



TEACHING ASSISTANT HANDBOOK 2016—2017

September 2016

Contents

1	Introduction	3
1.1	Important contacts	3
1.2	Required training at the School of Law.....	5
1.2.1	Faculty-level training	5
1.2.2	School of Law training	5
1.3	Eligibility to teach in the School of Law	5
2	Guidelines for the use of Teaching Assistants in the School of Law	5
2.1	Responsibilities of the Course Unit Co-ordinator	5
2.2	Responsibilities of the Teaching Assistant	6
3	Review of your teaching.....	8
3.1	The teaching review process.....	8
4	Teaching Assistant Awards.....	9
5	Useful sources of information for Teaching Assistants	9
5.1	University of Manchester	9
5.2	Higher Education Academy (HEA)	10
6	How do I apply as a Teaching Assistant?.....	11
7	Applying for Associate Fellowship of the Higher Education Academy	12
7.1	Recognition by the Higher Education Academy (HEA)	13
7.2	Writing the reflective essay.....	13
7.3	Information that might help in thinking and reflecting about various elements of the UK Professional Standards Framework	14
8	Appendices	16
8.1	Appendix 1: Central University Services	16
8.2	Appendix 2: Sample lesson plan	18
8.3	Appendix 3: Reflective Learning Logs.....	19
8.4	Appendix 4: Teaching Assistant Record of Teaching Observation and Review	26
8.5	Appendix 5: Self-directed use of HEA websites.....	30
8.6	Appendix 6: Reflective learning log on Faculty online training.....	31
8.7	Appendix 7: Feedback form for AHEA submission	37

Teaching Assistants in the School of Law

1 Introduction

As a Teaching Assistant (TA) in the School of Law, you perform an important and valuable function. Without you, it would be very difficult to run the large number of seminars, workshops and other classes that we provide for our Undergraduate students, in order that we might enhance their learning experience.

In recent years, the University has recognised this fact and has made a commitment to provide support, training and development to Teaching Assistants. Over the past few years, the School of Law has also made a commitment to support our Teaching Assistants. The School programme is under constant development but we now have a clear recruitment process and about 24 hours of training and development, so that you have the confidence to succeed in the classroom.

The training programme in the School of Law aims to:

- Fulfil the new requirements of the University
- Provide Teaching Assistants with training and development within the context of an academic career
- Professionalise Teaching Assistants to approved professional standards of the Higher Education Academy
- Improve standards of teaching on our programmes
- Improve our student feedback on teaching, focusing on knowledge, support, spoken English and presentation skills

1.1 Important contacts

Ms Margaret Cunningham is the TA Co-ordinator for the School of Law. She acts as a mentor for all Teaching Assistants in the School and will also co-ordinate and oversee applications for Associate Fellowship of the Higher Education Academy. You should also bring to her attention any issues or difficulties that you are having with your Course Co-ordinator, if you have not managed to resolve them with the latter. Margaret works closely with the Deputy Head of School, Carolyn Abbot, who is responsible for workload allocation.

The Staff Resources Office deals with matters relating to timetabling, estates, finance and HR. The manager of this office is Sarah Tiffany-Dodman. The Teaching Support Office deals with all matters relating to UG and PG degrees. The manager of this office is Abi Robinson.

The Director of Teaching and Learning is responsible for teaching strategy and policy in the School of Law. The Directors of Undergraduate and Postgraduate Studies work closely with Programme Directors to ensure the smooth running of their programmes. Course Directors are responsible for managing their courses.

Useful Contacts

Name	Position	Location (Williamson Building)	E-mail
Ms Margaret Cunningham	TA Co- ordinator	Room 3.43	Margaret.cunnigham-2@manchester.ac.uk
Dr Carolyn Abbot	Deputy Head of School	Room 3.25	Carolyn.abbot@manchester.ac.uk
Professor Rebecca Bennett	Director of Teaching and Learning	Room 2.10	Rebecca.bennett@manchester.ac.uk
Ms Laura Tatham	Director of Undergraduate Studies	Room 3.20	Laura.tatham@manchester.ac.uk
Dr Bruce Wardhaugh	Director of Postgraduate Studies	Room3.62	Bruce.wardhaugh@manchester.ac.uk
Sarah Tiffany- Dodman	Staff Resources Office - Manager	Room 3.51a	Sarah.tiffany@manchester.ac.uk
Abi Robinson	Teaching Support Office - Manager	Room 3.45	Abi.robinson@manchester.ac.uk

1.2 Required training at the School of Law

The training required to carry out teaching is delivered by the Faculty of Humanities (of which the School of Law is part) and by the School of Law.

