

Academic Career Pathways (Teaching & Scholarship)

Assessment Criteria for Promotion
to Grades 7 to 9

2025-26

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Assessment Criteria

This section sets out the promotion criteria for the ACP T&S processes, which apply to all academic (teaching & scholarship) employees. The Assessment Criteria for each academic office/post are given below together with generic Indicators of Excellence.

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

- **Teaching:** Account may be taken from previous academic employment in the University and/or College(s), whether engaged as an employee or a worker at the University, in relation to teaching but not from institutions external to the University.
- **Scholarship:** Account may be taken of evidence in relation to scholarship, regardless of where it has been undertaken.
- **Service:** Evidence of contribution to the applicant's subject other than in teaching and scholarship may also include contributions made outside the University.

The generic 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 committees section (in particular Overarching Considerations) in this guidance for more guidance on the approach that committees are expected to take in evaluating evidence.

The General Board has the discretion to make changes to the weighting, thresholds, score range, or any other element of the scoring methodology that it deems necessary.

The Assessment Criteria and Indicators of Excellence are set out as two separate schemes below:

- Scheme A for those on Grade 9 and above;
- Scheme B for those on Grades 6 to 8, including criteria for promotion to Grade 9.

Scheme B

Scheme B is for Senior Teaching Associates and Teaching Associates on Grades 6, 7 and 8. Academic (teaching & scholarship) staff on Grades 9 and above are catered for by Scheme A.

Scheme B provides a mechanism for promotion to a higher grade:

- Recognising a contribution which goes above and beyond the breadth and depth of the underlying role, in respect of excellence in Teaching & Scholarship and, where relevant, Service.

B1.0 Criteria

Excellence is expected of all employees 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 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.

B1.1 Teaching & Scholarship Criteria

An applicant seeking 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. 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.

Any research conducted by the applicants and referenced in their applications should be considered as evidence of their scholarship.

B1.2 Service Criterion

An applicant seeking promotion on the Teaching & Scholarship career pathway is required to show an effective service contribution. [Note that this is not a compulsory requirement for promotion to Grade 7 unless the alternative weighting outlined below is being used.] 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.

B1.4 Criteria for Promotion to Grades 7, 8 and 9

The table below contains both the Teaching & Scholarship and Service criteria, specifying how many need to be evidenced, and outlining the weightings which are explained further in the section on performance descriptors and scoring below.

- Academic teaching & scholarship staff are expected to contribute significantly to excellence in teaching, learning and assessment and it is therefore expected that all will evidence fulfilment of T&S criteria 1 and 2 as well as 3 and/or 4.
- Applicants for promotion will evidence how their contribution under these criteria goes above and beyond the expectations of their role.
- Applicants who have already been successfully promoted and are now seeking promotion to the next grade will need to evidence the contribution made since their previous promotion and which builds on previous contribution.

SCHEME B CRITERIA				
		Grade 7	Grade 8	Grade 9
Core weighting requirements:	T&S: Service:	All (100%) No (0%)	At least three (90%) Yes (10%)	At least three (80%) Yes (20%)
Alternative weighting requirements:	T&S: Service:	At least three (90%) Yes (10%)	At least three (80%) Yes (20%)	At least three (70%) Yes (30%)
Teaching and Scholarship	1	Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging	Consistently delivers excellent teaching that benefits from and engages with Cambridge's research-rich environment and is intellectually challenging, and plays an important role in, and influences teaching activity	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
	2	An effective contribution to curriculum development and enhancement	An effective and influential contribution to curriculum development and enhancement	An effective and influential contribution to curriculum development and enhancement, where appropriate informed by scholarship
	3	Scholarly engagement with the development of good practice in teaching and learning	Evidence of scholarship in the discipline and/or related to the development of good practice in teaching and learning	A track record of effective scholarship in the discipline and/or related to the development and dissemination of good practice in teaching and learning

	4	Effective participation in strategic or developmental initiatives at disciplinary, Faculty or University levels	
Service to the Academic University		A contribution of service to the University. Promotes collegiality and engenders a culture of mutual respect	An effective contribution of service to the University. Promotes collegiality and engenders a culture of mutual respect

B2.0 Example Indicators of Excellence and Impact

Examples are provided below of the kinds of Indicators of Excellence which applicants 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 the stage of promotion being sought, and to 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 applicant's role profile or to [generic Academic \(Teaching & Scholarship\) role profiles](#) for the relevant grade. Evidence of an increasing level of responsibility will be expected, the higher the level of promotion being sought.

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 under generic criterion headings. Reference will need to be made to the criterion descriptor for the appropriate level specified in Section 4.

