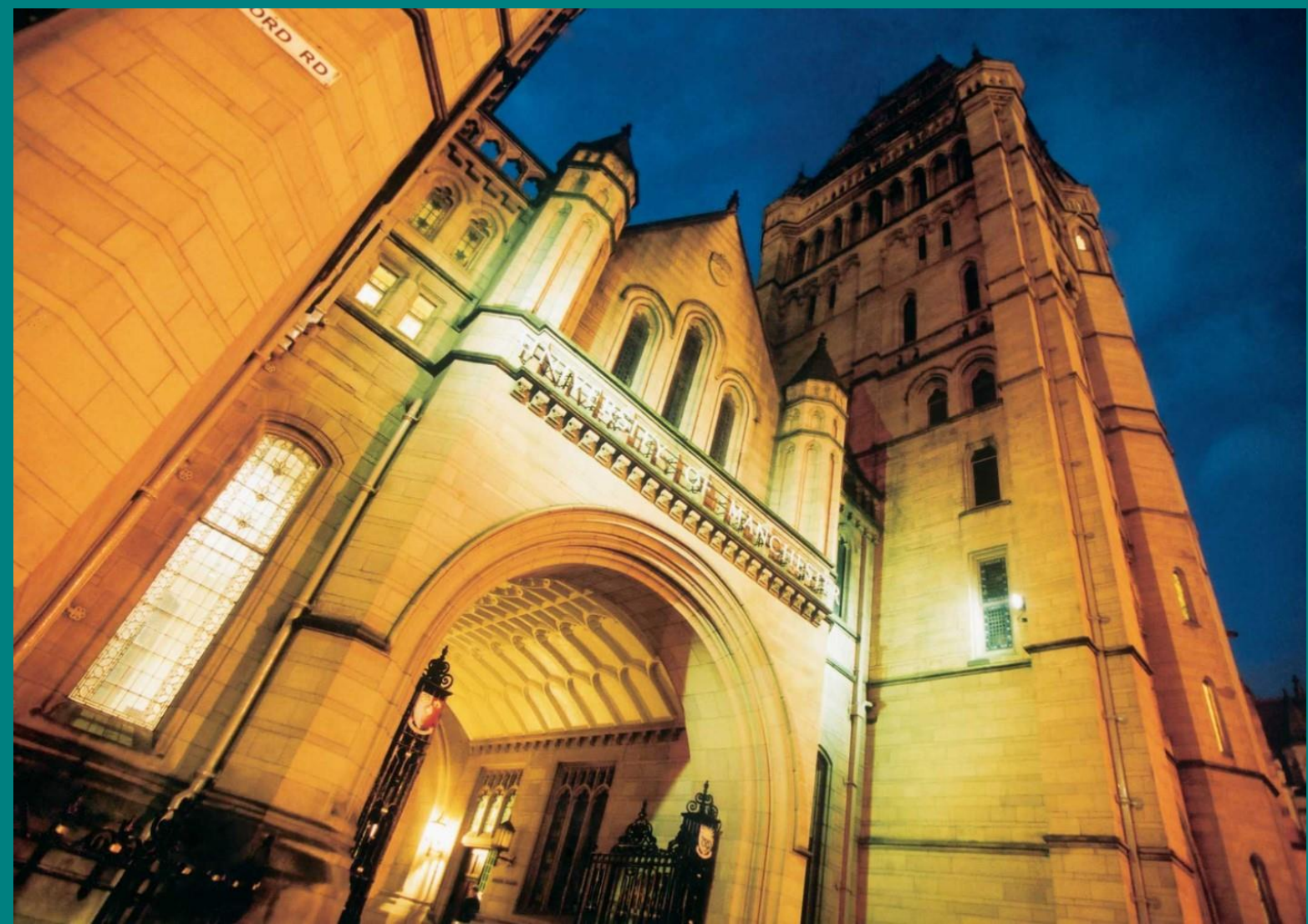


# Humanities New Academics Programme (HNAP) 2021-2022



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November, 2021

## Welcome message from the dean of the Faculty of Humanities

As Vice-President and Dean of the Faculty of Humanities, I would like to welcome you to The University of Manchester, and in particular to our faculty.

This is an important message so please take a few minutes to read it. The Faculty of Humanities is one of three faculties within the university, containing one of the largest grouping of Humanities and Social Science researchers and teachers in the UK. That size marks us out within the higher education sector, enabling us to offer our academic staff a wealth of opportunities in terms of career development, knowledge transfer and day-to-day support in contributing to the realization of *The University of Manchester's Strategic Vision*

In line with the university, this faculty is highly ambitious, and you have been recruited to help us achieve those ambitions. Our responsibility to you is to create an environment that enables you to reach your full potential so that we may all succeed. Through the Humanities New Academics Programme (HNAP), we will provide you with the practical information and support you will need to make a success of your role. Please take seriously the necessity of engaging in your learning, making a full commitment in time and energy to HNAP. If you do not do, you will not benefit from the wealth of expertise and experience of others; furthermore, the completion of HNAP is a necessary component of probation.

Organised in three strands: *research excellence; inspirational teaching; and citizenship, leadership and personal development*, the HNAP is a programme of stimulating workshops for you to choose from – underpinned by cutting-edge research carried out by our academics in the Faculty of Humanities. Last year's participants – despite having to engage with the programme by Zoom – found it an invaluable support for their work; one commented: 'I really enjoyed HNAP. It was a great opportunity to meet people, learn the university culture and develop skills'; another noted the 'inspiring and memorable lectures that have broadened my horizons in numerous ways - thank you'. I urge you, like these colleagues, to fully embrace the outstanding opportunities that the HNAP offers for developing a successful academic career at the University of Manchester.

I hope you enjoy being a part of the Faculty of Humanities, and I wish you every success in your career with us. I am delighted that you have chosen to join us, and I look forward to meeting you soon.



**Keith Brown**  
**Dean and Vice-President of the Faculty of Humanities**

## Introduction to the programme

Welcome to the Faculty of Humanities [New Academics Programme \(HNAP\)](#) – and, if you are newly or recently arrived at the University of Manchester, we extend a particularly warm welcome to you and look forward to working with you as you progress through the programme. This handbook is intended to contain all the information that you are likely to need to navigate your way through the HNAP. It is correct at the time of going to press, but modifications to the programme may occur during the year, and you will be informed by email of any such changes. You will also find relevant information in the [FAQs](#) on the [HNAP website](#).

The HNAP aims to support you in the wide range of duties associated with your academic post, helping you to flourish at the University of Manchester, and to become and feel part of our community. The programme is fully aligned with *Our Future* (see <https://www.manchester.ac.uk/discover/vision/>), the university's 5-year vision and strategy, launched in 2020. The HNAP content reflects the three foci of our overarching priorities: research, teaching and learning, and social responsibility.

The HNAP is accredited by [Advance HE](#) (formerly the Higher Education Academy (HEA)), and successful completion of the programme will entitle you to become, if you are not already, a fellow of the HEA – (some of you may already hold *associate* fellowship; through the HNAP you will acquire *full* fellowship).

Whilst participation in it is mandatory for most new academic staff employed on permanent contracts, we hope the programme will be welcomed and embraced as much more than a formal obligation for either you, as the participant, or the Faculty of Humanities, as the provider. It has been designed to be enjoyable, thought-provoking, and supportive. The HNAP offers a valuable opportunity for you to develop skills and academic working practices that allow you to raise your profile, enhance your CV, drive forward your research and maximise its impact, and enhance your experience of and evidence your commitment to inspirational teaching and to providing a rich and fulfilling student experience.

More generally, through participation in the HNAP you will pick up valuable information on what it means to be an academic in one of the UK's most research-intensive Russell Group universities – a university that moreover genuinely takes social responsibility very seriously - and how to navigate your way along the path that leads towards a successful academic career.

To complete the HNAP you are required to write and submit for assessment a portfolio – effectively your presentation of written evidence of what you have gained through participating in the HNAP, and of your commitment to continuing professional learning and development. It is on the basis of such evidence that your school will make decisions relating to your completion of probation, and that *Advance HE* accredits us to allow successful completion of the programme to qualify you for HEA fellowship. The portfolio thus has a dual purpose. While it serves as an assessment mechanism for HNAP participation, you should not expect workshop facilitators to gear their workshop content specifically towards potential portfolio content; rather, we expect you to draw from your holistic developmental experience of participating in the HNAP in writing your portfolio content. The link between many of the HNAP workshops and your portfolio content is likely to be more indirect than direct.

As an early career academic at the University of Manchester, you may expect support from a mentor, assigned to you by your school. Your mentor's role is to support you in settling into your role, in developing as a fully rounded academic, and in forging a successful career. It is also expected that your mentor will

support your participation in the HNAP by advising you which units to select from the programme in order to get the best out of it for your own personal career development. **Before booking places on any HNAP workshops you should therefore arrange to meet with your mentor to discuss and agree your proposed selection.**

## Underlying philosophy of the HNAP

Every new academic (below reader grade) holding a permanent contract with the University of Manchester is required to participate in the HNAP and embrace the opportunities it presents to develop as a fully rounded academic. It is expected that HNAP participants will receive ample support from line managers, heads of department or division, and, in particular, school-assigned mentors.

The HNAP team hope you will find the programme stimulating, educative and enjoyable.

## Programme objectives

Fully aligned with the University of Manchester's *Our Future* core values, goals and priorities, the HNAP aims:

1. To increase participants' knowledge in relation to the theoretical bases of key dimensions of academic work – principally: teaching and learning; research; collegiality and interpersonal relations in the work context; and what it means to be a socially responsible academic.
2. To facilitate the development of the skills that participants need in order to carry out effectively their work as academics at the University of Manchester and in their wider disciplinary communities.
3. To foster a culture within the Faculty of Humanities and the wider university that recognises teaching and learning, research, and social responsibility as highly valued, pre-eminent activities.
4. To promote participants' reflective practice, and motivate them to engage in professional learning and development activities throughout their careers – including through incremental stages of fellowship of the Higher Education Academy (FHEA).

