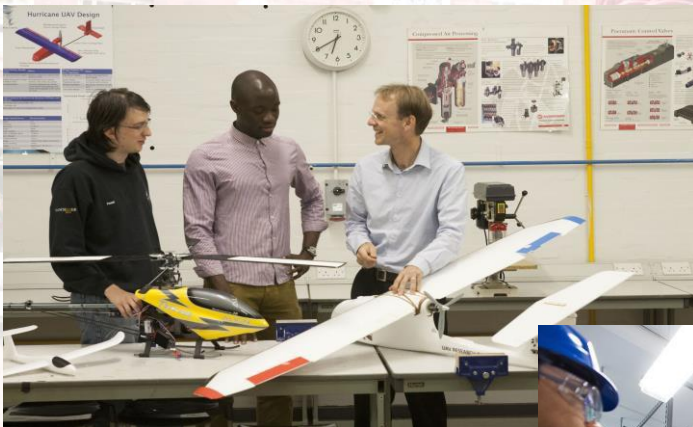# Faculty of Science and Engineering

New Academics Programme Handbook

Academic Year 2021-22

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CONTENTS

FOREWORD

A very warm welcome to the Faculty of Science and Engineering at the University of Manchester!

Science and Engineering at Manchester is a large and comprehensive Faculty and our student numbers will exceed 11,000 next academic year. This means that the Faculty is larger than many complete UK Universities, and this is also reflected in our research income and outputs. Our University is ranked 29th in the world, 7th in Europe and 5th in the UK; by 2025 we aspire to be in the world's top 25 with a £1 billion investment in buildings, infrastructure and facilities. You are at the beginning of what I hope will be a fruitful and exciting academic career in a world class University. The aim of the New Academics Programme is to equip you with some of the information and skills that you will need in your new post. The formal aspects of the programme will be complemented by guidance and mentoring provided within your School, where appropriate discipline-based support can best be given.

The Faculty is committed to supporting you throughout your career at the University of Manchester and to play its part in the delivery of the University's New Academics Programme. It is Faculty policy that all new academic members of staff complete the programme. All of the Vice Deans and Associate Deans within the Faculty (Teaching, Learning and Students; Research; Internationalisation; Social Responsibility, Equality, Diversity, Inclusion and Access; Post Graduate and Early Career Researcher Development; Business Engagement and Innovation) have contributed to the programme as each has a remit that covers important aspects of an academic career. You will, therefore, find that the programme includes sessions on teaching and learning, research, grantsmanship, building international links, the student experience and student support, postgraduate supervision, collaborating with industry, project supervision and time management. I hope that you will find the New Academics Programme of real benefit to you.

I wish you every success in your career at the University of Manchester.

Martin Schröder

Vice-President & Dean
Professor of Chemistry
Faculty of Science and Engineering

WELCOME

Welcome to the New Academics Programme (NAP) in the Faculty of Science and Engineering (FSE). This programme plays an important role in ensuring that the University supports you during your probation period and in the development of your career. An academic career at the University of Manchester involves a broad range of duties which includes teaching practice, student support, administration, and research. The NAP is designed to support your work in relation to the full breadth of duties associated with your post.

Please ensure you visit the FSE NAP web pages on a regular basis to be kept updated on staff development training opportunities and other important notifications. The web pages can be accessed here: NAP website. In addition the NAP Community Space on Blackboard provides valuable information on the full NAP programme content, recommended reading and the NAP assessment strategy. The NAP Community Space on Blackboard can be found here: NAP Blackboard Community Space.

Under University policy, attendance on the NAP is mandatory for all new academic staff and is a requirement for successful completion of the probation period. For new academics on a teaching and research, or teaching and scholarship career track, both attendance and the successful completion of assessment is a mandatory probation requirement (see Probationary Arrangements for Newly Appointed Academic Staff). We know that you already have a wide range of skills that are relevant to your post, and the aim of the programme is therefore to increase your awareness and proficiency in all aspects of your role, relating to research, teaching, administration, social responsibility, equality, diversity, inclusion and access and professional development. You will be introduced to some of the key senior academics within the Faculty, and the facilitators on the programme bring a wide range of experience of the different areas across the Faculty. The NAP aims to help you settle into your new job and to make your academic life easier.

The teaching elements of the NAP are accredited by the Advance HE which is the Universities' professional body for teaching and learning. The Advance HE accreditation provides recognition that our programme meets the requirements of the UK Professional Standard Framework (UKPSF) for teaching and learning in Higher Education. Further information on the UKPSF can be found at: https://www.heacademy.ac.uk/ukpsf. If you successfully complete the NAP teaching units/assessments and subject to meeting the criteria for Descriptor 2 of the UKPSF, you will be eligible for Fellowship of the Higher Education Academy (FHEA). If approved, you will be entitled to include the designatory letters FHEA after your name.

The assessment philosophy of the NAP is based on the idea that the best way to demonstrate your proficiency is through the normal duties that you undertake, rather than through additional tasks designed specifically for the purpose of the programme. By developing your skills, by providing relevant practical information, and by integrating your assessment with your regular duties, we hope that progression through the programme will provide genuine enhancement of your work.

You should start the programme as soon as possible after you take up your post at Manchester. As some elements of the programme only run once a year, this early commencement is very important. Although you are expected to attend all of the units within the first year of probation, the completion of assessments which involve elements of your day-to-day duties is expected to take up to four years.

Successful staff development ultimately depends on commitment from both parties to ensure its effectiveness. We will aim to deliver the programme in a manner that is genuinely helpful for your professional development and for successful completion of probation. I hope that you will enjoy participating in the programme with us and I look forward to working with you.

Dr Daniella Ryding

Senior Fellow of the Advance HE
Senior Lecturer Department of Materials
Faculty Academic Lead (NAP)

1. INTRODUCTION

Each of the University's three Faculties delivers its own Faculty-specific version of the NAP and these are also aligned through the University New Academics Programme Management Group. The University NAP Management Group is chaired by the Director of the Institute of Teaching and Learning, and its membership comprises of the Faculty Academic Leads for the NAP, Faculty PS representatives and Institute of Teaching and Learning representatives. The University NAP Management Group reports to the Academic and Researcher Development Board (ARDB) which is co-chaired by the Vice Presidents for Research and Teaching, Learning and Students. The ARDB has strategic oversight of all University programmes accredited by AdvanceHE and has strategic oversight of the framework for the professional development of all staff involved in the design and delivery of teaching and research, whilst taking into account all aspects of activity in the University.

A valuable feature of the NAP provision across the University is our accreditation with the National body for teaching and learning in Higher Education, the Advance HE. The teaching elements of the programme have been designed to meet the Advance HE criteria for Descriptor 2 of the UKPSF, with a view to ensuring all new academic staff aim to achieve Fellowship of the Higher Education Academy (FHEA), subject to meeting the criteria for Descriptor 2 of the UKPSF, on successful completion of the NAP.

Please read sections 2 and 5 for further information on FHEA eligibility criteria.

Furthermore, the NAP addresses all of the major areas of the University's Vision and strategic plan for 2025 that impress on the roles of academic staff. The three core goals are:

Research and Discovery

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.

Teaching and Learning

As an institution built on world-class research, we want to share knowledge to challenge and transform our students, giving learners of all ages and backgrounds the chance to contribute to positive change, improving their lives and those of others.

We will inspire learners with challenging ideas, knowledge and wisdom, and help them develop the capabilities needed for a stellar career. Our teachers will be supported to deliver the highest levels of student satisfaction, embracing digital opportunities and placing personalisation at the heart of what we do.

Social Responsibility

We will now establish our University as the sector's leader for social impact by engaging our communities in our work, enabling all our people to help bring about a better world and embedding responsible processes and environmental sustainability in all our key activities.

2. THE NAP PROGRAMME OVERVIEW

2.1 The National Context in Higher Education

There have been significant and far-reaching changes within Higher Education over the last few decades. The student population has increased enormously and there is now a much greater focus on enhancing the student experience and student satisfaction, and on developing the professionalism of university teachers. One of the initial drivers for change was the Dearing Report into Higher Education in 1997, which resulted in the formation of the Institute for Learning and Teaching, later to be renamed the Advance HE which is now the universities' professional body for Teaching and Learning. The Advance HE, in collaboration with other bodies in the sector, developed the UKPSF for teaching and supporting learning in Higher Education in 2006. In 2011 the Government published its White Paper, *Students at the Heart of the System,* which aimed to ensure that universities are held more accountable for an improved student experience, including better teaching. In June 2013, there was the Mary McAleese report to the European Commission on *Improving the Quality of Teaching and Learning in Europe's Higher Education Institutions*, which recommended that new teaching staff should be trained and qualified as professional teachers. Also the Higher Education Statistics Agency (HESA) is now requiring all universities to submit statistics on the number of staff who possess a teaching qualification or have Higher Education Academy Fellowship. All these initiatives send a very strong message about the increasing importance of having professionally qualified teachers in Higher Education.

The teaching elements of the FSE NAP are aligned with the UKPSF for teaching and supporting learning in Higher Education, and are accredited by the Advance HE. The original UKPSF was revised in 2011 and can be found via the [Advance HE website](). Accreditation by the Advance HE is limited to the elements of teaching and learning, however following the guidelines of the University of Manchester, the FSE NAP encourages developmental thinking in all aspects of the academic role, hence the term 'Academic Practice'.

Staff are expected to familiarise themselves with the latest developments in teaching and learning as disseminated through the Advance HE.

2.2 The University Context of the Full NAP and Eligibility for FHEA Status

In FSE the **full** NAP comprises of Teaching, Research and Social Responsibility, Equality, Diversity, Inclusion and Access elements and fulfils various aims subject to career track. Career tracks comprise of Presidential Fellows (PF), Dame Kathleen Ollerenshaw Fellows (DKO Fellows), Teaching and Research, Teaching and Scholarship and Research Fellows.

The overall aims of the **full** NAP are to:

(i) equip new members of staff with teaching quality recognition
(ii) provide insights for producing the highest quality research
(iii) equip new academics with the necessary knowledge and skills to perform other important academic duties effectively.

Mandatory elements, subject to career track, are detailed further in Table 1 (page 10-11). Not all new academics will be expected to complete the full NAP, however as a general rule:

- Presidential Fellows – complete the full NAP

- Dame Kathleen Ollerenshaw Fellows – complete the full NAP

- Teaching and Research contract – complete the full NAP

- Teaching and Scholarship contract – complete the Teaching and Social Responsibility, Equality, Diversity, Inclusion and Access elements

- Research Fellows* - complete the Research and Social Responsibility, Equality, Diversity, Inclusion and Access elements (unless there is an opportunity for their contract to change to Teaching and Research)

Given that it is the teaching elements which are accredited by Advance HE, eligibility for FHEA is for those academics who have a substantial teaching load, and who are normally on a Presidential Fellow, DKO Fellow, Teaching and Research, or Teaching and Scholarship career track. Further detail on the FHEA criteria can be found in section 5 (Teaching Elements of the NAP) of this Handbook.

The allocation of duties and time during the period of probation should be such as to ensure that probationers have time to participate fully in the NAP (see Probationary Arrangements for Newly Appointed Academic Staff). It is not possible to give exact figures for the amount of time to be devoted to the Programme because of the nature of delivery and individual tailoring. Except in the case of those whose English needs considerable improvement, the normal expectation would be about 60 contact hours for staff on a Teaching and Research career track. In addition there will be some time devoted to mentoring opportunities and satisfying the assessment requirements: much of this will be based on tasks undertaken as part of normal duties but there will be a need to evidence more thoroughly than might otherwise have been the case.

*In some cases, Research Fellows may have a sufficient teaching load to be eligible to complete the **full** NAP, and therefore be provided with the opportunity to achieve Fellowship of the Higher Education Academy (FHEA) subject to meeting the criteria for Descriptor 2 of the UKPSF and on successful completion of the NAP. In this instance a case would need to be put forward by the Head of Department for approval by the NAP Academic Lead. Departments may also specify that a Research Fellow should attend the teaching units as well as the research units if, for example, it is foreseen that the Research Fellow will transfer to a Teaching and Research contract at the end of the term of their research fellowship. Research Fellows should therefore check with their Head of Department/Line Manager which elements of the NAP they are expected to attend before starting the programme and also seek Head of Department approval to confirm whether they are required to complete the **full** NAP. If a Research Fellow is required to complete the teaching elements, it is the responsibility of their Head of Department/Line Manager to ensure that participants are allocated sufficient teaching duties (as set out in section 5.1.6), to enable him/her to complete the assessments for those units.

Participants cannot be put forward for FHEA award until they pass their Reflective Portfolio of Evidence and have completed all teaching elements (both mandatory attendance and the teaching assessments).

2.3   Full NAP Programme Objectives

The objectives of the full NAP are to:

(i)   Provide the underpinning knowledge of current teaching and learning theories and practice to enable staff to become excellent teachers

(ii)   Ensure staff engage with the UKPSF

(iii)   Support staff in the development of their research portfolio

(iv)   Provide an appreciation of the University's strategy for Social Responsibility, Equality, Diversity, Inclusion and Access and ways in which staff can engage and contribute to the social responsibility agenda through teaching, research, knowledge transfer, public events or other activities

(v)   Provide an understanding of the UK Higher Education system, including quality assurance and ethical practice, and how these are embodied at the University of Manchester

(vi)   Provide an awareness and understanding of the University's internationalisation strategy and ways in which staff might engage and contribute to the internationalisation agenda

2.4   Full NAP Programme Schedule

The <u>full</u> NAP is delivered in two parts:

- Part 1 (Teaching Practice and Research) is run twice per year, once in September and again in January. The aim of two deliveries per year for this part of the programme is to ensure that all new staff are given guidance and support with regard to teaching and research as early as possible once they are in post

- Part 2 (Advanced Teaching Practice) is run once per year in April
- Part 2 (Research) is run once per year in January

In addition, there is a Social Responsibility, Equality, Diversity, Inclusion and Access workshop delivered in each academic session.

All sessions on the NAP are delivered outside term-time and where possible, between 9.15am and 3.30pm, which is in line with Athena Swan principles. The NAP sessions can be delivered via a variety of methods as necessary.

All new members of academic staff are required to attend and fully engage in all of the mandatory units according to their current career track as detailed in Table 1 (page 10-11).

2.5   Full NAP Programme Learning Outcomes

On completion of the full NAP, participants will have demonstrated their ability to:

- Explain the importance of various aspects of quality and ethics within the UK Higher Education

- Demonstrate how their own professional practice in teaching and learning is aligned with the principles of UK Professional Standards Framework (UKPSF)

- Deliver effective teaching and learning in a wide range of contexts which is underpinned by knowledge and understanding of the current theories of teaching and learning

- Develop and manage a successful research portfolio

- Develop an effective research publication strategy

They are also expected to have an awareness of:

- The aims of the University's Social Responsibility, Equality, Diversity, Inclusion and Access and Internationalisation agendas and be able to identify ways in which they might contribute to this.

2.6   Exemptions

New academics who already have FHEA status and/or a UK Postgraduate Certificate in Higher Education (or equivalent), on commencing at the University, <u>may</u> be exempt from some of the teaching elements of the NAP. For those participants who can provide satisfactory evidence of meeting the standards required for any teaching element of the FSE NAP, the Head of Department (or a nominated deputy) will be able to propose exemption for that particular element. The NAP Academic Lead in FSE will review the exemption request and approve, or otherwise, the exemption requested. However it will be **mandatory** to attend the sessions on the British Higher Education System, Academic Advising, Project Supervision (UG & PGT), Examination Procedures and Quality Assurance, and Lab Based Teaching, and these sessions will not be exempted. New academics with Associate Fellowship status <u>may</u> be eligible for exemptions for some of the teaching elements and should make enquiries in the first instance with the NAP administrator.

LEAP

Any exemption requests relating to the Research and Social Responsibility elements of the FSE NAP will be referred to the appropriate Vice Dean for review and approval (or otherwise).

It is increasingly the case that Heads of Departments prefer new staff to register on the NAP, whatever their background, as the sessions provide useful professional and social networking opportunities. They also provide a flavour of the expectations of the Faculty and the University as a whole.

Exemption Forms and the procedure for their submission are available on the [NAP website](#).

2.7 Accreditation for Prior Learning (APL)

Successful completion of the NAP and approval/registration for HEA Fellowship provides some exemptions towards the University's Postgraduate Certificate in Higher Education. The PG Cert HE is a 60 credit programme and participants who successfully complete the NAP and attain HEA Fellowship prior to the start of the programme can apply for APL equivalent to 30 credits towards the PG Cert HE programme.

2.8 Quality Assurance of the Full NAP Programme

Faculty NAP Committee

The Faculty NAP Committee members support and advise the NAP management team on matters relating to the effective organisation, development and delivery of the NAP including the mentoring of probationary staff. This covers all aspects of the NAP, i.e. Teaching and Learning, Research, and Social Responsibility, Equality, Diversity, Inclusion and Access. The membership of the committee includes the NAP Academic Lead, Associate Dean for Teaching Academy, Vice Dean for Social Responsibility, Access, Diversity, Inclusion & Equality, Associate Dean for Research Impact, Department Senior Mentors, NAP Operations Manager and NAP Administrative Assistant.

University NAP Management Group

The University NAP Management Group is chaired by the Director of the Institute of Teaching and Learning, and its membership comprises of the Faculty Academic Leads for the NAP, Faculty PS representatives and Institute of Teaching and Learning representatives. The University NAP Management Group reports to the Academic and Researcher Development Board (ARDB) which is co-chaired by the Vice Presidents for Research and Teaching, Learning and Students.

Programme Evaluation

The programme is evaluated at two levels:

- When you have completed the NAP you will be asked to provide feedback, which will allow you to reflect on whether the NAP has met your needs and supported you in your academic duties, and it will also contribute towards programme improvements.

- The Programme as a whole is evaluated annually and the participant pass rate, satisfaction ratings etc. are reported to the Faculty NAP Committee and the University NAP Management Group.