1.2.1 Faculty-level training

There are four parts to this:

- a) Online training which covers (6 hours):
 - i. Health and safety and the role of the TA
 - ii. Diversity in the classroom
 - iii. How students learn
 - iv. Preparing for teaching
 - v. Assessment and Feedback
 - vi. Building a Professional Relationship with your Students
- b) Webinar (1 hour)
- c) Face to face workshop (2 hours)
- d) Self-completion training log (see section 8.6)

1.2.2 School of Law training

The face-to-face training delivered covers:

1. Reflective practice / self-evaluation / keeping a PPP / learning styles
2. Getting ready to teach / learning objectives / assessment / diversity and complexity - Working from notes / emotional preparation
3. Enhancing learning and motivation
4. Equality and diversity in the classroom
5. Evaluating your teaching / feedback

1.3 Eligibility to teach in the School of Law

In all, but the most exceptional of circumstances, TAs must have completed both Faculty-level training and the School of Law training (shown above) prior to teaching.

2 Guidelines for the use of Teaching Assistants in the School of Law

2.1 Responsibilities of the Course Director

1. Arrange a briefing meeting before the start of the relevant semester to allow the Teaching Assistant (TA) adequate preparation time. If there is a team of TAs covering a large course, meetings should be held as a group.
2. Meetings should include:
 - A review of each seminar: subject matter, learning outcomes, discussion points, etc.
 - Clear guidance on the course unit timetable, teaching methods, course unit resources and expectations
 - Guidelines on how to deal with late comers, attendance and unprepared students
 - How to deal with student enquiries

3. Introduce the TA(s) to the student group, ideally during the first lecture, to send a message that they are part of the teaching team, specialists in their field and have received extensive training.
4. Disseminate the communication from Undergraduate Services to the TA regarding the process for printing and collecting registers for each seminar.
5. Be responsible for any marking and feedback that is undertaken by a TAs and evaluate their contribution to this task. If a TA is given authority to provide feedback on Blackboard, then this must be moderated to ensure that all feedback is of the same quality.
6. Provide constructive feedback on teaching through the peer review of teaching process, including the completion of a Peer Review of Teaching form (see Appendix 4) which should be shared with the TA.
7. TAs should be named within the unit survey to ensure that the students have the opportunity to feedback on the teaching of the TA.
8. Where appropriate direct the TA to opportunities for further development and advise the TA Co-ordinator of additional training needs.
9. Should the relationship with the TA not be productive and communication channels fail, the situation should be reported to the TA Co-ordinator.
10. If marking of end of year assessment is allocated to a TA, ensure they are aware of marking deadlines and schemes.

2.2 Responsibilities of the Teaching Assistant

The post holder will support the Course Unit Directors of the course units to which they contribute in the areas stated below:

2.2.1 Teaching duties as a seminar-taker and related duties

Seminar takers are responsible for delivering quality face-to-face education to undergraduate students in timetabled small group sessions (approximately 12 students per group) for 50 minutes per seminar. Seminars are intended to facilitate student learning through discussion based on questions set in advance (by the Course Unit Director, subject leader or subject team).

Preparation

1. TAs should be well-prepared to carry out the stated aims and objectives of the seminars they are delivering. Each TA will be provided with reading material and seminar material which has already been prepared by the relevant Course Director.
2. TAs will ensure that students are aware of the questions/tasks required for the next seminar.

Teaching

1. The seminar timetable will have already been organised for the 2015/16 academic session before we are in a position to confirm appointments to this role. There will not be any flexibility with regards the seminar times and availability.
2. TAs will lead seminars or other teaching, at specific times as timetabled by the School of Law, facilitating discussion around the theme(s) of the seminar. They will maintain a conducive atmosphere and environment for that discussion to take place.
3. TAs can where appropriate be asked to give some lectures, by negotiation with the Head of Discipline Area or Course Unit Director.

Administration and Student Support

1. TAs will keep records of student attendance in accordance with School of Law procedures (and may enquire about details of such procedures with Ceri Wilson in the Teaching Student Support Office (Williamson 3.05)).
2. TAs will report briefly on the attendance and work of each student at the end of each semester or as required.
3. TAs should be available to see the students who they teach, outside the strict teaching hours. Such student meetings to address individual concerns should be set up, e.g. by email correspondence, or by meeting in an appropriate public place (eg. Student Common Room or social areas in the foyers) or, if there are two or three students, another room booked for this purpose via the Teaching Student Support Office (Williamson 3.05).

Professional conduct

1. The University expects and will enforce high standards of performance and conduct from its employees, any breach of this may be dealt with by reference to the University's disciplinary procedures.

Assessment

1. TAs may undertake marking of essays and other forms of non-assessed work as agreed for the subjects(s) in question, for which they will be paid. They will return non-assessed work to students with feedback, according to prescribed deadlines.
2. TAs may be asked to undertake additional assessed marking for which they will be paid. Marking is normally paid on an hourly basis (3 papers per hour) multiplied by the hourly rate. Marking for some subjects is calculated differently - if this is the case you will be notified.

Cover

1. In the event of some emergency leading to a TA not being able to deliver a scheduled seminar, the TA should contact the Teaching Student Support Office as soon as possible (tel: 0161 275 7551) and should attempt to re-arrange the missed seminar so that the contractual hours of work can still be fulfilled. Any seminars which have to be rearranged should be dealt with via the Teaching Student Support Office (Williamson 3.05). TAs will not be paid for cancelled seminars.