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

## HNAP team

The HNAP team comprises:

### [Ms Sharon Newham](#)

Administrative co-ordinator of academic and research staff development in the Faculty of Humanities. Within this wide-ranging role, Sharon is also, more specifically, the HNAP administrative co-ordinator (which is a part-time role), and the first point of contact for all issues relating to the HNAP. She may be contacted at:

[HNAP@manchester.ac.uk](mailto:HNAP@manchester.ac.uk) **PLEASE USE THIS ADDRESS ONLY - NOT**

**SHARON'S PERSONAL EMAIL ADDRESS - TO COMMUNICATE WITH HER ABOUT HNAP-RELATED ISSUES.**

**[Professor Claire McGourlay](#)**

Academic co-ordinator of the HNAP

**[Professor Linda Evans](#)**

Associate dean for academic and research staff development in the Faculty of Humanities – her remit includes oversight of the HNAP and its on-going development, but she is not involved in its day-to-day running.

**It is important to appreciate that no team member works full-time on the HNAP; for Sharon, the HNAP accounts for less than 50% of her entire role. This means that you should not expect instant responses to your inquiries.** The HNAP email account is generally monitored on only two days per week (*usually* Wednesdays and Fridays, but this may vary), and *you should allow 4 full days for a response to your message* – which may sometimes be a holding response, if, for example, Sharon needs to seek information to allow her to address your inquiry.

The wider programme team includes a range of experienced academics who, with no workload allowance, deliver the workshops that make up the HNAP content, and an assessment team of HEA fellowship-holders who assess the submitted portfolios.

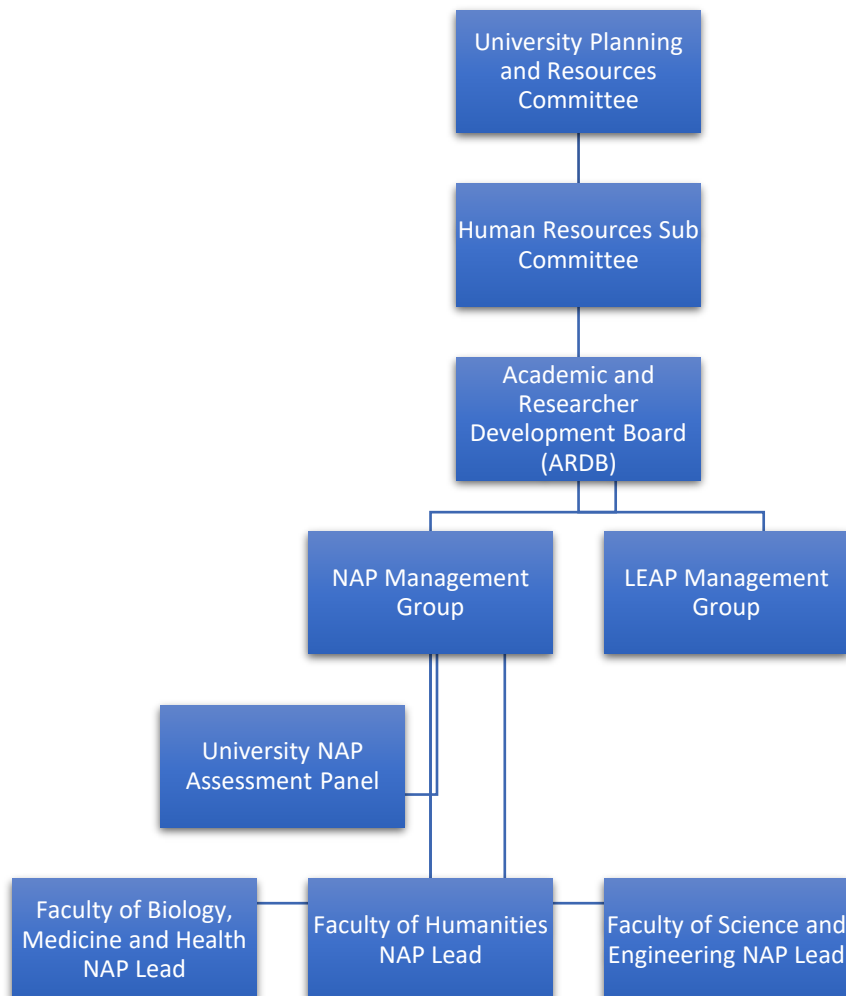
## Contact Details

Ms Sharon Newham  
Faculty of Humanities Office  
182 – 184 Waterloo Place  
Oxford Road  
Manchester  
M13 9PL

E-mail: [HNAP@manchester.ac.uk](mailto:HNAP@manchester.ac.uk)

## University Governance of the NAPs

The HNAP is the Faculty of Humanities’ new academics programme (NAP). Each of the university’s three faculties delivers a faculty-specific NAP. These NAPs are aligned and co-ordinated through the university new academics programme management group. This group is chaired by the director of teaching and learning support and comprises the faculty academic leads for the NAPs and representatives of the Staff Learning and Development Unit. The NAP management group reports to the Academic and Researcher Development Board (ARDB), co-chaired by the vice presidents for research, and for teaching, learning and students. The ARDB has strategic oversight of all university programmes accredited by *Advance HE* and of the framework for the professional development of all staff involved in the design and delivery of teaching and research.



## Who should participate in this programme?

Participation and completion of the programme is a probationary requirement for all new academics below reader grade holding permanent employment contracts, irrespective of whether they hold teaching and research (T&R) or teaching and scholarship (T&S) contracts (and in some cases newly appointed readers may be required by their heads of school to participate). **Satisfactory completion of all components of the programme is a prerequisite of passing probation.**

## Special provision for colleagues employed on fixed-term contracts

New colleagues who hold fixed term contracts (FTCs) will also be offered access to the HNAP, allowing them to make a head start towards fulfilling requirements for probation that will apply to them if they transfer in due course onto permanent contracts. Our policy relating to FTC-holder access is as follows:

- FTC-holders who wish to build up HNAP unit credits may apply to the HNAP administrator, Sharon Newham, to register on the programme;
  - This registration requires full participation in HNAPIT1: *Introduction to the programme* (which is offered on four occasions throughout the year).
- Once they have registered **and attended HNAPIT1**, FTC-holders will be permitted to participate in - and accrue HNAP unit credits for - any workshops that remain under-subscribed two weeks before taking place;
  - Places will *normally* be allocated on a first-come, first-served basis.
- The HNAP administrative co-ordinator will keep a record of each colleague's unit credits.
- Colleagues will be deemed to have satisfactorily completed the attendance stage of the HNAP when they have accrued the requisite 18 units.
- Colleagues may then move on to the portfolio writing stage of the HNAP.
- After submitting a portfolio assessed as satisfactory, colleagues will then have completed the HNAP and will be awarded fellowship of the HEA.

## The HNAP strands, and workshop selection

The HNAP is delivered through a year-long programme of workshops, listed on a wide-ranging menu of over 40, from which participants may select those that interest them, and/or are relevant to their developmental needs, and are scheduled on a date and at a time when the participant is fully available. Most workshops are worth one HNAP unit credit, but some shorter ones are worth only a half-unit.

To complete the attendance requirements of the HNAP, all participants must accrue 18 workshop units from across the programme's three strands:

- Inspirational teaching
- Excellence in research
- Citizenship, leadership and personal development.

**Your selection of a personal programme of workshops should be made in consultation with relevant senior colleagues, including your school-assigned mentor**, and it should be based on the development needs determined by your role and career aspirations. **At least one workshop from each of these three**

**strands must be selected.** Since some popular workshops tend to be oversubscribed, you are likely to need to include in your selected programme several 'second choice' workshops, in case you are unable to secure places on your preferred ones.

Workshops worth one unit are delivered within a three-hour slot (which includes a 20-30-minute coffee break). Workshops worth only a half-unit are delivered within a slot of no more than one-and-a-half hours. Whilst most workshops are delivered face-to-face, on-campus, a small number take the form of online modules. Estimated to require an hour's participation, each online module is worth a half-unit.

The current programme is offered from November 2021 until July 2022. This programme may be augmented in the coming months by a small number of additional units, increasing the selection available. You will be informed each time a new unit is added to the programme, so you may consider selecting it.

The only workshop in which participation is compulsory for all HNAP participants is the introductory information session, [HNAPIT1: An introduction to the programme](#). *However, your head of department or division may require you to select one or more specific units, making them compulsory for you.* HNAPIT1 is worth one unit. It will highlight and expand upon key information presented in this handbook, introduce you to the UK Professional Standards Framework (UKPSF) for Teaching and Learning in Higher Education, and show you how the programme's curriculum aligns with and supports evidence-building to meet the UKPSF. **You must attend HNAPIT1 before being permitted to book places on any other HNAP workshops.** It will therefore be the first HNAP workshop in which you participate, earning you one unit's credit.

HNAPIT1 is delivered *only* in-person, on campus, and because it is a requirement that all HNAP participants attend this introductory workshop before being permitted to proceed with participating in the rest of the HNAP, it is offered several times throughout the year, on a variety of dates and at various times. If you cannot attend the first delivery of HNAPIT1 on November 3<sup>rd</sup>, you should therefore book onto one of the subsequent deliveries of it. The sooner you attend this compulsory session, the sooner you may get started on booking onto and participating in workshops. The dates on which [HNAPIT1: An introduction to the programme](#) will be delivered are:

- Wednesday 3<sup>rd</sup> November, 14:00 – 16:30
- Monday 10<sup>th</sup> January, 13:00 – 15:30
- Wednesday 2<sup>nd</sup> March, 10:30 – 13:00
- Thursday 28<sup>th</sup> April, 13:30 – 16:00

**PLEASE NOTE THAT, AS WITH ALL HNAP WORKSHOPS, YOU MUST BOOK A PLACE ON HNAPIT1 IN ADVANCE.**

Since only one of them (HNAPIT1) is compulsory, some workshops may be undersubscribed. Undersubscribed workshops may be opened up to non-HNAP participants, but **if, by seven days before it is scheduled to take place, a workshop has nevertheless failed to recruit the minimum number of participants required for it to be viable – a number determined at the discretion of its facilitator - it will be cancelled.**

Please note, too, that all workshops delivered face-to-face are designed and delivered by academic colleagues (mainly from within the Faculty of Humanities), who receive no workload allowance for such work; it is categorised as citizenship. The HNAP team is thus reliant upon collegial goodwill to present a full

programme, and it occasionally happens that workshop facilitators cancel or change the delivery date of their workshops – sometimes with very little notice. **You should not therefore rely upon all of your selected workshops materialising, or taking place on the precise date on which it was initially scheduled** – it pays to have ‘plan B’ options available to you, so you do not risk ending the year having accrued only 17, rather than the 18 units you had hoped for, because one of your selected workshops was cancelled at the last minute.

