

MANCHESTER
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The University of Manchester

New Academics and Fellows Programme Handbook



Faculty of Biology, Medicine and Health

On request, information in this handbook can be made available in an alternative format. Please contact acadresdev@manchester.ac.uk

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Introduction and Aims of the Programme

Welcome to the Faculty of Biology, Medicine and Health [New Academics and Fellows Programme \(NAP\)](#).

The programme aims to support you in the wide range of duties associated with your academic post helping you to flourish at the University of Manchester. The programme also outlines the University's academic expectations and the important contribution that you can make towards the University's ambitious vision and three overarching goals of Research, Teaching and Learning and Student Experience and Social Responsibility (see <https://www.manchester.ac.uk/discover/vision/>). In addition, participation in this programme will orientate you to the Faculty, connect you with key people and provide valuable support to you in developing your own career, in relation to your aspiration within this University and externally.

The New Academics and Fellows Programme reflects a fresh approach to academic professional development covering all aspects of academic citizenship. The programme brings together clinical and non-clinical staff on research, teaching and research and teaching pathways (irrespective of whether you are funded via HEFCE, NHS or by an independent research grant or fellowship, the programme welcomes everyone). The programme is administered by the [Centre for Academic and Researcher Development](#) (CARD) and is part of an evolving wider framework for academic development being developed by CARD, the [FBMH Academy for Education and Professional Development](#) and the [University's Academic Staff Development Group](#).

The programme is accredited by [Advance HE](#) formerly the Higher Education Academy (HEA) and successful completion of the programme will entitle you to become a Fellow of AdvanceHE.

Completion is required for new academic staff on probationary contracts up to and including Reader. The programme is optionally open to Professors and Research Fellows, with many fellows using the programme to underpin their external fellowship training plans.

The programme aims to raise your profile, help you drive forward your research and maximise its impact; enhance your experience and evidence your commitment to inspirational teaching and learning and student experience. The programme also contains elements that will provide important information on the way the University is organised, on how to find policies which apply to your activities, where to go for support and contextualises the important role you play in the wider Higher Education system.

The assessment strategy for the programme is based on the idea that the best way to demonstrate your development is through your day to day duties, rather than through additional tasks designed specifically for the purpose of the programme. This is achieved by developing your skills, giving you the time and space to integrate them into your practice, encouraging deeper reflective practice and helping you build a portfolio of evidence showcasing your commitment to continuing professional development. We hope that progressing through the programme will provide genuine benefit for you as a participant.

Underlying Philosophy of the Programme

The programme assumes that all new academics and research fellows holding a substantive contract with

the University of Manchester will be eligible to attend the programme and will embrace the opportunity to develop as a fully rounded academic fostering a lifelong commitment to their continued professional development. It also assumes that the academic will receive full support from line managers, Heads of School, Heads of Division and probationary supervisors and mentors, so that they are encouraged to participate in the programme in the fullest possible sense.

The Faculty and University NAP teams hope that you will find the programme stimulating, educative and beneficial in enhancing your academic career at the University of Manchester.

Programme Objectives

The NAP has six broad objectives:

1. To provide first rate knowledge in relation to the theoretical basis of teaching and learning and research and what it means to be a socially responsible academic.
2. To deliver first rate skills training in relation to teaching and learning, research and social responsibility.
3. To motivate staff and foster a culture that places a high value on teaching and learning, research and social responsibility across all Schools/Divisions in the Faculty.
4. To encourage experienced staff from across all Schools/Divisions in the Faculty and experts from the University and wider community of practitioners to contribute to the NAP.
5. To promote reflective practice and engagement with additional staff development and/or professionally required continuing professional development activities following completion of the NAP.
6. To enable all staff with a substantive teaching role to build evidence and gain recognition and accreditation for teaching and learning through Fellowship of the Higher Education Academy (FHEA). Thus creating a vibrant and active community of fellows driving forward research informed teaching and learning excellence and teaching and learning informed research impact.

These objectives will be achieved by providing a stimulating, accessible and attractive programme of activities using a variety of current teaching and learning and research methods that model best practice.

Creating a community of practice

All NAP participants, facilitators, mentors and assessors are connected through the programme [Yammer Group](#) providing an important channel to facilitate communication, networking, feedback and a mechanism to embed and enhance learning. Engagement with Yammer is encouraged but is not compulsory and will not form part of the assessment for the programme.

Faculty NAP Team

Dr Rachel Cowen	Faculty academic lead for New Academics and Fellows Programme Director of Centre for Academic and Researcher Development (CARD) Senior HEA Fellow (SFHEA) Senior Lecturer (Academic and Researcher Development)
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University Lead for Equality, Diversity and Inclusion (EDI)
CARD Coordinator and lead administrator for NAP
Senior Lecturer, FBMH Academic Lead Staff Development
Programme, Programme Director MSc/PGDip/PGCert in Medical and Health
Education
CARD Lecturer

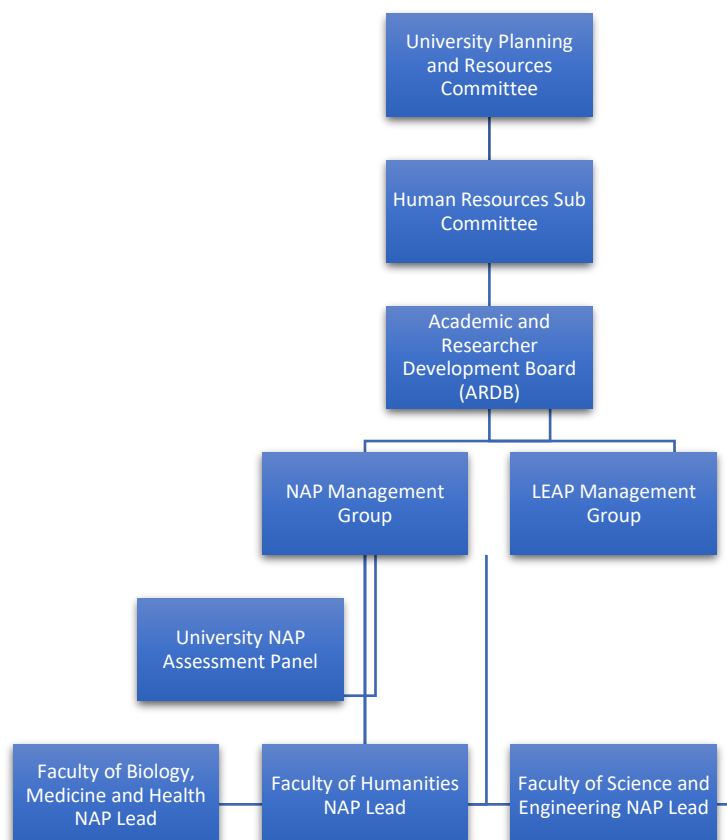
Dr Nick Weise

Contact Details

CARD (Centre for Academic and Researcher Development)
Faculty of Biology Medicine and Health, University of Manchester
Room 3.383, third floor, Stopford Building
Oxford Road, Manchester, M13 9PT
Telephone: 0161 275 1365; E-mail: acadresdev@manchester.ac.uk

University Governance of the NAP Programme

Faculty NAP programmes are aligned and co-ordinated through the University New Academics Programme Management Group. This group is chaired by the Director of Teaching and Learning Support and comprises the Faculty Academic Leads for the NAP and Staff Learning and Development representatives. The NAP 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.



Participation and Exemption

Who should participate in this programme?

Participation and completion of the programme is a probationary requirement for all new academics from lecturer up to and including reader. The programme should be attended by all participants irrespective of whether they are research and/or teaching focused. Satisfactory completion of all aspects of the programme is a prerequisite for passing probation.

The programme is open to research fellows providing an effective way to underpin fellowship training programmes. Faculty [expectations](#) make it clear that teaching and learning is an important part of the research staff role. This is mutually beneficial providing career development and increased employability, visibility and status for research staff. It also strengthens the link between research and teaching and enhances the student experience opening up students to a wider diversity of the academic community. NAP ensures that research staff who have a sufficient range of teaching experience are supported to evidence their practice and gain AdvanceHE Fellowship.

The programme may also benefit established academic staff beyond probation that require continuing professional development and teaching accreditation. Participation from established academic staff is also welcomed subject to availability of places. This reflects the University expectation that all staff contribute to the full breadth of academic activity. It also ensures that everyone with a substantive teaching and learning role is fully supported and is able to gain accreditation for teaching and learning in Higher Education.

All participants select 18 sessions from the [programme](#) from across the three themes of Research Excellence, Inspirational Teaching and Learning and Personal and Professional Development. The selection should be made in consultation with your divisional lead, line manager, probation supervisor career mentor and/or portfolio mentor and be based on your development needs determined by your role requirements and career aspirations. The only obligatory session is the induction session, [ID1: NAP Induction and Introduction to the UK Professional Standards Framework](#), which will introduce you to the UK Professional Standards Framework (UK PSF) for Teaching and Learning in Higher Education, outline effective models of reflective academic practice, show you how the programme curriculum aligns and supports evidence building to meet the UKPSF and ensures that you begin to capture your academic contribution from the start. We also recommend that your selection includes four sessions from each of the three themes and a further five sessions aligned to your academic duties.

The table below gives you some examples of the number of courses you may complete in each theme depending on whether you are research, teaching or teaching and research focused in your role.

	Research Focus	Teaching Focus	Research and Teaching
Induction Day	1	1	1
Research Excellence	9	4	6
Inspirational Teaching	4	9	6
Personal Development	4	4	5

Total	18	18	18
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You must discuss your selection with your divisional lead, line manager, probation supervisor, mentor and/or portfolio mentor to ensure that the sessions support you with your probationary targets and career aspirations. Each programme session runs once every 12 months. After completing attendance on the face to face programme you must submit your reflective portfolio for assessment.

The Faculty Centre for Academic and Researcher Development (CARD) are responsible for the co-ordination of the programme and workshops will be delivered by senior Faculty staff, Faculty trainers and external experts.

All workshops available on the programme are delivered between 10am and 4pm and outside of school holidays where possible, in line with the University's core hours and Athena SWAN principles.

Flexible approach to Learning NAP Online / NAP Blended / Blackboard / Face to Face

To help part-time and hybrid colleagues

The Faculty Centre for Academic and Researcher Development (CARD) have also created online equivalents to a number of the programme workshops. Completion of one online unit will count as one credit towards completion of the NAP. To ensure that participants benefit from the networking opportunities available from attending the NAP workshops, participants should complete a maximum of nine online units.

Blended – 2 parts = credit

The online NAP units are available on Blackboard and all participants are given access to the NAP online space shortly after completing the NAP registration form. To access NAP online, please log into Blackboard using your University username and password: <https://online.manchester.ac.uk> If you are unable to access NAP online but have completed the NAP registration form, please [contact the Faculty NAP team](#).