Summary of the NAP Requirements for Each Career Track

The below diagram describes the expected requirements in relation to the NAP, depending on your career track, and details which sections of the Handbook you should refer to for further information.

```
Teaching & Research contract,        Attend all units
Presidential Fellows and             (see Table 1, page 10-11)          Successfully passed the        Eligible for
Dame Kathleen Ollerenshaw                                               NAP assessments for            Fellowship of
Fellows                              Complete all NAP assessments       Probation                      the HEA
                                     (Faculty and Summative)
                                     (see Section 4 and 5)


Teaching & Scholarship               Attend all Teaching and Social
contract                             Responsibility units
                                     (see Table 1, page 10-11)          Successfully passed the        Eligible for
                                                                        NAP assessments for            Fellowship of
                                     Complete all NAP assessments       Probation                      the HEA
                                     (Faculty and Summative)
                                     (see Section 4 and 5)


Research Fellows                     Attend general sessions, Social
                                     Responsibility unit and Research
                                     units (see Table 1, page 10-11)    Completion of Research
                                                                        Fellow requirements of
                                     There are no Research              the NAP
                                     assessments on the NAP
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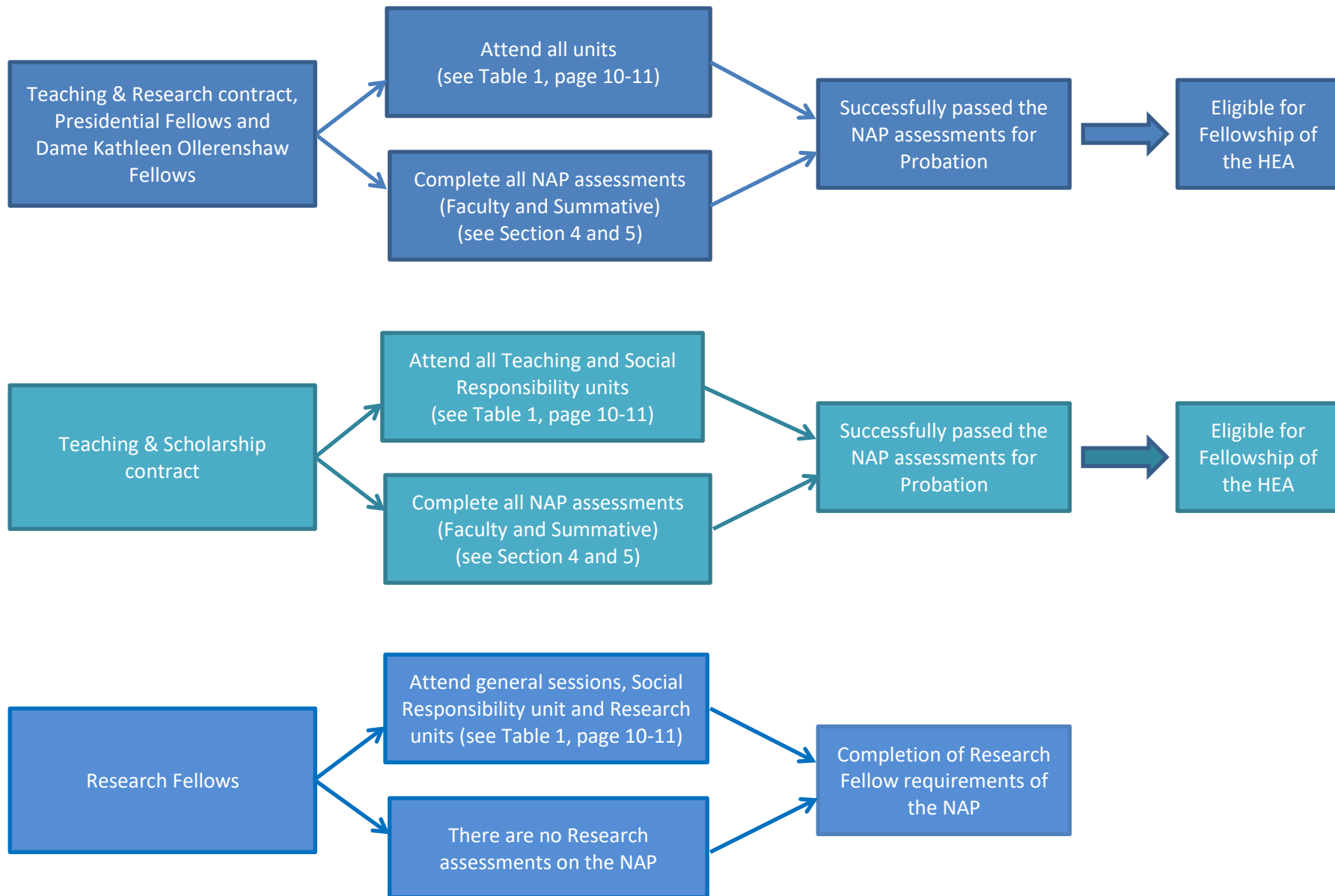
Table 1 – Full NAP Delivery and Attendance Schedule
Please refer to your career track for details of mandatory session attendance

For the teaching elements, further information on sessional learning outcomes, syllabus content/alignment to the UKPSF, and the assessment strategy as appropriate, can be found on the unit specifications (Appendix 2). Furthermore, specific mapping to the UKPSF Descriptor 2 criteria and dimensions can be found on the summative FHEA assessment brief (Appendix 3).

Unit Title/Sessions	Unit Code (non-credit bearing)	Career Track and Attendance at Sessions		
		Teaching & Research/ Presidential Fellows/ DKO Fellows contract	Teaching & Scholarship contract	Research Fellows contract
Introduction to Teaching Practice - Part 1 (September and January delivery)				
Introduction to Unit & the UKPSF	FSE60001	✓	✓	✓
The British Higher Education System		✓	✓	✓
Effective Teaching		✓	✓	
How to Give a Good Lecture		✓	✓	
Student Support Classes and Tutorials		✓	✓	
Microteach		✓	✓	
eLearning - Moving Towards Blended Learning		✓	✓	
Assessment and Feedback Practice - Part 1 (September and January delivery)				
Assessment Rubrics	FSE60002	✓	✓	
A&F – Outcomes Based Education - Assessment Alignment		✓	✓	
NUS Assessment Tool		✓	✓	
Examination Procedures & Quality Assurance		✓	✓	
Support for the Faculty NAP Assessments	FSE60001/2	✓	✓	
Teaching Practice & Assessment Strategy - Part 2 (April delivery)				
Student Employability Skills; building Employability into the Curriculum	FSE60004	✓	✓	
Discipline Specific Practice - delivered by Departments		✓	✓	✓
Curriculum Design		✓	✓	
Lab-based Teaching (only lab-based disciplines)		✓	✓	
Scholarship of Teaching & Learning		✓	✓	
Technology Enhanced Learning for Student Engagement		✓	✓	
Equality and Diversity; Inclusion and Participation in Higher Education		✓	✓	

Unit Title/Sessions	Unit Code (non-credit bearing)	Career Track and Attendance at Sessions		
		Teaching & Research/ Presidential Fellows/ DKO Fellows contract	Teaching & Scholarship contract	Research Fellows contract
Project Supervision & Supporting Students - Part 2 (April delivery)				
Student Support – Academic Advising	FSE60005	✓	✓	
UG and PGT Project Supervision		✓	✓	
PhD Supervision		✓	✓	✓
Research Ethics		✓	✓	✓
Reflective Portfolio of Evidence - Part 2 (April delivery)				
Building your FHEA Reflective Portfolio of Evidence	FSE60006	✓	✓	
Critical Reflection – Theoretical Insights and Reflective Task Brief		✓	✓	
Social Responsibility, Equality, Diversity, Inclusion and Access - Part 1 & separate workshop (September and January delivery)				
Introduction to Social Responsibility, Equality, Diversity, Inclusion and Access	FSE60003	✓	✓	✓
Social Responsibility, Equality, Diversity, Inclusion and Access workshop (1 December 2021 and 8 June 2022)		✓	✓	✓
Research Part 1 (September and January delivery)				
Introduction to Research in FSE & Faculty Expectations & Priorities	FSE60007	✓		✓
Building a Portfolio		✓		✓
Running a Group & Managing Grants		✓		✓
Grantsmanship		✓		✓
Support for Researchers		✓		✓
Research Part 2 (January delivery)				
Research Outputs	FSE60008	✓		✓
Research Impact		✓		✓
Internationalisation (January delivery at Research Part 2)				
Introduction to Internationalisation	FSE60009	✓	optional	✓
Business Engagement (January delivery at Research Part 2)				
Business Engagement & IP	FSE60010	✓	optional	✓

3.   RESEARCH ELEMENTS OF THE NAP

The University of Manchester has three interrelated key goals: 1. world-class research, 2. outstanding learning and student experience, and 3. social responsibility. The research that you will undertake at the University is therefore of vital importance to us as it will build the future of our University. However, the HE sector is facing rapid funding and policy changes, so that building a successful research career undoubtedly represents a challenge. In the research units of the NAP, we aim to begin the process of guiding you towards successful outcomes, by focusing on the strategic landscape, discussing best practice and identifying sources of help and advice.

In Research Part 1, we will focus on providing you with tools to help you navigate the funding landscape facing you, and discuss ways of maximizing your chances of success in funding applications. We will discuss the factors to consider when building your research portfolio, and best practice when recruiting and managing research staff and students.

You may carry out Nobel-prize-winning research while at the University (there are precedents!), but it will be of no value if no-one knows about it. Research Part 2 focusses on the communication of your research to the outside world and translation of your work into other domains – in particular how to produce the best outputs and how to generate impact. These form the major part of the national research assessment, the Research Excellence Framework (REF), so are of vital importance to the University.

Research at the highest levels is a global business, so we will also provide an Introduction to Internationalization, which will help you access the power of the University of Manchester in forging new partnerships, attracting international students and postdocs, and help you understand the policy and regulatory environment we function in.

The University has an excellent reputation for research in collaboration with business (for example, FSE are joint first in the number of EPSRC Prosperity Partnerships held). You may find that your research generates results that are useful to industry, so you will need a clear understanding of the University's policies on intellectual property (IP), how we handle business engagement, and the support available to help you. This is covered in the unit on Business Engagement.

Because research, business engagement and internationalization are so closely interwoven, they all form part of the Research College of FSE, together with postgraduate research and researcher development. We pick up on postgraduate research in the unit on Project Supervision and Supporting Students Part 2, where you will discuss best practice in PhD supervision and research ethics.

The research elements of the NAP are designed by the Vice Dean for Research, the Associate Deans for Research and the NAP Academic Lead. The units run in separate weeks to the teaching elements and there are no assessments of the research units for the NAP. Research is regularly assessed within Departments, and is included as part of an early-career academic's probationary objectives, which are usually set out by line managers and/or Heads of Department.

Mandatory University Training for Research Staff

Research Integrity Training
All staff whose job involves research are required to take the concise course on Research Integrity – please find full details at the following link: https://www.staffnet.manchester.ac.uk/rbe/ethics-integrity/research-integrity/

4.   SOCIAL RESPONSIBILITY, EQUALITY, DIVERSITY, INCLUSION & ACCESS ELEMENTS OF THE NAP

Our vision for Social Responsibility, Equality and Diversity in the Faculty is that:

- The Faculty will be a beacon of good practice for widening participation into science and engineering, for fair and equal recruitment and promotion and for its inclusive culture.

- We will apply our research and knowledge to generate solutions to society's challenges and to enable and engineer a better world.

- We will share the knowledge gained from our research to improve our behaviours and practices especially in environmental sustainability.

- Our staff and students will 'make a positive difference' in their work, study, and beyond, by embracing the philosophy and mind-set of social responsibility.

We recognise that staff contribute in a number of ways to the health and vibrancy of the University and to the Social Responsibility Agenda. As guidance we have developed a set of expectations as outlined below:

- We will uphold the highest standards of propriety in accordance with the Nolan Principles of Public Life: Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership.

- We expect all members of the University community to treat each other with respect and kindness.

- We expect all staff to demonstrate awareness of and commitment to the principles of Responsible Innovation, by reflecting on how they create value for society in an ethical and responsible way.

- We expect all staff to consider social responsibility when developing and delivering teaching activities.

- The faculty operates within a culture of having a positive impact on environmental sustainability.

- We expect all members of the Faculty to foster and respect equality and diversity (including diversity of thought) within an inclusive culture, physical environment and curriculum including participation in Higher Education.

- A zero tolerance to any form of harassment, bullying or discrimination.

The social responsibility elements of the NAP are designed and overseen by the Vice Dean for Social Responsibility, Equality and Diversity and the NAP Academic Lead and cover our aims, signature activities and our expectations. A follow-on two hour interactive workshop is scheduled outside of the NAP teaching weeks and this is co-delivered by the Faculty Social Responsibility Team and selected Social Responsibility partners across the University.

All resources and materials for this unit are available on the NAP Blackboard Community Space.

In terms of assessment, participants on a Teaching & Research contract, Teaching & Scholarship contract, Presidential Fellows and DKO Fellows **must complete two short online EDI training modules, and evidence of successful completion should be submitted to the relevant assessment portal on Blackboard** (see assessment table below and assessment map in Appendix 1 for further details). Research Fellows should inform their Line Manager when they have completed the online courses and tests.

Social Responsibility, Equality, Diversity, Inclusion and Access Assessments

Unit Code and Title	Assessment
FSE60003 Social Responsibility, Equality, Diversity, Inclusion and Access	Faculty NAP Assessments – completion of two online courses and tests on Blackboard: • Diversity in the Workplace • Unconscious Bias

Completion of the selected courses is a pre-requisite for taking part in recruitment and selection processes. It is also a Faculty objective and target that each member of the academic community is aware of the negative impact of unconscious bias and takes positive steps to reduce or call out bias in teaching and assessment of students, assessment of colleagues work and in serving on decision making bodies.

5. TEACHING ELEMENTS OF THE NAP

5.1 THE Advance HE and the UK Professional Standards Framework (UKPSF)

The following sections provide information on the National body for teaching and learning in Higher Education and further details on the Fellowship category for Descriptor 2.

5.1.1 The Advance HE and UKPSF

The Advance HE is the National body which champions teaching quality. It provides value to the Higher Education sector by focusing on the contribution of teaching as part of the wider student learning experience. This raises the profile of teaching and learning within the sector and has increased the quality of teaching practice in Higher Education. Successful completion of the teaching elements of the NAP provides participants with the opportunity to achieve Fellowship of the Higher Education Academy (FHEA), subject to meeting the criteria for Descriptor 2 of the UKPSF, and, if approved, use the designatory letters FHEA after their name.
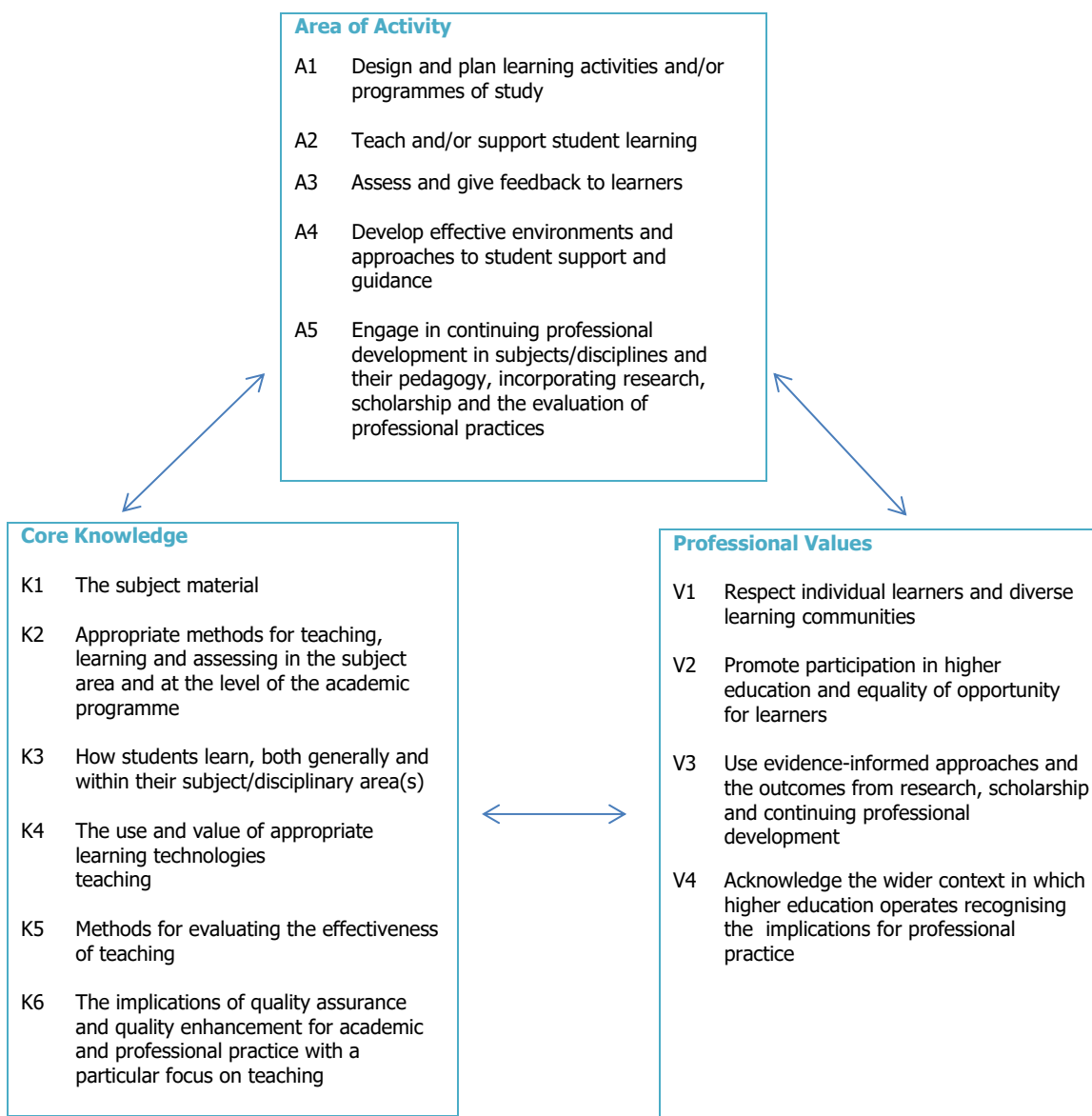
5.1.2 The Advance HE Recognition and Accreditation

The Advance HE describe the framework as follows: *"The UKPSF is a nationally-recognised framework for benchmarking success within HE teaching and learning support. We believe that the UKPSF is essential to driving improvement in, and raising the profile of, learning and teaching in HE. It is 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".*

5.1.3 The UKPSF

The framework identifies the diverse range of teaching and support roles and environments. These are reflected and are expressed in the Dimensions of Professional Practice. The UKPSF clearly outlines the Dimensions of Professional Practice with HE teaching and learning support as:

- **Areas of Activity** undertaken by teachers and support staff
- **Core Knowledge** needed to carry out those activities at the appropriate level
- **Professional Values** that individuals performing these activities should exemplify

UKPSF Dimensions of Professional Practice

Area of Activity

A1   Design and plan learning activities and/or programmes of study

A2   Teach and/or support student learning

A3   Assess and give feedback to learners

A4   Develop effective environments and approaches to student support and guidance

A5   Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Core Knowledge

K1   The subject material

K2   Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

K3   How students learn, both generally and within their subject/disciplinary area(s)

K4   The use and value of appropriate learning technologies teaching

K5   Methods for evaluating the effectiveness of teaching

K6   The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values

V1   Respect individual learners and diverse learning communities

V2   Promote participation in higher education and equality of opportunity for learners

V3   Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

V4   Acknowledge the wider context in which higher education operates recognising the implications for professional practice

5.1.4   HEA Fellowship Requirements

To meet the requirements for HEA Fellowship [Descriptor 2] participants will have to demonstrate through their engagement with the NAP that they have met the standards as detailed below:

Descriptor 2 of the UKPSF: Areas of Activity A1 – A5:
2.1   Successful engagement across ALL of the five Areas of Activity
2.4   Successful engagement in appropriate teaching practices related to the Areas of Activity

Descriptor 2 of the UKPSF: Core Knowledge K1 – K6:
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 2 of the UKPSF: Professional Values V1 – V4:
2.3   A commitment to all of the Professional Values

5.1.5   What can participants expect from the NAP Teaching Sessions?

Participants will explore pedagogic and scholarly practice relevant to your subject area. This will enable you to explore and articulate:

- Your contribution to the specific areas of activity set out in the UKPSF (designing and planning learning activities/programmes; teaching/supporting learning; assessing and giving feedback; developing effective learning environments)

- How your core knowledge (e.g. the subject material; teaching methods for specific subjects; the use of technology, teaching methodologies), professional values and professional development influence and enhance practice

- How learning, teaching and assessment practice takes account of the broader context within which it is situated, including relevant quality assurance guidelines; professional body, industry and employer requirements; and sector, institutional and departmental strategic priorities, including the University's Education Strategy and the development of the Manchester Graduate

The unit specifications (Appendix 2) detail the intended learning outcomes and syllabus, which has been designed to prepare participants for the successful completion of the NAP and eligibility for the FHEA award.

5.1.6   Requirements of the NAP for Descriptor 2 Pathway of the UKPSF

To successfully complete the NAP for Descriptor 2 of the UKPSF, academics should have substantial experience of the following teaching activities:

- Designing a course unit
- Preparing and delivering lectures
- Preparing and delivering support classes
- Preparing and delivering practical classes (if appropriate to subject area)
- Designing and marking of assessments
- Providing feedback to students
- Academic Advising