Similarly, some workshops may be *oversubscribed*, since each will have a maximum capacity set by the facilitator. It is therefore important to understand that **you are not guaranteed places on any specific workshop**. To secure a place on a workshop that appeals to you, you must sign up to it before all places on it have been taken, on a first-come, first-served basis. You are advised to sign up to it as soon as possible after the release date of bookings for it, and at least a week before it is scheduled to take place, when spare places on it will be opened up to a wider pool of colleagues, and you will no longer have priority for securing places.

Each workshop normally runs only once every 12 months, and if you have tried to sign up for a specific workshop but failed to secure a place on it, you may ask to be placed on the priority sign-up list for it in 2022-23. *However, there is no guarantee that any specific workshop will be repeated in subsequent years.*

## Making good selections

Your aim in participating in the HNAP should be to access a good selection of workshops that best meet your current work-related needs and interests. It is therefore very important to select your own programme with care, and in consultation with your mentor and/or head of department or division. You should avoid making selections based solely on the workshop title – last year, several colleagues made this mistake and ended up making poor selections. You should read carefully the ‘abstract’ or content overview for each workshop whose title provokes your interest. In many cases, this abstract will indicate whether the workshop is aimed at specific constituencies of colleagues (e.g. those with little or no teaching experience; those who are already writing 3\* REF-able articles and wish to move up a gear; those who aspire to be promoted within the teaching and scholarship career pathway). For workshops that ran last year, a small selection of feedback comments from last year’s participants are presented below the ‘abstract’.

## Booking onto HNAP workshops

You should book places on HNAP workshops through the Staff Learning and Development training catalogue <https://app.manchester.ac.uk/training/>. For certain workshops, you will be required, after initially booking onto them, to provide a small amount of further information that will allow the workshop facilitator and/or the HNAP team to assess whether the workshop is indeed suitable for you. Such supplementary information will vary from workshop to workshop. It may, for example, relate to your previous experience of something that will feature in the workshop, or it may relate to the type of contract you hold and which career path you intend or aspire to following (e.g. teaching and research, teaching and scholarship – which may not necessarily be aligned with your *current* contractual status). Such

supplementary information-seeking is aimed at matching colleagues with workshops, so that all participants get the best out of the experience.

**Please note that your place on a workshop is not confirmed until you are advised by Sharon Newham that you have secured a place on it** – or that you have been placed on the waiting list. Until you receive confirmation, you have, in effect, merely *applied for*, rather than *secured*, a place. You should expect, *under normal circumstances*, to have your place confirmed within 7 working days of applying – but bear in mind that confirmation of a place on it does not guarantee that the workshop will finally go ahead; as noted above, a small number of workshops may end up being cancelled. If, within a week of applying for it, you have not received confirmation of your place on a workshop you should email Sharon at [HNAP@manchester.ac.uk](mailto:HNAP@manchester.ac.uk) marking your message high priority.

You are permitted to hold confirmed places on no more 6 HNAP workshops at any time, and you will generally not be permitted to book onto a workshop earlier than 2 months before it is scheduled to take place. This policy has been introduced to prevent colleagues from booking up multiple units' worth of workshop places early in the academic year, and later failing to take up several of those places without having cancelled them.

## Cancelling your place on HNAP workshops

If you find yourself for any reason unable to take up your confirmed HNAP workshop place, you should cancel it as soon as possible. Please cancel your place on the workshop by emailing [HNAP@manchester.ac.uk](mailto:HNAP@manchester.ac.uk), giving your message the heading 'workshop place cancellation', or similar, and marking it high priority. Another way to cancel your place is to click the cancel link next to the correct workshop name via the [training catalogue](#). Many workshops will have waiting lists for places, and by failing to cancel your unwanted place in a timely manner, you may deprive a colleague of the chance to participate in the workshop.

A second reason why we ask you to cancel your unwanted places is that some workshop facilitators request participant lists at the stage of planning the workshop delivery – they may, for example, assign participants to small groups, or even gear the workshop content to match participants' disciplinary affiliations. Even cancelling your place as late as the day before the workshop takes place may allow a colleague from the waiting list to be offered your place, and/or allow the facilitator to make last minute adjustments to delivery plans.

The following policy on cancelling places will apply, except in cases where failure to take up a place was due to unforeseen circumstances (e.g. sickness, domestic emergency, travel disruption):

- On the first occasion of failing to materialise at a workshop without having cancelled the place, the colleague will be sent an emailed reminder of the importance of cancelling unwanted places. The colleague's head of department or division will be copied into the message.
- On the second and any subsequent occasion(s), all HNAP workshop bookings that the colleague holds will be cancelled, necessitating rebooking if places remain available, and if there is a waiting list for places, the colleague will be added to the *end* of the current waiting list. The colleague's head of department or division, and head of school will be notified.

- FTC-holders who fail to materialise at workshops without having cancelled their places will, after the second such occasion, be denied further access to the HNAP during the current academic year.

## Portfolio submission procedures

After completing the attendance requirements of the programme by having accrued 18 units, to complete the HNAP in its entirety, you must work submit a reflective portfolio which is (either at the first submission or on resubmission) assessed as satisfactory. (Detailed guidelines for writing your portfolio may be found below, beginning on page 20). There are two submission deadlines in each year, set to be aligned with dates in the faculty's calendar that are relevant to the HNAP assessment processes, such as schools' probationary board meetings.

You are likely to require *at least* one academic year in which to accrue 18 unit credits, and you are likely to prepare and submit your portfolio at some point in your second HNAP year – but some colleagues may take longer than two years to complete the HNAP in its entirety.

Below are listed the next four portfolio submission deadlines. **These deadlines apply not only to new (2021-22) HNAP registrants, but also to returning participants.**

- Friday 14<sup>th</sup> January 2022
- Monday 5<sup>th</sup> September 2022
- Monday 9<sup>th</sup> January 2023
- Monday 4<sup>th</sup> September 2023

**All deadlines are strictly adhered to, with a mid-day deadline.** The processing of submitted portfolios will begin promptly at 12 noon, and if your portfolio has not been received by this time on the submission deadline date, it will not be processed until after the *next* submission deadline.

In relation to each workshop you participate in, you are also required to complete a reflective log form ([copies of the forms are shown in Appendix 1](#)) and submit the completed form to Sharon Newham within one week of taking the unit. **You will not be considered to have completed participation in the workshop until you have submitted the relevant reflective log form to Sharon.** Please note that two versions of the reflective log forms are available:

- Form 1 should be used for all face-to-face, synchronously delivered workshops, whether they are delivered on campus, or by Zoom.
- Form 2 should be used for online modules, delivered asynchronously.

Please take care to select the appropriate form, since their content differs.

## HNAP online

The face-to-face programme is supplemented by a small number of asynchronous online modules. Completion of one online module will count as one-half unit credit towards completion of the HNAP, *but remember that completion must include your submission of the relevant reflective log form.*

As with face-to-face, in-person-delivered workshops, online HNAP modules/workshops may be accessed via the [training catalogue](#). Access to the training catalogue requires your university ID login.

## The importance of punctual arrival to, and full attendance at, HNAP workshops

Since satisfactory completion of the HNAP is required both for passing probation and for the award of HEA fellowship, attendance has to be strictly monitored. To accrue credit for participation in a workshop, you must attend the session *fully* – this means you must arrive punctually, and remain there throughout the session, until it ends. **If you arrive late or leave early you will not be credited for participation.** We regret to advise you that, *if you wish to be credited for attendance*, it is unacceptable to arrive, say, twenty minutes after the session has started, or to leave twenty minutes before it finishes. Attendance registers will be taken at the start and at the end of each workshop, to ensure that those who were present at the beginning have remained until the end.

In the case of the small number of HNAP workshops expected to be delivered by Zoom, the following attendance-monitoring related policy will apply:

- Workshops will be limited to 12 participants, enabling facilitators and the attending HNAP team member to have frequent sight of them.
- A condition of securing a place on such workshops is that participants must agree to keep their video cameras on at all times throughout delivery of the workshop (except during facilitator-initiated comfort breaks).
- Participants who, *for any reason*, fail to keep their video cameras on throughout the workshop, and who are otherwise unable to evidence continued and full participation (e.g. through frequent oral communication) will not receive unit credits for participation.
  - All Zoom-delivered workshops will be worth only one half-unit, since they will involve shorter delivery durations than on-campus workshops.

If your home internet connection is unreliable, then, to the extent that you risk losing the facility to keep your video camera on, you are advised to avoid selecting Zoom-delivered workshops. Since the majority of the HNAP is to be delivered on campus, you will still have a wide range of workshops to choose from.

These attendance monitoring policies may appear unduly draconian, but the reasons for them are that:

- Advance HE, in accrediting the university, entrusts us to ensure that everyone whose name is submitted for conferment of HEA fellowship has fully attended the programme and submitted a portfolio that has been assessed as satisfactory. If we fail in this duty, we risk losing Advance HE accreditation status.
- Probation (and, in due course, promotion) committees agree to the advancement of a colleague's career (which generally leads to pecuniary gain, through salary increments) on the basis of trustworthy evidence of her or his satisfactory completion of the HNAP.

You may, of course, dip into a workshop for part of the time or leave early if you find yourself with a diary clash, or if you find the session less relevant and interesting than you expected it to be, *but you will not, under such circumstances, accrue credit for having participated in it. It is therefore important to prioritise*

**in your diary HNAP workshops for which you wish to be credited**, or to accept that you are unable to participate in them this academic year.

