

Humanities New Academic Programme Handbook – Dean’s Welcome Statement

Welcome to 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. I am delighted that you have chosen to join us and I look forward to meeting you soon.

The Faculty of Humanities is one of three Faculties within the University and consists of five Schools which contain the largest and most diverse grouping of Humanities researchers and teachers in the U.K. Our activity spans 36 disciplines, with subjects as diverse as business and management, social sciences, law, education, environment and development, and arts and languages. We are home to around 16,800 students, including 1,048 Postgraduate Researchers and over 4,300 Postgraduate Taught students which make us larger than some medium-sized Universities in the U.K. Some 4,800 of our students are international and we teach a further 2,800 students in our overseas centres.

Our size marks us out within the Higher Education sector and enables us to offer our academic staff a wealth of opportunities in terms of career development, knowledge transfer and day-to-day support, whilst contributing to the achievement of *The University of Manchester’s Strategic Vision 2020*.

As a Faculty, we are highly ambitious, and we have recruited you to join our 1,290 Academic and Research Staff because we believe you can help us achieve those ambitions. Within the Faculty, and the University as a whole, we strive to create an environment that enables you to reach your full potential so that as a Faculty and University we can all succeed. Through the Humanities New Academic Programme, we will provide you with the practical information and support you will need to undertake your role. In this handbook you will find the information to support you in your first few months and beyond.

Throughout the programme you will be supported by our Programme Directors, Michael O’Donoghue and Anindita Ghosh, who are on hand to answer any queries you may have.

I hope you have every success in your career at The University of Manchester and that you enjoy being a part of the Faculty of Humanities.



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

September, 2017

Introduction

Welcome to the New Academics Programme in the Faculty of Humanities (HNAP). The programme is an important part of the support given to you by the University of Manchester. We aim to equip you with knowledge and techniques which you will find useful during your teaching and which will help you to develop your career, while also promoting and achieving the University's ambitious and wide ranging goals. An academic career at the University of Manchester involves a broad range of tasks including: teaching, research, student support, engaging with the social responsibility agenda of the university, knowledge transfer and academic management. This programme has been designed to support your work in relation to the full breadth of tasks associated with your post.

HNAP is the Faculty's pathway within the University's New Academics Programme. Under University policy, completion of the programme is obligatory for colleagues on probationary contracts. We know, and assume, that you come to HNAP in possession of a wide range of skills that are already relevant to your post. The ethos of the programme, therefore, is that we are all contributors to it. As such, it has been designed to be more than simply a formal obligation for either staff members or the University. It is a programme that aims to support your academic life and goals. It contains practical advice on teaching from award-winning lecturers across the University, and experience-sharing from top researchers, as well as units that will provide important information on the way the University – and English Higher Education in general - is organised.

The New Academics Programme is accredited by the Higher Education Academy (HEA) and aligned with the UK Professional Standards Framework (UKPSF). HEA accreditation gives you membership of the UK's professional recognition scheme. On successful completion of HNAP you will automatically become a Fellow of the Higher Education Academy (FHEA) and can add those letters after your name.

Successful completion of HNAP requires some elements of assessment collated into an "HNAP portfolio". The assessment tasks are based on the idea that the best way to demonstrate your development is through the normal duties you fulfil and reflecting upon their effectiveness, rather than through additional tasks designed specifically for the purpose of the programme. By developing your skills, by providing relevant practical information, and by integrating your own development with your regular duties, we hope that progressing through the programme will provide genuine benefits for you as a participant. Naturally, those with whom you interact in your professional capacity will also benefit: students, colleagues and the general public.

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

On behalf of the Faculty of Humanities,

Mike O'Donoghue
Anindita Ghosh

Academic Co-ordinators of HNAP

New Academics Programme for staff in the Faculty of Humanities

Contents	Page
1. General programme information	5
1.1 Eligibility: Who is the programme for?	5
1.2 Programme aim and context	5
1.3 UK Professional Standards Framework	5
1.4 Higher Education Academy Accreditation	6
1.4.1 The Relationship between HNAP and The HEA	6
1.5 Probation and mentors	7
1.6 Exemptions	7
1.7 Content and delivery	8
1.8 Timetabling of units	10
1.9 Completion of the programme	10
1.9.1 Attendance	10
1.9.2 Participation	11
1.9.3 Submission of the HNAP portfolio: HNAP Assessment	11
1.9.4 Portfolio Assessment: Pass or Refer	12
1.9.5 Criteria for Portfolio Assessment Tasks	12
1.9.6 Deadline for Submission of Portfolio	13
1.10 Teaching observation	13
1.11 Additional HNAP resources	13
2. Contacts within the Faculty of Humanities	13
3. Co-ordination of University level framework	14
4. Programme structure	15
5. Timetable for the Programme	16
6. Description of units	19
7. HNAP End of Year Dinner	26
8. Approaching Teaching and Learning: An overview of the S sessions	26
9. Approaching Research: An overview of the R and KT sessions	27
10. Creating your HNAP Portfolio	31

Annex A Mini Case Study Assessment Document Template	34
Annex B Video Log Assessment Document Template	36
Annex C HNAP Portfolio Assessment Framework	37
Annex D Specimen Peer Review of Teaching form	39
Annex E Exemption Form	44
Annex F Portfolio Checklist	45
Annex G Recommended Reading	46
Annex H UK Professional Standards Framework (UKPSF)	48

How to use this handbook

The HNAP handbook has been assembled to complete a number of functions. Firstly, you can use this as a schedule for the programme and its different elements; dates and times for each of these are provided within and summarised in section 5 (pages 16, 17 and 18). Secondly, you should use this as a reference document. The details of the contributors to the programme are listed and can be contacted if and when you need to do so. A number of suggested readings are also provided which may support your individual reflection on many of the programme themes and which may have value when putting together your portfolio. You will also find the templates and forms needed for your portfolio creation, for a teaching session review, and for any exemptions from the programme you wish to apply for, in the appendices. Thirdly, you can use this handbook as a guide as it includes points and ideas on how to approach the themes of the programme, how to reflect on your academic practice, and how to generate a successful portfolio of your experience as a new academic at the University of Manchester.

1. General programme information

1.1 Eligibility: Who is this programme for?

HNAP is a requirement for all academic staff - lecturers, research fellows and teaching fellows - who are on *permanent*, probationary contracts. HNAP fits within the University-wide Framework for the New Academics Programme. The different Faculties have slightly different variations of the programme but all are approved by the Board of Studies (see Section 3) and are accredited by the Higher Education Academy (HEA).

Note: By the request of their Schools, lecturers and teaching fellows who are on three (or more) year fixed term contracts may attend HNAP. Research associates or fellows on three (or more) year fixed term contracts can access courses for research staff provided by the Humanities Researcher Development Team. For more details contact Dr Eljee Javier, Research Staff Development Officer (Eljee.Javier@manchester.ac.uk). Research associates or fellows should not normally attend HNAP, although they may apply to take individual units to supplement the Researcher Development programme.

Your school will inform the HNAP administrative co-ordinator of your eligibility, and send you an enrolment form which you should complete in advance of joining the programme.

1.2 Programme aim and context

The programme has two main goals. The first is to equip new academic staff to operate effectively within the University of Manchester in relation to the full range of tasks associated with their post. The second goal is to encourage staff to reflect upon the various aspects of their academic role and to think strategically about their career development. The successful completion of the programme constitutes a normal requirement of the University's probation process and probationary staff are therefore given a reduced workload. Please consult your *Work Allocation Model* for details. If you have any questions regarding your model, please contact your School Administrator.

1.3 UK Professional Standards Framework

HNAP is aligned with the [UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education](#) as set out by the HEA (see also Annex F).

The aims of the Framework are as follows:

1. To support the initial and continuing professional development of staff engaged in teaching and supporting learning.
2. To foster dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic and/or professional sessions.
3. To demonstrate to students and other stakeholders the professionalism that staff and institutions bring to teaching and support for student learning.
4. To acknowledge the variety and quality of teaching, learning and assessment practices that support and underpin student learning.
5. To facilitate individuals and institutions in gaining formal recognition for quality-enhanced approaches to teaching and supporting learning.

1.4 Higher Education Academy Accreditation

The Humanities New Academics Programme is accredited by the Higher Education Academy (HEA). HEA accreditation constitutes the UK's professional recognition scheme that provides you with “a portable asset that gives public recognition of your expertise and commitment to the student learning experience” (HEA). On successful completion of HNAP you will become a Fellow of the Higher Education Academy (FHEA) and can add those letters after your name. On completion, the HNAP administrator will arrange your Fellowship directly with the HEA on your behalf. More information is available at: <https://www.heacademy.ac.uk/professional-recognition>.

HEA accreditation is a peer based process which supports institutions in their development of professional development activity. As such, it provides external confirmation that the University of Manchester's continuing professional development (CPD) provision is aligned with the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education and enables participants to engage with the standards at the appropriate descriptor. Participants wishing to develop this focus further can work towards becoming Senior Fellow and Principal Fellow of the HEA - please ask the HNAP coordinators for further information on these awards and how to attain them. Participants who joined HNAP before 2008 and who wish to apply for HEA recognition are encouraged to follow the Individual Route of the Professional Recognition Scheme.

1.4.1 The relationship between HNAP and the HEA

Areas of activity	Course unit
A1. Design and planning of learning activities and/or programmes of study	S3, S7, S9, S10, RS5
A2. Teaching and/or supporting student learning	R2, S3, S4, S9, S10, RS5
A3. Assessment and giving feedback to learners	R2, S2, S6, S9, S10, RS5
A4. Developing effective environments and student support and guidance	G1, R2, S2
A5. Integration of scholarship, research and professional activities with teaching and supporting learning	G1, R2, S3, S4, S7, RS5
A6. Evaluation of practice and continuing professional development	G2, R1, S3, AM1
Core knowledge - Knowledge and understanding of:	
B1. The subject material	S3, S4, S7
B2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	S3, S4, S7, S10
B3. How students learn, both generally and in the subject	S3, S4, S6
B4. The use of appropriate learning technologies	S3, S4, S6, S9, S10
B5. Methods for evaluating the effectiveness of teaching	G1, S8, S6
Professional values	
C1. Respect for individual learners	R2, S1, S2, S4
C2. Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice	R1, S3, S4, S7, S10, RS5
C3. Commitment to development of learning communities	S3, S10, KT2
C4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity	G1, R2, S1, S2, AM5, KT2
C5. Commitment to continuing professional development and evaluation of practice	S1, S6, AM1

1.5 Probation and mentors

Most staff who take HNAP are on probationary appointments and take the programme as part of their probationary requirements. The University's policy on probation is set out in the document *Probationary Arrangements for Newly Appointed Academic Staff* (see <http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=40>). You should study this document to ensure that you are clear that its requirements are being met and by whom.

Your School should appoint two members of staff who have particular responsibilities in guiding you through the probationary policy:

- (i) A '*Probation Supervisor*' (this term itself is unlikely to be used). Usually the role will be performed by your line manager, e.g. your head of discipline area or subject area. This senior member of staff is responsible for overseeing your induction into the University and for helping to interpret your probation objectives. Your Probation Supervisor should conduct your annual Personal Development Review.
- (ii) A *Mentor*. This will be a member of staff in your School – usually in your own discipline – who is senior to you but is not in a managerial relationship with you: i.e. neither a head of school nor a head of discipline/subject area may act as a mentor. This role is defined in the policy as being 'that of *confidant* and critical friend as well as of understanding and trusted colleague'.

The University's policy on probation states that "satisfactory completion of this programme is normally required as part of the probationary process. The allocation of duties and time ... should ensure that the probationer has time to participate in the New Academics Programme" (*Probationary Arrangements for Newly Appointed Academic Staff*). This is one reason why the same document stipulates reduced teaching and administrative workloads for probationary staff.

