



UNIVERSITY OF
CAMBRIDGE

Academic Career Pathways (Grade 12) (Teaching and Scholarship)

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Introduction

The University of Cambridge is committed to providing a supportive environment to enable employees to take ownership of their development and build a successful career at Cambridge. The University's success depends on the diversity of its staff and students. The University aims to be a leader in fostering equality and inclusion and nurturing a sense of belonging for all within our community.

The purpose of the Academic Career Pathways (Grade 12) (ACP (12) Teaching and Scholarship (T&S) scheme is to recognise and reward outstanding contributions and celebrate academic achievement. Assessment is based on contributions in, teaching & scholarship and general contribution/service to the University and the academic community more broadly.



All applicants are expected to contribute to the creation of a positive working environment, and to adhere to the [University's Code of Behaviour](#). Research integrity is also considered paramount in maintaining the University's international standing and reputation; employees are therefore expected to maintain and uphold these principles at all times.

All those who are involved in the ACP (12) T&S scheme, either as an applicant, Head of School, Head of Institution, Committee Member, Chair or Secretary, or in another supporting role, are expected to read and be familiar with this guidance.

Overview and Eligibility

The Academic Career Pathways (Grade 12) (ACP 12) scheme runs biennially and offers Grade 12 Teaching and Scholarship (T&S) professors the opportunity to apply for progression either within their current band or from band 1 to band 2.

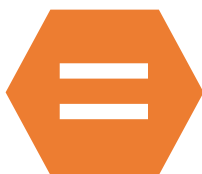
Progression within and between bands is not automatic and requires evidence of a sustained contribution to the University in each of the relevant sections (Teaching and Scholarship and Service to the University and Academic Community). Outstanding performance and recognition may justify movement to a higher band.

When considering making an application you should seek advice from your Head of Institution, or appropriate senior academic colleague, to discuss whether it is the right time to make an application and how you meet the [assessment criteria](#).

Key Principles



The University should provide a **flexible career pathway** for established academic officers that gives due recognition to excellence in research, teaching, contributions to the running of the University and service to the academic community including public engagement.



The University of Cambridge is committed, in its pursuit of academic excellence, to **equality of opportunity** and to a proactive approach that supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity.



All persons involved in administering academic progressions processes should exercise **impartiality and fairness** and be seen to do so. Declarations of interest should be made at appropriate stages. Appropriate training should be completed.



Members of committees should ensure that their consideration is collective, fair, impartial and evidence-based.



The University should provide a **supportive career development process** and academic officers should participate.



All processes should be organised in a **timely and transparent** way.



Constructive, helpful, developmental **feedback** should be provided at all appropriate stages including written feedback.



All applications and documentation should be treated as **confidential** and in accordance with data protection principles.



Appropriate **budgetary provision** should be made so that deserving applicants receive appropriate recognition and reward.



All processes should be supported by modern and user-friendly **business systems** to ensure administrative efficiency, fairness, and equality.

Equal Opportunities

No employee will be treated less favourably than another because they belong to a protected group. Protected characteristics are:

Sex, Gender Reassignment, Marriage or Civil Partnership, Pregnancy or Maternity, Race (including Ethnic or National Origin, Nationality or Colour), Disability, Sexual Orientation, Age, or Religion or Belief.

The [University's Equal Opportunity policy](#) must be observed at all times.

All employees who serve on committees or are otherwise involved in administering the ACP (12) T&S scheme must have read this policy and have completed the online Equality & Diversity (E&D) training module (see [Key Principles](#)).

Specific support for women considering progression includes annual themed programmes from gaining recognition to career development provided by the Women's Staff Network and Personal and Professional Development (PPD). Events are organised by ED&I section on race and career progression, and the [Race Equality Network](#) exists as a space for support.

Events are listed in termly PPD calendars and on the ED&I webpages:

<http://www.admin.cam.ac.uk/offices/hr/equality/events/#all>

Confidentiality and Data Protection

Members of the committee and other University staff involved should note that the process of consideration is strictly confidential and that certain documentation must not be disclosed to applicants or other persons who are not members of the committee or otherwise appropriately involved in the process.

The [University's policy](#) in relation to data protection legislation (the General Data Protection Regulation as supplemented by the Data Protection Act 2018) requires that confidentiality of information provided by referees, including information contained in written assessments by Heads of Institutions, is respected insofar as this is compatible with that legislation.

