example indicators of being a highly skilled and collegial teacher can include:

- course evaluation and development in response to student and/or peer feedback;
- where there has been sufficient time since appointment, innovation in teaching or supporting learning, e.g. the introduction of new modules and/or the significant updating of existing modules, significant changes to assessment practice, development and use of digital resources, or enhancement to the support of student learning;
- taking a leading role in new teaching initiatives within or outside their Department.
- a role in supporting the quality assurance and enhancement of teaching within or beyond the department, e.g. panel membership for periodic reviews, examination boards at UG and PGT levels;
- CPD consistent with descriptor level 2 of the UKPSF and/or obtain HEA Fellowship status;
- influencing teaching at subject/disciplinary/departmental level and beyond;
- mentoring and support of others in teaching and supporting learning, e.g. co-ordinating Graduate Teaching Assistant (GTA) contributions and contributing to their CPD activities, peer review activity.

Level 3
Achievement at this level means demonstrating your role as an institutional leader in teaching and learning: enhancing the environment for inclusion and excellence within and beyond the University. Your sphere of impact encompasses the educational environment (as well as colleagues and students). This level is marked by achievements in teaching in terms of leadership, performance, innovation, impact and dissemination (using the indicators for level 2), some of which should be at least of national eminence. Demonstration of scholarship in learning and teaching may also be included provided it has not been used elsewhere in your application. Evidence of peer evaluation and recognition is necessary at this level.

Example indicators of being an institutional leader in teaching and learning can include:

- a leading role in steering the teaching and learning strategy of the Department;
- mentoring and support of others in teaching and supporting learning within or beyond the Department, including peer review activity;
- a major contribution to successful Faculty or University initiatives to enhance the quality of teaching, learning and assessment, including the application of digital technology in learning;
- a major contribution to working with external agencies/clients and activities that lead
to financial, reputational or other significant benefit to the University’s teaching or the student experience;

- authorship of teaching materials in the subject/discipline area which are recognised externally as effective contributions in their field, e.g. book, web resource;
- scholarly publications which are recognised as advancing learning, teaching or assessment in a subject/discipline area;
- establishing and developing sustainable teaching-related networks which bring benefit to the department and/or Faculty/University;
- invitations to give presentations, lead workshops or undertake reviews in an aspect of teaching or supporting learning;
- income generation in the field of teaching activities;
- demonstrable role in supporting the quality assurance and enhancement of teaching beyond the University, e.g. panel member for external review;
- CPD consistent with descriptor level 3 of the UKPSF and/or obtain HEA Senior Fellowship status;
- a nomination for a University teaching award or an award of similar standing.

**Level 4**

Achievement at this level means demonstrating your role as at least a national and/or global leader in teaching and learning: achievement of national/international influence and leadership in the advancement of teaching and learning in higher education through your contribution to educational practice (including improving educational dialogue and partnership or driving multi-institutional educational reform) and/or your impact on pedagogical knowledge. It is likely that teaching and learning would be your major academic focus. This level is marked by achievements in teaching in terms of leadership, performance, innovation, impact, and dissemination (using the indicators for Level 3) which are at least of national eminence and have been sustained over a significant period. Evidence of peer evaluation and recognition is necessary at this level.

Example indicators of being a national/global leader in teaching and learning can include:

- Reputation of at least national standing for teaching and supporting learning;
- Evidence of sustained and significant enhancement and transformation of the student learning experience;
- Demonstrable success in leading Faculty or University initiatives to enhance the quality of teaching, learning and assessment, including the application of digital technology in learning;
- Evidence of mentoring and influencing colleagues that facilitates them to be leaders in teaching and support of learning, including peer review activity;
- Established reputation in leading engagement with external agencies/clients and activities that lead to financial, reputational or other significant benefit to the University’s teaching or the student experience;
- Authorship of teaching materials in the subject/discipline area which are widely
recognised as effective and valuable in their field, e.g. book, web resource;

- Scholarly publications which are widely recognised as advancing learning, teaching or assessment in a subject/discipline area;
- Establishing and developing sustainable teaching-related networks with other institutions which bring benefit to the University and the wider sector;
- Regular external invitations to give keynote presentations, lead workshops or undertake reviews in an aspect of teaching or supporting learning;
- A sustained record of income generation in the field of teaching activities substantially above the departmental norm;
- Undertake own CPD consistent with descriptor level 4 of the UKPSF and/or obtain HEA Principal Fellowship status;
- Institutional nomination for a National Teaching Fellowship award or an award of similar standing.