The mentor's official duties include advising the probationer on the requirements of the New Academics Programme and assisting in the compilation of the portfolio. In the case of HNAP, many units specifically require discussion with the mentor, who is required to sign the assessment proforma to certify that this has taken place. On our HNAP website, your mentor can find further information and guidance on their role in relation to the programme: <http://www.humanities.manchester.ac.uk/humnet/our-services/teaching-and-learning/hnap/>

1.6 Exemptions

Exemptions on HNAP operate at two levels; exemption from attending specific elements, and exemption from submission of specific elements in the assessed portfolio. It is possible to apply for exemption from one or more units of HNAP, but this will only be granted in circumstances where: a) participants are HEA fellows, HEA associate fellows, hold a PGCert HE or a Masters degree in Education or higher inclusive of Higher Education study, hold a formal teaching qualification in Higher Education, or received an attendance certificate from the Economics Network New Lecturer workshop; AND b) the applicant's Head of School and mentor have proposed exemption from that unit(s). Under no circumstances can exemptions be granted for any units which relate specifically to the University of Manchester. Manchester-specific units are G1, G2, S1, S8, AM1, AM2, TMS9, AM4, AM5, AM6, KT2, Blackboard and Turnitin.

We recognise the following documents as evidence to support your exemption request: PGCert HE certificate, Masters in Education Certificate or higher degree award with indication of Higher Education study components, or HEA certificate.

Lecturers on a teaching-focused contract are automatically exempted from:
R1 (assessment)

R2 (attendance & assessment)
R3 (attendance & assessment)
R4 (attendance & assessment)
KT1 (assessment)

NB - It is strongly recommended that you consider attending these units, even if you are automatically entitled to exemption from them. Due to the possibility that you may change to a Teaching and Research contract, you may find them useful for your career development. Additionally, if you do change to a Teaching and Research contract while enrolled on HNAP, you will be required to attend these units and submit the related assignments in order to complete the programme, regardless of any previous exemptions. You should inform the HNAP administrator and coordinators of any change in your contractual status during your participation in HNAP and discuss any changes to your participation which may result.

HEA fellows can request exemption from attendance and assessment of S2, S3, S4, S6, S7, S9, S10, RS5.

HEA associate fellows must provide details of the assessment strands chosen for their previous training; exemption may be granted for a maximum of five HNAP units based on the individual's chosen assessment strands and in discussion with the HNAP Academic Co-ordinator. On considering the assessment strands, the Academic Co-ordinator will determine which HNAP units the participant can be exempt from attending.

Participants holding a PGCert HE, Masters in Education inclusive of HE, or a higher degree such as an EdD or PhD in Education inclusive of HE study, can apply for exemption from S3, S4, S6, S7, and S10. Those holding a formal teaching qualification in HE issued from a recognised higher education establishment can apply for exemption from S3, S4, S6, S7, and S10.

Those in receipt of an attendance certificate from the Economics Network 'Effective Economics, Teaching in Higher Education' workshop can apply for exemption from *attendance* of S3, S4, S6, S9. You will need to complete the written assignments of these units for the Portfolio.

The form used to apply for exemption is available in Annex C and from the HNAP BlackBoard site. Forms are to be approved and signed by your assigned mentor, your Head of Discipline/Subject/Division (or nominated deputy) and then sent to the HNAP Administrator (Ewan Hannah, Room 27, Crawford House, Faculty of Humanities) who will arrange for the final approval. Applications for exemption should be submitted by 31 October 2017.

1.7 Content and delivery

The programme has been designed to address all of the major areas of the University's mission that impinge on the roles of academic staff. These include research, teaching and learning, knowledge transfer, and the management of academic activities. The programme structure includes components dealing with each of these areas of academic responsibility. A list of the units is provided in Section 4 and a description of each unit in Section 6.

The modular structure of the programme permits some flexibility in the way in which an individual member of staff works through the programme. While the programme is designed so that it can be completed within twelve months, participants may take certain units at a later stage so as to cope with time pressures of academic life. Some units incorporate elements of self-study and/or discussions with the participant's mentor, and that also allows for flexibility. The suggested timescale for completing the programme is: attend all training within 12 to 24 months to allow a year to compile and submit the

portfolio. This allows ample time for marking within the probationary period. Portfolios take approximately 2 calendar months to mark.

The Faculty of Humanities will be responsible for the co-ordination of the overall programme for Faculty of Humanities staff, but the running of the programme involves collaboration between Faculty, Schools and University. Units may involve many different forms of activity, including presentation, discussion, problem based activities and online material. The mentor whom you have been assigned within your School will play a crucial part in supporting you through the programme. Some staff may be requested to undertake units additional to those listed in Section 4, depending on experience and duties. Such extra training needs will be established at the time of appointment or later by the Head of School or the mentor after discussion with the new member of staff.

The timetable for the programme is provided in Section 5. The unit TMS9 'Equality and Diversity Issues', which is part of this programme, is mandatory training for anyone who is to be involved in staff recruitment and appointment. It is run by Staff Learning and Development and is delivered online in two separate modules. These are:

Diversity in The Workplace: <http://www.staffnet.manchester.ac.uk/equality-and-diversity/training/diversity-in-the-workplace/>

Unconscious Bias:

<https://app.manchester.ac.uk/training/profile.aspx?unitid=7628&parentId=4&returnId=4>

You are advised to complete it as quickly as possible. When you have, please inform Ewan Hannah who will update your attendance record accordingly.

A number of the student related (S) units are delivered via the Faculty Teaching and Learning Showcase. This is a biannual event taking place in January and June each year. The programme for the event is usually available online two weeks in advance and sessions which meet the HNAP teaching and learning themes will be clearly highlighted. You may attend these sessions in any Faculty Teaching and Learning Showcase event. The moderator for each session will be provided with a sign-in sheet. Please make sure you sign the session attendance sheet at the end of the session in order to be accredited with the HNAP unit.

In addition, a Knowledge Transfer and Research Impact Showcase will also be organised in the course of the academic year in support of the R and KT elements. While attendance at the showcase is optional, it is strongly advised that you attend it in order to learn of the excellent Impact case studies that the Faculty has delivered in recent years, and acquaint yourself with the processes of Impact delivery. Experienced researchers will be on hand to discuss their work with you, as will support staff from the Faculty and various Schools. There will be presentations as well as information sessions where key colleagues will share their expertise, skill and knowledge. The Showcase will take place in the second half of the academic year, and the programme and dates will be published well in advance of the event.

In order to make best use of the contact time in the scheduled sessions a number of presentations have been developed as video resources. A number of these are short, information focused recordings which provide details of services and contacts across the University; others focus on specific aspects of teaching in higher education and are more idea or approach centred. A number of these video resources are compulsory viewing and there is a review document for completion which you will find in Annex B (page 36) which should be completed and submitted with your portfolio submission. These recordings are available on the HNAP Blackboard site; access to these resources is flexible, insofar as you may view these as and when and as many times as you wish. We add new materials and update recordings annually in

order to address contemporary themes which may have an impact on your academic work and life at the University.

Drop-in sessions:

In addition to the scheduled sessions listed above a number of drop-in sessions with one or both of the HNAP coordinators will be scheduled. The aim of these sessions is to provide specific guidance on one or more elements of your portfolio as you progress to its completion. Attending a drop-in session is clearly not compulsory, but it may help in preventing your portfolio being referred on its first submission. The dates and times for drop-in sessions will be circulated email by the programme administrator.

1.8 Timetabling of units

The programme begins in September and the course components will normally run once per year. It is expected that a new member of staff will normally take 12 months to complete the programme. It has been timetabled so as not to clash with teaching and to be the most effective use of your time. To that end, the delivery of units is blocked around three times in the year: before teaching starts in September, reading week in October/November, and before teaching starts in January. TMS9 is the only unit which falls outside of our regular timetable. Please see the schedule in section 5 for specific dates and times of HNAP sessions. Participants only need to attend a unit once.

1.9 Completion of the programme

Successful completion of the programme requires:

- attendance and participation of all units
- submission of the HNAP portfolio

NB – Attendance and participation must be completed before submission of the portfolio.

1.9.1 Attendance

Attendance is required for the full duration of each session. If you cannot attend the entire session, you may be asked to repeat it next year. We will try our utmost not to overrun, so please schedule meetings etc. outside the timetabled session slots. If you have childcare or carer responsibilities that require an early departure/late arrival, please inform the co-ordinators in advance. As a courtesy to the speakers and other participants, please arrive punctually for the beginning of each session and after each coffee/lunch break.

Attendance for all units (including Faculty Teaching and Learning Showcase scheduled units) is recorded by your signature on an attendance sheet at each unit session. It is your responsibility to ensure that you have signed this sheet. Please also ensure that you keep a record of the units that you have completed: this will avoid unnecessary email correspondence. In addition, you must confirm your attendance in advance by registering online for each seminar using the University Training Catalogue. This can be accessed using the following link which is also provided on the HNAP website:

<https://app.manchester.ac.uk/training/Default.aspx>

To find and pre-register for a session using the catalogue, enter the catalogue code number for the unit into the “Search Term” box under the heading “Search Training Catalogue”. The format for each catalogue code is the unit number as listed in the handbook, plus the letters HNAP. For example the catalogue code for the unit “Supervision at Manchester” is R2HNAP. Once you have found the unit you are searching for, open the catalogue entry, and click on the “Apply” button at the foot of the page.

Emails reminding you of the dates and times of each session will be sent out shortly before each group of sessions. These will contain links to the online booking facility for each unit.

If a participant is unable to attend a unit for any reason, they will have the opportunity to do so when it is delivered during the following year's programme or where alternative scheduling is available. Returning participants will only be required to attend units which they have not already attended. A record of each participant's attendance is available on Blackboard. Returning participants are responsible for keeping a note of the units they still need to attend. It is the responsibility of returning participants to ensure that they check the programme timetable to ascertain the scheduling of any units not yet attended.

1.9.2 Participation

All participants are required to engage actively in the scheduled sessions. All speakers welcome questions and comments, and we are looking forward to many lively debates. **As a courtesy to our speakers and other participants, please refrain from using electronic devices for non-HNAP activities during the sessions. Please check your emails during the breaks only.**

At the end of each session, you will be asked to complete a feedback sheet. We would be grateful if you could take the time to complete this and return it to the box which will be provided.

1.9.3 Submission of the HNAP portfolio: HNAP assessment

The full completion of some units requires that you submit an assessment task. The units that have assessment attached to them are: S3 & S4, S6, S7, S8, S9, S10, RS5, KT1, AM1, R1, R2, and R3. In addition, you are required to submit your CV in the University of Manchester template and also to complete and submit the video log (see Annex B, p36). A completed set of assessments constitute the HNAP portfolio. For the most part, these assessments are related to HEA accreditation and/or your normal duties (e.g. developing a publications strategy, reflecting upon your academic role).

All assessment document templates and the CV template can be found on Blackboard. The templates provide further details of what is required for each component of assessment, and how the material should be structured and presented. A best practice assessment example and general guidance on the Portfolio can be accessed via our Blackboard site. For reference, a checklist of all the assignments included in the portfolio is available in Annex D of this Handbook.