## Exemption from the HNAP

Exemption from the HNAP is granted very rarely. There are two categories of exemption:

- Full exemption – this is secured at the discretion of the head of school and does not involve the HNAP team, since it precludes the colleague’s involvement in the HNAP. A head of school may, prior to or very soon after the colleague’s appointment, decide that, on the basis of prior experience and/or achievement, the colleague does not need to participate at all in the HNAP. In such cases the school must negotiate and agree with HR a probation process and duration that reflect non-participation in the HNAP. If the colleague does not have HEA fellowship, such a revised probationary arrangement may require the colleague to secure fellowship through the LEAP. Again, the HNAP team is not involved in any of these discussions or arrangements; the colleague in question is simply omitted from the list of nominated HNAP participants. **If you feel that your prior experience or achievements qualify you for such full exemption from the HNAP, please do not contact the HNAP team;** rather, put your case directly to your head of school. If your application to your head of school is successful, your school should then contact the HNAP team to have your name removed from our list of participants.
- Partial exemption – this is granted by the academic HNAP co-ordinator, Professor Claire McGourlay, **only to colleagues who have HEA fellowship** (or senior or principal fellowship). Partial exemption is **not** granted to colleagues with *associate* fellowship – many HNAP participants have associate fellowship; it is not particularly distinctive. Each exemption application is considered by Professor McGourlay on a case-by-case basis, sometimes involving discussion with the applicant’s mentor or head of department or division. Professor McGourlay will stipulate a reduced number of HNAP units that the partially exempted colleague must accrue – and, in some cases, from which of the programme’s three strands they should be accrued.

**To be perfectly clear: unless you have HEA fellowship, you will not be considered for partial exemption.**

We have in the past received – and refused - requests for partial exemption on the bases of, *inter alia*:

- Having participated in a programme similar to the HNAP at another university
- Having a PGCE
- Having associate HEA fellowship
- Having won an internal teaching award at another university.

None of these is accepted as a basis for partial exemption.

If, on the basis of being a fellow, senior fellow or principal of the HEA, you wish to apply for partial exemption from the HNAP, you should complete the HNAP partial exemption application form [\(see](#)

[Appendix 2: HNAP Exemption form](#)), which can be downloaded here: [HNAP Exemption Application Form](#). The completed form should be submitted to the HNAP administrative co-ordinator, Sharon Newham, at [HNAP@manchester.ac.uk](mailto:HNAP@manchester.ac.uk) together with a copy of your HEA fellowship certificate.

Your exemption request must be submitted within a month of the programme's commencement (Wednesday 3<sup>rd</sup> November), or, in the case of colleagues who are not in post by this date, within a month of the date of their taking up appointment at the University of Manchester.

## Professional recognition and accreditation for teaching in higher education

The HNAP is part of a university-wide approach to supporting new academics in achieving, *inter alia*, professional recognition and accreditation for teaching and learning. There is an institutional expectation that everyone involved in teaching and learning is supported to achieve professional recognition at the appropriate level of the UK Professional Standards Framework for Teaching and Learning. For the HNAP this is at the level of fellow of the Higher Education Academy (FHEA).

## Introduction to the UK Professional Standards Framework (UKPSF), Advance HE and Higher Education Academy Fellowship

The HNAP is accredited at the category level of Fellow of the Higher Education Academy (FHEA) through *Advance HE*, formerly the *Higher Education Academy (HEA)*.

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

[Higher Education Academy Fellowship](#) is awarded by Advance HE, and demonstrates a personal and institutional commitment to professionalism in learning and teaching in higher education. Across four categories, from associate to principal, fellowship provides individuals with recognition of their practice, and leadership of teaching and learning, and its impact. HEA fellowships are embedded in the UK HE sector, where they are greatly valued, and they have been adopted by increasing numbers of higher education institutions globally, from the Americas to Australasia.

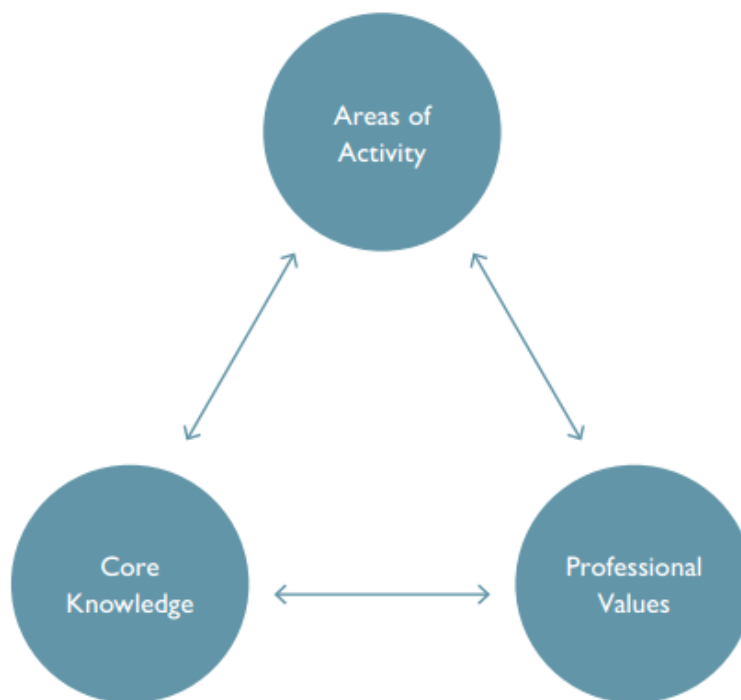
The [UK Professional Standards Framework \(UKPSF\)](#) is an internationally-recognised framework for teaching and learning support in higher education. "*We believe that the UKPSF is essential to driving improvement in, and raising the profile of, learning and teaching in HE. A comprehensive set of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

The UKPSF for teaching and supporting learning in higher education (2011):

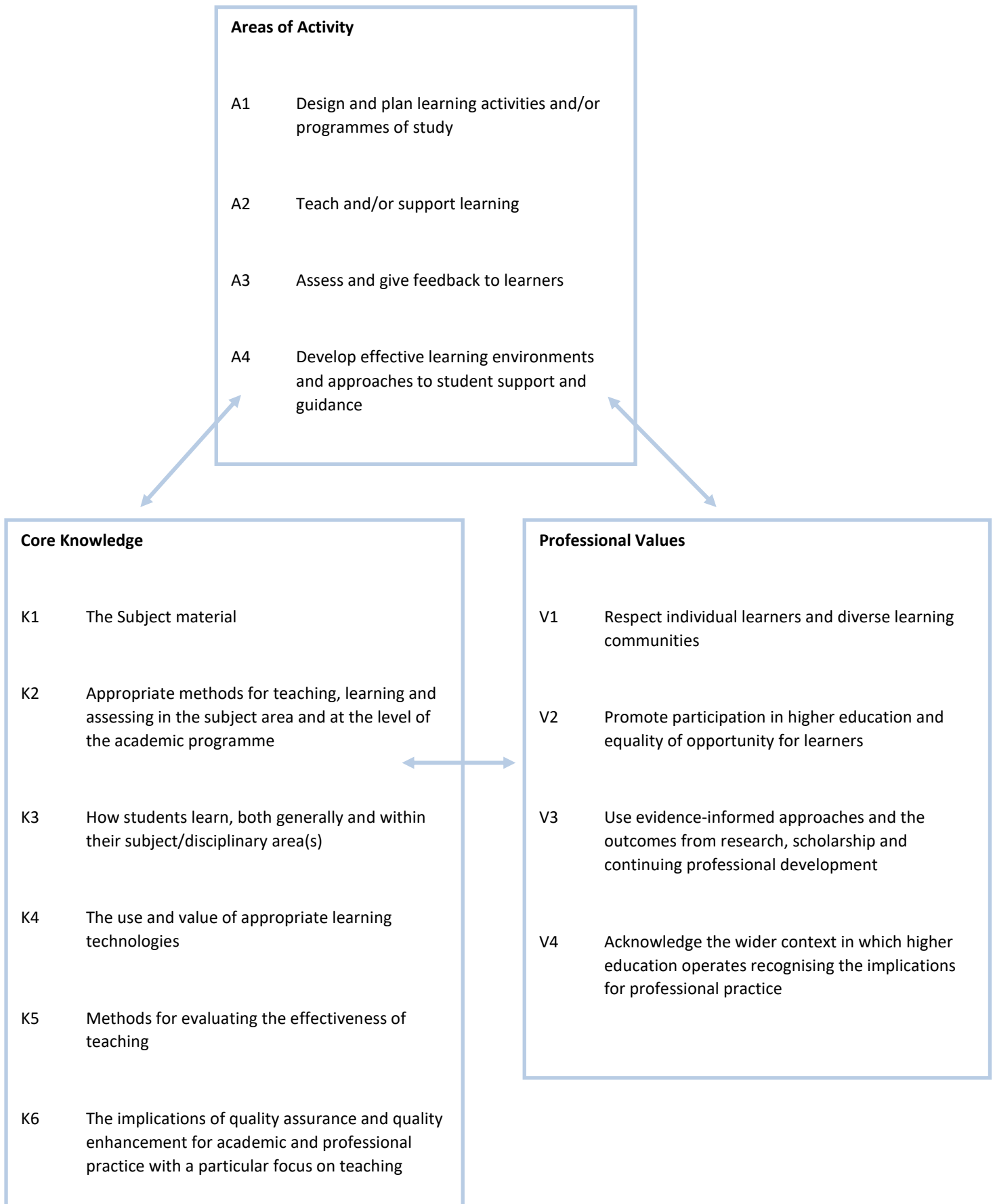
1. supports the initial and continuing professional development of staff engaged in teaching and supporting learning;
2. fosters dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional settings;
3. demonstrates to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning;
4. acknowledges the variety and quality of teaching, learning and assessment practices that support and underpin student learning;
5. facilitates individuals' and institutions' achievement of formal recognition for quality-enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or leadership and management activities.

The UKPSF identifies the diverse range of teaching and support roles and environments that feature in UK HEIs. These are reflected and are expressed in the following dimensions of professional practice:

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



## Dimensions of the UKPSF



## Descriptor 2 of the UKPSF

The HNAP activities and assessments have been designed to enable participants to link their professional learning and development to their practices as teachers. This linkage is intended to allow HNAP participants to demonstrate a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning, as indicated by Descriptor 2 of the UKPSF, in the quote below from UKPSF:

You will be supported to provide evidence of:

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

See [Appendix 3, for the UKPSF Mapping and Reflection Template](#), which you will be required to use to record your reflection on your practice and to show in your portfolio where you have demonstrated evidence of meeting the dimensions of the UKPSF throughout this beginning, or early part, of your academic journey and through participation in the programme.