- Project supervision (UG and/or PGT), and/or PhD supervision (PGR)

5.2   NAP Assessment Strategy and Eligibility for the FHEA Award

The teaching elements of the NAP are designed and overseen by the NAP Academic Lead, who is also a Senior Fellow of the HEA. Mandatory attendance of the accredited teaching units as outlined in Table 1 (page 10-11), and successful completion of all of the teaching assessments as outlined in the table below, provides eligibility for FHEA. All teaching units and teaching assessments are therefore carefully aligned with the UKPSF Descriptor 2, for teaching and supporting learning in Higher Education. Descriptor 2 is designed for new academics with a more substantive teaching and learning support role (this is explained further in section 5.1.6).

In terms of overall assessment for the **full** NAP, participants must also complete two short online tests which are required by the Faculty.

Assessment briefs and marking rubrics can be found in Appendices 3, 4 and 6. Detailed unit specifications, with guided reading, can be found in Appendix 2.

Teaching Assessment Strategy

Unit Code and Title
NAP Assessments
FSE60001 Introduction to Teaching Practice
FSE60002 Assessment and Feedback
FSE60005 Project Supervision and Supporting Students – Academic Advising quiz
*FSE60006 Reflective Portfolio of Evidence which must include the NAP Teaching Observation forms

*Evidencing the UKPSF Descriptor 2 Criteria

When completing the Reflective Portfolio of Evidence, you should provide evidence of how you meet the criteria for Descriptor 2 of the UKPSF. Please use the form provided in Appendix 7 to capture your evidence, which is also available on the NAP Blackboard Community Space. This completed document must be included in your Reflective Portfolio of Evidence.

You can also use this to summarise where evidence for each aspect of the dimensions of the UKPSF can be identified in your assignments and record learning and development during the programme that you feel does not relate directly to the assignments.

5.3   Assessment Submission

5.3.1   Assessment Submission Deadlines

Please refer to the assessment map in Appendix 1 for an outline of the NAP assessments and submission deadlines.

All assessments must be submitted online via Blackboard (please ensure that the correct version is uploaded). The online submission will be considered the formal submission and the electronic timestamp created upon submission will be used to assess whether the work has been submitted on time.

If you have any problems uploading your work, please contact IT Services for any technical support https://www.itservices.manchester.ac.uk/help/ or call 0161 306 5544.

Faculty Assessments: FSE60001 Introduction to Teaching Practice/FSE60002 Assessment and Feedback

For the FSE60001 and FSE60002 Faculty assessments, you are strongly encouraged to submit by the submission deadline where possible, so that participants can then focus on preparing for the reflective portfolio of evidence in a timely manner. If however you are unable to submit by the submission deadline date, you can submit at the next available submission deadline instead. Participants are able to submit/resubmit FSE60001 and FSE60002 multiple times (within the NAP probation period), until the assessments are passed.

FSE60006 The Reflective Portfolio of Evidence (Faculty NAP and FHEA Summative Assessment)

As highlighted on the assessment map, the submission deadline for the Reflective Portfolio of Evidence is **six months** before the NAP end date, this typically equates to 2.5 years of teaching practice. Participants may also be advised to submit their portfolio earlier by their Head of Department, or his/her designate if it is considered appropriate to do so.

Participants nearing their NAP end date are assigned a Portfolio Advisor who will offer appropriate support on the summative NAP and FHEA Reflective Portfolio of Evidence assessment. Portfolio Advisors in FSE comprise of experienced academics who in addition, hold a minimum of FHEA, and who are therefore very familiar with UKPSF Descriptor 2 requirements. Furthermore, Portfolio Advisors also receive regular University training for this role. Participants are strongly encouraged to seek appropriate advice and guidance (i.e. from Mentors and Advisors) prior to the portfolio submission and Section 6 details the supporting structures in FSE to support academics throughout this process.

The submission deadline for the FSE60006 Reflective Portfolio of Evidence MUST be strictly adhered to and multiple attempts are NOT permitted (see section 5.3.2 below). If you are unable to submit by the submission deadline date, you should complete an [extension request form](#) and submit this to [lindsay.foster@manchester.ac.uk.](mailto:lindsay.foster@manchester.ac.uk) Please note that if an extension is approved this may delay your result being presented to the University NAP Assessment Panel for consideration for Fellowship of the HEA.

The University defines mitigating circumstances as 'unforeseeable or unpreventable circumstances'.

Possible mitigating circumstances include:

- significant illness or injury; or worsening of an ongoing illness or disability, including mental health
- conditions;
- the death or critical/significant illness of a close family member/dependant;
- significant family or personal crisis or major financial problems leading to acute stress; and
- absence from the University for public service, for example, jury service.

Circumstances that will not normally be regarded as grounds for mitigation include:

- holidays, moving house and events that were planned or could reasonably have been expected;
- assessments that are scheduled close together;
- misunderstanding the requirements for assessments;
- inadequate planning and time management;
- failure, loss or theft of a computer or printer that prevents submission of work on time; participants should back up work regularly and not leave completion so late that they cannot find another
- computer or printer;
- the act of religious observance.

5.3.2 Unsatisfactory Grades

Successful completion of all NAP assessments is a mandatory requirement for satisfying one of the academic probation objectives for new academic staff, where the successful completion of the full NAP has been stated in their contract of employment. The full NAP comprises all elements, that is, Teaching, Research and Social Responsibility, Equality, Diversity, Inclusion and Access.

Where an unsatisfactory assessment grade is given, the following criteria apply:

Faculty NAP Assessments (Units FSE60001, FSE60002)

Where an assessment for units FSE60001 or FSE60002 has been graded as a 'Minor Refer' or 'Refer', participants will have the opportunity to resubmit the assessment at the next available submission deadline. This information will be confirmed when participants are notified of their result for that assessment.

Reflective Portfolio of Evidence (Unit FSE60006)

Participants are entitled to one automatic resubmission of the Reflective Portfolio of Evidence following a referral grade of 'Minor Refer' or 'Refer' (two submissions in total – first original submission plus one resubmission). This resubmission will be assessed before the 31 July **if** the resubmission is submitted by the advised resubmission deadline. For information regarding resubmissions please see the section below.

When a participant has been graded as a 'Minor Refer' or 'Refer' they are **strongly** encouraged to liaise with their allocated Portfolio Advisor for advice and guidance on their resubmission, and to seek further general advice from their Senior Mentor.

The criteria for resubmissions are as follows:

- 'Minor Refer' - First Resubmission

  For a first resubmission following a 'Minor Refer', participants are permitted to use an additional 500 words i.e. original word count plus 500 additional words. For example assuming the original word count is 4250 words, the total word count must be no more than 4750 words. Participants should then use 'track changes', to identify the additions/amendments on their original submission following feedback from the Portfolio Assessors.

- 'Minor Refer' - Further Resubmissions

  For any further resubmissions following another 'Minor Refer', participants must remain within the first additional 500 words permitted, making use of 'track changes', to identify the new additions/amendments which have been made following feedback from the Portfolio Assessors.

- 'Refer' - First Resubmission

  For a first resubmission following a 'Refer', participants should make changes and revise their original submission following feedback from the Portfolio Assessors.

  The word count remains as 4000 +/-10% for this first resubmission and the Reflective Portfolio of Evidence should be revised accordingly.

- 'Refer' - Further Resubmissions

  A further resubmission attempt following another 'Refer' on the first resubmission of the Reflective Portfolio of Evidence will be referred to the appropriate Departmental Probation/Promotions Committee for consideration and approval of whether a further resubmission attempt is granted. Appropriate evidence including Assessment Pro-Formas and other information which might support the case, will be provided to the Departmental Probation/Promotions Committee via the appropriate Senior Mentor.

  If a further resubmission attempt is approved, participants should make changes and revise their first resubmission following the feedback from the Portfolio Assessors.

  The word count for any further resubmissions remains as **4000 +/-10%.**

  If a participant is not satisfied with the Department's final decision regarding a further resubmission attempt, they should contact their HR Partner for advice regarding the Departmental appeals process.

5.3.3   Assessment Marking Process

The Reflective Portfolio of Evidence (Faculty NAP and FHEA Summative Assessment)

The summative Reflective Portfolio of Evidence is independently double blind marked by the Portfolio Advisor and a second Assessor from a pool of qualified academics, which includes the NAP Academic Lead. All Assessors for this summative work hold a minimum of FHEA status and have undergone training in making fellowship judgements. Both Assessors agree the final grade, and where there is disagreement, the portfolio is reviewed by a third arbitrator. Final decisions for FHEA judgement are made by the University NAP Assessment Panel, which have undergone appropriate training on UKPSF requirements. Please see 'University NAP Assessment Panel' section below for further information.

Teaching Observations (Faculty NAP and FHEA Summative Assessment)

A required element of your eligibility for the FHEA award is the authentication of your effective teaching practice, and this is carried out through teaching observations. The summative teaching observations are undertaken by the Faculty's Peer Review of Teaching (FPRT) process and further information can be found in Appendix 4. Teaching observations are undertaken by experienced senior colleagues within FSE who hold a minimum of three years teaching practice experience.

Faculty NAP Assessments

As aforementioned, Faculty assessments do not form part of the FHEA award, however these assessments have been put in place to support new academics as early as possible in their new role. Faculty assessments are first marked and then moderated. The moderation sample includes **ALL** 'refers' at each submission point plus a review of 'pass' grades (minimum 10% respectively). We use experienced assessors, which comprise of senior academics in FSE, with a wealth of teaching practice experience, some of whom have attained Faculty and/or National teaching awards and many of whom hold FHEA and/or an approved teaching qualification in Higher Education.

University NAP Assessment Panel

Recommendations for the award of Fellowship will be presented by each Faculty to the University NAP Assessment Panel for consideration and ratification. The Panel will meet twice a year and is chaired by the Academic Director of the University's Institute of Teaching and Learning. Its membership includes the Faculty NAP Academic Leads and an External Reviewer for the NAP who moderates a sample of the portfolios from each Faculty. The Panel plays a pivotal role in ensuring that judgements are made against the UKPSF D2 criteria; all members are HEA Fellows, Senior Fellows or Principal Fellows. The External Reviewer will provide an annual report to the University which will be considered by the University NAP Assessment Panel and the University NAP Management Group.

The University NAP Assessment Panel will confirm the award of Fellowship or whether minor amendments or a resubmission is required. In the case of minor amendments, the Panel can agree that these will be reviewed and approved by the Chair and the External Reviewer via Chair's Action.

Following the decision of the University NAP Assessment Panel, any complaints regarding the delivery of the programme or Fellowship assessment should be directed to the relevant Faculty NAP Academic Lead in the first instance where appropriate, or the Associate Dean for Teaching Academy. Please refer to section 5.3.4 below.

5.3.4   Complaints Process (following the University NAP Assessment Panel)

If a participant wishes to complain against a decision of the University NAP Assessment Panel, an application should be submitted in writing to the Faculty NAP Academic Lead within 20 working days of receipt of the Fellowship assessment. The complaint will then be investigated accordingly, however participants should note that academic judgement cannot be questioned, and cases should be made on the basis of process rather than disagreement in grade.

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. Academic appeals are not permitted as the NAP is not an academic award.

5.3.5 Appeals Process (FSE process only)

If a participant wishes to make an appeal against any of the processes and procedures of the NAP, a NAP Appeals Form should be completed and submitted to the NAP Administrator (lindsay.foster@manchester.ac.uk) within 30 working days of receipt of their final outcome and feedback of the NAP. Any supporting evidence or information should also be submitted along with the NAP Appeals Form.

An appeal which questions the academic or professional judgement of those charged with the responsibility for assessing a participant's performance or professional competence will not be permitted.

A participant can only appeal on their own behalf and an appeal submitted by a third party will not be accepted unless accompanied by written authorisation from the participant.

The completed NAP Appeals Form will be submitted to the Associate Dean for Teaching Academy for review and a NAP Appeals Panel meeting will be organised in which the participant will be invited to attend to discuss their appeal. The NAP Appeals Panel will comprise of the Associate Dean for Teaching Academy, a Senior Mentor from another Department (that is different to the participant), and the NAP Operations Manager.

Following the NAP Appeals Panel meeting, a report and recommendation will be sent to the participants' Head of Department, Senior Mentor and HR Partner. Following the recommendation of the NAP Appeals Panel, a final decision will be made by the Head of Department and this will be communicated to the participant accordingly.

6   SUPPORT FOR THE FULL NAP

6.1.   Mentoring Support for New Academics

The role of mentors, and the mission of a typical staff mentoring programme, is to help guide and support new academics in the early stages of their career. In general, mentoring can be viewed as an intervention process: the mentor offers the mentee appropriate guidance, support, and advice to help the mentee achieve their potential, overcome difficulties or challenges, gain new skills and understandings, or see themselves, the world, and their future pathway differently, empowering their lives going forward.

However, mentoring can also serve a more specific set of goals. Within an education, learning, and careers development environment, mentoring supports and encourages *"people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be."*

Mentoring is an informal process in which the Mentor undertakes to help a probationer (the Mentee) become familiar with his or her job in the University. A Mentor will advise on the expectations and responsibilities of a new member of staff and assist in managing the balance of academic life between research, teaching and contribution to the Department.
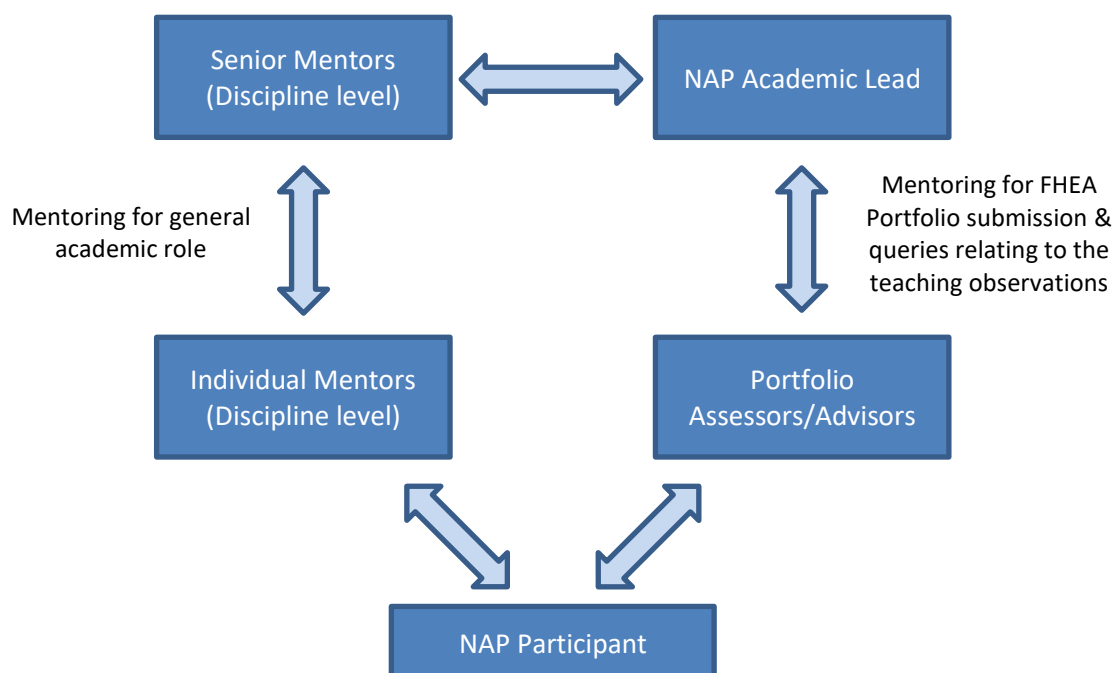
The Mentor provides encouragement and support at a formative stage of a probationer's career. The role is that of a critical friend as well as of an understanding and trusted colleague. Probationers should have regular meetings with their Mentors (at least four per year). Mentors should also observe a number of (formative) teaching sessions conducted by the probationer and provide constructive formative feedback. The role of the Mentor is different from that of line manager. Mentors do not play any formal part in the assessment of probationers.

Further details of the mentoring process and the role of the mentor can be found in the ['Probationary Arrangements for Newly Appointed Academic Staff'](#).

6.2   Mentors and Additional Advisory Support in FSE

Due to the size of the Faculty, there are two types of mentors which exist in FSE (Senior and Individual). The diagram that follows depicts the hierarchal structure of mentors and furthermore, the advisory support in FSE. This structure is in place to 1) support early career academics within the broader remit of academic practice, and 2) to support academics working towards the summative portfolio assessment for the FHEA award.

NAP Mentor and Advisor Structure

