Preparing to Teach in Higher Education

Anne M Lee and Malcolm Pettigrove
Michael P Fuller (ed)

UK Council *for* **Graduate Education**

Contents

Acknowledgements

We would like to thank Carolyn Raven at UKCGE who patiently circulated the questionnaire and ensured that the data was collated. This was a significant task and we could never have completed this report without her.

Lee-Ann Sequeira at the University of Surrey undertook the task of finding ways of comparing much of the course handbooks, policy documents and reading lists that we were sent, and we would like to thank her too.

To all those people who painstakingly completed the questionnaire (and in spite of our protestations it was not *that* short) we are indebted.

I would particularly like to thank my co-author, Malcolm Pettigrove, who worked on this report even as he returned from Oxford to his native Australia. His cheerfulness, broad and deep understanding of the field and tenacious wisdom have made undertaking this study a very pleasurable task.

Anne Lee

About the authors

Dr Anne Lee is an Academic Development Adviser at the University of Surrey. She has a background in psychology and human resource management and has published and spoken frequently on her research into doctoral supervision.

Dr Malcolm Pettigrove is a Visiting fellow in The Australian National University's Centre for Educational Development and Academic Methods (CEDAM). During 2009 he was an invited Director of Studies in the Oxford Learning Institute.

Professor Mick Fuller is the Honorary Secretary of the UKCGE and Head of the Graduate School and Director of Graduate Studies at the University of Plymouth.

Contact details

Anne Lee
a.lee@surrey.ac.uk **or** dr.anne.lee@which.net

Malcolm Pettigrove
Malcolm.Pettigrove@netspeed.com.au

Mick Fuller
mfuller@plymouth.ac.uk

Summary

This review of the preparation of graduate teaching assistants (GTAs) was commissioned by the UKCGE because there have been many developments in the last ten years both in our understanding of academic practice and of the context in which doctoral researchers are working. The preparation of GTAs to teach has been recognised as a key programme in developing the next generation of academics and researchers. The timing of these programmes during a period of doctoral or post doctoral study is crucial in alerting them to career opportunities and to forming their development as lecturers and teachers at a seminal stage.

The coherence between programmes for GTAs and programmes for full-time academic staff will continue to develop and will need to be continually examined at the institutional level and at the sector level. There will be an increasing number of doctoral students who have completed programmes that they will want to integrate their learning into the Post Graduate Certificates that they are expected to undertake as newly appointed full-time members of academic staff.

PhD students themselves are now more frequently referred to as 'early career researchers' and we propose that those undertaking teaching development programmes might be more usefully named 'early career academics'.

Within the programmes that are available, variety in the content, methods of delivery and assessment is both evident and important, both to enable participants to understand best practice in practice, and to meet the needs of a wide variety of HEI's.

As yet there is only limited evidence of programmes developing the skills to critically evaluate a developing orthodoxy about teaching and learning in higher education. This will need to be further developed if these participants are to become leading teachers in the decades to come.

Introduction

The aim of this report is to identify what universities are expecting of their Graduate Teaching Assistants (GTAs) and what they are doing to prepare and support them both in their work as lecturers and as early career academics who may aspire to hold significant teaching roles in higher education. In the intervening ten years since the first UKCGE report 'Preparing Postgraduates to Teach in Higher Education' (Holt 1999) there have been some significant changes leading to different demands upon GTAs, these include:

- The introduction by the Higher Education Academy (HEA) of a Professional Standards Framework (PSF) which aims to act as an enabling mechanism to support the professional development of staff engaged in supporting learning and a means of demonstrating to students and other stakeholders the professionalism of that staff
  http://www.heacademy.ac.uk/assets/York/documents/ourwork/professional/Professional_Standards_Framework.pdf

- Subject centres have been established by the Higher Education Academy to support pedagogic development in disciplines

- The Bologna Process has evolved to establish the Salzburg Principles (2005) which include requirements to provide professional development for doctoral students, transparent contractual arrangements and appropriate and sustainable funding
  http://www.eua.be/eua/jsp/en/upload/Salzburg_Report_final.1129817011146.pdf

- Student fees have been introduced and increased for undergraduates studying in the UK

- The National Students' Survey (NSS) has become a benchmarking exercise to evaluate the quality of teaching in universities in the UK and the PRES has evaluated nationally the involvement of Doctoral students in teaching

- The Concordat has been signed by Universities UK, professional bodies and employers and emphasises the importance of researchers' personal and career development, and requires it to be clearly recognised and promoted at all stages of their career
  http://www.researchconcordat.ac.uk/

- At the time of writing, UK Vitae is consulting on a researcher development framework (RDF) which looks at the stages that a researcher may progress through in a career which leads from new to eminent researcher – and includes a strand for stages of developing competence in teaching and mentoring competence
  http://vitae.ac.uk/policy-practice/165001/Researcher-development-framework-consultation.html

The gap between teaching as a GTA and becoming a full academic member of staff has been defined as 'the opportunity to exercise significant agency in relation to teaching' (Kahn 2009). There is also a debate about nomenclature: graduate teaching assistants are often PhD or doctoral students. The Salzburg Principles recommended that we use the phrase 'early career researchers' and this has become a common term across much of Europe, the Oxford Centre for Academic Practice uses the phrase 'early career academics'. This report will use all these terms when they are most appropriate.

In essence there are three ways that learning to teach can be influenced, and each of these is built on the premise that learning takes place in different ways:

1. **Individual reflection and experimentation:** the individual reflecting on their own performance and using self awareness to interpret their performance and scholarly texts to theorise it and to develop their own learning philosophy. Pedagogical research, is one way that this approach might be operationalised, for example measuring cognitive development in students before and after certain interventions.
2. **Socially constructed learning:** mentoring, problem solving, case study discussions, using peer and student feedback are all examples of this approach.
3. **Organisational norms and processes:** for example room layouts, standardisation of interaction modes, availability of learning technologies, policies informing the recruitment of lecturers and student feedback procedures.