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

## Writing your portfolio: Evidencing progress & achievements that have been facilitated by the HNAP

To complete the HNAP you must produce a reflective portfolio and submit it for assessment. We recommend drafting sections of your portfolio incrementally, little by little, as you go along – including during your first year as an HNAP participant – so that you avoid having a last-minute rush to write the whole of it a few days before a submission date. **Please keep in mind that your portfolio must include a written recent peer review of your teaching, so you should schedule a date and time for such peer review well in advance of the portfolio submission date.** For every incremental fellowship application stage, a new peer review must be undertaken. If you hold associate fellowship status, then, the peer review that supported your application for that status is **not** eligible for submission within your application for fellowship status. Peer reviews undertaken at another university are also ineligible.

## Portfolio general format: overview of sections and layout

The portfolio should be no longer than 100 pages. Reflecting the new-format HNAP that was first rolled out in 2020-21, **the format of portfolios now differs from that of previous years' HNAP portfolios. You should not therefore use as examples any of your colleagues' portfolios that were submitted prior to 2020.**

The HNAP's three-strand content is translated into a three-section portfolio, with each section relating to one of the three strands. Each section must include, as its key component, a 1000-1250-word reflective written report that is focused on the HNAP strand indicated in the section title. *Information to help you draft these reflective written reports is presented in the section below this one.*

HNAP portfolios submitted by participants who registered for the HNAP in 2020-21 or 2021-22 must be organised into three sections as indicated below.

All portfolio sections should be written in the first person singular.

### Portfolio section 1: Developing as an HE educator

This section of the portfolio serves two purposes: evidence of your reflection on your development as an HE teacher, which the Faculty of Humanities probation committee will consider, and, additionally, evidence to support application for HEA fellowship status (for participants who do not already hold it).

The section should include:

- *If you do not already have, and are therefore seeking, HEA fellowship:* A signed and dated declaration of academic integrity on the cover page ([see Advance HE integrity statement](#))
- A clear statement of your career path to date, your journey as an educator, your 'philosophy' of – or perspective on – HE teaching and learning, and, *where applicable*, an indication of your current teaching-related career ambitions or your outline plans for continued development (e.g. to progress incrementally to principal HEA fellow status; to develop a new taught programme in your department or division). This statement should not exceed one page.
- Your *inspirational teaching* reflective written report (approximately 1000-1250 words). The report must be underpinned by scholarly perspectives on HE pedagogy or curriculum development and link directly to descriptor 2 of the UKPSF throughout the text.
- Feedback that you have received on your teaching or your supervision of a student and your reflections on such feedback. It should include:
  - Formal teaching observation and course materials reviewed by a colleague (e.g. your school-assigned mentor, or the leader of a programme on which you teach, or a co-supervisor of your doctoral student) ([see Appendix 4: Teaching Observation Form](#))
  - *Up to two* additional examples of teaching-related feedback - formal or informal. This could include your student feedback scores and comments, and/or any additional feedback that you collect from your students, peer feedback and mentor/probation supervisor feedback.

- **Important:** If you are including copies of feedback scores and unit surveys as part of your feedback, please ensure that you remove or redact personal data that do not pertain to you.
- Completed mapping exercise ([see Appendix 3: Individual Mapping of the UK Professional Standards Framework](#) (UKPSF) to descriptor 2 of the [UKPSF](#)). You do not need to evidence critical reflection in the mapping exercise as this should be presented in your reflective reports. The mapping exercise should be used to signpost the assessors to the pages in your portfolio where you have presented evidence against each specific criterion of the UKPSF.
- A professional learning and development action plan. This should identify your on-going development needs, including a timeline for future professional development, and how you will continue to reflect on and evaluate your performance and progress, post-HNAP. You may present this in whatever format you choose (e.g. table, continuous prose); the key consideration should be ease of readability.

## Portfolio section 2: Developing as a researcher

This section should include:

- A clear statement of your journey, to date, as a researcher (in some cases this will be confined to your doctoral research activity), and, where possible, an indication of your current research-related career ambitions or your outline plans for continued development as a researcher (e.g. to secure funding for a specific project; to join a specific research group within your department/ division, or within the wider university; to establish a new research group; to commit to accessing relevant published research in order to support your teaching). This statement should not exceed one page.
- Your *research excellence* reflective written report (approximately 1000-1250 words). The report must be referenced and clearly show how your work aligns with *Our Future*.

## Portfolio section 3: Developing as a collegial academic

This section should include:

- Your academic CV, presented in the University of Manchester format (see [Appendix 5: University CV template](#)).
- The record of your participation in the HNAP ([Appendix 6: HNAP record of participation template](#)).
- Your *citizenship, leadership and personal development* reflective written report (approximately 1000-1250 words). This report should critically examine your academic profile and trajectory to date, and going forward, identifying strengths, weaknesses, priorities, interests and needs. It should be aligned with the faculty promotions criteria relating to the career pathway that you intend or aspire to follow (T&R, R or T&S) and, in consultation with your mentor and/or another senior colleague within your school, identify areas and opportunities for your continued development, linking back to the professional development action plan that you should present in section one of the portfolio. The purpose of this exercise is to support and facilitate your career-long, on-going academic development beyond completion of the HNAP.

**Please note that your portfolio should not exceed 100 pages in total (excluding appendices).**

Your portfolio will be assessed by two experienced and trained assessors from within the University of Manchester who are themselves fellows (at various levels) of the HEA. The portfolio may also be provided to the probation committee for discussion. It (the portfolio) is therefore the means by which you will communicate what you have derived from participating in the HNAP.

Further information, guidance and support about the HNAP portfolio content requirements and how portfolios will be assessed will be provided by the HNAP academic co-ordinator throughout the academic year. There is a recorded information and advice workshop that is available for you to [access here](#). **Please note that portfolio writing information or advice workshops or drop-in surgeries carry no unit credits, and you are not required to complete reflective logs after accessing such support.**

## More specific guidance on the content and how to present it

### The reflective written reports

Compiling your portfolio allows you to demonstrate and evidence your personal and professional development through the full range of your academic duties. As is indicated above, you must complete a written report of your development in relation to each of the HNAP strands (research excellence; inspirational teaching; citizenship, leadership and personal development). As a prelude to drafting these reflective written reports, you are required to complete a reflective log ([see Appendix 1](#)) in relation to each HNAP workshop in which you participate.

Reflective logs should not be included in your submitted portfolio, but they are a requirement that is intended to indicate your full participation in each of the workshops you select. Such 'full' participation includes not only turning up at the workshop on time and staying until it ends, but also reflecting on what you have learned from it. Completing a reflective log in relation to each workshop will also support your writing the three reflective written reports that you are required to include in your portfolio. For inclusion in your portfolio, you may, if you wish, cut and paste content from any of your reflective logs.

Reflective written reports are expected to be around 1000-1250 words each. *Where applicable* (sections 2 and 3 of the portfolio may not necessarily lend themselves to it), they should link to the UK Professional Standards Framework, and include evidence of your having drawn upon theoretical perspectives and/or published educational research and scholarship. These reflections will allow you to explore the nexus between research and teaching, and how this alignment can enrich the experience you offer students, enhance your own academic career, and inform your continued, career-long, development.

The reports should also:

- provide evidence of your clear understanding of your school's/department's or division's aims, and how your work is aligned with *Our Future*;

- refer to the national (and, where appropriate, the international) context of your academic activity. You should show awareness of the main external drivers and their impact on higher education in general, internationally, nationally or locally (e.g. university rankings; student fees structures; COVID-19-related legacy issues, such as increased student numbers or restricted international travel; the Brexit legacy of reduced numbers of European students). Such issues are not generally covered in HNAP workshops; you are expected to be aware of them since they are relevant to and impact upon the profession you have chosen, and on your own specific work and the role you hold.

Your portfolio content should be well organised, logically structured, clearly indexed, and concise. Statements of achievement should be supported by evidence (e.g. quotes from relevant colleagues; student feedback; recruitment figures relating to courses you have introduced).

The degree of reflection expected should, *where applicable*, include:

- A brief description of event/activity (sufficient to allow the portfolio assessors to judge your work)
- An indication of what was required of you (e.g. what skills were needed and, *if applicable*, how these link to the UKPSF)
- How you performed (e.g. what went well, what could be improved) in a problem-focused and strategic manner
- What you thought or felt (e.g. how did you interpret events; how did that make you feel?)
- How this affected others (e.g. their behaviour, their beliefs, their feelings)
- What the consequences were/are (e.g. short term, long term, for you, for colleagues, for students)
- How this can help you to achieve what you aspire to (e.g. planning for goal achievement, improving skills, learning, being happier, feeling less stressed)
- When it will be useful to review these goals/activities
- Action plan and associated timelines, clearly indicating how the plan will be executed and what additional resources are required.

Suggested topics are listed below, *but these are indicative only*. You may prefer to identify an issue or topic that more closely aligns with your academic role, remit and career aspirations.

## Some ideas for written report topics

### Inspirational Teaching (section 1 of the portfolio): 5 ideas

- Explore how you use online teaching and learning methods to complement current activities. Discuss the advantages and disadvantages of engaging with technology (e.g. dual delivery), and identify whether, and in what ways, you feel that it enhances or impoverishes student learning experiences.
- Develop an enquiry-based or problem-based learning activity. Assess success and/or limitations of the approach, based on student feedback.
- Prepare a case study reflecting on how you have managed one or more student(s) (this may involve an academic advising situation or scenario). Consider the success of the relationship, how you have managed changing expectations, and the importance of giving timely and appropriate feedback.
- Examine and reflect on the extent to which your teaching has engaged students – and in what ways. Consider what student ‘engagement’ means, and what it looks like, and how you can tell whether you’ve secured it. Why might some students have seemed more engaged than others? – and what did you do, or should you have done, to address this?
- Analyse the current teaching and learning provision that you deliver, and reflect on the curriculum design. Suggest areas for development, and identify any areas for your development (if applicable).

