

Leadership in Education and Awards Programme (LEAP)

Programme Handbook



**Associate
Fellowship**
(AFHEA or D1)



Fellowship
(FHEA or D2)



**Senior
Fellowship**
(SFHEA or D3)



**Principal
Fellowship**
(PFHEA or D4)

LEAP: your path to professional recognition for
teaching and learning

Delivered by the University of Manchester Institute for Teaching and Learning (UMITL).

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Introduction and aims of the programme

Welcome to the University of Manchester's [Leadership in Education Awards Programme \(LEAP\)](#).

The programme aims to enable and support you in evidencing your teaching and learning excellence and is an opportunity for you to have your professional experience recognised and to receive a formal, national qualification. The programme also supports the University in achieving its ambitions set out in the [`Our Future`](#) vision and strategic plan, core goal [`teaching and learning`](#). In addition, participation in this programme will enable you to connect with colleagues from across the University, to share good practice and will support you in developing as an educator in higher education.

The LEAP reflects the University's commitment to supporting your professional development, providing a range of opportunities for you to enhance and support your work in teaching and learning and brings together academic and PS staff and students involved in teaching and learning at the University. The programme is administered by the [Institute for Teaching and Learning \(ITL\)](#) and is accredited by [AdvanceHE](#) (formerly the Higher Education Academy (HEA)). Successful completion of one of the programme pathways will entitle you to hold an [AdvanceHE fellowship](#) as an alternative to applying directly to AdvanceHE. The programme is free and is open to all staff and registered students who teach and/or support learning at the University of Manchester.

LEAP offers pathways for all four levels of AdvanceHE fellowship (also known as descriptors). Each pathway will require you to demonstrate and evidence how you have engaged with the [UK Professional Standards Framework \(UKPSF\)](#) (the national framework for teaching and learning) and met the AdvanceHE descriptor requirements. The four levels of fellowship (or descriptors) are **Associate Fellow, Fellow, Senior Fellow** and **Principal Fellow**.

Benefits of gaining a fellowship:

- It provides national recognition of your commitment to professionalism in teaching and learning in higher education.
- It demonstrates that your practice is aligned with sector expectations and standards (the UKPSF).
- It is a portable asset that has UK-wide relevance and is increasingly recognised by higher and further education institutions globally.
- Evidence collected can support your application for promotion and career development.

LEAP Team

Prof Judy Williams PFHEA NTF	Associate Vice President (Teaching, Learning and Students) Director (Institute of Teaching and Learning) University academic lead for LEAP Chair in Academic Enhancement Principal Fellow and National Teaching Fellow of AdvanceHE
Dr Stephanie Woolham	LEAP Administrator Fellow of AdvanceHE
Holly Dewsnip	Teaching and Learning Coordinator (Academic development) Associate Fellow of AdvanceHE
Dr Chrissi Nerantzi PFHEA NTF	LEAP External Examiner Principal Lecturer Academic CPD

University Teaching Academy (UTA)
Manchester Metropolitan University

See also [Faculty academic leads and School LEAP champion's network.](#)

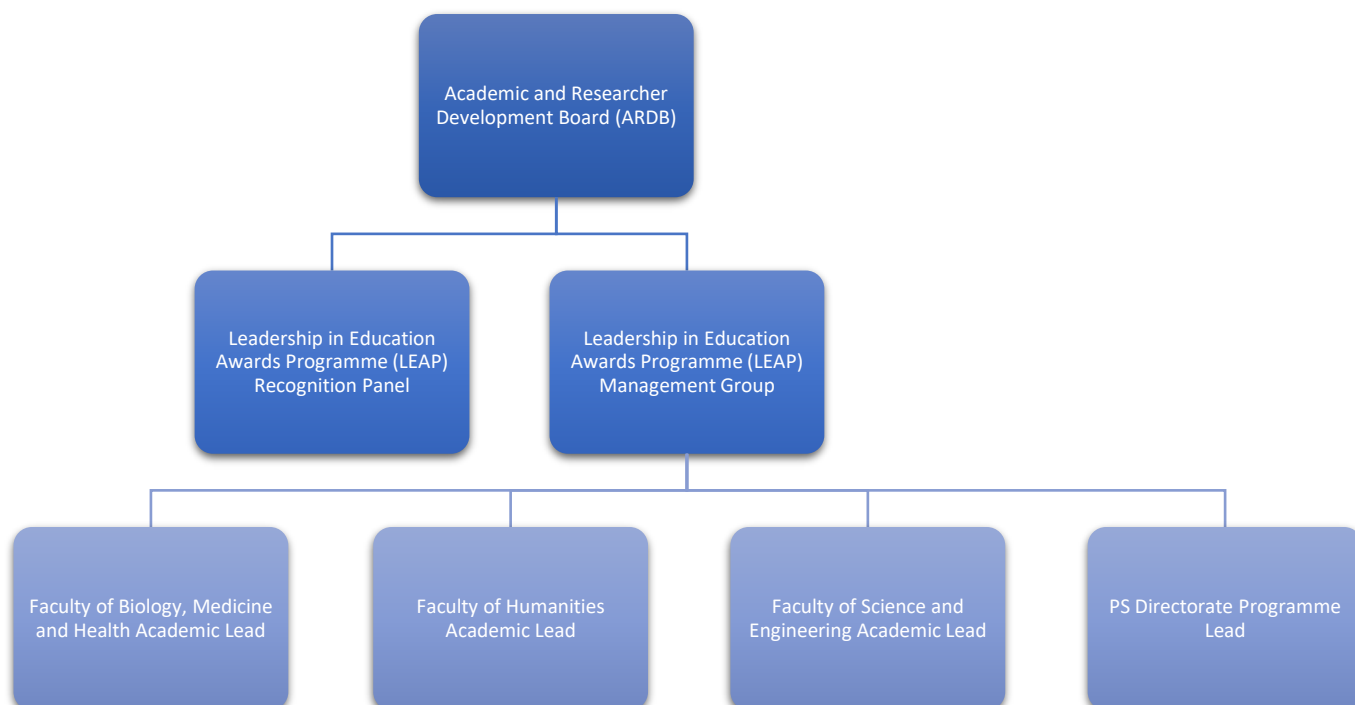
Contact details

LEAP (Leadership in Education Awards Programme)
Institute of Teaching and Learning, Teaching, Learning and Student Development
John Owens Building, The University of Manchester
Oxford Road, Manchester
M13 9PL

Email: leap.cpd@manchester.ac.uk

University Governance of the LEAP Programme

The LEAP is delivered by the Institute of Teaching and Learning and is overseen by the University LEAP Management Group. This group is chaired by the Director of the Institute of Teaching and Learning and comprises the Faculty Academic Leads for LEAP, the University Director of Teaching, Learning and Student Development and the LEAP administrative team. The LEAP Management Group reports to the Academic and Researcher Development Board (ARDB) chaired by the Vice President. The ARDB has strategic oversight of all University programmes accredited by Advance-HE and has strategic oversight of the framework for the professional development of all staff involved in the design and delivery of teaching and research and taking into account all aspects of activity in the University.



Programme evaluation

The programme is evaluated at two levels. After completing the programme, you will be asked to complete an overall programme questionnaire allowing you to reflect on the effectiveness of the

support provided by LEAP. This will enable the programme team to continually improve the programme to ensure that we are providing the best possible support for participants. This feedback, along with the informal feedback provided, will be reviewed three times each academic year by the LEAP recognition panel and the LEAP management group. Any urgent issues identified will be reviewed and acted upon immediately.

The programme as a whole is evaluated once per year by the LEAP Management Group and the learner pass rate, satisfaction ratings and panel/group members' views of how well the programme is meeting its intended learning outcomes is reviewed. The LEAP Management Group also compiles an annual report for the University's Academic and Researcher Development Board (ARDB) and completes an annual review as part of the AdvanceHE national review of accredited CPD schemes.