These three approaches can be linked to Crotty's three basic epistemologies (beliefs about knowledge), the first point is largely related to constructionism, the second is about subjectivism and the third point links to objectivism (in this context this is achieved largely through behaviourism) (Crotty 1998, Kayrooz and Trevitt 2005).

There are obviously practical exercises which combine several approaches, for example Action Learning is a mixture of socially constructed learning and pedagogical research in that a group work together to discuss, make recommendations about and sometimes research, issues that the different group members raise.

These approaches can each be explored in a variety of different contexts: this report looks particularly at the trends of working in disciplinary or generic contexts. In practice there are also wide variations between research-led and teaching-led institutions and, bearing in mind that many graduate teaching assistants are doctoral students (or 'early career researchers' or 'early career academics') this work needs to be viewed particularly through the lens of the debate about the teaching-research nexus. Many of the participants in these programmes will continue in their careers to become outstanding researchers, we know that many GTAs are also willing to see academic teaching as an exciting endeavour, they can be inspired by these programmes and we hope that this report helps those who are seeking to create academics who love both teaching and research.

Resources contributing to and the limitations of this study

In this paper we aim to reflect what is happening to support graduate teaching assistants developing as teachers from three perspectives:

- current literature drawn largely from the UK, Australia and the USA,
- the survey of UK Higher Education institutions and
- an analysis of the 'grey literature' sent to us (programme handbooks, reading lists, policy documents etc).

Each of these aspects gives us a shaft of light on what is happening, but each also has its limitations. The literature review gives us the clearest indication of where practice might follow, but we apologise for any relevant texts that readers think have been omitted and the authors would welcome recommendations for future work.

The survey is the largest possible carried out in the UK and we are very grateful to all those organisations who have responded, a 54% response rate gives us confidence in the findings. However every survey has difficulties and we would need further research to be certain that each respondent meant exactly the same thing when responding to questions – our definitions of certain terms may not always be the same as our respondents'. There is also the problem of the acquiescent response set: any survey that asks 'do you include the following?' is more likely to receive a 'yes' than a 'no'. Additionally, any survey like this suffers from a possible gap between theory-in-use and espoused theory (Argyris & Schon 1974).

The review of the 'grey' literature has some similar problems, for example whilst we have attempted to capture the learning outcomes described in each document that has been submitted, we cannot know in reality what prominence is given to each learning outcome and how it is interpreted in practice. We also know that we have only been able to include a small proportion of the total documentation that exists, but we are grateful to those who sent us their literature.

Summarising the findings from literature reviewed

Predictions made in 1998

Chism (1998), drawing on her own readings from the preceding decade, offers seven predictions. In the years to come, she says, GTA preparation will move:

- from a focus on teaching to a focus on learning

- from one-way communication in the classroom to interactive communication
- from predesigned sequence of course content to student-sequenced learning
- from live settings to virtual settings
- from learning during a certain span of the life cycle to lifelong learning
- from standardised assessment to outcomes and performance assessment
- from competition to collaboration.

Allowing for a "less dramatic future" than these predictions suggest, Chism goes on to list nine broad changes that are likely to occur, post 1998, in the skills and knowledge base of graduate student teachers. Lightly paraphrased, these anticipated changes might be expected to be visible in the augmentation of:

- **the teacher's deep understanding of their discipline through an increasing appreciation of interdisciplinary connections** – whereby the teacher becomes increasingly expert in accessing and evaluating information as it proliferates in their own and adjunct areas of expertise, and in relating ideas and approaches of other fields to their own
- **skill in interactive pedagogy**, as required by the shift in emphasis from teaching as information transfer toward teaching as the facilitation of learning to learn
- **understanding of student learning**, distilled as a model of the variety of ways in which students learn and how to facilitate learning in those ways
- **knowledge of instructional design** – whereby teachers heighten their understanding of principles of sequencing, as appropriate in face-to-face and virtual or electronically aided interactions
- **teamwork**, whereby designing and delivering instruction comes increasingly to include, alongside collegial and pedagogically effective subject experts, the graphic artists, videographers, programmers, systems analysts and others whose contribution will derive more from their technical knowledge and computer competence
- **links with experience**, whereby learning (including its material aids, and its evaluation and application by students) is related more closely to the workplace and everyday settings
- **appreciation for difference**, whereby the teacher becomes increasingly skilled at allowing for, and drawing advantage from, increasing student population diversity
- **assessment techniques**, whereby increased understanding of the principles of assessment give rise increasingly to the delineation of learning outcomes and the development of scoring rubrics and other strategies for assessing learning effects
- **understanding and facility with human relations**, requiring development of skills in dealing with interpersonal dynamics within instructional development project teams, and in the facilitation of individual and collaborative student learning.

Chism ends with a prophetic vision, drawn from an address made in 1990 by the then-President of the American Association for Higher Education, Russell Edgerton. It is a vision of "a future setting in which respect for the importance of learning to teach pervades graduate student education" (Chism, 1998 p13).

The foundation of this vision – the belief that the training required to bring these changes about should be integral to, and permeate, graduate education – is frequently voiced in the literature that followed Chism's prophecies. The strength of this belief seems to be commensurate with the extent to which the stewardship of undergraduate education is thought, or seen, to be devolving to the GTA.

The persistence of the atomised teaching model

Much has been achieved within the scope of Chism's predictions. However, the "from-to" pattern of Chism's 7 predictions suggests a narrative progression from a known situation through turmoil to a point of resolution with hints of a golden future to follow. The narrative told by the literature of the most recent decade tells instead of a steady accumulation of wisdoms in a situation that is slow to change. The changes have not been "from-to"; they have been incremental. They have been augmentations and enhancements, without the original concerns being done away with or left behind.

