

MANCHESTER
1824

The University of Manchester

MENTORING
EXCELLENCE



Mentoring Graduate Teaching Assistants

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Why “Mentoring Excellence”

- GTAs fall into the cracks of research teaching
- Important to quality of undergraduate education:
 - The “front-line”
 - Set the tone
 - Interaction related to student engagement
 - Performance related to student retention
- Therefore, providing GTAs with continuing professional development for their teaching is vital.



“Mentoring Excellence” Ethos

- Specific to the GTA pathway, aligned with teaching semesters
 - Low-barrier to assessment but still provide robust assessment for accreditation (training sessions must be taken)
 - Simple submission mechanism
 - Structured independent work with peer mentoring
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- Increased confidence (Mentees and Mentors)
 - Enhances CVs (CPD)
 - Provides further opportunities

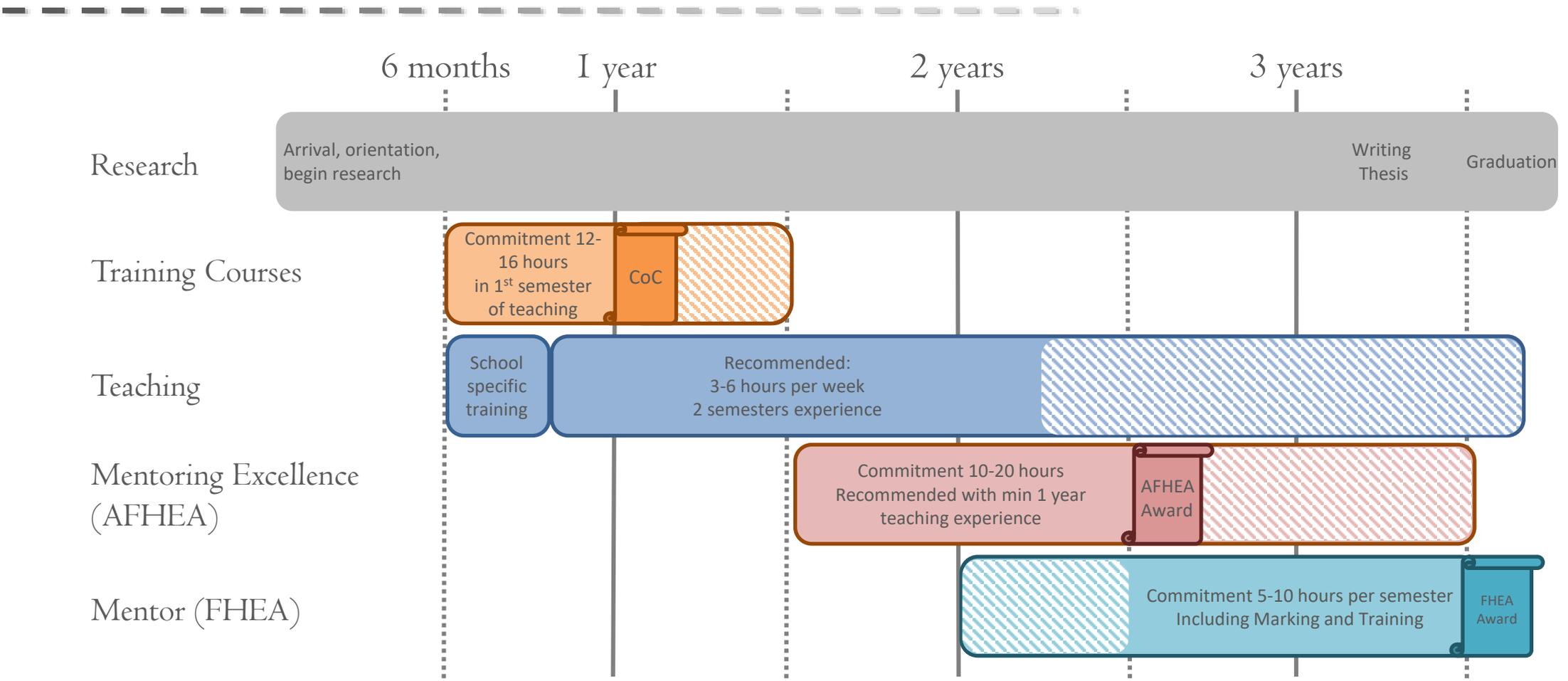


Background

Module	UKPSF	Key Topics
Professional Practice	A4, V1, V2	Equality & Diversity, Data Protection, General Safety, Unconscious Bias
Roles and Expectations	A2, A4, K2, V1, V2	Behaviours, Relationships with students, Expectations and GTA scenarios
Learning Outcomes & Lesson Plans	A1, K2, K3	Learning outcomes, Constructive alignment & Knowledge levels, Planning a teaching activity
Teaching Skills	K2, K3	Good teaching and engaging learners, Group dynamics, Questioning
Marking and Feedback	A3, K3, K5	Why and how we assess learners, Planning for successful feedback, Mark example report
E-Learning and Blackboard	K1, K3, K5	Course structures in Blackboard, Electronic submission & marking, Teaching online (e.g. Zoom)