All NAP participants are also able to join the programme [Yammer Group](#) which provides an important channel to facilitate communication, networking and peer support. (See [Creating a community of practice](#)).

Who is exempt from this programme and how to gain accreditation of prior learning (APEL)?

Exemption from all or part of the NAP will be granted, subject to evidence of prior learning on a similar or identical programme in a comparable University or in the professional setting or evidence of a formal teaching qualification (Fellowship of AdvanceHE or equivalent).

When writing your case for exemption, please state whether you wish to be exempt from all or only part of the programme. If you wish to be exempt from part of the programme then please specify which parts you would like to be exempt from. If you are granted partial exemption you must attend the required induction

session to ensure that you are fully aware of the requirements and evidence required to meet descriptor 2 of the UK PSF. Your case for exemption should also include supporting evidence and written support from your line manager and/or Divisional Lead. Requests for exemption should be emailed to acadresdev@manchester.ac.uk and will be considered by the Faculty NAP Exemption Panel for approval.

The NAP Exemption application form (see [Appendix 11: FBMH NAP Exemption Application Form](#)) can be downloaded here: [FBMH NAP Exemption Application Form](#).

Professional Recognition and Accreditation for Teaching in Higher Education

The Faculty of Biology, Medicine and Health New Academics and Fellows Programme is part of a University wide approach to support new academics and research fellows to achieve professional recognition and accreditation for teaching and learning. The programme is part of a suite of programmes supporting the development of academic citizenship (see [Continuing Professional Development beyond the NAP](#)). There is an institutional expectation that everyone involved in substantive teaching and learning is supported to achieve professional recognition at Fellow of AdvanceHE level. The Faculty programme has been approved by the University Board of Studies.

Introduction to the UK Professional Standards Framework (UKPSF) and AdvanceHE Fellowship

The programme is accredited at the category of Fellow of AdvanceHE through Advance HE, formerly the Higher Education Academy (HEA).

[Advance HE](#) is “dedicated to helping higher education shape its future by providing insight, creating support, hosting networks and accrediting achievement so those who teach and support learning in higher education can be recognised”.

The [AdvanceHE Fellowship](#) demonstrates a personal and institutional commitment to professionalism in learning and teaching in higher education. Across four categories, from Associate to Principal, Fellowship provides individuals with recognition of their practice, impact and leadership of teaching and learning. AdvanceHE Fellowships are embedded in the UK and have been adopted by increasing numbers of higher education institutions globally, from the Americas to Australasia.

The [UK Professional Standards Framework \(UKPSF\)](#) is an internationally-recognised framework for teaching and learning support in higher education. “We believe that the UKPSF is essential to driving improvement in, and raising the profile of, learning and teaching in HE. A comprehensive set of professional standards and guidelines for everyone involved in teaching and supporting learning in HE, it can be applied to personal development programmes at individual or institutional level to improve teaching quality”.

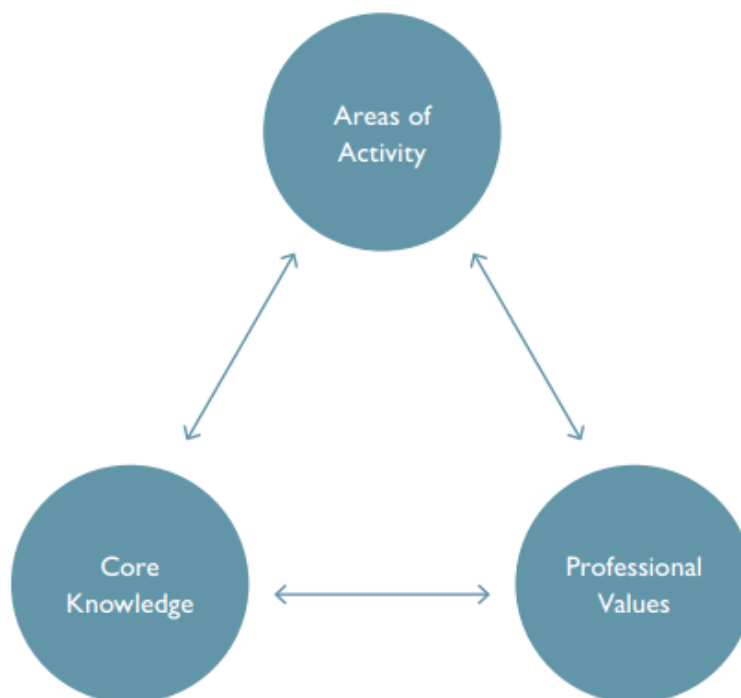
The UKPSF for teaching and supporting learning in higher education (2011) has the following aims:

1. Supports the initial and continuing professional development of staff engaged in teaching and supporting learning.
2. Fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings.
3. Demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning.
4. Acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning.

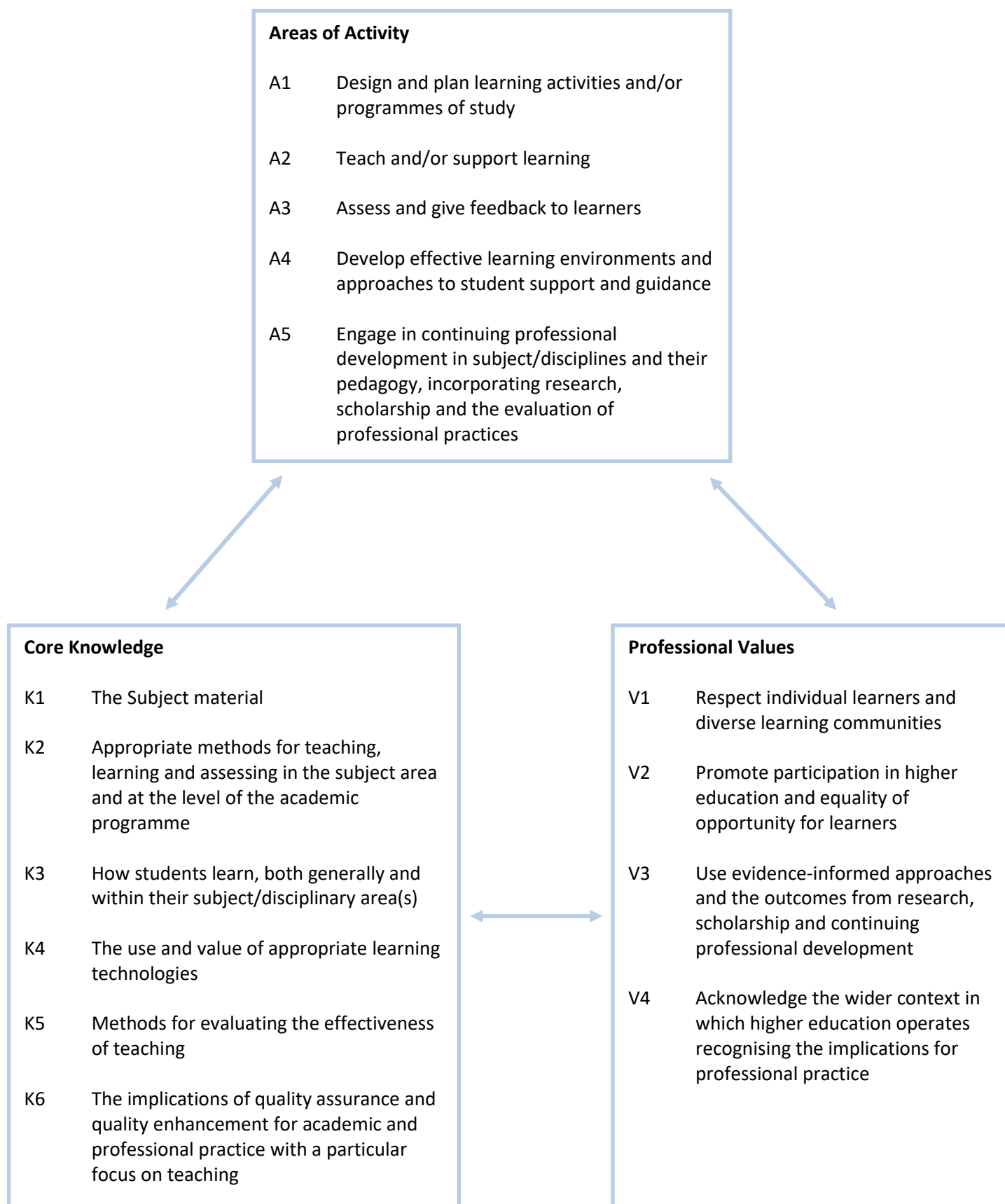
5. Facilitates individuals and institutions in gaining formal recognition for quality enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities.

The UKPSF identifies the diverse range of teaching and support roles and environments. These are reflected and are expressed in the Dimensions of Professional Practice.

1. Areas of activity undertaken by teachers and support staff.
2. Core knowledge needed to carry out those activities at the appropriate level.
3. Professional values that individuals performing these activities should exemplify.



Dimensions of the UKPSF



Descriptor 2 of the UKPSF

The NAP programme, activities and assessments have been designed to enable participants to link their learning and development with their learning and teaching practices to demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning at Descriptor 2 of the UKPSF.

You will be supported to provide evidence of:

1. Successful engagement across all five Areas of Activity.
2. Appropriate knowledge and understanding across all aspects of Core Knowledge.
3. A commitment to the Professional Values.
4. Successful engagement in appropriate teaching practices related to Areas of Activity.
5. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice.
6. Successful engagement in continuing professional development in relation to teaching, learning and assessment and, where appropriate, related professional practices.

See [Appendix 1 for the UKPSF Mapping and Reflection Template](#) you will be required to use to reflect on your practice and show where you have demonstrated evidence of meeting the Dimensions of the UKPSF throughout your academic journey and through participation in the programme.

We have a required [NAP Induction Session](#) to orientate you to the UKPSF, reflection and evidence building and a dedicated review session, [PD2.2: Review on Progress/Developing your NAP portfolio to meet descriptor level 2 of the UKPSF](#), which will help you track your progress through the programme and give you a clear understanding of how to continue to build a robust case clearly showing that you meet the UKPSF at descriptor level 2.

We provide examples of successfully completed UKPSF mapping and reflections to help guide and support your portfolio development. You also have access to feedback and support from portfolio mentors and the NAP team who all hold AdvanceHE Fellowships.

Participant Assessment

To complete the programme you must produce a reflective portfolio for assessment. We encourage all participants to prepare this through discussions with their line manager, probation supervisor and mentors. The portfolio will be marked by an assessment panel and may also be provided to the probation committee for discussion. All of our mentors and assessors are experienced academics who are fully trained and recognised at a minimum of Fellow of the HEA level.

