



GTA Core Training Programme

GTA FHEA Recognition Scheme

Handbook for participants

2017 – 2018

Version: 08 May 2017

Welcome to the GTA Training Programme

The Academy provides a wide programme of support for postgraduate research students who have teaching duties. We offer a range of teaching and learning development, from one-off workshops intended to provide the essential skills to start teaching, to a more comprehensive accreditation scheme which is designed to fit around your teaching and research commitments and leads to recognition as Associate Fellow of the Higher Education Academy (AFHEA). You can access as much or as little of the support on offer as you require, but please do check departmental expectations about how much training is required for you to be able to teach.

Our core workshops cover a range of basic skills and generally take half a day each to complete. These workshops will provide you with the basic skills required to support and assess student learning with confidence.

Our comprehensive AFHEA Recognition Scheme builds on the skills gained in our core workshops and allows you to further develop your teaching skills through group discussions and action learning.

Some PhD students may feel that they only require the initial training in order to fulfil their teaching responsibilities, whereas if you are planning a career in academia or teaching you may wish to complete the full programme and gain HEA Associate Fellowship to enhance your CV.

Contents

Welcome to the GTA Training Programme.....	2
Contacts	4
Core workshop programme for postgraduates who teach	5
Introduction to demonstrating	5
Advanced demonstrator: further developing your communication skills.....	5
Small group teaching.....	6
Your first lecture.....	6
Assessment and feedback.....	6
Understanding your students	6
AFHEA Recognition Scheme.....	7
Benefits of HEA Associate Fellowship	7
Participation requirements:	7
Registration	8
Compulsory workshops.....	8
Action learning sets.....	8
Standards for Associate Fellow Recognition.....	9
HEA recognition and accreditation	9
The UK Professional Standards Framework.....	9
The UKPSF and the HEA	9
Dimensions of the UKPSF	10
Appendix 1: AFHEA Scheme Registration form	11

Contacts



Dr. Eli R. Saetnan

Programme lead

saetnan@liverpool.ac.uk

@DrSaetnan

x41494

GTA Scheme web pages

<https://www.liverpool.ac.uk/eddev/support-for-researchers/gtas-postgraduates-who-teach/>

Workshop booking

<https://www.liverpool.ac.uk/cll/booking/>

Core workshop programme for postgraduates who teach

Our core workshops cover a range of basic skills and teaching roles, including demonstrating in practical sessions, running tutorials, giving lectures and assessing students. Workshops generally take half a day each to complete, and aim to provide:

- an introduction to learning and teaching at the University of Liverpool
- the basic skills required to support and assess student learning with confidence.

These workshops are open to all postgraduates who have occasional teaching duties or would like an introduction to basic skills in teaching and learning. Workshops are highly participative and allow postgraduates across disciplines to share experiences. You can book directly onto a session by visiting www.liverpool.ac.uk/cli/booking

Introduction to demonstrating

The aim of this workshop is to introduce participants to the underpinning principles and practices of teaching in and facilitating learning in practical classes. Demonstrating obviously requires technical knowledge of the subject matter, but it also requires an intellectual understanding of some teaching and learning theory, as well as the attitude to want to enhance the student experience.

Confirmed dates for 2017-18 academic year

26 September	9:30 – 12:30	24 January	9:30 – 12:30
28 September	13:30 – 16:30	25 January	13:30 – 16:30
2 October	13:30 – 16:30		
3 October	13:30 – 16:30		

Advanced demonstrator: further developing your communication skills

This workshop is aimed at those who have already gained some experience with demonstrating. It is designed to further develop your skills as a demonstrator. The focus here is on how to ask questions to support and develop student learning, dealing with unacceptable or challenging behaviour in the lab and handling some common difficult situations. The aim is to expand the set of tools you have available in your role as a demonstrator.

Confirmed dates for 2017-18 academic year

24 October	13:30 16:30	20 February	13:30 – 16:30
------------	-------------	-------------	---------------

Small group teaching

The aim of this workshop is to help you develop your confidence when faced with the task of leading a small group such as a seminar or tutorial. Topics covered include: the purpose of group discussions; the role of the tutor in small group discussions; techniques for encouraging and controlling discussion; using questions and feedback effectively; dealing with difficult situations.