RESEARCH

The University recognises that research outputs can take a variety of forms, in accordance with the subject area. This will be reflected in the Discipline Profile. Research includes traditional publications such as books, articles, monographs, works of art and entrepreneurial activities including action- or client-focused research, impact, technology transfer, aspects of consultancy, income generation for research, working with external agencies in research-user networks, and the influencing of national policy. The quality of our research outputs is an important aspect of our University’s reputation and hence part of our promotion and reward processes, and it is recognised that quality is assessed in a variety of ways, and especially via academic peer review. In some disciplines quantitative metrics or indicators can also be a useful guide, such as citations, and when these are appropriate they need to be used in accordance with disciplinary norms.

Impact is at the heart of our research culture and evidence of impact outside of universities, including in the economy, health, environment, culture, policy, society and public engagement, are all important aspects of research, as well as the engagement with non-academic organisations that are part of the delivery of impact. Impact can also be viewed as within the HE sector, for example where it shapes education and learning. Quality of impact is essential, particularly with regard to the reach and the significance of the impact.

Interdisciplinary research is also an important part of Lancaster’s research culture, and research that crosses traditional academic disciplines is highly valued, as well as discipline-based research.

The winning of external research grants is also a very important aspect of our research environment, and the size of grants must be seen in the context of disciplinary norms compared to other leading UK universities.

Research leadership, mentoring and management are important aspects of the University delivering on its research ambitions. This includes: leadership of Research Institutes and significant University Research Centres, including playing significant roles within the leadership teams of Institutes and major University Research Centres; leadership of significant grants and projects; mentoring of academic colleagues, including but not restricted to the mentoring of
early career academics, particularly with regard to grant acquisition, impact, and the production of high quality research outputs; and leading roles within research in departments and Faculties such as Associate Deans for Research, Departmental Research Directors, and playing significant roles in internal peer review of research grants, research ethics, and other aspects of research management and leadership, with the emphasis being on the delivery of activity that is valuable to the University and carried out in a manner appropriate to our high quality status and aspirations.

A claim to performance at any level must be supported by reliable and auditable evidence. Performance at this level means competence in key aspects of research as indicated by:

**Level 1**

- proven ability to conduct high quality research;
- production of research outputs, some of which are internationally excellent, publishing a profile of work appropriate to the discipline, possibly taking into account inter-disciplinary approaches;
- contribution to setting up new initiatives;
- representing the department's activities with groups outside the department and the University;
- competitive applications for external funding that receive positive external feedback;
- an appreciation of the importance of impact and evidence that impact is being included within research planning.

Example indicators of being an effective scholar can include:

- proven ability to engage with high quality research in their teaching practice;
- evidence of contributing to the body of knowledge in their field through knowledge creation and dissemination that reaches academic and/or professional audiences, possibly taking into account inter-disciplinary approaches;
- contribution to setting up new scholarly initiatives;
- representing the department's scholarly activities with groups outside the department and the University;
- competitive applications for external funding that receive positive external feedback;
- an appreciation of the importance of research impact and evidence that impact is being included within scholarly activity.

**Level 2**

- success in being awarded external research funding, appropriate in scale to the discipline;
- occasional invited speaker at events of international status;
- production of internationally excellent research outputs, publishing work in appropriate outlets (e.g. leading journals/conference proceedings/books) or other media (e.g. exhibitions), possibly taking into account inter-disciplinary approaches;
- effective supervision and mentoring of research students and/or research staff;
understanding, demonstrating and evidencing the impact of research, with evidence of reach and significance;
building external networks of contacts around the interests of the department;
success in knowledge exchange, consultancy or enterprise activities, including gaining external funding into Lancaster University, appropriate to the scale of the discipline;
playing an active role within interdisciplinary activities such as the University’s Research Institutes and major University Research Centres.