The UK Professional Standards Framework (UKPSF)

The [UK Professional Standards Framework \(UKPSF\)](#) was developed by the higher education sector to provide a set of professional standards for those involved in teaching and supporting learning in higher education. It is the nationally recognised framework for teaching and learning. The framework is also internationally-recognised and aims to:

1. Support the initial and continuing professional development of those engaged in teaching and supporting learning.
2. Foster dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings.
3. Demonstrate to stakeholders the professionalism that staff and institutions bring to teaching and support for learning.
4. Acknowledge the variety and quality of teaching, learning and assessment practices that support and underpin learning.
5. Facilitate individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities.

The framework has been written in a way that acknowledges the diverse range of teaching and learning support roles and environments within higher education and these are reflected in the **‘Dimensions of Professional Practice’** outlined in the UKPSF. The **‘Dimensions of Professional Practice’** captures the common **areas of activity** undertaken by educators and professional services staff and links them to the **core knowledge** and **professional values** that underpin them. The **‘Dimensions of Professional Practice’** are also described as the **UKPSF criteria**.

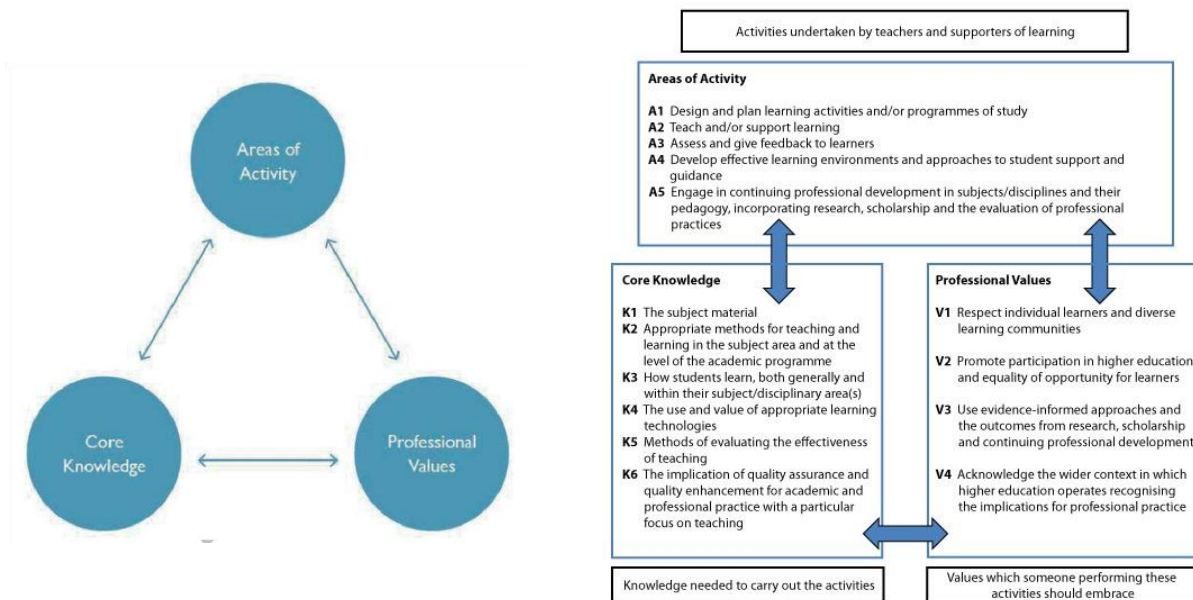


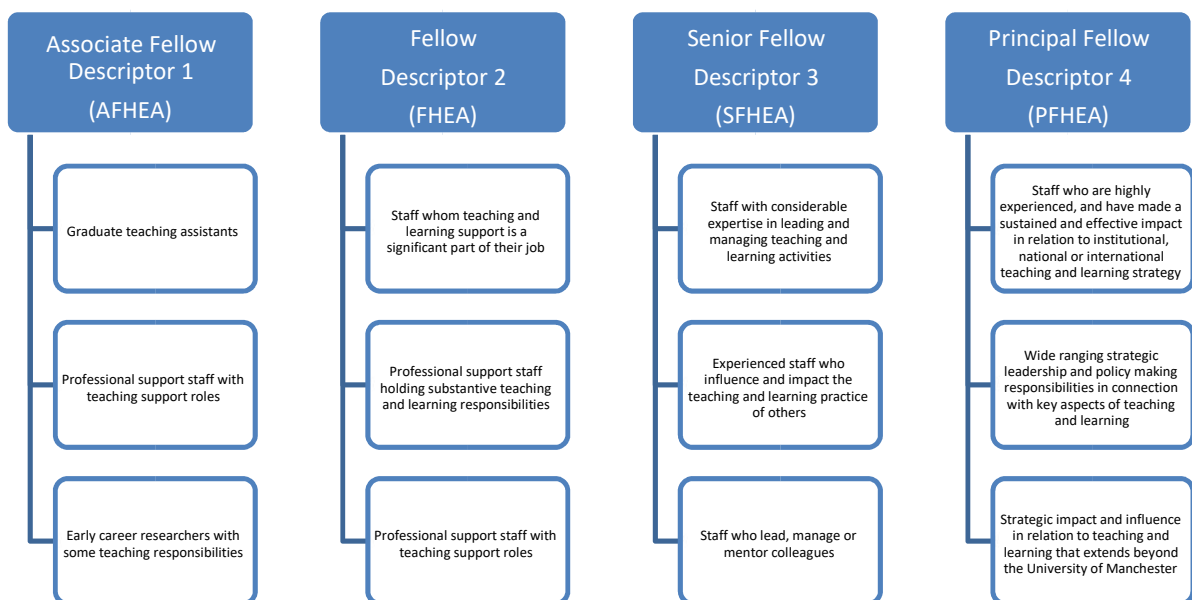
Figure 1: UKPSF Dimensions of Professional Practice (or the UKPSF criteria).

Descriptors of the UKPSF

The framework has four descriptors that describe differing levels of experience or engagement with teaching and/or supporting learning. Each of these descriptors is equivalent to a level of AdvanceHE fellowship and the extent to which an individual engages with the **‘Dimensions of Professional Practice’** is considered as part of each descriptor. The four levels of fellowship (or descriptors) are:

- **Associate Fellow (AFHEA or Descriptor 1)** - for those new to teaching, support staff or those who support teaching and learning as a relatively minor part of their role.
- **Fellow (FHEA or Descriptor 2)** - if you have teaching and learning as part of your job role or a more substantive involvement in teaching and/or supporting learning.
- **Senior Fellow (SFHEA or Descriptor 3)** - for those with a significant teaching leadership role and who can demonstrate their impact and wider sphere of influence on professional practice beyond their own teaching and learning.
- **Principal Fellow (PFHEA or Descriptor 4)** - for those who have acquired the relevant strategic level experience and are able to demonstrate impact at an institutional, national or international level outside of their area of expertise and a wider commitment to academic practice and leadership in teaching and learning.

The descriptors are not role specific and focus more on level of experience and engagement with teaching and/or supporting learning however, examples of how a role or responsibilities may align to a descriptor are included below as a guide.



Participation

Eligibility

LEAP is free and is open to all staff and registered students who teach and/or support learning at the University of Manchester. Participants must hold an active University of Manchester email address at the time they receive their AdvanceHE fellowship (see page 20 – LEAP Assessment Process).

Similarly, participants from partner organisations (e.g. employed by partner NHS trusts) who are registered on the programme must have access to the appropriate associated email address (e.g. @nhs.net).

There is no cost incurred to you or your School/Faculty/organisation if you choose to register on the programme or for accessing the programme support as long as you have the appropriate contractual arrangements with the University (i.e. you or your employer has a contractual arrangement and/or memorandum of understanding with the University of Manchester e.g. partner organisations). If you are unsure please contact the LEAP Administrator to discuss your situation further (see page 4 - Contact details).

