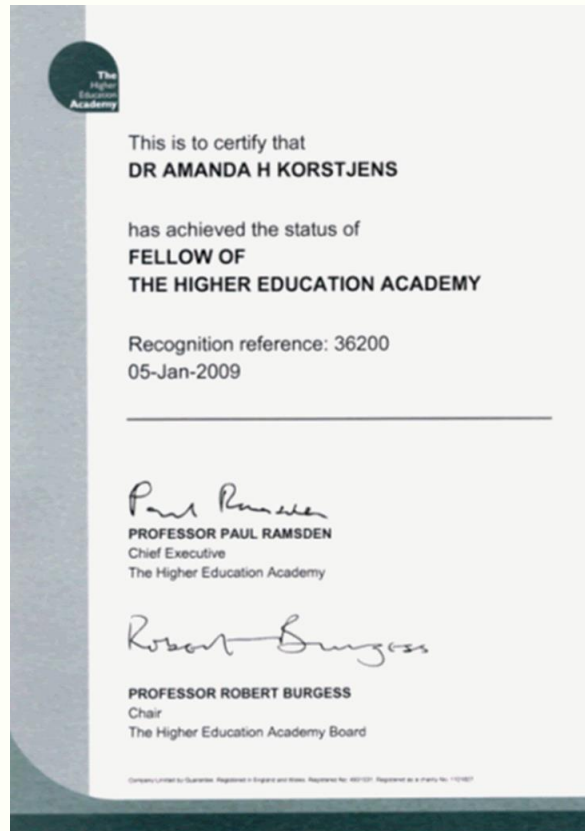


Writing your Portfolio



Intended Learning Outcomes

- Explain how to produce your probationary portfolio and its component parts
 - Part 1 leading to Advance HE accreditation (Fellow or higher)
 - Part 2 fulfilling the Faculty probationary requirements
- Outline the importance of reflective learning and how to enhance your reflective practice
- Show how you can use guidance on career planning and follow on CPD activity to support your journey as an educator and researcher

Why is the portfolio important?

- Supports and develops your reflective practice
- Helps you recognise your contribution, achievements and impact aligned to the University strategy
- Enables you to achieve a teaching qualification – Fellow of Higher Education Academy
- Encourages you to begin action planning for your future career, promotion and to demonstrate your continued commitment to your CPD
- Probationary requirement for all new academic staff from Lecturer up to, and including, Reader



What does my portfolio need to include

	Thereafter
Part 1: Teaching and Learning – Your evidence for fellowship	<ul style="list-style-type: none"> ➤ For more information about requirements for Part 1 (submitted through University Advance HE fellowship scheme) please refer to guidance available at: University of Manchester Advance HE Fellowship Scheme Institute of Teaching and Learning StaffNet The University of Manchester
Part 2: Faculty requirements	<ul style="list-style-type: none"> • Academic CV in the University of Manchester promotion format • Feedback and reflections on peer review of teaching • Reflective written reports for Research Excellence and Personal & Professional Development (max. 1000 words each) • Professional development action plan beyond the programme ➤ Submitted through FBMH academic development ADP submission Faculty of Biology, Medicine and Health StaffNet The University of Manchester

Part 1

Advance HE fellowship and PSF 2023

- This part is submitted to University Advance HE Teaching Fellowship Scheme. Please refer to their webpage for guidelines:
- [University of Manchester Advance HE Fellowship Scheme | Institute of Teaching and Learning | StaffNet | The University of Manchester](#)
- [The University of Manchester Advance HE Fellowship Scheme - Introduction - Overview](#)
- If you have any queries about the University's Advance HE Fellowship Scheme, please contact the Beth Rotherham (email: ahfellowship@manchester.ac.uk)

Part 2 (Faculty Requirement) Checklist

- ☐ Academic CV in the University of Manchester format: Guidance on the Manchester format for CVs
- ☐ Formal Peer Review of Teaching.
- ☐ Research/Scholarship Excellence Reflective Report (1000 words).
- ☐ Professional Development Reflective Report (1000 words).
- ☐ Professional development action plan beyond the programme
- ☐ Record of attendance on the programme.

Checklist: Am I ready to submit my portfolio?