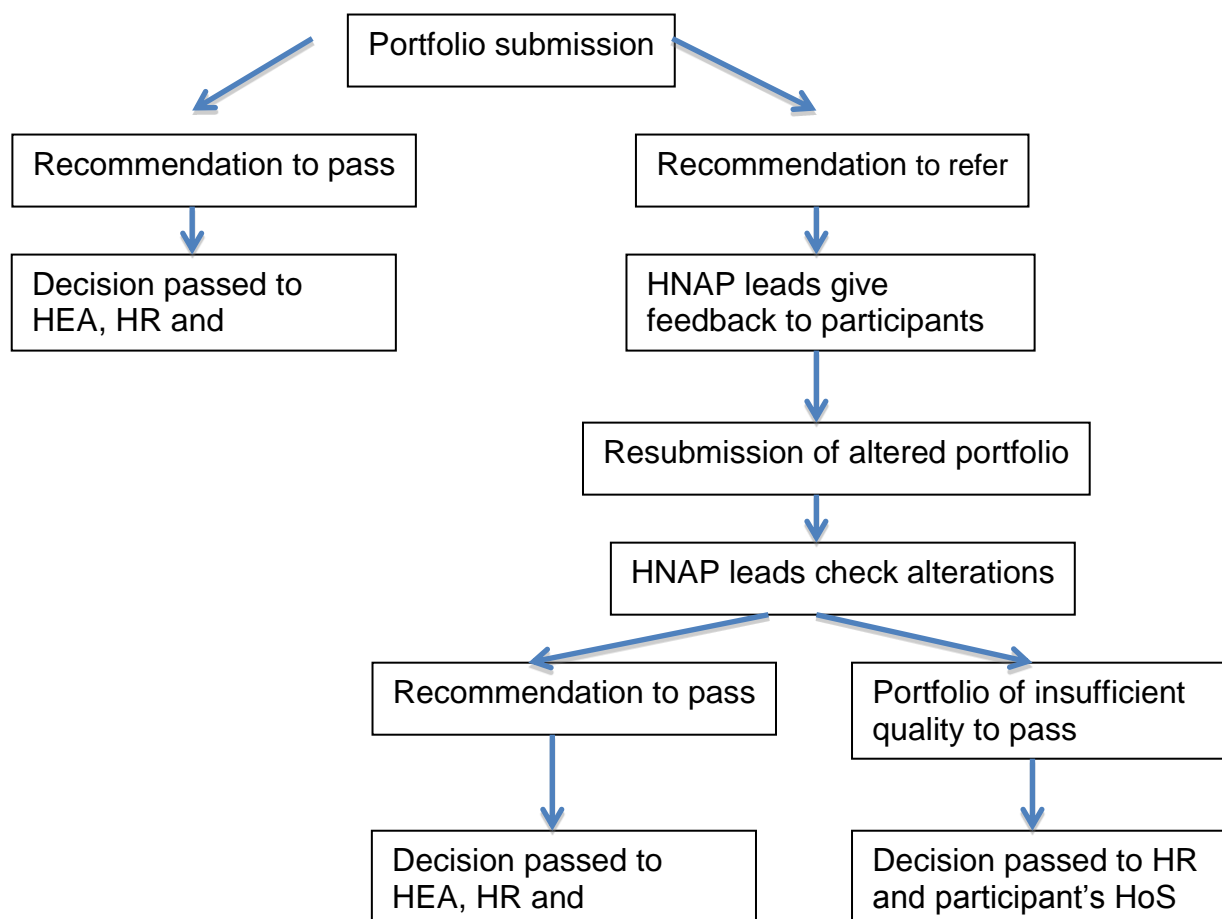
The suggested word count for a full portfolio submission, excluding the cv and appendices, is 25,000. This is only a guideline and it is appreciated that some portfolios may be slightly shorter or longer.

Please submit your completed Portfolio as a single PDF file by email to ewan.hannah@manchester.ac.uk.

Please note that typed electronic mentor signatures are not permitted; mentors must sign each assignment before being scanned and submitted. A scan of your mentor's handwritten signature pasted into the document is acceptable. If this is not possible, please ask your mentor to write to Ewan by email to confirm that they have reviewed the assignments as required.

1.9.4 Portfolio assessment: pass or refer

The outcome of the assessment of the HNAP portfolio is Pass or Refer. A portfolio can only be referred once. Portfolios that are referred will be returned with clear guidance on the further information that is required for a pass (see diagram below). Participants have the right to appeal the outcome of portfolio assessment. Appeals will be heard by the Associate Dean of Teaching & Learning and Deputy Dean of Research.



1.9.5 Criteria for portfolio assessment tasks

‘Pass’ and ‘Refer’ are the categories used by the HEA for individual accreditation. See Annex A for full details of the criteria used. Below are the generic criteria.

	Pass	Refer
Generic criteria	<ul style="list-style-type: none"> - Evidence of critical reflection on activities with reflection on appropriate resultant action (e.g. strategies for improvement). - Satisfactory in presentation and with a generally good standard of English, good organisation and of an appropriate length. - Satisfactory engagement with scholarly literature 	<ul style="list-style-type: none"> -No or inadequate evidence of critical reflection. -Unacceptably careless presentation. -Inadequate English. -No or inadequate evidence of engagement with scholarly literature.

1.9.6 Deadline for submission of portfolio

Your HNAP portfolio should be submitted as soon as possible after the attendance of all HNAP units. Please discuss your submission arrangements with the HNAP coordinators and administrator; they will advise you on the correct submission procedure, the expected review period, and on issues and points related to the successful review of your portfolio. Any delay in the portfolio submission will delay your successful completion of HNAP, confirmation of your accreditation as a Fellow of the Higher Education Academy and, consequently, the fulfilment of HNAP as a condition of probation.

Please note that portfolio assessment takes approximately 2 calendar months. Second marking of portfolios is in operation. If you need to clear probation by a certain deadline then do allow yourself a 2+1 month timeline to allow for any corrections and resubmission.

If you are required to revise any of the assignments, it is recommended that you re-submit them within 6 months of notification.

1.10 Teaching observation

It is a requirement of HNAP that your teaching should be observed by your mentor (or other designated person). Your School will have its own scheme for peer review of teaching, which covers all staff, and the required teaching observation can be arranged within that framework. You are welcome to use your School's peer-review of teaching form to structure your mentor's and your own reflection. Alternatively, you will find the Faculty's peer-review of teaching form in Annex D.

1.11 Additional HNAP resources

HNAP BlackBoard site: This is a good resource for further information on all aspects of each unit in HNAP: aims, content, when scheduled, preparation required, assessment, and related resources to the unit and the programme. If you can't find what you're looking for or have suggestions for improvement, please let us know. In order to grant access to the HNAP Blackboard site, you will be required to provide your University IT login name.

2. Contacts within the Faculty of Humanities

Administrative co-ordinator:

Mr Ewan Hannah, Teaching and Learning Assistant, Faculty of Humanities
Tel: 61110 e-mail: HNAP@manchester.ac.uk

Academic co-ordinators:

Dr Michael O' Donoghue, Lecturer in Education
Tel: 56826 e-mail: michael.o'donoghue@manchester.ac.uk

Dr Anindita Ghosh, Senior Lecturer in Modern Indian History
Tel: 53095 e-mail: Anindita.ghosh@manchester.ac.uk

Contacts within the School

Each School has a nominated contact person who has responsibility for ensuring that the School-based elements of the programme are delivered. You should ensure that you know who has this responsibility in your School. Often it is the Head of School with the exception of AMBS.

3. Co-ordination of University level framework

The New Academics Programme is managed centrally by a Programme Committee which comprises two representatives from each Faculty and representatives of Staff Learning and Development. Its responsibilities include annual monitoring of the programme and its constituent pathways. It reports to the University's Academic Staff Development Group (ASDG), which is responsible for the establishment of a general framework for development and training for academic staff.

Staff Learning and Development contacts:

Head of Staff Learning and Development:

Jonathan Winter, Staff Learning and Development Manager, 5th Floor, The Roscoe Building
Tel: 55448 email: Jonathan.Winter@manchester.ac.uk

Staff Development Advisor, Faculty of Humanities:

Malcolm Harper, 5th Floor, The Roscoe Building
Tel: 50502 email: Malcolm.R.Harper@manchester.ac.uk

4. Programme Structure

For descriptions of the content of units, see Section 6.

General

- G1 Introduction to the Mission of the University
- G2 Introduction to HNAP

Research related

- R1 Research Strategy and Dissemination of Results
- R2 Supervision at Manchester
- R3 Grant Application
- R4 Management of Grants

Student related

- S1 Recruitment, Admissions and Widening Participation
- S2 Student Support and Academic Advising
- S3 Practical Approaches to Teaching
- S4 New Approaches to Teaching
- S6 Assessment and Feedback
- S7 Programme and Course Unit Design
- S8 The Student Experience of University
- S9 E-learning
- S10 Creative Teaching

Research and student related

- RS5 Integrating Research and Teaching and Learning

Knowledge transfer

- KT1 Research Impact and Public Engagement
- KT2 Social Responsibility

Academic management and institutional context

- AM1 Career Development Planning
- AM2 Governance and Decision-Making
- TMS9 Equality and Diversity Issues
- AM4 The University of Manchester in an International and a National Context
- AM5 Introduction to University Funding
- AM6 Academic Administration

5. Timetable for the Programme

Date & Location	Title	Code	Time	Responsibility
Tuesday 12 September 2017 Lecture Theatre 2, Crawford House	Welcome to HNAP		11.00 – 11.15	FoH
	Teaching and Learning at the University of Manchester: Dr Fiona Smyth		11.15 - 12.00	FoH
	Social Responsibility	KT2	13.00 – 14.00	FoH
	Research at the University of Manchester: Mr Jared Ruff		14.00 – 14.45	
Kanaris Lecture Theatre, Manchester Museum	Introduction to the Mission of The University: Professor Keith Brown	G1	16.00 – 18.00	FoH
Wednesday 13 September 2017 Lecture Theatre 2, Crawford House	Introduction to HNAP	G2	09.30 – 10.00	FoH
	Practical Approaches to Teaching	S3	10.00 – 11.15	FoH
	eLearning	S9	11.30 – 12.30	FoH
	Creative Teaching	S10	13.30 – 14.15	FoH
	Assessment & Feedback	S6	14.15 – 14.45	FoH
	Programme & Course Unit Design	S7	15.00 – 16.00	FoH
Thursday 14 September 2017 C2.17, Ellen Wilkinson Building	Turnitin and Blackboard Training <u>Please refer to separate schedule provided for further details</u>		10.30 – 16.30	FoH
Tuesday 31 October 2017 Lecture Room E, Zochonis Building	Keynote Presentation		10.00 – 10.45	FoH
	Discussion and coffee		10.45 – 11.15	FoH
	UoM in the National and International Context	AM4	11.15 – 12.15	FoH
	Introduction to University Funding	AM5	13.15 – 14.00	FoH
	The Student Experience of the University of Manchester	S8	14.00 – 15.00	FoH

Wednesday 1 November 2017 Room 5.206, University Place	Research Strategy and Dissemination of Results	R1	09.30 - 10.45	FoH
	Grant Applications	R3	11.00 - 12.30	FoH
	Management of Grants	R4	13.30 - 14.30	FoH
	Integrating Research and Teaching/Creative Teaching	RS5	14.45 - 15.45	FoH
Tuesday 9 January 2018 Room 5.206, University Place	Supervision at Manchester	R2	09.30 – 11.00	FoH
	Research Impact and Public Engagement	KT1	11.15 – 12.45	FoH
	Student Support	S2	13.45 – 15.15	FoH
Wednesday 10 January 2018 Room 5.206, University Place	Student Recruitment, Admissions and Widening Participation	S1	09.30 – 10.30	FoH
	Academic Administration	AM6	10.30 – 12.00	FoH
	Completing the HNAP Portfolio		12.00 – 12.30	
	Career Development Planning	AM1	13.30 – 14.30	FoH
	Keynote Presentation		14.30 – 15.30	FoH
Humanities Teaching and Learning Showcase January 2018 Venue TBC	New Approaches to Teaching eLearning	S4 S9		FoH
Knowledge Transfer and Research Impact Showcase Date and venue TBC				FoH
HNAP Completion Dinner End of May 2018 Venue TBC				FoH