The concern most frequently referred to in recent literature is the extent to which GTA training in the 1990-1999 decade focused on two things: institutional policies and procedures and the atomised teaching model with its emphasis on discrete practical skills for classroom management.

Texts recording the prevalence of the atomised model (e.g. Lowman and Mathie 1993), and texts whose purpose was to sustain and embellish the model (e.g. D'Andrea 1996, Mueller et al 1997, Lueddeke 1997) continue to influence the literature. The atomising of teaching is still current. It is frequently to be found in GTA training manuals and GTA guidelines on University websites. It may still be the kind of text most often referred to by GTAs at the beginning of their teaching experience. The reason for this is obvious: the most evident need of the inexperienced GTA is for information on how to approach and survive their first teaching experiences. While universities continue to provide teaching opportunities to GTAs with minimal teaching experience, practical guidance in classroom management backed up by an understanding of the relevant institutional policies and procedures will remain relevant.

Numerous texts written before the current decade strove to broaden the spectrum of issues to be addressed in discussions of GTA training, but even in these texts, the tendency, when it came to addressing teaching itself, was to add detail to the atomised model of teaching.

Shannon, Twale and Moore's (1998) paper on TA teaching effectiveness, for example, makes valuable early contributions to discussions of: the relative values of centralised and departmental training and undergraduate degrees in education; the developmental value of prior experience as a teaching assistant, as a post secondary teacher, and as a pre-tertiary (K-12) teacher. But when it comes to their discussion of their nine teaching effectiveness factors, it is clear that the factors identified might all achieve high ratings by the good use of the atomised model's practical classroom management, time management, and organisational skills.

Fisher and Taithe (1998) give an account of a scheme to introduce postgraduate researchers to the idea of teaching as an aspect of academic practice. While their proposal was innovative, they admit

that their motivation was drawn more from the economics and politics of their situation than from theoretical or conceptual considerations – and the introduction they wished to effect was, again, to an atomised set of classroom management techniques intended to help the novice GTAs deal with their virginal anxieties:

> The scheme described above is one which, whilst in its infancy, is attempting to develop young academics as researchers and teachers in a way which recognises the crisis in funding which is endemic in the higher education system. Those problems which have emerged during this early stage have related primarily to the natural anxieties of people who are entering a career within a profession which is in a phase of transition, to the associated issue of resources, and to the usual stresses and sheer time consuming hard work which are a feature of the first year(s) of teaching. (Fisher and Taithe, 1998, p49)

The change that has occurred in the most recent decade comes from the fact that theory is now more consistently brought to bear. We select one example at random to illustrate the point. As recently as 2008, Young and Bippus noted that, while "GTAs require more than a simple handbook with policies and sample course materials to be effective and confident teachers" it is still true that "GTAs most need training on basic classroom management, handling challenging students, stimulating productive discussion, and projecting confidence and competence to the class" (p3). But Young and Bippus move beyond the calming of the novice GTA's anxiety to the development of "self-efficacy" (Bandura 1997a, 1997b) in a GTA as a more comprehensive desirable outcome. They also found it appropriate to affirm Bandura's self-efficacy theory as a source of "guidance on how to assess effective GTA training" (p4). Their engagement with Bandura's theory facilitates a re-integration of the atomised model's discrete components; and it serves as a way of making sense of a whole training scheme. It also provides the students with a way of understanding, evaluating and articulating their perceptions of their own learning. But it is still has the atomised model of teaching at its heart.

Holism and the teacher-scholar

Running counter to the atomised teaching model is the holistic model. Brew and Boud called for in 1996, saying "Academic preparation and development must be viewed holistically" (Brew and Boud, 1996, p8).

Shannon, Twale and Moore (1998, p457) said "the first step in the revision of (G)TA training is to work toward agreement on the definition of purpose of such training". Given their inclination toward the enhancement of the atomised model, their own answer was to increase the emphasis on "pedagogic methods" such as case studies, simulations, role plays and microteaching, and to expand the current training curriculum to include such topics as course planning, instructional delivery modes and the evaluation of student learning.

Korinek, Howard and Bridges (1999), in agreement with Brew and Boud, answered the question by saying "to train the whole scholar".

Three themes have emerged under the banner of **holism and the teacher-scholar:**

1. **Academic Practice**. The conceptualisation of "academic practice" and "academic work" has developed substantially in the most recent decade. It is a contemporary and widely discussed topic. The title of the third international conference organised by the Centre for Excellence in Preparing for Academic Practice, in the University of Oxford – *Beyond teaching and research – inclusive understandings of Academic Practice* – points toward its key feature: it looks beyond discussion of the teaching-research divide and the teaching-research nexus in search of a comprehensive context for all aspects of scholarly life and learning. As Blackmore and Blackwell (2006, p375) state: "In conceptualising academic work, we advocate an explicit concern with the whole faculty role, including teaching, research, knowledge transfer and civic engagement, leadership, management and administration, and with their interrelationships". The maturation of this concept was a necessary pre-requisite for the realisation of Russell Edgerton's vision and the development of the third theme outlined below: The integration of GTA training in doctoral training.

2. **Interplay**. This theme derives from the conceptualisation of the factors that shape, constrain or facilitate academic development as "interplay between context and agency" (Kahn, 2009, p197). When talking about the factors that shape, hinder and help leadership development in academia, Taylor (2005, p31) speaks of the "interplay of person, role, strategy, and institution". In simple terms the interplays are between people who desire to act, circumstances that limit or enable the action or cause or force the action to take whatever shape it ultimately takes and generate whatever outcome it ultimately generates. As Akerlind (2007, p21) indicates, in one's own development as a teacher, the factors may be non-material, or internal to the person concerned: "approaches experienced by academics, and the meanings and intentions associated with them, are seen as constraints on their potential to develop as a teacher". Knight and Trowler (2000, p69) share Akerlind's stand, saying: "the ways in which academic staff (faculty) experience their work often inhibits them from taking up what the research consensus suggests are ways to be better teachers".

