

Supporting Student Teachers to Achieve Teaching Excellence

Claudia E Henninger – Senior Lecturer in Fashion Marketing Management

Thomas L Rodgers – Reader in Chemical Engineering Education

Aurelie Le-Normand – Lecturer in Fashion Computer-Aided Design

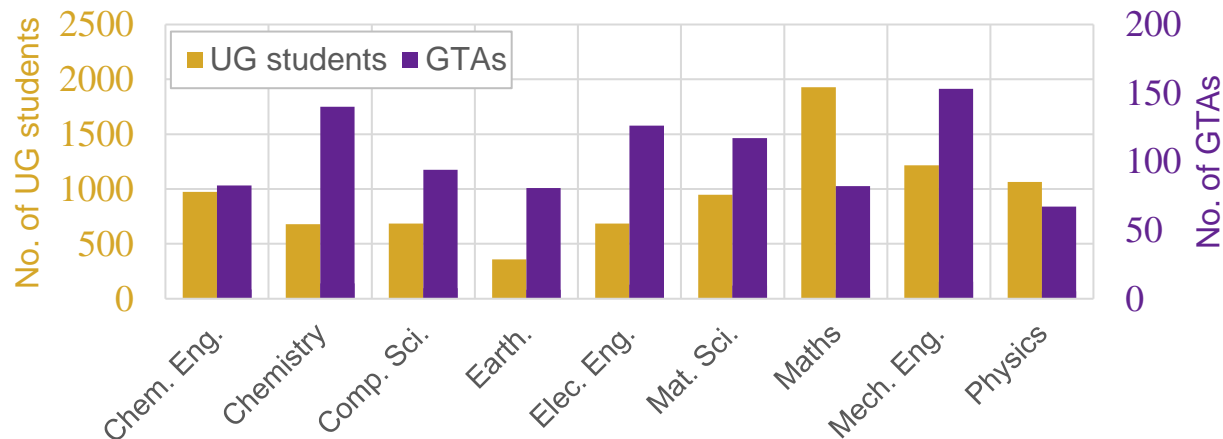
Nicholas Weise – Lecturer in Chemistry

Holly Dewsnip-Lloyd – Teaching and Learning Coordinator, ILT

Judy Williams – Professor of Academic Enhancement

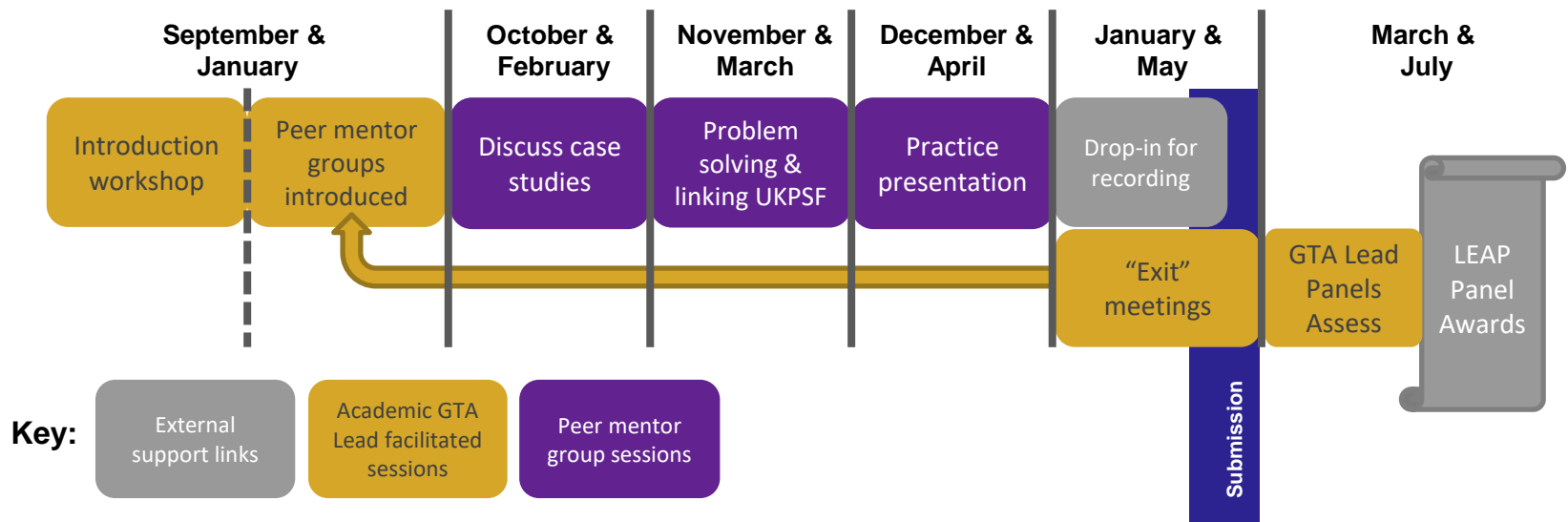
Graduate Teaching Assistants Programme (Mentoring Excellence)

- 2016 new modular training programme developed
 - Mapped against GTA roles
 - Mapped against UKPSF
- Motivation to further support GTAs to AFHEA



Supporting GTAs

- Pilot 2017-18 GTA pathway, aligned to semesters
- Structured independent work with peer mentoring
- Recorded video submission linked to training



Five Years On...

- Over 160 accredited students
- Annual Capacity of 80 (40 per semester)
- Returning students mentor / assess
- New mentoring pathway for the mentors (to FHEA)

Impact and Feedback

“Mentoring Excellence helps me recognise the importance of my GTA work. The staffs and mentors are very supportive. In the monthly mentor meetings, they helped me build robust case studies and shared their experiences and top tips with me.”

Evelyn, Mentor

“I believe the Fellowship of AdvanceHE was the influencing factor of me getting my current job as a Lecturer, so I feel it has been very beneficial for me.”

Zoe, Alumni

“Our Embassy will be very happy if I can get fellowship. As they like student to do something different than just a degree.”

Zaid, Alumni

“My involvement in Mentoring Excellence is transformational to my reflective teaching practice that I’m eagerly looking forward to the next level of involvement to further enhance my professional teaching career.”

Chukwuma, Alumni



Student Leaders at the University

Many students contribute immensely to learning and student experience:

- Supplemental Instructors
- Peer Mentors
- ResLife Advisors
- Student Partner Interns
- Educational Project Students



Recognising / Valuing Student Partnership

The internal accreditation programme was only formally available to staff prior to 2018

A pilot was run with Peer Support Graduate Interns to gauge feasibility and produce mentors / assessors

A bespoke programme was rolled out to Supplemental Instructors initially

Four Years On...

- Over 100 accredited students
- Annual Capacity of ~40
- Expanded to various roles
- Returning students mentor / assess
- Mostly limited to AFHEA
- Embedded assessment?

Impact and Feedback

*“I found the process of being a mentor and assessor to be **much more impactful** than when I applied for AFHEA myself. Helping others understand how their roles meet the UKPSF **helped me understand my own roles much more than before.**”*

*“The LEAP process has been **invaluable for me** as someone who is quite young in the Higher Education sector. I was very fortunate to have achieved my AFHEA in the final-year of my BSc ...and this has helped me move around more fluidly in my time in Higher Education and **have more of an impact when working** with academic staff across the University...”*

*“Receiving this Associate Fellowship from the Higher Education Academy through the LEAP programme has been one of **my greatest personal achievements this year... I have learned so much about myself, how to reflect on my actions,** and how to organise a large peer support team through my positions as peer assisted study... leader and coordinator.”*