The NAP portfolio should have two sections and must include the following items in the order represented below:

Section 1: Teaching and Learning – your evidence for AdvanceHE Fellowship

- Signed and dated declaration of academic integrity on the cover page. This must be included for the portfolio to be considered for Fellow of AdvanceHE (see [Advance HE Professional Integrity Statement](#)).
- Contents page with page numbers clearly stated.
- A clear statement of your career path to date, your journey as an educator and philosophy of teaching and learning and an indication of your career ambitions.
- Inspirational teaching and learning reflective written report (approximately 1000 words). The report must be pedagogically underpinned and link directly to descriptor 2 of the UKPSF throughout the text.
- Feedback on your teaching/student supervision and your reflections on feedback. This should include:
 - Formal teaching observation and course materials reviewed by a colleague who holds a fellowship of the HEA (see [Appendix 2: Teaching Observation Form](#))
 - Up to two additional examples of teaching feedback, formal or informal. This could include your student feedback scores and/or any additional feedback that you collect from your students, peer feedback and mentor/probation supervisor feedback.
 - **Important:** If you are including copies of feedback scores and unit surveys as part of your feedback, please ensure that you remove or redact all personal data that does not pertain to you from your portfolio.
- Completed mapping exercise (see [Appendix 1: Individual Mapping of the UK Professional Standards Framework \(UKPSF\)](#) to descriptor 2 of the [UKPSF](#)). You do not need to evidence critical reflection in the mapping exercise as this should be present in your reflective reports. The mapping exercise should be used to signpost the assessor's to pages in your portfolio where you have evidenced against each specific criteria of the UKPSF.
- Reflective learning logs: reflections for each session attended (see [Appendix 3: Workshop Record Sheet](#) or [Appendix 4: Reflective Learning Log](#)). Participants are also encouraged to include additional evidence of continuing professional development and reflections such as further internal/external training and development, conferences, collaborations and networks, public engagement and impact, shadowing, mentoring or coaching.
- Record of participation on the New Academics and Fellows Programme (see [Appendix 6: NAP Record of Participation Template](#)).
- Professional Development Action Plan. This should identify your ongoing development needs, including a timeline for future professional development, and how you will continue to reflect and

evaluate your performance and progress. (See [Appendix 5: Personal Development Plan Template - Continuing your Professional Development Journey](#))

Section 2: Research and professional development – additional evidence for probation

- Academic CV in the University of Manchester format (see [FBMH CV Guidance 2021-22 \(The University of Manchester\)](#))
- Research excellence reflective written report (approximately 1000 words). The report must be referenced and clearly show how your work aligns with the Faculty and University strategy. If possible, it is good practice to also link to the [UK PSF](#) where possible.
- Personal and professional development reflective written report (approximately 1000 words). For this report you should complete a critical analysis of and update your CV, align it to the Faculty promotion criteria and identify areas for development with your mentor, probation supervisor, line manager, Divisional Lead or Head of School, linking back to your professional development action plan in section one. The purpose of this exercise is to support and enable your ongoing academic development.

Please note that your portfolio should not exceed the maximum 100 page limit.

On request, we can provide examples of successful portfolios alongside the assessor reports showing how they meet the assessment criteria and descriptor level 2 of the UK PSF.

Further information, guidance and support about the NAP portfolio is available on the NAP Submissions intranet page: [BMH NAP Submissions intranet page](#).

Additional guidance for reflective written reports

The approach to assessment has been devised to reinforce learning and allows you to demonstrate development through the full range of your academic duties. You will complete a written report for each of the themes (Research Excellence; Inspirational Teaching and Learning; Personal and Professional Development). Reports are expected to be around 1000 words each and all reports must link to the UK Professional Standards Framework and include evidence of research theory and/or educational scholarship. These reflections will allow you to explore the nexus between teaching and learning and research and how this can enrich the student experience, your academic career and inform your continued professional development.

The reports should also provide evidence of:

- Clear understanding of your Schools'/Divisions' aims (research and/or teaching) and how your work is aligned to your Schools'/Divisions' operational plan/strategy. In addition there should be evidence of the University strategic plan and how this influences your academic activity.
- You should refer to the national (and where appropriate the international) context for your academic activity. You should show awareness of the main external drivers and their impact on higher education in general.

Your work should be well organised; logically ordered; clearly indexed; concise and statements of achievement should be supported by evidence.

Degree of reflection expected:

- Brief description of event/activity (sufficient to allow the examiner to judge your work)
- An indication of what was required (e.g. what skills were needed and how this links to the UKPSF)
- How did I perform (e.g. what went well, what could be improved) in a problem-focused and strategic manner?
- What did I think/feel? (e.g. how did I interpret events, how did that make me feel)
- How did this affect others? (e.g. their behaviour, their beliefs, their feelings)
- What are the consequences? (e.g. short term, long term, for me, for colleagues, for the students)
- How can this help me to achieve what I want to in the future? (e.g. planning to achieve goals, improve skills, learn, be happier, less stressed)
- When will it be useful to review these goals/activities?
- Action plan and associated timelines clearly indicating how the plan will be executed and what additional resources are required.

The Faculty NAP assessment panel have provided suggested topics below. Alternatively you can identify an area that more closely maps onto your academic role, remit and career aspiration.

Suggested Written Report Topics

Research Excellence (exploring the nexus between teaching and learning and research)

- In consultation with key stakeholders (mentor, probation supervisor, line manager, Divisional Lead, Head of School) prepare a plan for your research (including teaching and learning). Highlight key milestones, deliverables and routes for widespread dissemination or engagement.
- Determine how your research and teaching and learning projects align to the operational plan/strategic direction of your School, the Faculty and wider University
- Prepare a grant proposal and submit it for internal peer review. Reflect on feedback and outline your action plan for further proof of concept studies and/or submission to external funders.
- Reflect on how you manage/have managed a successful grant or teaching and learning project. Highlight achievements and areas for improvement.

Inspirational Teaching and Learning

- Explore how you use online teaching and learning methods to complement current activities. Discuss the advantages and disadvantages of engaging with technology and identify whether this enhances student learning experiences.
- Develop an enquiry based or problem based learning activity. Assess success and/or limitations of the approach based on student feedback.
- Prepare a case study reflecting on how you have managed a student(s). Consider the success of the relationship, how you have managed changing expectations and the importance of giving timely and appropriate feedback.
- Analyse the current teaching and learning provision you deliver and reflect on the curriculum design. Suggest areas for development and identify any areas for CPD (if applicable).

Personal and Professional Development

- Prepare an individual statement indicating your contribution to research, teaching and learning, knowledge transfer and service and leadership. Include evidence of academic and professional standing.
- Critically analyse and update your CV, align it to the Faculty promotion criteria and identify areas for development with your mentor, probation supervisor, line manager, Divisional Lead or Head of School. Research your online academic identity, analyse and update your [University web profile](#) and consider other web 2.0 technologies that would increase your profile.

Reflective learning logs

Reflection is a key component of the programme. Prior to each workshop identify your expectations and learning objectives. Reflect on whether the workshop met your needs, which elements of the UKPSF were covered and consider how you can integrate any of the practical training information into your regular duties. A template [workshop record sheet is provided in Appendix 3](#).

We would also encourage you to include additional evidence of continuing professional development and reflections on your day to day academic role and responsibilities. This may include internal/external training and development, conferences (keynotes, proffered papers etc.), collaborations/networks, public engagement, impact on policy or practice, knowledge transfer and consultancy, pedagogy and subject

literature, meetings, shadowing, mentoring or coaching. A template [reflective log sheet is provided in Appendix 4.](#)

Academic CV and career action plan

We recommend preparing your CV following the [Faculty guidelines for promotion](#). Discuss your CV with your supervisor, mentor, line manager and/or Divisional Lead/Head of School and prepare a career action plan outlining your aspirations and how you propose to fulfil them.

Formal and informal feedback and reflections on your teaching/student supervision

You are required to include both formal and informal feedback on teaching and learning delivery or student supervision in your portfolio. Formal teaching observation should be carried out by a colleague who holds a fellowship of AdvanceHE using the [teaching observation form \(see appendix 2\)](#). This will ensure that your review is conducted by someone who understands and is personally committed to the UKPSF and can confirm that your teaching and learning practice is effective and meets the requirements at descriptor level 2. You should also include your student feedback scores and additional informal feedback that you collect from your students, peer feedback and mentor/probation supervisor feedback. Include personal reflections on your performance and feedback and the implications for your future professional practice and CPD plans.

Record of participation on the New Academics and Fellows Programme

A record of booking and participation will be kept by the Centre for Academic and Researcher Development and can be accessed online by going to your [My Training and Development page](#) on the Manchester Working Environment. Please visit <https://app.manchester.ac.uk/myprofile> and select 'My Training and Development'. Also see [Appendix 6: NAP Record of Participation Template](#).

You should regularly discuss your record of involvement and completion with your supervisor, mentor, line manager, Divisional Lead or Head of School (for example, as part of your Performance and Development Reviews). This will ensure that relevant elements of the programme and the assessment are completed on time and that you are fully supported if any problems arise.

Individual Mapping of the UK Professional Standards Framework

To complete your portfolio and become a Fellow of AdvanceHE it is essential that you provide evidence of how you meet descriptor two of the [UK Professional Standards Framework \(UKPSF\)](#). [Please use the form in Appendix 1 to capture your evidence.](#) This completed document is to be submitted together with your portfolio and will be included in the total page count.

Submission and Assessment of the portfolio

The assessment portfolio should be submitted within two years of registration on the programme. Please submit your portfolio electronically to acadresdev@manchester.ac.uk.

Your portfolio will be assessed by trained academic assessors who hold AdvanceHE fellowship. All portfolios are independently, double marked and if a decision cannot be reached between the two assessors then the academic NAP lead will act as a third marker. Assessor recommendations will be reviewed by the Faculty NAP Submissions Panel which is chaired by the Faculty Academic lead for the New Academics and Fellows Programme who holds Senior Fellowship of AdvanceHE

You will be awarded a Pass or Refer. [The assessment criteria for the programme are provided in Appendix 5.](#) In the case of a referral you will be given detailed feedback on how that decision was determined and what needs to be done to achieve a Pass. Re-submission of written work must be made within six months.

To ensure robust quality assurance and University oversight of the assessment process Fellowship judgements will be moderated by the External Reviewer, Professor Jon Scott (National Teaching Fellow and Principal Fellow) Pro-Vice-Chancellor, Student Experience, University of Leicester and ratified by the University NAP Assessment Panel. The panel will be chaired by the Academic Director of the University's Institute of Teaching and Learning, and comprises Faculty NAP Leads and the External Reviewer.

As completion of the programme is a probationary requirement for new academics, reports and assessment portfolios may be provided to your line manager, Divisional Lead/Head of School or probationary committee members.

For information about NAP portfolio submission deadlines please see the NAP Portfolio Submission intranet page here <https://www.staffnet.manchester.ac.uk/bmh/ps-activities/training/academic/new-academics-programme/nap-submission/>

Advance HE Professional Integrity Statement

As part of the AdvanceHE fellowship process you are asked to confirm that you have written the case (i.e. your portfolio) for fellowship 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. Submitting your application will indicate that you have read and agree to the following statement:

In submitting your case for fellowship you are confirming that your application relates to your higher education professional practice and is your own work. If the professional integrity of the application is in question it will not be accepted.