- You must have received 18 ADP credits
 - Attended/completed 18 ADP units – can be a mixture of face-to-face workshops or online courses
 - Attended/completed less than 18 ADP units **and** received a partial exemption that together totals 18 ADP units.
 - [exemptions intranet page](#)

Checklist: Am I ready to submit my portfolio? (Cont'd)

- You can check how many credits you have received by:
 - Visiting your [My Training and Development profile page](#)
 - If any courses are missing please email acadresdev@manchester.ac.uk
- Remember, Shut Up and Write sessions give you a block of distraction free time to write!

Teaching Pedagogy and Literature

- All of your reflections should include reference to the relevant literature
 - Teaching theory and pedagogy
 - Research theory relevant to your field (Research Excellence report)
- Include at least 4/5 references to pedagogic literature
- Finding pedagogic literature
 - [Advance HE Knowledge Hub](#)
 - [The University of Manchester Library](#)
 - [Google Scholar](#)

Your academic CV in the University of Manchester format

- Useful exercise that will help you evidence your achievements and the difference that you have made in your role and is essential for any future promotions applications
 - <https://www.staffnet.manchester.ac.uk/bmh/ps-activities/hr-activities/promotions/#d.en.506307>
- [Use a matrix or SWOT analysis to start thinking about the evidence that you have in each area for your CV](#)
- Your academic CV will be the basis of the Personal and Professional Development reflective report which is a gap analysis of your achievements against the promotion criteria

Teaching Observation

- Teaching must be peer-reviewed by a Fellow of the HEA (or equivalent). See guideline: <http://documents.manchester.ac.uk/display.aspx?DocID=16373>
- Include completed teaching observation form in portfolio and your reflections and future actions

Faculty of Biology, Medicine and Health *New Academics and Fellows Programme*

Appendix 2: Teaching Observation Form

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

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

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

Feedback on teaching/Authentication of Practice

- Your portfolio must include a recent (last 5 years) peer review of your teaching
 - Must be completed by someone who holds Fellow of the HEA or higher (a peer, senior colleague, mentor or probation supervisor)
 - Must use the Teaching Observation Form ([Teaching Observation Form.docx](#))
- Additional ways to get feedback on your teaching from an HEA fellow
 - Attend ADP [Peer review of teaching workshop](#) (a safe space to innovate and get peer feedback on your teaching)