```
┌─────────────────────┐                    ┌─────────────────────┐
│   Senior Mentors    │ ◄──────────────►   │  NAP Academic Lead  │
│  (Discipline level) │                    │                     │
└─────────────────────┘                    └─────────────────────┘
         ▲                                           ▲
         │                                           │         Mentoring for FHEA
Mentoring for general                                │         Portfolio submission &
 academic role                                       │         queries relating to the
         │                                           │         teaching observations
         ▼                                           ▼
┌─────────────────────┐                    ┌─────────────────────┐
│  Individual Mentors │                    │     Portfolio       │
│  (Discipline level) │                    │  Assessors/Advisors │
└─────────────────────┘                    └─────────────────────┘
              ▲                                 ▲
               ╲                               ╱
                ╲                             ╱
                 ╲      ┌──────────────────┐╱
                  ──►   │  NAP Participant │◄──
                        └──────────────────┘
```

6.2.1 Senior Mentors

Senior Mentors in FSE are appointed by the respective Heads of Departments (refer to Appendix 9 for a list of Senior Mentors within the Faculty). The role of the Senior Mentor involves overseeing and managing the individual Mentors at Department level, as well as offering strategic guidance, support and advice to participants where needed. Further information on the Senior Mentor role can be found in Appendix 10. The Senior Mentor is thus responsible for advising individual Mentors within Departments, on the requirements of the broader elements of the NAP, such as issues related to teaching, research and social responsibility, equality, diversity, inclusion and access. Furthermore, Senior Mentors are responsible for communicating with individual Mentors, and Heads of Departments, on any on-going changes to the provision, whilst also ensuring that new academics and their assigned individual Mentors are meeting regularly (at least 4 times per year). Senior Mentors are also responsible for ensuring a set of teaching observations takes place within the Department in the first year of probation, and thereafter as appropriate. Further information on teaching observations can be found in the Teaching Observations Assessment Brief in Appendix 4 of this handbook.

6.2.2 Individual Mentors

Given that the NAP Mentoring Structure is designed to provide on-going support and guidance for new academics in a range of duties, new academics are also allocated an individual Mentor at Department level, for the more general advice and support in regards to both teaching practice and research. The individual Mentor in essence, acts as a critical friend.

6.2.3 Responsibilities of Mentees

The Mentee is responsible for their own development and for making their own decisions. The Mentor's role is to help the Mentee to reflect about a situation or issue as it affects them so that they are able to arrive at their own conclusions and determine their own way forward. A Mentor should never tell a Mentee what to do.

The Mentee is responsible for driving the mentoring relationship and scheduling meetings with their Mentor. They should be clear about their needs and expectations and should set clear objectives for each meeting. They should be willing to question themselves, exchange feedback with their Mentor and accept positive criticism.

In order for a mentoring relationship to be successful, there needs to be commitment by both parties. This is an important part of the NAP and both Mentor and Mentee need to allow sufficient time for meetings so as to be able to adopt a relaxed and unhurried approach to the process.

6.3   Portfolio Advisors

Within FSE, we have a number of Portfolio Advisors who are managed by the NAP Academic Lead and whose responsibility is to provide guidance on the summative Reflective Portfolio of Evidence and to mark the portfolio. The NAP Academic Lead is responsible for training the team of Portfolio Advisors, in regards to the UKPSF and ongoing developments. The NAP Academic Lead is also responsible for reporting operational issues into the Faculty NAP Committee.

All new academics are assigned a Portfolio Advisor during the academic session prior to submission and can make two 1-1 appointments to discuss the portfolio assessment and in addition, submit one full draft of the portfolio for written formative feedback. Please refer to Appendix 12 for further information on the roles and responsibilities of the Portfolio Advisor and Advisee.

__Portfolio Advisor Training__

The training for Portfolio Advisors normally comprises of one workshop each academic session, led by NAP Academic Leads across the three Faculties to discuss the UKPSF Descriptor 2 criteria and guidance as to how the UKPSF dimensions can be evidenced. This annual workshop is a useful opportunity to also discuss areas of good practice taking place in Faculty to enhance teaching quality and learning. Furthermore, the workshop provides opportunities to discuss issues related to Portfolio marking and any ongoing training needs required within this remit.

6.4   Reflective Logs

Whilst Mentor/Mentee meetings should be informal, it is a useful process for Mentors to adopt some structure to the sessions to ensure the new academic receives full support and guidance throughout the probation process. Furthermore, new academics are encouraged to keep reflective logs on teaching practice and research. These logs are useful for further discussing issues with Mentors and will also serve useful when collating evidence for the Reflective Portfolio of Evidence. The reflective log is a personal and confidential diary for capturing and reflecting upon key areas of activity. An example of a reflective log can be found in Appendix 8.

6.5   NAP Support for Teaching and Learning

A variety of teaching and learning activities will be used to meet the intended learning outcomes of the programme. These include:

(i)   The mandatory teaching sessions delivered by experienced senior colleagues in FSE
(ii)   Observations of teaching delivered by experienced members of staff
(iii)   'Microteach' sessions, observed by senior colleagues
(iv)   Observations of participants' teaching
(v)   Directed self-study
(vi)   Reflective writing
(vii)   Mentoring

6.5.1 Microteach Sessions

One of the first experiences of observed teaching is usually during a 'microteach' session which takes place in the Part 1 delivery (either September or January, depending upon start date). The 'microteach' is a formative assessment, delivered as part of the FSE60001 Introduction to Teaching Practice unit and is designed to prepare new academics for their first lecture class and the summative Faculty Peer Review of Teaching, which normally takes place in the second year of probation (please see Teaching Observations Assessment Brief in Appendix 4). During a 'microteach' session participants are required to present a 15 minute mini-lecture to a group of about four other NAP participants, plus a facilitator which is an experienced, senior member of academic staff. The feedback follows the practice of self-evaluation, followed by peer evaluation. In-depth discussion is encouraged, but with a focus on constructive feedback. Participants are encouraged to record and reflect on comments from peers. These sessions are videoed and uploaded to the NAP Blackboard space for personal viewing and are kept confidential to the participant, with a view to the participant reflecting on the session in their own time.

6.5.2 Reflective Writing

Descriptor 2 Reflective Writing Workshops - furthermore, the Faculty commissions a consultant with FHEA status, to deliver two opportunities to attend a workshop which applies reflective writing within the specific context of addressing and evidencing the UKPSF Descriptor 2 criteria.

6.5.3 Support for the Reflective Portfolio of Evidence & NAP Teaching Observations (Faculty NAP and FHEA Summative Assessment)

Capstone unit - as part of the mandatory teaching schedule (Table 1, page 10-11), a capstone unit Reflective Portfolio of Evidence (FSE60006), is scheduled each academic session to provide participants with guidance on how to shape the portfolio contents, and on how to write reflectively against the Descriptor 2 criteria.

Additional Support - it is expected that during the remaining probationary period, academics also make use of their Portfolio Advisor, 1-1 appointments and where needed, the additional LEAP workshops.

More information on teaching observation support can be found in Appendix 4. In brief, academic staff have opportunities to gain informal feedback on real time in-class teaching, before they are required to be assessed by Faculty.

6.6 Continuing Staff Development Opportunities

Participants are also encouraged to attend on-going pedagogic workshops (regularly communicated on the weekly Teaching Academy newsletter, the Institute of Teaching and Learning and Staff Learning and Development webpages) related to a new academic's professional development. Please note that these workshops do not form part of the mandatory attendance for passing probation.

There are also opportunities provided to post NAP alumni, to assist with individually mentoring current NAP participants. This friendly staff development infrastructure has a cascading effect, in that those completing the various fellowship category awards, are assigned mentoring responsibilities, which in turn allows post NAP alumni, to apply for Senior Fellowship status. Please discuss further with the Associate Dean for the Teaching Academy.

For academic staff wishing in the future to apply for higher teaching status recognition (Senior Fellow or Principal Fellowship status), the following link is to an Advance HE tool, which has been developed to enable applicants to assess which level of entry might best suit their experiences. It is a short survey which on completion provides a report highlighting the best option, which is useful in identifying relevant activities to engage with for progression - https://www.advance-he.ac.uk/form/fellowship-decision-tool.

At institutional level, participants are able to attend a series of LEAP workshop clinics, which are scheduled each academic session, with the sole purpose of providing information and training on the UKPSF fellowship category. Further information can be obtained from the LEAP webpages.

6.7   Support from the Library

The Library plays a key role in the University, not only providing you with access to books and electronic resources, but also to a range of research and teaching services, including support with Open Access, Research Data Management and our award winning My Learning Essentials Teaching and Learning programme. Click here for details on getting started with the Library.

The Academic Engagement Librarian for your Department is your first point of contact with regard to any library-related issues. They work in partnership with academic staff to ensure the Library is meeting your teaching and research needs. To contact the Academic Engagement Librarians for FSE please click here.

For the latest updates on the Library services and their availability, please see the Service Availability pages here.

APPENDIX 1

ASSESSMENT MAP

September 2021 Starters

Faculty NAP Assessments				
No.	**Assessment**	**Task**	**Word limit**	**Deadline**	**Return Assessment/Feedback**
1	Introduction to Teaching Practice – written assessment (FSE60001)	(i) Critical Teaching Observation (ii) Action Plan	1250 words (+/-10%) 750 words (+/-10%) *Text within tables will count towards total word count*	One submission on Blackboard by **Tuesday 1st February 2022**, 10am	**Monday 22nd February 2022** 15 working days
2	Assessment & Feedback – written assessment (FSE60002)	Question 1 - Develop a substantial summative assessment **or** Question 2 - Develop formative assessment & feedback exercise	Question 1/2 Part (i) 1250 words Part (ii) 750 words Total 2000 words (+/-10%) *Text within tables will count towards total word count*	Submission on Blackboard by **Friday 25th February 2022**, 10am	**Friday 18th March 2022** 15 working days
3	Social Responsibility, Equality, Diversity, Inclusion and Access – two online tests (FSE60003)	Two Online Tests: • Diversity in the Workplace • Unconscious Bias	N/A	No set deadline, participants are encouraged to complete these as soon as possible and submit evidence of successful completion on Blackboard	Immediate online result and re-test if necessary

Faculty NAP and FHEA Summative Assessments

No.	Assessment	Task	Word Limit	Deadline	Return Assessment/Feedback
4.1	Teaching Observations	Three observations are required: • a lecture • a student support class • a laboratory class, if appropriate (see Appendix 4)	The NAP Teaching Observation forms are completed by your Faculty Peer Reviewer via the Faculty Peer Review of Teaching process or your Internal Reviewer for the third observation not completed by the FPRT process	Submit all NAP Teaching Observation forms within your Reflective Portfolio of Evidence Two of the three teaching observations will be arranged by the Faculty Peer Review of Teaching process in Year 2, for the third observation you will need to arrange this internally within your Department	Reviewers should return the NAP Teaching Observation forms to you within 2 weeks of the observation
4.2	Reflective Portfolio of Evidence (FSE60006)	A Reflective Portfolio	4000 Words (+/-10%) *Text within tables will count towards total word count*	Submission on Blackboard at least 6 months prior to NAP end date. The submission deadlines are as follows: **30th September** (early submissions) **31st January**	Feedback will be provided within a reasonable timeframe to make improvements as appropriate

Due to limited resource for marking, deadlines are strictly adhered to.

January 2022 Starters

	Faculty NAP Assessments				
No.	**Assessment**	**Task**	**Word limit**	**Deadline**	**Return Assessment/Feedback**
1	Introduction to Teaching Practice – written assessment (FSE60001)	(i) Critical Teaching Observation (ii) Action Plan	1250 words (+/-10%) 750 words (+/-10%) *Text within tables will count towards total word count*	One submission on Blackboard by **Thursday 1st September 2022**, 10am	**Thursday 22nd September 2022** 15 working days
2	Assessment & Feedback – written assessment (FSE60002)	Question 1 - Develop a substantial summative assessment **or** Question 2 - Develop formative assessment & feedback exercise	Question 1/2 Part (i) 1250 words Part (ii) 750 words Total 2000 words (+/-10%) *Text within tables will count towards total word count*	Submission on Blackboard by **Thursday 29th September 2022**, 10am	**Thursday 20th October 2021** 15 working days
3	Social Responsibility, Equality, Diversity, Inclusion and Access – two online tests (FSE60003)	Two Online Tests: • Diversity in the Workplace • Unconscious Bias	N/A	No set deadline, participants are encouraged to complete these as soon as possible and submit evidence of successful completion on Blackboard	Immediate online result and re-test if necessary

Faculty NAP and FHEA Summative Assessments

No.	Assessment	Task	Word Limit	Deadline	Return Assessment/Feedback
4.1	Teaching Observations	Three observations are required: • a lecture • a student support class • a laboratory class, if appropriate (see Appendix 4)	The NAP Teaching Observation forms are completed by your Faculty Peer Reviewer via the Faculty Peer Review of Teaching process or your Internal Reviewer for the third observation not completed by the FPRT process	Submit all NAP Teaching Observation forms within your Reflective Portfolio of Evidence Two of the three teaching observations will be arranged by the Faculty Peer Review of Teaching process in Year 2, for the third observation you will need to arrange this internally within your Department	Within 2 weeks of the observation (summative)
4.2	Reflective Portfolio of Evidence (FSE60006)	A Reflective Portfolio	4000 Words (+/-10%) *Text within tables will count towards total word count*	Submission on Blackboard at least 6 months prior to NAP end date. The submission deadlines are as follows: **30th September** (early submissions) **31st January**	Feedback will be provided within a reasonable timeframe to make improvements as appropriate

Due to limited resource for marking, deadlines are strictly adhered to.

APPENDIX 2

General Information on Units and Unit Specifications

Teaching & Learning Processes

All of the units are delivered in a variety of flexible ways to allow the appropriate use of time for different pedagogic methods including interactive sessions, case study analysis, discussions, in-session debates and blended learning where class contact time is delivered in conjunction with online materials.

The number of contact hours for the units amounts to between 5-9 hours (approximately) per unit. Occasionally, it may be necessary to go over this amount given the range of tasks which need to be covered in line with Faculty priorities. New academics are also expected to engage with independent learning throughout the year to complete the units.

The sessions on the delivery schedules for the NAP introduces participants to theoretical constructs related to the pedagogy of teaching and learning, with an evaluation of their relevance and applicability within the overall UK Higher Education System. Theory is illustrated by the use of a wide range of evidence based approaches to teaching and learning and is delivered by experienced senior academics within the Faculty from different Departments. Interactive sessions are provided to allow new academics to explore and apply theory presented in the NAP sessions. In addition, participants are expected to attend and observe teaching delivered by experienced members of staff. Interactive sessions are designed to allow participants to explore and apply theory through the use of microteach sessions, critical discussion and mentoring. There are also additional pedagogic workshops throughout the year to offer new academics on-going support and guidance on all matters relating to teaching and learning.

In summary, the supportive structure which has been put in place has been designed to assist participants in achieving the learning outcomes of the units and overall programme, benchmarked against the UKPSF.

In Part 2 of the NAP, participants are required to complete a reflective portfolio set out against the requirements of the UKPSF Descriptor 2 criteria and will be expected to further demonstrate the key learning outcomes for all of the teaching and learning remit by way of critical self-reflection.

Participant Involvement

Attendance on the NAP, key workshops, and the successful completion of the assessments are mandatory aspects of passing probation. All new members of academic staff are required to attend and fully engage in all of the compulsory units according to their current career track. More information on this can be found in Table 1 (page 10-11) and Section 4 and 5 of the Programme Handbook.

Assessment Criteria and Grading

Please use Harvard style referencing. A guide to Harvard referencing can be found in the Teaching Practice Folder on the NAP Blackboard Community Space.

Assessments will be marked using the respective assessment rubrics found in Appendix 6.

Introduction to Teaching Practice
FSE60001

Introduction

The higher education sector is facing rapid change in terms of policy, funding and technology. This unit is therefore designed to provide a robust insight into the foundations of teaching practice whilst considering the prerequisites for providing a superb higher education and learning experience. The unit covers key topics within the teaching and learning remit and the syllabus content is constructively aligned with *the UK Professional Standards framework - UKPSF (refer to the NAP programme handbook, Appendix 7)*. From a teaching practice perspective, this unit has been developed to enable teaching staff to meet their priorities for teaching and learning excellence, by way of providing current pedagogic knowledge, skills sets and training, to help them operate in a more effective and inclusive manner within the learning environment (including virtual). The unit provides evidence informed approaches on how to develop effective pedagogical delivery, coupled with quality academic support for learners.

Mapping to UKPSF: A1, A2, A3, A4, A5, K1, K2, K3, K4, V1, V2, V3

Aims

This unit aims to:

- Provide participants with an understanding of individual differences, particularly in regards to learning styles whilst also appreciating the different theories of learning relevant to higher education, with a focus on evaluation as part of the learning cycle.

- Furthermore, this unit aims to provide knowledge and understanding in regards to the organisation, planning and facilitation of teaching, reviewing the tasks and functions of a lecturer, whilst also considering different approaches to teaching for different settings (ranging from small groups to large groups), with a view to extending and promoting teaching skills.

- Finally, this unit aims to provide understanding in regards to a range of visual aids and the skills of using these, support materials such as hand outs and an insight into eLearning technologies which can be used to support teaching. Practising critical professional reflection is integral to the coverage of themes within this unit.

Intended Learning Outcomes

By the end of this unit, participants will be able to:

- Appreciate how current practices in British Higher Education have implications for their own teaching

- Write appropriate learning outcomes at sessional level

- Create a session where the content, methods of delivery and learning materials are appropriate for defined learning outcomes

- To critique a range of learning technologies, with a view to selecting appropriate technologies for their own teaching

- Critically reflect on how inclusivity and accessibility is embedded in their own teaching practice

- To critically reflect on their own teaching practice, supported by the pedagogic literature and peer feedback

Unit Sessions & Delivery (indicative guide to delivery)

Session	Duration	Deliverer
Introduction to the Unit and the UKPSF	15 minutes	Dr Daniella Ryding
The British Higher Education System	45 minutes	Dr Alan Brisdon
Effective Teaching / How to Give a Good Lecture	1 hour 15 minutes	Dr Ian Stewart and Dr Charles Walkden
Microteach	3 hours	Facilitators (experienced members of Academic staff from across FSE)
Student Support Classes and Tutorials	1 hour 30 minutes	Dr Nick Weise
eLearning - Blended Learning	1 hour	Francesca Demontis and Sarah Budello
FSE60001 Introduction to Teaching Practice Assessment Support	30 minutes	Dr Daniella Ryding

Assessment Brief

You are required to:

(i) Critique 3 teaching sessions (one of which, if possible, should be your own and two of which must include one lecture session and one support class). You should evaluate the intended learning outcomes, delivery methods, content and materials and the range of learning technologies used within the sessions. You must support your critique with the pedagogic literature, feedback from peers/students (as appropriate) and critique all of this taking into account the subject specific knowledge and set within the wider Higher Education context **(1250 words** (+/- 10%)**). Note in a blended learning context and for a single teaching session, participants are encouraged where possible, to use both asynchronous and synchronous materials as the basis for providing richer reflections.**

(ii) Building on Part (i) write a "plan for action" for improving your own teaching practice **(750 words** (+/- 10%)**)**

Participants should be aware that on all respective submissions, content included within a Table is counted towards the total word count.

The assessment content is confidential between the participant and markers. It is a requirement and your responsibility, to anonymize any references made to individuals i.e. staff and students, before this work is submitted online.

Session Learning Outcomes & Recommended Reading

1.   The British Higher Education System

By the end of this session, participants should be able to:

• Demonstrate the extent to which current priorities within the British Higher Education System impact on their teaching practice

• To critically reflect on an area of educational policy and its impact for their subject

• To review their professional practice in respect of quality assurance and ethical issues

Recommended Reading

http://wonkhe.com/ - you can sign up for a weekly email into your inbox summarising key issues in HE
https://www.timeshighereducation.com/ - University library has a subscription
http://www.staffnet.manchester.ac.uk/fse/academic-services/teaching-and-learning/teaching-excellence-framework/
http://www.hefce.ac.uk/
http://www.qaa.ac.uk/en
https://www.heacademy.ac.uk/

2. **Effective Teaching**

By the end of this session, participants should be able to:

- Describe and critique various theories of student learning and the relationship with different approaches to teaching

- Apply their knowledge of different student approaches to learning (educational theory) to enhance their teaching practice

Pedagogy and any academic models and framework used within your session:

Race Model
Expectancy Theory
SOLO Taxonomy
Blooms Taxonomy
Constructive Alignment

Compulsory Pre-session Reading

Chapters 1-5 of Biggs J and Tang C, *Teaching for Quality Learning at University*, (4th edition, 2011), McGraw Hill, Society for Research into Higher Education & Open University Press.

Online access to the full text of Biggs and Tang is available via the University Library. Alternatively you may collect your own hard copy from The NAP Team in Room C55, Sackville Street Building.

Compulsory Further Reading (by the end of the course)

Biggs J and Tang C, Teaching *for Quality Learning at University*, (4th edition, 2011) – remaining chapters.

Recommended Further Reading

Atherton, J. S., (2011) *Learning and Teaching; About the site* [On-line: UK] retrieved 1 August 2013 from http://www.learningandteaching.info/learning/about.htm

Bain, K., (2004) *What the Best College Teachers Do* ,Harvard University Press, Cambridge , Massachusetts & London, England

Brown, G., and Atkins, M., (1997) Effective *Teaching in Higher Education,* Routledge, London

Cannon, R., and Newble, D., A *Handbook for Teachers in Universities and Colleges: A Guide to Improving Teaching Methods* (4th Edition, 2000), Kogan Page, London.

Fry H, Ketteridge S and Marshall S (eds), A Handbook for Teaching & Learning in Higher Education, (4th edition, 2015), Routledge, Abingdon, Oxon.

Harb, J, N., Hurt, K., Terry, R. E., and Williamson, K. J., (1995) *Teaching through the Cycle,* Provo, Brigham Young University Press

Marton, F and Saljo, R (1976) 'I Outcomes and Process', *British Journal of Educational Psychology,* 46, pp4-11 (On qualitative differences in learning)

McNamara, D. and Harris, R. (Eds) *Quality Teaching in Higher Education for Overseas Students*, London, Routledge.

Race, P., The Lecturer's tool kit: A Practical Guide to Assessment, Learning and Teaching, (4th Edition, 2015), Routledge, London and New York

Ramsden, P., *Learning to Teach in Higher Education*, (2nd edition, 2004)

Ryan, J., (ed) (2013) *Cross-cultural Teaching and Learning for Home and International Students*, Abingdon, Routledge.

Trigwell, K., Prosser, M., and Waterhouse, F., (1999) 'Relations between teachers' approaches to teaching and students' approaches to learning', *Higher Education,* 37, pp 57-70

Trigwell, K., & Prosser, M. (2014). Qualitative variation in constructive alignment in curriculum design. Higher Education, 67(2), 141-154

Bunce, L., Baird, A. & Jones, S. E., 2016. The student-as-consumer approach in higher education and its effects on academic performance. *Studies in Higher Education,* 42(11), pp. 1958-1978.

Biggs, J., 1999. What the student does: teaching for enhanced learning. *Higher Education Research & Development,* 18(1), pp. 57-75.

Reddya, Y. M. & Andrade, H., 2010. A review of rubric use in higher education. *Assessment & Evaluation in Higher Education,* 35(4), pp. 435-448.

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion.* This is an additional resource which has been created to support colleagues with on-going learning.

3. **How to Give a Good Lecture**

By the end of this session, participants should be able to:

- Critique the attributes of a good lecture
- Plan and deliver a lecture competently
- Critically reflect upon and evaluate the efficacy of their own lectures and those of others

Recommended Reading

Biggs J and Tang C, Teaching *for Quality Learning at University*, (4th edition, 2011).

Brown G and Atkins M, *Effective Teaching in Higher Education, (*1997), Routledge.

Fry H, Ketteridge S and Marshall S (eds), A Handbook for Teaching & Learning in Higher Education, (4th edition, 2015), Routledge, Abingdon, Oxon.

Kottasz, R., 2005. Reasons for student non-attendance at lectures and tutorials: An analysis. *Investigations in university teaching and learning,* 2(2), pp. 5-16.

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion.* This is an additional resource which has been created to support colleagues with on-going learning.

4.   **Student Support Classes and Tutorials**