Example indicators of being an effective scholar can include:
success in being awarded external funding for scholarly activity – e.g. for engaging speakers, for scholarly outputs;
occasional invited speaker at events of international status;
evidence of advancing the body of knowledge in their field through knowledge creation and dissemination that reaches academic and/or professional audiences and is recognised as making a significant contribution to the field, possibly taking into account interdisciplinary approaches;
effective supervision and mentoring of staff in scholarly practice;
understanding, demonstrating and evidencing the impact of research, with evidence of that impact being included within scholarly activity.
building external networks of contacts around the interests of the department;
success in knowledge exchange, consultancy or enterprise activities, including gaining external funding into Lancaster University, appropriate to the scale of the discipline;
playing an active role within interdisciplinary activities such as the University’s Research Institutes and major University Research Centres.

Level 3
research reputation of international standing and recognition as an authority within their research specialisation;
world-leading research outputs or substantially sustained internationally excellent outputs, as measured by norms for the discipline;
taking a lead in steering the research strategy at department or sub-departmental level;
frequent invited speaker at events of international status;
above average record of being awarded research funding, with respect to the norms of the discipline, demonstrating significant leadership in grant getting;
publishing articles frequently in leading journals/conference proceedings in the field as appropriate to the discipline or inter-disciplinary field;
regular, sustained and successful research mentoring of academic colleagues at Lancaster;
demonstrating and evidencing the impact of research, with evidence of very considerable impacts in terms of their reach and significance;
- sustained record of successfully supervising research students to timely completion and/or research staff;
- major contribution to cross-departmental and inter-University research projects, such as playing a significant role within the leadership of a Research Institute or major University Research Centre;
- an established reputation with external bodies/clients;
- leading and winning significant bids with other institutions and bodies, producing demonstrable reputational benefits to the University;
- above average success in knowledge exchange, consultancy or enterprise activities, including gaining sustained and significant external funding into Lancaster University.

Level 4
- an international reputation for sustained excellence in research and scholarship;
- sustained record of the award of research funding, as Principal Investigator for Lancaster, substantially above the discipline norm in the UK context;
- consulted by national/international research bodies (e.g. Government, Research Council) on strategy or participation on panels;
- leadership of a substantial research group, or of a major research field;
- sustained record of supervising an above average (for the discipline) number of research students to timely completion and/or research staff;
- outstanding world-leading quality of research outputs as measured by norms for the field;
- outstanding and sustained research mentoring of academic colleagues at Lancaster;
- demonstrating and evidencing the impact of research, with evidence of outstanding impacts in terms of their reach and significance;
- leading flagship University collaborations with other institutions and bodies;
- leadership of flagship cross University research initiatives, including Research Institutes;
- establishing and developing sustainable academic networks with other institutions which bring benefit to the University e.g. European networks;
- exceptional leadership and success in knowledge exchange, consultancy or enterprise activities, including gaining sustained and significant external funding into Lancaster University substantially above the norm in the UK context.

ACADEMIC LEADERSHIP & ENGAGEMENT

This category covers a broad range of externally and internally focused academic leadership & engagement activities. These activities must show demonstrable strategic benefit to the University, not just to an individual or to the external organisation.

In addition to internal administration and management, this category includes the following: work with external agencies, international universities and businesses, public academic leadership activity, work with voluntary organisations, regional reputation enhancement (e.g.
Partnerships, SMEs), income generation, generating favourable publicity and media profile, fostering and developing important networks (internal and external) and partnerships. Claims must be supported by reliable and auditable evidence at every level and must include testimonials from appropriate internal and/or external referees who can attest to the effectiveness, scale, quality, impact and importance of achievements. Appropriate quantitative indicators will be valuable.

The candidate should indicate the process involved in initiating, managing and bringing to a successful conclusion the indicator involved.