### Research Excellence (section 2 of the portfolio): 5 ideas

- In consultation with relevant colleagues (e.g. your mentor, line manager, HoD or head of division) prepare a plan for developing your own research programme for the next five years. Highlight the key questions or issues that you want to address; indicate key milestones, deliverables, your plan B (if things do not go as you would hope,) and routes for widespread dissemination or engagement.
- Determine how your research projects (or overarching programme) align(s) with the operational plan/strategic direction of your school, the faculty and wider university, as represented in *Our Future*.
- Prepare a research grant proposal and submit it for internal peer review. Reflect on feedback, and outline your action plan for developing it, and/or submitting it to external funders. Consider the extent to which the Faculty of Humanities [research engagement road map](#) has been helpful.
- Reflect on how you manage/have managed a successful research project (this may be a funded project, or, if applicable, your recent doctoral project). Highlight achievements, lessons learned, and areas for improvement, and how you will take these forward in future research. You may wish to draw upon the [Faculty of Humanities research engagement road map](#).
- In consultation with a senior colleague who has read one of your articles, papers or books/book chapters (published, or in pre-published draft form), analyse the text’s strengths and weaknesses. Consider how it might be improved, or how your next paper or book may be better. Consider ways in

which you may raise the standard of the text/future texts to increase its/their chances of one or more of the following: publication in a leading peer-reviewed journal; publication by your field's most prestigious publisher; attracting wider international readership; being REF-able.

### Citizenship, leadership and personal development (portfolio section 3): 5 ideas

- Prepare a statement indicating your contribution to supporting the academic work of one or more colleague(s). Include evidence of the impact of your support on the colleague(s), and of what *you* gained from the experience (e.g. a sense of achievement; satisfaction), as well as what, if any, difficulties it posed for you. Consider what you might do differently if you were to repeat the activity, and why.
- Critically analyse (identifying its strengths and weaknesses, including gaps), and update, your CV, align it to the relevant faculty promotions criteria and identify areas for development with your mentor, probation supervisor, line manager, or divisional or departmental head. Research your online academic identity, analyse and update your university web profile and consider other web 2.0 technologies that would increase your profile. Set up a *Google Scholar* profile if you do not have one.
- Reflect on, and discuss in your report, what you feel your priorities should be in relation to developing your profile as a successful academic in a Russell Group university, what you should start avoiding, or saying 'No' to, and, if applicable, what you should have said, but didn't say, 'No' to, and why. Develop a 'shopping list' of enhancements to your CV that are aligned with the promotions criteria for your career path (e.g. to be published in journal X; to join the editorial board of journals Y or Z; to receive a speaking or keynote invitation; to design and head up delivery of a new taught unit or programme; to receive an external examinership invitation; to undertake a social responsibility initiative or to incorporate a SR dimension into a unit that you teach). After gathering ideas from discussion with your school-assigned mentor, and from group chat with your cohort group informal mentor, reflect on ways of achieving this, ticking off items on your list.
- Reflect on an incident – positive or not-so-positive - that you have experienced involving collegial relations. Drawing on your research-informed knowledge and understanding of how to interact effectively with colleagues, analyse what went well or badly, and why. Consider why it went so well – or so badly. Consider whether the other person(s) involved is likely to share your assessment of the incident. Consider what, if anything, you might do differently – or what you might repeat - in similar interactions in the future. Consider what, generally, the incident has taught you about collegial relations.
- Consider and reflect on your identity as an academic. What nouns might you list as summing up how you see yourself (e.g. teacher, researcher, leader, workaholic, perfectionist, organiser, presidential fellow, senior tutor, high-flier, research star, intellectual)? How do your self-identity preferences influence how you approach and carry out your work? What do such preferences say about your nature, your priorities, what you value and what you don't value, and what matters to you and what is unimportant, etc.? On the basis of your answers to questions *such as* these, what roles within your school, or the wider university, do you feel you might be best suited to, in the future? Consider what your best skills are, and what you are not cut out for, and how you might channel these into activities that can support both your school, or the faculty or university, alongside your own career trajectory and profile enhancement.

## Academic CV and career action plan

We recommend preparing your CV in the University of Manchester required format ([see Appendix 5](#)), since **this is the format that you will be required to use when you submit your CV as part of any internal progression or promotion process**. Discuss your CV with your school-assigned mentor, line manager and/or divisional or departmental head, and prepare a career action plan outlining your aspirations and how you propose to realise them.

## Formal and informal feedback and reflections on your teaching or student supervision

You are required to include in section 1 of your portfolio both formal and informal feedback on your teaching or student supervision. Formal teaching observation should be carried out by a colleague (*ideally*, who holds a fellowship of the HEA), and can confirm that your teaching practice is effective and meets the requirements at descriptor level 2 of the UKPSF. The observer's feedback should be recorded on the teaching observation form ([see Appendix 4](#)).

You should also include in your portfolio, where available, peer feedback, mentor/probation supervisor feedback, and student feedback scores and additional informal feedback that you collect from your students.

Include, too, personal reflections on your performance and the feedback you have received, and the implications of this reflection for your future professional practice and plans for continued development.

## Record of participation on the HNAP

A record of your participation (i.e. the workshops in which you participate) will be kept by the HNAP administrative co-ordinator, Ms Sharon Newham, and can be accessed online by going to your [My Training and Development page](#).

Please visit <https://app.manchester.ac.uk/myprofile> and select 'My Training and Development'. Please note, there may be other courses, unrelated to the HNAP, which appear in your training record. Please ensure that you list only HNAP-related workshops on your record of attendance. All such workshops will start with HNAPXXX. Also see [Appendix 6: HNAP Record of Participation Template](#).

You should allow 10-12 days for your participation in a HNAP workshop to show up on your record, because the records are updated only after all the reflective logs (explained below) relating to that workshop have been submitted. All reflective logs are read by the HNAP team at the point of submission, and **you may assume that yours is satisfactory if you are not informed otherwise**; the HNAP team does not routinely provide feedback on reflective log content, since this reflects your own personal and subjective response to a workshop. Due to the time lag between participating in a workshop and your attendance/participation record being updated, you should not fear that a delay to updating your record implies that your reflective log has been deemed unsatisfactory – this is unlikely.

You should regularly discuss your record of participation in workshops, and progress in accruing HNAP units with your mentor, line manager, divisional or departmental head (for example, as part of your performance and development reviews [PDR]). Such discussion will ensure that relevant components of the programme are completed on time and that you are fully supported if any problems arise.

## Individual mapping of the UKPSF

To complete your portfolio and become a Fellow of the HEA it is essential to provide evidence of how you meet descriptor 2 of the [UK Professional Standards Framework \(UKPSF\)](#). [Please use the form provided in Appendix 2 to capture your evidence](#). This completed document is to be submitted with your portfolio and will be included in the total page count.

## Reflective learning logs

(not to be confused with the reflective written *reports* that must be included in your portfolio)

As indicated above, since reflection is a key component of participation in the HNAP, you are required to complete a reflective log in relation to every workshop in which you participate, and to submit this within one week of participation. **Only when this log has been submitted will you be deemed to have fully participated in the workshop and be awarded a unit or half-unit credit for it.** This reflective log-writing exercise should serve as preparatory work for writing the reflective reports that will be the main body of your portfolio content. It is acceptable to re-use the content of your reflective logs in your reflective reports, if you wish to do so. The process of reflecting and writing up your reflections is intended to be for your own benefit, to allow you to gather and clarify your thoughts on what you learned or experienced in the workshop; it is the final stage of workshop participation.

Prior to each HNAP workshop or online module in which you participate, identify your expectations of it – **which should reflect the ‘abstract’ published in the HNAP workshop menu**; it is clearly unreasonable to harbour expectations that lie outside the parameters of the content overview. In your reflective log, consider:

- whether the workshop met your reasonable expectations and needs,
- which – if any - elements of the UKPSF were covered,
- how you may integrate any of the information, advice or practical tips into your regular duties.

A form on which to record your reflections, and your assessment of the workshop or online module, [is provided in Appendix 1](#). Note that two different forms are provided – one relating to a face-to-face workshop and one relating to online modules. The key distinction is whether the unit was delivered by a person, or whether it took the form of asynchronous delivery: information conveyed online, through written text or images that were not presented in ‘real time’ by a person. You should select the appropriate form for the workshop or module in question, since one of the forms (relating to face-to-face workshops) asks you to assess the workshop facilitator’s expertise and delivery.

**Reflective learning logs that you submit will not be shared outside the HNAP team. They should not be included in your portfolio. You should therefore be confident in giving entirely honest feedback on the**

**workshop's content and the quality of delivery, knowing that what you write will not be shared in any way that allows you to be identified as the writer.**

## Submission and assessment of the portfolio

The portfolio should *normally* be submitted within two years of the date of your registration on the programme, but we recognise that colleagues with heavy teaching commitments that reduce their availability for participating in workshops may require 3 or even 4 years to complete the programme. Please submit your portfolio electronically, as an attachment saved as a pdf, to [HNAP@manchester.ac.uk](mailto:HNAP@manchester.ac.uk). There are two deadline submission dates each year (see p.13 for dates). **Please note that late submissions will not be accepted.** If you miss a submission deadline, your portfolio will be included in the batch of portfolios to be assessed after the *next* submission deadline.

Your portfolio will be assessed by trained academic assessors who hold HEA fellowship. We shall do our very best to give you a result within three months of your submission of the portfolio. *However, we do not guarantee to adhere to this timeframe*, since we often struggle to secure qualified portfolio assessors who have the workload capacity to take on the assessment and complete it in a timely fashion. Our portfolio assessors earn no workload points for this work, so we are entirely reliant on collegial goodwill.

All portfolios are independently double-marked and if a decision cannot be reached between the two assessors then the HNAP academic co-ordinator, Professor Claire McGourlay, will make a final decision. To ensure parity across all three faculties' NAPs in relation to awarding HEA fellowships, samples of assessed portfolios are submitted for moderation by the university's external reviewer. Only after this external moderation process are all portfolio assessment outcomes considered final, and HEA fellowship status confirmed.

Your submitted portfolio will be graded (provisionally, until the external assessment process has been completed) as a *pass* or *refer*. [The assessment criteria for the programme are provided in Appendices 7 and 8.](#) In the case of a referral – *which is not unusual* - you will be given feedback on how that decision was determined and what needs to be done to secure a pass. **Re-submission of the portfolio must be made within six months of receiving the assessed grade and the accompanying feedback. Failure to meet the resubmission deadline may affect decisions relating to your probation.**

To ensure robust quality assurance and university oversight of the assessment process, judgements relating to awards of HEA fellowship are moderated by the university's NAP external reviewer and ratified by the University NAP Assessment Panel. The panel comprises NAP leads from all three faculties and the external reviewer, and is chaired by Professor Judy Williams, who is both the associate vice-president for teaching, learning and students, and the academic director of the university's Institute of Teaching and Learning.