GDPR and Advance HE 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 email address will be supplied to Advance HE. This is in order to trigger your fellowship registration and certificate being recorded on the Advance HE MyAcademy database (<https://www.heacademy.ac.uk/my-academy-manage-your-higher-education-academy-experience>).

By submitting your portfolio you are confirming you agree to this data sharing.

To access the full privacy policy from Advance HE please see here <https://www.advance-he.ac.uk/privacy>
For more information about GDPR and GDPR advice and guidance at the University of Manchester please see here <https://www.staffnet.manchester.ac.uk/igo/gdpr/>

To access the full privacy notices from the University of Manchester please see here [Easy Access GDPR Privacy Notice Statement \(The University of Manchester\)](#)

Appeals and Complaints Process

The NAP Assessment 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 Reviewer.

Individuals will have the right to appeal the decision of the University NAP Assessment Panel. Any complaints regarding the delivery or assessment of the programme should be directed informally to the [Faculty Academic NAP Lead](#) 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 NAP is not an academic award.

Programme Evaluation

The programme is evaluated at three levels. At each workshop you will be asked to complete a questionnaire indicating your immediate reactions and satisfaction with the workshop. In addition you will be asked to complete an overall programme questionnaire allowing you to reflect on whether the NAP has met your needs and supported you in your academic duties. The programme as a whole will be evaluated once per year and the learner pass rate, satisfaction ratings and panel members' views of how well the programme is meeting its intended learning outcomes will be reviewed. Feedback will be offered to workshop leaders and the annual programme review report made available via the NAP website.

Continuing Professional Development beyond the NAP

The NAP programme has been accredited by AdvanceHE since 2010. The content and quality of the programme has been verified by them. Once you have successfully completed the programme you will automatically be confirmed as an AdvanceHE Fellow.

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 descriptor 2 of the UKPSF' and adhere to the [Fellowship Code of Practice | Advance HE \(advance-he.ac.uk\)](#)

If you wish to pursue additional teaching and learning qualifications, the programme prepares you to take a [Postgraduate Certificate in Higher Education](#). Completion of the NAP will give you 30 credits towards this higher degree.

We also encourage you to continue your teaching and learning professional development journey through the [Leadership in Education Award \(LEAP\)](#). This will allow you to gain further recognition as LEAP is accredited by AdvanceHE to award Senior and Principal AdvanceHE Fellowships.

The [Faculty Academy for Education and Professional Development](#) supports all those involved in teaching activities across the Faculty including our NHS, industry and workplace partners. You are invited to take part in the [Pedagogy Development programme](#) including online CPD, masterclasses, learning@lunches and a pedagogy seminar series creating a vibrant community of practice for committed educators and teaching and learning leaders.

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 [Faculty Teaching and Learning Office](#).

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](#).



Figure 1: Continuing professional development in teaching and learning

Further Resources from Advance HE

- [UK Professional Standards Framework \(UKPSF\)](#)
- [Dimensions of the UKPSF](#) - further support and explanation about the UKPSF criteria
- [AdvanceHE Knowledge Hub](#) a useful starting point for educational theory and pedagogic literature
- [Fellowship Category Tool](#) to help you to reflect on your practice and determine which level of fellowship is right for you.
- [AdvanceHE Fellowship Code of Practice](#) clear guidance to ensure you remain in good standing as an AdvanceHE fellow

Appendix 1: Individual Mapping of the UK Professional Standards Framework (UKPSF)

To complete your portfolio and to support your application for AdvanceHE Fellow it is essential that you provide evidence of how you meet the UK Professional Standards Framework (UKPSF) at descriptor level 2. This mapping exercise enables you to capture your evidence against the relevant criteria of the UKPSF for AdvanceHE Fellowship and is to be submitted together with your portfolio.

Please note that the mapping exercise should **not** be the equivalent of a further report or portfolio and therefore **critical reflection is not required**. It is an opportunity for you to signpost the assessors to the sections of your portfolio where you have fulfilled the UKPSF and to note additional, relevant experience where you wish to do so. Bullet points are preferred.

The mapping exercise document should not exceed 5 sides of A4 and the font size should be no smaller than 10.

I. Successful engagement across all five areas of activity IV. Successful engagement in appropriate teaching practices related to the Areas of Activity	Identify where you have demonstrated this in the programme, through your academic duties and within your portfolio. Ensure you demonstrate a breadth of practice.	Cross reference to portfolio page number where appropriate
<i>A1: Design and plan learning activities and/or programmes of study</i>		
<i>A2: Teach and/or support learning</i>		
<i>A3: Assess and give feedback to learners</i>		
<i>A4: Develop effective learning environments and approaches to student support and guidance</i>		
<i>A5: Engage in continuing professional development in</i>		

<i>subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.</i>		
II. Appropriate knowledge and understanding across all aspects of core knowledge		
<i>K1: The subject material</i>		
<i>K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</i>		
<i>K3: How students learn, both generally and within their subject/disciplinary area(s)</i>		
<i>K4: The use and value of appropriate learning technologies</i>		
<i>K5: Methods for evaluating the effectiveness of teaching</i>		
<i>K6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</i>		
III. A commitment to all of the professional values		

<i>V1: Respect individual learners and diverse learning communities</i>		
<i>V2: Promote participation in higher education and equality of opportunity for learners</i>		
<i>V3: use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</i>		
<i>V4: Acknowledge the wider context in which higher education operates recognising the implications for professional practice.</i>		
V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice		
VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate related professional practices.		

To view a copy of the UKPSF please see [Introduction to the UK Professional Standards Framework \(UKPSF\), Advance HE and Higher Education Academy Fellowship](#) or visit <https://www.heacademy.ac.uk/ukpsf>

Appendix 2: Teaching Observation Form

To be completed by the reviewer and made available to the reviewee for comments within two weeks of the teaching observation.

Section A: Session Details	
Reviewee Name, Role and HEA Fellowship Status	
Reviewer Name	
Course unit code / Session Title	
Session Date	DD/MM/YYYY
Number of students registered	
Number of students present	
Type of Contact Session	<input type="checkbox"/> Lecture <input type="checkbox"/> Seminar/workshop <input type="checkbox"/> Small group teaching <input type="checkbox"/> Online learning <input type="checkbox"/> Practicals/labs <input type="checkbox"/> Other (<i>please specify</i>) _____

Section B: Pre-review discussion and documentation (Discussion can be by face-to-face meeting or email)	
Documentation considered as part of review	Consider materials that are relevant for the session, for example: course unit description, ILOs for the session, paper based resources, online resources, VLE materials, assessment materials and strategy.
Comments on documentation	<ul style="list-style-type: none"> - Was the information about crucial aspects of the course unit communicated clearly in the documentation (e.g. structure of course, contact sessions, eLearning elements, expectations between contact sessions, intended learning outcomes, reading lists, extra resources, etc.)? - Are the intended learning outcomes appropriate for the level and the topic? - Are the online resources appropriate for the nature of the content and method of delivery? - Are eLearning resources (e.g. Virtual Learning Environment) organised so the student can relate them to the overall learning structure? - Are eLearning resources easily navigable and the online experience consistent; is the structure and signposting similar for each area?

Section C: Contact Session

Questions to consider when observing sessions:

Learning outcomes:

- Was there explicit linking to previous and/or subsequent sessions?
- Were there clear learning outcomes and were these highlighted to the students?
- Was advice given on follow up work/forthcoming work signaled?

Students

- Were all students given adequate opportunity to participate?
- Were all students encouraged to be actively engaged in the session?
- Were their questions answered appropriately?

Session structure:

- Was the session clearly structured?
- Was the communication clear in all respects?
- How well are resources used to support teaching?
- Were there any issues with control of the class?
- Was the pace and timing appropriate?
- What are the levels of energy and enthusiasm conveyed?
- Are the teaching methods appropriate?
- Was there good use of illustrative examples?

Section D: Assessment and Feedback

Assessment

- Is the amount and method of assessment appropriate?
- Is the assessment clearly linked to the intended learning outcomes?
- Is there an opportunity for formative assessment?

Feedback

- What methods are used inside or outside the classroom to provide feedback to students on their progress?
- Is there an opportunity for students to receive formative feedback?
- Does the feedback help students understand their marks or how their performance might be improved in future?
- Does the Blackboard page for the unit have a clear section explaining the feedback mechanism that the unit will follow?

Section E: Reviewer's overall comments

- All, or almost all, aspects of the teaching reviewed were of very high quality, few or no suggestions for improvement could be made
- All, or almost all, aspects of the teaching reviewed were of high quality, but some suggestions for improvement could be made
- Some aspects of the teaching reviewed were of good quality, but a number of suggestions for important improvements can be made and some developmental activity is recommended
- Some aspects of the teaching reviewed were deemed to raise sufficient concern that urgent developmental activity was recommended

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Section F: Reviewer’s recommendations for the reviewee sharing effective teaching practice?

- Recommendations from the reviewer for the reviewee to enhance their teaching practice going forward

- Reviewee acting as a mentor
- Reviewee considers a HEA fellowship through LEAP
- Reviewee considers presenting at Teaching and Learning Seminars or Showcases
- Reviewee considers applying for Teaching Awards
- Reviewee considers sharing teaching materials
- Reviewee considers other colleagues observing their teaching sessions to share effective teaching practice

Section G: Reviewee’s reflections and comments

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Section H: Reviewee’s recommendations for their own development activity or training

This will help shape future Faculty training provision. You can check existing training opportunities on the [CARD website](#) or alternatively e-mail acadresdev@manchester.ac.uk

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Reviewer Signature I confirm this was an effective teaching session and that it meets the expected standard of Fellow of the Higher Education Academy	Reviewee Signature I agree with the content of this observation form

Appendix 3: Workshop Record Sheet

Workshop Title	
Date Attended	
What were your objectives from attending this workshop?	
What did you learn including reflections on which elements of UKPSF were covered?	
How will you use this learning to enhance practice or build evidence of meeting the UKPSF?	
What are the implications for your personal development plan and portfolio development?	
Any further action required?	

Appendix 4: Reflective Learning Log

Name:		Job title:		
What did you do? (e.g. development activity, new academic duty, meeting, shadowing, P&DR, pedagogic reading)	Date you did this?	Why did you do this – what evidence can you gather aligned to the UKPSF?	What did you learn from this – how does it link to the UKPSF at descriptor level 2?	How/Has this learning made a difference to you? How will you use this as evidence for fellowship of the HEA? Any further actions
1.				
2.				
3.				
4.				
5.				