The most frequent locus of interplay is in confrontations with change within an institution, or in and across the higher education sector as a whole.

Kahn (2009), citing Archer (2003), acknowledges "that the effects of structural and cultural factors are mediated to the agency of the individual by a process that entails thee main stages:

(1) Structural and cultural properties objectively shape the situations which agents confront involuntarily, and possess generative powers of constraint and enablement in relation to [the 'configuration' outlined in (2) below].
(2) Agents' own configuration of concerns, as subjectively defined in relation to the three orders of natural reality – nature, practice and society.
(3) Courses of action are produced through the reflexive deliberations of agents who subjectively determine their practical projects in relation to their objective circumstances.

"Communicative reflexives" are said to "share their deliberations with others before deciding on a course of action". "Autonomous reflexives" are said to "engage in action primarily on the basis of

solitary internal conversations". "Meta-reflexives" are said to "pay critical attention to social ideals", while "fractured reflexives" are said to "engage in deliberation that intensifies personal distress rather than resulting in purposeful courses of action" (pp199-200).

Kahn (2009) observes that "Archer's three-stage model offers us a hypothesis broadly to account for courses of action decided upon by early career academics, through which they establish a *modus vivendi* in relation to their practice".

Interplay between agents and structural and cultural factors is particularly strong in discussions about whether GTA training should:

- be provided by central university providers or by discipline-oriented providers in departmental or divisional environments (Becher, 1994; Gibbs, 1996; Jenkins, 1996; Mintz, 1998; Ronkowski, 1998; Knight and Trowler, 2000; Sharpe, 2000; Byrnes, 2001; Austin, 2002; Silver, 2003; Entwistle, 2008

  Particular attention should be paid, perhaps, to Neumann, Parry and Becher (2002 p406-8) for their exposition of

  - Becher's hard, soft, pure and applied categorisation of disciplines
  - the influence of a category's distinctive features on the discipline's pedagogy
  - the link between these categorical distinctions and "Biggs's (1999) distinction between quantitative and qualitative curriculum objectives [which] speak to both phenomenographic theories (Marton & Saljo, 1984) and constructivist theories (Prosser & Trigwell, 1998) of student learning.)

- include, or be based on concepts of, cognitive apprenticeships, academic apprenticeships, or mentoring/supervision-with-feedback relationships of any other kind (Halio, 1964; Collins, Brown and Holum, 1991; Shannon, Twale and Moore, 1998; Nyquist and Sprague, 1998; Harland, 2001; Ghefaili, 2003)
- include class-room research, action research, or any other kind of iterative evaluation-reflection-improvement activity (Harland and Staniforth, 2000; McNeil, Smith, Stringer and Lin, 2002; Regan and Besemer, 2009).

3. **The integration of GTA training in doctoral training**. This theme suggests a withdrawal from the idea that teaching can or should be dealt with as a separable and self-contained knowledge and skill set. It derives from the re-conceptualisation of GTAs as early career academics who, by virtue of that status, deserve training which provides an induction into the holistic concept of academic practice, and whose training should "occur during the period of the Ph.D, because that is when academic identity is being formed within the process of professional socialization" (Gunn, 2007, p536; citing Henkel, 2000; MacInnis, 2000; and Park, 2004).

Discussions of this theme suggest that the "socialisation into the academic career" (Austin, 2002) or the "socialisation into pedagogical practice" (Gunn, 2007) which the integration of GTA training into the Ph.D. would facilitate might resolve the currently experienced difficulties derived from GTAs

being "liminal" (Gunn, 2007), or "ambiguous", in that they are "simultaneously teachers, researchers, students and employees, with considerable tensions emerging as a result of the often conflicting rights and responsibilities associated with such roles" Muzaka (2009). Interplay is an issue of importance for the liminal or ambiguous GTA.

Ishiyama, Miles and Balarezo (2009) cite a 2004 APSA Task force Report on Graduate Education, which argued "that with the growing number of employment opportunities for graduates of political science Ph.D. programs at primarily undergraduate institutions (PUIs) and community colleges, many departments must not simply prepare students to be political scientists, but also to be teachers of political science. This does not mean the abandonment of scholarship, but the creation of 'teacher-scholars' or those who are both trained to conduct independent and innovative scholarly work, but who have the skills by which to effectively impart knowledge to undergraduate students". Ishiyama and colleagues are prudently wary. They clearly approve of the idea of creating teacher-scholars in this way, but prefer to research the issue before taking a definite stand. "Despite calls for improving graduate student teacher training in the profession, there has been no literature of which we are aware that systematically examines the extent to which Ph.D. granting programs in political science train graduate students for careers as political science teachers". Their own research revealed that "public institutions are seven times more likely to offer a course dedicated to teaching than are private institutions", but that "there are clearly ways in which college teacher training can be fully incorporated into the graduate curriculum". Their conclusion includes the implication that further research is warranted.