As completion of the programme is a probationary requirement for new academics, **you should be aware that we may submit your assessment portfolios to your line manager, departmental or divisional head, HoS, or probationary committee members.**

## Advance HE professional integrity statement

As part of the process of attaining HEA fellowship you are asked to confirm that you have written the case for fellowship (i.e. section 1 of your HNAP portfolio) independently, and that the information you have provided genuinely reflects your own practice. If the professional integrity of any application is in question, the application will be rejected. Submitting your application will indicate that you have read and understood the following statement:

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

## GDPR and Advance HE privacy policy

Following the implementation of GDPR, you should be aware that at the time of the successful outcome of your fellowship application, some of your personal data, including your name and email address, will be supplied to Advance HE, in order to trigger your fellowship registration and certificate being recorded on the Advance HE MyAcademy database (<https://www.heacademy.ac.uk/my-academy-manage-your-higher-education-academy-experience>).

**By submitting your HNAP portfolio you are confirming your agreement to this data-sharing.**

To access the full privacy policy from Advance HE please see here: <https://www.advance-he.ac.uk/privacy>. More information on GDPR and GDPR advice and guidance at the University of Manchester are available here: [www.staffnet.manchester.ac.uk/igo/](http://www.staffnet.manchester.ac.uk/igo/)

To access the full privacy notices from the University of Manchester, please see here: <https://www.manchester.ac.uk/discover/privacy-information/data-protection/privacy-notices/>

## Appeals and complaints process

Being accredited by Advance HE, the NAP assessment panel confirms the award of fellowship, or that minor amendments are required, or a new submission is required. In the case of minor amendments, the panel may agree that these will be reviewed and agreed by the chair and the external reviewer. Individuals have the right to appeal the decision of the university NAP assessment panel.

Any complaints regarding the delivery or assessment of the HNAP should in the first instance be made informally to Professor Claire McGourlay, the HNAP academic co-ordinator.

## Programme evaluation

The HNAP is evaluated at three levels. As indicated above, after participating in each workshop you are required to complete a reflective log form, which includes a short section for your feedback in the form of your reactions to and extent of satisfaction with the workshop. In addition, on completion of the HNAP in its entirety, you will be asked to complete an overall HNAP feedback questionnaire allowing you to reflect

on whether, and in what ways, the programme in its entirety has met your needs and supported you in your academic duties. The HNAP will be evaluated once per year and the participant pass rate, satisfaction ratings and panel members' views of how well the programme is meeting its intended learning outcomes will be reviewed. Each year the Faculty of Humanities leadership team, led by the dean of faculty, receive and consider a report on the HNAP, and indicate the extent of their satisfaction with the programme, and whether they require modifications to it.

## Continuing professional development beyond the HNAP

The HNAP has been accredited by the Higher Education Academy since 2010. The content and quality of the programme has been verified by the HEA (now known as Advance HE). Once you have successfully completed the programme you will be confirmed as a Higher Education Academy Fellow.

As a Fellow of the HEA it is your responsibility to ensure that you remain in good standing and continue to work in accordance with the standards indicated by descriptor 2 of the UKPSF and adhere to the [Code of Practice for Fellows](#).

We also encourage you to continue your teaching professional development journey through the [Leadership in Education Awards Programme \(LEAP\)](#). This engagement will allow you to gain further CV-enhancing recognition, since LEAP is accredited by Advance HE to award senior and principal HEA fellowships.

If you hold – or have aspirations to transfer in the future to – a teaching and research (T&R) contract, you are expected to sustain a high level of research activity that is commensurate with the standards expected of academics at your career stage, working in Russell Group universities. A range of research-focused development opportunities – many of them annual or single events - are available within the Faculty of Humanities (often within each school) and the wider university, including research-focused seminars and workshops, and you should participate in as many as possible of these that are relevant to your disciplinary field. You are also strongly advised to engage with your wider disciplinary research communities – nationally and internationally – through fora such as conferences, webinars and learned society events. All T&R academics are expected to produce *at least* four research outputs of sufficiently high quality to be included in the university's submissions to the research excellence framework (REF) audit (the next REF is expected to be in 2027), but, consistent with the university's vision, *Our Future*, we urge you to strive for continued excellence in your research activity, always developing as a researcher, and always aiming to produce the most rigorous, original and significant research that you are capable of producing. By doing so, without being fixated on the REF, you will find yourself producing REF-able research.

We hope, too, that, throughout your career at the University of Manchester, you will endeavour to incorporate social responsibility into your research or/and your teaching activity, reflecting one of our core values. And we encourage you also to develop, as your career progresses, the citizenship- and service-focused aspects of your work, so that you become one of those most valued members of staff who contributes to sustaining and enriching our faculty and university community.

A dedicated Faculty of Humanities academic and research staff development website is expected be available from the summer of 2022. Here you will find a calendar of forthcoming professional development events and programmes, and information on their content, and you will be able to book places online. If

you, in turn, are involved in organising any professional learning and development events, or support/interest groups, you may apply to have your group activities or events publicised on the website calendar.

We wish in particular to highlight continued development opportunities through participation, post-HNAP, in the [PG Cert. in Higher Education](#), and in programmes and events organised under the aegis of the university's [Institute for Teaching and Learning](#).

The HNAP, then, should be just the start of your career-long professional development as an academic. We have designed it in the expectation that it will set you out on the right path.

## Further resources from Advance HE

- [UK Professional Standards Framework \(UKPSF\)](#)
- [Dimensions of the UKPSF](#) - further support and explanation about the UKPSF criteria
- [HEA Knowledge Hub](#) a useful starting point for educational theory and HE 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 HEA fellow.

## Appendix 1: HNAP workshop reflective log forms

Form 1

### Humanities New Academics Programme (HNAP)

#### Workshop Reflective Log (face-to-face unit)

Since reflecting on what you have learned is an important feature of professional development, we require you to complete this form in relation to each HNAP workshop in which you participate. Reflecting on the session will help you in writing your summative portfolio. What you write below will not be shared beyond the HNAP team in any way that allows you to be identified as the writer.

Please submit this form within one week of attending the unit (a reflective log must be submitted for each of the workshops you attend) to [HNAP@manchester.ac.uk](mailto:HNAP@manchester.ac.uk). **Only upon receiving your completed form will your attendance at the unit be recorded.**

**THIS FORM SHOULD BE USED ONLY IN RELATION TO HNAP WORKSHOPS DELIVERED BY A LIVE FACILITATOR, IN PERSON OR THROUGH ZOOM, TO MULTIPLE PARTICIPANTS. FOR WORKSHOPS DELIVERED ASYNCHRONOUSLY ONLINE, AND IN WHICH YOU PARTICIPATED ALONE, WITH NO OTHER PARTICIPANTS PRESENT, USE REFLECTIVE LOG FORM 2.**

Name:	Click or tap here to enter text.
Workshop Title:	Click or tap here to enter text.
Date Attended:	Click or tap to enter a date.
How would you rate session overall?	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
excellent      good      average      poor      very poor	
How would you rate the subject expertise of the speaker(s)?	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
excellent      good      average      poor      very poor	
How would you rate the ability of the speaker(s) to engage you in the topic?	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
excellent      good      average      poor      very poor	

What did you learn? (*Where appropriate\**, outline your reflections on which elements of UKPSF were covered.)

Click or tap here to enter text.

How will you apply this learning to your practice? (*Where appropriate\**, you may consider how you expect to use this learning to build evidence of meeting the UKPSF.)

Click or tap here to enter text.

What are the implications for your personal development over the next 1-3 years of your participation in this workshop?

Click or tap here to enter text.

In your view, should this workshop be offered in next year's HNAP?

definitely

probably

not sure

probably not

definitely not

Do you have any additional comments / feedback about the workshop content or delivery?

Click or tap here to enter text.

**\* Workshops within the *Excellence in Research* and the *Citizenship, Leadership and Personal Development* strands of the programme may not lend themselves to being assessed in relation to alignment with the UKPSF.**

Form 2

## Humanities New Academics Programme (HNAP)

## Workshop Reflective Log (asynchronous online module)

Since reflecting on what you have learned is an important feature of professional development, we require you to complete this form in relation to each HNAP workshop in which you participate. Reflecting on the session will help you in writing your summative portfolio. What you write below will not be shared beyond the HNAP team in any way that allows you to be identified as the writer.

Please submit this form within one of attending the unit (a reflective log must be submitted for each of the workshops you attend) to [HNAP@manchester.ac.uk](mailto:HNAP@manchester.ac.uk). **Only upon receiving your completed form will your attendance at the unit be recorded.**

**THIS FORM SHOULD BE USED ONLY IN RELATION TO HNAP WORKSHOPS DELIVERED ONLINE, AND IN WHICH YOU PARTICIPATED ALONE, WITH NO OTHER PARTICIPANTS PRESENT. FOR WORKSHOPS DELIVERED BY A LIVE FACILITATOR, IN PERSON OR THROUGH ZOOM, TO MULTIPLE PARTICIPANTS, USE REFLECTIVE LOG FORM 1.**

Name:	Click or tap here to enter text.
Workshop Title:	Click or tap here to enter text.
Date Attended:	Click or tap to enter a date.
How would you rate session overall?	
<div style="text-align: center;"> <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/> </div> <div style="text-align: center;">           excellent      good      average      poor      very poor         </div>	
What did you learn? – ( <i>Where appropriate*</i> , outline your reflections on which elements of UKPSF were covered.)	
Click or tap here to enter text.	
How will you use this learning to enhance your practice? ( <i>Where appropriate*</i> , you may consider how you expect to use this learning to build evidence of meeting the UKPSF.)	
Click or tap here to enter text.	
What are the implications of your participation in the workshop for your personal development over the next 1-3 years?	