B2.1: Example Indicators in relation to Teaching and Scholarship Criteria

CRITERION 1: Delivery of excellent research-informed and intellectually challenging teaching	
<i>Generic Indicators of Excellence and/or impact</i>	
<ul style="list-style-type: none"> • Provision of teaching, assessment and feedback that foster student engagement and independent learning • Successful introduction of innovative methods into own teaching and assessment practices • Demonstrable contribution to excellent programme outcomes and levels of student progression and completion • Effective 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 • Clinical applicants would be expected to be teaching clinical students in a variety of settings, for example on wards, in clinic, in outpatients. They may also be teaching more broadly across the clinical curriculum, for example, in communication skills or professionalism, and would be expected to be involved in the creation and/or delivery of assessments 	<ul style="list-style-type: none"> • It would be appropriate to include as evidence of excellence, the creation of innovative or enhanced electronic learning resources, or the introduction of new technology to enhance learning/course delivery • Positive peer and/or student reviews of self-generated learning resources or materials • Sustained excellent feedback from external examiners/assessors • 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 • Evidence of role-modelling good teaching and learning practice to others • Successful outcomes from supervision of undergraduate and/or graduate projects or dissertations

CRITERION 2: Contribution to curriculum development and enhancement
Generic Indicators of Excellence and/or impact

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| <ul style="list-style-type: none"> • Revision and updating of course content, ensuring it is research-informed • Revision of course design ensuring the application appropriate teaching techniques and materials that embed the latest educational ideas and methods, including but not limited to the use of digital technologies • Contribution to the design and content of assessment tools (including exams) • 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"> • Evidence of the 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 • Proactive compliance with quality standards, regulations and any accreditation requirements. • Revision of assessment methods informed by best practice • Embedding of practice-oriented perspectives developed in professional contexts into taught provision • Contribution to multidisciplinary initiatives |
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CRITERION 3: Scholarship in the discipline and/or related to the development of good practice in teaching and learning

Generic Indicators of Excellence and/or impact

- Sustained engagement in CPD activities with demonstrable impact on own practice
- Delivery of CPD and other forms of professional training to peers
- Sharing of good practice at disciplinary or multidisciplinary levels, including contributions to Teaching & Learning webpages, blogs, social media etc
- Exchange of teaching experiences and ideas with colleagues and the wider higher education community
- External recognition of excellent teaching, invitations to join working groups/ projects etc., keynote speeches, etc.
- Effective participation in external working groups/projects etc
- Engagement in scholarly activity which demonstrably enhances subject knowledge and/or curricula
- Development of open educational resources which are adopted within and beyond the Department/Faculty
- Contribution to publications (including books/textbooks) which enhance knowledge in the discipline and/or are used in teaching of the discipline
- Dissemination of scholarship in the subject and/or teaching and learning case studies / action research in conference/workshop presentations
- Dissemination of the outcomes of own scholarship through publications in relevant journals/edited collections
- Other contributions to relevant peer reviewed publications (e.g. as reviewer)
- Effective engagement with professional practice contexts in the development of own teaching
- Influence on the development of best practice in a professional context relevant to the applicant's discipline.
- Achievement of qualifications / professional accreditation as relevant (e.g. Fellowship of HEA; Membership/Fellowship of relevant professional body; MED; PGCHE)

CRITERION 4: Participation in strategic or developmental initiatives

Generic Indicators of Excellence and/or impact

- 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
- Contribution to Department, Faculty or College activities which promote diversity, inclusion, widening participation and/or internationalisation
- Contribution to employability initiatives
- Participation in strategic initiatives related to the discipline/subject area with other HE and/or non-HE institutions
- Participation in collaborative partnerships for the development of excellence in Teaching, Learning and Assessment
- Contribution to public engagement initiatives related to the study of the discipline
- Success in securing funding for teaching and learning development/innovation projects
- Significant contribution to the discipline within a College context

B2.2: Example Indicators in relation to service contribution

CRITERION: Service to the University and wider academic community	
<i>Generic Indicators of Excellence and/or impact</i>	
<ul style="list-style-type: none"> • Service on committees / working groups at Departmental/Faculty level • Convening of informal groups or networks • Administrative contribution to equality, diversity and inclusion activity • Active contribution to the development of widening participation and/or other outreach activity • Engagement in cross-disciplinary collaboration and knowledge sharing 	<ul style="list-style-type: none"> • Positive role model, promoting the University's value of mutual respect • Successful coaching, mentoring or supervision of other staff • Engagement in peer review activity as a reviewer • Engagement with strategic partnerships (e.g. industry, trusts and foundations, philanthropic donors) • Supporting the work of other HEIs (e.g. external examining)