Sickness

1. If you are absent from work due to sickness or injury, no payment will be made unless you qualify for statutory sick pay. The payment of sick pay is subject to your compliance with the University's procedures for the notification and verification of sickness absence, which are set out in the Sickness Policy.

General duties

1. TAs will work in co-operation with the Course Unit Director, subject leader and other academic staff, as appropriate, including liaising with staff on matters relating to preparation, teaching, administration and assessment.
2. TAs will answer queries by email, letter and from personal callers, in relation to the students, teaching and associated arrangements.
3. TAs will be required to undertake these duties in accordance with the University's equality and diversity policy and positively to promote equality and diversity.
4. TAs will be required to undertake these duties in accordance with the requirements of the University's Health and Safety Policy and the University's financial regulations.
5. TAs will be required to undertake relevant induction, and may have opportunities for further training, if required.
6. TAs will be required to work at any location within the University Estate, as required.

3 Review of your teaching

The School guidelines for the use of Teaching Assistants and the various responsibilities of the Course Co-ordinator and the Teaching Assistant are set out at sections 2.1 and 2.2. A formal review of your teaching will be carried out by the relevant Course Co-ordinator. This will be done by observation during a seminar or other appropriate teaching session (see Appendix 4 for Peer Review of Teaching Form). You will also receive student feedback through the University Evaluation Questionnaire (UEQ), the results of which are available on the course Blackboard page.

3.1 The teaching review process

Teaching Assistants are encouraged to seek informal verbal feedback mid-semester from their students to determine if there are any immediate changes that could be made.

Also, if you wish to gain Associate Fellow status of the Higher Education Academy (AFHEA) you will need to include an assessment of your teaching as part of the recognition process. This would be undertaken by the Course Co-ordinator on one of the courses you are working on. Appendix 4 has the form that should be completed by you and your Course Co-ordinator.

4 Teaching Assistant Awards

A new award scheme is being launched in September 2016, which is designed to reward outstanding service to the School and to our students. Awards are given to two Teaching Assistants (including GTAs) who have shown performance over and above normal expectations during the relevant academic year.

Applicants are required to demonstrate the extent to which they have:

- inspired and encouraged student interest in the subject/discipline
- challenged and motivated students towards academic excellence
- enjoyed and recognised the importance of working with students and enhanced their education out of the classroom
- shown enthusiasm for the subject/discipline that is evident to their students
- given students helpful and constructive feedback
- encouraged students to develop new skills
- used technology innovatively to support students' learning
- stimulated students' intellectual curiosity

Each winner receives a certificate from the School of Law, a voucher as a prize and is eligible to become a Teaching Academy Fellow during the following academic year. Winners are decided by the School's Teaching and Learning Committee and announced at a Celebration Lunch.

5 Useful sources of information for Teaching Assistants

5.1 University of Manchester

Staff intranet page of Teaching Assistants in the School of Law:

<http://www.law.manchester.ac.uk/staff-intranet/teaching-assistants/>

Portal for GTAs in the Faculty of Humanities:

<http://www.humanities.manchester.ac.uk/humnet/our-services/teaching-and-learning/tahub/>

Teaching Resource for Teaching Assistants in the Faculty of Humanities:

<http://www.humanities.manchester.ac.uk/humnet/our-services/teaching-and-learning/tahub/humanities-ta-training-toolkit/resources/>

The Faculty of Humanities publishes a teaching and learning newsletter:

<http://www.humanities.manchester.ac.uk/humnet/news-events/teaching-and-learning-updates/> . This page will alert you to forthcoming events, current projects and also has a list of hints and tips about teaching and learning.

Humanities Teaching & Learning Showcase: a portal to presentations made at recent Humanities event on teaching and learning:

<http://www.humanities.manchester.ac.uk/humnet/news-events/teaching-and-learning-updates/showcase/> . Here you will find a wide range of presentations, some of them have been

recorded and some of them may help you see what current practice is being used in the Faculty of Humanities.

5.2 Higher Education Academy (HEA)

Understanding the UK Professional Standards Framework (UKPSF):

<https://www.heacademy.ac.uk/professional-recognition/uk-professional-standards-framework-ukpsf>

More on the HEA:

<https://www.heacademy.ac.uk/>

Resource portal for the HEA: <http://www.heacademy.ac.uk/resources>

6 How do I apply as a Teaching Assistant?

Information on how to apply as a Teaching Assistant can be found on the intranet.

The successful applicant for a TA post will be able to provide evidence of all or most of the following:

Education

1. A first degree at first class or upper second class honours in a relevant discipline (which may be law; criminology; socio-legal studies; health care ethics and law; bioethics).

The applicant must normally have studied the particular subject which he/she is applying to teach, and have attained a First class or a 2.1 mark in that same subject

AND

2. Be either:
 - registered as a postgraduate student at the University of Manchester;
 - in possession of a postgraduate degree in a relevant subject area;
 - in possession of a relevant professional qualification.