Confirmed dates for 2017-18 academic year

27 September	9:30 – 12:30	31 January	13:30 – 16:30
5 October	13:30 16:30		

Your first lecture

This session is relevant for postgraduates who have opportunities to deliver lectures or other large group teaching. It is designed to help you prepare for and deliver a lecture, stimulate active learning in large groups, obtain feedback on the success of a lecture, and review what can go wrong when lecturing and how to deal with it.

Confirmed dates for 2017-18 academic year

7 November	9:30 – 12:30
------------	--------------

Assessment and feedback

In this workshop we will explore the purposes of assessment, how assessment decisions are made, how postgraduate students who teach can help make their assessment decisions more reliable, and how to give effective feedback to students.

Confirmed dates for 2017-18 academic year

14 November	9:30 – 12:30	6 March	13:30 – 16:30
12 December	9:30 – 12:30		

Understanding your students

This workshop will encourage participants to explore how their students might differ from themselves, and what impact those differences might have on learning and teaching. It is very easy for teachers to assume that their students learn the way they do, and to design their teaching accordingly. However, such an assumption is likely to be flawed, at least for some of the students in the room. We will therefore consider some of the different strategies that teachers can use to understand their students, and to support a range of different approaches to learning.

Confirmed dates for 2017-18 academic year

21 February	9:30 – 12:30
-------------	--------------

AFHEA Recognition Scheme

The philosophy of the recognition scheme is that it supports and offers recognition for the teaching that you are doing, rather than imposing the additional burden of a further workshop and assessment programme. A final assessment via the university's ULTRA framework allows you to make a case for recognition at Associate Fellow on the basis of your teaching experience. Furthermore, the Action Learning Set model allows you to bring real issues for discussion of challenges which are particularly timely and relevant to you.

The recognition scheme programme consists of two short compulsory workshops, and participation in five Action Learning Set group meetings held monthly. Completion of the programme, and application for Associate Fellow recognition is through submission of an ULTRA application at the end of the programme.

Benefits of HEA Associate Fellowship

Becoming an Associate Fellow of the HEA allows you to use the post-nominal letters AFHEA, and signals to potential future academic employers that you have some experience in teaching and that you approach your teaching in a research-informed and reflective manner. HEA Associate Fellowship is recognised throughout UK Higher Education, and may also be useful if you are planning to look for academic work within Europe. It is less well recognised further afield, but one of the key aims of this programme is that it helps you to become a better-informed and more reflective teacher, and this is likely to make you a more credible candidate for any role that involves teaching in Higher Education.

Participation requirements:

- You must have attended at least two core GTA workshops or equivalent discipline-based training. Equivalence will be determined by the GTA Recognition Scheme programme lead.
- In line with the Policy on Students Undertaking Teaching Duties, you must have a letter of agreement from whoever commissioned your teaching (or a GTA contract) outlining your teaching responsibilities. PhD students who teach should also be paid for their work via a bursary or fee.
- Participants must be teaching **at least twice per month** (on average) during term time in order to participate in the Action Learning Sets. This is to allow you to be able to identify real teaching challenges, to implement changes, and to reflect on your practice in line with the Action Learning model.

Infrequent, informal teaching may be useful to you as you develop your skills and prepare for a career after your PhD, but it is not acceptable as a basis for making an ULTRA application. As long as your teaching is regular and recognised (via a letter of agreement/contract and payment) it can be undertaken in a variety of contexts – not just teaching undergraduates in your department. You might be teaching for Continuing Education, supporting students to develop their study skills or helping students develop their lab skills. All of these would be acceptable as a basis for your ULTRA application.

Registration

To participate in the GTA Recognition Scheme, you will need to submit the registration form by the deadline, and book onto the compulsory workshops through the booking system. The registration form can be found at the back of this handbook, or on the GTA website.

Deadline for registration: September 15 2017

Compulsory workshops

Please book directly onto these sessions by visiting www.liverpool.ac.uk/cll/booking

Developing your teaching – 4 October 9:30 – 12:30

This workshop will provide an introduction to relevant learning theory, and explore how you might capitalise on your teaching experience. We will explore what Action Learning Sets are, how they work and what they can achieve as a model for your own professional development as an educator.

Preparing for ULTRA applications – 8 May 9:30 – 12:30

This workshop will guide you through the process of developing your portfolio of evidence for the ULTRA application.