Prior to applying for a place on the LEAP, we recommend that you discuss your engagement with the programme with your line manager or peers to ensure that the programme is an appropriate development opportunity for you.

Registering for LEAP

To register on the programme, applicants should complete the online application form available on the [LEAP website](#). Applicants will receive confirmation of their place on the programme via email.

When applying for the programme, applicants are asked to provide some personal details (e.g. name, job role, University email address), to confirm the level of fellowship they wish to apply for and to confirm that they have read and understood the terms and conditions of the programme (see page 9 – Terms and conditions). Applicants do not need to provide a CV or statement about their teaching experience.

Once you have registered on LEAP you will retain your place for two years. After two years your registration on the programme will expire and you will need to re-register on the programme at the next available date.

Applicants registering on a bespoke cohort of the programme (e.g. LEAP for Graduate Teaching Assistants, LEAP for NHS, LEAP for PASS and Peer Mentors) should follow the guidance provided by the relevant cohort lead in relation to registration and the length of time that they can be expected to retain their place on the cohort.

Choosing the right fellowship level

There are a number of ways to help you to determine which fellowship level is the most appropriate for you:

- [Attend a LEAP information session](#) – find out more about the different fellowship levels and explore the UKPSF in more detail.
- [Use the AdvanceHE Fellowship Category Tool](#) - designed by AdvanceHE to assist you in selecting the most appropriate level of fellowship based on your current practice. This self-analysis tool consists of a set of statements that are aligned to the UKPSF and will ask about your professional activities in teaching and/or supporting learning in higher education.

- Discuss your experience with your line manager or supervisor, divisional/departmental lead, Head of School or Director of Teaching and Learning, your [local LEAP champion](#) or the LEAP team (see page 4 - contact details).

If, after starting the programme, you wish to transfer on to a different LEAP pathway, please contact the LEAP team as soon as is possible.

Terms and conditions

To ensure the continued success of the programme, all applicants are required to support the programme for a period of twelve months after they receive their fellowship award. These expectations are set out as in the terms and conditions. Applicants should read the terms and conditions of the programme before submitting an application for a place. By applying for a place on the programme, applicants indicate that they have read and agreed to the following:

- To create a testimonial of their best practice in teaching and learning in one of the following formats:
 - A 250-word (maximum) word reflection;
 - A video recording, either as a 'talking head' or podcast (with slides if preferred).
- To act as a mentor and/or assessor for a period of twelve months post-award, to support other colleagues and their own continuing professional development.

Support available on LEAP

LEAP has been developed to foster the growth and development of a strong teaching and learning community. As part of a fellowship pathway you will have access to a wide range of support including workshops, online resources, peer support and mentorship. This support is designed to help you plan, write and submit your LEAP application and to help you reflect on your achievements in teaching and learning.

Engaging with the support available from the LEAP is optional. However, we recommend that all participants engage with **at least one form of support** from the programme as our evidence shows that those who do are more likely to pass and receive their fellowship on their first submission.

Online resources

Once you have registered on LEAP, you will be given access to the online learning resource developed for the relevant LEAP pathway. This resource will guide you through all aspects of your fellowship application and will:

- Discuss the dimensions and criteria of the UKPSF and help you to map these against your own professional practice;
- Enable you to identify suitable case studies that highlight your impact and wider sphere of influence;
- Explore the key elements of reflective practice and support you to embed reflective practice into your LEAP application and teaching practice;
- Outline the different assessments routes available to you and the documentation that you need to complete for your fellowship application including guidance on selecting your referees and access to downloadable templates;
- Explain what happens to your application after submitting your application including timelines and assessment procedures;
- Signpost you to further resources and sources of support.

The online learning element of the programme is available through [Blackboard](#) and you will be able to work through the resources at your own pace, accessing them at any time whilst you are registered on the programme.

NHS colleagues registered on the programme will access these resources through [Canvas](#) online learning platform.

If you have registered on the LEAP and are unable to access the LEAP online learning resource, please get in touch with the LEAP Administrator as soon as possible (see page 4 - Contact details).

Workshops

To support you in producing your LEAP application, you will be given the opportunity to attend a LEAP pathway workshop. These workshops are designed for the level of fellowship for which you are also applying. During the workshop you will:

- Explore the criteria of the UKPSF in more detail and be given the opportunity to apply the dimensions of the UKPSF to your own professional practice;
- Gain an understanding of the application requirements including guidance on:
 - how to choose suitable referees to support your application,
 - how to identify effective case studies and to frame your application,

- how to complete the mapping exercise and advice on how to produce your portfolio or presentation.
- Be introduced to models of reflective practise, discuss how to demonstrate reflective practise in your LEAP application (and how to embed reflective practise in to your teaching and learning practise more broadly).
- Meet with other colleagues who are applying for the same level of fellowship.
- For Senior and Principal Fellowship, you will also explore how to evidence your impact and influence in the broader context of teaching and learning effectively.

The workshops are underpinned by the materials available in the LEAP online learning resource. Attendance is not compulsory but highly recommended.

Peer support groups

Throughout your time on the programme, you are given the opportunity to engage with other participants on the programme as peer support groups. Peer-to-peer support groups will be allocated after the workshop sessions to enable you to continue working with peers who are undertaking the same fellowship pathway.

It is also recommended that you keep in touch with other peers and colleagues in your local areas who are also applying for fellowship an informal peer support group. Maintaining and engaging with formal and informal peer support groups is a great way to help you keep on track with your application and is an opportunity to build your networks across the University.

LEAP community

All LEAP participants are also invited to join the [LEAP Yammer group](#). This online discussion group provides participants with an opportunity to share and discuss ideas with other peers beyond their immediate peer support group and to ask questions of and seek support from the wider LEAP community. The group is moderated by the LEAP Administrator and is also an important communication channel to liaise with participants and to facilitate networking and the sharing of good practice within the LEAP community. Engagement with Yammer is encouraged but is not compulsory and will not form part of the assessment for the programme.

LEAP mentors

LEAP mentors are colleagues who hold an AdvanceHE fellowship. LEAP mentors are trained by the LEAP team and are often LEAP alumni themselves. The role of a LEAP mentor is to provide feedback on one complete draft of your LEAP application and is a voluntary role. LEAP mentors are allocated by the LEAP Administrator and will hold at least the equivalent level of fellowship for which you are applying.

To receive mentorship support, **you must request a LEAP mentor** by contacting the LEAP administrator **at least six weeks prior to the LEAP application deadline** you are applying to ensure that there is sufficient time to provide feedback and enable you to make any changes. Details of all upcoming deadlines and the required application documents are available on the LEAP website – deadlines and submission page – and are kept up-to-date online.

- [For more information about upcoming LEAP deadlines](#)

Assessment

To achieve AdvanceHE fellowship, applicants must submit a reflective account of their teaching and learning practise. The account must evidence against the descriptors for the level of fellowship and the relevant criteria of the UKPSF (see page 12 - Assessment criteria). There are two different assessment routes available for all four fellowship pathways (see page 17 - written portfolio – or see page 18 - presentation).

Prior to starting your application, you may find it useful to review the LEAP assessor forms (see page 28 – Assessor Forms) and to take a look at the mapping exercise (see page 19 – Mapping exercise).

