

Academic Career Pathways Scheme (teaching and scholarship)



Scheme A

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Teaching and Scholarship Academic Career Pathway

Scheme A

1 Purpose of Scheme

The Academic Career Pathway (ACP) for Teaching & Scholarship staff proposes criteria for progression and reward based on personal merit. The ACP is divided into two Schemes. Scheme A is for Grade 9 leading up to Grade 12. Scheme B is for staff on Grades 6-8 proposing mechanisms for progression, including for promotion of Grade 8 staff to Grade 9. Any staff promoted through Scheme B to Grade 9 would subsequently be eligible to apply for further promotion following Scheme A.

In this document, the mechanisms of Scheme A are outlined, followed by criteria to be used at the various stages.

A core requirement of the ACP is to provide an opportunity for progression for Academic (Teaching & Scholarship) staff which provides a parallel but distinct path to that provided for in the new ACP for Academic (Research & Teaching Staff). The basis for any promotion case will be on the personal merit of any case and the contribution of the individual, rather than institutional requirements for posts at particular grades.

The criteria and examples of indicators of excellence and impact have drawn on the relevant criteria from the ACP for Research & Teaching Staff and are intended to be of equivalent rigour. They have also been informed by those used for teaching focussed career pathways in other Russell Group universities whose schemes were consulted for benchmarking purposes.

1.1 Components of Scheme A

Scheme A includes the following components:

- Criteria for successful completion of probation at Grade 9
- Criteria for promotion from Grade 9 to Grade 10
- Criteria for the awarding of discretionary points at Grade 10
- Criteria for promotion from Grade 10 to Grade 11
- Criteria for promotion from Grade 11 to Grade 12

1.2 Eligibility

- The probationary period for open-ended academic staff on the Academic Career Pathway scheme (teaching and scholarship), who are on Grade 9 or above will be 3 years unless it is reduced (to a period of not less than 2 years) or waived, on the recommendation of the Selection Committee and subject to the approval of the Head of School. For academic staff in the School of Clinical Medicine or clinical academics in other schools, it will be 5 years unless it is reduced to a period of not less than 3 years or waived, on the recommendation of the Selection Committee and subject to the approval of the Head of School.
- An example of where it may be appropriate to waive probation would be where the member of staff has held a senior academic position at another university and has already acquired relevant skills and experience.

- Probationary periods for fixed term posts on the Academic Career Pathways scheme (teaching and scholarship) are set out below:

Appointment Duration	Length of Probation Period Grade 9 and above
Up to 1 year	6 months
More than 1 year but less than 2 years	1 year
More than 2 years but less than 4 years	2 years
More than 4 years	3 years

- An applicant would normally be expected to have been confirmed in post at the current level for at least 12 months before they apply for promotion. Exceptionally, this period may be waived where the officer is considered ready for promotion to the relevant office by the Head of Institution. Any exceptions will require approval by the relevant promotion committees.
- Only Grade 10 members of staff who are paid at the top of the service points (Grade 10, point 61) are eligible for consideration for discretionary points.

2 Weighting of criteria

There will be increasing expectations of contribution to administration and leadership within and beyond the University at the higher grades, as reflected in the weighting to be given to the Service criterion.

It is also recognised that flexibility needs to be provided to take account of different contexts and thus, the criteria elaborated on in the next pages are intended to be applied either through the core or the alternative weightings outlined below. Note that the 'alternative' weighting for the Service element for promotion to Grade 10 reflects the 30% weighting for Service in the ACP for Research & Teaching Staff.

Scheme A	Core weighting		Alternative weighting	
	Teaching & Scholarship	Service	Teaching & Scholarship	Service
Promotion Grade 9 to Grade 10	80	20	70	30
Promotion Grade 10 to Grade 11	70	30	60	40
Promotion Grade 11 to Grade 12	70	30	60	40

3 Criteria

Excellence is expected of all staff and the purpose of the promotions system is to recognise outstanding contributions and celebrate teaching and scholarship achievements. Assessment is based on contributions in teaching and scholarship and service to the University and to the academic community.

All applicants for promotion must show service to the University and/or to the wider academic community and are expected to share and role model the University's values in promoting collegiality and mutual respect.

For clinical academics, performance will also be assessed under the additional heading of clinical activity in their NHS Trust/body role.

3.1 Teaching & Scholarship criteria

An applicant seeking confirmation in post at Grade 9 or (subsequent) promotion on the Teaching and Scholarship career path is required to show consistent and sustained excellence in **providing high-quality education that benefits from and engages with Cambridge's research-rich environment** and engagement in scholarship of relevance to their discipline. At this level a contribution to postgraduate as well as undergraduate education is desirable. It is recognised that effective contributions may differ between disciplines and that an applicant's contribution is therefore to be assessed in the context of their Department/Faculty's expectations, including the local workload model where applicable. Evidence from relevant College teaching could also be used to demonstrate the individual's wider contribution to Teaching & Scholarship.