Orthodoxy, canon and key concepts

Kandlbinder and Peseta (2008), drawing on survey responses from 46 certificate courses in higher education teaching and learning across Australia, New Zealand and the UK, identified five concepts that appear to have achieved "key" status in those courses:

1. **Reflective practice** as explored by Schon's book *The reflective practitioner* (1983) and elaborated by Brookfield's *Becoming a critically reflective teacher* (1995)
2. **Constructive alignment** as initially explored by Cohen in his article "Instructional alignment" (1987) and elaborated by Biggs in his article "Enhancing teaching through constructive alignment" (1996) and his book *Teaching for quality learning at university* (Biggs and Tang 2007)
3. **Student approaches to learning**, in particular, the concepts of surface and deep approaches to learning as initially explored by Marton and Saljo in their article "On qualitative differences in learning. Outcomes and processes" (1976) and subsequently synthesised and commented on by Ramsden in *Learning to teach in higher education* whose 2nd edition came out in 2003
4. **Scholarship of teaching** as outlined in Boyer's *Scholarship reconsidered: Priorities of the professoriate* (1990) and further explored in Glassick, Huber and Maerhoff's *Scholarship assessed: Evaluation of the professoriate* (1997), and subsequently by numerous published works including Kreber and Cranton's article "Exploring the scholarship of teaching" (2000)
5. **Assessment-driven learning** as explored by Gibbs and Simpson's article "Does your assessment support your students' learning?" (2004/2005).

The authors are careful to avoid the suggestion that the five identified key concepts constitute the core of an orthodoxy, or that the works that gave rise to the concepts (and/or subsequently sustained interest in them) constitute a canon of key texts for GTA or early career academic training. To ensure that we also avoid seeing an orthodoxy or a canon being established by this article, it is important that we read their article in light of its Appendix. The appendix lists 32 concepts as having received 2 or more mentions by the survey's respondents. We include the list below, *without* the number of references each received, as a provocation to readers to consider:

- how well the words used to name concepts in the list below correspond to the words they use when naming their favoured concepts
- the range of concepts they address (not limited to the concepts included in the list) when helping to prepare GTAs or early career academics for a teaching role
- the level of importance they assign to their favoured concepts
- the related literature they choose to expose their course participants to.

Reflective practice	Adult learning
Constructive alignment	Curriculum design
Student approaches to learning	Flexible learning
Scholarship of teaching	Formative assessment
Assessment-driven learning	Student-centred teaching
Student-centred learning	Teaching/research nexus
Student diversity	Conceptions of teaching and learning
Active learning	Diversity in teaching methods
Constructivism	Institutional context
Evidence based teaching	Learning styles
Academic professionalism	Learning through variation
Experiential learning	Novice-expert learning
Inclusive teaching	Research-informed teaching
Threshold concepts	Student autonomy
Approaches to teaching	Student-focused teaching
Situated learning	Student learning in context

Survey design

The questionnaire (Appendix 1) built upon the questionnaire issued ten years ago (Holt 1999), but the 2009 version was both longer and included more closed questions. The authors wanted to try to gather some comparable data as well as capturing responses to some of the trends in preparing graduates for academic practice which have emerged since the earlier survey.

The survey design had several objectives: even though it was lengthier we wanted it to be easy to complete, to be analysable by certain categories or contexts and we needed it to encourage respondents to send further information where they felt that would be helpful and it needed to have a logical structure. This meant that we included both forced choice and open questions, and some of the closed questions were inevitably going to provided data that is not strictly comparable (for example: the question about the expected staff-student contact hours is very difficult to answer – does it include only formal taught sessions or does it also include blended learning, action learning sets tutorials and/or podcasts?). We sought on this occasion to gather indicative data only in anticipation of further qualitative research that would provide much richer and more useful data.

Questions 1-3 were scene setting about the title of the provision, who can access it and whether it is compulsory or voluntary and linked to professional standards or accredited at any particular levels.

Question 4 asked about the curriculum and what the programme included. Here we were influenced by the research on the key concepts covered in Post Graduate Certificates carried out by Kandlebinder and Peseta (2009) from Australia, and our own experience. Questions A-D had learning and the learner as the primary focus; questions E-G had teaching and the teacher as the primary focus; questions H-L have the nature of knowledge and assessment as the primary focus and questions M – O have evaluation, reflection and scholarship as the primary focus.

Question 5 asked about forms of delivery and we were glad that we included 'other' as a category here because it provided us with some interesting additional information. We used a similar question design when asking about forms of assessment (Q6) where once again 'other' provided a rich set of alternative assessment activities.

Question 7 asked about the differing roles that graduate teaching assistants can undertake and once again we elicited a wider than anticipated range of additional information.

We then moved on to asking a series of more open questions about concerns for the future, numbers of participants, teaching and administration time and the final question was for those who particularly like to benchmark themselves against those they see as their peers: 'which group is your university a member of?'

Background, Methodology & Response Rate

The questionnaire was sent out in July 2009 to all institutions who were members of the UK Council for Graduate Education at that time. This was some 125 institutions, which are listed in Appendix 7. Non-respondents were sent three further reminders, with a final closing date of 11th September 2009. The final response rate was 54% (68 responses out of 125 sent).

The results are grouped by University category as follows:

• Russell Group
• 1994 Group
• Post 1992 Group
• Other unaffiliated institutions

Summary of survey data received

Please note, not all the answers were completed by all respondents, the totals on some tables, therefore, do not always equal the number of forms returned.

Question 1   Does your institution provide professional development opportunities for graduate students with teaching responsibilities (for example: demonstration, marking, leading fieldwork, tutorials, classroom teaching)?

Of the 68 respondents, 56 provided development opportunities and 12 did not (82% and 18% respectively). Of the 12 who did not provide opportunities, 3 institutions were planning on introducing such schemes, representing 4% of the respondents. 5 of the institutions who responded ran more than one scheme. The title of provision varied greatly from institution to institution. For the purposes of this survey, responses received will total 61.

Table 1

	Yes	No but will	No	Responses
Russell Group	15	1	0	16
1994 Group	13	0	0	13
Post 1992 Group	24	1	4	29
Other	9	1	5	15
Total	61	3	9	73

Question 2   What is the title of your provision(s) and who can access it?