Assessment criteria

Associate Fellow (AFHEA or D1)

Applications for Associate Fellow should demonstrate how you meet all the descriptor one (D1) criteria, evidencing engagement with some of the dimensions of practice of the UKPSF. The D1 criteria are:

Criteria	Pass
D1.1: Successful engagement with at least two of the five Areas of Activity	Applicant successfully demonstrates an understanding of and engagement with any two areas of activity (see page 6 - The UK Professional Standards Framework).
D1.2: Successful engagement in appropriate teaching and practices related to these Areas of Activity	Applicant demonstrates reflective practice that highlights the decision to engage in particular teaching practices and the impact of the practice on their and their learner experiences.
D1.3: Appropriate Core Knowledge and understanding of at least K1 and K2	Applicant successfully demonstrates an understanding of and engagement with core knowledge K1 and K2 of the UKPSF (see page 6 - The UK Professional Standards Framework).
D1.4: A commitment to appropriate Professional Values in facilitating others' learning	Applicant successfully demonstrates an understanding of and engagement with the relevant professional values in the UKPSF (see page 6 - The UK Professional Standards Framework).
D1.5: Relevant professional practices, subject and pedagogic research and/ or scholarship within the above activities	Applicant successfully demonstrates that they have engaged with subject and pedagogic research and/or literature relevant to their teaching practice. Two-four references throughout the portfolio is sufficient for AFHEA.
D1.6: Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities	Applicant successfully demonstrates that they have engaged in appropriate professional development activity related to their teaching and learning practice.

You are able to choose between submitting a written portfolio (maximum 2,000 words) or submitting a pre-recorded presentation (maximum 10 minutes). The assessment criteria are the same for both pathways and assessors will use the same assessment form (see page 28 - Assessor forms).

Applications for Associate Fellow must include:

- A completed [application cover sheet/declaration of academic integrity](#)
- Written portfolio or presentation which includes:
 - An introduction that sets the context for your application and gives a brief career history (i.e. your career journey or about you). This should be a maximum of 500 words or one slide. This helps the assessors to set the context of your current status (and how you have got there) as an educator.
 - Two, reflective case studies that illustrate your achievement and impact against two areas of activity, at least K1 and K2 of the core knowledge and appropriate professional values from the UKPSF as well as engagement with relevant professional development activity. Case studies should also reference relevant subject or pedagogic research and/or scholarship.
- Completed mapping exercise (see page 19 – Mapping exercise)
- Two supporting statements (see page 19 – Supporting statements).

Fellow (FHEA or D2)

Applications for Fellow should demonstrate how you meet all the descriptor two (D2) criteria, evidencing engagement with all dimensions of practice of the UKPSF. The D2 criteria are:

Criteria	Pass
D2.1: Successful engagement across all five Areas of Activity	Applicant successfully demonstrates an understanding of and engagement with all the areas of activity (see page 6 - The UK Professional Standards Framework).
D2.2: Appropriate knowledge and understanding across all aspects of Core Knowledge	Applicant successfully demonstrates an understanding of and engagement with all core knowledge of the UKPSF (see page 6 - The UK Professional Standards Framework).
D2.3: A commitment to all the Professional Values	Applicant successfully demonstrates an understanding of and engagement with all professional values in the UKPSF (see page 6 - The UK Professional Standards Framework).
D2.4: Successful engagement in appropriate teaching practices related to the Areas of Activity	Applicant demonstrates reflective practice that highlights the decision to engage in particular teaching practices and the impact of the practice on their and their learner experiences.
D2.5: Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice	Applicant successfully demonstrates that they have engaged with subject and pedagogic research and/or literature relevant to their teaching practice. Three-five references throughout the portfolio is sufficient for FHEA.
D2.6: Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices	Applicant successfully demonstrates that they have engaged in appropriate professional development activity related to their teaching and learning practice.

You are able to choose between submitting a written portfolio (maximum 3,500 words) or submitting a pre-recorded presentation (maximum 15 minutes). The assessment criteria are the same for both pathways and assessors will use the same assessment form (see page 28 - Assessor forms).

Applications for Fellow must include:

- A completed [application cover sheet/declaration of academic integrity](#)
- Written portfolio or presentation which includes:
 - An introduction that sets the context for your application and gives a brief career history (i.e. your career journey or about you). This should be a maximum of 500 words or one slide. This helps the assessors to set the context of your current status (and how you have got there) as an educator.
 - Two reflective case studies that evidence your experience and impact against all the areas of activity, core knowledge and professional values of the UKPSF. Your case studies should also demonstrate engagement with relevant professional development activity and appropriate subject or pedagogic research and/or scholarship.
- Completed mapping exercise (see page 19 – Mapping exercise)
- Two supporting statements (see page 19 – Supporting statements).

If you have applied for Fellow and the panel do not find sufficient evidence, they can review your application against the Associate Fellowship criteria.

Senior Fellow (SFHEA or D3)

Applications for Senior Fellow should demonstrate how you meet all the descriptor three (D3) criteria, evidencing effective professional engagement with all dimensions of the UKPSF and how you manage teaching beyond your own practice (i.e. a sustained record of effectiveness in coordination, support or mentoring in relation to teaching and learning e.g. how you lead and/or manage specific aspects of teaching and learning and how you support your colleagues or those new to teaching). The D3 criteria are:

Criteria	Pass
D3.1: Successful engagement across all five Areas of Activity	Applicant successfully demonstrates an understanding of and engagement with all the areas of activity (see page 6 - The UK Professional Standards Framework).
D3.2: Appropriate knowledge and understanding across all aspects of Core Knowledge	Applicant successfully demonstrates an understanding of and engagement with all core knowledge of the UKPSF (see page 6 - The UK Professional Standards Framework).
D3.3: A commitment to all the Professional Values	Applicant successfully demonstrates an understanding of and engagement with all professional values in the UKPSF (see page 6 - The UK Professional Standards Framework).
D3.4: Successful engagement in appropriate teaching practices related to the Areas of Activity	Applicant demonstrates reflective practice that highlights the decision to engage in particular teaching practices and the impact of the practice on their and their learner experiences.
D3.5: Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice	Applicant successfully demonstrates that they have engaged with subject and pedagogic research and/or literature relevant to their teaching practice. Six-ten references throughout the portfolio is sufficient for SFHEA.
D3.6: Successful engagement in continuing professional development in relation to	Applicant successfully demonstrates that they have engaged in appropriate professional

teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices	development activity related to their teaching and learning practice.
D3.7: Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning	Applicant successfully demonstrated how they lead and/or manage specific aspects of teaching and learning and specifically how they support colleagues or those new to teaching through dissemination of their practice.

You can choose between submitting a written portfolio (maximum 6,500 words) or submitting a pre-recorded presentation (maximum 20 minutes). The assessment criteria are the same for both pathways and assessors will use the same assessment form (see page 28 - Assessor forms).

Applications for Senior Fellow must include:

- A completed [application cover sheet/declaration of academic integrity](#)
- Written portfolio or presentation which includes:
 - An introduction that sets the context for your application and gives a brief career history (i.e. your career journey or about you). This should be a maximum of 500 words or one slide. This helps the assessors to set the context of your current status (and how you have got there) as an educator.
 - Three reflective case studies that evidence your experience and impact against all the areas of activity, core knowledge and professional values of the UKPSF. **It is highly recommended that one of your case studies be specifically focused on D3.7.** Alternatively, the whole of your application can be written/presented through the lens of D3.7 stating how you are leading or supporting others with their teaching and learning. Your case studies should also demonstrate engagement with relevant professional development activity and appropriate subject or pedagogic research and/or scholarship.
- Completed mapping exercise (see page 19 – Mapping exercise)
- Two supporting statements (see page 19 – Supporting statements).

Principal Fellow (PFHEA or D4)

Applications for PFHEA should demonstrate how you meet all the descriptor four (D4) criteria. We anticipate applications from senior individuals whose role and responsibilities involves teaching and learning at school, faculty, institutional or national and international level. Applicants will be required to demonstrate their record of educational impact and to provide evidence of successful, sustained and effective, strategic leadership which has enhanced teaching and learning in higher education for example, the effective organisational policies that you have developed and your wider commitment to academic practice. Applicants are also expected to champion the UKPSF. Principal Fellow is not necessarily a direct route from Senior Fellow.