Online Delivery	Training in Equality and Diversity Issues	TMS9		Centre – via Staff Learning and Development
<p><u>This unit is comprised of two online modules. Both must be taken to complete the unit. They are:</u></p> <p><u>Diversity in The Workplace: http://www.staffnet.manchester.ac.uk/equality-and-diversity/training/diversity-in-the-workplace/</u></p> <p><u>Unconscious Bias: https://app.manchester.ac.uk/training/profile.aspx?unitid=7628&parentId=4&returnId=4</u></p>				

6. Description of units

Code	G1
Title	Introduction to the mission of the University
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • be aware of the ambitious agenda the University of Manchester has set itself for research, teaching and number of other areas • consider how they can contribute to and benefit from the 2020 agenda.
<i>Method of Assessment</i>	Attendance and participation. Evidence that you have attended will be available to view on Blackboard. You must include the date of your attendance in your portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities
<i>Brief description</i>	This unit consists of two parts, both hosted by the Dean of Humanities: a presentation of the University's goals and strategies followed by a social reception. There will be an opportunity to discuss the ambitions of the Faculty and how these are influenced by the University agenda.
<i>Locus of delivery</i>	Faculty of Humanities
<i>Contact hours</i>	2 hours
<i>Standards for HEA Fellow</i>	A2, A4, A5, B5, C2, C4

Code	G2
Title	Induction to HNAP
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • understand how to make the most out of the Faculty of Humanities New Academics Programme • be able to organise their working lives in such a way as to more efficiently and effectively support their own career and carry out all tasks associated with their post
<i>Method of Assessment</i>	Attendance and participation. Evidence that you have attended will be available to view on Blackboard. You must include the date of your attendance in your portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities
<i>Brief description</i>	The session will outline the programme; discuss its aims, its relationship to the UKPSF, the role of the mentor and how participants can best use all aspects of the programme to enhance their own career development. Issues relating to how to cope with the pressures placed on academics will also be dealt with, as well as how to organise your working life so as best to cope with these.
<i>Locus of delivery</i>	Faculty
<i>Contact hours</i>	30 minutes
<i>Standards for HEA Fellow</i>	A6, C5

Student related units

Code	S1
Title	Student recruitment, admissions and widening participation
As a result of this programme, participants should be able to:	<ul style="list-style-type: none"> understand the University's recruitment strategy and policy understand their role in aspects of this process, such as UG Open Days and PGR admissions be aware of the University's widening participation policy and how to get involved
Method of Assessment	Attendance and participation. Evidence that you have attended will be available to view on Blackboard. You must include the date of your attendance in your portfolio.
Responsibility for confirming completion	Faculty of Humanities
Brief description	Presentation and discussion: This session will involve presentations by staff involved in student recruitment, widening participation and social responsibility.
Locus of delivery	Faculty
Contact hours	1 hour
Standards for HEA Fellow	C1, C4

Code	S2
Title	Student support and academic advising
As a result of this programme, participants should:	<ul style="list-style-type: none"> understand the role of the academic advisor understand when to refer students to different elements of the University's student support system and know which is the appropriate unit to refer students to
Method of Assessment	Attendance and participation. Evidence that you have attended will be available to view on Blackboard. You must include the date of your attendance in your portfolio.
Responsibility for confirming completion	Faculty of Humanities
Brief description	EbL/discussion-based: You will make judgement on when to refer students (or not). This session will also involve presentations and participation by staff involved in student support.
Locus of delivery	Faculty
Contact hours	11/4 hours
Standards for HEA Fellow	A3, A4, C1, C4

Code	S3
Title	Practical Approaches to Teaching
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • understand how to design a module and produce its supporting documentation • have awareness of different teaching styles, how these may influence students' learning and modes of delivery • have learnt about different learning styles and how they can be used for teaching at different levels (UG, PGT, etc.)
<i>Method of Assessment</i>	Attendance & participation and peer review of teaching. You must complete the S3/S4 Assessment Document for inclusion in your HNAP portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities and mentor
<i>Brief description</i>	Discussion based: Module documentation from the Faculty's best teachers will be discussed and assessed. There will be presentations from experienced colleagues and consideration of different learning styles.
<i>Locus of delivery</i>	Faculty & School
<i>Contact hours</i>	1 1/4 hours
<i>Standards for HEA Fellow</i>	A2 , A5, A6, B1, B2 , B3, B4, C2, C3

Code	S4
Title	New Approaches to Teaching
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • be aware of what constitutes excellent practice, and how the Faculty recognises it • be able to innovatively deliver different types of teaching sessions • have gained knowledge of related teaching skills, such as enabling students to feel part of an academic community
<i>Method of Assessment</i>	Attendance and participation at a designated session at a Faculty Teaching and Learning Showcase event and observation of your teaching. You must complete the S3/S4 Assessment Document for inclusion in your HNAP portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities and mentor
<i>Brief description</i>	Discussion-based: This session forms an afternoon of sharing best practices, including participants' best practices. It includes a 'things I could still do better' panel discussion, culminating in participants' short presentations on topics ranging from the effects of room layout to ensuring your students come to tutorials prepared.
<i>Locus of delivery</i>	Faculty & School
<i>Contact hours</i>	30 minutes to 1 hour
<i>Standards for HEA Fellow</i>	A2 , A5, B1, B2 , B3, B4, C1, C2

Code	S6
Title	Assessment and Feedback
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • understand the need to ensure that the assessment is tailored to intended learning outcomes of the course unit; • be aware of a variety of assessment methods and be able to make considered choices with respect to assessment, including choice of assessment techniques.
<i>Method of Assessment</i>	Attendance and participation. You must complete the S6 Assessment Document for inclusion in your HNAP portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities and mentor
<i>Brief description</i>	Presentations and discussion: Colleagues who use innovative methods for assessment, including e-assessment, will do brief presentations. This will be followed by discussion.

<i>Locus of delivery</i>	Faculty
<i>Contact hours</i>	2 1/4 hours (jointly with S7)
<i>Standards for HEA Fellow</i>	A3, B3, B4

Code	S7
Title	Programme and course unit design
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • understand the principles and practical issues behind planning of programmes and course units • be able to write and design aims and objectives (ILOs) • understand curriculum progression and levels of understanding and attainment
<i>Method of Assessment</i>	Attendance and participation. You must complete the S7 Assessment Document for inclusion in your HNAP portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities and mentor
<i>Brief description</i>	EbL-based: Unit starts with an interactive game and then examines the coherence of participants' course units and degree programmes.
<i>Locus of delivery</i>	Faculty
<i>Contact hours</i>	2 1/4 hours (jointly with S6)
<i>Standards for HEA Fellow</i>	A1, A5, B1, B2, C2

Code	S8
Title	The Student Experience of University
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • understand the University's approach to the enhancement of students' experience • have a critical understanding of the many different ways available for getting feedback from students for different purposes • understand the student experience from both an institutional and participatory perspective.
<i>Method of Assessment</i>	Attendance and participation at a designated session at a Faculty Teaching and Learning Showcase event. You must complete the S8 Assessment Document for inclusion in your HNAP portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities and mentor
<i>Brief description</i>	Presentation and discussion: There will be presentations on the University's approach to the student experience and on students' feedback to the University. These will be followed by a discussion around participants' own experience.
<i>Locus of delivery</i>	Faculty & School
<i>Contact hours</i>	30 minutes to 1 hour
<i>Standards for HEA Fellow</i>	B5

Code	S9
Title	E-learning
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • have awareness of different forms of on-line learning and the ability to apply those appropriately within local context.
<i>Method of Assessment</i>	Attendance and participation at a designated session at a Faculty Teaching and Learning Showcase event ,. Development of online T&L activity. You must complete the S9 Assessment Document for inclusion in your HNAP portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities and mentor
<i>Brief description</i>	There will be a brief introduction to the University's requirements on the presence of e-learning activity with course units. This will be followed by presentations by colleagues who use different forms of e-learning activity, including teaching, learning support and assessment activities.
<i>Locus of delivery</i>	Faculty
<i>Contact hours</i>	30 minutes to 1 hour

<i>Standards for HEA Fellow</i>	A1, A2 , A3, B4
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Code	S10
Title	Creative Teaching
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • understand a wide range of teaching methods and how they can be used to develop students' learning and research skills. • be able to think creatively about teaching, and develop appropriate and innovative methods for delivering content • have been exposed to good practice, both in content delivery and time efficiency.
<i>Method of Assessment</i>	Attendance and participation. Development of some enquiry-based T&L activity. You must complete the S10 Assessment Document for inclusion in your HNAP portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities and mentor
<i>Brief description</i>	The session will primarily focus on ways in which material can be made as interesting as possible, and students engaged fully with their subject. A series of short talks will be given by lecturers from across the Faculty, and participants will have the opportunity to discuss how their own units can be made interactive as well as informative. The session includes a panel discussion on 'things I wish I'd known before I started teaching'.
<i>Locus of delivery</i>	FoH
<i>Contact hours</i>	1 hour
<i>Standards for HEA Fellow</i>	A1, A2 , A3, B4 , C2, C3

Code	RS5
Title	Integrating research and teaching
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • think innovatively about ways in which research and teaching can interact in a way that is beneficial to both lecturers and students
<i>Method of Assessment</i>	Attendance and participation. Development of some T&L activity which integrates teaching and research beyond research-informed teaching. You must complete the RS5 Assessment Document for inclusion in your HNAP portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities and mentor
<i>Brief description</i>	This unit will focus on how the participants' research can inform their teaching, how teaching students research methodology can be integrated into the curriculum, how students can engage with staff research and how teaching and learning activity can be developed in such a way as to support a member of staff's research activity.
<i>Locus of delivery</i>	Faculty
<i>Contact hours</i>	1.5 hours
<i>Standards for HEA Fellow</i>	A1, A2, A3, A5 , C2

Academic management and institutional context units

Code	AM1
Title	Career development planning
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • be able to develop and implement plans for their own personal development • understand what is available to support them in this development and how to access that support
<i>Method of Assessment</i>	Attendance and participation. Discussion of career plan with mentor. You must complete the AM1 Assessment Document for inclusion in your HNAP portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities and mentor
<i>Brief description</i>	Participants will be introduced to the importance of career development. Their own role in the process and what support they can expect will be discussed.
<i>Locus of delivery</i>	Faculty & School
<i>Contact hours</i>	1.5 hours
<i>Standards for HEA Fellow</i>	A6, C5

Code	AM2
Title	Governance and decision making
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • understanding their role in the decision-making process and how they can make the most effective contribution to meetings and decisions by having a good grasp of: <ul style="list-style-type: none"> – the structure of governance within the University – which activities are governed by University policies and procedures, how these policies and procedures may differ from those at other Universities – how to find the relevant information when they need it
<i>Method of Assessment</i>	Attendance and participation Evidence that you have attended will be available to view on Blackboard. You must include the date of your attendance in your portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities
<i>Brief description</i>	This session will explain governance structure of the University. Participants will then be divided into groups and given a number of case studies, the discussion of which will reflect on decision-making and the flow of information in Schools, Faculty and the University.
<i>Locus of delivery</i>	Faculty
<i>Approximate contact hours</i>	1.5 hours
<i>Standards for HEA Fellow</i>	

