



The University of Manchester

University of Manchester: Statement of Teaching Expectations

The University of Manchester is among the top 50 universities in the world and aims to be within the top 25. We aspire to the highest academic standards in both teaching and research. Our vision is to provide an exceptional student experience where teaching makes a real difference to our students' lives and equips them to make a difference in the world. This vision will be achieved through our people: our students, and academic and professional services colleagues. As part of our learning community, every student will be supported to achieve personal growth and academic success in an environment that respects diversity, enables participation and removes barriers to learning. Our students will develop analytical, practical and critical skills to become graduates who are intellectually curious, socially responsible, culturally sensitive and equipped to contribute effectively and sensitively to a fast-changing and global environment. We will inspire, motivate and raise the aspirations of learners through the enthusiasm and knowledge of our teaching staff. Our teaching colleagues will be empathetic, creative and innovative in selecting and adapting strategies to help learners to learn and to encourage students to become more independent learners. We will support all staff to develop their teaching and professional roles and responsibilities.

The aim of this statement is to set out the University's minimum expectations of academic colleagues with responsibility for delivering teaching and student support. We recognise that the majority of colleagues will perform significantly above the baseline established in this statement and we want to support all those colleagues to continue to aspire to the highest quality teaching. It is our aim to create an environment where colleagues are supported to develop, experiment and improve their teaching; and to establish a culture where good teaching is valued and recognised consistently both informally and via formal mechanisms including promotion. We understand that colleagues will not necessarily contribute to all the areas of teaching and student support that are outlined in this document. Similarly, we recognise that colleagues across the University are at different stages of their career and will have different levels of teaching experience with some requiring more time to develop their skills in this area. It is important, however, that we also address recurring cases where good quality of teaching is not being delivered as this can have a negative impact, not just on the student experience but on colleagues, departments and on the reputation of the University. Where there are cases of poor quality teaching, we will offer support and development opportunities.

This statement has been developed with reference to Our Future, to our internal policies and procedures related to [probation](#), [promotion](#) and the external [UK Professional Standards Framework](#).

To achieve these aims, we will:

- Acknowledge, reward and support the variety of teaching, learning and assessment practices that underpin student learning
- Foster dynamic approaches to inclusive teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings
- Support the initial and continuing professional development of colleagues engaged in teaching and supporting learning and facilitate individuals in gaining formal recognition for the quality of their teaching
- Promote social and cultural diversity, equality of opportunity and inclusion in line with the University's [Access and Participation Plan](#)
- Promote the University's [Social Responsibility](#) agenda through our teaching
- Actively seek out, act on and include students as partners in learning.

Expected Teaching and Learning Performance Levels for staff:

We expect all academic colleagues whose duties include teaching, learning and student support to contribute positively to establish the highest possible quality of inclusive teaching and learning, to be reflective about their own teaching, student learning and assessment and to contribute positively to student experience.

Teaching performance is one of four areas of academic contribution which is considered in recruitment,

probation and promotion decisions. The other three areas are research; knowledge and technology transfer; and service and leadership. The balance of contribution across these four areas varies according to the type of academic contract held ('research and teaching', 'teaching' or 'research') and is detailed in [academic probation and promotion policies and procedures](#).

Contribution to teaching, alongside other activities, is discussed and supported through probation, mentoring and annual Performance and Development Reviews (PDRs), and is monitored and managed by Heads of School and Departments/Divisions in collaboration with School and Faculty leaders in Teaching, Learning and Student Experience.

The University's expectations for individuals responsible for teaching and supporting student learning, cover a variety of responsibilities. Individuals are expected to be able to demonstrate success in the following teaching expectations, as relevant to their role:

1. **Teaching:** Colleagues should be able to demonstrate successful, inclusive and effective teaching e.g. lectures, seminars, tutorials, problem-classes, lab-classes, academic supervisions, including online delivery and related support in respect of allocated teaching duties. Colleagues with teaching responsibilities will exhibit strong subject knowledge and use this to develop and deliver a well-structured, effective and sector-leading curriculum through a variety of appropriate and pedagogically sound teaching methods. Colleagues will be expected to seek out and act upon relevant student feedback. Teaching must be planned and implemented in accordance with the approved Unit Specification.
2. **Learning Materials:** Colleagues should contribute to an effective and inclusive learning environment in which students can succeed through the provision of accessible¹ high-quality materials for synchronous and asynchronous learning as appropriate for their discipline (e.g., presentations, handouts, videos, blogs, interactive materials, digital resources, reading lists etc.).
3. **Assessment & Feedback:** Colleagues must be effective in setting and marking assessment to deliver student progress and contribute to learning. They must ensure that disabled students receive adjustments detailed in their University Support Plan. Colleagues must deliver quality and timely feedback to students in line with the [Policy on Feedback to Undergraduate and Postgraduate Taught Students](#), that is as personal as possible to the individual student and enables them to reflect on their skills and performance regardless of background, identity, personal characteristics or ability on entry. Assessments and feedback must be delivered in line with the requirements of the [University's Assessment Framework](#).
4. **Academic Advising:** Academic Advisors must deliver the University's objectives for [academic advising](#), in line with University policy. Through academic advising colleagues will set high expectations that motivate and support diverse learners. Colleagues must be aware of the range of expertise within Schools, departments, and the broader University from which they can seek advice and to which students can be referred. Academic Advisers must undertake induction and refresher training.
5. **Student Supervision:** Academic supervision should be effective. Supervisors should support students to develop as independent learners and impart specialised knowledge and expertise in an appropriate way. Supervision must include opportunities for reflection, feedback and reviewing of student achievement/progress.
6. **Student Support:** Colleagues must make themselves available to students through appropriate means and offer reasonable availability for consultation times for students. They should inform students of their office hours and, as far as possible, their absences from the University. Interactions with students must be professional and tailored to meet individual student needs with the aim of guiding their [personalised learning experience](#), addressing their concerns, supporting their wellbeing and ensuring they feel valued. Colleagues must ensure that they read and implement disabled students' University Support Plans and [contact DASS](#) if they have queries on these.