Skills/Personal Qualities

- Good presentation, communication and analytical skills.
- An understanding of issues affecting undergraduates.
- An understanding and interest in the subject areas being taught.
- A willingness and ability to acquire knowledge and understanding of University teaching quality standards including examination standards and procedures.
- An ability to lead a group activity

Permitted workloads for Teaching Assistants 2016–2017 (NOTE: TEACHING IS NOT NORMALLY ALLOCATED TO STUDENTS IN THEIR FIRST YEAR OF STUDY)

Type	Hours
<i>Teaching Assistants (who are currently PGR students at Manchester)</i>	Up to 180 hours in any one academic year

7 Applying for Associate Fellowship of the Higher Education Academy

In an increasingly competitive job market, applicants for lecturing positions are often now required to demonstrate some experience and expertise in teaching as well as in research. One common way to do this is by gaining recognition as a Fellow or Associate Fellow of the Higher Education Academy – and you don't have to have done a course to apply!

To be eligible to apply for Associate Fellow status of the Higher Education Academy (AFHEA) (<http://www.heacademy.ac.uk/>) you must compile a portfolio that shows that you have:

1. Completed the Faculty of Humanities online training programme (or the former [Graduate Teaching Assistant course](#) (HUMNS8800))
2. Completed the reflective learning log that accompanies the online training (see section 8.6 Appendix 6)
3. Participated in the Faculty of Humanities Webinar about being a TA
4. Attended the Faculty workshop for TAs
5. Attended the School of Law training for TAs
6. Undertaken and reflected on seven hours of teaching (see section 8.3 Appendix 3)
7. Had an observation of teaching by a Course Director (see 1.1 Appendix 5)
8. Written a 1-1,500 word reflective essay entitled "What Makes Me an Effective Teacher in UK Higher Education?"

For 1, 3, 4 and 5 above we will have a record of this in our database and will provide you with a letter that you can include in your portfolio that confirms this information.

The UK Professional Standards Framework can be found at <https://www.heacademy.ac.uk/professional-recognition/uk-professional-standards-framework-ukpsf>.

Submission Deadlines

Draft Portfolio to be submitted to TA Coordinator by Friday 8th July

Written feedback provided by Friday 29th July

Final Submission of Portfolio to TA Coordinator by Friday 26th August

Results by early October

7.1 Recognition by the Higher Education Academy (HEA)

To apply for Associate Fellow status of the HEA you must provide evidence of:

A1	Design and plan learning activities and/or programmes of study
A2	Teach and support learning
A3	Assess and give feedback to learners
*K1	The subject material
K2	Appropriate methods for teaching and learning 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
<p>*K1 – This is identified as a core requirement but may not always be specified overtly in particular schemes. This is because Teaching Assistants/Demonstrators/Researchers who teach will be expected to deliver session related to their areas of expertise/qualification, i.e. relevant and appropriate subject material.</p>	
<p>Appropriate examples of practice in line with the values set out in the UKPSF (may be embedded) in :</p> <ul style="list-style-type: none"> • The reflective essay of 1 - 1,500 words; • Evidence of the preparation and delivery of 7+ hours of teaching/ demonstrations/e-learning content delivery, with examples that demonstrate application of the professional values, i.e. V1–4 (as presented/referenced in the reflective portfolio); • Faculty learning log book on training undertaken; • 	
V1 [E]	Respect individual learners and diverse learning communities
V2 [E]	Promote participation in higher education and equality of opportunity for learners
V3 [E]	Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
V4 [E]	Acknowledge the wider context in which higher education operates recognising the implications for professional practice

You will show evidence of the above through submission of forms as shown in sections 8.3, 8.4 and 8.6 and a reflective essay (see section 7.2).

7.2 Writing the reflective essay

You should submit the reflective learning logs (using Appendix 3 and Appendix 6) as part of your portfolio and they may be useful to cross-reference in your reflective essay (make sure you label them).

The reflective essay should:

1. Describe briefly some of the key activities and experiences you have gained in your time as a TA (100–200 words). These should be based on at least two of A1, A2 and A3 as shown at 7.1. Reflect on your experiences that you have written up.
2. Using the experiences detailed in point 1, identify key themes or topics that can be linked to the taught sessions and relevant literature (100–200 words). For the relevant literature you could draw on Gibbs' work (see below) or any appropriate reports in the HEA website.
3. Explain areas of practice where you can demonstrate how the theory can help explain your performance as a TA (600–7000 words).
4. Identify key insights and learning points from your reflection, and what you will do in your future teaching practice as a result (100–200 words).

You can use suitably cross-referenced appendices for material that you may wish to include, such as emails from students, teaching observation reports from a Course Director, reflections on teaching preparation, training undertaken and reflection on that training.etc.

In order to write your reflective essay you may find the work of Graham Gibbs of particular use when constructing your learning journals:

https://www.brookes.ac.uk/students/upgrade/study-skills/reflective-writing-gibbs/http://www2.glos.ac.uk/gdn/gibbs/ch5_8.htm.