Titles very much focused on an "introduction", "induction" and "preparation" to teaching and learning and assessment. The provision was open variously to postgraduate researchers with some or no teaching experience, teaching assistants, postgraduate teaching assistants, new full-time academics and associate lecturers.

Question 3   Form of Provision

The form of provision was balanced overall between compulsory and optional: 57% of programmes were compulsory and 43% were optional but the Post 1992 institutions were more inclined to make their programmes compulsory.

Table 3a

	Compulsory	Optional	Responses
Russell Group	9	6	15
1994 Group	7	6	13
Post 1992 Group	16	8	24
Other	4	5	9
Total	36	24	61

Question 3b Is the programme accredited at any of the following levels?

Most of the provision, where it is accredited, is accredited at Masters Level, with the majority of those offering 15 and 20 credit courses at level 7. At least one university offers a route which could lead to 180 credits at Masters Level. Three universities said that they are planning to have their programmes accredited in this academic year.

Table 3b – Levels of accreditation

Level No of credits (when specified)	Level 6	Level 7 PG Cert	Level 7 PG Dip	Level 7 Masters
10				1
15				3
20		6		4
30		1		1
60	2	7		2
120		1		
180				1

Question 3c Is the programme linked to the Higher Education Academy's Professional Standards Network?

There is a clear trend towards linking to the HEA professional standards at Associate Fellowship level.

Table 3c – Link to HEA Professional Standards Network

	No	No but we intend to	Yes	Other	Responses
Russell Group	5	1	9	0	15
1994 Group	1	2	9	1	13
Post 1992 Group	6	7	11	0	24
Other	2	2	5	0	9
Responses	14	12	34	1	61

Question 3d Is the programme linked (eg by APL) to existing provision for full-time academic staff?

In our experience this is a difficult question, and overall the responses seem evenly balanced, however there is a trend for members of the 1994 Group and 'Others' to link provisions, members of the Russell Group and the Post 1992 Group appear to be less likely to do this.

Table 3d – Programme linked to existing provision for full time academic staff

	No	Yes	Responses
Russell Group	9	6	15
1994 Group	4	9	13
Post 1992 Group	14	10	24
Other	2	7	9
Responses	29	32	61

Question 3e What are the expected staff-student contact hours?

The Russell Group reported a range of provision from half a day to 50 hours. Provision depends partially upon whether programmes are accredited or not.

In the 1994 Group this ranges from 8 hours to 40, some have some compulsory and optional workshops as part of their programme. One university said they offered a maximum of 6 hours per week.

Similarly in the Post 1992 Group, there were some compulsory two-day workshops, complemented by other continuing professional development (CPD) sessions, otherwise the range was from 14 hours to 240 hours, and we could not identify from this survey exactly what types of activity are included in 'contact hours'.

Question 3f   What is the expected amount of independent study time for this programme?

For the Russell Group respondents, the answer to this question varied enormously from 1 – 564 hours, but some were including teaching time in this estimate. Where the GTA was undertaking the full PGCert, the study time was around 500 hours over two years. This pattern was repeated for the 1994 Group where the study hours quoted ranged from 4 to 200, largely depending upon whether the provision is accredited or not. In the Post 1992 Group the pattern was the same except for one university which offers 18 hours of workshops and expects students only to complete an evaluation questionnaire. 'Others' included one teacher training establishment where 600 hours of study was expected, but the rest fell within the previously specified patterns.

Question 3g   What quality assurance mechanisms are in place for this programme?

The Russell Group respondents generally used double marking and normal quality assurance procedures (external examiners etc). The double marking was carried out by one member of the educational development team, assisted by a second marker who might be a moderator from that team or a member of the candidate's school or department. Quality assurance is also said to derive from peer observation of teaching, participant feedback forms and liaison committees. In the 1994 Group the procedures were largely the same with slightly greater numbers linking to their PGCAP or PGCert Boards of Studies. Some members of the Post 1992 Group added that they used postgraduate student experience questionnaires to monitor quality. One other university added that they had a postgraduate teaching group which monitors quality and reports annually to University Teaching and Learning Committees.

Question 3h   How is the programme funded?

Seventeen universities in total reported using Roberts funding in part or in whole to support the programme. This may under-report the use of this source of funding because it might be implicitly included in other funding streams as well. Five of the Russell Group respondents and six of the 1994 Group respondents reported using some Roberts funding and the rest generally used funding from central administration to support the programme with some using departmental or faculty funding. Three of the respondents from the Post 1992 Group used Roberts funding, most of the rest used funding from Central Admin and one used departmental/faculty funding. Whilst the funding sources are probably more blended than this profile suggests, there obviously has been a dependence on Roberts funding for some provision, and less so on TQEF funding. TQEF funding has already finished and Roberts funding may come to an end in the next year.

Question 4 Curriculum. What does your programme include?