- Three faculties:
 - Science and Engineering ~1000 GTAs - ran since 2018
 - Biology, Medicine, and Health ~ 200 GTAs - added in 2023
 - Humanities ~ 500 GTAs - likely to be added 2024

Structure



Support

- 8 – 12 per mentor group
 - Attendance is rarely 100%
 - Some GTAs cannot make every session or postpone application
- Mentor sessions are themed, one per month
 - Understanding the UKPSF and case study ideas
 - Linking the UKPSF and pedagogy to case studies
 - Checking of mapping documents and presentation drafts
- Virtual learning environment with supporting information



Engaging Mentors

- We have a core team of four academic staff mentors
- Successful applicants for AFHEA are invited to become a mentor (normally 4 new mentors per round)
- Most mentors help for 2-3 cohorts (then graduate)
- Several have remained as mentors for the programme, e.g. they undertake a PDRA at the university



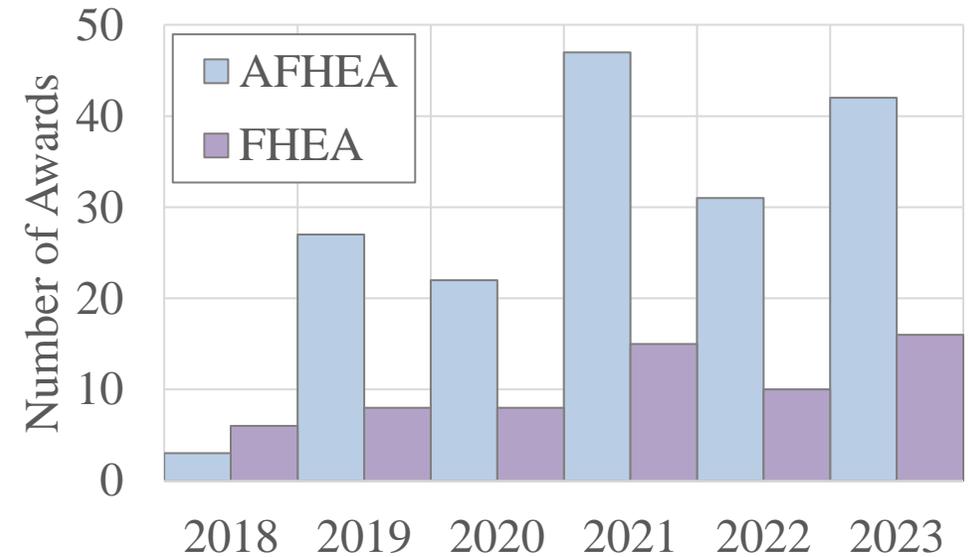
Training Mentors

- New mentors paired with an experienced mentor for I cohort
- Monthly meetings of mentors
- Train mentors as assessors for the AFHEA
- All meet to discuss the submissions and to moderate results
- Mentors supported for FHEA application
 - Provide opportunities for them to designing and planning learning activities



Review

- Programme started with only 3 staff, but sudden popularity of the scheme took us by surprise
- Limit on the registration numbers, depending on the availability of mentors
- FHEA route as some PhD students hold lectureships
- Successful mentoring programme that is greatly valued by GTAs
 - Outlining the jobs they have been able to secure
 - Difference this has made to them personally



Total so far:
172 - AFHEAs
63 - FHEAs