The D4 criteria are:

Criteria	Pass
D4.1: Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments	Applicant demonstrates how, through their leadership activities, they use the UKPSF with colleagues to drive positive change.

D4.2: Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/ or (inter)national settings	Applicant demonstrates reflective practice that highlights their approach to strategic leadership, giving examples of theory to underpin and evidence their practice.
D4.3: Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning	Applicant highlights the policies and strategies that they have implemented and evidences the impact these have had for colleagues and learners.
D4.4: Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)	Applicant demonstrates how they have developed their approach to integrating academic practice for colleagues and learners through their leadership.
D4.5: A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices	Applicant successfully demonstrates that they have engaged in appropriate professional development activity related to enhancing their strategic leadership for teaching and learning.

You can choose between submitting a written portfolio (maximum 8,000 words) or submitting a presentation (maximum 30 minutes). Your presentation will be delivered directly to the assessors (either in person or via MS Teams/Zoom) and will be followed by up to 30 minutes of discussion with the assessors. This discussion will enable you to clarify or expand on any areas of your application as required by the assessors. The assessment criteria is the same for both application routes and assessors will use the same assessment form (see page 28 - Assessor forms).

Applications for Principal Fellow must:

- A completed [application cover sheet/declaration of academic integrity](#)
- Written portfolio or presentation which includes:
 - An introduction that sets the context for your application and gives a brief career history (i.e. your career journey or about you). This should be a maximum of 500 words or one-two slides. This helps the assessors to set the context of your current status (and how you have got there) as an educator and leader.
 - Four reflective case studies that are aligned to descriptor four (D4) of the UKPSF and focus on your successful, strategic leadership and could have led to some or all of the following:
 - Enhanced student learning
 - Established effective organisational policies for supporting and promoting others in delivering high quality teaching and support for learning
 - Championing an integrated approach to academic practice.
 - Your application should also demonstrate an active commitment to and championing of all Dimensions of the Framework (see page 6 – The UK Professional Standards Framework) through your work with colleagues and learners, and in institutional developments. This may be within the University of Manchester or wider national or international settings.
- Completed record of educational impact (REI) (see page 19 – Mapping exercise)

- Three supporting statements (see page 19 – Supporting statements – Supporting statements).

Submitting your LEAP application

There are three submission points available each academic year. To submit your application for consideration, please send it to leap.cpd@manchester.ac.uk by 11.59pm on the day of the deadline. Details of all upcoming deadlines and the required documents for all LEAP applications are available on the LEAP website – deadlines and submission page – and will be kept up-to-date online.

- [For more information about upcoming LEAP deadlines.](#)

Details of the required documents and further guidance for each submission route is included below (see page 17 - written portfolio - and see page 18 - presentation).

Written portfolio

Applicants submitting via the written portfolio route must include the following documents in support of their application:

- Completed [LEAP application cover sheet](#). This includes a declaration of academic integrity (see page 23 – Academic integrity – and page 28 - Additional supporting documents).
- Written portfolio. Please note the maximum word count for each level of fellowship. The breakdown of words between your case studies is flexible. We recommend that your introduction is no more than 500 words.

Level of fellowship	Maximum word count
Associate Fellow (D1)	2,000 words
Fellow (D2)	3,500 words
Senior Fellow (D3)	6,500 words
Principal Fellow (D4)	8,000 words

- Please note that assessors will not consider any portfolio that is more than 10% over the maximum word limit. A bibliography, the supporting references and the mapping exercise **will not** be included in the word count.

To help you maximise the word count available to you, it is important that you identify the most appropriate case studies for your application. Guidance on selecting your case studies is available in the online resources and you may also find it useful to discuss your case studies at one of the action learning sets.

- Two signed supporting references (for **Associate Fellow, Fellow and Senior Fellow**). Applicants submitting for **Principal Fellow** should include a third reference from a colleague external to the institution (see page 19 - Supporting statements / references).
- Completed mapping exercise (for Associate Fellow, Fellow or Senior Fellow) or record of educational impact (for Principal Fellow) (see page 19 – Mapping exercise).

Please note that, where possible, all documents should be submitted as a single PDF document. If this is not possible, please do submit your application as planned and advise the LEAP Administrator.

Presentation

Applicants submitting via the presentation route must include the following documents in support of their application:

- Completed [LEAP application cover sheet](#). This includes a declaration of academic integrity (see page 23 – Academic integrity – and page 28 - Additional supporting documents).
- **For Associate Fellow, Fellow and Senior Fellow:** A copy of narrated MS PowerPoint slides with accompanying notes. If submitting in a format other than MS PowerPoint, please provide a copy of or access to the pre-recorded video presentation.

For Principal Fellow: A copy of annotated MS PowerPoint slides.

For each fellowship level, the maximum presentation length is included below.

Level of fellowship	Maximum length
Associate Fellow (D1)	10 minutes (approx.. 5 slides)
Fellow (D2)	15 minutes (approx.. 10 slides)
Senior Fellow (D3)	20 minutes (approx. 15 slides)
Principal Fellow (D4)	30 minutes (approx.. 20 slides)

- Please note that it is important that you **do not go over the allocated time** as the assessors will not consider any information presented after the maximum time limit. If delivering a face-to-face presentation, the assessors will ask that you stop your presentation once the maximum time limit has been reached.
- See page 12 on Assessment criteria, University [Guidance on producing a recorded or narrated presentation](#) and page 19 on `Tips for producing your LEAP presentation for further guidance`.
- Two signed supporting references (for **Associate Fellow, Fellow and Senior Fellow**). Applicants submitting for **Principal Fellow** should include a third reference from a colleague external to the institution (see page 19 - Supporting statements / references).
- Completed mapping exercise (for Associate Fellow, Fellow or Senior Fellow) or record of educational impact (for Principal Fellow) (see page 19 – Mapping exercise).

Applicants can also submit an additional handout to support their presentation if they wish to do so however, this is optional. The handout should be no more than one side of A4.

Please note that, where possible, all supporting documents (supporting statements, mapping exercise, handout) should be submitted as a single PDF document. If this is not possible, please do submit your application as planned and advise the LEAP Administrator. The presentation should be submitted as a separate document/item along with your supporting documents.

Presentations delivered directly to the assessors and any follow up discussion may be recorded for moderation purposes and will not be shared beyond the relevant assessors without your prior consent.

All presentations for Associate Fellow, Fellow or Senior Fellow should be pre-recorded and submitted as a narrated PowerPoint presentation or video file however, to ensure that we have an

inclusive approach to assessment, reasonable adjustments can be made. Please contact the LEAP team at the earliest opportunity prior to submitting your application for additional support (see page 4 – Contact details).

Tips for producing your LEAP presentation

PowerPoint can be an effective way of presenting and delivering your presentation however, below are some tips to help you to prepare an effective LEAP presentation:

- Use a small number of slides per case study (e.g. 1-2 slides for Associate Fellow; 2-4 for Fellow and Senior Fellow; 4-8 for Principal Fellow) per case study so that you have time to properly address and reflect on how you meet the UKPSF in each example.
- At the end of your presentation, use a single slide (up to two slides for Principal Fellow applications) to bring together your main points of discussion and reflection.

For technical support on producing your LEAP application, please see [Guidance on producing a recorded or narrated presentation](#).

Mapping exercise

At **Associate Fellow**, **Fellow** and **Senior Fellow**, the mapping exercise requires you to signpost the LEAP assessors to the pages or slides in your application where you meet specific descriptors or criteria of the UKPSF. Critical reflection is not required as part of the mapping exercise and should only refer to experience detailed in the main body of your application.