Other useful articles about what good pedagogic practice looks like can be found in the following:

Parpala, A., Lindblom-Ylante, S, and Ryttonen, H. (2011) 'Students' conceptions of good teaching in three different disciplines', *Assessment & Evaluation in Higher Education*, 36(5): 549-563.

Samples, J. and Copeland, S. (2013) 'The universality of good teaching: a study of descriptors across disciplines', *International Journal of Teaching & Learning in Higher Education*, 25(2): 176-188.

7.3 Information that might help in thinking and reflecting about various elements of the UK Professional Standards Framework

A1 Designing and planning learning experiences

The Kolb Learning cycle:

http://www.ldu.leeds.ac.uk/ldu/sddu_multimedia/kolb/static_version.php

A2 Teaching and supporting learning

Graham Gibbs is a well-regarded teacher in Higher Education and was awarded a National Teaching Fellowship in 2004. His discipline area is geography but this site is very useful on general teaching and learning approaches and practice: <http://www2.glos.ac.uk/gdn/gibbs/>

A3 Assessment and links to teaching. Feedback methods, policies and practice:

HEA portal to assessment: <http://www.heacademy.ac.uk/assessment>

Shute, V. (2007) *Focus on Formative Feedback*, available from <http://www.ets.org/Media/Research/pdf/RR-07-11.pdf> (recommended by Professor Arif Khurshed)

K1 The subject material

It goes without saying that you will be teaching courses that you have either studied yourself as part of undergraduate or postgraduate teaching and/or are researching as part of a higher qualification (such as a PhD).

K2 Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

The resource portal for the HEA: <http://www.heacademy.ac.uk/resources> has two main parts. One part is *Thematic areas such as 'Assessment and feedback', 'flexible learning', 'retention and success'*. These will be useful to explore when you are compiling your portfolio of reflective practice. The second main part is a section titled *Discipline areas* which will be useful: <https://www.heacademy.ac.uk/disciplines/social-sciences> (this includes material on both law and criminology).

To help to demonstrate your understanding of K2, you may wish to visit an appropriate site from those in the above list (a–d) and use Appendix 6 to answer some self-reflection questions about pedagogic practice.

K3 How students learn, both generally and within their subject/disciplinary area(s)

Healey, Mick and Jenkins, Alan (2000), 'Kolb's experiential learning theory and its application in geography in higher education', *Journal of Geography*, 99, pp. 185–195 [available at: <http://www2.glos.ac.uk/GDN/discuss/kolb1.htm>]. Do not be 'fooled' by the title of the article as this short piece identifies different learning styles between different disciplines, not just geography.

K4 The use and value of appropriate learning technologies

This portal takes you into some good material you may wish to draw on: <https://www.heacademy.ac.uk/online-learning>. Here you will find the results of research undertaken here at the University about students' views about learning technologies: <http://www.humanities.manchester.ac.uk/tandl/elearning/documents/studentFeedback2012-13.pdf> (and there are some references at the end of this short report that may be worth further investigation).

V1 Respect individual learners and diverse learning communities

Inclusive teaching: <http://www.humanities.manchester.ac.uk/tandl/resources/inclusive.html>

V4 Acknowledge the wider context in which higher education operates, recognising the implications for professional practice

Other useful information about current practice and debates about teaching in university can be found here: <http://www.timeshighereducation.co.uk/>.

8 Appendices

8.1 Appendix 1: Central University Services

Student Services Centre

Burlington Street
Tel: 0161 275 5000
Email: ssc@manchester.ac.uk

The Student Services Centre is a single point of contact for students where they can complete most of the necessary administrative tasks when interacting with the University's central administration, e.g. registration, payment of tuition fees, official documentation, collecting loans, grants and other awards, examinations, graduation ceremonies and degree certificates.

The Atrium

University Place
Email: atriumadvice@manchester.ac.uk

The Atrium offers access to key support services in one location. You can find it on the 1st floor of University Place and it is home to the Careers Service, the International Programmes Office and the new Information, Advice and Guidance team. A quiet study space area is also provided.

Counselling Service

5th Floor, Crawford House
Tel: 0161 275 2864
Email: counsel.service@manchester.ac.uk

The University of Manchester Counselling Service is a team of professional counsellors and psychotherapists offering confidential help with any personal issues affecting work, self-esteem, relationships, mental health or general well-being.

Occupational Health

182/4 Waterloo place
Tel: 0161 275 2858

The Occupational Health Service offers advice on issues relating to University life, work and general medical advice. Medical staff based there can assist with emergency cases of sudden illness on campus, vaccinations, medical examinations, health promotion and general nursing procedures.

Disability Advisory and Support Office

University Place
Tel: 0161 275 7512
Email: dass@manchester.ac.uk

The Disability Support Office main aim is to assist students to identify their needs while studying at the University. Staff can offer advice on assisting students with applications to their funding body and external sources of financial support, undertake dyslexia screenings for students who think they may have dyslexia, and operate an equipment loan scheme.