Appendix 5: Personal Development Plan Template - Continuing your Professional Development Journey

Target with anticipated outcomes	Actions	Timeframe 1 – 3 years		Resources of support required	Monitoring and Evaluation	Further Developments
		Start	Finish		Methods and Data Used	

Appendix 7: Assessment Criteria for the reflective reports, wider portfolio and mapping exercise

The written reports and wider portfolio content must fully meet the assessment criteria and requirements of the UK Professional Standards Framework at descriptor level 2. The table outlines the assessment criteria.

Criteria	Refer	Pass
Reflective Reports	Does not address or outline a clear focus, problem or task in the report. No clear objective or context setting with HE theory, institutional or external frameworks or strategies	Clearly defines the report focus, problem or task. Demonstrates clarity and consideration of contextual issues including how their work integrates with HE theoretical, institutional and external frameworks and strategies.
	Very little reflection on knowledge, skills and values used in academic practice or evidence of references to learning through the programme, relevant literature, University policy, UKPSF	Report integrates knowledge, skills and values related to own academic practice with thorough and appropriate reference to learning through the programme, relevant literature, University policy, and UKPSF
	Inadequate collection or analysis of information to inform a critical evaluation of their approach. Report is limited to personal views and lacks input from others.	Robust collection and analysis of information allowing critical and balanced evaluation of the approach taken. Objective and evidence based reflections on their own knowledge, skills, and behaviours gained through consultation and feedback from colleagues and students
	Conclusions or final outcomes not clearly communicated and the implications for future practice are unclear.	Conclusion or final outcomes are logically developed including the impact of their academic practice. The implications for future practice are explicitly stated and a short to medium term action plan with a process for follow up and review is outlined.
Wider Portfolio (CV, CPD/reflective learning logs, formal teaching observation)	No evidence of wider CPD activities beyond the NAP programme	Clear evidence of wide range of CPD activities, showing a commitment to enhancing academic practice
	No evidence of critical reflection or understanding of how their academic practice links to the UKPSF	Evidence of critical reflection and clear understanding of how their academic practice links to the UKPSF
	Incomplete record of workshop attendance	Complete record of workshop attendance
	No evidence of evaluation of own teaching beyond personal view point	Evaluation of teaching activities including peer observation and feedback, student feedback including self-reflection on implications for future practice

Appendix 8: Example Assessor Pro-forma

FBMH NAP ASSESSMENT PRO-FORMA						
Applicant:			First Assessor:			
School/Division:			Second Assessor:			
Assessor's overall decision (please delete as applicable): Pass/Refer						
Descriptors relating to NAP Assessment Criteria			First Assessor		Second Assessor	
			Accept	Refer	Accept	Refer
Written Reports	Clearly defined report focus, problem or task. Clarity and consideration of contextual issues including integration with HE theoretical, institutional and external frameworks and strategies.					
	Integrates knowledge, skills and values related to own academic practice with thorough and appropriate reference to learning through the programme, relevant literature, University policy, and UKPSF					
	Robust collection and analysis allowing critical and balanced evaluation of the approach taken. Objective and evidence based reflections on their own knowledge, skills, and behaviours gained through consultation and feedback from colleagues and students.					
	Conclusion or final outcomes are logically developed including the impact of their academic practice. The implications for future practice are explicitly stated and a short to medium term action plan with a process for follow up and review is outlined.					
Portfolio	Clear evidence of wide range of CPD activities, showing a commitment to enhancing academic practice					
	Evidence of critical reflection and clear understanding of how their academic practice links to the UKPSF					
	Complete record of workshop attendance					
	Evaluation of teaching activities including peer observation and feedback, student feedback including self-reflection on implications for future practice.					
Descriptors relating to UKPSF Areas of Activity A1-A5 (The numbering refers to the UKPSF criteria for Fellow of the HEA)			First Assessor		Second Assessor	
			Accept	Refer	Accept	Refer
2.1	Successful engagement with ALL of five areas of Activity					
2.4	Successful engagement in appropriate teaching practices related to the Areas of Activity					
Descriptors relating to UKPSF Core Knowledge K1-K6			First Assessor		Second Assessor	
			Accept	Refer	Accept	Refer
2.2	Appropriate knowledge and understanding across all aspects of Core Knowledge					

2.5	Successful incorporation of subject and pedagogic research and/or scholarship within activities, as part of an integrated approach to academic practice				
2.6	Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices				
Descriptor relating to UKPSF Professional Values V1-V4		First Assessor		Second Assessor	
		Accept	Refer	Accept	Refer
2.3	A commitment to all the Professional Values				
Mapping Exercise (please delete as applicable)		First Assessor		Second Assessor	
Has the Mapping Exercise been completed satisfactorily?		Yes/No		Yes/No	
Feedback for successful applicants (please also include comments on the mapping exercise where appropriate)					
Examples of good practice (feedback to be agreed by the assessors)					
Areas for future development (feedback to be agreed by the assessors)					
Feedback for unsuccessful applicants (please also include comments on the mapping exercise where appropriate)					
Feedback following resubmission (please also include comments on the mapping exercise where appropriate)					
First Assessor signature:		Date:			
Second Assessor signature:		Date:			

Information:

Assessors should refer to the Assessor's Guidance, [UKPSF](#) and NAP Handbook ([Appendix 5: Assessment Criteria](#)) when completing this form.

Appendix 9: Mapping of the NAP Programme against the UK Higher Education Professional Standards Framework

The curriculum for the programme has been designed so that it fully meets the requirements of the UK Higher Education Professional Standards Framework (UKPSF) and supports participants in their engagement with the framework at descriptor level 2. The table below shows which elements of the programme (workshops and assessment components) specifically link to areas of activity, core knowledge and professional values of the framework.

Areas of Activity	Programme Activity	Assessment
A1. Design and plan learning activities and/or programmes of study	ID1, RE1.2, RE1.3, RE3, RE8, IT1.1, IT1.2, IT1.3, IT2.1, IT2.2, IT 3.1, IT3.2, IT4, IT5, IT6, IT7, IT8, IT9, IT10, IT11, IT12, IT13, PD1.1, PD2.1, PD2.2, PD5, PD7, PD8, PD9, PD10, PD11, PD12	Reflective learning logs Peer observation of teaching Portfolio assessment UKPSF Mapping
A2. Teach and/or support learning	ID1, RE2.1, RE8, IT1.1, IT1.2, IT1.3, IT2.1, IT2.2, IT3.1, IT3.2, IT4, IT5, IT7, IT8, IT9, IT10, IT11, IT12, IT13, PD1.1, PD2.1, PD2.2, PD9, PD10, PD11, PD12	Reflective learning logs Peer observation of teaching Portfolio assessment UKPSF Mapping
A3. Assess and give feedback to learners	ID1, RE3, RE8, IT1.1, IT1.2, IT1.3, IT2.1, IT2.2, IT3.1, IT3.2, IT4, IT5, IT6, IT7, IT8, IT9, IT10, IT11, IT12, IT13, PD1.1, PD2.1, PD2.2, PD3, PD4, PD5, PD8, PD9, PD10, PD11, PD12	Reflective learning logs Peer observation of teaching Portfolio assessment UKPSF Mapping
A4. Develop effective learning environments and approaches to student support and guidance	ID1, RE1.4, RE8, IT1.1, IT1.2, IT1.3, IT2.1, IT2.2, IT3.1, IT3.2, IT4, IT5, IT6, IT7, IT8, IT9, IT10, IT11, IT12, IT13, PD1.1, PD2.1, PD2.2, PD3, PD4, PD5, PD9, PD11, PD12 Diversity, unconscious bias and integrity online training	Reflective learning logs Peer observation of teaching Portfolio assessment UKPSF Mapping
A5. Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices	ID1, RE1.1, RE2.1, RE3, RE7, RE8, RE9, RE13, IT1.1, IT1.2, IT1.3, IT2.1, IT2.2, IT3.1, IT3.2, IT4, IT5, IT6, IT7, IT8, IT9, IT10, IT11, IT12, IT13, PD1.1, PD1.2, PD2.1, PD2.2, PD3, PD4,	Reflective learning logs Peer observation of teaching Portfolio assessment UKPSF Mapping

Core knowledge	Programme Activity	Assessment
K1. The subject material	PD5, PD6, PD7, PD8 PD9, PD10, PD11 and PD12 ID1, RE1.1, RE1.4, RE2.1, RE3, RE9 , IT1.1, IT1.2, IT1.3, IT2.1, IT2.2, IT3.1, IT3.2, IT4, IT5, IT6, IT7, IT8, IT9, IT10, IT11, IT12, IT13, PD1.1, PD2.1, PD2.2, PD5, PD9, PD10, PD11, PD12	Reflective learning logs Peer observation of teaching Portfolio assessment of subject specific teaching materials UKPSF Mapping
K2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	ID1, RE2.1, RE3, RE9, IT1.1, IT1.2, IT1.3, IT2.1, IT2.2, IT3.1, IT3.2, IT4, IT5, IT6, IT7, IT8, IT9, IT10, IT11, IT12, IT13, PD1.1, PD2.1, PD2.2, PD5, PD9, PD10, PD11, PD12	Reflective learning logs Peer observation of teaching (assessment of delivery and subject specific teaching material) Portfolio assessment UKPSF Mapping
K3. How students learn, both generally and within their subject/ disciplinary area(s)	ID1, RE2.1, RE8, RE9, IT1.1, IT1.2, IT1.3, IT2.1, IT2.2, IT3.1, IT3.2, IT4, IT5, IT6, IT7, IT8, IT9, IT10, IT11, IT12, IT13, PD1.1, PD2.1, PD2.2, PD3, PD4, PD5, PD9, PD10, PD11, PD12, Diversity, unconscious bias and integrity online training	Reflective learning logs Peer observation of teaching Portfolio assessment UKPSF Mapping
K4. The use and value of appropriate learning technologies	ID1, RE1.4, RE8, RE9, RE1.4, IT1.1, IT1.2, IT1.3, IT2.1, IT2.2, IT3.1, IT3.2, IT4, IT5, IT6, IT7, IT8, IT9, IT10, IT11, IT12, IT13, PD1.1, PD2.1, PD2.2, PD4, PD5, PD9, PD10, PD11, PD12	Reflective learning logs Peer observation of teaching Portfolio assessment UKPSF Mapping
K5. Methods for evaluating the effectiveness of teaching	ID1, RE8, RE9, RE11, IT1.1, IT1.2, IT1.3, IT2.1, IT2.2, IT3.1, IT3.2, IT4, IT5, IT7, IT8, IT9, IT10, IT11, IT12, IT13, PD1.1, PD2.1, PD2.2, PD5, PD8, PD9, PD10, PD11, PD12	Reflective learning logs Peer observation of teaching Portfolio assessment UKPSF Mapping
K6. The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching	ID1, RE1.1, RE4, RE5, RE6, RE9, RE11, IT1.1, IT1.2, IT1.3, IT2.1, IT2.2, IT3.1, IT3.2, IT4, IT5, IT7, IT8, IT9, IT10, IT11, IT12, IT13, PD1.1,	Reflective learning logs Peer observation of teaching Portfolio assessment UKPSF Mapping