You may find that the mapping exercise is a useful starting point for you and your application. The mapping exercise is a helpful tool to get you thinking about your teaching and learning experience and how this maps to the UKPSF. It can be particularly useful when thinking about your case studies and how you might structure or frame these in your application.

Applicants for **Principal Fellow** should complete a Record of Educational Impact (REI) rather than the mapping exercise. The REI should be used to elaborate on elements of your reflective account of practice and to capture the key areas of influence you have had in relation to high quality student learning institutionally and beyond.

To complete the mapping exercise or REI, please download the appropriate template below and include as part of your fellowship application.

1. [Mapping exercise template – Associate Fellow \(D1\)](#)
2. [Mapping exercise template – Fellow \(D2\)](#)
3. [Mapping exercise template – Senior Fellow \(D3\)](#)
4. [Record of educational impact \(REI\) template – Principal Fellow \(D4\)](#)

Supporting statements/references

To support your LEAP application, you will need to provide two (or three for Principal Fellow) written reference statements. The reference statements should authenticate the practice that you have detailed in the body of your application and also highlight how you meet the appropriate areas of the UKPSF. Each reference must be unique, written from first-hand experience of your teaching and learning and refer directly to the UKPSF.

We recommend that you contact potential referees as early as possible to check whether they are willing to write a supporting statement for you. Referees do not need to be senior colleagues, statements can be provided from peers or students if they are willing to provide one for you. You should also provide your referees with a copy (or a draft) of your application and the [LEAP references guidance](#) to help them provide a reference for you.

The number (and reference type, if appropriate) required for each pathway is outlined below:

Associate Fellow	Fellow	Senior Fellow*	Principal Fellow ^A
Two supporting references	Two supporting references	One supporting reference	One supporting reference
		One supporting reference (external to immediate discipline, but can be within the same department)	One reference from someone who holds an Advance HE fellowship/NTF
			One independent reference (external to University)

Figure 2: Details of LEAP references required for each pathway

* For Senior Fellow, one (or both, if you can) reference should comment on criteria D3.7 of the UKPSF (how you co-ordinate, support, supervision, manage and/or mentor others (individual and/or teams) in relation to T&L).

^AFor Principal Fellow, if the independent/external referee holds an Advance HE fellowship/NTF, the two other supporting referees do not need to hold fellowship status.

For further guidance on supporting statements/references, please see the [LEAP references guidance](#). The [LEAP references guidance](#) covers the following topics:

- Who should I ask to provide a reference for me?
- What does my reference need to cover?
- What should I do if I'm unsure who to ask for a reference?
- What should my reference look?
- Type and number of reference/s required.
- Example reference and access to letter headed paper.

LEAP Assessment Process

The LEAP assessment process takes approximately twelve to fourteen weeks from the date that you submit your application to the date that you receive the outcome of your application from the LEAP Administrator. You will be advised of the date of the LEAP recognition panel via email after you have submitted your LEAP application. You will receive the outcome of your application after the LEAP recognition panel meeting.

Overview of the LEAP assessment process

The overview below details what happens to your application after you have submitted your application for assessment.

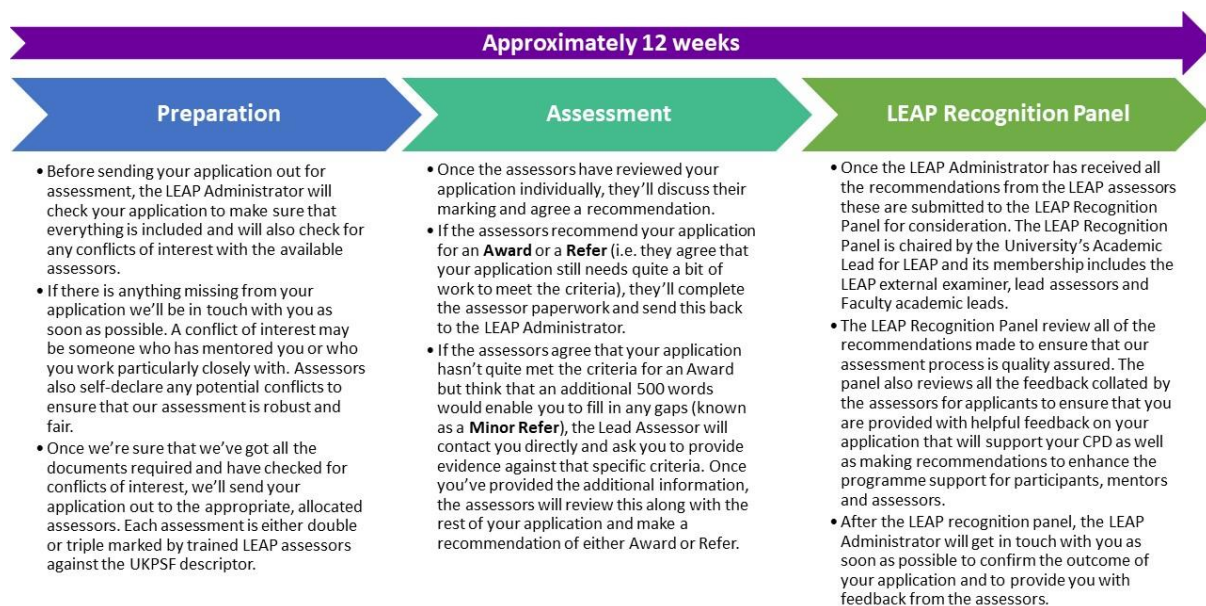


Figure 3: Overview of the LEAP assessment process

It is crucial that you are able to access your University email address at the time you receive the outcome of your application. If you have any concerns about being able to access your University email address, please contact the [LEAP Administrator](#) as soon as is possible.

LEAP assessors

After you have submitted your LEAP application and prior to allocating applications for assessment, the LEAP Administrator will check for any conflicts of interest with the available LEAP assessors to ensure the robustness of our assessment process. Your LEAP application will then be allocated to a small team of LEAP assessors for review.

LEAP assessors are experienced colleagues who hold AdvanceHE fellowship, have a good understanding of the UKPSF and the programme requirements and are trained by the programme academic lead. All LEAP assessors attend training at least once per year and new assessors are paired with an experienced assessor to support their development in the role and to maintain standards and quality assurance.

The number of assessors who will review your application, will depend on the level of fellowship for which you have submitted. Details of assessment teams are included below:

- Applications for **Associate Fellow** will be assessed by two LEAP assessors who hold at least Associate Fellowship or higher.
- Applications for **Fellow** will be assessed by two LEAP assessors who hold at least Fellowship or higher.
- Applications for **Senior Fellow** will be assessed by two LEAP assessors who hold at least Senior Fellowship or higher. Where an agreement between two assessors cannot be reached, a third assessor will review the application.
- Applications for **Principal Fellow** will be assessed by three LEAP assessors who hold at least Principal Fellowship or higher. One of the assessors will be the programme external examiner.

Recommendations

Each assessor will review your LEAP application independently before agreeing a recommendation. A majority outcome is required for the recommendation to be supported. There are three possible recommendations available:

- **Award** - The application meets the required criteria and the recommendation will be put forward to the LEAP recognition panel for consideration.
- **Minor refer** – The application almost meets the required criteria and the assessors agree that the application could fully meet the criteria within an additional 500 words. If your application has received a recommendation of `minor refer`, the lead assessor from your assessment team will contact you directly via email to request some additional information in support of your application. This will be no more than an additional 500 words and you will be provided with detailed feedback about what you need to provide. This opportunity will be provided prior to the LEAP Recognition Panel to allow the assessors to review your additional information before making a final recommendation (award or refer).

You will only be able to provide additional information once prior to the LEAP recognition panel meeting. If you are unable to provide the additional information requested within the time period set by the lead assessor, please do get in touch with the lead assessor and LEAP administrator as early as possible.