	Russell Group			1994 Group			Post 1992 Group			Other			Total		
	No	Some	Yes	No	Some	Yes	No	Some	Yes	No	Some	Yes	No	Some	Yes
Learning theory	0	4	11	1	4	8	3	6	15	1	2	6	**5**	**16**	**40**
Student approaches to learning	0	2	13	0	3	10	2	4	18	0	2	7	**2**	**11**	**48**
Student autonomy – encouraging independent learning	1	4	10	0	5	8	3	3	18	0	2	7	**4**	**14**	**43**
Equity, fairness and student diversity	0	4	11	0	3	10	3	4	17	0	2	7	**3**	**13**	**45**
Approaches to teaching: individual, small class, large class, lab, field	0	1	14	0	2	11	2	2	20	0	2	7	**2**	**7**	**52**
Curriculum development, course design and materials preparation	3	4	8	2	7	4	6	3	15	0	2	7	**11**	**16**	**34**
Learning technologies and e-learning (blended, distance and face to face learning)	3	5	7	1	5	7	6	8	10	1	2	6	**11**	**20**	**30**
Educational taxonomies	4	3	8	2	6	5	7	8	9	1	3	5	**14**	**20**	**27**
Types of knowledge	2	5	8	4	4	5	6	7	11	1	2	6	**13**	**18**	**30**
Types of assessment	2	3	10	4	4	5	2	5	17	1	3	5	**9**	**15**	**37**
Alignment or congruence of goals, learning activities and assessment	2	3	10	1	1	11	3	2	19	1	2	6	**7**	**8**	**46**
Giving feedback: formative uses of assessment	1	2	12	0	2	11	2	3	19	0	1	8	**3**	**8**	**50**
Student-, peer-led and self-evaluation	3	2	10	0	5	8	3	7	14	0	1	8	**6**	**15**	**40**
Reflection and continuing professional development as a teacher	0	6	9	0	4	9	2	3	19	0	1	8	**2**	**14**	**45**
Scholarship in *and* of teaching and learning	4	3	8	3	3	7	6	8	10	0	2	7	**13**	**16**	**32**
Approaches to teaching in the discipline (please describe)	2	3	10	0	2	11	8	10	6	3	2	4	**13**	**17**	**31**
Other (please describe)			**3**			**4**	**0**	**0**	**5**	**0**	**0**	**4**	**45**	**0**	**16**

As mentioned in our introduction, the words used above to name curriculum components will inevitably be interpreted in various ways by individual respondents. Responses in the "No" column may, however, be taken to indicate that nothing that is brought to mind by the words. Exploring the reasons for these exclusions may prove rewarding in subsequent research.

Sixteen institutions report offering additional curriculum subjects or work-based learning opportunities, these include:

1. Observation of teaching practice, peer observations, micro teaching and the opportunity to engage in video interactive guidance (VIG) with a trained VIG facilitator.
2. Resources in a handbook and on the web
3. Quality assurance in Higher Education
4. Team working, communication, working safely and presentation skills
5. Pedagogic research and research informed teaching

Question 5 Forms of Delivery – How is the programme taught?

	Russell Group				1994 Group			
	Centrally	By faculties/ schools	By outside consultants	Other	Centrally	By faculties/ schools	By outside consultants	Other
Lecture	2	2	0	0	2	2	2	0
Seminar	7	3	0	0	6	2	1	0
Workshop	13	8	3	0	12	4	3	1
On-line learning	6	2	0	0	9	1	0	0
Individual tutorials from staff development centre	7	0	0	0	5	1	0	0
Discipline based mentoring	4	7	0	0	3	5	1	0
Action learning sets/enquiry based learning	1	0	0	0	3	0	0	0
Role play	1	1	1	0	2	0	1	0
Micro teaching sessions	5	1	0	0	6	3	1	0
Teaching observations	8	6	0	0	3	6	0	0
Forum theatre	0	0	0	0	0	0	0	0
Textbooks (please list below)	6	0	0	0	6	0	0	0
Key readings (please list below)	8	2	0	1	8	1	0	0
Symposium/ conference presentations	2	0	0	0	2	1	0	0
Peer learning partners	4	2	0	0	2	1	0	0
Projects/action research	3	0	0	0	2	1	1	0
Other (Please describe)			3					2

6. 'Demonstrating' for science PhD students who teach
7. Overview of higher education in the UK , The role of the HEA (Higher Education Academy), JISC and other organisations
8. Auditing your own professional development needs / professional development planning and evaluating your own practice / student feedback to improve provision
9. Analysis of the needs of students from diverse backgrounds, including overseas students; students with disabilities or health problems; students from widening participation backgrounds
10. Contributing to the planning and delivery of teaching, learning and assessment
11. Voice and presentation workshop / video and audio activities
12. Using ICT and e-learning in higher education / participation in StudyZone and e-portfolio activities
13. Subject-based case studies of good practice in higher education
14. Facilitating learning in the laboratory / workshop / ICT suite
15. Ethical issues
16. Dealing with plagiarism
17. Research related teaching
18. A portfolio including evidence of participation in StudyZone conferencing

Post 1992 Group				Other				Total			
Centrally	By faculties/ schools	By outside consultants	Other	Centrally	By faculties/ schools	By outside consultants	Other	Centrally	By faculties/ schools	By outside consultants	Other
3	1	0	0	4	0	0	1	11	5	3	1
12	0	0	0	6	0	1	1	31	5	2	1
20	2	0	0	5	0	0	1	49	14	6	2
10	1	0	0	2	0	1	1	27	4	1	1
10	1	0	0	3	0	0	1	25	2	0	1
1	5	0	0	0	4	0	1	8	21	1	1
12	2	0	0	1	0	0	1	17	2	0	0
7	1	0	0	3	0	0	0	13	2	2	0
7	5	0	0	3	1	0	0	21	10	1	0
14	6	0	0	4	2	0	1	29	20	0	1
0	1	0	0	0	0	0	0	0	1	0	0
7	2	0	0	4	0	0	1	23	2	0	1
11	1	0	0	4	1	1	2	31	5	1	3
2	3	0	0	2	0	0	1	8	4	0	1
2	4	0	0	1	0	0	1	9	7	0	1
9	2	0	0	2	1	0	1	16	4	1	1
2							**2**	**2**	**0**	**3**	

Other forms of delivery

Seven institutions reported additional forms of delivery. These included offering individual tutorials from members of the course team, or from faculty academics, readings (including the induction pack created by the Staff and Educational Development Association - SEDA) and other resources on the web, blended learning opportunities and an intensive residential programme.

