

Application for HEA recognition via MMU's Professional Standards Framework:

AFHEA (D1) and FHEA (D2) Written

Applicant Details

Name

Role Senior Lecturer

Faculty/ Department

Email

Phone

Applying for: Associate Fellow ☐
Fellow yes

Please complete the following sections of the portfolio before sending it to CELT:

Document 1:

1. Brief Biography
2. Experience grid: Evidence of Professional Activity grid
3. Critical commentary: Demonstration of Professional and Developmental Activities (AFHEA – 2 sections inc. AA5, FHEA – All sections)
4. **two** completed Advocate statements

Document 2:

5. Appendices
 - o Observation of practice evidence
 - o Impact evidence
 - o Other appropriate evidence

Please submit as 2 separate documents via the MMU PSF Moodle area

Signature _____ Date _____

Please complete this portfolio using the guidance document for completion of D1/2 Word Portfolios

We recommend that you also refer to the MMU PSF Handbook for further guidance on how to complete your application.

We recommend that you integrate your planning for your application into your PDR, discussing the different elements with your line manager as appropriate. It is important that you identify a suitable mentor to support you in developing your portfolio. This person should ideally be a Senior or Principal Fellow from your faculty. If there is not a suitable faculty based mentor a member of CELT staff will be able to support you (contact psf@mmu.ac.uk). We would recommend that participate in the CELT workshops on writing your fellowship application and reflective writing or writing retreats organised by CELT.

1: Biography

Give a brief summary of your career biography with particular reference to your experience within Higher Education (250 words max)

After initially graduating with a BSc (Hons) in in 1995 I qualified as a ... in 1998 (MSc in). Since then I have worked within*practice*..... with the exception of completing my PhD, which I was awarded in 2006. Since 2010 I have worked part-time (fte 0.5) at Manchester Met as a senior lecturer teaching and part-time in*practice*.

Initially my role at MMU consisted of undergraduate teaching and personal tutoring. My role has developed to include Master's level teaching on programme and leading undergraduate and graduate level units. I also teach inter-professionally by inputting to the and the multi-disciplinary students on master's module.

My wider role involves personal tutoring, recruitment and being Year Tutor for Level 5 of the undergraduate Programme.

I supervise undergraduates on their final year research projects and two PhD students. In 2015, I completed a knowledge-exchange project with colleagues. It was indicated by participants that further CPD opportunities in the north-west were needed for working in the field of I therefore have developed two units that can be completed for CPD or as part of the MSc

Word count: 244

2: Experience Grid: Evidence of Professional Activity

Complete the grid below ensuring that you include examples of the full range of your teaching, supporting learning and assessment activities and cross-reference them with the relevant dimensions of practice for AFHEA or FHEA as appropriate

Example of Professional Activity	Broad engagement with the dimensions of practice			Dates
	AA 1-5	CK 1-6	PV 1-4	
Planned and delivered teaching to meet learning outcomes for all levels of undergraduate students (Levels 4-6) on the BSc programmes. For example, research methods,	A1, 2, 3, 4	K1, 2, 3, 4	V1-4	2010-present
Planned and delivered teaching for postgraduate students (Level 7). This was part of the MSc (pre-reg) Programme and units on the MSc	A1, 2, 3, 4	K1, 2, 3, 4	V1-4	2013-present

Designed and monitored Moodle area for units I have led on: (10 staff, 60 students), 2 (10 staff, 14 students).	A1, 4	K1, 2, 4	V1, 3	2012-present
Contributed to inter-professional learning by teaching a session about on the BSc programme and as mentioned above on the MSc whose students are from different professions.	A1, 2, 3, 4	K1, 2, 3, 4	V1-4	2013-present
Developed, marked and moderated assessments at Levels 4-7 ensuring evaluation was equitable and at the appropriate level for students. Provided feedback to promote the students' learning and performance in the future.	A3	K2, 5		2010-present
Contributed with other members of the unit teams with ongoing monitoring of teaching quality by collecting student feedback and developing teaching according to ISS data, other student feedback and external examiner comments.	A5	K5, 6	V3	2010-present
Supervise PhD students and students completing research projects at Levels 6 and 7. Contribute to wider research activity in the faculty for example, RD1/RDAR reviewer, currently involved in reviewing articles in pre-REF process. The RDAR process contributes to quality assurance and enhancement and provides a mechanism for student feedback of the PhD learning experience.	A3, 4	K1, 6	V1, 2	2011-present
Contribute to recruitment process for the BSc and MSc ... programmes. Regularly attend open days, interview prospective students. Evaluate MSc applications and decide if meet criteria for interview. The recruitment process is aimed to provide equal opportunities to all prospective students, provide information so they can decide if the programmes are suitable for them and ensure successful applicants are capable of completing the programmes successfully.			V1, 2, 4	2015-present
Engaged in practice development including in-service team training, CELT courses, mandatory training, discussion with colleagues, peer review. For example New to Teach, FLEX, Equality and Diversity, training.	A5	K2, 3, 4, 5, 6	V1, 2, 3, 4, 5	2010-present
Share personal tutoring of undergraduate students on the and acted as Level 5 year tutor for the programme. Nominated for 'Best Personal Tutor' award in 2014. These roles include pastoral care, collecting student feedback, monitoring and enhancing the student experience.	A2, 4	K3, 5	V1, 2	2011-present