<p>Click or tap here to enter text.</p>
<p>In your view, should this workshop be offered in next year's HNAP?</p> <p><input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/>      <input type="checkbox"/></p> <p>definitely    probably    not sure    probably not    definitely not</p>
<p>Do you have any additional comments / feedback about the workshop content or delivery?</p> <p style="text-align: center;">Click or tap here to enter text.</p>

**\* Workshops within the *Excellence in Research* and the *Citizenship, Leadership and Personal Development* strands of the programme may not lend themselves to being assessed in relation to alignment with the UKPSF.**

## Appendix 2: HNAP exemption application form

Partial exemption from HNAP participation	
<p>This form should be used to apply for partial exemption from the Humanities New Academics Programme (HNAP).</p> <p>Please complete the relevant sections (1-5 only) of this form, and submit it, together with a copy of your HEA fellowship certificate, to <a href="mailto:HNAP@manchester.ac.uk">HNAP@manchester.ac.uk</a>. Your application will be considered by the academic HNAP co-ordinator, who makes decisions about exemption requests on a case-by-case basis, and may consult with your mentor or head of school. You may expect a decision within 14 working days.</p>	
1. Name	
Click or tap here to enter text.	
2. Email address	
Click or tap here to enter text.	
3. Year in which you became an HEA fellow	
Click or tap to enter a date.	
4. Level of fellowship (please select from the options)	
Choose an item.	
5. I confirm that the information I have given is correct to the best of my knowledge.	
Name	Date
Click or tap here to enter text.	Click or tap to enter a date.
Approved	
Academic co-ordinator of HNAP	Date
Click or tap here to enter text.	Click or tap to enter a date.
<p>Please submit this completed form, together with a copy of your HEA fellowship certificate, to <a href="mailto:HNAP@manchester.ac.uk">HNAP@manchester.ac.uk</a>. The form must be submitted within a month of your contract start date, or of the 2021/22 programme commencement date: 03/11/2021</p>	

## Appendix 3 Individual Mapping of the UKPSF

To complete your portfolio and become a fellow of the HEA it is essential that you provide evidence of how you meet the UK Professional Standards Framework at Descriptor Level 2. Please use this form to capture your evidence. This completed document is to be submitted together with 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 or research.
- 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.

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

Areas of Activity	Show where you demonstrated critical reflection on these elements within your portfolio narrative	Cross reference to portfolio page number where appropriate
<i>A1: Design and plan learning activities and/or programmes of study</i>		
<i>A2: Teach and/or support learning</i>		

<p><i>A3: Assess and give feedback to learners</i></p>		
<p><i>A4: Develop effective learning environments and approaches to student support and guidance</i></p>		
<p><i>A5: Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.</i></p>		
<p><i>K1: The subject material</i></p>		

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

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

To view a copy of the UKPSF, please visit <https://www.heacademy.ac.uk/ukpsf>

## Appendix 4: Peer review / authentication of teaching practice form

Please use the following [link](#) to access the most up-to-date form.

## Appendix 5: University CV template

Please use the following [link](#) to access the most up-to-date template.

## Appendix 6: HNAP record of participation template

### Humanities New Academics Programme Portfolio Submission

1. Participant details:

Name:.....

Job title (e.g. senior tutor, presidential fellow, lecturer) .....

Academic year of HNAP registration (e.g. 2020-21; 2021-22): .....

Contract type (T&R; T&S; R):.....

School:.....

Division or department:.....

Email address:.....

2. Attendance Checklist:

**PLEASE ADD ADDITIONAL ROWS IF REQUIRED**

	Unit ref. no.	Title	Date of participation	Unit(s) accrued
1.	HNAPIT1	Introduction to the programme		1
2.				
3.				
4.				
5.				
6.				
7.				
8.				

9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				

## Appendix 7: HNAP portfolio assessment template

(This is what the assessors of your portfolio will be asked to complete.)

Applicant		Reference: HNAP	
Assessor #1:		Date:	
		Inspirational Teaching	Outcome: Pass / Refer
		Excellence in Research	Outcome: Pass / Refer
		Citizenship, leadership and personal development	Outcome: Pass / Refer
Assessor #2:		Date:	
		Inspirational Teaching	Outcome: Pass / Refer
		Excellence in Research	Outcome: Pass / Refer
		Citizenship, leadership and personal development	Outcome: Pass / Refer

Descriptor relating to Professional Values	
Descriptor 2. III	A commitment to all the professional values

Assessor #1 Comments:	Accept / Refer / Borderline
Assessor #2 Comments:	Accept / Refer / Borderline

Descriptors relating to Areas of Activity	
Descriptor 2. I	Successful engagement with all five areas of activity
Descriptor 2.IV	Successful engagement in appropriate teaching practices related to the areas of activity
Assessor #1 Comments:	Accept / Refer / Borderline
Assessor #2 Comments:	Accept / Refer / Borderline

Descriptors relating to Core Knowledge	
Descriptor 2. II	Appropriate knowledge and understanding across all aspects of core knowledge

Descriptor 2. V	Successful incorporation of subject and pedagogic research and/or scholarship within activities as part of an integrated approach to academic practice
Descriptor 2.VI	Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.
Assessor #1 Comments:	Accept / Refer / Borderline
Assessor #2 Comments:	Accept / Refer / Borderline

<p>Is adequate engagement with research evidenced?</p> <p>Comments:</p>
<p>Is adequate engagement with personal, citizenship and leadership development evidenced?</p> <p>Comments:</p>

If the portfolio is borderline or assessed as being referred, please indicate in the box below what the colleague needs to address for the portfolio to be accepted.

If the portfolio is assessed as a pass, please note in the box below any specific comments relating to its strengths.

Assessor #1

Assessor #2

	Assessor #1	Assessor #2
Does the supporting documentation/ authentication of practice corroborate the application?		
Sign / Date		

## Appendix 8: Assessment criteria for the reflective reports within the HNAP portfolio, and mapping exercise

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

Criteria relating to	Criteria likely unmet in a <i>refer</i> grading	Criteria for securing a <i>pass</i> grading
Reflective reports	Does not address or outline a clear focus, problem or task in the report. No clear objective or context setting with HE theoretical perspectives, institutional or external frameworks or strategies	Clearly defines the report focus, problem or task. Demonstrates clarity and consideration of contextual issues, including how their work integrates with HE theoretical, institutional and external frameworks and strategies.
	Very little reflection on knowledge, skills and values used in academic practice or evidence of references to learning through the programme, relevant literature, university policy, UKPSF	Report integrates knowledge, skills and values related to own academic practice with thorough and appropriate reference to learning through the programme, relevant literature, university policy, and UKPSF.
	Inadequate collection or analysis of information to inform a critical evaluation of their approach. Report is limited to personal views and lacks input from others.	Robust collection and analysis of information allowing critical and balanced evaluation of the approach taken. Objective and evidence-based reflections on their own knowledge, skills, and behaviours gained through consultation and feedback from colleagues and students.
	Conclusions or final outcomes not clearly communicated and the implications for future practice are unclear.	Conclusion or final outcomes are logically developed, including the impact of their academic practice. The implications for future practice are explicitly stated and a short to medium term action plan with a process for follow up and review is outlined.
Wider portfolio	No evidence of wider professional development activities beyond the NAP programme	Clear evidence of wide range of professional development activities, showing a commitment to enhancing academic practice.

(CV, CPD, formal teaching observation)	No evidence of critical reflection or understanding of how their academic practice links to the UKPSF	Evidence of critical reflection and clear understanding of how their academic practice links to the UKPSF.
	Incomplete record of workshop attendance, including late arrivals at workshops and/or early departures.	Complete record of workshop attendance.
	No evidence of evaluation of own teaching beyond personal viewpoint.	Evaluation of teaching activities including peer observation and feedback, student feedback including self-reflection on implications for future practice.

## Appendix 9: Our Future - University of Manchester goals and research strategy

### The University of Manchester Strategic plan

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

### Our people, our values

We will:

- be a university to which our students, staff and alumni are proud to belong, and where our values unify us in what we do and how we do it;
- be a place where people can achieve great things, with the finest possible conditions for our staff and students to do what they do best and work together as one connected community;
- embed sustainable, responsible approaches in all our practices, enabling every one of our people to play a part in a healthier future for our University and planet;
- be committed to equality and diversity, and to equal opportunities for all;
- set high expectations of ourselves and hold each other to account for delivery

### Research and discovery

We will:

- be a world-leading source of new knowledge, excelling in discovery and application;
- build on our record of path-breaking interdisciplinary research;
- bring the world's best people together, combining expertise from across disciplines to understand and find new solutions to society's biggest questions;
- provide a creative, ambitious and supportive environment in which researchers at every career stage can develop into and thrive as leaders in their chosen field.

## Teaching and learning

We will:

- meet the diverse future needs of society through flexible, personalised and interdisciplinary educational experiences that develop and apply new methods of teaching and learning, and promote lifelong learning;
- challenge our students to learn without boundaries in a research-intensive environment, gaining digital, creative and ethical leadership skills, and a global perspective;
- work in partnership with our students, inspiring them to build their own unique student experiences in a framework of excellence and social and civic responsibility;
- build on our record of inclusion by breaking down barriers to higher education and boundaries to learning.

## Social Responsibility

We will:

- be a university where every person is able to make a difference;
- be recognised globally for our distinctive work and reputation across our full range of activities;
- address social and environmental challenges through our research, teaching and learning, public engagement, and campus operations.

## Innovation

We will:

- be recognised globally as Europe's most innovative university;
- create a world-leading innovation campus, where tomorrow's solutions are developed and realised;
- be celebrated as a hive of commercial and social enterprise.

## Civic engagement

We will:

- be recognised as a university that creates opportunity for our whole community through transformative education, research and engagement;
- be an international exemplar for pioneering civic collaborations that deliver health, social, environmental and economic benefits for all, in a city region with a clear sense of place;
- be a leading cultural and creative partner for our region, integral in securing Manchester's place as one of the world's most vibrant and welcoming cities.

## Global influence

We will:

- produce a step change in our high-quality research through international collaboration, sharing facilities and knowledge with select international partners;
- double the proportion of our business research income from international sources;
- increase the geographic and socioeconomic diversity of our intake;
- enhance our reputation as a member of the world's leading group of universities by communicating the distinctive benefits we bring to the world;
- be recognised for European and global leadership in developing the influence of the international university sector;
- engage our staff, students, alumni and partners around the world as influential advocates for our activities.

## Appendix 10: Useful reading

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

## Additional useful sources of literature and/or information:

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

The following academic journals publish a range of potentially useful articles:

- *Teaching in Higher Education* <https://www.tandfonline.com/toc/cthe20/current>
- *European Journal of Higher Education*
- *Studies in Higher Education*
- *Journal of University Teaching and Learning Practice*  
<https://ro.uow.edu.au/jutlp/latestnews.html#S14>
- *Higher Education*
- *Higher Education Research and Development*
- *Advancing Scholarship and Research in Higher Education* <https://asrhe.org/index.php/asrhe>