If you have requested to submit your LEAP application via face-to-face presentation (Senior Fellow and Principal Fellow only), the assessors will use the follow up discussion time to explore this additional information with you.

- **Refer** – The application does not meet the required criteria. Assessors will agree to `refer` an application in instances where the applicant will require more than 500 words to meet the criteria e.g. the application does not sufficiently evidence against two or more criteria. Detailed feedback and guidance will be provided and you will be invited to resubmit your application. You will also be offered additional mentorship to support you in effectively addressing the assessors' comments. When resubmitting your application, you are able to change to the alternative format (i.e. written portfolio or presentation). Re-submitted applications will be assessed by the original assessors, where possible to ensure consistency. It is recommended that applications are resubmitted within six months of receiving feedback from the assessors.

LEAP Recognition Panel

Once the LEAP assessors have agreed the recommendation for your application, they will produce detailed feedback on your application including highlighting areas of good practice and opportunities for future development. The recommendation and feedback will be submitted to the LEAP recognition panel for discussion. The LEAP recognition panel is responsible for ratifying all LEAP awards and, along with the LEAP management group, has oversight of all fellowship pathways to ensure consistency and quality, robustness and the continued enhancement of assessment processes.

Members of the LEAP recognition panel are experienced colleagues who have a leading role in teaching and learning, have a clear understanding of the teaching and learning agenda for the

University of Manchester and how this aligns with the UKPSF. Membership of the LEAP recognition panel is as follows:

- Professor Judy Williams PFHEA NTF, Associate Vice-President for Teaching and Learning (Engagement and inclusivity), Director of University Institute of Teaching and Learning and Academic Lead for LEAP (Chair).
- Louise Walmsley PFEHA (or nominee), University Director of Teaching, Learning and Student Development and LEAP Champion (PS Directorates).
- Prof Chrissi Nerantzi PFHEA, LEAP external examiner (Manchester Metropolitan University).
- Dianne Burns SFHEA (or nominee), School of Health Sciences, LEAP Champion (Faculty of Biology, Medicine and Health).
- Prof Claire McGourlay PFHEA (or nominee), School of Social Sciences, LEAP Champion (Faculty of Humanities).
- Prof Louise Walker PFHEA (or nominee), School of Natural Sciences, LEAP Champion (Faculty of Science and Engineering).
- Dr Stephanie Woolham FHEA, LEAP Administrator, Institute of Teaching and Learning.
- Holly Dewsnip AFHEA, Teaching and Learning Coordinator (Academic Development), Institute of Teaching and Learning.
- Lead assessors for the relevant submission panel (all hold an AdvanceHE fellowship).

[Receiving the outcome of your application](#)

You will receive the outcome of your LEAP application and feedback from the LEAP assessors directly from the LEAP Administrator via email within three weeks after the LEAP recognition panel. Feedback will include comments on your application, highlight examples of good practice and offer suggestions to support your professional development.

The LEAP administrator will also add your details to the AdvanceHE database. You will then receive an email directly from AdvanceHE where you will be able to download your fellowship certificate (see page 23 - GDPR and AdvanceHE Privacy Policy).

[GDPR and AdvanceHE Privacy Policy](#)

Following the implementation of GDPR you should be aware that at the successful outcome of your fellowship application personal data including your name and university email address will be supplied to AdvanceHE. This is in order to trigger your fellowship registration and certificate being recorded on the AdvanceHE database. By submitting your portfolio you are confirming you agree to this data sharing.

- [Access the full AdvanceHE privacy policy](#)
- [Access the full privacy notices from the University of Manchester](#)
- [For more information about data protection at the University of Manchester](#)

[Academic integrity](#)

`Academic integrity means honesty and responsibility in scholarship`.¹ As part of the Advance HE fellowship process you are asked to confirm that you have written your application yourself and that the information you have provided reflects your own practice. If the professional integrity of any application is in question, the application will not be accepted.

¹ The University of Manchester. (2019). Academic Malpractice Procedure. [Online]. Available at: <https://documents.manchester.ac.uk/display.aspx?DocID=639> (Accessed: 08 January 2021).

When submitting your application for fellowship you will be asked to confirm that you have read and understood the following statement of academic integrity which appears on [the application cover sheet](#) and forms part of your application. The statement of academic integrity reads:

By submitting my case for fellowship of the HEA I confirm that my application relates to my higher education professional practice and is my own work.

I understand that, if the professional integrity of any part of my submission is in question, it will not be accepted and that if the professional integrity of my submission is in question after the receipt of an award from Advance HE, they reserve the right to withdraw my award.

Academic malpractice procedure

Any incidences where academic malpractice is suspected will be investigated via the appropriate channels and procedures. Further information about the University's academic malpractice policies and procedures is available from the Division of Teaching, Learning and Student Development.

- [Division of Teaching, Learning and Student Development – academic malpractice policy and guidance](#)

Appeals and complaints process

The LEAP Recognition Panel confirms the award of fellowship or that minor amendments are required or a new submission is required. In the case of minor amendments, the Panel can agree that these will be reviewed and agreed by the Chair and the External Examiner. Individuals will have the right to appeal the decision of the LEAP Recognition Panel.

Any complaints regarding the delivery or assessment of the programme should be directed informally to the [Institute of Teaching and Learning](#) in the first instance; if a participant remains unhappy then they may make a formal complaint to the Academic Director of the University's Institute of Teaching and Learning whose decision will be final. Appeals against academic judgement will not be considered as the LEAP is not an academic award.

Informal stage of appeals and complaints process

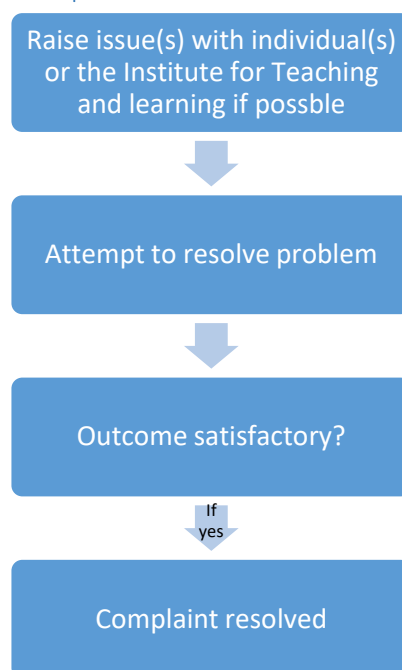


Figure 4: Flowchart outlining informal stage of appeals and complaints process

Formal stage of appeals and complaints process



Figure 5: Flowchart outlining the formal stage of the appeals and complaints process

Continued professional development beyond the LEAP

The LEAP has been accredited by [AdvanceHE](#) since 2016. The content and quality of the programme has been verified by them. As a fellow of AdvanceHE, it is your responsibility to ensure that you remain in good standing and continue to work in accordance with the standards indicated by the UKPSF and adhere to the [`Fellowship Code of Practice`](#).

Described by AdvanceHE, *‘The Code of Practice establishes a set of principles and expectations for individuals gaining HEA fellowship and has been developed as a response to sector requests for guidance and also as part of this set of developments concerning remaining in good standing.’*²

Participants and alumni are also encouraged to continue their teaching and learning professional development journey. If employed by or studying at the University of Manchester, alumni can engage with the development opportunities and programmes available from the [University’s Institute of Teaching and Learning](#) and the Faculty Teaching Academies:

- [Biology, Medicine and Health Academy for Education and Professional Development](#)
- [Humanities Teaching Academy](#)
- [Science and Engineering Teaching Academy](#)

Other development programmes include the [postgraduate certificate in higher education](#) (PGCertHE) and the [postgraduate certificate in medical and healthcare education](#) (PGCertMHE). Further development opportunities such as acting as an external examiner, mentor or LEAP assessor or as a member of a committee, can be documented through annual appraisal schemes and performance reviews.