With a colleague mapped MMU's curriculum to newstandardised UK higher education curriculum for Re-developed teaching of to ensure it met the new curriculum and to emphasise application of theory to practice in teaching.	A1, 4	K1, 2, 3	V3, 4	2014-15
Faculty coordinator for the ReVUEs research project run by UCLAN. This provided an opportunity for MMU students from to be involved in research to develop an e-learning package to support undergraduates' knowledge of		K4	V4	2016-17
Ran a workshop for the faculty Learning & Teaching Conference on the use of workbooks to promote application of theory in the classroom.	A4, 5	K2, K3		2016
Unit lead for different units over my time at MMU. (10 staff, 60 students), Theory 2 (10 staff, 14 students) and award lead for PG Cert in (14 staff; students – units yet to run).	A1-5	K1-6	V1-4	2012-present
Up until July 2018, I worked part-time at MMU and part-time ... <i>in practice</i> ... and in a leadership role. This enabled me to incorporate this into my teaching current issues and priorities typical in practice.	A5	K1	V3, 4	2010- 2018
Completed a project to develop consensus-based recommendations and a model supporting development of in newly graduated The results were published in a peer-reviewed journal and presented at two conferences. The project won an MMU Knowledge Exchange project Award. A second review article has also been published. This enabled me to increase my knowledge of and developingcompetencies, which has been incorporated into my teaching.	A5	K1	V3, 4	2014-16

3: Critical Commentary: Demonstration of Professional and Developmental Activities for D1 and D2

Complete this section using the guidance document that includes general guidance and the specific guidance for each Area of Activity to assist you. (ensure you do not exceed the recommended word count). (AFHEA applicants must complete 2 sections including AA5 and FHEA applicants must complete all sections)

A 1: Design and plan learning activities / and or programmes of study (~600 Words)

I have been involved individually or as part of a team in planning series of individual sessions on a topic within units to meet learning outcomes, designing new units, the PARM process for a new programme and leading units. In this section I will focus on the planning for two units (..... 2 and Research Methods and Dissertation) which contributed to the development and validation of a new programme (MSc (pre-reg)) and re-designing the project proposal processing Investigating

Master's level programmes can develop students professionally and cognitively (Perry et al., 2011) and in a context where students can no longer access financial bursaries they offer a more cost-effective pathway for appropriate students to gain a In collaboration with colleagues, I was involved with developing two new units for the MSc (..... and Research Methods and Dissertation). I was mindful that the student journey would be different compared to undergraduates and that the unit design would need to take this into consideration.

Primarily the students would have a *...relevant.....* degree so they would not need to be taught certainelements in as much depth as in the BSc. This was met by including less content in the relevant units, which provided further time for other learning. In addition the ... teaching ... was integrated into the relevant units rather than having a separate unit. This was to help students to integrate their with the relevant *practice* theory by allowing the to be taught close in time to the relevant theory. This went some way to ameliorate the second difference of the course running over only 2 years, which meant students had less time to consolidate their learning. Thirdly, it was necessary to ensure that the students achieved the required theoretical knowledge and to be successful *practitioners* while also achieving level 7 learning. This was facilitated by teaching including opportunities for students to critically appraise literature and to apply theory to *real world practice examples*. Summative assessment was set at Level 7. Students were supported by clear marking criteria in the unit handbooks, an assessment briefing session in CT2, allocation of supervisors for the dissertation on Research Methods and Dissertation and resources on Moodle. The ISS showed 100% satisfaction with CT2 in 2017-18 (Appendix X).