University of Manchester Student Union (including Advice Centre)

Steve Biko Building
Tel: 0161 275 2930

The UMSU's key objective is to represent its students' academic and welfare interests. There are eight full-time sabbatical officers, including an International Officer, supported by four part-time Faculty Officers.

Accommodation Office

Tel: 0161 275 2888
Email: accommodation@manchester.ac.uk

The Accommodation Office administers and allocates over 9000 University-owned bedrooms as well as organising the services and facilities therein.

University Language Centre

Samuel Alexander Building
<http://www.langcent.manchester.ac.uk/aboutus/contact/>

The University Language Centre provides a wide range of courses and services, including credited courses in 18 languages, IELTS examinations, in-session English language support and essay writing tutorials.

International Students' Welfare

Based in the Student Services Centre
Tel: 0161 275 5000
Email: iat@manchester.ac.uk

The University's international students' welfare officers are responsible for co-ordinating the academic, welfare and support arrangements for all overseas students and can provide general advice and help with immigration and visa queries.

Nightline

Tel: 0161 275 3983/4
Email: nightmail@nihhtline.man.ac.uk

Nightline is a confidential listening and information service run for students by students. They offer anonymous, non-judgmental and non-directive support for all callers, regardless of the situation. They are open for calls between 8pm and 8am.

International Society

Tel: 0161 275 4959
Email: info@internationalsociety.org.uk

The International Society is an independent, not-for-profit organisation unique to the City of Manchester. It aims to provide international students with a warm and friendly welcome when they arrive in the city and to make their time in the UK a wonderful experience.

8.2 Appendix 2: Sample lesson plan

LESSON PLAN

Level of Study	Course unit	Prepared by
-----------------------	--------------------	--------------------

Overview and Purpose	Course objectives
-----------------------------	--------------------------

Materials needed	Additional notes
Other resources	

Teacher Activity

Objectives of session Skills/information that will be learned	
---	--

Information Give and/or demonstrate necessary information	
---	--

Verification Steps to check student understanding	
---	--

Activity Independent activity to reinforce the session	
--	--

Summary	
----------------	--

Evaluation	
-------------------	--

Name:	Teaching Element: Planning and delivering teaching
--------------	---

Description What did you do?	Date you did it	Feelings What were you thinking and feeling?	Evaluation In your opinion was it a good/bad experience?	Analysis What sense do you make of the situation? What influenced what you did?	Conclusion What could you have done to improve the activity	Action Plan What changes, if any, will you make for next time?	Amount of time it took (hours)	What aspect o of the HEA PSF does this relate to?

Name:	Teaching Element: Discipline-Specific Teaching
--------------	---

Description What did you do?	Date you did it	Feelings What were you thinking and feeling?	Evaluation In your opinion was it a good/bad experience?	Analysis What sense do you make of the situation? What influenced what you did?	Conclusion What could you have done to improve the activity	Action Plan What changes, if any, will you make for next time?	Amount of time it took (hours)	What aspect o of the HEA PSF does this relate to?

Name:	Teaching Element: Assessment and Feedback
--------------	--

Description What did you do?	Date you did it	Feelings What were you thinking and feeling?	Evaluation In your opinion was it a good/bad experience?	Analysis What sense do you make of the situation? What influenced what you did?	Conclusion What could you have done to improve the activity	Action Plan What changes, if any, will you make for next time?	Amount of time it took (hours)	What aspect o of the HEA PSF does this relate to?

Name:	Teaching Element: Learning Technologies
--------------	--

Description What did you do?	Date you did it	Feelings What were you thinking and feeling?	Evaluation In your opinion was it a good/bad experience?	Analysis What sense do you make of the situation? What influenced what you did?	Conclusion What could you have done to improve the activity	Action Plan What changes, if any, will you make for next time?	Amount of time it took (hours)	What aspect o of the HEA PSF does this relate to?

Name:	Teaching Element: Teaching practice, observation and reflective review
--------------	---

Description What did you do?	Date you did it	Feelings What were you thinking and feeling?	Evaluation In your opinion was it a good/bad experience?	Analysis What sense do you make of the situation? What influenced what you did?	Conclusion What could you have done to improve the activity	Action Plan What changes, if any, will you make for next time?	Amount of time it took (hours)	What aspect o of the HEA PSF does this relate to?

Name:	Teaching Element: Respect Individual Learners
--------------	--

Description What did you do?	Date you did it	Feelings What were you thinking and feeling?	Evaluation In your opinion was it a good/bad experience?	Analysis What sense do you make of the situation? What influenced what you did?	Conclusion What could you have done to improve the activity	Action Plan What changes, if any, will you make for next time?	Amount of time it took (hours)	What aspect o of the HEA PSF does this relate to?

8.4 Appendix 4: Teaching Assistant Record of Teaching Observation and Review

Teaching Assistant Teaching Review pro-forma

This form is to be completed and made available to the TA within 2 weeks of the observations. The form contains headings under which the reviewers should comment with supporting evidence wherever possible. It is important to note that Teaching Assistants do not have responsibility for determining the design of the course unit and therefore comments here should be limited to the teaching and its delivery.