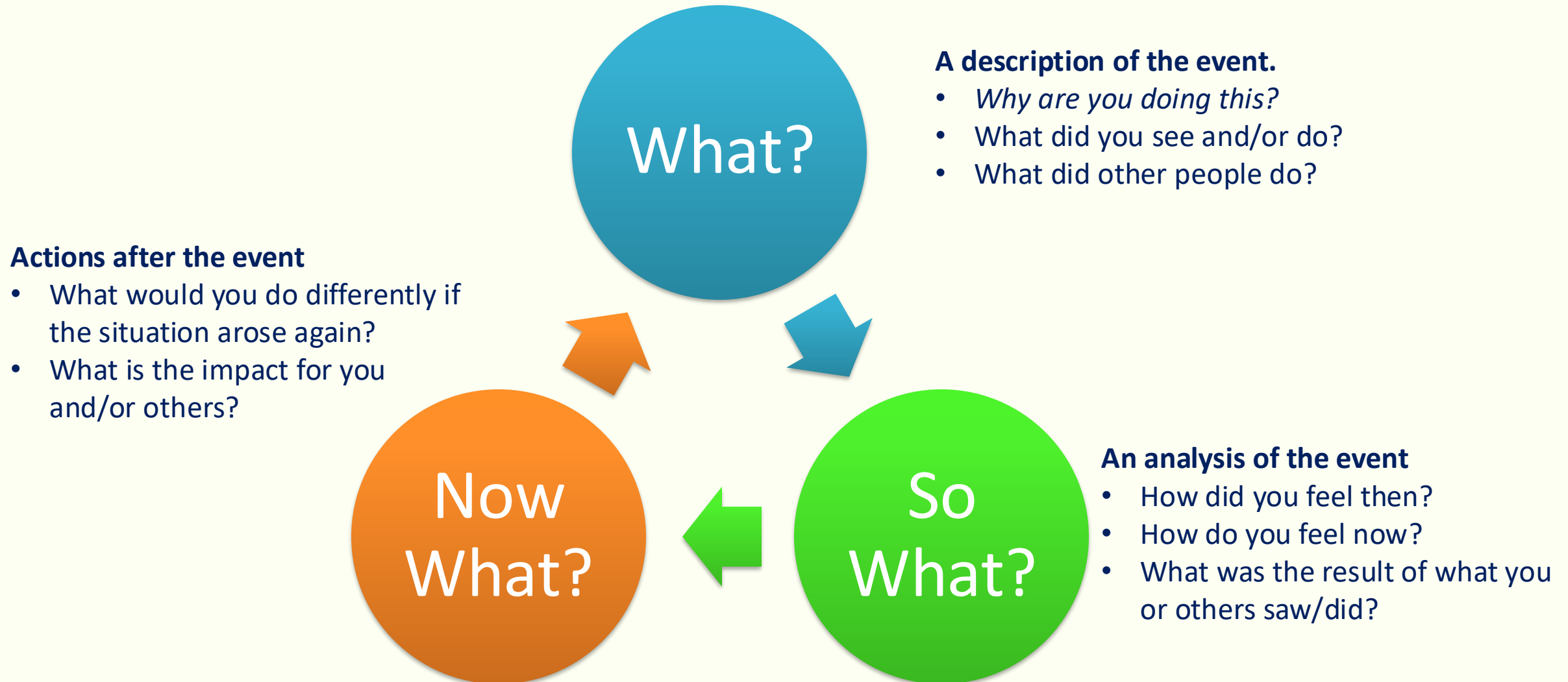
Reflective Reports: Research Excellence

- An opportunity for you to reflect on your research portfolio and practice and/or explore the link between your research and teaching and learning.
- Example titles (but not limited to these – reflect on what is useful to you)
 - Consider undertaking research on your teaching and learning and good practice innovations and develop a plan as to how you can share this with the wider community through educational scholarship.
 - Determine how your research and teaching and learning projects align to the operational plan/strategic direction of your School, the Faculty and wider University

Reflective Reports: Research Excellence (Cont'd)

- Reflections on your grant portfolio or a recent grant proposal application. Reflect on approach, support feedback and outcomes and outline your action plan for project delivery or further proof of concept studies and/or re-submission to external funders.
 - Reflect on how you manage/have managed a successful grant or teaching and learning project. Highlight how you evaluate progress, achievements and identify areas of best practice and for improvement.
-
- Examples from successful research excellence reports
 - Important: Include references to research literature and/or educational theory, link to the PSF

Driscoll's Model of Reflection (1994)



Example Reflection

What

I have led the New Academic and Fellows Programme (NAP/ADP) since 2015 ensuring alignment to Our Future Strategic Plan¹ and a curriculum that supports professional development across the whole of academic activity (Research, Teaching and Learning and Social Responsibility). The programme takes an experiential approach² to learning for 200+ diverse NAP participants. The aim is to promote continual reflection and to allow participants to share their wide ranging, global academic and practitioner experiences and learn from each other. It is a rewarding experience being able to work with so many talented University staff and to be able to play a part in their career advancement.

So What

Annually 30+ participants are awarded fellowship. Curriculum review with Faculty leadership, triangulated with participant feedbacks shows that beyond formal recognition the NAP is valued as a key part of probation and a mechanism to set Faculty expectations. Participant feedback shows networking, peer and senior colleague connection and support gained through the programme are also highly valued.

Example Reflection

So What (Cont'd)

Prior to the pandemic, I had started to reflect on the accessibility of the NAP. I began exploring mechanisms to promote equity for diverse clinical and non-clinical, part time and full time academics who reported difficulty in engaging with a fully face to face programme with NAP sessions running once annually. Initially we considered expanding the number of iterations and days on which sessions were offered but this did not address engagement issues fully and was resource intensive. Therefore, I brought e-learning resource into the team and began to create blended and fully online NAP sessions further promoting flexibility and tailored professional development for participants. We accelerated online NAP developments during the pandemic and were awarded a Faculty pandemic pedagogy award for our approach.