The new MSc programme was approved by the PARM process indicating that the units had been designed to a high standard meeting relevant professional regulations (A1, A2, A3, A4, A5, K1, K2, K3, K4, K5, K6, V1, V2, V3, V4).

I led the Investigating 3 unit (IHDB3) 2012-2015. This unit provides the opportunity for students to carry out a small empirical research project of their own choosing. Completing a research project can provide students with a taste of a real research experience and improve their confidence in their research skills (Pacifi and Thomson, 2011). This is important in an educational environment where many similar programmes in other universities are no longer offering this opportunity. I believe that teaching students to be ethical *practitioners* and researchers is an important part of my teaching and aids them in becoming

competent and professional..... meeting the*professional bodies*..... standards of conduct, performance and ethics (....., 2016) required of all

While leading the undergraduate empirical project unit (IHDB 3) it was decided by the departmental teaching team for students to complete their empirical project over one academic year rather than over 3 terms. This was to allow the degree course to be reduced from 3 years and a term to 3 years in length. This presented challenges in ensuring the students had enough time to plan and complete the project and yet ensure the project met research governance standards especially ethical standards.

I streamlined the ethical approval system so that supervisors were able to assess and approve proposals with no or simple ethical issues. I developed resources to support supervisors in this, such as information on common ethical issues and suggestions of how to handle them. Projects with more complex issues were assessed by a volunteer departmental ethics committee. The new system ensured the ethical approval process was still robust but students received approval faster so that they could start their data collection sooner and finish the projects on time. Student satisfaction remained high for this unit once these changes had been brought in (Appendix) (A2, A4, K1, K2, V4)

EVIDENCE OF EFFECTIVENESS

Word count= 762

References

..... (2016). *Standards of conduct, performance and ethics*. [Online] [Accessed on 1st August 2018].
<https://www.hcpc-uk.org/assets/documents/10004EDFStandardsofconduct,performanceandethics.pdf>

Pacifici, L.B. and Thomson, N., (2011). What do they expect? A comparison of student expectations and outcomes of undergraduate research experiences. *Journal of College Science Teaching*, 41(1), p.54.

Perry, J., Green, A. and Harrison, K., (2011). The impact of Masters education in manual and manipulative therapy and the 'knowledge acquisition model'. *Manual Therapy*, 16(3), pp.285-290.

Robinson, L., Drewery, S., Ellershaw, J., Smith, J., Whittle, S. and Murdoch-Eaton, D., (2007). Research governance: impeding both research and teaching? A survey of impact on undergraduate research opportunities. *Medical Education*, 41(8), pp.729-736.

A 2: Teach and / or support student learning (≈600 Words)

Much of my teaching concerns teachingtheory for to groups of either about 50 or 15 students. When I first started teaching at MMU my sessions focused on teaching the core knowledge to achieve the learning outcomes. On reflection of my teaching during my first year, from attending the CELT's New to Teaching unit and from student feedback, I quickly realised that my teaching and the student experience would be improved by providing more opportunity for students to apply knowledge they had learned prior to the session to ...*real world*... cases during the session. I therefore moved my teaching in the direction of case-based teaching and students being split into smaller groups to carry out tasks during the session.

Case-based teaching uses cases to facilitate the learning of knowledge and skills (Williams, 2005). This may involve whole class discussion or discussion in smaller groups. Flyn and Klein (2001) showed that students

working in small groups to discuss a case generally preferred it to working independently and the students believed they learned more working in a group.

I would like to reflect on one example of incorporating more case-based teaching into the curriculum. In 2014 the developed a standardised curriculum of competencies infor use in higher education (..... 2014). At this time theteaching in the BSc programme was divided into paediatric and adult components. These components had been developed separately resulting in repetition and an uncoordinated feel.

A colleague and myself took the opportunity to map thecontent in the undergraduate programme against the new standardised curriculum to investigate what aspects were being taught and what aspects needed to be added. Previously all teaching was done via lectures with many slides and learning outcomes were difficult to achieve in the time available. As myself and my colleague matched our teaching content with the new curriculum we noticed how much of the content was generic in nature and applicable to both, ethical considerations.