3.2 Service criterion

An applicant seeking confirmation in post or subsequent promotion on the Teaching & Scholarship career path is required to show an **effective service contribution**. University members are expected to demonstrate and promote collegiality by nurturing a culture of mutual respect. The University recognises that people may contribute in different ways at different times and that as individuals become more senior they may be asked to take on more commitments that are external to the University. Nevertheless the University normally expects applicants to demonstrate some degree of service contribution that is internal to the University. Evidence of contributions in College may also be recognised as contributing service to the wider University.

3.3 Additional expectations for promotion to Grades 11 and 12

Progression to Grade 11 and Grade 12 involves a **broadening** of the contribution to education from excellence in teaching practice, to an **increasingly significant contribution** to the **organisation and management** of departmental education and student support activity, leadership in educational transformation (including curricula and assessment, pedagogy and innovative use of technology enhanced learning), research relevant to subject knowledge in the discipline and/or of relevance to education in the discipline; and **strategic involvement** in education matters at Faculty/Department and University wide level.

A **national/international reputation** would be expected for promotion to Grade 11 or Grade 12.

4 Grade 9 probation

The table below contains the Teaching & Scholarship and Service criteria for confirmation in post following successful completion of probation at Grade 9. Applicants for promotion will need to evidence sustained excellence in relation to these criteria. *(Note that these criteria are the same as those provided for promotion from Grade 8 to Grade 9 within Scheme B.)*

		Successful completion of probation at Grade 9
Requirements	T&S:S:	At least 3 Yes
Teaching & Scholarship	1.	Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging
	2.	An effective contribution to curriculum development and enhancement, where appropriate informed by scholarship
	3.	A track record of effective scholarship in the discipline and/or related to best practice in teaching, learning and assessment
	4.	Effective participation in strategic or developmental initiatives at disciplinary, Faculty or University levels
Service to the University and the academic community		An effective contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.

For clinical academics, performance will also be assessed under the additional heading of clinical activity in their NHS Trust/body role.

5 Criteria for the awarding of discretionary points at Grade 10

This scheme provides for contribution increments to be awarded for significant and sustained contributions to individuals at the top of Grade 10.

The assessment of contribution by the Grade 10 staff member should be clearly related to the institution's strategic plans and should recognise the individual's achievement in teaching and general service to the community which is likely to contribute to the future academic success of the University.

Contribution increments may be awarded to applicants who can demonstrate:

- **Outstanding and sustained excellence in teaching and scholarship**
- and
- **Outstanding and sustained service and contributions to the University and the academic community beyond the University.**

For clinical academics, performance will also be assessed under the additional heading of clinical activity in their NHS Trust/body role.

Applicants are also expected to demonstrate the University's values of collegiality and mutual respect, and role model these positive standards. Evidence should be provided, with reference to the Teaching & Scholarship and Service criteria for a Grade 10 outlined in Section 6 below.

If a candidate is successful, this level of contribution then becomes the normal expectation in the role. Therefore, the same evidence will not attract additional contribution rewards in future.

It would not normally be expected that an application for increments from the same Grade 10 candidate is made in two successive Contribution Reward Scheme exercises. However, if one increment has been awarded in a previous exercise, an application can be made for an additional increment in a subsequent CRS exercise.

6 Criteria for promotion to Grades 10, 11 and 12

The table below contains the Teaching & Scholarship and Service criteria for promotion from Grades 9 to 10, 10 to 11 and 11 to 12, specifying how many need to be evidenced, in accordance with the weightings outlined in Section 2.

Applicants for promotion will need to evidence sustained excellence in relation to these criteria.

Applicants appointed at Grade 9 who have been confirmed in post following a successful probationary period will need to evidence the contribution made since the end of their probationary period when applying for promotion to Grade 10.

Applicants who have already been successfully promoted (e.g. from Grade 8 to Grade 9, in accordance with Scheme B) and are now seeking promotion to Grade 10, will need to evidence the contribution made since their previous promotion and which builds on previous contribution.

		Grade 9 to Grade 10	Grade 10 to Grade 11	Grade 11 to Grade 12
Core weighting requirements	T&S: S:	At least 3 (80%) Yes (20%)	At least 3 (70%) Yes (30%)	At least 3 (70%) Yes (30%)
Alternative weighting requirements	T&S: S:	At least 3 (70%) Yes (20%)	At least 3 (60%) Yes (40%)	At least 3 (60%) Yes (40%)
Teaching & Scholarship	1.	Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging	Consistently delivers and leads excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging	
	2.	A significant contribution to curriculum development and enhancement, informed by scholarship	Leadership, organisation and management of education provision with impact on curriculum development and enhancement, informed by scholarship	
	3.	A strong track record of scholarship in the discipline and/or related to enhancement of teaching, learning and assessment	A sustained and strong track record of scholarship in the discipline and/or related to enhancement of teaching, learning and assessment	
	4.	An effective contribution to strategic or developmental initiatives at University level and beyond	Significant contribution to strategic or developmental education initiatives at disciplinary, Faculty, University, sector and national/international levels	Effective leadership of strategic or developmental education initiatives at University, national or international levels
Service to the University and academic community		A consistent effective contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.	A significant contribution of service to the University and to the academic community beyond the University. Promotes collegiality and engenders a culture of mutual respect.	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.