Glossary of Abbreviations

ACP (12):	Academic Career Pathways (Grade 12)
Institution:	Faculty or Department
SC:	School Committee
SRD:	Staff Review and Development
T&S:	Teaching and Scholarship
VCC:	Vice-Chancellor's Committee

Timetable

Launch	15 October 2024
<p>The HR Reward Team will send a personalised application form to all eligible grade 12 professors. The application form will contain the date of the last incremental award and the start date in the current band.</p> <p>The application period covered will vary depending on the type of application being made.</p> <p>For within band applications the period covered will be from the date the employee last received an incremental award to 30 September 2024.</p> <p>For applications to a higher band the period covered will be from the date the employee started in their current band to 30 September 2024.</p>	
Submission deadline	6 December 2024
<p>Completed applications need to be submitted via the online portal (https://acp-12.hr.apps.cam.ac.uk/)</p> <p>Applicants for progression to a higher band will need to supply the name and contact details of two referees. The details will be requested via the portal as part of the submission process.</p>	
Collection of Institutional statements and external references	December 2024 to February 2025
<p>Once the submission deadline has passed, the HR Reward Team will request Institutional Statements from the relevant Head of Institution.</p> <p>The HR Reward Team will contact referees from January 2025 for higher band applications.</p>	
School Committees (SC)	March and April 2025
Vice Chancellor's Committee (VCC)	June 2025
Outcomes communicated to applicants	August/September 2025
Awards effective from:	1 October 2025

Application form

You are responsible for completing and submitting the application form that will be sent to you at the launch of the round. The application form will need to be submitted via the online portal by the deadline specified in the [Timetable](#). The application form will contain the dates of the period to be covered within your application. You should provide clear evidence and examples that best support your case for progression, and which clearly demonstrate how you meet the [assessment criteria](#) (comprising both the [Band Criteria](#) and [Indicators of Excellence](#)).

You are encouraged to present your case for progression in a concise manner, avoiding duplication where possible.

You are expected to apply the principles of the San Francisco Declaration of Research Assessment (DORA). More information on DORA can be viewed [here](#).

The application form comprises of the following four sections:

Section A - Personal Statement

You should use this section to provide a brief summary (approximately 1000 words) of your case for progression and to highlight any significant contributions and/or achievements during the period covered by your application.

With regard to the evidence provided of research, you should highlight your key outputs in the period covered by your application. You should describe their significance in terms of your discipline, and of your contribution to them, in order to demonstrate the quality and value of your teaching and scholarship. You are advised to limit these descriptions to 50-100 words per achievement. In addition, you should make clear your role and contribution in co-authored and multi-authored publications or multi-partner projects. You might also wish to highlight key advances set out in your scholarship, how your scholarship informs your teaching, and the benefit this has on your students.

Section B - Teaching

You should demonstrate your contribution to teaching by providing a summary of teaching undertaken (whether for the University or College), the average number of hours per year and a summary of your contribution to the development and/or leadership of courses and/or curriculum.

If you are engaged in veterinary clinical work, you should provide details of your contribution to postgraduate veterinary teaching and training. Any information provided about teaching will be considered under the teaching criterion and the information provided about clinical duties will be considered under the general contribution/service to the University and the Academic Community criterion.

Please note that only teaching conducted at the University of Cambridge and its Colleges can be considered as part of your application.

Section C - Scholarship

You should provide a non-technical statement on the progress of your scholarship, current projects and direction as well as any significant publications/impact during the period covered by your application.

Evidence in this section should focus on scholarly outputs which are publicly available¹ for consideration (i.e. copies are obtainable at the time of application, or at some previous time, by members of the public through normal trade channels).

All research and research-led publications that are publicly available for consideration can be included in your application.

Examples of evidence of scholarship may include, but are not limited to, the following:

- Textbooks for teaching aspects of the subject matter/discipline, which may be used in Higher Education or other sectors, or in professional/training contexts.
- Online teaching or learning materials (i.e. either for exploitation by educators or directly by students/learners) which teach aspects of the subject matter/discipline, for use in Higher Education or other sectors, or in professional/training contexts.
- Original research of an applied nature, e.g. pedagogic research into ways of teaching a particular subject/discipline, possibly but not necessarily derived from applied research into one's own practice of teaching it in Higher Education.
- Original research of a more traditional nature

For the avoidance of doubt, research conducted by T&S academics will be considered and assessed as scholarship.

The following should not be included:

- Work in progress but not yet completed.
- Publications which have been "accepted and are in press" but are not yet publicly available.

Ci) Details of your most significant publications

You should use this section to provide details of your most significant publications during the period covered by the application. This should be a general summary of the research and its impact.

Appending lengthy publication lists to your application is discouraged.

¹ It is recognised that in certain circumstances, a publication/output may not be publicly available, for example due to data confidentiality or ethical reasons. If this is the case, please explain briefly why the material is not publicly available and, if relevant, note any protocols by which others in your community might be able to access it

Cii) Scholarly outputs that can be included in this section

In addition to publicly available research as listed above, you can include the following outputs:

Online learning and teaching resources

Links should be provided, clearly demonstrating how the resource is publicly accessible, e.g. via relevant web portals and/or licences. Where available, download data or access statistics should be provided or other evidence of take up or adoption.

Non-standard contributions:

For disciplines where the communication of research results is not, or is only partly, in the form of conventional scholarly publication, other forms of contributions should be listed in the “Other” section of the application form.

Citation data

In disciplines where this is appropriate, citations may be included. Consideration of an application will not be prejudiced if citation data are not included. For the avoidance of doubt, applications will not be assessed on the basis of citation data/metrics alone, and these will be used in conjunction with qualitative indicators of research quality and impact, in line with the University’s guidance on the [Responsible Use of Metrics in Research Assessment](#).