By the end of this session, participants should be able to:

- Critique the attributes of effective student support classes and tutorials
- Plan and deliver a support class/tutorial session competently
- Critically reflect upon and evaluate the effectiveness and inclusivity of your own support classes and tutorial sessions

Pedagogy and any academic models and framework used within your session:

Maslow's Hierarchy of Needs – Self Actualisation
Tuckman and Jensen's Stages of Small Group Development
Biggs and Tang – Attainment Gaps and Active Learning

Recommended Reading

Brown G and Atkins M, *Effective Teaching in Higher Education*, (1997), Routledge.

Dennick, R & Exley, K (2004) *Small Group Teaching Tutorials: Seminars and Beyond*, Taylor & Francis Ltd.

Fry H, Ketteridge S and Marshall S (eds), (4th edition, 2015), *A Handbook for Teaching and Learning in Higher Education,* Routledge, Abingdon, Oxon.

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion.* This is an additional resource which has been created to support colleagues with on-going learning.

5.   **eLearning -Blended Learning**

By the end of this session, participants should be able to:

- Describe the term BLENDED LEARNING, within the context of teaching at the University of Manchester;

- Identify and critique technologies that can be used for teaching and assessment using a blended delivery mode;

- Explain how the role of the teacher and the role of the student differ in a blended or flipped classroom delivery;

- Reflect on the next steps to incorporate appropriate technology into your blended learning approach to teaching practice.

Compulsory Pre-Session Reading

Key Trends Accelerating Technology Adoption in Higher Education, pages 8-20 in the NMC Horizon Report 2017 Higher Education Edition http://www.nmc.org/publication/nmc-horizon-report-2017-higher-education-edition/

Assessment:
Gikandi, J.W., Morrow, D. & Davis, N.E., 2011. Online formative assessment in higher education: A review of the literature. Computers and Education, 57(4), pp.2333–2351. Available at: http://dx.doi.org/10.1016/j.compedu.2011.06.004.

Feedback:
Nicol, D.J. & Macfarlane-dick, D., 2006. Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. Studies in Higher Education (2006), 31(2), pp.199–218.

Reflective Practice:
Williams, R. & Grudnoff, L., 2011. Making sense of reflection: a comparison of beginning and experienced teachers' perceptions of reflection for practice. *Reflective Practice*, 12(3), pp.281–291. AVAILABLE at: http://dx.doi.org/10.1080/14623943.2011.571861.

Recommended Reading

Blended Learning:
López-Pérez, M.V., Pérez-López, M.C. & Rodríguez-Ariza, L., 2011. Blended learning in higher education: Students' perceptions and their relation to outcomes. Computers and Education, 56(3), pp.818–826. Available at: http://dx.doi.org/10.1016/j.compedu.2010.10.023.

Garrison, D.R. & Kanuka, H., 2004. Blended learning: Uncovering its transformative potential in higher education. The Internet and Higher Education, 7(2), pp.95–105. Available at: http://linkinghub.elsevier.com/retrieve/pii/S1096751604000156 [Accessed November 1, 2012].

Assessment:
Roediger, H.L. & Karpicke, J.D., 2006. Test-Enhanced Learning. Psychological Science, 17(3), pp.249–255. Available at: http://dx.doi.org/10.1111/j.1467-9280.2006.01693.x.

Nicol, D., 2007. E-assessment by design: using multiple-choice tests to good effect. Journal of Further and Higher Education, 31(1), pp.53–64. Available at: http://dx.doi.org/10.1080/0309877060116792

Feedback:
Orsmond, P. & Merry, S., 2011. Feedback alignment: effective and ineffective links between tutors' and students' understanding of coursework feedback. Assessment & Evaluation in Higher Education, 36(2), pp.125–136. Available at: http://dx.doi.org/10.1080/02602930903201651.

Panadero, E. & Jonsson, A., 2013. The use of scoring rubrics for formative assessment purposes revisited: A review. Educational Research Review, 9, pp.129–144. Available at: http://dx.doi.org/10.1016/j.edurev.2013.01.002.

Lunt, T. & Curran, J., 2010. "Are you listening please?" The advantages of electronic audio feedback compared to written feedback. Assessment & Evaluation in Higher Education, 35(7), pp.759–769. Available at: http://dx.doi.org/10.1080/02602930902977772

Reflective Practice:
Schön, Donald A. (1983). *The reflective practitioner: how professionals think in action*. New York: Basic Books.

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion*. This is an additional resource which has been created to support colleagues with on-going learning.

Assessment & Feedback
FSE60002

Introduction

This unit is designed to provide participants with a robust insight into understanding key elements to consider and new developments in regards to assessment, marking, and feedback in higher education. The assessment that student learners' undertake, communicates to them where to place emphasis in their learning, how many hours they need to invest and the overall approach which needs to be adopted to complete a given task. Most pedagogic text books would agree that in order to improve students' learning and overall achievement, assessment is a good place to begin. This unit covers the key considerations for designing high quality assessment and feedback from both a theoretical, practical and evidence based perspectives, whose syllabus content is constructively aligned with *the UK Professional Standards framework-UKPSF (refer to Appendix 7)*. From an assessment and feedback perspective, this unit has been developed to enable new academics to meet their priorities for teaching and learning excellence, by way of providing current pedagogic knowledge, skills sets and training, to help them operate in a more effective and inclusive manner.

Mapping to UKPSF: A3, K2

Aims

This unit aims to:

- Provide participants with an understanding of the significance of individual differences and learning styles and how these issues impact on the design of assessment by way of introducing different forms of assessment, such as examinations (written and oral); essays, reports, practicals, reflective journals and so forth.

- Furthermore, this unit aims to provide insights into marking mechanisms and rubrics, identifying key elements to consider ensuring learners' effectively meet the markers' expectations, as well as proving assessment support both in the classroom and within the virtual learning environment.

- This unit then aims to provide an in-depth insight into the relevance and significance of feedback and its varying forms, with a view to enabling learners' to exploit their opportunities to improve performance.

- Finally, the unit aims to provide insights into the examination board procedures and polices within the Faculty of Science and Engineering at this University. Practicing critical professional reflection is integral to the coverage of themes within this unit.

Intended Learning Outcomes

By the end of this unit, participants will be able to:

- Identify, select and apply appropriate assessment techniques in your own teaching practice;

- Create valid, reliable, level-appropriate, transparent and inclusive assessments;

- Distinguish between assessment of learning and assessment for learning;

- Explain the significance of a variety of learning approaches in designing appropriate assessment instruments and processes;

- Develop appropriate marking schemes for your assessment practices;

- Explain the key principles that underpin 'good' feedback and provide good feedback to students' on their assessed work;

In addition, participants will be able to:

- Identify key institutional practices and procedures that regulate assessment and feedback

- Employ and comply with practices and procedures to avoid pitfalls that prevent provision of good assessment marks

Unit Sessions & Delivery (indicative guide to delivery)

Session	Duration	Deliverer
Outcomes Based Education – Assessment Alignment	45 minutes	Professor Andrew Horn
NUS Assessment Tool and Assessment Rubrics	1 hour 30 minutes	Dr Lynne Bianchi
Examination Procedures and Quality Assurance	45 minutes	Dr Celina Jones
FSE60002 Assessment and Feedback Assessment Support	30 minutes	Dr Daniella Ryding

Assessment Brief

You are required to choose ONE of the following questions (your choice will depend upon the extent to which you are responsible for designing summative assessment in your first year):

Question 1

(i)   Develop and supply a substantial summative assessment (essay, exam question, coursework) for a credit-bearing UG or PGT course unit you are delivering; you should show explicitly how it is aligned to the course unit intended learning outcomes and prepare a detailed marking scheme/analytic rubric (as appropriate) for your assessment. Your assessment should be deployed 'for real' in a course unit. You should support your summative assessment with a theoretical discussion, supported by the pedagogic literature (1250 words (+/- 10%)).

(ii)   Provide an evaluation of the student outcomes from your assessment (marks, distribution, statistical analysis etc.) and develop detailed, constructive feedback suitable to return to students (i.e. showing common misconceptions and misalignment of actual outcomes with course unit ILOs) (750 words (+/- 10%)).

OR

Question 2

(i)   Develop and supply a substantial formative assessment and feedback exercise that benefits from an analytic rubric to support marking and feedback. This should be done for a credit-bearing course unit you are delivering, showing explicitly how it is aligned to the course unit intended learning outcomes. Produce and deploy the exercise and rubric "for real" in a course unit. You should support your assessment with relevant pedagogic literature (1250 words (+/- 10%)).

(ii)   Provide a short evaluation of your exercise and rubric in part i). Include details of student uptake, what worked well and what will be improved for subsequent delivery (750 words (+/- 10%)).

Participants should be aware that on all respective submissions, content included within a Table is counted towards the total word count.

The assessment content is confidential between the participant and markers. It is a requirement and your responsibility, to anonymize any references made to individuals i.e. staff and students, before this work is submitted online.

Session Learning Outcomes & Recommended Reading

1.   **Outcomes-based education and assessment alignment**

By the end of this session, participants should be able to:

- **define** what is meant by the term intended learning outcome;
- **construct** example ILOs based on a selection of appropriate verbs, subjects, and contexts;
- **criticise** ILOs to correct poor practice and erroneous usage;
- **analyse** some of your current course units using what you have learned about ILOs;
- **generate** lists of valid, new ILOs for existing course units;

Pedagogy and any academic models and framework used within your session:

Outcomes-based education, constructive alignment, Bloom's taxonomy.

2.   **NUS Assessment Tool and Assessment Rubrics**

By the end of this session, participants should be able to:

- Develop a range of formative and summative assessment with suitable feedback and marking schemes;

- Identify, select and apply appropriate assessment techniques in their own teaching practice;

- Create valid, reliable, level-appropriate, transparent and inclusive assessments;

- Distinguish between assessment of learning and assessment for learning;

- Explain the significance of a variety of learning approaches in designing appropriate assessment instruments and processes;

- Develop appropriate marking schemes for their assessment practices;

- Explain the key principles that underpin 'good' feedback and provide good feedback to students' on their assessed work;

Pedagogy and any academic models and framework used within your session:

Bloom's taxonomy

3.   **Examination Procedures and Quality Assurance**

By the end of this session, participants should be able to:

- Identify key institutional practices and procedures that regulate assessment and feedback.
- Employ and comply with practices and procedures to avoid pitfalls that prevent provision of good assessment marks;

Recommended Reading

Degree Regulations - Postgraduate Taught Degree Regulations from Sept 2016 (v3.4)
http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=29208

Degree Regulations - Undergraduate Degree Regulations for students progressing from 2012 onwards and registered from September 2016
(v2.4) http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=13147

Feedback to Students Policy http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=6518

Policy on Marking http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=26290

External Examiner Annual Report Flowchart
http://documents.manchester.ac.uk/display.aspx?DocID=7774

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion*. This is an additional resource which has been created to support colleagues with on-going learning.

Compulsory Pre-session Reading

Chapters 1-5 of Biggs J and Tang C, Teaching for Quality Learning at University, (4th edition, 2011), McGraw Hill, Society for Research into Higher Education & Open University Press.

Online access to the full text of Biggs and Tang is available via the University Library. Alternatively you may collect your own hard copy from the NAP Team in Room C55 of Sackville Street Building.

Compulsory Further Reading (by the end of the course)

Biggs J and Tang C, Teaching for Quality Learning at University, (4th edition, 2011) – remaining chapters.

Recommended Reading

Anderson, L. W Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. New York, NY: Longman.

Atherton, J. S., (2011) Learning and Teaching; About the site [On-line: UK] retrieved 1 August 2013 from http://www.learningandteaching.info/learning/about.htm

Bain, K., (2004) What the Best College Teachers Do ,Harvard University Press, Cambridge , Massachusetts & London, England

Biggs, J. (1996). Enhancing teaching through constructive alignment. Higher Education, 32, 1–18.

Biggs, J. and Tang, C. (2011) Teaching for Quality Learning at University, (4th edition).

Boud, D. (1995). Assessment and learning: Contradictory or complementary? In Knight, P. (Ed.), Assessment for Learning in Higher Education (pp. 35–48). London, UK: Kogan.., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. New York, NY: Longman

Brown, G., and Atkins, M., (1997) Effective *Teaching in Higher Education,* Routledge, London

Burgess, R. (2007). *Beyond the honours degree classification: Burgess group final report*. London, UK: Universities UK.

Campbell, G. M. (2011). Degrees of confidence. *The Chemical Engineer*, *842*, 52–54.

Cannon, R., and Newble, D., A *Handbook for Teachers in Universities and Colleges: A Guide to Improving Teaching Methods* (4th Edition, 2000), Kogan Page, London.

Flint, N. R. A., & Johnson, B. (2011). Towards fairer university assessment: Recognizing the concerns of students. Abingdon, UK: Routledge.

Fry H, Ketteridge S and Marshall S (eds), A Handbook for Teaching & Learning in Higher Education, (4th edition, 2015), Routledge, Abingdon, Oxon.

Furedi, F. (2011, March). Our job is to judge. Times Higher Education, 34-38.

Harb, J, N., Hurt, K., Terry, R. E., and Williamson, K. J., (1995) Teaching through the Cycle, Provo, Brigham Young University Press

Kennedy, D., Hyland, A., & Ryan, N. (2006). Writing and using learning outcomes: A practical guide. In Froment, E.,

Kohler, J., Purser, L., & Wilson, L. (Eds.), EUA Bologna Handbook – Making Bologna Work. Berlin, Germany: Raabe Verlag.

Lamont, M. (2009). How professors think: Inside the curious world of academic judgement. Cambridge, MA: Harvard University Press.

McNamara, D. and Harris, R. (Eds) Quality Teaching in Higher Education for Overseas Students, London, Routledge.

Marton, F and Saljo, R (1976) 'I Outcomes and Process', British Journal of Educational Psychology, 46, pp4-11 (On qualitative differences in learning)

Norton, L. (2009). Assessing student learning. In Fry, H., Ketteridge, S., & Marshall, S. (Eds.), A Handbook for Teaching and Learning in Higher Education (pp. 132–149). Abingdon, UK: Routledge.

Race, P., The Lecturer's tool kit: A Practical Guide to Assessment, Learning and Teaching, (4th Edition, 2015), Routledge, London and New York

Race, P., Brown, S., & Smith, B. (2005). 500 tips on assessment (2nd ed.). London, UK: Routledge Falmer.

Ramsden, P., Learning to Teach in Higher Education, (2nd edition, 2004)

Ryan, J., (ed) (2013) Cross-cultural Teaching and Learning for Home and International Students, Abingdon, Routledge.

Trigwell, K., Prosser, M., and Waterhouse, F., (1999) 'Relations between teachers' approaches to teaching and students' approaches to learning', Higher Education, 37, pp 57-70

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion.* This is an additional resource which has been created to support colleagues with on-going learning.

Teaching Practice & Assessment Strategy
FSE60004

Introduction

This unit builds on units FSE60001 Introduction to Teaching Practice and FSE60002 Assessment and Feedback, by providing robust evidence-based insights into creating high quality student learning experiences. Core content includes an in-depth review into outcomes based education and the constructive alignment between intended learning outcomes, teaching activities and assessment. Further themes include the embedding of graduate employability skills into the curriculum. This unit is designed to build on previous work covered in the NAP part 1, to further equip participants' with strategies for responding to the challenges of a changing educational landscape, set within an evolving digital and technological interface. Within the Equality and Diversity remit, additional themes covered include the importance of inclusive curriculum design and inclusive assessment strategy within a changing British higher educational environment. Furthermore participants will once again have an opportunity to engage with microteach sessions, to obtain feedback with suggestions for improvement. In addition, the microteach will allow participants' to reflect on their beliefs, attitudes and overall philosophical approach to teaching practice choices, with an opportunity to conceptualise how their teaching has evolved since commencing the programme. There is also an opportunity for those involved with laboratory sessions to learn more about enhanced delivery. Overall, this unit covers curriculum design and implications for effective teaching and assessment strategy, all content of which is constructively aligned with *the UK Professional Standards framework - UKPSF (refer to Appendix 7).*

Mapping to UKPSF: A1, A2, A3, A4, K1, K2, K3, K4, V4

Aims

This unit aims to build on previous units by:

- Providing participants with the knowledge and understanding of the methodologies involved in contrasting approaches to curriculum design, by building on the theories of student learning and constructive alignment

- Promoting a greater understanding of equality and diversity within the design of the curriculum

- Providing insights into how employability can be embedded into the curriculum

- Providing participants with the knowledge and understanding of teaching pedagogies related to a variety of teaching methods, with a view to maximising student engagement and learning

- Allowing participants to critique a range of technology enhanced learning techniques to encourage student learning and autonomous learning

- Allowing participants to critically reflect on the delivery of teaching to understand teaching effectiveness

- Providing further insights into assessment design, marking rubrics and good feedback

- Providing participants with knowledge and understanding of the University's commitment to making a difference to the social and economic well-being of our communities through teaching

Intended Learning Outcomes

By the end of this unit, participants will be able to:

- Design the syllabus, teaching and assessment of a course unit in an outcomes-based teaching and learning framework;

- Develop the curriculum of a course unit to accommodate prior learning, employability and inclusivity;

- Apply learning technology where appropriate within teaching and assessment activities to enhance student learning;

- Generate different types of formative and summative assessment with appropriate marking schemes and feedback;

- Provide evidence of a scholarly approach to teaching and learning through reflective practice;

- Evaluate the effectiveness of their own teaching practice for a broad range of activities;

- Select and apply appropriate models of reflection to their own teaching practice.

Unit Sessions & Delivery (indicative guide to delivery)

Session	Duration	Deliverer
Curriculum Design	1 hour 30 minutes	Professor Andrew Horn
Technology Enhanced Learning for Student Engagement (indicative title only, may be adapted in line with teaching delivery requirements)	2 hours	eLearning Team
Student Employability Skills	1 hour	Ben Carter
Inclusion and Participation in Higher Education	1 hour 30 minutes	Dr Nick Weise
Microteach	3 hours	Facilitators (experienced members of Academic staff from across FSE)
Lab Based Teaching	1 hour 30 minutes	Dr Thomas Rodgers
Scholarly Approach to Teaching and Learning	1 hour 30 minutes	Dr Miriam Firth

In addition, participants will engage with *microteach* sessions in order to receive feedback on their teaching practice.

Assessment Brief

This unit is assessed through the Reflective Portfolio of Evidence.

Session Learning Outcomes & Recommended Reading

1. **Curriculum Design**

   By the end of this session, participants should be able to:

   - Use intended learning outcomes as the focus for the construction of course units

   - Develop teaching and learning activities and assessment aligned with the course unit intended learning outcomes and syllabus

- Research-based principles for curriculum design
- Learning outcomes
- Biggs' Constructive alignment
- Engaging students in autonomous learning – ways in which to encourage this.
- Different pedagogies – student-centred learning, problem based learning, Just-in-time teaching; innovative teaching techniques
- Illustrative examples of a range of contrasting approaches to course design
- The credit system and its relation to workloads

Compulsory Pre-session Reading

Chapters 6 and 7 of Biggs J and Tang C, *Teaching for Quality Learning at University*, (4th edition, 2011), McGrawHill, Society for Research into Higher Education & Open University Press.

Online access to the full text of Biggs and Tang is available via the University Library. Alternatively you may collect your own hard copy from the NAP Team in Room C55 of Sackville Street Building

Recommended Reading

Ambrose SA, Bridges MW, DiPietro M, Lovett MC and Norman MK (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching.* Jossey-Bass, USA.

Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* Longman, New York, USA.

Biggs J and Tang C, Teaching *for Quality Learning at University*, (4th edition, 2011)

Biggs, J. (1996). Enhancing teaching through constructive alignment. Higher Education, 32:1-18.

Bloom, B.S. (ed.) (1956) *Taxonomy of Educational Objectives, the classification of educational goals – Handbook I: Cognitive Domain*. McKay, New York.

Butcher, C, Davies, C and Highton, M (2006) *Designing Learning: from module outline to effective teaching*, Routledge, London

Fry H, Ketteridge S and Marshall S (eds), A Handbook for Teaching & Learning in Higher Education, (4th edition, 2015), Routledge, Abingdon, Oxon.

Hussey, T and Smith, P (2003) 'The uses of Learning Outcomes', *Teaching in Higher Education* 8(3): 357-368

Hussey, T and Smith, P (2008) 'Learning Outcomes: a conceptual analysis', *Teaching in Higher Education* 13(1): 107-115

Laurillard, D (2002) *Rethinking University Teaching; a framework for the effective use of learning technologies,* 2nd edition, Routledge, London

Race, P *The Lecturer's tool kit: A Practical Guide to Assessment, Learning and Teaching*, (4th Edition, 2015), Routledge, London and New York

Ramsden, P *Learning to Teach in Higher Education*, (2nd edition, 2004)

Salwak D (2008). *Teaching Life: Letters from a Life in Literature*. University of Iowa Press, USA.

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion*. This is an additional resource which has been created to support colleagues with on-going learning.

Recommended Reading for Technology Enhanced Learning and eLearning

Garrison, D.R. & Kanuka, H., (2004) Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7(2), pp.95–105. Available at: http://linkinghub.elsevier.com/retrieve/pii/S1096751604000156

Horizon Report (2015) (updated annually)
http://www.educause.edu/library/resources/2015-horizon-report

Salmon, G., (2002) *E-tivities: the key to active online learning*, London: Kogan Page.

Salmon, G., (2011) *E-Moderating: The Key to Online Teaching and Learning* (3rd Edition) Routledge

SAMR model: https://sites.google.com/a/msad60.org/technology-is-learning/samr-model and https://www.graphite.org/blog/samr-and-blooms-taxonomy-assembling-the-puzzle

2.   **Technology Enhanced Learning for Student Engagement** (indicative only, may be adapted in line with teaching delivery requirements)

Part 2

Flexible Teaching and Learning: Perspectives and Practices

Format

Flipped-class session with pre-learning followed by synchronous small group and whole cohort discussions.

Intended Learning Outcomes

By participating in this flipped classroom session, you will be able to:

- Identify a teaching problem or challenge.

- Identify and consider different technologies and approaches to using these tools to solve a teaching problem or challenge.

- Identify opportunities for integrating innovative pedagogies and technologies in your Teaching and Learning practice.

Pedagogy and any academic models and framework used within your session:

Flipped Learning

Recommended Reading

Gibbs, B. & Wood, G. C., eds. (2020). Emerging Stronger: Lasting Impact from Crisis Innovation. Godalming: Engineering Professors' Council
http://epc.ac.uk/wp-content/uploads/2020/08/Gibbs-Wood-eds-2020-Emerging-Stronger.pdf

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion*. This is an additional resource which has been created to support colleagues with on-going learning.

3. **Developing the Employability Skills of Students**

By the end of this session, participants should be able to:

- Describe the employability development opportunities available to students through the University's Careers Service and FSE Departments

- Develop activities to enhance students' employability skills within the curriculum

Session Content

- What does employability mean at the University of Manchester
- The University's Careers Service and employability activities in FSE Departments
- How to develop students' employability skills within the curriculum

Recommended Reading

Yorke, M. (2006) Employability in higher education: what it is – what it is not, The Higher Education Academy, York

The Higher Education Statistics Agency (HESA), Destination of Leavers in Higher Education Survey (available online at www.hesa.ac.uk)

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion*. This is an additional resource which has been created to support colleagues with on-going learning.

4. **Inclusion and Participation in Higher Education**

By the end of this session, participants should be able to:

- Critically examine the opportunities and challenges associated with inclusion in higher education

- Apply a range of inclusive Teaching and Learning practices relevant to the participants' specialist areas

- Select appropriate activities and strategies that may enhance the development of inclusive teaching.

Session Content

- What do we mean by inclusion?
- Underlying drivers affecting student outcomes across groups.
- Opportunities for student partnership and involvement in the development of inclusive curricula.

Pedagogy and any academic models and framework used within your session:

Participants should bring their own from other areas of the NAP to apply them

Recommended Reading

Disabled Students Sector Leadership Group (2017) Inclusive Teaching and Learning in Higher Education as a Route to Excellence. [online] Available from:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/587221/Inclusive_Teaching_and_Learning_in_Higher_Education_as_a_route_to-excellence.pd

Morgan, H. and Houghton, A. (2011) *Inclusive Curriculum Design in Higher Education*. Considerations for effective practice across and within subject areas. The Higher Education Academy [online] available from:
https://www.heacademy.ac.uk/resources/detail/inclusion/Disability/Inclusive_curriculum_design_in_higher_education

May, H. and Bridger, K. (2010) *Developing and embedding inclusive policy and practice in higher education*. The Higher Education Academy [online]:
http://bsvassociates.co.uk/wpcontent/uploads/2012/03/DevelopingEmbeddingInclusivePP_Report.pdf

Thomas, L. (2012) *Building Student Engagement and Belonging in Higher Education at a time of change: Final report from the What Works? Student Retention & Success programme*. HEA Academy [online] available from: https://www.heacademy.ac.uk/system/files/what_works_summary_report_0.pdf

Hockings, C. (2010) *Inclusive Learning and Teaching in Higher Education*: A Synthesis of Research. The Higher Education Academy [online] available from:
https://www.heacademy.ac.uk/system/files/inclusive_teaching_and_learning_in_he_synthesis_200410_0.pdf

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion*. This is an additional resource which has been created to support colleagues with on-going learning.