Professional Values	Programme Activity	Assessment
V1. Respect individual learners and diverse learning communities	PD1.2, PD2.1, PD2.2, PD5, PD8, PD9, PD10, PD11, PD12 ID1, RE2.1, RE9, RE11, IT1.1, IT1.2, IT1.3, IT2.1, IT2.2, IT3.1, IT3.2, IT4, IT5, IT6, IT7, IT8, IT9, IT10, IT11, IT12, IT13, PD1.1, PD2.1, PD2.2, PD3, PD4, PD5, PD8, PD9, PD10, PD11, PD12, Diversity, unconscious bias and integrity online training	Reflective learning logs Peer observation of teaching Portfolio assessment UKPSF Mapping
V2. Promote participation in higher education and equality of opportunity for learners	ID1, RE3, RE7, RE8, RE9, RE11, IT1.1, IT1.2, IT1.3, IT2.1, IT2.2, IT3.1, IT3.2, IT4, IT5, IT6, IT7, IT8, IT9, IT10, IT11, IT12, IT13, PD1.1, PD1.2, PD2.1, PD2.2, PD3, PD4, PD5, PD8, PD9, PD10, PD11, PD12, Diversity, unconscious bias and integrity online training	Reflective learning logs Peer observation of teaching Portfolio assessment UKPSF Mapping
V3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	ID1, RE1.1, RE2.1, RE9, RE11, IT1.1, IT1.2, IT1.3, IT2.1, IT2.2, IT3.1, IT3.2, IT4, IT5, IT6, IT7, IT8, IT9, IT10, IT11, IT12, IT13, PD1.1, PD2.1, PD2.2, PD3, PD4, PD5, PD7, PD8, PD9, PD10, PD11, PD12,,	This area is fundamental at descriptor level 2 Participants are assessed through: Reflective learning logs Peer observation of teaching Portfolio assessment UKPSF Mapping
V4. Acknowledge the wider context in which higher education operates recognising the implications for professional practice	ID1, RE1.1, RE1.2, RE1.3, RE1.4, RE2.1, RE3, RE4, RE5, RE6, RE7, RE8, RE9, RE11, RE13, IT1.1, IT1.2, IT1.3, IT2.1, IT2.2, IT3.1, IT3.2, IT4, IT5, IT6, IT7, IT8, IT9, IT10, IT11, IT12, IT13, PD1.1, PD1.2, PD2.1, PD2.2, PD3, PD4, PD5, PD7, PD8, PD9, PD10, PD11, PD12, Diversity, unconscious bias and integrity online training	This area is fundamental at descriptor level 2 Participants are assessed through: Reflective learning logs Peer observation of teaching Portfolio assessment UKPSF Mapping

Appendix 10: University of Manchester Goals, Research Strategy, and Faculty Teaching & Learning Support Office

The University of Manchester ‘Our Future’ Strategy

To access the full document please go to <https://www.manchester.ac.uk/discover/vision/>

Goal One – Research and Discovery

Goal Two – Teaching and Learning

Goal Three – Social Responsibility

Faculty of Biology, Medicine and Health Teaching and Learning Strategy

To access the full document please go to <http://documents.manchester.ac.uk/display.aspx?DocID=38257>

Our mission for teaching, learning and students is to deliver high-quality educational programmes that inspire, prepare and transform future generations of leaders, healthcare professionals, innovators, educators and researchers and that all have student experience at their heart.

To achieve our missions, this strategy is built on six integrated themes: who we teach, what we teach, teaching and learning delivery management, supporting our staff, supporting our students and student employability and further study.

Faculty of Biology, Medicine and Health Strategic Framework

To access the full document please go to

<https://documents.manchester.ac.uk/DocuInfo.aspx?DocID=48162>

University of Manchester Peer Review of Teaching Guidance

To access the full document please do to <http://documents.manchester.ac.uk/display.aspx?DocID=16373>

Peer review of teaching is a supportive process whereby colleagues act as reviewers and explore a reviewee’s teaching performance with them through the direct observation of their interaction with students and the review of their teaching materials and course unit design.

University of Manchester Research Strategy

This is part of the University’s ‘Our Future’ Strategy and full details can be found [here](#).

Our University is a powerhouse of research, with a history of world-changing achievements, and is ranked among the leading research universities globally.

To build further the quality of our research, we will attract and develop the best people, engage with global challenges, encourage and enable collaborations, and provide an environment where great ideas are born and abound.

Priorities at a glance

- Accelerating interdisciplinary research

- Developing research leadership and creativity
- Digital and creative research
- An open and responsible research environment
- Inspiring student learning with our research-intensive environment

Faculty of Biology, Medicine and Health Research and Innovation Strategy

To access the full document please go to <http://documents.manchester.ac.uk/display.aspx?DocID=34817>

The vision of the Faculty of Biology, Medicine and Health is to undertake world-class discovery science, develop effective clinical translation, produce high impact health services research and facilitate implementation of advances in health and social care for the benefit of society in Manchester, the UK and across the globe.

To achieve this vision we have developed a strategy that has three overarching goals:

1. We will support and develop our researchers to achieve their ambitions and our vision.
2. We will achieve international research excellence in key areas by building on our current research strengths and by identifying and developing emerging areas critical to our vision.
3. We will deliver positive societal impact from our research by maximising its translation and implementation.

Appendix 11: Programme Content, Intended Learning Outcomes and alignment with the UK Professional Standards Framework

Workshop Title	Intended Learning Outcomes	Alignment with the UKPSF (Descriptor 2)
ID1: NAP Induction and Introduction to the UK Professional Standards Framework	<ul style="list-style-type: none"> • Be guided through the NAP programme, its aims and objectives and the expected level of engagement of participants. • Make networks with, and draw on the experience of, other participants. • Receive guidance on career planning, your route through the programme and be signposted to the full range of CPD activity across the University. • Learn about the process of reflective portfolio generation and mapping of your activities to descriptor level 2 of the UKPSF. 	A1-A5 K1-K6 V1-V4
Diversity in the Workplace Training (mandatory online)	<ul style="list-style-type: none"> • To familiarise with equalities legislation and explore in detail all the equality groups; • Gain an understanding of the broader issues of equality and diversity; • Understand your responsibilities and rights as a member of staff and student at the University of Manchester; • Identify what discrimination and bias looks like during all aspect of working and to take steps to eliminate these. 	A4 K3 V1, V2, V4
Unconscious Bias Training - mandatory, online	<ul style="list-style-type: none"> • Provide a greater understanding of unconscious bias, how biases are formed and how to tackle these biases. 	A4 K3 V1, V2, V4
Research Integrity Training (mandatory for all research active staff - online)	<ul style="list-style-type: none"> • Understand your professional responsibilities as a researcher; • Provides practical advice on dealing with complex issues that can arise while planning, conducting and reporting your research. 	A4 K3 V1, V2, V4
Research Excellence		
RE1.1: Enhancing research publications	<ul style="list-style-type: none"> • Reflect on what makes a high impact research paper • Understand the peer review process and how to navigate it successfully 	A5 K1, K6

	<ul style="list-style-type: none"> • Understand the criteria for reviewing a journal article • Develop a publication strategy • Learn how to respond to reviewers' comments 	V3, V4
RE1.2: Strategic research project planning	<ul style="list-style-type: none"> • Discuss managing risk in a research setting, key milestones and avoiding dead-end projects • Understand key project-management techniques • Focus on how to manage time effectively and prioritise different demands in line with your broader career goals 	A1 V4
RE1.3: Fundamentals of Research Project Planning	<ul style="list-style-type: none"> • Consider the benefits of project management for your research • Understand project planning and management essentials • Begin to apply project planning tools to your own research and career 	A1 V4
RE1.4: Getting the Most out of the Library: Maximising the Impact of your Research	<ul style="list-style-type: none"> • Learn how the Library can support you throughout the research lifecycle • Understand the importance of open access and robust data management • Explore online search tools and the usefulness of reference management/bibliometric online technologies 	A4 K1, K4 V4
RE2.1: Research creativity and innovation	<ul style="list-style-type: none"> • An understanding of the logical and mental principles behind having new ideas of value, and an awareness of the techniques for a systematic approach to idea generation. • To have a case-study experience of translating innovation into the exploitation of those ideas, and the costs and benefits to the researchers involved. • To have seen how knowledge transfer principles operate in reality, and how the process is supported by the University of Manchester intellectual property company. 	A2, A5 K1, K2, K3 V1, V3, V4
RE3.1: Introduction to Grant Applications – Developing your research ideas into a fundable grant proposal (online)	<ul style="list-style-type: none"> • Develop your research ideas into realistic project plans that will engage others in your research • Provide top tips for crafting grant applications to encourage grant funders to invest in you and your ideas 	A1, A3, A5 K1, K2, K3 V2, V3, V4
RE3.2: Grant Writing in Action	<ul style="list-style-type: none"> • Identify key funders in your research area • Research the internal and external peer review process • Be able to identify grant application criteria for relevant funding schemes 	A1, A3, A5 K1, K2, K3 V2, V3, V4

	<ul style="list-style-type: none"> • Identify the common features of successful grants 	
RE4: Successful grant costing and post-award management	<ul style="list-style-type: none"> • Fully cost and justify a grant application • Understand the drivers and outline the key features of full economic costing • Identify the role of the Research Office/RBM network and key administrative support staff 	K6 V4
RE5: Research Ethics Application: University and NHS	<ul style="list-style-type: none"> • Understand the key processes involved when applying for University and NHS ethical approval • Be able to navigate the University and NHS ethics committees • Identify the attributes of good and bad ethics applications 	K6 V4
RE6: Undertaking Ethical Research	<ul style="list-style-type: none"> • How to ensure the care and protection of research participants • How to decide whether a study has to go to ethics committee • Identify the attributes of good and bad ethics applications 	K6 V4
RE7: Using social media to benefit your research and teaching	<ul style="list-style-type: none"> • Avoiding information overload and keeping on top of the literature in your field • Collaborating using social media • Extending research conferences and seminars online • Managing and building your online reputation 	A5 K4 V2
RE8: Collaboration and Consultancy	<ul style="list-style-type: none"> • Determine different approaches to collaboration • Identify how to initiate collaboration appropriate to your discipline • Understand how to increase your reputation through consultancy 	A1-A5 K5 V2, V4