Ciii) Grants awarded

You should include details of major external grants and contracts awarded (including values and dates), both current and during the period covered by the application, together with the names of co-investigators where applicable. Please note that student awards cannot be classed as grant capture.

Civ) Talks and other scholarly associations

You should include the details of major lectures/seminars, or other presentations that took place within the period covered by the application (please note the month and year that the activity took place). You will also be asked to indicate if you were the keynote/plenary speaker for any of your talks.

Generally, keynote speeches are considered to be the primary speech, which sets the central theme of a conference, whilst plenary speeches cover a broad range of topics.

However, in some disciplines, the terms keynote and plenary are used interchangeably.

Section D - Service to the University and Academic Community

You should provide a list of contributions other than in teaching and scholarship undertaken in your Institution/School/University and any service to the academic community outside the University that you wish to have considered.

This includes undertaking any additional University offices (e.g. Head of Department), committee membership, and wider contributions to the University. You can also provide a summary of your contribution to the broader academic community (e.g. government or public service, external examining, external PhD work, REF panel work, external professorial appointments committees, subject review panels in other universities, international conference organisation, or similar activities) within the period covered by the application.

This can also include service on any central University bodies, working parties, reviews, engagement in widening participation activity, the design and delivery of outreach programmes, contribution to the subject undertaken outside the University, editorial work, contribution to academic societies and meetings, details of research management, of research groups and the creation and management of multi-institutional national/international research facilities. It may also include public engagement work.

If you hold an Honorary NHS consultant contract you should include details of your participation in regional and national committees (e.g., Royal Colleges, General Medical Council) and bodies concerned with undergraduate and postgraduate medical education, as well as details of your clinical duties.

If you are engaged in clinical veterinary work you should include details of your participation in regional and national committees and bodies concerned with postgraduate veterinary education, as well as details of your clinical duties in this section, if applicable.

Contextual Factors

You are encouraged to record any Contextual Factors that have affected your performance during the period covered by your application. Contextual factors may include, but are not limited to: part-time working, ill health, disability, caring responsibilities and periods of prolonged leave such as maternity, parental or bereavement. This may also include difficulties you faced as a result of the COVID-19 pandemic, which continue to impact your current or future work.

These details should be provided in the separate [Contextual Factors form](#), which has a limit of 500 words. The completed form should be emailed to acp12@admin.cam.ac.uk, it will be saved with your application. The form will be provided to the committee assessing your application (it will not be sent to referees).

If you choose to provide Contextual Factors which includes health-related matters, the Chair of the SC assessing your application may refer you to Occupational Health, in order to obtain specialist medical advice about the impact of these matters on your duties (if this has not already been done). It is important to note that providing Contextual Factors will not have a detrimental effect on any application for progression, nor will an Occupational Health referral.

References

For applications for progression to a higher band, you are required to provide the names, titles and contact details of **two** referees.

Prior to nominating referees, you must confirm with the individuals that they are willing and able to provide a reference prior to providing their details.

Referees:

- are expected to be external to the University²;
- should be of appropriately high academic standing and recognised authorities in their field; and
- must not have a direct academic association with you e.g. as a research collaborator or former student.

A referee's input is critical in enabling a full and objective assessment of an applicant's contribution. Referees are therefore requested to comment across the entire range of your duties with explicit reference to the relevant [assessment criteria](#) and to provide a full and frank appraisal of your suitability for progression.

Referees can provide useful insights into all aspects of your work but are especially important in assessing your contribution and standing in the subject or discipline.

Referees' reports are subject to the strictest confidentiality; however, referees will be made aware that in providing a reference, they give their explicit permission for the use of that reference for consideration under the ACP (12) T&S scheme. Confidential references are normally exempt from disclosure under the terms of data protection legislation. Despite this, we often receive requests from applicants for copies of their references. By default, we will not disclose references without checking with the referee first.

² In exceptional circumstances, where a referee is internal to the University, they must not be eligible for consideration under ACP (12) themselves.

Heads of Institution Guidance

Head of Institution Responsibilities



Have supportive and confidential conversations with all staff that are eligible to apply; discuss any perceived barriers, including any relevant Contextual Factors that may be preventing an employee from applying.



Actively help and mentor staff from groups that are under-represented at senior levels who are potentially ready for progression to encourage them to apply.



Discuss progression pathways with under-represented staff not yet ready for progression.

Heads of Institutions should encourage applications from employees that they believe meet the criteria and discuss any perceived barriers that may be preventing an employee from applying. This ensures any Contextual Factors that may have been overlooked are considered and promotes equal opportunities for all staff members, including those staff from groups that are underrepresented at senior levels.

Heads of Institution, with the assistance of appropriate senior colleagues, if necessary, can play a positive role in the career development of all eligible academic employees in their Institution. The Lead Human Resources Business Partner (HRBP) will provide a list of eligible staff to Institutions prior to the launch of the ACP (12) T&S round.

