

Humanities Training Template

The Faculty of Humanities Training Template has been designed to ensure that both new and current Teaching Assistants receive the required training to effectively carry out their duties and be able to apply for Associate Membership of the Higher Education Academy.

Faculty recommends the following model be followed in order for this to be achieved:

Training for Newly Appointed TAs (year 1 of teaching)

1. All TAs to undertake the online training unit and the face to face workshops provided by STDU in conjunction with the Faculty of Humanities.
2. All TAs to participate in School based training which will meet the requirements for HEA Accreditation.
 - Initial training to take place prior to the start of teaching (i.e before September). A day long School based training course developed from a number of 'modules' from the Humanities TA Toolkit, and supported through Blackboard materials.
 - Some modules could be delivered throughout the academic year, supplementing initial training and providing opportunities for further development and training.
 - The Humanities TA Toolkit: common materials will be developed to ensure that the training meets HEA requirements but Schools can tailor and contextualise modules.
 - Training provided via a mix of face to face and online provision
3. All TAs to undergo teaching observation for the purposes of personal development as well as quality assurance: by either a Peer, TA officer, supervisor, Course Unit Convenor in accordance with point 12.2 of the Faculty of Humanities Teaching Assistant Policy. The Faculty has developed a [Teaching Assistant Teaching Review Pro-forma](#) to be used and TA's will be required to provide evidence of this when applying for subsequent teaching

Suggested Modules for Training

It is suggested that the topics below be incorporated into School level training for newly appointed TAs. These topics will be covered briefly in the introductory online training unit, but this material will need to be supplemented with more detailed school/discipline specific content.

Introduction to teaching and learning in HE

- Teaching & Learning in Higher Education
- The University Context and Structure
- The School structure and contacts
- The credit system and the Framework for Higher Education Qualifications
- Evaluation of Teaching and Quality Assurance and Enhancement
- UK Professional standards framework for HE
- Support for TAs within the School and FoH
- Communication

Principles of teaching and learning

- What makes a good teacher/ learner
- Types of pedagogy

- Types of learners/ teachers
- Learning styles
- Types of teaching in the School and their purpose
- Being a Member of a Teaching team

Classroom Practice

- Planning your teaching
- Planning, conducting and evaluating lessons
- Stimulating/structuring using various pedagogic methods
- Group work and facilitation
- Using the Library/ other resources in your teaching
- Ethics
- Online resources
- Managing communication and collaboration activity

Assessment and feedback

- Types of assessment and links to teaching
- Marking work
- Use online tools for marking and feedback
- The importance of feedback
- Approaches to meet good practice and policy commitments
- Monitor student's progress

Discipline specific teaching

- Specific issues relating to the teaching of particular courses and subjects
- Peer mentoring