RE9: Undertaking research on your teaching	<ul style="list-style-type: none"> • Understand ways that research can inform your teaching • Develop methods of undertaking research into your teaching • Understand the importance of formulating a publication strategy 	A5 K1-K6 V1-4
RE11: How to Evidence your Social Impact	<ul style="list-style-type: none"> • To understand the importance of social impact • How can I evidence social impact? Begin to evidence your impact by writing an impact plan • What is social impact? - explore the social landscape, common definitions. • Who do I need to work with? - finding stakeholders and partners. • Why do I need to know about social impact? - what is expected of researchers by funders. 	K5, K6 V1-4
RE13: Preparing for the REF– Evidencing the impact of your research	<ul style="list-style-type: none"> • Provide an overview of the REF process including up to date messaging on funder decisions on inclusion criteria, output and impact requirements; • Give you time to reflect on your research profile and impact to date and how you can promote your research more widely and more effectively; • Look at case study examples of best practice in evidencing research with impact and develop your own impact plans. 	A5 V4
Inspirational Teaching and Learning		
IT1.1: Introduction to teaching: How do students learn?	<ul style="list-style-type: none"> • Be able to identify four different learning styles and measurement techniques • Learn a range of techniques to tailor your teaching to meet the learning needs of students • Learn ways to engage students in active learning 	A1-A5 K1-K6 V1-V4
IT1.2: Large group teaching	<ul style="list-style-type: none"> • Share experiences of large group teaching • Identify common challenges and propose solutions to them. • Look at ways of engaging students to encourage participation • Plan a teaching session 	A1-A5 K1-K6 V1-V4
IT1.3: Small Group Teaching	<ul style="list-style-type: none"> • Share experiences of small group teaching • Identify common challenges and propose solutions to them. • Look at ways of engaging students to encourage participation • Plan a teaching session 	A1-A5 K1-K6 V1-V4

<p>IT1.4: Natural Teaching: Attachment Theory and Natural Pedagogy</p>	<ul style="list-style-type: none"> • Be able to appreciate the relevance of attachment theory to learning and teaching. • Be able to appreciate the relevance of natural pedagogy to learning and teaching. • Have considered ways in which their own attachment histories may influence their responses to students' learning needs and approaches to teaching. • Have learnt about and considered ways to adapt their own teaching in the light of attachment theory and natural pedagogy. • Have identified or developed at least one idea that they will take forward into their future teaching. 	<p>A1-A5 K1-K6 V1-V4</p>
<p>IT2.1: Enquiry and problem based learning</p>	<ul style="list-style-type: none"> • Demonstrate understanding of the concepts in PBL and EBL • Identify the settings in which PBL or EBL are successful or limit learning • Identify what constitutes good facilitation and how this is integral to PBL and EBL 	<p>A1-A5 K1-K6 V1-V4</p>
<p>IT2.2: eLearning Platforms to Support Teaching and Learning in Higher Education (online)</p>	<ul style="list-style-type: none"> • Identify the blended learning techniques appropriate for your setting • Understand how e-technology can enhance or inhibit learning • Be familiar with the resources and support structures for blended learning 	<p>A1-A5 K1-K6 V1-V4</p>
<p>IT3.1: Assessment and Feedback</p>	<ul style="list-style-type: none"> • Be able to describe the role of assessment • Understand the two main types of assessment and range of methods used • Understand how assessment fits into the broader remit of evaluation & quality assurance 	<p>A1-A5 K1-K6 V1-V4</p>
<p>IT3.2: Enhancing the Student Experience</p>	<ul style="list-style-type: none"> • Identify common problems encountered when supervising and methods for resolution • Learn how to manage expectations and identify boundaries • Understand the impact and value of giving feedback • Understand the metrics by which the staff: student relationship is assessed • Demonstrate an awareness of how to work with students with disabilities and be aware of the dignity at work policy 	<p>A1-A5 K1-K6 V1-V4</p>
<p>IT3.3: Academic Advising</p>	<ul style="list-style-type: none"> • To enable academic advisors to direct students to suitable support resources; • Understand the value of and be able to apply the University's academic advising model; • Recognise the indications of a student in need to support and explore how to approach wellbeing issues; 	<p>A1-A5 K1-K6 V1-V4</p>

	<ul style="list-style-type: none"> • Be able to structure a conversation with a student in need. 	
IT4: PGR student supervision: foundations of good supervisory practice	<ul style="list-style-type: none"> • Deciding who to supervise, what to supervise and being supported in your development • Establishing and maintaining good supervisory practice • Starting to supervise - the importance of clear objectives • Concepts of research: choosing research methodologies and methods • Supervisory roles and dialogues - empowerment or challenge? 	A1-A5 K1-K6 V1-V4
IT5: Curriculum design	<ul style="list-style-type: none"> • Explore the central features of good curriculum design and development • Considering aims, intended learning outcomes, the syllabus and assessment • Learn how to accommodate different teaching and learning styles so that students achieve the learning outcomes 	A1-A5 K1-K6 V1-V4
IT6: Getting the Most out of your Library – Supporting your students’ academic skills	<ul style="list-style-type: none"> • Explore the potential benefits which My Learning Essentials can provide, both for your teaching and also for the student experience • Illustrate how students can improve their skill set as a result of the inclusion of MLE in supporting your curriculum • Develop an activity plan to outline how MLE will feature in your future teaching 	A1-A5 K1-K4 V1-V4
IT7: Teaching Methodologies – How to Engage Students	<ul style="list-style-type: none"> • Contrast facilitation with traditional teaching • Understand the role of a facilitator • Identify the key skills required to be a good facilitator and why you need them • Practice facilitation techniques 	A1-A5 K1-K6 V1-V4
IT8: PGR student supervision: Examinations and Viva of PhD/MD students	<ul style="list-style-type: none"> • Understand the thesis submission and viva process at Manchester • Consider how to select examiners and prepare your students to survive their viva • Understand the alternative thesis format • Learn how to become a PhD/MD examiner 	A1-A5 K1-K6 V1-V4
IT9: PGR student supervision: Maintaining Momentum	<ul style="list-style-type: none"> • Dealing with difference • Developing critical thinking and good writing styles • Writing transfer reports and progress documents • Supervising cross culturally and at a distance 	A1-A5 K1-K6 V1-V4

	<ul style="list-style-type: none"> • Helping students to help themselves and each other 	
IT10: Micro Teaching	<ul style="list-style-type: none"> • Deliver teaching and receive feedback in your technique and style • Reflect on your teaching highlighting key areas for development • Consider alternative teaching styles that could be incorporated into your teaching <p><i>Prior to arriving participants will develop a 10 minute teaching session that will be recorded during the workshop.</i></p>	A1-A5 K1-K6 V1-V4
IT11: Strategies for Teaching Statistics	<ul style="list-style-type: none"> • Consider what statistical learning is required on the programmes you teach on • Consider how the teaching and learning will be shaped by the background and needs of your students • Share experiences and explore different approaches to making statistics engaging for students • Design ways to facilitate learning through novel methods such as team teaching and problem based learning • Learn about sources of support in the Faculty and beyond 	A1-A5 K1-K6 V1-V4
IT12: Teaching with Technology	<ul style="list-style-type: none"> • Understand the educational and technological requirements for designing user-centred learning experience • Understand the different types of technologies available for facilitating your teaching experiences • Evaluate selected learning technologies 	A1-A5 K1-K6 V1-V4
IT13: Supporting Distance Learning Students	<ul style="list-style-type: none"> • Explore the challenges and benefits of distance learning and look at methods to ensure students studying remotely have an excellent learning experience. • Examine ways to create effective teaching and learning materials (including facilitated discussions and sustainable assessments) for distance learning students. • Identify and understand common problems faced by instructors when teaching distance learning. • Identify and understand common problems faced by distance learning students. 	A1-A5 K1-K6 V1-V4

	<ul style="list-style-type: none"> Investigate the distance learning approaches being implement at the University of Manchester. Explore useful technologies and methodologies to diversify online teaching to distance learners. 	
IT14: Inclusive Teaching and Learning	<ul style="list-style-type: none"> 	
IT15: Stakeholder Involvement and working effectively with professional bodies	<ul style="list-style-type: none"> 	
Personal and Professional Development		
PD1.1: Leadership and Line Management	<ul style="list-style-type: none"> Learn how to recruit the best staff Be able to identify gaps in staffing within your team and how to recruit the most appropriate person Develop techniques to empower and motivate staff Understand key aspects of leadership and management 	A1-A5 K1-K6 V1-V4
	<ul style="list-style-type: none"> 	
PD1.2: Career Networking and Profile Raising (for teaching and research)	<ul style="list-style-type: none"> Assess your interpersonal skills Develop techniques to maximise your personal impact Identify networking opportunities within your discipline and setting Develop confident networking 	A5 K6 V4

PD2.1: Strategic Academic Career Planning	<ul style="list-style-type: none"> • Understand the promotion process and essential criteria • Identify how to raise your profile internally and externally • Develop your CV to build evidence for promotion • Understand benefits of mentors 	A1-A5 K1-K6 V1-V4
PD2.2: Review of Progress/Developing your NAP portfolio to meet descriptor level 2 of the UKPSF	<ul style="list-style-type: none"> • Receive feedback on your progress on the NAP • Gain peer and expert feedback on the quality of reflection in your portfolio • Have a clear understanding of how to continue to build a robust case clearly showing that you meet the UKPSF at descriptor level 2 • Receive guidance on career planning and wider, follow on CPD activity to support your journey as an educator and researcher 	A1-A5 K1-K6 V1-V4
PD3: Self-Awareness in Leadership and the role of Emotional Intelligence	<ul style="list-style-type: none"> • Be introduced to the concepts of emotional intelligence • Better understand your emotional and social functioning • Consider your most effective leadership style 	A3, A4, A5 K3 V1-V4
PD4: Influencing with Integrity	<ul style="list-style-type: none"> • Examine the difference between influence and manipulation • Explore the traits that influential people have in common • Identify what is within their circle of influence • Use a systematic six step approach to preparing a case to influence • Review ways to recognise and manage resistance from others 	A3, A4, A5 K3 V1-V4
PD5: Coping with academic pressure	<ul style="list-style-type: none"> • Discuss academic pressures that might lead to emotional fatigue • Learn how to recognise the traits and indications • Consider the consequences of emotional fatigue • Look at your own role and environment and identify elements that might unnecessarily add pressure. • Learn coping strategies and identify support mechanisms 	A1-A5 K1-K6 V1-V4
PD6: Media Engagement	<ul style="list-style-type: none"> • Identify the personal and professional benefits and challenges of communicating research • Develop skills via the media to engage an audience 	A5 V2, V4