The University's [Staff Review and Development \(SRD\) scheme](#), whilst remaining a separate and independent mechanism for reviewing personal contribution and professional development, should be used to discuss career aspirations, assess an employee's readiness for progression or progression, and help inform and support the ACP (12) T&S process. These discussions should take place on a regular and ongoing basis throughout the course of an employee's career.

Heads of Institution should have open and honest conversations with employees in their institution about whether it is the right time for them to apply for progression, and for which type of progression is most suitable in any given round. Heads of Institutions should also provide guidance to employees on areas they may wish to work on in order to better demonstrate their achievement of the [assessment criteria](#).

During the application window, Heads of Institutions will be provided with updates on which employees have submitted an application. They are encouraged to review this list to identify those who they believe should submit an application but who have not yet done so.

The decision whether to make an application will ultimately sit with the employee.

Institutional Statement

Heads of Institution are required to provide a statement explaining whether or not they support an employee's application and the reasons for their decision.

This statement should represent the view of the Institution and should comment on the strength of the case for progression or progression in terms of the respective [assessment criteria](#) (Teaching & Scholarship and Service to the University and the Academic Community). The statement should include evidence of excellence with respect to the [assessment criteria](#) and the quality of the applicant's contribution across the [assessment criteria](#) during the period covered by the application. The statement should refer to the Indicators of Excellence, where relevant. The statement should also comment on the applicant's overall role and contribution to the academic enterprise, and their standing in relation to other academic staff in the Institution and provide contextual information on the applicant's achievement over and above what would normally be expected of a Cambridge Teaching Professor at the same band.

It may be necessary for the Head of Institution to consult with the Head(s) of other Institutions if an employee holds a 'joint' office, or if the employee's duties involve a regular and substantial contribution to the teaching programme of other Institutions.

Where an applicant has provided details of [Contextual Factors](#), these should be taken into account in the Institutional Statement and when evaluating the applicant's contribution, detail the impact this has had on their ability to carry out their duties.

The Staff Review and Development (SRD) appraisal scheme, whilst remaining a separate and independent mechanism for reviewing personal contribution, should be used to discuss aspirations and assess an individual's readiness for progression. It is essential that these types of discussions are taking place on a regular and ongoing basis throughout the course of an individual's career. Heads of Institutions are expected to undertake annual performance appraisals with employees as part of the SRD scheme, and it is recommended that the appraisal undertaken in the last 12 months is used to support an individual's application.

If an applicant has been formally dispensed from discharging teaching duties on a temporary basis, this should have been made this clear in the application, giving the reasons and dates and the Head of Institution should confirm this in their statement.

The Institutional statement forms part of an employee's application documentation. As part of the feedback process, the statement will be disclosed to the applicant on request.

Committees

The Role and Responsibilities of Committee Chairs

At each stage of the process, and in addition to ensuring the business of each committee is carried out in accordance with this guidance, the Chair is required to ensure that:

- each application is assessed against the published [assessment criteria](#);
- committee members understand that Indicators of Excellence are suggestive in nature and non-exhaustive; not all indicators will be relevant to all applicants; and
- appropriate consideration is given to any declared Contextual Factors and advice is sought from the relevant Lead HR Business partner in advance of the meeting as appropriate.

The Responsibilities of Committee Members



Each committee should be mindful of the existence of unconscious biases – both in themselves and others - and consider how these biases might affect how assessments are made and how they affect objective decision-making. Committee members should constructively challenge any potential implicit or explicit biases they observe in the assessment process, whether in themselves or others, to ensure fairness and promote inclusion.



Whilst it is important to ensure a fair and consistent approach is taken to evaluating excellence, the University recognises that certain metrics, such as student feedback and bibliometrics, have their limitations. Committees should, therefore, be mindful of the importance of judgement and be aware of the limitations of metrics when making their assessment. By signing the [San Francisco Declaration on Research Assessment \(DORA\)](#) the University has acknowledged that intellectual content is more important than publication metrics or the identity of a journal. Terms such as ‘high quality research’ or ‘influential research’ should be preferred to the words ‘impact’ and ‘impactful’, which may be misinterpreted as denoting ‘journal-impact factor’. Committees are directed to the University’s guidance on the [Responsible Use of Metrics in Research Assessment](#), and are expected to follow these principles.



The University aims to be a leader in driving an inclusive and respectful culture and in promoting a positive working environment for all in its community and high standards of conduct are expected from all staff. Formal sanctions will be taken into account when assessing the applicant’s suitability for progression or progression and staff with live disciplinary warnings on file may be excluded from applying.

School Committee (SC)

Membership of the SC

The SC consists of the following:

- Head of School (Chair)
- Four internal professors (from band 3 or 4), current Heads of Institution or Chair of Faculty within the School and employees who are at an equivalent level
- One external member (nominated by the Head of School)³
- Lead HR Business Partner (Secretary)

Role of the SC

The SC will review and approve all T&S applications submitted. A summary of the outcomes will be reported to the Vice-Chancellor's Committee (VCC).