Code	TMS9
Title	Training in equality and diversity issues
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • understand legal and moral requirements related to equality and diversity • understand their own role in ensuring that the University complies with such legal requirements • be able to play a part in appointments procedures
<i>Method of Assessment</i>	Online attendance and participation. Evidence that you have attended will be available to view on Blackboard. You must inform Ewan Hannah when you have attended this unit and include the date of your attendance in in your portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities
<i>Brief description</i>	The participants will complete two of the University's online SL&D modules which entitle staff to serve on appointment committees.
<i>Locus of delivery</i>	Centre/Staff Learning and Development
<i>Contact hours</i>	2.5 hours
<i>Standards for HEA Fellow</i>	C4

Code	AM4
Title	The University of Manchester in an international and a national context
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • understand the international context in which they work and in which the University of Manchester functions • understand how the English University system works and how this influences our activity
<i>Method of Assessment</i>	Attendance and participation. Evidence that you have attended will be available to view on Blackboard. You must include the date of your attendance in your portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities
<i>Brief description</i>	Being a University with a strong international profile is central to the University's agenda. A discussion of what it means to be an international University and how international standing is measured forms a part of this unit.
<i>Locus of delivery</i>	Faculty
<i>Contact hours</i>	1 hour
<i>Standards for HEA Fellow</i>	C4

Code	AM5
Title	Basic introduction to University funding
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • understand the financial context of higher education in Britain • understand how different funding streams are associated with different activities at University, Faculty and School-level
<i>Method of Assessment</i>	Attendance and participation. Evidence that you have attended will be available to view on Blackboard. You must include the date of your attendance in your portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities
<i>Brief description</i>	There will be a presentation on University finance, how external factors influence it and how it influences local professional decisions. This will be followed by a discussion around some specific choices.
<i>Locus of delivery</i>	Faculty
<i>Contact hours</i>	1 hour
<i>Standards for HEA Fellow</i>	

<i>Code</i>	AM6
<i>Title</i>	Academic administration
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • understand the principles which underlie the University of Manchester's approach to quality assurance and enhancement processes • understand appropriate ways of communicating information relating to the outcome of the processes discussed in this session to students, parents and other interested parties
<i>Method of Assessment</i>	Attendance and participation
<i>Responsibility for confirming completion</i>	Faculty of Humanities
<i>Brief description</i>	The regulations which guide quality assurance of higher education in England differ quite radically from those of other countries; it is important that all academics are aware of these. At the same time, the University of Manchester's interpretation of these is radically different from that of other Universities and hence academics with experience from other Universities need to be made aware of the differences. The session will also deal with issues such as how to handle plagiarism and communication with students' parents.
<i>Locus of delivery</i>	Faculty
<i>Contact hours</i>	1.5 hours
<i>Standards for HEA Fellow</i>	B6

7. HNAP end of year dinner, 2017-18

Participants are invited to attend a formal dinner in the spring. This is a chance for colleagues to meet socially to celebrate the end of teaching and the HNAP year. The 2017-18 dinner will be held on, from 6 to 9.30pm in. Formal invitations will be sent in advance.

8. Approaching Teaching and Learning: an overview of the S- sessions

The HNAP schedule includes ten student related elements, seven of which have association with teaching and student learning (S3-4, 6, 7, 9, 10 and RS5). On this programme each of these elements are oriented to teaching and learning in Higher Education. Each of these elements of the programme have connection with each other - approaches to teaching (S3, S4) are subject to the nature of the intended learning outcomes (ILOs) which are detailed in course and programme design (S7); assessments and feedback (S6) are also connected with ILOs; the use of technology (S9) to support student learning and teaching also have connection with ILOs and course design (S7) and may require new approaches to teaching practice (S4, S10) and introduce new modes of assessment (S7). Research activities and outcomes (RS5) may be integrated with teaching practice (S3, S4), assessment (S6), and course design (S7) in a number of different ways. Consequently the presentation of each of these elements on HNAP should not be seen in isolation; rather it is preferable to identify points and themes from each of these and elements and consider how they relate to each other, to your own teaching practice, and to your understanding of student learning.

The delivery of these elements of HNAP draws on the expertise and experience of a number of colleagues from across the Faculty and University. These colleagues may have won teaching awards or developed innovative practice; led or contribute to committees or working groups on teaching, learning or assessment themes; or hold senior or leadership positions with a teaching and learning focus.

Teaching and learning; a critical approach to participation and observation

Taking an active stance on each of these sessions (and on other HNAP sessions) is an important part of the programme and your personal development as a new academic. Teaching and student learning involve many aspects of choice; before you are observed and reviewed on your own teaching session (which forms part of the HNAP portfolio) it can be useful to sit in on a more experienced colleagues' sessions and review and reflect on their practice - what did you see that worked well or not so well? Why was this the case? How was the content of the session delivered? Was this fit for purpose? Why did your colleague choose to present the session this way? What degree of student interaction was involved? How was this organised? How does this relate to your own practice? etc. Reviewing sessions in this manner will assist you in developing a critical framework for the design and delivery of your own courses and may contribute to a successful session observation and discussion of your own.

In the way that you may observe your local colleagues from a critical teaching perspective, you may also observe HNAP session leaders. From this perspective there is more to each session than its content; how the session is presented should also raise points for consideration; how do they speak? How do they use the teaching space available? Why do you think the activities in each session selected? In short, is there anything you can observe which makes the presenters of these S-elements leaders or award winners from the teaching and learning perspective?

9. Approaching Research: an overview of the R and KT sessions

The HNAP schedule includes four R and two KT related elements, all of which are related to research output and impact in HE - and as defined by HEFCE and the Research Councils - being delivered in the research context of the University of Manchester. Both of these elements are designed to enhance the quality and impact of your research, maximise your potential and bring to light the various support networks the University provides to help researchers. Specific sessions are devoted to designing of research strategy and dissemination (R1), preparation of grant applications (R3), and management of grants (R4). The 1000+ strong postgraduate community at Manchester is an integral part of this research hub and a special session dedicated to supervision of research students (R2) is also offered within the programme. Both individual researchers as well as our various research institutes and centres are closely tied to knowledge transfer and impact activities, making a difference to societies locally and worldwide. Attending the KT sessions (and the KT Showcase which will be an additional HNAP event) will help you to understand (a) the University's strategy for knowledge transfer, social responsibility and public engagement and (b) how your research can influence policy and practice across various sectors of the society including the economy, health and emergency services, environmental care and creative and cultural sectors.

The delivery of these elements of HNAP draws on the expertise and experience of a number of colleagues from across the Faculty and University. These colleagues may have won Research Impact or Social Responsibility related awards or developed innovative practice; or hold senior or leadership positions with a Research and Impact focus.

The HNAP coordinators will be available throughout each of these sessions in support of or co-leading. Questions which arise on points related to these sessions can be addressed to the HNAP coordinators any point in the programme or during portfolio construction.

Research related units

Code	R1
<i>Title</i>	Research strategy and dissemination of results
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • be able to take a strategic approach to developing their research • understand how to select appropriate media for the promulgation of research and successfully communicate such results
<i>Method of Assessment</i>	Attendance and participation. Formulation and execution of agreed research and dissemination plan. You must complete the R1 Assessment Document for inclusion in your HNAP portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities and mentor
<i>Brief description</i>	There will be one session at Faculty level led by the Associate Dean for Research about general issues relating to publication, this will be followed up within the School by a discipline specific discussion with the mentor. This discussion will deal with issues which are relevant to the individual, for instance discipline specific ethical issues, how to move on after the PhD and how to organise working life so as to create space for research.
<i>Locus of delivery</i>	Faculty & School
<i>Contact hours</i>	1.5 hours
<i>Standards for HEA Fellow</i>	A6, C2

Code	R2
<i>Title</i>	Supervision at Manchester
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • understand the context of PhD Supervision at Manchester, including the University's strategy for PGR and the opportunities available to both students and Supervisors; • know where to find the key policies and regulations for PhD Supervision • understand the role and responsibilities of the PhD Supervisor at Manchester • know about the range of other support services for PhD students available at Manchester. • have reflected on their own experiences of PhD Supervision and the skills/knowledge that they might need to develop further in order to supervise successfully.
<i>Method of Assessment</i>	Attendance and participation. Discussion of case study (preferably from own practice). You must complete the R2 Assessment Document for inclusion in your HNAP portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities
<i>Brief description</i>	This session is intended to introduce new and experienced Supervisors to the context and practice of PhD supervision at Manchester. The session will present key information that participants will need to supervise successfully, and, in addition to preparing Supervisors for some of the challenges they may face, the session will also introduce participants to some of the opportunities and support that they can draw on to maximise the effectiveness of their own practice. The session will consist of presentations and discussion, and participants will be encouraged to reflect on and share their own experience of PhD Supervision.
<i>Locus of delivery</i>	Faculty
<i>Contact hours</i>	1.5 hours
<i>Standards for HEA Fellow</i>	A2, A3, A4, A5, C1, C4

Code	R3
Title	Grant application
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • have developed strategies and practical skills for effectively gaining funds from external sponsors
<i>Method of Assessment</i>	Attendance and participation. Normally through actual application or internal peer review of draft proposal. You must complete the R3 Assessment Document for inclusion in your HNAP portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities and mentor
<i>Brief description</i>	An introductory session organised by Faculty Research office, led by Associate Dean for Research, involving presentation and case studies. Followed up by mentor.
<i>Locus of delivery</i>	Faculty & School
<i>Contact hours</i>	1.5hours
<i>Standards for HEA Fellow</i>	

Code	R4
Title	Management of grants
<i>As a result of this programme, participants should be able to:</i>	<ul style="list-style-type: none"> • understand what skills are required to effectively manage research projects
<i>Method of Assessment</i>	Attendance and participation. Evidence that you have attended will be available to view on Blackboard. You must include the date of your attendance in your portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities
<i>Brief description</i>	This session discusses some of the practicalities and demands of being a grant holder, and offers relevant case studies to consider.
<i>Locus of delivery</i>	Faculty & School
<i>Contact hours</i>	1 hour
<i>Standards for HEA Fellow</i>	

Knowledge Transfer units

Code	KT1
Title	Research Impact and Public Engagement
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • understand the significance of research impact as defined by HEFCE and the research councils. • understand the University's strategy for knowledge transfer and public engagement. • have a sense of what forms of impact and public engagement are most applicable in their own discipline and in their own work.
<i>Method of Assessment</i>	Attendance and participation. Statement on the role of research impact and public engagement in the participant's own area of activity, including where relevant a personal research impact plan. You must complete the KT1 Assessment Document for inclusion in your HNAP portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities and mentor
<i>Brief description</i>	Presentations will explore three dimensions of this subject: public engagement, influencing public policy, and working with the media.
<i>Locus of delivery</i>	Faculty & School
<i>Contact hours</i>	1 3/4 hours
<i>Standards for HEA Fellow</i>	

<i>Code</i>	KT2
<i>Title</i>	Social Responsibility
<i>As a result of this programme, participants should:</i>	<ul style="list-style-type: none"> • understand the significance of the University's Goal Three agenda. • understand the opportunities for this goal to be implemented. • have a sense of what forms of social responsibility are most applicable in their own discipline and in their own work.
<i>Method of Assessment</i>	Attendance and participation. Evidence that you have attended will be available to view on Blackboard. You must include the date of your attendance in your portfolio.
<i>Responsibility for confirming completion</i>	Faculty of Humanities
<i>Brief description</i>	Presentations will explore several dimensions of the University's distinctive agenda and case studies will be offered.
<i>Locus of delivery</i>	Faculty & University
<i>Contact hours</i>	1 1/4 hours
<i>Standards for HEA Fellow</i>	

10. Creating your HNAP Portfolio

Your HNAP portfolio is the document by which your participation on the programme will be assessed. Its successful completion and review will usually lead to two outcomes:

- the completion of your probationary period;
- the Fellowship of the Higher Education Academy award.