We decided that certain elements of the curriculum were common to both and needed to be taught only once. A self-directed workbook was devised to be completed by students independently to allow them to acquire the knowledge set out in the curriculum for both (Harper et al 2014). Students report that learning theory can be aided by application to real situations (Ivarsson and Nilsson, 2009). Therefore, we decided to use the face to face teaching time to provide the opportunity to apply theory, learned from the workbook, to*real world cases*. The teaching sessions were based around a case. Students were split into small groups of 2-4 and answered questions about the case which they feedback to the class at intervals. **(A1, A2, A4, A5, K1, K2, K3, K5, V3, V4)**

The case-based sessions continue to receive good feedback from students:

‘The case study approach was good as it showed the steps to follow...useful way to link theory to practice’ (d..... teaching feedback 2015-16)

‘Interesting course content, handy supporting materials e.g. workbook’ (mid ... unit feedback 2018)

Words- 537

References

Flynn, A.E. and Klein, J.D., (2001). The influence of discussion groups in a case-based learning environment. *Educational Technology Research and Development*, 49(3), pp.71-86.

Harper, Q., Worthington Jr, E.L., Griffin, B.J., Lavelock, C.R., Hook, J.N., Vrana, S.R. and Greer, C.L., (2014). Efficacy of a workbook to promote forgiveness: A randomized controlled trial with university students. *Journal of Clinical Psychology*, 70(12), pp.1158-1169.

Ivarsson, B. and Nilsson, G., (2009). The subject of pedagogy from theory to practice–The view of newly registered nurses. *Nurse Education Today*, 29(5), pp.510-515.

..... (2014) *Training & Competency Framework: Recommendations for knowledge, skills and competency development across the profession*. London: [Online] [Accessed on 31st July 2018]

Williams, B. (2005). Case based learning—a review of the literature: is there scope for this educational paradigm education? *Journal of 22*, pp. 577-581.

A 3: Assess and give feedback to learners (~600 Words)

Formative and summative assessment with feedback should be integrated throughout a unit in a variety of forms (Brown and Race, 2012) to support students in attaining the learning outcomes and to evaluate students' progress towards the learning outcomes. This is valuable for both the student and the teaching staff. Assessment and feedback within a unit and also across different units should be developed as whole. This ensures that students are not having too much assessment at one time and that assessment is in different modalities giving different students with different strengths opportunities to do well (Brown and Race, 2012).

As discussed above I regularly use case-based teaching (Williams, 2005). Students are split into small groups and complete learning tasks about the case which they feedback to the whole group. Groups usually do the same tasks as other groups. This provides the opportunity for students to discuss different solutions to the same problem and so provide formative feedback to each other. I can provide further formative feedback if required. This usually works well as groups are generally happy to contribute to discussions but occasionally this is not the case. I will reflect on this further in section A5.

Providing feedback during case-based discussions promotes students' learning and is part of integrating assessment throughout the units. The issues being discussed and applying theory to cases can be challenging for students, especially as at times, discussions may be of a personal or sensitive nature. Receiving feedback can be an emotional experience for students so the nature and manner of the feedback should take this into consideration (Molloy et al., 2013). I provide an environment for learning that is supportive for students to contribute to the class and provide appropriate feedback taking into account the emotions this can generate in students. Evidence for this is a comment from my peer observation in April 2018:

'Very positive encouragement given to the students throughout when answering questions and feeding back after group work' (**A2, A3, A4, K1, K2, K3, V1, V2, V3**)

Biggs (1999) suggests that when deciding on assessment teachers should consider their goals of assessment. While developing the unit for the new MSc programme a colleague and myself wished to assess application of theory. It was decided the summative assessment should be an essay based on a seen by the student placement associated with the unit. The essay incorporated theory from the unit and applied it to a real world case. This helped the assessment for the unit to be relevant and allow students to consolidate knowledge. These characteristics of assessment have been found to affect student motivation (Seale, 2000).

Initially the essay was weighted at 80% and the at 20% of the overall unit mark. Students reported that they wanted their effort on placement to have more weighting in the overall unit mark. Following feedback

from students this was later changed through the minor modification process to 70% essay and 30% placement. (see Appendix Student Feedback and CMI Plan) (A3, K2, K5, K6)

Qualitative feedback is as important, if not more important, than the mark for an assessment. When marking I always include positive comments for aspects the student has done well and suggestions for how the piece of work could be improved for the future. For essays the qualitative comments are more lengthy and for exam scripts I make just a few positive and constructive comments to aid the student's learning and help the moderation process. This has been well received by external examiners (see Appendix). (A3, K1, K3)

Word count= 599

References

Biggs, J. (1999). *Teaching for Quality Learning at University* Buckingham, UK: SRHE and Open University Press. pp. 165-203.

Boyle, B. and Charles, M., (2013). *Formative assessment for teaching and learning*. Sage.