	<ul style="list-style-type: none"> Identify the role of support mechanisms and public engagement opportunities at Manchester 	
PD7: Financial Management in HE	<ul style="list-style-type: none"> Understanding effective institutional financial management and systems Learning and practising financial management skills 	A1, A5 K6 V2, V3, V4
PD8: Setting and meeting objectives for you and your team	<ul style="list-style-type: none"> Understand the aims, benefits and barriers to effective performance management Identify how to develop a performance management culture Consider existing processes to help you with performance management Develop a framework for constructive confrontation 	A1, A3, A5 K5, K6 V4
PD9: Making a Difference Through Social Responsibility	<ul style="list-style-type: none"> Learn about the University Goal 3 strategy (social responsibility) and associated Faculty activities Describe key social responsibility issues including widening participation, patient and public involvement/engagement and environmental sustainability Plan your contribution to the social responsibility agenda 	A1-A5 K1-K6 V1-V4
PD10: Difficult Conversations	<ul style="list-style-type: none"> Identifying what makes a conversation 'difficult' The importance of planning for these conversations A step by step checklist for conducting the conversation How do I begin?- Opening the conversation Finding ways to express yourself without attributing blame Managing your emotional energy Handling defensive reactions Closing the conversation at the right time. 	A1, A2, A3, A5 K1-K6 V1-V4
PD11: Managing Change	<ul style="list-style-type: none"> Examine the nature and the rate of change in the wider HE environment Explore how change affects individuals and teams understand their personal reaction to change review a number of tools and techniques to help cope with change effectively 	A1-A5 K1-K6 V1-V4

<p>PD12: Priorities, time and self-management – balancing productivity and potential</p>	<ul style="list-style-type: none"> • To understand how you currently spend your time and energy and the impact of that; • Tools for reviewing and amending that pattern if required; • Practice with tools for prioritisation and setting compelling goals; • Clarifying your motivations. 	<p>A1-A5 K1-K6 V1-V4</p>
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Appendix 12: FBMH NAP Exemption Application Form

Faculty of Biology, Medicine and Health

Application for Exemption from the New Academics and Fellows Programme

This form is issued by the Faculty Centre for Academic and Researcher Development (CARD) and should be used to apply to the NAP Exemptions Panel for either full or partial exemption from the New Academics and Fellows Programme (NAP). **All information contained in this form will be treated as confidential.**

Once completed, this form and any supporting documentation should be sent to the Centre for Academic and Researcher Development at acadresdev@manchester.ac.uk. Please note that the application will be reviewed by the NAP Exemptions panel who will decide whether the request will be approved, declined or whether further recommendations are suggested.

If you have any queries or concerns about completing this form, please contact the NAP Administrator at acadresdev@manchester.ac.uk.

SECTION 1: PERSONAL DETAILS			
Surname		Forename	
ID Number			
School			
Division			
Job Title			
Email Address			
Probation Start Date		Probation End Date	
Please confirm your contract type? Please tick the relevant box. If your application for exemption is successful, or if further recommendations are suggested by the panel, these will be informed by your contract type.			
<input type="checkbox"/> Teaching Only <input type="checkbox"/> Research Only <input type="checkbox"/> Teaching and Research			

SECTION 2: APPLICATION DETAILS	
I am applying for (please tick the relevant box).	
Full Exemption <i>If you are applying for full exemption, please go to section 3.</i>	<input type="checkbox"/>

Partial Exemption <i>If you are applying for partial exemption, please complete the box below.</i>	<input type="checkbox"/>
If you are applying for partial exemption from the NAP, please use the box below to state which parts of the Programme you would like exemption from.	

SECTION 3: DECLARATION AND SUPPORTING EVIDENCE

Please provide

- Exact details of your application for exemption: details of relevant prior experience and/or learning;
- Justification for your application;
- Supporting evidence i.e. copies of certificates, prior teaching qualification

Supporting documents can be sent as attachments along with the completed application form to acadresdev@manchester.ac.uk.

Please give a list below of any additional support documents that have been provided along with this form.

I confirm that the information I have given is correct to the best of my knowledge.

Name		DATE	
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SECTION 4: DIVISIONAL LEAD/LINE MANAGER DECLARATION

A statement must be provided below by the Divisional Lead/line manager or a supporting letter/email must be provided/attached

The Divisional Lead/Line Manager declaration should include a statement of support for the NAP exemption application (including justification) and whether the support applies to full or partial exemption from the NAP. If the application is for partial exemption, please include a statement detailing section of the NAP you are supporting exemption from.

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Name		DATE	
Signature			

SECTION 5: TO BE COMPLETED ON BEHALF OF THE NAP EXEMPTIONS PANEL

As Chair of the NAP Exemptions Panel I have considered this application and the decision is to:

APPROVE

 REJECT

 FURTHER RECOMMENDATION

If further recommendation made, please state the recommendation below and reason(s) for the further recommendation.

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A statement must be provided below by the Chair of the NAP Exemptions Panel. If the application is approved please include a statement of support. If the application is rejected by the panel, please provide reason(s).

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Chair of NAP Exemptions Panel (Faculty NAP Academic Lead)		DATE	
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OFFICE USE ONLY

SENT TO NAP EXEMPTIONS PANEL <input type="checkbox"/> DATE: _____	APPLICANT NOTIFIED OF DECISION <input type="checkbox"/> DATE: _____
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BY: _____		BY: _____	
NAP DATABASE UPDATED <input type="checkbox"/> DATE: _____ BY: _____			
FBMH NAP Administrator		DATE	

Once completed a copy of this signed form, together with the confirmation letter and any supporting documents, should be kept on file.

Appendix 13: Suggested Reading List

Andresen L, Nightingale P, Boud D & Magin D, *Strategies for Assessing Students*, (SCED 1993).

Ashwin, P., Boud, D., Coate, K., Hallett, F., Keane, E., Krause, K. L., & Tooher, M. (2015). *Reflective teaching in higher education*. Bloomsbury Publishing.

Barnett R, *Reshaping the University: New Relationships between Research, Scholarship and Teaching* (SRHE/Open Up 2005).

Barrett T, MacLabhrainn I & Fallon H (Eds). *Handbook of Enquiry and Problem-based Learning: Irish Case Studies and International Perspectives*. (CELT NUI Galway 2005).

Bates, A.W. and Poole, G (2003) *Effective Teaching with Technology in Higher Education*. Jossey-Bass:San Francisco.

Biggs, John and Catherine Tang (2011) *Teaching for Quality Learning at University: What the student does*, 4th Edition, Maidenhead and New York: Open University Press.

Boud D & Feletti G. *The Challenge of Problem-based Learning*. (Kogan Page 1997).

Boud D, Dunn J & Hegarty H E, *Teaching in Laboratories*, (NFER Nelson 1986). Brookfield S, *Becoming a Critically Reflective Teacher*. (Jossey Bass 1995).

Brown M et al. 'Reflective Practice' in Fry H, Ketteridge S & Marshall S (Eds), *A Handbook for Teaching and Learning in Higher Education*, (Kogan Page 1999)

Brown S & Glasner, A. *Assessment Matters*. (SRHE 1999)

Brown, S. and Race, P. (2002) *Lecturing: A Practical Guide*. Kogan-Page. Bushaway B, *Managing Research*, (Open UP 2003).

Canter D & Fairbairn G, *Becoming an Author: Advice for academics and other professionals*, (Open UP 2006).

Carroll J & Ryan J. *Teaching International Students*. (Routledge 2005).

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 3, 7.

Clouder, L. (ed.) *Improving Student Engagement and Development through Assessment*. (Routledge 2012).

Entwistle N, Thompson S & Tait H, *Guidelines for Promoting Effective Learning in Higher Education*, (University of Edinburgh 1992).

Fry, H., Ketteridge, S., & Marshall, S. (2008). *A handbook for teaching and learning in higher education: Enhancing academic practice*. Routledge. Hattie, J. (2012) *Visible Learning for Teacher: Maximizing Impact on Learning*. London: Routledge.

Harland, T. *University Teaching. An Introductory Guide*. (Routledge 2012).

Hattie, J. and Marsh, H. (2004) 'The relationship between research and teaching: A meta-analysis', *Review of Educational Research*, 66(4): 507-542.

Horobin R, Anderson B & Williams M. *Active Learning in Practical Classes*, (CVCP, USDTU, 1992) Jarvis, P. (2002) *The Theory and Practice of Teaching*. 2nd edition, Routledge.

Hutchings, W. (2007) 'Enquiry-Based Learning: Definitions and Rationale', *CEEBL Papers*, University of Manchester.

James, R., and G. Baldwin (1999) *Eleven practices of effective postgraduate supervisors*. Melbourne: Centre for the Study of Higher Education and the School of Graduate Studies: University of Melbourne.

Jenkins A et al. *Reshaping Higher Education: A guide to linking teaching with research*, (Routledge Falmer 2002).

Laurillard, D. (2013). *Teaching as a design science: Building pedagogical patterns for learning and technology*. Routledge.

Laurillard D, *Rethinking University Teaching*, (Routledge 2nd edition 2002).

Lee, A. (2008) How are doctoral students supervised? Concepts of doctoral research supervision. *Studies in Higher Education* 33(3), 267-281.

Macfarlane B, 'Teaching with Integrity: The ethics of higher education practice', (London. Routledge Falmer 2004).

McNamara D & Harris R (eds), *Overseas Students in Higher Education*, (Routledge 1997).

Owen, P. et al., *Developing Inquiry for Learning. Reflecting Collaborative Ways to Learn How to Learn in Higher Education*. (Routledge 2012).

Peelo, M. (2010) *Understanding supervision and the PhD*. London: Continuum.

Ramsden, P. (2003) *Learning to teach in higher education*. Second edition. Routledge: London.

Salter, D. *Cases on Quality Teaching Practices in Higher Education*. (Information Science Reference 2013). Taylor S & Beasley N, *A handbook for doctoral supervisors*, (Routledge 2005).

Taylor, S.E. (2012) Changes in doctoral education. *International Journal for Researcher Development* 3(2), 118-138.

The Theory and Practice of Online Teaching and Learning: A Guide for Academic Professionals (2015) Routledge: Freebook.

Further, discipline-related references might be found at:

- [Advance HE Knowledge Hub](#)
- [The University of Manchester Library](#)
- [Google Scholar](#)

Document Control Box

Document control box	
Policy / Procedure title:	Faculty of Biology, Medicine and Health New Academics and Fellows Programme Handbook
Lead contact email:	acadresdev@manchester.ac.uk
Date approved:	June 2019
Approving body:	New Academics Programme Coordinators Group Advance HE
Version:	9.0
Supersedes:	
Previous review dates:	January 2018
Equality impact outcome:	N/A
Next review date:	
Related Statutes, Ordinances, General:	
Related policies/procedures/guidance:	University Peer Review of teaching policy FBMH expectations for research, teaching and learning, and social responsibility for academic and research staff Promotions guidance for research staff
Policy owner:	Centre for Academic and Researcher Development
Lead contact:	Rachel Cowen, Academic Lead for New Academic and Research Staff Development (BMH)

FBMH New Academics and Fellows Programme handbook Version amendment history		
Version	Date	Reason for change
1.0	May 2009	Original document
2.0	April 2010	Updated
3.0	June 2011	Updated
4.0	September 2012	Updated
5.0	March 2014	Updated
6.0	March 2015	Updated
7.0	September 2016	Updated
8.0	January 2018	Updated
9.0	June 2019	Updated – reaccreditation
9.1	May 2020	Updated – external examiner recommendations
9.2	November 2021	All links updated and minor revisions