Name of Teaching Assistant		
Name of reviewer		
Date		
Course Unit		
Level		
Academic Year		
Programme(s) which the unit forms a part		
Type of session (lecture, tutorial etc)		

A. To be completed by the TA prior to the scheduled Review of Teaching

Please provide an overview of the session to be reviewed including the aims of the session to be reviewed, the preparation students are expected to have completed for this session, how the session is designed to fall in line with the Intended Learning Outcomes of the overall programme, how the session is designed to run and what materials (if any) are to be utilised to deliver the teaching

--

B. Review of Session (please circle as appropriate)	
Was the session clearly structured?	Yes No n/a
Did the session meet its intended aims?	Yes No n/a
Were the teaching methods used appropriate to the session?	Yes No n/a
Was there explicit linking to previous and/or subsequent sessions and/or required reading materials for the unit?	Yes No n/a
Was the use of teaching materials appropriate (handouts/AV equipment/other resources)?	Yes No n/a
Did the session begin and end on time?	Yes No n/a
Was the session appropriately sequenced and logical?	Yes No n/a
Was there appropriate control and measurement of the session?	Yes No n/a
Was the session delivered at a level that the students could understand?	Yes No n/a
Were examples or illustrations used to help students grasp key points?	Yes No n/a
Were students given adequate opportunity to engage in the session?	Yes No n/a
Were the students given the opportunity to ask questions?	Yes No n/a
Were the questions answered in a clear manner that could be understood?	Yes No n/a
Was the session drawn to a satisfactory conclusion?	Yes No n/a
Did the conclusion look forward and encourage further action?	Yes No n/a
Was advice offered on follow up work?	Yes No n/a

C. 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)

D. Areas of Good Practice and Strengths	

E. Recommendations for improvement and, where appropriate, further training	

Signature			
Reviewer		Date	

TA's comments	

Signature			
TA		Date	

8.5 Appendix 5: Self-directed use of HEA websites

This self-directed exercise is to address the Core Knowledge of the UK PSF and especially K1 (the subject material) and K2 (appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme).

When undertaking this task it is suggested that you focus on one area, e.g. engagement or teaching international students. When you have found some suitable sites, complete the form below and include it as part of your portfolio submission for AHEA recognition.

Website viewed	
Date of accessing site	
Key themes of site	
Critique of the site, e.g. basis of the research; date of material presented in site; any theoretical underpinning, etc.	
How can my understanding of the material found be applied in my teaching? If it cannot be applied, why not?	
What actions will I take as a result of viewing this material?	

Teaching Assistant Online Training

Reflective Log

This Reflective Log is for you to use to note down your reflections as you work through each of the modules. You may prefer to use some other method, but it is important that you keep a record of your reflections for your own self-development as well as for applying for HEA accreditation.

It is laid out in the same order as the modules in the online course and contains the details of each of the reflective exercises within those modules.

Module 1: Health and Safety and the Role of the TA

Safety and the GTA role

Activity 1

Think about your previous teaching and learning experiences in classrooms, labs or on field trips. What were your impressions of health and safety?

- Did you feel that Health and Safety was taken seriously?
- Did you encounter any examples of poor health and safety?
- Did you report your concerns?
- Did you take any action?
- What happened?
- Would you do anything differently now?

Comments:

Activity 2

Consider the activities you might be involved in as a GTA and make a note of any health and safety issues you might encounter in your teaching.

Comments:

Emergencies, Fire or Injury

Activity 3

Visit one of the rooms you will be teaching in and make a note of:

- Location
- The nearest telephone and first aid facility
- Evacuation route - consider alternative routes

If this information is not clearly available - what actions should you take?

Comments:

Checklist

Activity 4

- Do you know what to do if there is an accident?
- Do you know how to report defects, hazards, or things which are potentially dangerous?
- Do you know what the response to emergency situations should be in a teaching building?

Comments:

Module 2: Diversity in the Classroom

Activity 2

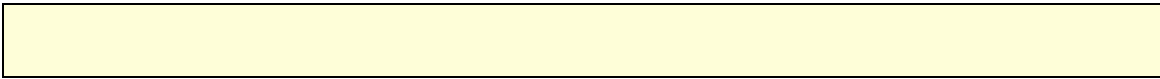
Think of one potential problem of cultural diversity and reflect on how it might be resolved.

Comments:

Activity 3

Have a think about what disabilities a student may have. Take one example of a disability and try and think about what barriers they may face in a tutorial setting. How could you, or the University, ensure they were not discriminated against?