Level 1
Academic Leadership & Engagement at level 1 involves engaging in departmental and University activity in a manner that demonstrates that candidates are good and reliable academic citizens. For example:

- discharging departmental responsibilities effectively e.g. effective participation in departmental work groups;
- pro-active involvement and engagement in formal departmental general activities e.g. open days, staff meetings, relevant committees;
- representing the department's activities with groups outside the department, which leads to the sharing of practice and helps in promoting the department;
- participation in external engagement activity that promotes the department and University and has a positive reputational impact (for example engagement with local schools, businesses, cultural organisations, community networks etc);
- involvement and engagement in departmental policy initiatives or course restructuring proposals, e.g. through membership of departmental committees;
- engagement in College activity and/or wider university initiatives;
- active membership of Faculty committees.

Level 2
Academic Leadership & Engagement at level 2 involves being recognised in a department/Faculty as a successful leader of some significant areas of the department's/Faculty’s work. For example:

- successful leadership of key departmental initiatives or a sustained leadership role in a College;
- effective engagement with external networks of contacts around the interests of the department and University, particularly where beneficial and sustainable partnerships are formed or sustained as a result;
- evidence of substantial involvement and engagement in business, public, cultural or community engagement that serves to meet the University’s strategic aims;
- effective and active involvement and engagement in University level committees or projects;
- evidence of the ability to set up, develop and sustain new relationships with client
organisations or other Universities;
• leading on significant initiatives for the department to exploit strengths or address challenges;
• a record of success in business generation, securing new or repeat business for the University;
• successful initiatives or innovations in administrative processes, or taking on significant departmental responsibilities which are carried out successfully;
• evidence of active engagement with our international partners/ campuses;
• acting as a departmental champion or lead for initiatives such as National Student Survey, Athena Swan, staff & student wellbeing etc;
• successful leadership of major activities such as REF or TEF at a departmental level;
• representing the University at regional or national events, actively engaging with said events, and ensuring these opportunities are used to promote the University and provide reputational benefit;
• academic leadership mentoring, and support for early career staff, both within the department and in the wider University community.

Level 3
Academic Leadership & Engagement at level 3 involves being recognised in the wider University as a leader and significant contributor to key strategic issues facing the University, at the level of complexity and responsibility of a successful Head of Department or broadly equivalent level of institutional or external complexity and responsibility.

Some indicators that may be present include:
• leading and securing productive high-impact partnerships with business, policy makers or other users of our research and teaching expertise with evidence of significant income generation and reputational benefits for the University;
• involvement and engagement in significant national or international projects, working groups policy, and networks that leads to further promotion of Lancaster’s interests;
• a record of sustained success in significant business generation, securing new or repeat business with above average and significant levels of income generation for the University;
• leading major specialist consultation activities with external clients;
• successful strategic leadership and promotion of significant change at departmental or faculty level;
• leading on a successful departmental Athena Swan Award;
• leading significant initiatives for a Faculty to exploit strengths or address challenges;
• active and effective contribution to University leadership and management, policy formation and strategic development;
• regular, sustained, and successful mentoring of academic colleagues at Lancaster;
• effective management of colleagues and facilitation of their academic and personal
development and performance on the scale of a department of equivalent;
• successful and sustained leadership of significant activities with our international
partners/ campuses;
• successful leadership of major activities such as REF or TEF at a Faculty level;
• successful performance as Head of Department, Director of a Research Institute,
Associate Dean or as a College Principal.

Level 4
Academic Leadership & Engagement at level 4 involves being recognised externally as a
successful leader of significant strategic initiatives within the University or beyond it, at the
level of complexity and responsibility of a successful Dean of Faculty or broadly equivalent
level of institutional or external complexity and responsibility.

Some indicators that may be present include:
• an established reputation and acknowledged expertise with senior managers in client
organisations and/or professional associations;
• leading sustainable academic networks with other H.E. and/or F.E. institutions which
enable the University to meet significant strategic aims;
• outstanding leadership of productive high-impact partnerships with business, policy
makers or other users of our research and teaching expertise with evidence of
outstanding income generation and/or transformational reputational benefits for the
University;
• significant contribution at a University level or beyond it to the professional
development of other academic leaders and other colleagues;
• outstanding and sustained mentoring of senior academic colleagues at Lancaster;
• formation of significant national and international partnerships that return significant
financial and reputational benefits to the University as a whole;
• effective management of colleagues and facilitation of their academic and personal
development and performance on the scale of a Faculty or equivalent;
• successful leadership of a major international partner or campus;
• successful leadership of a major element of Lancaster’s academic strategy (e.g. equality
& diversity, research, or teaching);
• successful leadership of major activities, such as REF or TEF, at a University level or
beyond it;
• leading on significant initiatives for the whole University to exploit institutional
strengths or address institutional challenges;
• exercise of significant management and leadership qualities at University level or
beyond it e.g. successful performance as Dean of a Faculty or Pro-Vice-Chancellor.
TESTIMONIALS & REFERENCES