To keep up to date with the latest policies, support and guidance for staff and students in matters of quality assurance and enhancement to enable you to deliver world leading programmes please visit the [University’s Academic Development and Policy website](#).

The University’s Staff Learning and Development Unit also offers a wide range of individual courses covering a number of topics related to the profession which may be of value to you. Full details of the courses available and how to register for these can be found on the [Staff Learning and Development website](#).

² AdvanceHE, *AdvanceHE Fellowship Code of Practice*. Available at: <https://www.advance-he.ac.uk/knowledge-hub/fellowship-code-practice>, (accessed 20 September 2020).

Frequently asked questions

[I already have a teaching qualification. Can I still apply for LEAP?](#)

If you already have a teaching qualification (e.g. a PG certificate) you can still apply for LEAP and Advance HE fellowship to support your professional development activity and development as an educator. Your previous qualifications and experience can be useful tools in helping you to produce your fellowship application.

[Do I have to start at the D1 associate fellowship?](#)

No. We recommend that you identify and apply for the level of fellowship that most suits your experience and responsibilities. To help you identify the most appropriate level of fellowship take a look at our advice on 'Choosing the right fellowship level' (see page 8).

[Is there a time limit between completing teaching and applying for fellowship and can I use experience from another institution?](#)

The teaching and learning practice that you evidence in your application should be current (i.e. from the last five years) and linked to your activities teaching and/or supporting learners registered on University of Manchester higher education programmes. However, you can use teaching experience that is older than five years or from another institution as long as you can clearly demonstrate how you are using that experience to inform your practice now at the University.

If you are only using experience that does not directly influence or support learners registered on University of Manchester programmes as evidence in your application, you will need to apply directly to Advance HE. Please note that applications made directly to Advance HE incur a cost (see [Advance HE direct application costs](#) for further information).

[Am I able to use experience from widening participation activity in my application?](#)

Advance HE fellowships are eligible to those who are teaching and/or supporting learning in higher education. From February 2018, this has also included teaching and/or supporting learning on:

- Foundation Year programmes;
- Pre-sessional English courses for international degree students designed to develop academic skills;
- Professional CPD programmes that are designed to develop and extend existing graduate/postgraduate level skills, knowledge and understanding, e.g. GP training, etc.

If your experience in teaching and/or supporting learning is from a different context, e.g. widening participation activity at a further education (FE) level or through access to higher education initiatives such as The Brilliant Club or the Manchester Access Programme (MAP), then you can reference this experience in your application however, you **must** be able to demonstrate how this experience has influenced teaching practice in a higher education setting e.g. how this has shaped your own teaching practice in higher education and/or how you have supported peers and colleagues by cascading your learning to others.

Further detail about levels of teaching and eligibility for Advance HE fellowship is available from the [Advance HE website – Eligibility for HEA fellowship](#).

[Should I undertake a taught programme or one of the fellowship LEAP pathways?](#)

LEAP has been designed to support you in evidencing your **existing** experience in teaching and/or supporting learning against the descriptors of the UKPSF. You should discuss your options with your line manager/supervisor to determine which type of development programme best suits your professional development goals and teaching and learning needs. Depending on your experience

completion of the [New Academics Programme](#), the [PGCert in Higher Education](#) or the [PGCert in Medical and Healthcare Education](#) may be more suitable.

[How will it take to produce my application?](#)

The time it takes for an individual to complete their application varies depending on where you are in your teaching and learning journey. We recommend setting some time aside where possible so that you can work on your fellowship application but also appreciate that this can be difficult particularly during busy times. To help you block out some time, you may want to consider booking on to one of the [University's Shut Up and Write sessions](#).

[How long will it take for me to hear back after submitting my application?](#)

It can take approximately twelve to fourteen weeks from the submission deadline for you to receive the outcome of your application. All applications are either double or triple marked (depending on the level of fellowship applied for) and assessor recommendations then need to be reviewed and ratified by the LEAP recognition panel. After the panel meeting, the LEAP administrator will be in touch via email to inform you of the outcome of your application and any next steps. Full details of the application process are available on page 20 - LEAP Assessment Process.

[Can I use this for promotion?](#)

You can evidence your fellowship award in your promotion application as this forms part of a national teaching recognition framework and enables external benchmarking of your activities. In recent reviews of the University promotions criteria for example, there has been careful consideration of the UKPSF when considering teaching and so it may help you when drawing evidence together.

[I have applied for a LEAP fellowship in the past and am now ready to apply for a higher award. Can I use the same referees or case studies?](#)

Using the same people as referees is fine, but they will need to write a new reference that is relevant to the level of fellowship and the experience detailed in your application. You can help your referees by talking them through the points that you'd like them to cover and by providing some pointers but you should take care to ensure that your references are different from one another and any submitted previously to avoid any risk of academic malpractice. Similarly, you can use the same teaching experience in your case studies but should take care to write/present this in the lens of the descriptor for which you are now applying, avoiding any direct duplication from a previous application.

[How long do I stay on LEAP?](#)

Once registered on LEAP you will retain your place for two years. After two years your registration on the programme will expire and you will need to re-register on the programme at the next available date. Due to their specialised focus, participants registered on bespoke cohorts (e.g. LEAP for the NHS) will retain their place for one year. If you are unsure, please contact the LEAP Administrator (leap.cpd@manchester) for further advice.

[I have been involved in delivery teaching as part of a team. Can I use this experience in my LEAP application?](#)

You can use evidence from team teaching in your personal application however, do take care to clearly present your role and input throughout your application whilst also clearly highlighting the role of others.

What is the difference between applying for fellowship through LEAP and applying directly to AdvanceHE?

By applying for fellowship through LEAP you'll have access to the online resources and support mechanisms that have been developed to support you with your application. LEAP is also free to staff and students registered at the University (and to practice educators employed by our partner organisations) whereas there is an application fee for each application submitted directly to AdvanceHE (see [Advance HE direct application costs](#) for further information). The application format is also slightly different, although the fellowship criteria is the same.

Do I have to attend any workshops or complete the online learning resource?

No. The support available through LEAP is entirely optional however, our research shows that those who do access at least one form of support are significantly more likely to pass and achieve their fellowship first time so we do strongly encourage you to access at least one form of support.

I have applied for LEAP but would like to change the level of fellowship that I initially applied for. Is this possible and how would I go about this?

Yes, it is absolutely fine for you to change the level of fellowship that you wish to apply for. You can do this at any time during your registration on the programme, just let us know by emailing the LEAP team at leap.cpd@manchester.ac.uk. We'll update your LEAP record and ensure that you have access to the appropriate online resources.

Note on appendices and further documents to help you

The following documents have been created to help you when pulling together your LEAP application and are available for download from the University's document store as editable templates at the links below.

These documents have been included in this handbook electronically rather than as appendices to ensure that you are able to access the most recent and up-to-date copies at all times.

Additional supporting documents

The cover sheet includes the declaration of academic integrity statement which is required as part of your application (see page 23 – Academic integrity – for further details).

1. [Application cover sheet](#)

Supporting statements / references

2. [LEAP references guidance](#)
3. [References template](#)

Mapping exercise

To complete the mapping exercise, please download the appropriate template below and include as part of your fellowship application (see page 19 - Mapping exercise - for further guidance).

4. [Mapping exercise template – Associate Fellow \(D1\)](#)
5. [Mapping exercise template – Fellow \(D2\)](#)
6. [Mapping exercise template – Senior Fellow \(D3\)](#)
7. [Record of educational impact template – Principal Fellow \(D4\)](#)

Assessor forms

8. [Assessor forms – Associate Fellow \(D1\)](#)
9. [Assessor forms – Fellow \(D2\)](#)
10. [Assessor forms – Senior Fellow \(D3\)](#)
11. [Assessor forms – Principal Fellow \(D4\)](#)