Your portfolio will be assessed and moderated by the HNAP coordinators. Each element of the portfolio will be reviewed against the criteria provided and you will receive feedback on each element. Summative feedback on the portfolio will also be provided. The review of each portfolio element will determine whether you have reached the required level of attainment or whether it should be referred back to you for further work and resubmission. Please note that only one resubmission of your portfolio is permitted. Please consult the Programme Handbook for the process chart.

The general criteria used in the review of your portfolio are as follows:

Pass

- Evidence of critical reflection on activities with reflection on appropriate resultant action (e.g. strategies for improvement).
- Satisfactory in presentation and with a generally good standard of English, good organisation and of an appropriate length.
- Satisfactory engagement with scholarly literature.

Refer:

- No or inadequate evidence of critical reflection
- Unacceptably careless presentation.
- Inadequate English.
- Inadequate evidence of engagement with scholarly literature

Two of the key elements to be identified from these criteria are those of *critical reflection* on your practice and the use of *scholarly literature*.

Scholarly literature

In its broadest sense, this refers to literature associated with your own teaching, supervision and research practice. There are books and journal articles which explore aspects of higher education in general (e.g. *Studies in Higher Education*, *Journal of Effective Teaching*) as well those relating to specific disciplines (e.g. *Journal of Geography in Higher Education*, *Journal of Economic Education*). There are also journals on research and supervisory practice (e.g. *International Journal of Doctoral Studies*). Scholarly articles published in these journals often report on experiences of approaches to teaching particular topics and their relative successes; these studies adopt a research methodology and methods in order to arrive at robust findings in the same way as other subject based research - the difference being that the findings of practice-based research relate to practice and do not necessarily generate new knowledge. For the purposes of your HNAP portfolio, referencing any relevant or current articles in connection with critical reflection on your own practice can be a very successful strategy, not least due to comparisons which may be made between published studies and your own practice, or questions on the nature of your own practice documented approaches may raise. Please apply the usual in-text and bibliographic referencing conventions.

Adopting mini case study approaches within your portfolio

When writing your portfolio you may find that some themes address more than one element of the portfolio. If you create a series of videos for one of your courses, for example, this may address the creative teaching (S10) module owing to its innovative approach to teaching the course, but this may also address the e-learning (S9) element as it adopts a digital technology in course delivery. In this and other cases it can be better to write an extended account of this development and its impact on student learning as one piece of writing for both the S9 and S10 elements; we refer to this as a mini case study approach. Taking this as an illustration, the structure for this account could include:

- reference to scholarly literature on video and its application and impact on student learning (e.g. Books - Bates and Poole, 2003; Spannaus, 2012; O'Donoghue, 2014. Journals - Learning, Media and Technology; International Journal of Learning Technology, etc.)
- a review of your own adopted practice;
- your critical reflection on why it was included and how this technology would meet specific course objectives;
- a summary of responses recorded from the students on its introduction and use;
- critical reflection on the strengths and weaknesses of this innovation and any changes to be made (and why) for any changes to be made for future use of video on the course.

The mini-case study approach could also work well for any new or innovative developments in assessment (S6) coupled with e-learning (S9), new approaches to teaching (S4), creative teaching (S10), or for other combinations of portfolio elements. Some combinations are unlikely to work well, perhaps especially where the theme of the portfolio elements are closely related (S3, S4, S10, for example). A research development may also provide for a portfolio mini-case study (R3, RS5 and S4, for example). In general, a maximum of two mini case studies (covering no more than three elements in total) are permitted per portfolio. You are strongly advised to discuss mini-case study submissions with one of the HNAP coordinators prior to writing.

Useful literature (updated July 2017)

At the time of writing there is no single, common text book which underpins HNAP study or your portfolio creation. There are, however, a number of scholarly works which may be useful to your participation on the programme, both as references and as scholarly literature for your portfolio and to widen your awareness of teaching, learning, research, and assessment more generally. Examples of some of these works are reported below:

- Ashwin, P., Boud, D., Coate, K., Hallett, F., Keane, E., Krause, K. L., & Tooher, M. (2015). *Reflective teaching in higher education*. Bloomsbury Publishing.
- Biggs, John and Catherine Tang (2011) *Teaching for Quality Learning at University: What the student does*, 4th Edition, Maidenhead and New York: Open University Press.
- Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 3, 7.
- Fry, H., Ketteridge, S., & Marshall, S. (2008). *A handbook for teaching and learning in higher education: Enhancing academic practice*. Routledge.
- Hattie, J. (2012) *Visible Learning for Teachers: Maximizing Impact on Learning*. London: Routledge.
- Hattie, J. and Marsh, H. (2004) 'The relationship between research and teaching: A meta-analysis', *Review of Educational Research*, 66(4): 507-542
- Hutchings, W. (2007) 'Enquiry-Based Learning: Definitions and Rationale', *CEEBL Papers*, University of Manchester.

- James, R., and G. Baldwin (1999) *Eleven practices of effective postgraduate supervisors*. Melbourne: Centre for the Study of Higher Education and the School of Graduate Studies: University of Melbourne
- Laurillard, D. (2013). *Teaching as a design science: Building pedagogical patterns for learning and technology*. Routledge.
- Lee, A. (2008) How are doctoral students supervised? Concepts of doctoral research supervision. *Studies in Higher Education* 33(3), 267-281.
- Peelo, M. (2010) *Understanding supervision and the PhD*. London: Continuum.
- Ramsden, P. (2003) *Learning to teach in higher education*. Second edition. Routledge: London.
- Taylor, S.E. (2012) Changes in doctoral education. *International Journal for Researcher Development* 3(2), 118-138.
- The Theory and Practice of Online Teaching and Learning: A Guide for Academic Professionals* (2015) Routledge: Freebook.
- Further recommended reading can be found in Annex G on pages 46 - 47.

Annex A MINI CASE STUDY

Assessment Document Template

Please note:

- Only two mini case studies per portfolio max.
- Each case study should contain no more than three portfolio elements
- Portfolio elements used in a case study should not appear elsewhere in the portfolio.

Mini case study no.	1	2	
Portfolio elements included:	1	2	3
References for portfolio elements: e.g. S7, RS5			

1. Attendance and participation in mini case study elements

Element 1: Date attended:.....
 Element 2: Date attended:.....
 Element 3: Date attended:.....

2. Mini Case Study report

Please explain your reasons for selecting these portfolio elements and including them in this mini case study. Critically reflect on any significant aspects of this mini case study with reference to any scholarly literature where appropriate from the perspective of each element and from the elements combined. Report any appropriate conclusions or significant points from critical reflection arising from this mini case study review.

Mentor's signature:.....
 Date:.....

An example of how to log the mini case study elements:

Mini case study no.	1	2	
Portfolio elements included:	1	2	3
References for portfolio elements: e.g S7, RS5	S9	S10	

1. Attendance and participation in mini case study elements

MCS element: ...S9....	Date attended:...19/10/2015
MCS element:S10.	Date attended:.....8/10/2014
MCS element:N/A.....	Date attended:.....N/A.....

Annex B VIDEO LOG

Assessment Document Template

For your Portfolio you must watch all compulsory videos and at least three optional videos and complete the below form. Please keep your reflections brief - a couple of sentences are sufficient. The videos can be accessed via the HNAP Blackboard site.

Individual reflections on the information videos:

Video title	One thing I learnt from the video	What I implemented in my work as a result of watching the video
Compulsory		
Faculty PSS structure		
Library Services		
Digitisation		
Copyright Regulations		
Optional		
Option 1		
Option 2		
Option 3		
Option 4		
Option 5		

ANNEX C

HNAP PORTFOLIO ASSESSMENT FRAMEWORK

HEA categories for individual accreditation:

1. Quality of Framing

1.1 All portfolios will contain evidence that the candidate has understood and submitted their work in the context of the HEA Standards for Professional Practice.

1.2 Reviewers expect to see clear statements of the candidate's career path to date and an accompanying current CV in the University format.

1.3 Evidence should be offered of the local context - submitted work should reflect a clear understanding of the research groups' aims and how the candidate's work is aligned to the group mission. In addition, there should be evidence that the candidate is aware of the University strategic plan and how this may influence their academic activity.

1.4 The submitted work should also refer to the national and where appropriate the international context for their academic activity and the candidate should show awareness of the main drivers and forces that impact on higher education in general.

2. Level of Detail

2.1 The submitted work should be well organised: logically ordered; clearly indexed; concise and edited so as to be easy to see what the key elements are. All submitted work should be specific to the assessment in general and relevant to the individual pieces of work being submitted.

2.2 Statements of achievement should be supported by evidence.

2.3 All required elements (such as teaching observation ratings) should be accompanied by a signature from a peer.

3. Degree of Reflection

3.1 The candidates should provide an analysis of the components in a strategic and dispassionate way outlining what worked well and why, what was less good and why in a problem-focused and strategic manner.

3.2 The work presented should be of sufficient descriptive detail so that the examiner is able to judge the work but not be laborious or repetitive.

3.3 The analysis should be followed by an action plan that is detailed, has associated timelines and clearly indicates how the plan will be executed and what additional resources the candidate requires to complete the action plan.

	HEA Professional Standards (see section 1.3 above).	Pass	Refer
Generic criteria		<ul style="list-style-type: none"> - Evidence of critical reflection on activities with reflection on appropriate resultant action (e.g. strategies for improvement). - Satisfactory in presentation and with a generally good standard of English, good organisation and of an appropriate length. - Satisfactory engagement with scholarly literature 	<ul style="list-style-type: none"> -No or inadequate evidence of critical reflection -Unacceptably careless presentation. -Inadequate English. -No or inadequate evidence of engagement with scholarly literature.
Reflections on Research: R1, R2, R3, RS5	A1, A3, A4, A5, A6, C2, C4	<ul style="list-style-type: none"> -Evidence of critical reflection on supervision, publications strategy and research grants. -Good use of practical examples to demonstrate reflection -Evidence of communication of results through a range of media (e.g. articles, conference papers) including reflection on this or evidence of scholarship in teaching and learning (if the current role does not include research e.g. Teaching Fellow Staff) 	<ul style="list-style-type: none"> -Incomplete or inadequate evidence of reflection on postgraduate supervision and research grants -No or inadequate statement of communication of research results.
Reflections on Teaching S3, S4, S6, S7, S8, S9, S10, RS5	All	<ul style="list-style-type: none"> - Evidence of reflection on and response to peer-assessed teaching evaluations - Evidence of understanding of a wide range of approaches to teaching including eLearning and group work, where appropriate. -Evidence of planning with attention to detail; e.g. use of teaching aids, consideration of learning profile of students and context (lecture, seminar etc). -Evidence of reflection on course unit and programme design - Evidence of consideration of a range of assessment and feedback activities and why they are appropriate for the delivery of ILOs for the units being taught. 	<ul style="list-style-type: none"> -No or inadequate evidence of planning and preparation. -Scant or no attention given to evaluation of own teaching. -Student assessment presented without marking scheme or feedback.
Reflections on Knowledge Transfer KT1, KT2	A5, C2, C3, C4	<ul style="list-style-type: none"> -Evidence of reflection on what constitutes knowledge transfer for your discipline and opportunities for it. E.g. collaboration with, for example, cultural institutions, business, industry, government or the voluntary sector. -Evidence of some reflection on present or potential future activities. 	<ul style="list-style-type: none"> -No or inadequate evidence of reflection on the possibilities and opportunities for knowledge transfer -No or inadequate evidence of understanding the relevance of knowledge transfer
Reflections on Professional Skills Development AM1	A6, C5	<ul style="list-style-type: none"> - Evidence of considered plans for self development - Reflection on appropriate goals and how to achieve them 	<ul style="list-style-type: none"> -No or inadequate plans for self-development. -No or inadequate evidence of reflection on how to achieve goals

FACULTY OF HUMANITIES
PEER REVIEW OF TEACHING FORM
(HNAP SECIMEN VERSION)

To be completed and agreed by the two reviewers and made available to the reviewee for comments within two weeks of the final observations.