Brown, S. and Race, P. (2012). 'Using Effective Assessment to Promote Learning'. In Hunt, L. and Chalmers, D., (eds.) *University teaching in focus: A learning-centred approach*. Victoria: Routledge, pp.74-91.

Molloy, E., Borrell-Carrió, F. & Epstein, R. (2013). 'The impact of emotions in feedback'. In Boyle, B. and Charles, M., (eds.) *Formative assessment for teaching and learning*. New York: Routledge, pp. 50-71.

Seale, P. Chapman J. and Davey, C. (2000). The influence of assessments on students' motivation to learn in a degree course. 34 p614-621.

Williams, B. (2005). Case based learning—a review of the literature: is there scope for this educational paradigm education? *Journal of 22*, pp. 577-581.

A 4: Develop effective learning environments and approaches to student support and guidance (≈ 600 Words)

Inclusive practice is a complex issue and there is confusion about what it means in practice (Brown, 2016). My view of inclusive practice is that all learners have equal opportunities to learn and succeed on our programmes. I believe inclusive practice begins in the recruitment process. I am involved in Open Days, interviewing potential students and this year, for the first time, I have assessed applications for the MSc programme. As part of this process, I have applied a set of criteria, developed by a colleague, to all applications, which promotes an objective assessment of the applications and is fair to all applicants. At Open Days I am able to answer questions about and the programmes we offer. I make clear what the programmes involve in terms of topics and the student effort involved. This is important in setting the right expectations for applicants so they can use the correct information to decide if the programmes we offer are suitable for them. This fair and open recruitment process is supported by the high level of satisfaction (97%, see appendix) reported on the 2018 National Student Survey for the category our subject

comes under (others in). Providing accurate information is also important to ensure the university meets the Competition and Marketing Authority (2015) guidelines.

I consistently adhere to our departmental policy to upload all slides and resources for a teaching session onto Moodle at least 48hrs before the session. This helps to improve accessibility to all students. Following the policy gives students, and especially students with learning needs such as dyslexia, time to read through the learning materials before the session. **(A2, A4, K3, K4, V1, V2, V3, V4)**.

I lead two units on the MSc in, which is aimed at Although the units have been available, recruitment has been an issue and they have not yet run. One of the reasons I believe is that travel time and costs are possibly a barrier for potential students who live further away. This year I have worked with the teaching team and our faculty TELA to be able to offer the units as blended learning next year. Most of the teaching will be done via workbooks on Moodle that students can access from home or work. This will negate the need to travel to Manchester Met and make the units more accessible to students who live at a distance. As the units have not run I do not have any evidence of impact but from communicating with potential applicants via email there is interest in completing the units by distance learning, for example,

“I'll keep it in mind for next year - it would be great if it could be done at distance!” (email from a potential student) **(A1, A4, A5, K2, K4, K6, V1, V2, V3, V4)**

I have always been involved in pastoral care of students even when I was a student myself. I enjoy the role of personal tutor as it is a way of getting to know students individually, which can be difficult when teaching large classes. Information learned from personal tutor meetings such as understanding external responsibilities and other time commitments students have helps in my planning and teaching. For example, from talking to students I find out what times of the year are particularly busy and this information can be used when planning assessment timetables.

I have been personal tutor for several students with various physical or mental health illnesses that have impacted on their student experience. I have supported them by signposting them to appropriate university support services such as the Learning Disability Service to be assessed for a Personal Learning Plan, our departmental Student Experience Tutor, Student Support Officer, university counselling services and supporting them through the Exceptional Factors Application procedure. I was pleased to be nominated for an award of Best Personal Tutor in 2014 and I have received positive feedback from students for example:

“I just wanted to say a big thank you for all of your help and support throughout the course.”

“Thank you John I really appreciate it and thank you for all your advice over the past few years and for being my personal tutor.”

(A2, A4, V1, V2)

Words= 719

References

Brown, Z. (2016). 'Introduction'. In Brown, Z., (ed.) *Inclusive Education: Perspectives on pedagogy, policy and practice*. Oxon: Routledge.

Competition and Marketing Authority (2015). *UK higher education providers – advice on consumer protection law: Helping you comply with your obligations* [Online] [Accessed on 3rd August 2018]
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/428549/HE_providers_-_advice_on_consumer_protection_law.pdf

A 5: Engage in CPD in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice (≈ 800 Words).