5. **Lab-Based Teaching**

By the end of this session, participants should be able to:

- Describe the purpose and attributes of a good practical/lab based session.
- Devise a new experiment, including preparing the lab script, pre-lab work and consider relevant health and safety issues.
- Prepare a marking scheme (mark sheet).
- Mark a lab report and lab session, giving comprehensive feedback.
- Competently demonstrate to students in a laboratory, including giving valuable feedback.
- Working alongside teaching assistants

Session Content

- Purpose and attributes of a good practical session.
- Design and preparation of lab work – including pre-labs.
- Lab scripts – preparation and content.
- Assessment methods including feedback to the students.
- The role and skills of a good lab demonstrator.
- Working alongside PG demonstrators (Teaching Assistants).
- Health and Safety and preparing a risk assessment for a practical session.
- Potential problems and dealing with individual students with diverse learning needs.
- Ensuring equality of opportunity when students work in pairs and are assessed in pairs.

Recommended Reading

National Research Council. *Science Teaching Reconsidered: A Handbook*. Washington, DC: The National Academies Press, 1997.

Learning and teaching in laboratories, an engineering subject centre guide, Clara Davies, https://www.heacademy.ac.uk/sites/default/files/learning-teaching-labs.pdf

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion*. This is an additional resource which has been created to support colleagues with on-going learning.

6.   <u>**Scholarship of Teaching and Learning**</u>

By the end of this session, participants should be able to:

- Demonstrate an appreciation of the concept of the Scholarship of Teaching and Learning (SoTL) in HE
- Demonstrate familiarity with the literature of teaching and learning and the dissemination of SoTL
- Provide examples of different types of activities which constitute SoTL
- Identify areas in their own practice suitable which may benefit from SoTL approaches
- Plan and suggest methods for evaluating activities in relation to their own teaching.

<u>Session Content</u>

- Defining and recognising SoTL
- SoTL as a reflective activity with a capacity for educational/institutional development
- "Educational research", pedagogy and SoT: practice and dissemination
- Student engagement: key challenges and limitations
- Discipline-specific approaches to SoTL and interdisciplinary collaboration
- Structures and frameworks for recognition and best practice

Recommended Reading

Murray, R. (2008). *The Scholarship of Teaching and Learning in Higher Education.* Open University Press, McGraw-Hill, Maidenhead.

Bishop-Clark, C. and Dietz-Uhler, B. (2012) *Engaging in the Scholarship of Teaching and Learning*. Stylus, New York.

Hutchings, P. (2000). *Opening Lines: Approaches to the Scholarship of Teaching and Learning.* Carnegie Foundation, Menlo Park.

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion*. This is an additional resource which has been created to support colleagues with on-going learning.

Unit Specification

Project Supervision & Supporting Students
FSE60005

Introduction

This unit covers 3 key domains. First, the unit is designed to introduce new academics to the methodologies involved in project supervision (at undergraduate and taught postgraduate level) and hence enable participants to provide support and interventions which have the potential to maximise student engagement and learning. Secondly, the unit provides an introduction and overview of the scope of the academic role and general responsibilities regarding student support, and the mechanisms for referral to central and specialist support services. This unit aims to raise awareness amongst the participants of the student support systems available at the University of Manchester, and frameworks for providing appropriate information, advice and guidance to students. It outlines how academics and professional support services colleagues can work in partnership to ensure that not only are students supported effectively, but that they are equipped with the necessary skills, knowledge and experience to achieve their fullest educational potential. The final domain is designed to develop in participants a scholarly approach to teaching and learning and to enable them to get started with pedagogic research. The content of this unit is constructively aligned with the UK Professional Standards framework - UKPSF (refer to the NAP programme handbook, Appendix 7).

Mapping to UKPSF: A2, A3, A4, A5; K2, K3, V3

Aims

This unit aims to:

- Provide an introduction and overview of the scope of the academic role and responsibilities regarding academic advising, support, and the mechanisms for referral to central and specialist support services

- Raise awareness amongst the participants of the student support systems available at the University of Manchester, and frameworks for providing appropriate information, advice and guidance to students

- Introduce participants to the methodologies involved in project supervision (at undergraduate and taught postgraduate level) and hence enable them to provide support and interventions which have the potential to maximise student engagement and learning

- Gain an appreciation of the role of the role of postgraduate students within the university and to understand the importance of the student/supervisor relationship, and the responsibilities of the supervisory team

Intended Learning Outcomes

By the end of this unit, participants' should be able to:

- Explain the breadth of roles covered by project supervision

- Recognise the personal nature of supervisor/supervisee relationships and be able to manage these relationships successfully

- Recognise potential supervisor/supervisee relationships and manage these relationships successfully

- Define and describe the supervisor role within the student support structure, and the parameters of their responsibilities within it

- Identify the situations and student behaviours that may require support, intervention and referral

- Outline the information, advice and guidance available to students, and the mechanisms of referral to central and specialist support services

- Explain the local, central and specialist support services within the University

- Employ a scholarly approach to their academic practice

- Evaluate the effectiveness of their own teaching practice for a broad range of activities

- Select and apply appropriate models of reflection to their own teaching practice

Unit Sessions & Delivery (indicative guide to delivery)

Session	Duration	Deliverer
Introduction FSE60005 unit/PhD Supervision*	1 hour	Professor Scott Heath
PhD Supervision*	1 hour	Professor Scott Heath
UG and PGT Project Supervision	1 hour	Dr Andrew Weightman
Research Ethics*	45 minutes	Genevieve Pridham
Student Support - Academic Advising	2 hours	Jennie Blake and Dr Paul Connolly (tbc)

*These sessions are also related to the Research elements of the NAP.

This unit is also assessed within the FSE60006 Reflective Portfolio of Evidence.

Session Learning Outcomes & Recommended Reading

1.   Project Supervision and Supporting Students Effectively

By the end of this session, participants should be able to:

- Describe how learning strategies align with project work

- Explain the role of the project supervisor

- Recognize potential supervisor/supervisee relationships and manage these relationships successfully

- Develop effective strategies for managing project schedule

- Be aware of the broad range of support (academic, administrative and pastoral) available to students

Session Content
- Definition of a project
- Why projects as a teaching/learning strategy?
- Structured versus unstructured projects
- The supervisor/supervisee relationship
- The role of the supervisor
- Ways of broadening support. Concept of "Student Support" in a 21st century HE context

Recommended Reading

Armstrong, M and Shanker, V (1983) The supervision of undergraduate research: Student perceptions of the supervisor role. *Studies in Higher Education*, 8:2, 177-183.
http://dx.doi.org/10.1080/03075078312331379044

Boud, D and Costley, C (2007) From project supervision to advising: new conceptions of the practice. *Innovations in Education and Teaching International*, 44:2, 119-130, DOI: 10.1080/1470329041034.
http://dx.doi.org/10.1080/1470329041034

Hammick, M and Acker, S (1998) Undergraduate research supervision: A gender analysis. *Studies in Higher Education*, 23:3, 335-347. DOI: 10.1080/03075079812331380296.
http://dx.doi.org/10.1080/03075079812331380296
Helle, L, Tynjala, P and Olkinuora, E (2006) Project –based learning in post-secondary education, practice and rubber sling shots. Higher Education, 51: 287-314, DOI 10.1007/s10734-004-6386-5.

Heylings, D J A and Tariq, V N (2001) Reflection and feedback on learning: A strategy for undergraduate research project work. *Assessment and Evaluation in Higher Education*, 26:2, 153-164, DOI: 10.1080/02602930020021995.
http://dx.doi.org/10.1080/02602930020021995

Lea, M R and Street, V B (1998) Student writing in Higher Education: An academic literacies approach. *Studies in Higher Education*, 23:2, 157-152. DOI: 10.1080/03075079812331380364.
http://dx.doi.org/10.1080/03075079812331380364

McMichael, P (1992) Tales of the unexpected: supervisors' and students' perspectives on short-term projects and dissertations. *Educational Studies*, 18:3, 299-310. DOI: 10.1080/0305569920180304
http://dx.doi.org/10.1080/0305569920180304

Orsmond, P, Merry, S and Reiling, K (2004) Undergraduate project work: can directed tutor support enhance skills development? *Assessment and Evaluation in Higher Education*, 29:5, 625-642, DOI: 10.1080/02602930410001689180
http://dx.doi.org/10.1080/02602930410001689180

Supporting Students website: www.staffnet.manchester.ac.uk/supporting-students

The Student Support Forum and mailing list offers an informal network of staff with student-facing roles and is a key channel for communication on student support matters:
http://www.staffnet.manchester.ac.uk/news/archive/list/display/?id=2492&year=2007&month=01

See also the Health & Wellbeing section to which students are referred to:
http://www.studentsupport.manchester.ac.uk/health-and-wellbeing/

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion*. This is an additional resource which has been created to support colleagues with on-going learning.

2. **PhD Supervision**

By the end of this session, participants should be able to:

- Describe the role of PGR students within the University research environment, and the recruitment process

- Reflect on the student-supervisor relationship and identify best practices

- Summarise the administrative and support mechanisms that are available to assist both students and staff in research supervision.

- The recruitment process: why and how
- The supervisory team and their responsibilities
- Managing the supervisory relationship throughout the PhD
- Common problems and how to avoid them

Recommended Reading

The following University policies are required:

Postgraduate Research Degree regulations:
http://www.staffnet.manchester.ac.uk/services/rbess/graduate/ordinancesandregulations/

Supervision for postgraduate research degrees
UoM Code of Practice for postgraduate Research degree:
http://www.staffnet.manchester.ac.uk/services/rbess/graduate/code/

PGR part of the QAA Code of Practice for the assurance of academic quality and standards in higher education:
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/postgrad2004.pdf

Recommended (certainly if you have a student you need to go through these documents with them for the Expectations Form on eProg):

UoM Student Complaints Procedure: http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1893

UoM Guidance for students on plagiarism and academic malpractice:
http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=2870

UoM research governance, ethics support and guidance:
http://www.staffnet.manchester.ac.uk/services/rbess/governance/

UoM guidance on academic appeals: http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=1872

UoM code of practice for dealing with allegations of misconduct in research:
http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=611

UoM intellectual property resource:
http://documents.manchester.ac.uk/display.aspx?DocID=24420

UoM policy on dignity at work and study:
http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=22734

Further Reading

Ely A and Jennings R (2005) *Effective Postgraduate Supervision*, Maidenhead Society for Research into Higher Education, OUP

Lee A (2012) *Successful Research Supervision: Advising Students Doing Research*, London, Routledge

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion*. This is an additional resource which has been created to support colleagues with on-going learning.

3.   **Research Ethics**

By the end of this session, participants should be able to:

- Explain research ethics and why it's important

- Determine when ethical approval is required and the appropriate route of ethical approval for their own project

- Prepare an ethics application and ensure it is GDPR compliant

- Determine the appropriate type of consent that should be used for specific projects (including those which involve children/young people)

- Locate the appropriate resources for help and support with research ethics queries

Session Content

- Background on research ethics and why it's important
- When is ethical approval needed? Specific examples to consider
- The different routes of ethical approval
- Putting together an ethics application
- GDPR and data protection
- Consent and research with children
- Helpful resources

Recommended Reading

Guidance on research ethics at the University of Manchester:
https://www.staffnet.manchester.ac.uk/rbe/ethics-integrity/ethics/

Guidance on research in the NHS: https://www.hra.nhs.uk/

Frequently Asked Questions: http://documents.manchester.ac.uk/display.aspx?DocID=29871

4.   **Academic Advising**

IMPORTANT: Participants are asked to bring a Smart phone, tablet or laptop with them so they can access and discuss online resources during the session.

By the end of this session, participants should be able to:

- Articulate the role and responsibilities involved in academic advising
- Explain the desired outcomes from academic advising
- Recognise the boundaries to advising and where to direct students for further support services

Session Content

- The purpose and role of academic advising.
- Support resources available and where to find them.
- The academic advising model.
- Skills development based on commonly occurring problems.

Recommended Reading

- Links will be provided in the session
- *New Publication -* https://link.springer.com/book/10.1007/978-3-319-71985-6

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion*. This is an additional resource which has been created to support colleagues with on-going learning.

Online Modules

- Within the NAP Blackboard community space there is a course that has been produced by the Centre for Academic and Researcher Development (CARD) within the Faculty of Biology, Medicine and Health for completion by participants.

- Mandatory quiz for completion after the above course.

Unit Specification

Reflective Portfolio of Evidence
FSE60006

Introduction

This unit provides pedagogic insights into reflective thinking and learning theories, so that you can appreciate the importance of adopting a structured approach to evaluating and enhancing your teaching practice, making use of a range of evidence and for the purpose of continuing professional development and self-evaluation of on-going teaching and learning. Like many other aspects of study, reflective learning is highly individual and the process of reflection can also vary significantly at an interdisciplinary level. The aim of the Reflective Portfolio of Evidence unit is to provide guidance and support for new academics in meeting the requirements of the Reflective Portfolio of Evidence assessment, which has been designed to demonstrate a *broad understanding* of *effective* teaching and learning support, as key contributors to high quality learning.

The Reflective Portfolio is aligned to the Descriptor 2 criteria of the UK Professional Standards Framework (UKPSF) and therefore, the overall content of the portfolio for example, might include individual reflections on your teaching practice activities and/or sessions in modules, courses and programmes, and range from module design to a whole programme of study. In all cases, the portfolio discussion should reflect developing knowledge and understanding of the Core Knowledge and Professional Values Dimensions in your examples. Successful completion of the portfolio, will provide new academics with the opportunity to become eligible for Fellowship of the Higher Education Academy (FHEA).

Further information on the Reflective Portfolio of Evidence assessment, UKPSF criteria and mapping can be found 1) in the Assessment Brief (Appendix 3) and 2) in the Portfolio Assessment Rubric (Appendix 6) and UKPSF mapping document (Appendix 7) of the NAP Programme Handbook.

Overall UKPSF Mapping: A1 – A5, K1 – K6, V1 – V4

Please refer to the UKPSF Descriptor 2 criteria detailed in the Reflective Portfolio of Evidence Assessment Brief in Appendix 3 for further mapping detail.

Aims

This unit aims to enable academics to:

- apply a structured approach to evaluating and enhancing their own teaching, making use of a range of types of evidence and understanding the strengths and weaknesses of different sorts of data

- Furthermore, this unit enables academics to employ the reflective practice technique for their own professional development and self-evaluation of their teaching and learning

Intended Learning Outcomes

By the end of this unit, participants' should be able to:

- Evaluate the effectiveness of their own teaching practice for a broad range of activities
- Select and apply appropriate models of reflection to their own teaching practice

Unit Delivery (indicative guide to delivery)

Session	Duration	Deliverer
Building your FHEA Reflective Portfolio of Evidence	1 hour	Dr Daniella Ryding
Critical Reflection – Theoretical Insights Reflective Task Brief	1 hour 15 minutes	Dr Claudia Henninger

Assessment Brief

Please see the FSE60006 Reflective Portfolio of Evidence Assessment Guidelines and Brief (Appendix 3) and the Teaching Observations Assessment Brief (Appendix 4).

Recommended Reading

Fry H, Ketteridge S and Marshall S (eds), A Handbook for Teaching & Learning in Higher Education, (4th edition, 2015), Routledge, Abingdon, Oxon.

Guidance on reflective practice: http://reflectivepractice-cpd.wikispaces.com/Definitions

Methods at Manchester': http://www.methods.manchester.ac.uk/ - resources for carrying out certain types of research (such as focus groups or questionnaires)

Williams, K. Woolliams, M. Spiro, J (2012) Reflective Writing. Palgrave Macmillan.

This link provides access to the *Articulate Rise Resource for Equality, Diversity and Inclusion*. This is an additional resource which has been created to support colleagues with on-going learning.

Research Part 1
FSE60007

Introduction

The University of Manchester has three interrelated key goals: 1. world-class research, 2. outstanding learning and student experience, and 3. social responsibility. The research that you will undertake at the University is of vital importance to us as it will build the future of our University. However, the HE sector is facing rapid funding and policy changes, so that building your research portfolio undoubtedly represents a challenge. In this unit, we aim to begin the process of guiding you through this task, by focusing on the strategic landscape, discussing best practice and identifying sources of help and advice.

Aims

In this unit, we aim to provide participants with an understanding of the following:

- the research priorities of the University of Manchester;
- the strategic landscape in which your research career will be conducted;
- the research expectations of the University of Manchester, and what you can expect from the University;
- the support available to researchers in applying for funding and in administering awarded grants;
- ways in which you can improve your chances of winning funding;
- key factors to consider when building your research group and your grant portfolio and
- key factors to consider when recruiting staff, supervising and managing staff.

Intended Learning Outcomes

By the end of this unit, participants will be able to:

- establish how their research aligns with the research priorities of the University of Manchester and of the funding councils;
- critically reflect on their own research and build a research strategy;
- access support in making research grant applications when needed;
- describe, critique and act on their responsibilities as a supervisor of researchers.

Unit Sessions & Delivery

Session	Duration	Deliverer
Introduction to Research in FSE and Faculty Expectations & Priorities	1 hour 15 minutes	Professor Richard Curry, VD Research and Innovation
Support for Researchers	1 hour	Sara Lockett, Emma Reilly and Sabina Hawthornthwaite
Grantsmanship	1 hour	Professor Ian Kinloch & Professor Ian Cotton
Building a portfolio	45 minutes	Professor Ian Kinloch & Professor Ian Cotton
Running a group and managing grants	30 minutes	Professor Ian Kinloch & Professor Ian Cotton

Assessment Brief

This unit is not assessed

Session Learning Outcomes and Recommended Reading

1.   Introduction to Research in FSE and Faculty Expectations & Priorities

By the end of this session, participants should be able to:

- describe the research structures and research priorities of the University of Manchester;
- identify how their own research aligns with these priorities and those of the funding councils and
- appreciate the expectations embodied in the University's Research Expectations Statement.

2.   Support for Researchers

By the end of this session, participants should be able to:

- identify how to access support and advice in costing research grant applications and
- appreciate how awarded grants are administered.

3.   Grantsmanship

By the end of this session, participants should be able to:

- employ practices in planning their grant applications that will maximise the chances of funding success;

- appreciate some of the factors that influence the referees of proposals positively and negatively and

- identify how to access support in writing applications.

4.   Building a portfolio

By the end of this session, participants should be able to:

- consider how the strategic landscape may influence their own research;

- employ practices in planning their grant applications that will help them to build a sustainable research group and

- identify how to access support when needed.

5.   Running a group and managing grants

By the end of this session, participants should be able to:

- employ best practice in the recruitment of research staff and students;
- consider how to plan a diversified portfolio;
- appreciate their responsibilities as supervisors and managers of researchers and
- appreciate the responsibilities of principal investigators of research grants

Recommended Reading

University of Manchester Statement of Research Expectations (detailing what the University expects from established researchers).

Manchester 2020, the strategic plan for the University of Manchester.

REF2021: information concerning processes, guidelines and criteria for the Research Excellence Framework.

UKRI delivery plans 2019, a link to the most recent delivery plans and strategy documents for **all the 9 constituent UK research councils.**

'In Abstract', the FSE website celebrating world-leading papers.

Research Staff Handbook, listing research staff development courses run by FSE.

FSE Research and Business Services for the FSE Research Support pages.

University of Manchester Policies to find out your responsibilities as a supervisor of research staff and students: University of Manchester Regulations and Policies (e.g. Dignity at Work and Study).

UK Research and Development Roadmap 2020 for the Government response to the role of Research in rebuilding our economy post-Covid19.

Unit Specification

Research Part 2
Outputs and Impact
FSE60008

Introduction

You may carry out Nobel-prize-winning research while at the University (there are precedents!), but it will be of no value if no-one knows about it. Research Part 2 focusses on the communication of your research to the outside world and translation of your work into other domains – in particular how to produce the best outputs and how to generate impact. These form the major part of the national research assessment, the Research Excellence Framework (REF), so are of vital importance to the University.

It is important to formulate your own publication strategy to communicate your research, and also know how to write a good paper, deal with reviews, deal with rejections, optimise citations and publish openly. The University has expectations with regard research and systems in place for storing and celebrating World class outputs.

Research funding bodies require applicants to demonstrate the potential impact of their work to society, the economy and/or the environment. Understanding the impact agenda can help develop robust responses to these requirements and justify additional funding to support impact generation. Furthermore, understanding and being able to evidence the impact of your research can raise your profile locally, nationally and internationally. The process can open up new funding opportunities through lasting collaborations with industry or other organisations.

Aims

In this unit, we aim to provide participants with an understanding of the following:

- the importance of communicating your research;
- what constitute good and world leading papers;
- the importance of a publication strategy;
- citations;
- the importance of Open Access to publications;
- the importance of non-academic research impact;
- the differences between activities and impact;
- tracking, documenting and evidencing impact; and
- the process of REF2021.

Intended Learning Outcomes

By the end of this unit, participants will be able to:

- formulate their own publication strategy, aligning this with the University expectations;
- recognise a good and world leading paper;
- describe what impact is and why it is important; and
- describe and discuss the REF process.

Unit Sessions & Delivery

Session	Duration	Deliverer
Outputs	1 hour	AD, Impact and Outputs
Impact	1 hour	AD, Impact and Outputs

Assessment Brief

This unit is not assessed

Session Learning Outcomes and Recommended Reading

1.   Research Outputs

By the end of this session, participants should be able to:

- to formulate their own research strategy;
- deal with reviews and rejections;
- analyse the importance of citations;
- recognise the elements of a good and world leading paper;
- describe and critique the University and REF policies on Open Access;
- describe and critique REF2021 processes related to outputs
- access and use the University repository, PURE; and
- aspire to have papers in *In Abstract*.

2.   Research Impact

By the end of this session, participants should be able to:

- describe what impact is and why it is important;
- how to achieve impact;
- how to plan, track and report impact; and
- who to reach out to for lasting future support when needed.
- describe and critique REF2021 processes related to impact

Suggested Reading

University of Manchester Statement of Research Expectations (detailing what the University expects from established researchers).

Manchester 2020, the strategic plan for the University of Manchester.

UKRI delivery plans 2019, a link to the most recent delivery plans and strategy documents for **all the 9 constituent UK research councils.**

'In Abstract', the FSE website celebrating world-leading papers.

FSE Staffnet Impact Page – impact resources, how to guides and supporting information

Fast Track Impact - award winning impact resources for researchers by Professor Mark Reed (University of Newcastle).

EPSRC Impact and Translation Toolkit - provides an accessible overview of some of the key barriers researchers may face when seeking to apply their research to solving and addressing challenges in human health and wellbeing.

[UKRI Excellence with impact](#) - guidance on demonstrating research impact for funding applications.

[Parliamentary impact](#) - offers regional training events for academic researchers called "Research, Impact and the UK Parliament".

[LSE impact blog](#) - encouraging debate, sharing best practice and keeping the impact community up to date with news, events and the latest research.

[Altmetric Explorer](#) - metrics and qualitative data including citations on Wikipedia and in public policy documents, discussions on research blogs and mainstream media coverage to give an indication of reach and influence of research.

[Guide to Preparing a Research Impact Case Study](#) - useful ideas to aid the communication of research impact by Helena Lenihan, University of Limerick.

[REF2021](#) - information concerning processes, guidelines and criteria for the Research Excellence Framework

**Research Part 2
Internationalisation
FSE60009**

Introduction