Now What

We will now fully evaluate the and share our expertise and online NAP resources with the NAP leads in Humanities and Science and Engineering and propose to collaborate with them to create a suite of interdisciplinary NAP resources.

Reflective Reports: Linking to the PSF

Evidencing the PSF at the start of your reports

Reflective Report – Inspirational Teaching: Implementing the Student Experience Action Plan

A3, V1, K3, K4, K5, K6

Reflective Report – Inspirational Teaching: Implementing the Student Experience Action Plan (A3, V1, K3, K4, K5, K6)

Evidencing the PSF throughout your reports

The students commence the Unit with a meeting with the facilitators and to decide on the resources as there are choices but the group must work on the same materials. Unfortunately this was decided in my absence on this occasion so I was a little concerned that this might affect my ability to facilitate the Unit and develop rapport with the students in an online setting. However, I quickly adapted to e-moderation and I enjoyed the opportunity to get involved in discussions, encourage students where necessary and prepare answers in a considered way using the literature so that students would get the best evidence to support their studies (A2, A3, A4).

At the outset of teaching this unit I was ambivalent about how e-moderation would work and whether I would be able to engage the students in a meaningful way in the tasks provided so I undertook a scoping review of the literature to assess the extent and usefulness of the literature on this topic (K4, A5).

Reflective Reports: Personal and Professional Development

Exercise to support your academic development and future promotions applications

- Critically analyse and update your CV, align it to the Faculty promotion criteria and identify areas for development with your mentor, probation supervisor, line manager, Divisional Lead or Head of School.
- Resources to support you
 - [Learning & Development Toolkit: Objective Setting](#)
 - [Learning & Development Toolkit: SWOT Analysis](#)
 - Examples from successful PPD reports
- Important: Link to the PSF, demonstrate balanced reflection informed by discussions with your mentor, probation supervisor, line manager, Divisional lead, Head of School or peers

Personal Development Action Plan

- This should identify your ongoing development needs, including a timeline for future professional development, and how you will continue to reflect and evaluate your performance and progress.
- Template provided : ([downloadable template: professional development action plan](#)).

Record of Attendance

- Participants must complete 18 credits as part of probation requirements.
- Please use the log below to keep a record of workshops attended and ADP online sessions from Blackboard. We also credit the asynchronous module offered by the AdvanceHE (1 credit), Essential training course (2 credits) and Research Integrity training (1 credit)
- [FBMH Academic Development Programme \(ADP\) Record of Participation Log - Template \(The University of Manchester\)](#)

Common Mistakes – you cannot fail though

- Lack of pedagogic literature – make sure that you incorporate at least 4/5 references into your inspirational teaching report
- Not enough reflection – your portfolio should be a reflective piece so remember to reflect!
- Sloppy presentation e.g. typos, missing sections
- Doesn't adequately link to the PSF
- Lack of action planning
- Not showcasing the full breadth of your academic practice by being understated about your achievements and impact

Common Mistakes – you cannot fail though

- Too problem focused – whilst it's okay for you to talk about negative experiences this is an opportunity for you to learn from those experiences and to change things for the better. Be solution focused!
- Avoid critiquing other people's performance and referring to others by name.
- Not writing to the assessment criteria. Remember what the assessors are asking/looking for!

Submitting your ADP Part 2 Portfolio

To submit your portfolio:

1. Use the NAP portfolio checklist to check that your portfolio is complete
2. Save your completed portfolio as a single PDF document
3. Send your completed portfolio to acadresdev@manchester.ac.uk

[ADP submission | Faculty of Biology, Medicine and Health | StaffNet | The University of Manchester](#)

Continuing your journey

FBMH

- Academic Development Programme
- PG Cert in Medical and Health Education
- Teaching Awards

University

- Institute for Teaching and Learning, (UMITL)
- PG Certificate in Higher Education
- Leaders in Teaching Programme
- Teaching Awards and Fellowships

Advance HE

- AHE Knowledge Hub a useful starting point for educational theory and pedagogic literature
- Fellowship Category Tool to help you to reflect on your practice and determine which level of fellowship is right for you.
- HEA code of practice clear guidance to ensure you remain in good standing as an AHE fellow

If you have more questions about submitting your Academic Development portfolio, please contact the BMH Academic Development team
email acadresdev@manchester.ac.uk