This form contains a number of headings under which the reviewers are expected to add comments, with supporting evidence wherever possible. Each heading lists a number of questions. These are meant as prompts only; the lists are not assumed to be exhaustive, nor is it expected that each of the questions is responded to in the comments.

In some cases, the lecturer may not have has responsibility for determining all aspects of the course unit, the course unit may have been designed by a course leader, the course unit outline may have been put together by someone else, etc. Comments here should be limited to areas where the reviewee has had influence.

Name of reviewee	
Name of reviewer	
Date	
Course unit code	
Mode of delivery (FT/ PT/ Blended)	
Room	
Level	
Academic Year	
Programme(s) of which the unit forms a part¹	
Type of contact session (lecture, tutorial etc.)	

¹ There is no need to list programmes from which there are only occasional students.

A. Documentation

This may include both paper-based and electronically available information.

What documentation was considered (this must include course unit outline)?

Was the information about crucial aspect of the course communicated clearly in the documentation (e.g. structure of course, contact sessions, expectations between contact sessions, intended learning outcomes, reading lists, extra resources, etc.)? Are the intended learning outcomes appropriate for the level and the topic? Were the online resources appropriate for the nature of the content and method of delivery?

B. Contact sessions

Was the session clearly structured? Was there explicit linking to previous and/or subsequent sessions? Was the communication clear in all respects? Was the use of visual aids appropriate (this includes white board and hand-outs, not just electronically transmitted)? Were there any issues with control of the class? Was the pace appropriate? Was the timing right? Are the teaching methods appropriate? Was there any attempt at interaction with the class? Was there good use of illustrative examples? Were there links to previous work? Was advice given on follow up work/forthcoming work signalled?

When reviewing small group teaching (such as tutorials, workshops and seminars), were students given adequate opportunity to participate in discussion? How attentive and engaged were the students? Were their questions answered appropriately?

C. Assessment and feedback
Is the amount of assessment appropriate? Is the assessment clearly linked to the intended learning outcomes? Do the students get some form of feedback before the main piece of assessment? Is the nature of the feedback appropriately signposted?
D. Course unit design
Is the course unit well structured? Are the kinds of sessions involved (lectures, tutorials, practical sessions etc.) appropriate? Were there opportunities for personalised learning? Was provision made for those with difficulties?

--

Overall assessment (please tick one option)	
	All, or almost all, aspects of the teaching reviewed were of very high quality, few or no suggestions for improvement could be made
	All, or almost all, aspects of the teaching reviewed were of high quality, but some suggestions for improvement could be made
	Some aspects of the teaching reviewed were of good quality, but a number of suggestions for important improvements can be made and some developmental activity is recommended
	Some aspects of the teaching reviewed were deemed to raise sufficient concern that urgent developmental activity was recommended)

Recommendations for dissemination as good practice/teaching awards
<p>Acting as a mentor <input type="checkbox"/></p> <p>Best on Blackboard Competition <input type="checkbox"/></p> <p>Teaching and Learning News (Faculty & School) <input type="checkbox"/></p> <p>Teaching and Learning Show case <input type="checkbox"/></p> <p>Teaching Awards <input type="checkbox"/></p> <p>Web exemplar <input type="checkbox"/></p>
Recommendations for development activity or training

Signatures			
Peer reviewer		Date	

Reviewee's comments

Annex E

EXEMPTION FORM

Exemption for Unit of the New Academics Programme in the Faculty of Humanities	
EXEMPTION FORM TO BE SUBMITTED BY 31 October 2016	
Name	
Course unit(s) for which exemption is requested	
Evidence to support exemption (e.g. Certificate, workshop attendance confirmation)	
Approved	
Mentor	Date
Head of Discipline/Subject/Division (or nominated deputy)	Date
Academic lead of Humanities New Academics Programme <i>(Please send the exemption form to Ewan Hannah, address listed below, who will organise for it to be reviewed by the academic lead of the Humanities New Academics Programme)</i>	Date

Annex F

HNAP PORTFOLIO

Assignment Checklist

Unless exemption from assessment has been formally granted for certain units, each portfolio must include all of the following documents and information:

	Unit	Title	Included in Portfolio Y/N	Exemption Y/N (DATE GRANTED)
1.	S3 & S4	Approaches to teaching/Practice in different environments		
2.	S6	Assessment		
3.	S7	Programme and course unit design		
4.	S8	Feedback from students		
5.	S9	E-learning		
6.	S10	Enquiry-based learning		
7.	RS5	Integrating research and T&L		
8.	KT1	Knowledge transfer		
9.	AM1	Career development planning		
10.	R1	Research strategy and dissemination of results		
11.	R2	Supervisor Awareness training		
12.	R3	Grant applications		
13.	TMS9	Equality and Diversity (SL&D) Attendance Only (Please provide the date you attended)		
14.	CV	Included		
15.	Videos	Reflection on compulsory and optional videos		

Annex G

RECOMMENDED READING

The criteria to successfully complete the HNAP portfolio require you to “engage with scholarly literature”. This may be in connection with the general body of literature on teaching, learning, research, assessment and supervision, or it may be specific to your own subject area. The programme directors are familiar with a range of literature in both areas and it may be useful to discuss your use of scholarly literature with them prior to completing and submitting your portfolio.

Below are some suggested texts.

Andresen L, Nightingale P, Boud D & Magin D, *Strategies for Assessing Students*, (SCED 1993)

Barnett R, *Reshaping the University: New Relationships between Research, Scholarship and Teaching* (SRHE/Open Up 2005)

Barrett T, MacLabhrainn I & Fallon H (Eds). *Handbook of Enquiry and Problem-based Learning: Irish Case Studies and International Perspectives*. (CELT NUI Galway 2005)

Bates, A.W. and Poole, G (2003) *Effective Teaching with Technology in Higher Education*. Jossey-Bass:San Francisco.

Biggs J, *Teaching for Quality Learning*, (SRHE 1999)

Boud D & Feletti G. *The Challenge of Problem-based Learning*. (Kogan Page 1997)

Boud D, Dunn J & Hegarty H E, *Teaching in Laboratories*, (NFER Nelson 1986)

Brookfield S, *Becoming a Critically Reflective Teacher*. (Jossey Bass 1995)

Brown M et al. ‘*Reflective Practice*’ in Fry H, Ketteridge S & Marshall S (Eds), *A Handbook for Teaching and Learning in Higher Education*, (Kogan Page 1999)

Brown S & Glasner, A. *Assessment Matters*. (SRHE 1999)

Brown, S. and Race, P. (2002) *Lecturing: A Practical Guide*. Kogan-Page.

Bushaway B, *Managing Research*, (Open UP 2003)

Canter D & Fairbairn G, *Becoming an Author: Advice for academics and other professionals*, (Open UP 2006)

Carroll J & Ryan J. *Teaching International Students*. (Routledge 2005)

Clouder, L. (ed.) *Improving Student Engagement and Development through Assessment*. (Routledge 2012)

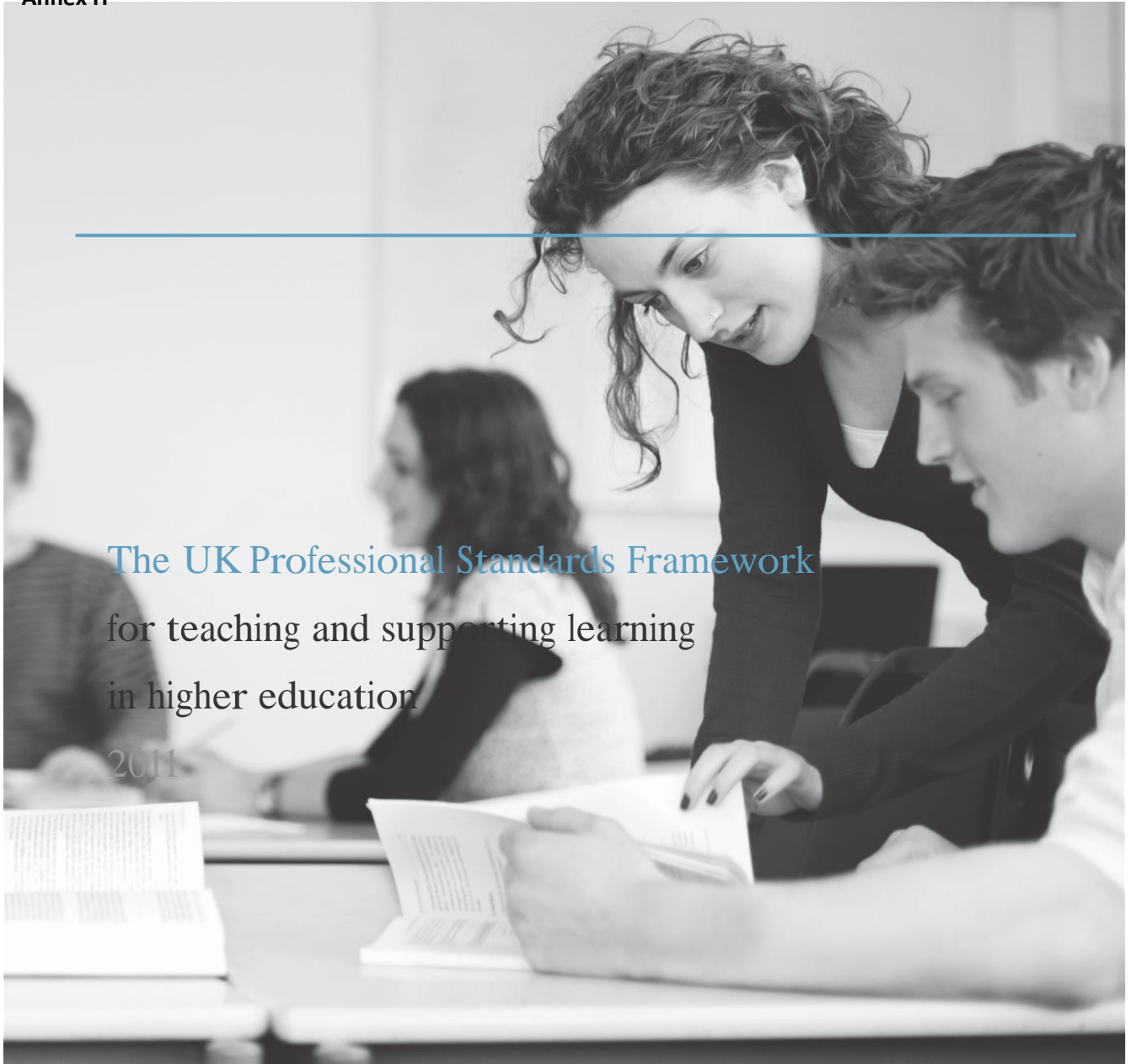
Entwistle N, Thompson S & Tait H, *Guidelines for Promoting Effective Learning in Higher Education*, (University of Edinburgh 1992)

Harland, T. *University Teaching. An Introductory Guide*. (Routledge 2012)