Internationalisation is recognised as a key enabling strategy in support of progress towards the objectives set out in the University's strategic vision. It transcends the pillars of Research Excellence, Student Experience and Social Responsibility, and serves to enhance the institutional profile in each of these areas. This unit is designed to provide participants with an overview of the University's internationalisation governance structures and outline opportunities to engage with the agenda. The unit will provide details of the various strands of internationalisation activity, from collaborative research partnerships and engagement with internationally focused funding streams to student recruitment and summer school provision. The unit has been developed to enable new academics to identify ways in which they can internationalise their research and teaching activities for the mutual benefit of their own professional development and the Faculty/University's strategic objectives.

Aims

This unit aims to:

- provide participants with an overview of the governance structure for internationalisation at Faculty and University level;

- provide insight into the various aspects of the Faculty's internationalisation activity;

- provide details of the ongoing development of strategic partnerships at Faculty and University level;

- highlight internal and external funding opportunities with an international focus;

- signpost internal contacts and external organisations that can provide information, guidance and support for internationalisation activity;

- demonstrate ways in which the internationalisation of research can enhance impact; and

- support participants in the development of a personal plan for engagement with the internationalisation agenda.

Intended Learning Outcomes

By the end of the unit, participants will be able to:

- describe the Faculty's governance structure for internationalisation and identify key points of contact;
- identify key sources of funding for international research collaboration;
- identify the leading international research groups in their field;
- analyse the importance of internationalisation in enhancing research impact;
- prioritise key international markets and the rationale for doing so; and
- develop a personal plan for engagement with the internationalisation agenda.

Assessment Brief

This unit is not assessed.

Unit Sessions & Delivery

Session	Duration	Deliverer
Internationalisation	1 hour	Professor David Polya and Alex Gaskill

Research Part 2
Business Engagement and Innovation
FSE60010

Introduction

Business engagement (BE) is part of the core business of the university and knowledge transfer and enterprise through business engagements is one of the four criteria for staff performance assessment and promotions. Business engagement is closely related to our research, teaching and social responsibility.

Aims

This unit aims to give an overview of the following:

- the importance of business engagement and innovation;
- the university, faculty and school/department structures in supporting BE;
- the role of BE in research, teaching, social responsibility, consultancy, continuous professional education, knowledge transfer partnerships, prosperity partnerships, exploitation, spinouts and licensing;
- examples of successful BE;
- basic approaches for BE; and
- essential contacts for BE

Intended Learning Outcomes

By the end of this unit, participants should be able to:

- describe what business engagement is and why it is important;
- compare and analyse the various forms of BE;
- engage in business engagement; and
- describe and discuss the university BE support structures and policies.

Assessment Brief

This unit is not assessed

Unit Sessions & Delivery

Session	Duration	Deliverer
Business Engagement and Innovation	1 hour	Professor Aline Miller, AD for Business Engagement and Innovation, and Kiera Gould

Suggested Reading

The university business engagement services: https://www.manchester.ac.uk/collaborate/business-engagement/

Business engagement and knowledge exchange at the university and support team:
https://www.staffnet.manchester.ac.uk/rbe/beke/

Faculty of Science and Engineering business engagements: http://www.se.manchester.ac.uk/business/

Innovation Factory: https://uominnovationfactory.com

Reflective Portfolio of Evidence - FSE60006

Faculty NAP and FHEA Summative Assessment

Assessment Guidelines and Brief

Assessment Guidelines

Assessment Guidelines - The *Reflective Portfolio of Evidence* is a confidential reflective narrative* of 4000 words (+/- 10% -). **Note text within tables will count towards the word limit.** Participants must stipulate the total word count for the Portfolio on the front page of their   submission (please note if your portfolio is over this word limit it will be returned to you to revise in line with the word limit).

*The Portfolio content is confidential between the participant and markers. It is a requirement and your responsibility, to anonymize any references made to individuals i.e. staff and students, before this work is submitted online.

The reflective narrative should be supported by relevant, carefully selected evidence submitted as appendices. All sections of the portfolio should be written in a critical manner. *Critical reflection* (an extension of critical thinking), as opposed to just reflection, infers a different level of reflection. In other words, rather than simply assessing what went well, and not so well, you should also fully consider the implications of your experiences, and then provide recommendations for future action. This overall critical discussion should be evidence-based and you should thus consult robust pedagogic sources, the New Academics Programme and your own professional experience and duties. Please note that a reading list is provided on the unit specification for FSE60006 Reflective Portfolio of Evidence (as above), to help get you started.

Assessment Aim - The aim of the Reflective Portfolio of Evidence is for participants to demonstrate their *broad understanding* of *effective* teaching and learning support, as key contributors to high quality learning and the portfolio should contain sufficient evidence to meet the UK Professional Standards Framework (UKPSF). Participants should therefore ensure they meet the Descriptor 2 criteria set out below and furthermore which are highlighted within the Portfolio Assessment Brief and on the Portfolio assessment proforma and marking rubric (Appendices 5 and 6).

To successfully complete your portfolio and have the opportunity to become eligible for Fellowship of the Higher Education Academy (FHEA), it is essential that you provide evidence of how you meet the Descriptor 2 criteria within the reflective narrative. Participants are encouraged to reference the dimensions of the UKPSF in the main body of the portfolio, so they and the assessors can see more clearly how the dimensions are being evidenced. In addition, participants MUST use and include the UKPSF mapping exercise document found in Appendix 7 within the final submission. Please note that candidates do not need to critically reflect within the mapping exercise itself but must ensure the mapping information signposts to critical reflection in their narrative content.

UKPSF Descriptor 2 Criteria

Participants should be able to demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:

Descriptor 2 of the UKPSF Areas of Activity A1 – A5:
2.1 Successful engagement across ALL of five areas of Activity
2.4 Successful engagement in appropriate teaching practices related to the Areas of Activity

Descriptor 2 of the UKPSF Core Knowledge K1 – K6:
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 2 of the UKPSF Professional Values V1 – V4:
2.3 A commitment to all the Professional Values

Building on the NAP Faculty Assessments - The content of the portfolio should be sufficiently different to the content and evidence which you provided in the Faculty assessments; FSE60001 Introduction to Teaching Practice and FSE60002 Assessment and Feedback. This Reflective Portfolio should focus predominantly on areas of teaching and academic practice, where you feel you have developed since completing these first tasks.

Assessment Brief - You are to complete all sections (1-4), although some parts of the portfolio, may be more detailed than others, given the diverse backgrounds and experience of new academics within the Faculty. In a situation where you have not had the opportunity to be involved with some of the activities, you should reflect upon the work of others, and the extent to which this work is likely to impact on your own practice. To use project supervision as an example, if you have not yet engaged with any supervision, you could write about an experience of being supervised and tutored and how this experience might impact on future practice.

In fulfilling each of the portfolio sections, participants must embed (where appropriate), reflections on current issues taking place within the Higher Education environment. This would normally include reflections on equality, diversity, and inclusion in educational practice, and in addition, references to blended learning approaches.

1. The Reflective introduction

This section should set out your own personal philosophy in teaching. The critical narrative should comprise of a description of your personal and academic background and experience, with a discussion as to how this background and experience has influenced your approach to teaching and the extent to which you feel your approach has evolved. The evolution in digital technologies for example, now allows for more engaging experiences within the learning environment. Teaching can now be structured more effectively on student interaction and dialogue; an effective approach when compared to the traditional didactive lecture led by the demands of a particular concept or text. This section is therefore about discussing your experience and approach to teaching, and your evolving development as a professional within the *British Higher Education System.*

UKPSF Mapping: A1-A5; K1-K6; V1-V4

2. Reflective comments on development of teaching skills and the facilitation of learning

i) In this section, you are to discuss and critically reflect upon the development of your *lecturing, tutorial, based work, laboratory teaching and fieldwork supervision.* You should reflect on how your teaching practice has developed over the period of the NAP with reference to the following:

- changes made to your delivery based on peer review feedback
- activities to increase student engagement and outcomes
- use of technology to support and enhance teaching and learning
- assessment and feedback
- evaluation of the effectiveness of the above

You should refer to a range of teaching activities including lectures and support classes and where appropriate laboratory and practical classes thereby demonstrating that you can identify and plan different kinds of interaction with learners in various contexts, whether for single sessions or larger courses/programmes; *(e.g. this could evidence V1 and/or K3). The use of eLearning technologies to enhance teaching and support students within different environments, could be used to evidence K4.*

You may also use the teaching of others to formulate the overall discussion. For example, you may observe in lectures delivered by colleagues and use examples of their good practice to inform how this good practice might impact on your future teaching.

Supporting evidence may include student surveys at course unit level, teaching plans which include sessional intended learning outcomes, teaching activities which have been aligned to the course/unit intended learning outcomes and/or a discussion of eLearning technologies is also relevant and should be discussed as a means to learning.

ii) This section should provide reflective comments on designing **assessment and providing feedback** to learners. The FSE60002 Assessment and Feedback unit covered theories related to constructive alignment and the merits of adopting an outcome based approach to learning. Consider how you have built on this foundation knowledge since having completed this first assessment, and having gained more experience. Critique your work within the constructive alignment remit; thereby assessing your development in regards to aligning the intended learning outcomes with assessment for one of your course units. Consider the extent to which this approach has benefited learning. Furthermore, it would be good to discuss what mechanisms have been put in place for assessing the student outcomes and providing effective feedback. Contributing to validation panels, moderation boards, programme review panels internally and externally, can be beneficial for *evidencing K5, K6 & V4, in terms of acknowledging the wider context in which higher education operates recognising the implications for professional practice*;

Also consider marking and student feedback. What are the principles of good feedback? Has the process of constructive alignment made marking and feedback more efficient? You can support this section with assessment briefs (formative and/or summative), marking rubrics, generic feedback, individual feedback and/or student unit survey results on assessment and feedback to reflect how well this remit has been received amongst the student body.

iii) This section should outline and critically reflect upon aspects related to *curriculum design*

In this section, you should discuss examples where you have been instrumental in the design of the curriculum. This might involve curriculum design at programme and/or course unit level. You should critique the relevant literature for informing curriculum design and examine how you have structured content to develop effective student learning experiences. Examples might include the University of Manchester's NPP1/NPP2 programme development documentation and/or unit specifications. You should also consider employability skills developed within the programme/and or course unit. This might be by way of demonstrating how students achieve transferability skills through in-class presentations for example, or this might be reflected through student engagement in live projects or company case-study activities.

iv) Reflective comments on the *academic advisor*, *student support and student experience*

In this section you should reflect on any aspect of academic practice related to tutoring or student welfare. When writing this section, you should make references to any developmental work, particularly initiatives related to employability and issues related to Social Responsibility, i.e. Equality and Diversity. Evidence for this section should be in the form of at least two case studies, with each one preferably highlighting and critiquing different issues/concerns. Note: these should be kept anonymous.

UKPSF Mapping: A1-A5; K1-K6; V1-V4

v) Reflective comments on development of *project supervision skills* (UG/PGT and PGR)

For this section you should discuss and reflect on aspects related project supervision and/or supervision diary, with reflection on the role, interaction with students reflecting on these encounters and other issues which you feel may be relevant.

This section should cover the supervision of students' research and projects, such as undergraduate and/or postgraduate dissertations and also the supervision of postgraduate research. You should refer to the following:

- how you choose suitable research projects
- how you help students to develop research skills
- a reflection on your effectiveness as a supervisor

NB: it is recognised that not everyone will have experience of supervising all variations of projects.

Participants on a teaching and scholarship career path, should also discuss and reflect on their current development in the *scholarship of teaching and learning.* The UKPSF provides a powerful means of articulating the varied aspects of your role and the potential for development in a range of areas in respect of teaching and/or supporting learning. This Area of Activity is about how you maintain and develop your capability to perform your learning and teaching support roles. It includes how you incorporate subject and pedagogic research and/or scholarship within your professional practice as a teacher/supporter of learning; or how you gather and utilise information from your own activities. These activities are likely to be wide ranging, incorporating both formal and informal approaches to continuing professional development and might be used to *evidence A5 and V3*. Examples could include (please pick those appropriate for you):

- presenting or participating in conferences on higher education learning and teaching (often discipline-specific)
- attending workshops or training events related to higher education learning and teaching
- engaging in peer observation or peer review of higher education teaching
- regular departmental meetings where the discussion focuses on HE learning and teaching issues
- effective dialogue about learning and teaching
- bidding for and involvement in projects or research on higher education learning and teaching
- implementing new approaches to higher education learning and teaching
- subject and other network activities in higher education learning and teaching
- reading and applying literature related to higher education learning and teaching
- incorporating research and scholarship related to higher education learning and teaching into your own practice
- visits to other institutions/organisations
- evaluating one's own professional practices
- undertaking accredited and non-accredited CPD that informs your professional practice.

UKPSF Mapping: A2, A3, A4, A5; K2, K3; V1; V2, V3

3. **Reflective Summary which comments on the development of professional skills**

The final section reflects upon the ethical approaches and professional values relating to the academic role, including any administrative roles which have been undertaken during the course of probation, with annotated evidence where possible. This section should provide a suitable conclusion to the portfolio by way of developing a short personal action plan regarding career development in regards to teaching practice, and key milestones. Whilst the other sections of this portfolio predominantly focus on past experiences, this section should very clearly look to the future in terms of career planning and development in regards to teaching practice.

UKPSF Mapping: V3, V4

4. NAP Teaching Observations – please see Appendix 4 for further details

You must submit your NAP Teaching Observation forms within your portfolio.

APPENDIX 4

Teaching Observations

Faculty NAP and FHEA Summative Assessment

Assessment Brief

Assessment of three teaching observations on the NAP must also be successfully completed to meet the UKPSF Descriptor 2 award of HEA, two of which will be completed via the Faculty Peer Review of Teaching process (Faculty Peer Review of Teaching), and the third observation must be arranged and completed internally within your Discipline.

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, by a variety of methods (i.e. face-to-face, remotely, online etc.). Alongside other information about colleagues' teaching, FPRT will build a comprehensive picture of a teacher's strengths and areas for development that can be used to enhance, manage and modify performance as necessary, and thereby facilitate career progression and enhance teaching quality across the institution.

Faculty Peer Review of Teaching is established at Faculty level and consists of Faculty Peer Reviewers with broad teaching experience who are trusted to assess teaching fairly across the range of Disciplines within the Faculty and to provide thoughtful and sensitive feedback to reviewees. Any reviewer should have passed probation and should have at least three years teaching experience. All reviewers will undergo training delivered at University or Faculty level.

Generally, the review will be carried out by one Faculty Peer Reviewer and one Internal Reviewer from within the same Discipline as the reviewee.

1.   **Observation and Assessment of Teaching**

It is a requirement of the NAP that your teaching is observed and assessed by Faculty. There are a total of four, possibly five teaching observation opportunities as follows, which includes one Faculty Peer Review of Teaching observation which takes place in Year 2:

- Year 1 – One internal Department review of teaching**,** observed by the Individual Mentor (formative), who is an experienced member of teaching staff. This should comprise of one lecture and one student support class i.e. a seminar, tutorial or project supervision session. This observation is designed so that the new academic can receive constructive formative feedback on the delivery of sessions early on in their development.

- Year 2 – One Faculty Peer Review of Teaching (two observations in total), observed via the Faculty Peer Review of Teaching process (summative). This should comprise of two of the following:

  ➢ **one lecture**
  ➢ **one student support class** i.e. a seminar, tutorial or project supervision session
  ➢ **one laboratory class*** (where applicable)

  These teaching observations are formally assessed and it is necessary that the new academic provides a satisfactory performance. NAP Teaching Observation Forms for two of the teaching observations will be completed by the Faculty Peer Reviewer and returned to the participant. The NAP Teaching Observation Forms must be signed by the reviewers and included in your Reflective Portfolio of Evidence. Please note the Faculty Peer Review of Teaching Form should **not** be included as the NAP assessment within the Portfolio.

For the third observation which has not been undertaken via the Faculty Peer Review of Teaching process, this can be observed by internal Department review. The relevant NAP Teaching Observation Form should be completed by the Internal Reviewer and returned to the participant for inclusion in the Portfolio.

- Year 3 – One further Faculty Peer Review of Teaching if the Year 2 summative observation was deemed unsatisfactory. This should comprise of one lecture and one student support class i.e. a seminar tutorial or project supervision session.

*If you do not deliver practical/laboratory teaching please request your Line Manager to email the NAP Administrator, lindsay.foster@manchester.ac.uk to confirm this so that you can be recorded as exempt from this observation.

2. Protocol for Observation of Teaching

For observed teaching sessions it is recommended that the following protocol is observed.

Preparatory Meeting

The participant and the reviewers should communicate in advance of the observation. The participant and the reviewers will discuss and agree the session to be observed. The participant should provide the following information before the observation:

1. The type of session (lecture/tutorial/seminar/laboratory class etc.);
2. Session title;
3. How the sessions fits into the course programme e.g. follow-up tutorial/previous lecture;
4. A statement of aims and objectives;
5. Intended learning outcomes;
6. Links with assessment;
7. Size, composition and level of student group;
8. Resources;
9. Where relevant, team teaching (e.g. postgraduate demonstrator, teaching colleague);
10. Timing.

It is usual for about an hour's teaching to be observed. The timing of the observation should be clarified at the initial meeting.

A mutually convenient time for feedback discussion should be identified; this should be as soon as possible after the observed session.

Observed Sessions - Blended Learning

Teaching sessions including 'lectures', support classes and laboratory-based sessions, can be reviewed if they are being held online and in real time ('synchronously'), and the Faculty Peer Reviewer and internal Department Peer Reviewer should be sent the appropriate information, links etc. and the review should take place in accordance with section 4 above.

Pre-recorded sessions cannot be watched and reviewed by the Faculty Peer Reviewer and internal Department Peer Reviewer.

Teaching sessions scheduled as a face-to-face on campus activity can be reviewed as long as the capacity of the room allows for an additional two people to be in attendance and the appropriate safety and social distancing measures are in place and being followed. This will need to be discussed on a case-by-case basis between the Faculty Peer Reviewer, internal Department Peer Reviewer and the Reviewee.

If a Faculty Peer Reviewer or internal Department Peer Reviewer are unable to attend or review a face-to-face on campus teaching session due to reasons relating to COVID-19, these will need to be dealt with on a case-by-case basis and possibly an alternative teaching session should be suggested for review.

<u>Follow-up Meeting</u>

As soon as possible after the session (at a pre-arranged time and place), some reasonable time (a minimum of 20 minutes) will be spent de-briefing the participant, encouraging self-evaluation and giving constructive feedback.

In the case of a summative observation, the participant will then be told whether they have passed the assessment.

Two of the NAP Teaching Observation Forms will be completed by the Faculty Peer Reviewer and returned to the participant. The NAP Teaching Observation Forms must be signed by the reviewers and included in your Reflective Portfolio of Evidence. Please note the Faculty Peer Review of Teaching Form should **not** be included as the NAP assessment.

For the third observation which has not been undertaken via the Faculty Peer Review of Teaching process, the NAP Teaching Observation Form will be completed by the Internal Reviewer and returned to the participant for inclusion in the Portfolio.

The NAP Teaching Observation Forms for each of the different types of teaching sessions can be found on the NAP Blackboard space and downloaded from the NAP website.

3. **Assessment of Teaching Observations**

The NAP Teaching Observation Forms provide lists of the performance criteria that will be used to assess your teaching. Inevitably, participants' teaching sessions will vary greatly and in order to pass, the reviewers must judge that, in the observed session, the participant has applied specific competences in a systematic and coherent manner to facilitate learning.

4. **Further Opportunities for Teaching Observation: Peer Observation**

Peer observation is increasingly practiced in all Departments. Here colleagues will, by mutual agreement, observe each other's teaching and give feedback. Participants who have met via the NAP and are in different Departments are strongly encouraged to observe and support each other where mutually convenient.

APPENDIX 5

FSE60006 Reflective Portfolio of Evidence Assessment Pro-forma

Important Information for UKPSF Assessors:

Assessors should refer to the FSE60006 Reflective Portfolio of Evidence Assessment Rubric (NAP Handbook Appendix 6) and the UKPSF Descriptor 2 below when completing this form.

FSE60006 Reflective Portfolio of Evidence Assessment Pro-forma				
Applicant:		**First Assessor:**		
Department:		**Second Assessor:**		
Career Track:				
Attempt No:				
Assessor's overall decision: Pass/Minor Refer/Refer				

General Feedback Relating to the Reflective Portfolio of Evidence Criteria		Pass	Minor Refer	Refer
1. The Reflective Introduction:	Participants should set out their own personal philosophy in teaching. This section is about discussing your experience and approach to teaching, and your evolving development as a professional within the **British Higher Education System.**			
2. Reflective Comments on Development of Teaching Skills & the Facilitation of Learning:	Participants should reflect upon the development of their lecturing, tutorial, based work, laboratory teaching and fieldwork supervision. Participants should reflect on how their teaching practice has developed over the period of the NAP: Participants should provide reflective comments on designing assessment and providing feedback to learners: Participants should outline and critically reflect upon aspects related to curriculum design: Participants should provide 2 academic advising cases to underpin reflective comments on the academic advisor, student support and student experience: Participants should discuss and reflect on aspects related project supervision and/or supervision diary, with reflection on the role, interaction with students reflecting on these encounters and other issues which they feel may be relevant:			

3. Reflective Summary which comments on the Development of Professional Skills:	Participants should reflect upon the ethical approaches and professional values relating to the academic role, including any administrative roles which have been undertaken during the course of probation, with annotated evidence where possible. A short personal action plan regarding career development in regards to teaching practice, and key milestones is required:			
4. NAP Teaching Observations	Have the relevant NAP teaching observations been passed successfully?	**Yes**		**No**

Overall Assessment Comments and Grade	**Pass**	**Minor Refer**	**Refer**

Checklist relating to Descriptor 2 Criteria of the UKPSF **(The numbering refers to the UKPSF criteria for Fellow of the HEA)**		
Descriptor 2 UKPSF Areas of Activity A1-A5	**Yes**	**No**
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		

A1: Design and plan learning activities and/or programmes of study
A2: Teach and/or support learning
A3: Assess and give feedback to learners
A4: Develop effective learning environments and approaches to student support and Guidance
A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Descriptor 2 UKPSF Core Knowledge K1-K6	**Yes**	**No**