Promotions cases may include testimonials and/or references. These differ in that:

A **testimonial** is a written statement in support of a candidate's academic leadership or achievements; a personal recommendation or tribute.

A **reference** is a critical evaluation of a candidate's attributes and fitness for promotion (or appointment) from an expert source.

GLOSSARY

ATLAS: Advancing Teaching: Lancaster Accreditation Scheme
CPD: Continuing Professional Development
GTA: Graduate Teaching Assistant
HE: Higher Education
HEA: Higher Education Academy, now known as Advance HE
PGCAP: Postgraduate Certificate in Academic Practice
REF: Research Excellence Framework
TEF: Teaching Excellence and Student Outcomes Framework
UKPSF: UK Professional Standards Framework

Updated: December 2020
Review Date: November 2021
Appendix:
Academic Promotions and Teaching Excellence
Frequently Asked Questions

1. What are Lancaster’s expectations towards teaching qualifications and ongoing professional development?

Achieving professional recognition of one’s teaching is a requirement for the successful completion of academic probation. It is also a necessary condition for achieving promotion. Applicants can demonstrate this through the following pathways:

a) Achieve professional recognition status against the UK Professional Standards Framework for Teaching and Supporting Learning in HE (UKPSF) as a Fellow of the Higher Education Academy.

b) Complete the Postgraduate Certificate in Academic Practice (PGCAP).

c) Hold an equivalent HE teaching qualification.

2. What equivalent HE teaching qualifications would count?

Equivalent HE teaching qualifications may include awards comparable to PGCAP (e.g. PGCLTHE) completed at other institutions, or programmes that develop educational practice within a particular discipline, for example, a PGCert in Clinical or Medical Education. The qualification should have a focus on the practice of teaching at Higher Education level.

Enquiries about equivalency may arise from those staff who join the university having wholly or partially completed programmes of teaching development at a previous institution. In particular, there may be a question of equivalency to PGCAP when considering qualifications from outside the UK. In these instances, colleagues would typically be expected to provide a transcript of their study and/or evidence of any credit/awards obtained as a result. This information can be used to ascertain equivalency, and where appropriate, can potentially be used as Recognition of Prior Learning (RPL) against the PGCAP offered at Lancaster. Departments should contact OED for support in relating existing qualifications to the PGCAP programme.

If staff are uncertain about their HEA recognition status they should contact Advance HE (formerly the HE Academy) directly to clarify this. Staff new to Lancaster who already hold a category of Fellowship with the HEA should also be aware that their recognition status will remain affiliated to their previous institution until they update their HEA record from www.heacademy.ac.uk. HR can only view HEA recognition status for people affiliated to Lancaster University.
3. What categories of HEA Fellowship are there?

There are four categories of Fellowship outlined in the UK Professional Standards Framework for Teaching and Supporting Learning in HE (UKPSF). An individual would only hold one category of Fellowship at any one time.

- UKPSF Descriptor 1 = Associate Fellow
- UKPSF Descriptor 2 = Fellow
- UKPSF Descriptor 3 = Senior Fellow
- UKPSF Descriptor 4 = Principal Fellow

Further information can be found on the Advance HE website.

4. Is there a mechanism at Lancaster for valuing equivalent teaching experience, or a means by which teaching experience can be accredited?

The Advancing Teaching: Lancaster Accreditation Scheme (ATLAS) offers experience-based pathways to colleagues seeking professional recognition for teaching and supporting learning. These launched in September 2015.

Via ATLAS pathways, colleagues can work towards professional recognition as an Associate Fellow, Fellow or Senior Fellow of Advance HE (the Higher Education Academy), appropriate to prior and existing teaching experience, role and responsibilities.