For clinical academics, performance will also be assessed under the additional heading of clinical activity in their NHS Trust/body role.

Annex

Example indicators of excellence and impact

Examples are provided below of the kinds of indicators of excellence which candidates may wish to evidence in their application. It is important for all applicants to note that **these examples are suggestive in nature and non-exhaustive; not all the indicators will be relevant to all applicants, contexts or disciplines.**

The onus is on the applicant to evidence their contribution according to the criteria above, as relevant to their current role (for probationary Grade 9 cases) or to the stage of promotion being sought. Applicants for promotion should demonstrate how this contribution goes above and beyond the expectations of their role at the current grade of employment. Reference can be made to the candidate's role profile or to generic Academic Teaching & Scholarship role profiles for the relevant grade. Evidence of an increasing level of responsibility/leadership is expected to be evidenced, the higher the level of promotion being sought. A contribution at national/international level and a national/international reputation are expected for promotion to Grades 11 and 12.

Beyond the applicant's own teaching reflection is also invited on the role they themselves have played in any developments, initiatives, projects, committees (etc.) and the impact of this contribution on students / the wider discipline / Department / Faculty and/or on the work of their colleagues.

The example indicators of excellence and impact below have been clustered around generic criterion headings. Reference will need to be made to the criterion descriptor for the appropriate level specified in Section 6.

A.1 Example indicators in relation to Teaching and Scholarship criteria

1: Delivery of excellent research-informed and intellectually challenging teaching	
Examples of indicators of excellence and impact	
<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	<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 of 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

In addition, for promotion to Grades 11 and 12	
<ul style="list-style-type: none"> • 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"> • 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.

2: Contribution to curriculum development and enhancement	
Examples of indicators of excellence and impact	
<ul style="list-style-type: none"> • (Leadership) of revision and updating of course content, ensuring it is research-informed • (Leadership in) development, revision and updating 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 	<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 • Proactive (leading) compliance with quality assurance regulations and any accreditation requirements • (Leadership) in embedding of practice-oriented perspectives developed in professional contexts into taught provision • Significant (leading) contribution to interdisciplinary initiatives
In addition, for promotion to Grades 11 and 12	
<ul style="list-style-type: none"> • 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"> • 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 (national and international) with evidence of impact • Leadership of / participation in national/international curriculum reform or accreditation review

3: Track record of scholarship in the discipline and/or related to enhancement of teaching, learning and assessment

Examples of indicators of excellence and impact

<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/text books) which enhance knowledge in the discipline and/or are exploited in teaching of the discipline 	<ul style="list-style-type: none"> • Dissemination of scholarship in the subject and/or teaching and learning case studies / action research in conference/workshop presentations; • Invitations to speak at conferences/deliver keynotes based on reputation in the field. • Publications record in relevant journals, books or edited collections evidencing scholarship in / about the discipline • Roles as editor/peer reviewer. • Press coverage of the applicant’s scholarship or activities • Contributions in a variety of media on strategic issues related to teaching and learning of the discipline, or in relation to public understanding of the discipline • Impactful engagement with professional practice contexts in the development of teaching/course design & content. • An evidence-based influence on best practice in a professional context relevant to the applicant’s discipline. • Achievement of qualifications / professional accreditation as relevant (e.g. Senior/Principal Fellowship of HEA; Membership/Fellowship of relevant professional body; MEd; EdD; PGCHE)
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In addition, for promotion to Grades 11 and 12

<ul style="list-style-type: none"> • 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"> • 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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4: Contribution to strategic or developmental initiatives**Examples of indicators of excellence and impact**

<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) contribution to the development and delivery of Department, Faculty and/or College activities which promote diversity, inclusion, widening participation and/or internationalisation • (Leading) development and delivery of initiatives related to employability 	<ul style="list-style-type: none"> • (Leading) contribution to strategic initiatives related to the discipline/subject area in collaboration with other HE and/or non-HE institutions • (Leading) 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
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In addition, for promotion to Grades 11 and 12

<ul style="list-style-type: none"> • 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"> • 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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A.2 Example indicators in relation to Service criterion

Service to the University and wider academic community	
Examples of indicators of excellence and impact	
<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) contribution to equality, diversity, 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 	<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 of 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 • For clinical academics, performance will also be assessed under the additional heading of clinical activity
In addition, for promotion to Grades 11 and 12	
<ul style="list-style-type: none"> • Effective in a senior leadership or administrative role in 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"> • 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