Comments:



Module 3: How Students Learn

<p>Activity 1</p> <p>Think of an example when you have taught yourself something (it can be a new skill, like playing an instrument or speaking a new language, or simply a better understanding of a particular topic of knowledge). Try to list all the different types of input which you used to teach yourself - does your list reveal an evident preference for a particular type of learning material or process?</p>
<p>Comments:</p>
<p>Activity 2</p> <ul style="list-style-type: none">• Which of Kolb's general learning orientations best fit with your own preferences for learning? Are you an accommodator, a diverger, an assimilator, a converger or a combination of some/all of the above?• Does your learning approach vary depending on what you are learning? Do you think you would display the same learning orientation when learning to drive as you would when learning about economic principles for example?
<p>Comments:</p>
<p>Activity 3</p> <p>What do you think of the result? Does it surprise you or is it what you would expect? Do you think the result might be different if you took the quiz on a different day, or in a different set of circumstances?</p>
<p>Comments:</p>
<p>Activity 4</p> <p>Learning Approaches</p> <p>Think about the teaching approaches you've experienced:</p> <ul style="list-style-type: none">• Can you think about an example of a teaching approach which was successful for you?

<ul style="list-style-type: none"> • Describe what the approach or approaches were - there may have been several involved. • How do you think this might inform the teaching you're about to do? <p><i>(If you can't think of a successful teaching approach, consider one that didn't work, think about what it was about the approach that didn't work, and how it could have been improved).</i></p>
<p>Comments:</p>

Module 4: Preparing for Teaching

<p>Activity 1: Getting ready for a class Firstly, think about the tasks and roles that you might be expected to perform BEFORE the class. These may include practical or administrative activities, as well as tasks around preparation of material. Jot down 5-6 things.</p>
<p>Comments:</p>
<p>Activity 2: Prioritising Tasks What were the 5 most important tasks for you? Were there any that were not on the list that you would have said were more important?</p>
<p>Comments:</p>
<p>Activity 3: Learner Agreements Write your thoughts on why you think these might be useful and how you would work with students to create one. Note down the things you think should be included.</p>
<p>Comments:</p>
<p>Activity 4: What makes an effective teacher? Note down your thoughts from the activity.</p>
<p>Comments:</p>

Module 5: Assessment and Feedback

Activity 1: Assessment

Think about the types of assessment that might be used in your School or in the Faculty of Humanities.

Comments:

Activity 2: Learning Outcomes and Assessment

In the Course Handbook for one of the courses listed, find the Learning Outcomes and Assessment details (*if you know which course you will be teaching you could also look for these details in that course's handbook*).

- Are the Learning Outcomes clear?
- Are the Assessment details clear?
- Does the assessment support the learning outcomes?

Comments:

Activity 3: Formative or Summative?

Look back at your notes from Activities 1 & 2.

- Can you identify examples of formative and summative assessment?
- Is it clear that any assessment is formative or summative?
- Are different assessment types (essay, quiz etc) used for formative and summative assessments? If so, why?
- How do the formative assessments prepare the students for summative assessment?

Comments:

Activity 4: Feedback

Feedback is a vital part of any assessment. Take some time to think about what makes good feedback.

- Think about feedback you have received during your studies.
- What were the most helpful or useful characteristics of the feedback?
- What was missing? What would have helped you?

Once you have read the guide to delivering effective feedback through Grademark, compare this with your notes.

Comments:

Module 6: Building a Professional Relationship with your Students

Activity 1: Case Studies

Once you've done the online activity, note down any comments you have about the way you would handle the scenarios. Do you agree with the feedback? Is there anything you disagree with?

Comments:

8.7 Appendix 7: Feedback form for AHEA submission

Teaching Assistant Reflective Portfolio

Assessment Feedback Sheet

Name		Date submitted	
-------------	--	-----------------------	--

COMPONENT	
1	A reflective report of 1,500 words.
2	Evidence of the preparation and delivery of 7+ hours of teaching/ demonstrations/e-learning content delivery, with examples that demonstrate application of the professional values, i.e. V1-4 (as presented/referenced in the reflective portfolio).
3	Faculty learning log book on training undertaken
4	MBS learning log book on training undertaken
4	Record of the observation of, and feedback on, teaching and support activities

CORE REQUIREMENTS		ACHIEVED
APPLICANT MUST DEMONSTRATE AN UNDERSTANDING OF:		
A1	Design and plan learning activities and/or programmes of study	
A2	Teach and support learning	
A3	Assess and give feedback to learners	
*K1	The subject material	
K2	Appropriate methods for teaching and learning 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	
<p>*K1 – This is identified as a core requirement but may not always be specified overtly in particular schemes. This is because Teaching Assistants/Demonstrators/Researchers who teach will be expected to deliver session related to their areas of expertise/qualification, i.e. relevant and appropriate subject material.</p>		

APPROPRIATE EXAMPLES OF PRACTICE IN LINE WITH THE VALUES SET OUT IN THE UKPSF (MAY BE EMBEDDED) IN COMPONENTS 1–4 ABOVE	
V1 [E]	Respect individual learners and diverse learning communities
V2 [E]	Promote participation in higher education and equality of opportunity for learners
V3 [E]	Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development
V4 [E]	Acknowledge the wider context in which higher education operates recognising the implications for professional practice

Name of Assessor	
Assessor's signature	
Date	
Decision	Approve/Refer
Further work required to meet requirements; please specify.	
Assessor's Comments	