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		

K1: The subject material
K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
K3: How students learn, both generally and within their subject/disciplinary area(s)
K4: The use and value of appropriate learning technologies
K5: Methods for evaluating the effectiveness of teaching
K6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Descriptor 2 UKPSF Professional Values V1-V4		Yes	No
2.3	A commitment to all the Professional Values		

V1: Respect individual learners and diverse learning communities
V2: Promote participation in higher education and equality of opportunity for learners
V3: Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
V4: Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Mapping Exercise (please delete as applicable)	Yes	No
Has the Mapping Exercise been completed satisfactorily?		

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)

First Assessor signature (SFHEA):	Date:
Second Assessor signature:	Date:

Feedback following resubmission for Minor Refer
(please also include comments on the mapping exercise where appropriate)

First Assessor signature (SFHEA):	Date:
Second Assessor signature:	Date:

APPENDIX 6

ASSESSMENT RUBRICS

Assessments FSE60001 and FSE60002 are Faculty assessments and are designed with a view to providing feedback in preparation for the summative Reflective Portfolio of Evidence, which upon successful completion you will be eligible for HEA Fellowship.

Note for the accredited FSE60006 Reflective Portfolio of Evidence assessment, the rubric should be read in conjunction with the FSE60006 assessment pro-forma in Appendix 5 and the Advance HE UKPSF Descriptor 2 Document.

Unit Title and Task(s)	Grade	
1. FSE60001 Introduction to Teaching Practice	**Pass**	**Minor Refer/Refer**
You are required to: (i) Critique 3 teaching sessions (one of which if possible should be your own and two of which must include one lecture and one support class session). You should evaluate the intended learning outcomes, delivery methods, content and materials and the range of learning technologies used within the sessions. You must support your critique with the pedagogic literature, feedback from peers/students (as appropriate) and critique all of this taking into account the subject specific knowledge and set within the wider Higher Education context (1250 words). **AND** (ii) Building on Part i) "plan for action" for improving your own teaching practice (750 words).	Analytical and clear critique of individual teaching sessions. A significant number of strengths and weaknesses of individual sessions identified together with a comparison between them. Evidence of reflection on what constitutes a good teaching session. Pass answers will address each of the following aspects in a sufficiently detailed manner: • Effectiveness of learning environments • Effectiveness of sessional structure, content, methods of delivery, student engagement • Effectiveness of the use of learning technologies where applicable In developing a suitable reflection for the students to be taught, a discussion will take place on outcomes based education i.e. the use of intended learning outcomes at sessional/or unit level, supported with some evidence and pedagogic sources. Evidence of post-lecture reflection underpinned by appropriate reflective theories. Satisfactory plans for recommended improvement and possible interventions for the next iteration of teaching, supported with an action plan. Satisfactory evidence of an understanding of good practice, supported by the wider literature on plan.	**Minor Refer**: Most aspects are addressed, but there may be some omissions and in regards to the consistency in depth surrounding discussions on: • Effectiveness of learning environments • Effectiveness of sessional structure, content, methods of delivery, student engagement • Effectiveness of the use of learning technologies where applicable Tends to be anecdotal, due to very limited use of supporting evidence and pedagogic sources. Post plan reflection may need minor improvements and in capturing more of the key issues raised within the overall discussions. **Refer**: On the whole, the narrative is descriptive in nature with very little discussion of individual teaching sessions. In need of improved structure and discussion on the key aspects related to: • Effectiveness of learning environments • Effectiveness of sessional structure, content, methods of delivery, student engagement • Effectiveness of the use of learning technologies where applicable In sum, no detailed comparison of the sessions. Little evidence of an appreciation of the necessary attributes of a good lecture or reflection on how to improve, very limited or no references to the wider reading. Post plan reflection is very limited and believability needs to be improved with evidence and supporting literature.

2. FSE60002 Assessment and Feedback		
Question 1	**Pass**	**Minor Refer/Refer**
(i) Develop and supply a substantial summative assessment (essay, exam question, coursework) for a credit-bearing UG or PGT course unit you are delivering; you should show explicitly how it is aligned to the course unit intended learning outcomes and prepare a detailed marking scheme/analytic rubric (as appropriate) for your assessment. Your assessment should be deployed 'for real' in a course unit. You should support your summative assessment with a theoretical discussion, supported by the pedagogic literature (1250 words (+/- 10%)).	Logical and sufficiently detailed critique. Satisfactory discussion in regards to the development of appropriate assessment, supported by evidence based approaches. Grounded with some underpinning theories (i.e. constructive alignment), to support the development of appropriate assessment, making explicit from the offset, the intended learning outcomes of the unit, and how the assessment addresses specific levels of learning. An analytic rubric should be provided with some clear guidelines of what is expected in terms of levels of student achievement. Evidence of pedagogic reading.	**Minor Refer:** Some minor omissions and/or anecdotal account. General approach correct but requires more work on addressing all key areas outlined on the brief. **Refer:** Insufficient discussion on the development of appropriate assessment. Discussion insufficiently underpinned with appropriate theories. Very little or no evidence of the application of effective alignment between the unit intended learning outcomes and the design of the assessment. Limited or no analytic rubric, with no supporting guidelines of what appropriate guidelines of what is expected in terms of levels of student achievement. Scant or no literature to support discussions.
(ii) Provide an evaluation of the student outcomes from your assessment (marks, distribution, statistical analysis etc.) and develop detailed, constructive feedback suitable to return to students (i.e. showing common misconceptions and misalignment of actual outcomes with course unit ILOs) (750 words (+/- 10%)).	Appropriate marking and assessment of student outcomes. Appropriate feedback developed and critiqued (as aligned to the analytic rubric), which shows insight into constructive alignment and which broadly follows key principles of good feedback as discussed in the pedagogic literature. Some reflections on the design of the assessment with reference to appropriate improvements/interventions for future assessment design.	
Question 2	**Pass**	**Minor Refer/Refer**
(i) Develop and supply a substantial formative assessment and feedback exercise that benefits from an analytic rubric to support marking and feedback. This should be done for a credit-bearing course unit you are delivering, showing explicitly how it is aligned to the course unit intended learning outcomes. Produce and deploy the exercise and rubric "for real" in a course unit. You should support your assessment with relevant pedagogic literature (1250 words (+/- 10%)).	Satisfactory discussion in regards to the development of appropriate assessment, supported by evidence based approaches. Grounded with some underpinning theories (i.e. constructive alignment), to support the development of appropriate assessment, making explicit from the offset, the intended learning outcomes of the unit, and how the assessment addresses specific levels of learning. An analytic rubric should be provided with some clear guidelines of what is expected in terms of levels of student achievement. Evidence of pedagogic reading	**Minor Refer:** Some minor omissions and/or anecdotal account. General approach correct but requires more work on addressing all key areas outlined on the brief. **Refer:** Insufficient discussion on the development of appropriate assessment. Discussion insufficiently underpinned with appropriate theories. Very little or no evidence of the application of effective alignment between the unit intended learning outcomes and the design of the assessment. Limited or no analytic rubric, with no supporting guidelines of what appropriate guidelines of what is expected in terms of levels of student achievement. Scant or no literature to support discussions.
(ii) Provide a short evaluation of your exercise and rubric in part i). Include details of student uptake, what worked well and what will be improved for subsequent delivery (750 words (+/- 10%)).	Appropriate marking and assessment of student outcomes. Appropriate feedback developed and critiqued (as aligned to the analytic rubric), which shows insight into constructive alignment and which broadly follows key principles of good feedback as discussed in the pedagogic literature. Some reflections on the design of the assessment with reference to appropriate improvements/interventions for future assessment design	

3. FSE60006 Reflective Portfolio of Evidence – Assessment Learning Outcomes and Assessment Rubric

Important Note: In fulfilling each of the portfolio sections, participants must embed (where appropriate), reflections on current issues taking place within the Higher Education environment. This would normally include reflections on equality, diversity, and inclusion in educational practice, and in addition, references to blended learning approaches.

Portfolio Section	Intended Learning Outcomes (A1-A5; K1-K5; V1-V4) Within each section of the portfolio, participants should be able to:	Pass	Minor Refer	Refer
1. The Reflective introduction	• Reflect on previous academic experiences to define and explain their teaching philosophy • Assess the key challenges within the UK Higher Education environment to reflect on the effectiveness of their overall teaching practice	The narrative is well supported with the wider pedagogic literature. Evidence of thoughtful and critical reflections on the candidate's previous personal and academic journey into Higher Education (HE). Satisfactory reflections on key challenges within the current HE environment and how these challenges have shaped the candidate's (evolving) teaching philosophy. Carefully organised section, well presented, very few, if any grammatical errors.	A reflective introduction which attempts to provide reflections on the (pass) criteria, but with no pedagogic sourcing.	The reflective introduction is scant, with no evidence of any critical reflection. The narrative is descriptive and anecdotal with no pedagogic sourcing. Unorganised presentation and containing some grammatical errors.
2. Reflective comments on development of teaching skills and the facilitation of learning	• Design the curriculum, teaching and assessment of a course unit/or programme of study; either face to face and/or in a virtual educational environment and appreciate quality assurance procedures • Integrate within curriculum development, aspects related to employability and inclusivity • Apply enhanced learning technologies within the teaching and/or assessment of learning • Evaluate areas in their own practice suitable which may benefit from Scholarship of Teaching and Learning where appropriate • Appreciate the role of academic advising (2 cases required)	The narrative is well supported with the wider pedagogic literature. Evidence that the candidate has met all of the intended learning outcomes for this section as appropriate and reflected carefully on all key aspects related to these outcomes using appropriate evidence and feedback. Feedback may come from several teaching session observations with more than one observer, student UEQs or other feedback i.e. from student staff liaison meetings for the purpose of critical self-examination. Evidence of thoughtful and critical reflection on student project supervision (UG/PGT and/or PGR), with good evidence of supporting students through the academic process i.e. a supervision diary demonstrating full and frequent support with critical reflections on the participant's learning about his/her skills development.	Generally addresses the pass criteria, but lacks evidence and wider reading to support discussions. The participant's ability to sufficiently reflect upon one or two of the intended learning outcomes is likely to be missing. Good attempts at reflections, but the overall narrative may be ambiguous and it fails to align effectively to a specific focus.	This section fails to address a number of important aspects and thus intended learning outcomes related to the development in teaching skills and the facilitation of learning. There is a need for the candidate to further reflect on key aspects, and to support these reflections with the wider literature and evidence based approaches where appropriate.

		Careful consideration **In addition (where applicable):** evidence of scholarship in teaching and learning. This is likely to include pedagogic developments and participation in funding bids, conference presentations and educational papers/journals.		
	• Reflect upon and assess the key drivers of an effective project supervisor/supervisee relationship • Design and contribute towards the development of suitable projects (UG/PGT & PGR)			
3. Reflective summary which comments on the development of professional skills	• Synthesise and reflect upon key developmental goals for teaching practice and related administration throughout the portfolio • Develop a timescale of activity to achieve these goals	Evidence of a reasoned summary of action plans for self-development, with critical comment, looking to the future as well as reflecting on aspects of development to date. Evidence of application of ethical principles and professional values throughout.	Generally addresses the intended learning outcomes but a discussion in regards to one or two important aspects are omitted and there is very limited or no literature/evidence to support discussions.	Assessment fails to address a number of important aspects and thus intended learning outcomes related the development of professional skills and to set out milestones.
4. NAP Teaching Observations *Refer to the NAP Teaching Observation Assessment Brief in Appendix 4 of the NAP Handbook and the forms on Blackboard for Marking Criteria*				

APPENDIX 7

INDIVIDUAL MAPPING TO THE UK PROFESSIONAL STANDARDS FRAMEWORK

To complete your portfolio and be eligible to obtain Higher Education Academy Fellowship it is essential that you provide evidence of how you meet the UKPSF Descriptor 2 criteria. Please use this form to capture your evidence and ensure you fully meet the requirements when completing this mapping exercise.
This completed document is to be included in your portfolio. This form has several uses (keep electronic copies):

- It can be used as a personal 'aide memoire' when attending sessions, to jot down ideas which might need further investigation.
- It can help personal reflection to make some notes when you've just done some teaching.
- It highlights those areas where you might need to do further work.
- For the purposes of accreditation and final assessment, it summarises your experience in all the required areas.

INDIVIDUAL MAPPING TO THE UK PROFESSIONAL STANDARDS FRAMEWORK

Descriptor 2 of the UKPSF Areas of Activity A1 – A5: 2.1 Successful engagement across ALL of five areas of Activity 2.4 Successful engagement in appropriate teaching practices related to the Areas of Activity		
Areas of Activity	**Brief Summary of Experiences Reflected Upon in the Portfolio**	**Portfolio Page References**
A1: Design and plan learning activities and/or programmes of study		
A2: Teach and/or support learning		
A3: Assess and give feedback to learners		
A4: Develop effective learning environments and approaches to student support and Guidance		
A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.		

Descriptor 2 of the UKPSF Core Knowledge K1 – K6:

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

Core Knowledge	Brief Summary of Experiences Reflected Upon in the Portfolio	Portfolio Page References
K1: The subject material		
K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme		
K3: How students learn, both generally and within their subject/disciplinary area(s)		
K4: The use and value of appropriate learning technologies		
K5: Methods for evaluating the effectiveness of teaching		
K6: The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching		

Descriptor 2 of the UKPSF Professional Values V1 – V4: 2.3 A commitment to all the Professional Values		
Professional Values	**Brief Summary of Experiences Reflected Upon in the Portfolio**	**Portfolio Page References**
V1: Respect individual learners and diverse learning communities		
V2: Promote participation in higher education and equality of opportunity for learners		
V3: Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development		
V4: Acknowledge the wider context in which higher education operates recognising the implications for professional practice		

Copies of this form can be downloaded from the NAP Blackboard Community Space or NAP website.

Please see: www.heacademy.ac.uk for further information relating to the United Kingdom Professional Standards Framework (UKPSF)

REFLECTIVE LOG

Name	
Job Title	

What did you do? (e.g. training activity, new academic activity, meeting, shadowing, P&DR)	Date you did this?	Why did you do this and what did you learn from this?	How has this learning made a difference to you?	What actions will you put in place as a result of these concrete experiences?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

This form can be found on Blackboard and also the NAP website.

APPENDIX 9

LIST OF SENIOR MENTORS

CEAS
Professor Megan Jobson
Room B7A, The Mill
☎: 64381
Email: megan.jobson@manchester.ac.uk

CHEMISTRY
Professor Eric Mcinnes
Room 3.30, Chemistry Building
☎: 54469
Email: eric.mcinnes@manchester.ac.uk

COMPUTER SCIENCE
Professor Uli Sattler
Room 2.121, Kilburn Building
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Email: Uli.Sattler@manchester.ac.uk

DEES
Dr Merren Jones
Room 1.7, Williamson Building
☎: 53943
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EEE
Professor Anthony Peyton
Room E48(a), Sackville Street Building
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Email: a.peyton@manchester.ac.uk

MATERIALS
Dr Christopher Blanford
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MATHEMATICS
Professor Louise Walker
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Email: louise.walker@manchester.ac.uk

MACE
Professor Benedict Rogers
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Email: benedict.rogers@manchester.ac.uk

PHYSICS AND ASTRONOMY
Professor Michael Seymour
Room 6.10, Schuster Building
☎: 66480
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APPENDIX 10

THE ROLE OF SENIOR MENTORS

Each Head of Department within FSE appoints a Senior Mentor whose task is to supervise and assist the Mentors within the Department, providing appropriate contacts where necessary. There are nine Senior Mentors within FSE.

The Senior Mentors also provide vital links between the Departments and the FSE NAP Management Team. The specific duties of the Senior Mentors include:

1. Oversee mentor support within their Department.

2. Take joint responsibility (with the Head of Department) to ensure all relevant probationary staff are aware of the importance of participation in the NAP and are registered on the NAP as soon as they join the Department. It is likely that Senior Mentors would wish to meet with new staff as part of the Department induction process.

3. Inform the NAP Team (Lindsay Foster) of new members of probationary staff who are eligible for the NAP, either before, or immediately upon arrival in post.

4. Ensure that each new member of staff is aware of his/her Mentor. (It is an HR requirement that a new member of probationary staff is assigned a Mentor at the start of their appointment).

5. Provide a point of contact for new probationary staff where her/his Mentor is unable to provide advice.

6. Provide advice to new probationers on possible exemptions of part(s) of the NAP. Requests for exemption should be made using the Exemption Form which is available on the NAP website. Completed forms together with supporting evidence and a recommendation from the Head of Department should be submitted to the NAP Team (Lindsay Foster). The Faculty Academic Lead will then scrutinise the evidence to give a final recommendation and overall approval.

7. Organisation and delivery of "Discipline Specific Practice" part of NAP which forms part of the unit FSE60004 Teaching Practice & Assessment Strategy. All probationers should attend these sessions, once they have attended Part 1 of the NAP. The aim is to provide participants with an understanding of the specific characteristics of academic practice within their own particular Discipline. Different teaching and learning activities will be used by each of the individual Departments, but most will include short informal presentations by key staff in the Department, e.g. Senior Mentor, Discipline Head of Education, Director of Research. Senior Mentors are encouraged to share best practice with one another so as to enhance the delivery of this NAP unit across the Faculty. It is the responsibility of the Senior Mentor to notify all new probationers in their Department of the details, i.e. date, time and venue, of the Discipline Specific Practice sessions. This information should also be communicated to the NAP Team (Lindsay Foster), together with the attendance record after the session has taken place.

8. To check, on a regular basis, with both Mentors and Mentees, whether the mentoring process is proceeding satisfactorily. If there are any problems between Mentor and Mentee, the Senior Mentor should attempt to resolve them. This might, for example, require discussion with the Head of Department about a change of Mentor. Senior Mentors may also act as a channel for forwarding the views and concerns of new academics on serious matters of concern, to the relevant University offices, as long as these do not break any confidences.

9. Ensure all Mentors are fully aware of their role in the development of their colleagues. The specific duties of Mentors are given in the Guidance for Mentors document which is available on the NAP website (NAP - Useful Information for Mentors) Senior Mentors should ensure that all Mentors are provided with this guidance.

10. Encourage all mentors to attend the mentor training which is provided by the Staff Learning & Development Unit.

11. Attend meetings of the FSE NAP Committee which are held three times per year. In the event that the Senior Mentor is unable to attend, an alternative representative must be nominated to attend.

12. Collect the views of their Department regarding all matters concerning the organisation, delivery and development of the FSE NAP and feed these back to the NAP Management Team via the FSE NAP Committee.

13. Verify that all probationers have their teaching observed and assessed. Formative observations should be undertaken by the probationer's Mentor whereas summative observations must be undertaken by a senior member of staff within the Faculty (Faculty Peer Reviewer) and not the probationer's Mentor. In the event that this is found not to be happening, the Senior Mentor should report back to the Faculty Academic Lead (NAP).

14. Liaise with the Faculty Academic Lead (NAP) and their Head of Department if any probationer's progress on the NAP gives cause for concern.

15. Inform NAP Team (lindsay.foster@manchester.ac.uk) if a Research Fellow is required to do all the NAP units.

NOTE: In accordance with the University Mentoring Guidelines given in Appendix B of the 'Probationary Arrangements for Newly Appointed Academic Staff'. **Senior Mentors should not play any formal part in the performance review for line management, probation or promotion purposes.**

APPENDIX 11

LIST OF REFLECTIVE PORTFOLIO OF EVIDENCE ADVISORS

Dr Christopher Blanford
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☎: 68915
Email: christopher.blanford@manchester.ac.uk

Dr Mark Hughes
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☎: 54559
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Mr Callum Kidd
Room E09, Pariser Building
☎: 64616
Email: c.kidd@manchester.ac.uk

Dr Ian Stewart
Room E04, Pariser Building
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Email: I.C.Stewart@manchester.ac.uk

Professor Louise Walker
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☎: 55873
Email: louise.walker@manchester.ac.uk

APPENDIX 12

THE ROLE AND RESPONSIBILITIES OF THE REFLECTIVE PORTFOLIO OF EVIDENCE ADVISOR

1. To provide academic support for participants with the NAP Reflective Portfolio of Evidence assessment and to provide guidance with other portfolio related issues, such as planning schedules/recommended submission points, as agreed by the participant's Department.

2. To provide two 30-minute advisory sessions (1-to-1 basis) for each participant nearing their probation end date (up to a maximum number of 10 within the academic year). The advisory sessions should follow the agreed format as noted below. In addition, it is important to note that the onus is on participants to contact their advisor for arranging meetings/seeking advice on portfolio related issues.

3. To report to the FSE NAP Administrator, any non-attenders within the academic year and to communicate with **both** the respective Department Senior Mentor and NAP Academic Lead, about any participant who may be experiencing difficulty in completing the portfolio of evidence within the agreed timeframe.

4. To independently mark up to 10 portfolios of evidence assessments within the academic year, and to discuss/agree final grades with the independent second marker for portfolios. All markers are required to mark the portfolios using the portfolio assessment rubric found in Appendix 6 of the NAP Programme Handbook, and by completing the FSE60006 Reflective Portfolio of Evidence Assessment Pro-forma found in Appendix 5 of the NAP Programme handbook.

5. Once marking has taken place, assessors should produce a joint feedback form with the agreed grade, and the Portfolio Advisor should send this to the NAP Administrator. Portfolio Advisors should also mark any further resubmission attempts within their assigned cohort. The Portfolio Advisor should check with the NAP Administrator the next resubmission deadline and confirm this to the participant.

6. Portfolio Advisors are strongly encouraged to attend one University NAP Advisor training session, provided in the academic year (between September 1st and August 31st). Dates will be communicated at the start of the academic year.

Format for the 1-to-1 Advisory Sessions

The following guidelines have been developed for delivering the 1-to-1 advisory sessions, with a view to providing consistency in participant experience;

1. The first advisory session is designed to _briefly_ reinforce the requirements of the assessment brief including the UKPSF Descriptor 2 criteria and dimensions. This meeting should be to discuss the planning stages of the portfolio, **_as appropriate for the participant_**. Note some participants will have made more progress than others, and so it will be the advisor's role to pitch the briefing at the correct level. This is also a useful session for pointing participants to the advisee responsibilities outlined in the NAP Programme Handbook.

2. The second advisory session should be timed nearer to the participant's submission point. The main purpose of this final session is to address any final queries/concerns regarding the submission of the work, and where participants have submitted draft work, to provide formative feedback on this attempt.

Responsibilities of the Advisee

1.   Participants have a responsibility to attend both 1-1 advisory sessions in the academic year, at a mutually convenient time. Participants should make their Portfolio Advisor aware (in a timely manner) of their inability to attend a session and reschedule where possible.

2.   Participants should have at least read the portfolio of evidence assessment brief and criteria, before the first advisory session, with a view to them devising a list of the evidence they plan to submit and some drafted points that they intend to discuss and expand upon in the first session.

3.   Participants are responsible for ensuring **one** complete piece of draft work is completed on time and that this is submitted to the Portfolio Advisor before the second advisory session, which should be organised at a later point in the year, in order to receive the best formative feedback possible.

4.   Participants should flag up with their Portfolio Advisor in good time, any issues which may be impacting upon their progress.