Vice-Chancellor's Committee (VCC)

Membership of the VCC

The VCC consists of the following:

- Vice-Chancellor (Chair);
- The external member from each School Committee; and
- The Director of HR (Secretary).

Role of the VCC

The VCC moderates between the SC's to ensure that a consistent standard has been achieved. The VCC will receive a summary of the awards agreed by each SC, consider the documentary evidence for applicants where required, and determine whether any adjustments are necessary.

Applicants should **not** be informed of the outcome of the SC's evaluation or provided with feedback at this stage (see [Outcome](#) and [Feedback](#) for further information).

³ The external member of the SC only needs to be present for the assessment of applications for progression to a higher band (it would be at the School's discretion if the external is also present for the review of within band applications).

Assessment of Applications

Each application will be considered and assessed on its own merit against the [Assessment Criteria](#) for the band in question, taking into equal account evidence of both inputs and outputs. For clarity, in relation to:

- **Teaching and Scholarship:** Account may be taken of academic employment in the University and/or College(s), but not from institutions external to the University.
- **Service to the University and Academic Community:** Evidence of contribution to the applicant's subject other than in teaching and scholarship can also include contributions made outside the University.

The Indicators of Excellence provide examples of evidence of fulfilment of these criteria. All examples are suggestive in nature and non-exhaustive, and not all the indicators will be relevant to all applicants.

Applicants should refer to the [committee section](#) (in particular Overarching Considerations) in this guidance for information on the approach that Committees are expected to take when assessing applications.

Additional Considerations for Committee Members

Newly appointed Professors on point 68

Due to the periods covered by applications in the Academic Career Pathways and Academic Career Pathways (Grade 12) scheme, Professors newly appointed to Grade 12 via the Academic Career Pathways scheme may also submit evidence from the year preceding their start date as a Grade 12 professor.

Applications from professors in the first three points of Band 1

Progression on application for those within the first three points of band 1 is expected so long as applicants can demonstrate they have maintained the expected level of performance as at the time of promotion to the level of a Grade 12 Professor.

Contextual Factors

The quality and impact of an applicant's performance should be assessed objectively and on the same basis as other applicants. It is also important to understand and address contextual factors by making appropriate equality-related adjustments to allow for a fair process where those who have faced these additional barriers will be considered on an even footing, although all applications that provide contextual factors will be individual, and so will be assessed on a case-by-case basis. Committees should take into account that not all careers follow a standard and uninterrupted route and all metrics should be considered in context with other factors to ensure that a balanced view is taken of the employee's overall contribution to teaching and scholarship or Service to the University and Academic Community.

Equality-related adjustments do not allow the committee to lower the bar when assessing excellence. For example, any reduction in the working time of the applicant due to contextual factors should be taken into account when judging the quality of their work or output. One way of making an appropriate adjustment would be to consider the impact of the issue on the quantity of activity undertaken. In these circumstances, the committee would still require the applicant to demonstrate the same standard (quality) as other applicants in terms of the excellence of their contribution; however, the quantity of research output would be adjusted. Advice about adjustments should be sought at the earliest opportunity from the relevant Lead HR Business Partner.

Committees are encouraged to take a holistic approach when assessing applications, taking all aspects of the application (including contextual factors) into account, before deciding on the appropriate award.

Applications from those working part-time hours

It is important to consider an applicant's contracted hours when assessing a progression application. Those working part-time hours may produce smaller quantities of research outputs, may deliver fewer hours of teaching, or have less time to contribute to activities considered as service. In these circumstances, an applicant's contribution should be considered proportionally, based on their contracted hours. It is also important to note that the same quality of contribution to research, teaching and Service to the University and the Academic Community are expected regardless of the applicant's working hours, but the expectations in terms of quantity or volume of output should be pro-rated to reflect their part-time hours.

Assessment Criteria

Band Criteria

Band 1 (points 68-76)

A band 1 Professor will normally have a significant national and international reputation in teaching, and contribute fully to the teaching and administrative work of the University. Progression within this level may also be used to reward exceptional and sustained contributions to the academic work of the University in teaching, scholarship and general contribution by those whose individual scholarship is also above the normal expectation for a Cambridge Professor.

Band 2 (points 75-82)

A band 2 award is intended for professors who, in addition to a distinguished academic record when measured against the overall Cambridge context, are also recognised as leaders within the discipline. They will be leading international authorities in their particular field. They will have made a very significant and lasting positive mark on the University's work in their subject area directly through their own teaching and scholarship or through their role in leading and developing their discipline at Cambridge. They will also contribute fully in their service to the academic community of the University.