¹ [Accessible Teaching Content](#)

7. **Student Experience:** Colleagues must take collective, cooperative and proactive responsibility for improving all aspects of the student experience through addressing student and peer review feedback, engaging with programme improvement activities and undertaking training (see Career Development and Training). This includes constructive engagement with appropriate committees and student partnership activities.
8. **Collegial Service, and Leadership:** Professional Services and Academic colleagues must work in partnership to support the delivery of teaching, learning and student experience. Colleagues must ensure that the administrative tasks involving their own teaching (including, but not limited to, responses to requests for exam questions, moderation, updated course unit outlines, attendance monitoring etc.) are conducted professionally, demonstrating effective planning and organisation so that other colleagues are not put under unnecessary pressure and students are supported in their learning. Classes must start on time. Demonstrators/TAs must be briefed and supported appropriately to deliver their taught content.
9. **Career Development and Training:** Colleagues should annually review their teaching and continually strive to improve. Continuing Professional Development (CPD) is an annual expectation and colleagues should demonstrate a commitment to enhancing their professional skills development and training, for example through gaining the appropriate level of [Advance HE Fellowship](#) (e.g. through the [LEAP programme](#)), other formal qualifications such as the [PGCert in HE](#), formal and informal training in their department/school or faculty, participation in national and international networks, the sharing of good practice or the self-directed development of skills.

As teaching professionals, colleagues are expected to enhance their practice in teaching, assessment and student support via peer review, the PDR process in line with University policy, other reviews as appropriate and feedback from students, line managers, and peers. Colleagues should be able to communicate and reflect on their teaching achievements, highlighting both their approach and impact and should be able to evidence training taken to help them support students and themselves.

10. **Professional accountability:** Colleagues must engage with University, Faculty and School reporting and accountability processes and must comply with all policies and procedures including, but not limited to, those specifically related to [teaching, learning and student support](#) and [dignity at work and study](#).

University Support for Teaching Staff at the University of Manchester

The University strives to provide an intellectual and physical environment that supports academic excellence, including in teaching, learning and student experience. Our academics can expect the following to facilitate the achievement of expectations around teaching.

1. **University Investment in the Estate and People:** The University will invest to provide a world class teaching environment including investment in our physical and digital estate, library resources, technology and infrastructure and in its people to ensure the provision of efficient, responsive and effective support to colleagues.
2. **Guidance on the expected standard of teaching performance:** Colleagues can expect their line manager, on behalf of the Head of School, to provide clear guidance on the expected standards for all academic responsibilities within their discipline area, including teaching and student support. Workload Allocation/Contribution Models will be used to ensure that there is a fair distribution of workload that enables colleagues to carry out their responsibilities to a high standard and provides opportunities for personal development.
3. **Training, mentoring, support and review of their teaching:** Colleagues can expect to receive effective advice, mentoring, training and support in relation to their individual teaching performance in order to promote the highest quality of teaching and learning. Where poor performance is identified, colleagues will be given support to improve performance with a clear and agreed action plan.

4. **Reward and Recognition:** The University will ensure that processes for recognising and rewarding teaching performance, identifying good quality teaching, student learning support and associated achievement are in place for all colleagues with teaching in their contract. Cases for reward and promotion will be assessed against clear and consistent criteria. Excellence in teaching will be recognised through the promotions process.

5. **Fair application of Teaching Expectations:** The University is committed to maintaining and implementing exemplary standards of fair treatment, equality, and diversity in all our policies.

Full account will be taken of the University's People and OD policies in the interpretation and application of teaching expectations. These will help ensure that teaching expectations are managed in a way that is fair to all colleagues and takes account of individual circumstances.

February 2022

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