Action learning sets

Group 1 Wednesdays 9:30 – 11:30	Group 2 Thursdays 14:00 – 16:00	Group 3 Mondays 9:30 – 11:30
11 October	12 October	9 October
8 November	9 November	6 November
6 December	7 December	4 December
7 February	8 February	5 February
7 March	8 March	5 March

Standards for Associate Fellow Recognition

The Higher Education Academy is the national body which champions teaching quality. They provide value to the HE sector by focusing on the contribution of teaching, as part of the wider student learning experience. This raises the profile of teaching and learning within the sector and has increased the professionalization of higher education teachers.

HEA recognition and accreditation

The HEA describe the recognition framework as follows: “The UK Professional Standards Framework (UKPSF), is a nationally recognised framework for benchmarking success within HE teaching and learning support. We believe that the UKPSF is essential to driving improvement in, and raising the profile of, learning and teaching in HE.”

As a comprehensive set of professional standards and guidelines for everyone involved in teaching and supporting learning in HE, it can be applied to personal development programmes at individual or institutional level to improve teaching quality.

The UK Professional Standards Framework

The UK Professional Standards Framework (UKPSF) identifies the diverse range of teaching and support roles and environments within higher education. These are reflected and are expressed in the Dimensions of Professional Practice. The UKPSF clearly outlines the Dimensions of Professional Practice as:

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

The UKPSF and the HEA

To meet the requirements for Associate Fellowship of the HEA, participants will have to demonstrate that they have met the standards as detailed below:

- I. Successful engagement with at least two of the five Areas of Activity
- II. Successful engagement in appropriate teaching and learning 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 responsibility

Typical profiles of applicants for Associate Fellow recognition are staff with around 3 years’ experience of teaching. This includes early career research staff and post-graduate research students who contribute to teaching.

Dimensions of the UKPSF

Areas of Activity

- A1
Design and plan learning activities and/or programmes of study
- A2
Teach and/or support learning
- A3
Assess and give feedback to learners
- A4
Develop effective learning environments and approaches to student support and guidance
- A5
Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

Core Knowledge

- K1
The subject material
- K2
Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme
- K3
How students learn, both generally and within their subject/disciplinary area(s)
- K4
The use and value of appropriate learning technologies
- K5
Methods for evaluating the effectiveness of teaching
- K6
The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

Professional Values

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

Appendix 1: AFHEA Scheme Registration form

GTA Recognition Scheme for Associate Fellow 2017-18 Registration form

1. Personal details

Title (Mr/Mrs/Ms/Dr, etc.)	Family Name (Surname)	First or Given Name	Middle/Other Names
Department Address:			
Postcode:			
Email address (@liverpool.ac.uk):		Day contact phone number:	
Please enter your staff/student number here:			
Name of main Supervisor			
Name(s) of academic staff for whom teaching is being undertaken (e.g. module co-ordinator)			
Year of study in 2017/18 (i.e. 1 st , 2 nd , 3 rd , etc)			
Expected PhD completion date			
Preferred group for action learning sets (please circle one) <i>We will try to accommodate your preference, but cannot guarantee availability.</i>		Group 1 (Wed am)	Group 2 (Turs pm)
		Group 3 (Mon am)	

2. Current teaching role

Please include average number of hours per week during term time that you are involved in teaching. You can include any role in which you teach or support learners (e.g. lab demonstrating, study or writing support, supervision, skills training, etc)

3. Previous teaching experience

Previous teaching experience (higher education only). Please include any teaching done since beginning the PhD

4. Please confirm that:

You have a contract or letter of agreement for your teaching	YES / NO
You are being paid a fee or bursary for your teaching	YES / NO
You have completed two CLL GTA workshops (or equivalent)	YES / NO
Your Supervisor supports your engagement with the scheme	YES / NO

5. Special requirements

If you have special requirements that arise as a result of a disability, medical condition or specific learning difficulty, please let us know so that appropriate arrangements can be made.

6. Declaration

I confirm that the information given by me on this form is correct. I agree to the University of Liverpool processing personal data in this form for any purpose connected with my studies or my health, welfare and safety or for any other legitimate reason.

Signature (please type your full name):

Date:

Please return to saetnan@liverpool.ac.uk by Friday 15th September.