Indicators of Excellence

Band 1

Teaching and Scholarship

CRITERION 1: Consistently leads and delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging, and influences teaching activity.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Provision of research-informed teaching, assessment and feedback that foster student engagement and independent learning • Successful introduction of innovative methods into own teaching and assessment practices, with evidence of effectiveness • Demonstrable contribution to excellent programme outcomes and levels of student progression and completion • Significant contribution to the content and marking of examinations and other assessment tools • Evidence of continued improvement in own teaching practice driven by student and peer review of teaching feedback • Demonstration of breadth and depth of subject knowledge in the delivery of own teaching, informed by research • Significant contribution to the organisation and management of departmental educational provision and student support activity • Successful leadership of interdisciplinary teaching programmes involving other departments | <ul style="list-style-type: none"> • Positive peer and/or student reviews of self-generated learning resources or materials • Sustained excellent feedback from external examiners/assessors • Significant contribution to internal teaching reviews • Recognition by their institution and/or by students for their excellence in teaching. • Nomination for the award of a prize for teaching • Demonstration of the use of evidence-informed approaches to enhance student learning • Demonstrable impact from role-modelling good teaching and learning practice to others • Consistently successful outcomes from supervision of undergraduate and/or graduate projects or dissertations. • Evidence of excellence in teaching and/or innovative practice, which has greatly enhanced and/or changed the nature of learning and teaching in the applicant's field and has had an impact on the University's reputation for teaching excellence internationally. |
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CRITERION 2: Leadership, organisation and management of education provision with impact on curriculum development and enhancement, informed by scholarship.

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|---|--|
| <ul style="list-style-type: none"> • Leadership of the revision and updating of course content, ensuring it is research-informed • Leadership in the development, revision and updating of course design ensuring the application of innovative and appropriate teaching techniques and materials that embed the latest educational ideas and methods including the use of digital technologies. • Design and review of assessment methods and tools, informed by best practice and in line with research and strategic drivers • Evidence of how programme review and development has had a positive impact on student learning • Evidence of how course design, content and delivery is responsive to a critical appraisal of the student experience and learning outcomes • Leadership in educational transformation within/beyond own discipline/sector. • Evidence of embedding relevant literature or theory and/or best practice from other HEIs nationally/internationally into educational design • Evidence of providing strategic direction in advancing an inclusive and supportive learning environment, improving student support, pastoral care and overall student experience. • Impact on curriculum development & enhancement beyond own department or discipline; | <ul style="list-style-type: none"> • Development and implementation of initiatives to support specific groups of students • Evidence of successful collaboration with students in curriculum development projects • Effective convening of courses and delivery by others • Coordination, evaluation and/or review of suites of courses (e.g. for a particular stage of Tripos / for a particular programme) • Impactful programme and/or subject leadership • Leading on proactive compliance with quality assurance regulations and any accreditation requirements. Leadership in embedding practice-oriented perspectives developed in professional contexts into taught provision • Leading contribution to interdisciplinary initiatives • Leadership of programme review (e.g. Tripos, MPhil, MSt, lifelong learning/exec ed) • Design of new programme (e.g. Tripos, MPhil, MSt, lifelong learning/exec ed) • Participation in curriculum/quality review at other Universities at a national and international level with evidence of impact • Leadership of / participation in national/international curriculum reform or accreditation review |
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CRITERION 3: A sustained and strong track record of scholarship in the discipline and/or related to enhancement of teaching, learning and assessment.

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| <ul style="list-style-type: none"> • Sustained engagement in CPD activities with demonstrable impact on practice within the discipline and beyond • Well-received delivery of CPD and other forms of professional training including for early career academic staff • Evidence of scholarly evaluation of programmes and courses applied to developments in higher education and beyond • Sharing and promoting good practice within and beyond the University through well-regarded contributions to Teaching & Learning webpages, blogs, social media etc • Participation in debate/dialogue on teaching with the wider higher education community • External recognition of teaching/subject expertise through invitations to disseminate practices and scholarship externally • Engagement in scholarly activity which demonstrably enhances subject knowledge and/or curricula beyond the University • Sustained track record of development of high-quality open educational resources which are adopted within and beyond the University • A significant contribution (e.g. as lead/sole author) to publications (including books/textbooks) which enhance knowledge in the discipline and/or are exploited in the teaching of the discipline. • Strong evidence of national and international research into the effectiveness and validity of education programmes and curricula. • Evidence of influencing practice in their field of expertise nationally/internationally. | <ul style="list-style-type: none"> • Development and implementation of initiatives to support specific groups of students • Evidence of successful collaboration with students in curriculum development projects • Effective convening of courses and delivery by others • Coordination, evaluation and/or review of suites of courses (e.g. for a particular stage of Tripos / for a particular programme) • Impactful programme and/or subject leadership • Leading on proactive compliance with quality assurance regulations and any accreditation requirements. Leadership in embedding practice-oriented perspectives developed in professional contexts into taught provision • Leading contribution to interdisciplinary initiatives. • International publication / editorial track record • Reputation nationally/internationally as an expert in their field • Scholarship-driven influence on government / public policy / professional bodies |
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CRITERION 4: Effective leadership of strategic or developmental education initiatives at University, national or international levels.