This section should focus on a reflection on the learning following mentorship and peer dialogue linked to your learning from the peer observation process. Please ensure that as a minimum you also identify engagement with other forms of teaching focussed CPD within your experience grid

Soon after starting at Manchester Met I completed CELT's New to Teaching unit. Since then I have tried to make my teaching as interactive as possible and so I use case-based teaching when possible. My last peer review was in April 2018 and involved teaching a case-based session in, as referred to above, to a class of fourteen MSc students.

There were several elements to the positive feedback. I was most pleased with the comment I included above in Section A3 about the positive encouragement I provided when feeding back after group-work or students answered questions. I feel it is important to provide a safe and positive environment for learning and for students to receive feedback in.

The main reason for choosing to be observed while teaching this class was because I had found this particular student group challenging to teach at times. During teaching they are reticent to answer questions and to feedback after group-work. I was keen to discuss if there was anything I could do differently to engage them further.

With my mentor we discussed several simple techniques I could try to engage the students further. The first is to wait longer and not answer any questions I ask myself. I am usually quite strict about this as it has been shown waiting longer for students to answer questions can improve response rate (Rowe, 1986). With this group I initially followed this technique but due to their reticence I have become less consistent. This is one simple technique I could use more consistently.

We also discussed that their quietness may be due to some students not having done the reading and so not knowing the answers. We discussed that a good way to manage some students not doing the preparation is to make sure students are aware of what is expected of them and then to facilitate the students to manage any issues amongst themselves. We also discussed that at the start of the session I introduced the topic and summarised some of the main issues. This meant that students who had not done the reading were still able to participate. However this reduces the motivation for the students doing the pre-session reading.

I have spoken to colleagues who have also found the group quiet and so they may just be a quiet year. Based on discussions with my peer observer and mentor I plan to:

a) Set clear expectations for the students and give them plenty of time to do the reading.

b) Add to the handbook inthe reading and case information for my case-based sessions. This will provide all information needed in one place for the students.

c) Next year one session is being added from another unit and will occur a few weeks before the first of the case-based sessions in CT2. I plan to use part of this session to set expectations about preparation for the case-based sessions.

I have engaged in CPD opportunities run by CELT to further my teaching skills (FLEX, [see Appendix X](#); NEWT, [see Appendix X](#)). I have attended internal training sessions in team meetings e.g. providing feedback by Fay Windsor and run by the faculty e.g. recently I attended a course on developing learning outcomes. This summer I organised training by Steven Williams for myself and the PG Certteaching team on using Moodle to develop interactive workbooks for the blended learning units I lead. Myself and the team will use this training to develop workbooks for two units to offer distance learning.

I also share my teaching experiences with others to promote best practice within the faculty. I mentored a new member of staff in 2016-17 and in July 2016 I ran a workshop at the Faculty Learning and Teaching Conference sharing my experience of changing theteaching (as discussed above) to meet curriculum guidelines.

I keep up to date with the literature and attend research conferences to inform my teaching. I have been involved with a project that developed recommendations for newly graduated ([see Appendix](#)). For this the research team won an award of Knowledge Exchange Project Awards Winner 2015 ([see Appendix](#)) and we presented the results at national and international conferences. I was awarded Exemplary Researcher Award in 2015 conference ([see Appendix](#)). I plan to continue to engage in research and support research in the faculty through PhD supervision, carrying out PhD annual reviews etc.

Up to July 2018, I worked part-time so I was able to keep my professional knowledge up to date easily. Now I am working fulltime at Manchester Met I plan to do this by having an honorary contract with my old ...*workplace*. I also am on the organising committee for the North-westgroup that organises training for local

(A5, K1, K4, K5, K6, V3)

Word count= 829

References

Rowe, M.B., (1986). Wait time: slowing down may be a way of speeding up! *Journal of teacher education*, 37(1), pp.43-50.

Signed _____ Date of Application _____

4: Details of Advocate

Your application must be accompanied by two **advocate statements**.

One of your advocates should be your academic line manager. We recommend that your advocates are familiar with the requirements of the UK PSF (ideally at least FHEA) and are an appropriately experienced member of staff working for a UK higher education institution.

It is your responsibility to collect the advocate statements and submit them with your application.

1st Advocate

Name:	.
Job Title:	.
Department:	.
Email address	J..
In what capacity can this individual comment on your professional practice? Line manager	

2nd Advocate

Name:	.
Job Title:	.
Department:	.
Email address	.
In what capacity can this individual comment on your professional practice? We have done joint teaching, on the same teaching team in leads in recruitment.	