- Horobin R, Anderson B & Williams M. *Active Learning in Practical Classes*, (CVCP, USDTU, 1992)
- Jarvis, P. (2002) *The Theory and Practice of Teaching*. 2nd edition, Routledge.
- Jenkins A et al. *Reshaping Higher Education: A guide to linking teaching with research*, (Routledge Falmer 2002)
- Laurillard D, *Rethinking University Teaching*, (Routledge 2nd edition 2002)
- Macfarlane B, '*Teaching with Integrity: The ethics of higher education practice*', (London. Routledge Falmer 2004)
- McNamara D & Harris R (eds), *Overseas Students in Higher Education*, (Routledge 1997)
- Owen, P. et al., *Developing Inquiry for Learning. Reflecting Collaborative Ways to Learn How to Learn in Higher Education*. (Routledge 2012).
- Ramsden P, *Learning to Teach in Higher Education*, (Routledge 2003, 2nd ed.)
- Salter, D. *Cases on Quality Teaching Practices in Higher Education*. (Information Science Reference 2013).
- Taylor S & Beasley N, *A handbook for doctoral supervisors*, (Routledge 2005)

Further, discipline-related references might be found at:

<http://www.heacademy.ac.uk/home>



The UK Professional Standards Framework
for teaching and supporting learning
in higher education
2011

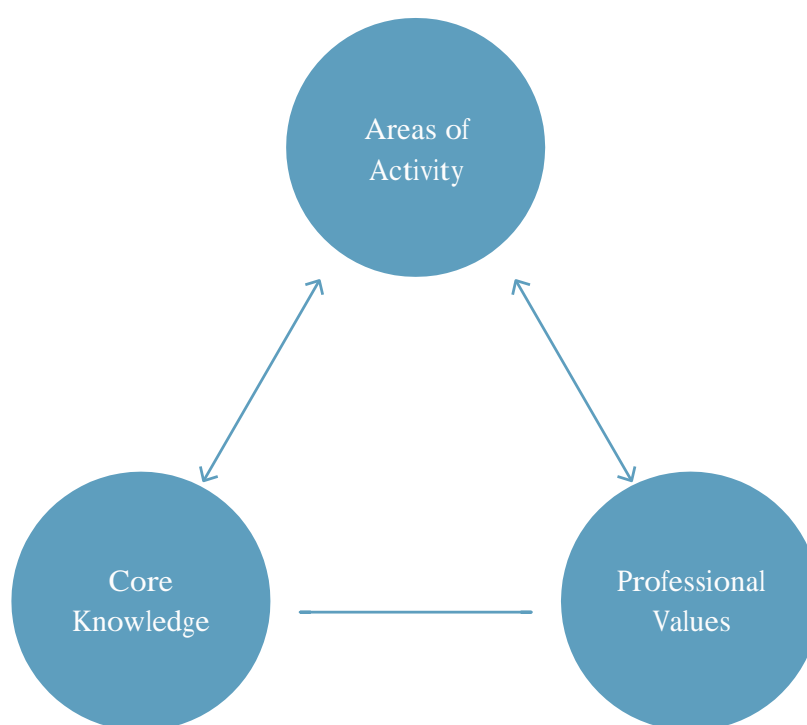


Aims of the Framework

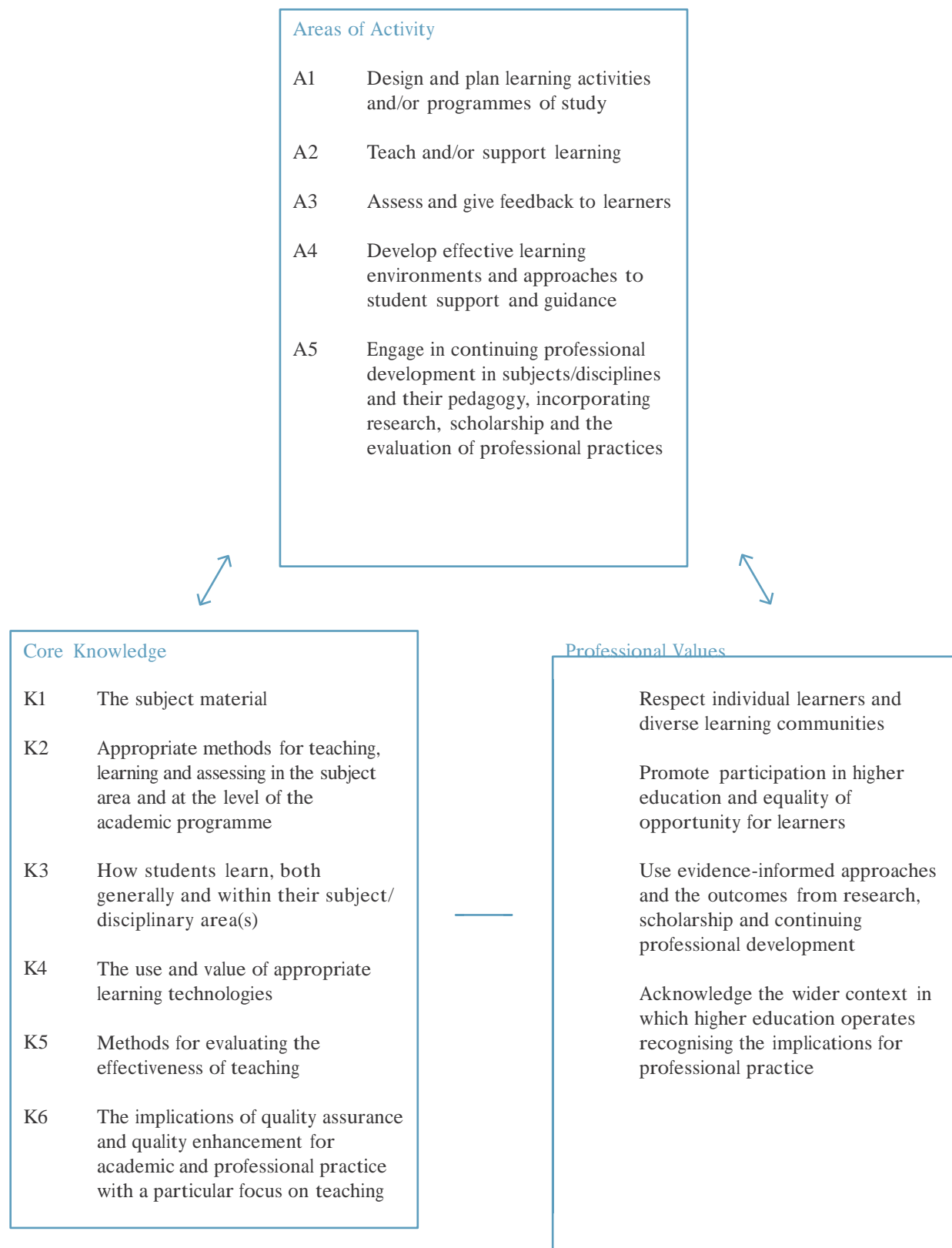
The UK Professional Standards Framework:

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 in gaining formal recognition for quality-enhanced approaches to teaching and supporting learning, often as part of wider responsibilities that may include research and/or management activities



Dimensions of the Framework



Descriptor 1**Typical individual role/career stage****Related HEA recognition**

Demonstrates an understanding of specific aspects of effective teaching, learning support methods and student learning. Individuals should be able to provide evidence of:

I. Successful engagement with at least two of the five Areas of Activity

II. Successful engagement in appropriate teaching and practices related to these Areas of Activity

III. Appropriate Core Knowledge and understanding of at least K1 and K2

IV. A commitment to appropriate Professional Values in facilitating others' learning

V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities

VI. Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

Individuals able to provide evidence of effectiveness in relation to their professional role(s), which, typically, will include at least some teaching and/or learning support responsibilities. This teaching and learning role may sometimes be undertaken with the assistance of more experienced teachers or mentors. Typically, those likely to be at Descriptor 1 (D1) include:

a. Early career researchers with some teaching responsibilities (e.g. PhD students, GTAs, contract researchers/post doctoral researchers etc.)

b. Staff new to teaching (including those with part-time academic responsibilities)

c. Staff who support academic provision (e.g. learning technologists, learning developers and learning resource/library staff)

d. Staff who undertake demonstrator/technician roles that incorporate some teaching-related responsibilities

e. Experienced staff in relevant professional areas who may be new to teaching and/or supporting learning, or who have a limited teaching portfolio

Associate Fellow

Descriptor 2**Typical individual role/career stage****Related HEA recognition**

Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning. Individuals should be able to provide evidence of:		Individuals able to provide evidence of broadly based effectiveness in more substantive teaching and supporting learning role(s). Such individuals are likely to be established members of one or more academic and/or academic-related teams. Typically, those likely to be at Descriptor 2 (D2) include:	
I.	Successful engagement across all five Areas of Activity		
II.	Appropriate knowledge and understanding across all aspects of Core Knowledge	a. Early career academics	
III.	A commitment to all the Professional Values	b. Academic-related and/or support staff holding substantive teaching and learning responsibilities	
IV.	Successful engagement in appropriate teaching practices related to the Areas of Activity	c. Experienced academics relatively new to UK higher education	Fellow
V.	Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice	d. Staff with (sometimes significant) teaching-only responsibilities including, for example, within work-based settings	
VI.	Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices		

Descriptor 3**Typical individual role/career stage****Related HEA recognition**

Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning. Individuals should be able to provide evidence of:

- I. Successful engagement across all five Areas of Activity
- II. Appropriate knowledge and understanding across all aspects of Core Knowledge
- III. A commitment to all the Professional Values
- IV. Successful engagement in appropriate teaching practices related to the Areas of Activity
- V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice
- VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices
- VII. Successful co-ordination, support, supervision, management and/or mentoring of others (whether individuals and/or teams) in relation to teaching and learning

Individuals able to provide evidence of a sustained record of effectiveness in relation to teaching and learning, incorporating for example, the organisation, leadership and/or management of specific aspects of teaching and learning provision. Such individuals are likely to lead or be members of established academic teams. Typically, those likely to be at Descriptor 3 (D3) include:

- a. Experienced staff able to demonstrate, impact and influence through, for example, responsibility for leading, managing or organising programmes, subjects and/or disciplinary areas
- b. Experienced subject mentors and staff who support those new to teaching
- c. Experienced staff with departmental and/or wider teaching and learning support advisory responsibilities within an institution

Senior Fellow

Descriptor 4**Typical individual role/career stage****Related HEA recognition**

Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning. Individuals should be able to provide evidence of:

- I. Active commitment to and championing of all Dimensions of the Framework, through work with students and staff, and in institutional developments
- II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/or (inter)national settings
- III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning
- IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.)
- V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices

Individuals, as highly experienced academics, able to provide evidence of a sustained and effective record of impact at a strategic level in relation to teaching and learning, as part of a wider commitment to academic practice. This may be within their institution or wider (inter)national settings. Typically, those likely to be at Descriptor 4 (D4) include:

- a. Highly experienced and/or senior staff with wide-ranging academic or academic-related strategic leadership responsibilities in connection with key aspects of teaching and supporting learning
- b. Staff responsible for institutional strategic leadership and policy-making in the area of teaching and learning
- c. Staff who have strategic impact and influence in relation to teaching and learning that extends beyond their own institution

Principal Fellow

Framework Guidance Notes (FGN)

The UK Professional Standards Framework is supplemented and supported by a series of Framework Guidance Notes (FGN). These are designed to highlight and disseminate good practice in a given area as well as outline issues that institutions and individuals may want to consider in using the UK Professional Standards Framework.

Relationship to the Higher Education Academy National Accreditation Scheme

The Higher Education Academy recognises the importance and value of the UK Professional Standards Framework (UKPSF) and aligns its Fellowship categories with the Descriptors.

Its accreditation scheme provides a national professional benchmarking of provision that reflects the best practices in the sector. Guidance and support is offered through the work of the Higher Education Academy to higher education institutions wishing to be accredited for their application and use of the UKPSF.

Please see <http://www.heacademy.ac.uk> **Error! Hyperlink reference not valid.**