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| <ul style="list-style-type: none"> • Contribution to University initiatives to promote innovation and excellence in teaching, learning and assessment (e.g. in collaboration with the Centre for Teaching and Learning) • Collaboration with colleagues at Department, Faculty or School level to achieve specific strategic or developmental goals • Leading the contribution to the development and delivery of Department, Faculty and/or College activities which promote diversity, inclusion, widening participation and/or internationalisation • Leading the development and delivery of initiatives related to employability • Significant contribution to leadership in education within the Faculty/Department and/or the University • Contribution to the governance and/or strategic direction of educational provision within the University • An impact on the University's reputation in education within the wider community/sector • A strategic role in driving educational innovation and reform at an institutional and sector level and advancing sector-wide collaboration • Contribution to national/international strategic education-related initiatives | <ul style="list-style-type: none"> • Leading the contribution to strategic initiatives related to the discipline/subject area in collaboration with other HE and/or non-HE institutions • Leading the development of external partnerships or networks for strategic purposes • Contribution to strategic initiatives involving related professional bodies / national associations • Contribution to public engagement initiatives related to the study of the discipline • Track record in securing internal or external funding for teaching and learning development projects • Strategic contribution to the discipline within a College context • Acting as a national and international champion for the discipline and/or for education reform or innovation • Nationally / internationally respected provider of leading discipline / educational advice to government bodies or other large organisations with impact on policy and practice • Significant contribution to relevant national/ international committees, associations or professional bodies • Track record in securing philanthropic donations for strategic purposes |
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Assessment of Service to the University and Academic Community

CRITERION 1: A significant contribution of service and leadership to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.

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| <ul style="list-style-type: none"> • Effective contribution to the work of committees / working groups at Departmental / Faculty / University level • Convening of relevant groups or networks to achieve specific goals • A significant contribution to the administration of assessment procedures, including examinations • Leading the contribution to equality, diversity, and inclusion activity • Leading role in devising/delivering widening participation and/or other outreach initiatives • Promotion of cross-disciplinary collaboration and knowledge sharing • Significant role in cross-HEI projects and initiatives, including as a project lead or convenor • Effective in a senior leadership or administrative role in a Department / Faculty / School • Line manager of colleagues with evidence of impact on their career development • Evidence of personal impact in leading, motivating and developing colleagues • Leadership to establish a mentoring and sponsoring culture within a Faculty/ Department • Promotion of effective use of the Staff Review and Development Scheme | <ul style="list-style-type: none"> • Creation of a positive working environment acting as a positive role model in promoting the University's value of mutual respect • Successful management, coaching or mentoring of other staff • positive contribution to staff development and review • Fostering strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors) • Supporting the work of other HEIs (e.g. external examining/membership of review panels) • Service on and/or chairing of external committees/reviews / policy reviews • Service on national bodies/committees representing the discipline • Effective contribution to demanding Faculty / University committees or other bodies • Significant and sustained personal contribution to the collegiate running and strategic direction of the University • Leading/serving on national and/or international bodies representing the discipline or chairing special interest groups at international levels • Advisor to national/international governmental or other policy bodies • Significant contribution to Higher Education more widely |
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Band 2

Teaching and Scholarship

CRITERION 1: Consistently leads and delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging, and influences teaching activity.

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| <ul style="list-style-type: none"> • Provision of research-informed teaching, assessment and feedback that foster student engagement and independent learning • Successful introduction of innovative methods into own teaching and assessment practices, with evidence of effectiveness • Demonstrable contribution to excellent programme outcomes and levels of student progression and completion • Significant contribution to the content and marking of examinations and other assessment tools • Evidence of continued improvement in own teaching practice driven by student and peer review of teaching feedback • Demonstration of breadth and depth of subject knowledge in the delivery of own teaching, informed by research • Significant contribution to the organisation and management of departmental educational provision and student support activity • Successful leadership of interdisciplinary teaching programmes involving other departments | <ul style="list-style-type: none"> • National or international profile for teaching within the subject area • Consistently positive peer and/or student reviews of self-generated learning resources or materials • Sustained excellent feedback from external examiners/assessors • Leadership of internal teaching reviews • Recognition by their institution and/or by students for their excellence in teaching over a sustained period of time. • Receipt of awards/ prizes for teaching, and/ or external acknowledgement from an external body (Senior or Principal fellowship of the Higher education academy/ National teaching fellowship etc). • Demonstration of the use of evidence-informed approaches to enhance student learning • Demonstrable impact from role-modelling good teaching and learning practice to others • Consistently successful outcomes from supervision of undergraduate and/or graduate projects or dissertations. • Evidence of excellence in teaching and/or innovative practice, which has greatly enhanced and/or changed the nature of learning and teaching in the applicant's field and has had an impact on the University's reputation for teaching excellence internationally. |
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CRITERION 2: Leadership, organisation and management of education provision with impact on curriculum development and enhancement, informed by scholarship.