ATLAS differs from a taught pathway in that it assumes you already have considerable teaching experience on which you can draw from and reflect upon. ATLAS pathways do not hold any academic credit or contribute to a taught award. Applicants are required to author a critical review of educational practice and submit it for peer review for the purposes of professional recognition.

Many people talk about the benefits of accessing continuing professional development activities to support them in preparing for a critical review or filling in small gaps in their experience. Although ATLAS is largely self-directed there will be workshops and support you can access e.g. peer conversations, writing retreats and professional mentorship.

See also Academic and Research Staff Development on the OED website.
5. What programmes offered by Lancaster lead to HEA Fellowship?

Lancaster operates several pathways aligned to the UKPSF, leading to Fellowship status with Advance HE (the Higher Education Academy (HEA)):

- **The Postgraduate Certificate in Academic Practice (PGCAP)** is a taught pathway, appropriate for colleagues with less than three years’ HE teaching experience in a full academic role. It leads to Fellowship of the HEA, UKPSF Descriptor Level 2.

- **ATLAS** is an experience-based pathway suitable for colleagues with more than three years’ HE teaching experience in a full academic role. Pathways are available for applicants able to work towards Associate Fellow, Fellow or Senior Fellow recognition, UKPSF Descriptor Levels 1, 2 and 3 respectively.

- **The Associate Teacher Programme** (*previously known as the Supporting Learning Programme*) is a non-credit bearing taught programme designed primarily for postgraduates who teach. It leads to Associate Fellowship of the HEA, UKPSF Descriptor Level 1.

See also [Academic and Research Staff Development](#) on the OED website.
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<th>New academic staff with under 3 years of teaching experience in a full academic role</th>
<th>AFHEA</th>
<th>FHEA</th>
<th>-</th>
<th>AFHEA</th>
<th>FHEA</th>
<th>SFHEA</th>
<th>PFHEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>New academic staff with 3 or more years of teaching experience in a full academic role</td>
<td>AFHEA</td>
<td>FHEA</td>
<td>-</td>
<td>AFHEA</td>
<td>FHEA</td>
<td>SFHEA</td>
<td>PFHEA</td>
</tr>
<tr>
<td>Existing academic staff seeking CPD / professional recognition for teaching</td>
<td>AFHEA</td>
<td>FHEA</td>
<td>-</td>
<td>AFHEA</td>
<td>FHEA</td>
<td>SFHEA</td>
<td>PFHEA</td>
</tr>
<tr>
<td>New / existing Professional Service staff with learning support roles</td>
<td>AFHEA</td>
<td>FHEA</td>
<td>-</td>
<td>AFHEA</td>
<td>FHEA</td>
<td>SFHEA</td>
<td>PFHEA</td>
</tr>
<tr>
<td>New / existing graduate teaching assistants</td>
<td>AFHEA</td>
<td>FHEA</td>
<td>-</td>
<td>AFHEA</td>
<td>FHEA</td>
<td>SFHEA</td>
<td>PFHEA</td>
</tr>
</tbody>
</table>

- **Available provision for this group**
- **Typically required for probation**
- **Linked to promotion**
6. What other programmes of CPD accredited to descriptors 1, 2, 3 or 4 of the UKPSF are acceptable?

Accredited programmes of CPD are hosted by HE providers across the sector. Nearly all UK Universities have at least one programme of teaching development that is accredited against the UKPSF. This may take the form of a Postgraduate Certificate in Academic Practice (or similarly titled award), or through a non-taught professional recognition scheme. Colleagues who have successfully participated in one of these programmes should be aware if they have also achieved HEA Fellowship. If they are unsure, this status can be checked by Advance HE (the Higher Education Academy).

Colleagues may make a direct application to Advance HE (the HE Academy) for professional recognition status. The process is undertaken using an online submission template and incurs a fee. Because Lancaster University is an Advance HE subscribing institution this fee is reduced. (£100 for Associate Fellowship; £200 for Fellowship; £300 for Senior Fellowship; and £500 for a Principal Fellowship application). The cost of these applications will not be met centrally.

Principal Fellow applications should be made directly to Advance HE (the HE Academy). Contact OED for further information and guidance.