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| <ul style="list-style-type: none"> • Leadership of curriculum development within the subject area. Ensure that material across modules and units are reviewed, ensuring a coherent and consistent approach. • Ensuring that all course content within the subject is research-informed, bringing together developments in both the subject area and pedagogy. • Leadership in the development, revision and updating of course design ensuring the application of innovative and appropriate teaching techniques and materials that embed the latest educational ideas and methods including the use of digital technologies. • Evidence of embedding relevant literature or theory and/or best practice from other HEIs nationally/internationally into educational design. • Determine appropriate assessment methods and tools, informed by best practice and in line with research and strategic drivers, implementation and review of these as required. • Evidence of how programme review and development has had a positive impact on student learning • Evidence of how course design, content and delivery is responsive to a critical appraisal of the student experience and learning outcomes • Leadership in educational transformation beyond own discipline/sector. • Evidence of providing strategic direction in advancing an inclusive and supportive learning environment, improving student support, pastoral care and overall student experience. • Impact on curriculum development & enhancement beyond own department or discipline; | <ul style="list-style-type: none"> • Development and implementation of initiatives to support specific groups of students • Evidence of successful collaboration with students in curriculum development projects • Effective convening of courses and delivery by others • Coordination, evaluation and/or review of suites of courses (e.g. for a particular stage of Tripos / for a particular programme) • Impactful programme and/or subject leadership • Leading on proactive compliance with quality assurance regulations and any accreditation requirements. Leadership in embedding practice-oriented perspectives developed in professional contexts into taught provision • Significant leadership of the contribution to interdisciplinary initiatives • Leadership of programme review (e.g. Tripos, MPhil, MSt, lifelong learning/exec ed) • Design of new programme (e.g. Tripos, MPhil, MSt, lifelong learning/exec ed) • Participation in curriculum/quality review at other Universities at a national and international level with evidence of impact • Leadership of / participation in national/international curriculum reform or accreditation review |
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CRITERION 3: A sustained and strong track record of scholarship in the discipline and/or related to enhancement of teaching, learning and assessment.

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| <ul style="list-style-type: none"> • Sustained engagement in CPD activities with demonstrable impact on practice within the discipline and beyond • Well-received delivery of CPD and other forms of professional training including for early career academic staff • Evidence of scholarly evaluation of programmes and courses applied to developments in higher education and beyond • Sharing and promoting good practice within and beyond the University through well-regarded contributions to Teaching & Learning webpages, blogs, social media etc • Participation in debate/dialogue on teaching with the wider higher education community • External recognition of teaching/subject expertise through invitations to disseminate practices and scholarship externally • Engagement in scholarly activity which demonstrably enhances subject knowledge and/or curricula beyond the University • Sustained track record of development of high-quality open educational resources which are adopted within and beyond the University • A significant contribution (e.g. as lead/sole author) to publications (including books/textbooks) which enhance knowledge in the discipline and/or are exploited in the teaching of the discipline. • Strong evidence of national and international research into the effectiveness and validity of education programmes and curricula. • Evidence of influencing practice in their field of expertise nationally/internationally. | <ul style="list-style-type: none"> • Development and implementation of initiatives to support specific groups of students • Evidence of successful collaboration with students in curriculum development projects • Effective convening of courses and delivery by others • Coordination, evaluation and/or review of suites of courses (e.g. for a particular stage of Tripos / for a particular programme) • Impactful programme and/or subject leadership • Leading on proactive compliance with quality assurance regulations and any accreditation requirements. Leadership in embedding practice-oriented perspectives developed in professional contexts into taught provision • Leading contribution to interdisciplinary initiatives. • International publication / editorial track record • Reputation nationally/internationally as an expert in their field • Scholarship-driven influence on government / public policy / professional bodies |
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Outcomes

Notification of outcome of application

Applicants will be notified of the outcome of their application by email in line with the published [timetable](#) for the round. Awards will be effective from 1 October 2025.

Salary Scales

The current salary scales can be found on the Human Resources website ([Salary scales | Human Resources \(cam.ac.uk\)](#)).

Market Pay and Advanced Contribution Supplements

For individuals in receipt of [Market Pay \(MP\)](#) or an [Advanced Contribution Supplement \(ACS\)](#), any increase to base salary will erode the value of the additional payment by an amount equal to the increase in base pay.

Where an applicant is in receipt of both MP and an ACS, the ACS will be reduced first when a grade change (i.e. promotion) is awarded.

Feedback

The purpose of feedback is to provide an unsuccessful applicant with a clear sense of what they would need to do in order to raise the level of their achievement to the standard required to obtain progression in a future round. Every attempt should be made to provide feedback that is helpful and constructive.

Unsuccessful applicants must be offered a meeting in person with the Head of School, so that they can provide constructive, verbal feedback.

Giving Feedback

Heads of Schools have an important role in providing feedback to unsuccessful applicants and should be mindful that the employee will be upset and likely to be experiencing a range of emotions including disappointment, demotivation and, perhaps, even anger and will need time to work through their feelings.

The Head of School should allow adequate time to speak to the unsuccessful applicant, preferably in person, and be available to hold further discussions, where required.

Heads of Schools should support the employee and, with the help of other senior academic colleagues, put supportive mechanisms in place including mentoring, buddying and help with writing research grants and undertaking teaching duties, as necessary, to help the employee clearly understand what they need to do to strengthen their case for progression in future.