These last two tables demonstrate that a broad curriculum is offered to many GTAs and that much of it is offered centrally. The only universal faculty- or discipline based provision is (of course) the discipline based mentoring. It will be interesting to see if this pattern of largely centrally-based delivery remains over the next ten years. There is very little use of outside consultants by any group. We were provided with an internal evaluation report of the intensive residential programme which did use one external consultant and for which there were particularly glowing reviews (see p 26). The intensity of immersive learning in the residential setting is a form of delivery which deserves further investigation.

Question 6 Are the students on the programme assessed?

	Yes	No
Russell Group	11	4
1994 Group	10	3
Post 1992 Group	11	13
Other	3	6
Total	35 (57%)	26 (43%)

Overall more than half the students on the programme are assessed, and the majority are assessed in programmes offered by the Russell and 1994 groups. In light of the sector's interest in quality assurance, further investigation might usefully focus on the extent to which programmes without assessment are evaluated for effects and effectiveness.

Method of assessment included in the programme	Russell Group	1994 Group	Post 1992 Group	Other	Total
Portfolio	8	7	11	3	29
Teaching observation	9	7	8	5	29
Examination	1	0	0	0	1
Poster	0	0	3	2	5
Symposium/conference	0	1	3	1	5
Essay	2	9	10	4	25
Other (please describe)	3	7	7	2	19

As mentioned in our introduction, the words used above to name assessment methods will inevitably be interpreted in various ways by individual respondents, and there are occasions in which different words are used to name similar things. The word 'Portfolio', for example, appears variously as 'Reflective Portfolio', 'Teaching Portfolio', 'Reflective Teaching Portfolio', and in some contexts, partially overlaps in meaning with 'Report', 'Log', 'Journal' and 'Essay' – with or without the descriptive word 'Reflective'.

Nineteen different Universities said that they used other terms or distinctively different forms of assessment to those in the table above. These included:

• Pedagogic research project
• Briefing papers for observations and a report afterwards
• Workshop and presentation
• Reflective log
• Patchwork test
• Team Teaching Exercise, submission of teaching materials, Learning Outcomes and Assessment requirements
• Plan for Learning, Mapping document and a 500 word critical reflection
• A "Practice-based case study of teaching and assessment practices" which together with teaching observations, on-line tasks and overall reflection on process largely becomes a portfolio submission
• Professional Development Framework Record (encouraged to continue as part of CPD)
• Personal learning & development plan which allows for assessment to be negotiated with a tutor and tailored to individuals' level of experience and individual contexts.

Learning technologies are also used for assessment:

• On-line discussion forum
• On-line presentations
• Use of forum/discussion board entries and interactions, assessed
• Reflective Blog
• Contribution to online discussion forum
• E-portfolio.

Question 7　What is the role of the GTA in your HEI?

	Russell Group			1994 Group			Post 1992 Group			Other			Total		
	No	Time to time	Yes	No	Time to time	Yes	No	Time to time	Yes	No	Time to time	Yes	No	Time to time	Yes
Leading seminars	3	4	8	2	5	7	3	8	12	1	4	4	9	21	31
Conducting individual tutorials	1	3	11	3	5	7	6	8	8	3	4	2	13	20	28
Marking formative assessments and giving feedback	1	5	9	4	3	8	4	12	6	2	3	4	11	23	27
Marking summative assessments	3	5	7	4	4	7	8	10	4	2	4	3	17	23	21
Lecturing	4	9	2	3	9	2	9	11	3	3	2	4	19	31	11
Demonstrating	3	2	10	1	4	8	1	9	14	3	3	3	8	18	35
Other (please describe)	11	0	4	13	0	2	20	1	1	7	0	2	51	1	9
Do your GTAs have contracts?	4	4	6	3	2	9	7	3	13	3	1	5	18	10	33
Is there an institutional code of practice for working with GTAs?	4	0	11	5	0	8	15	0	8	4	0	5	28	0	33

In addition to those tasks listed above, respondents reported GTAs being involved in on-line tutoring and assessment for distance learning programmes, administrative tasks (unspecified), coaching, assisting problem based learning groups, examination invigilation, online teaching, assistance with field trips, contributing to module development, contributing to academic-related School-based events, e.g. open days and problem based classes (especially in maths and physics). One respondent made the point that they have a large number of part-time PhD students who are free to undertake the full range of academic duties. It is clear that GTAs undertake a wide variety of tasks, the most commonly undertaken role is demonstrating, but they are also widely used for leading seminars and tutorials, marking and giving feedback. They are less likely to be asked to give lectures, but in 11 universities that activity is definitely undertaken. Arguably GTAs need to be prepared to be able to undertake all these academic tasks.

Question 7k　Is there a recommended maximum number of hours a full-time research student is permitted to work as a GTA?

Russell group respondents pointed out that the research councils specify certain limits, and many limited full time students to an average of 6 hours per week maximum. Others mentioned 38 hours per semester, 15 hours per week and one university limits all full-time postgraduate students to 250 hours of paid activities per session associated with teaching or the equivalent in professional practice.

Many of the 1994 Group and all of the 1992 Group who responded to this question with a number reported similar limits of 6 hours per week. Others said that the limits were negotiated with departments, one said that it depended on the student's country of origin and others said around 168 or 180 hours annually.

One university said that the GTAs are given four year contracts, tuition fees and a stipend and expected to undertake 400 hours of teaching and teaching related activities per year.

Overall some twenty respondents said that they did not know or did not complete this question, others said there were no guidelines on this, and it was a matter of individual negotiation.

Question 7h   What is the current average rate of pay for GTAs?

The lowest rate of pay was £10.00 and the highest was £43.61 per hour which reflected the fact that some GTAs are doing the same work and are paid at the same rate as associate tutors/lecturers. There is variation within each grouping of universities. Rates of pay are obviously influenced by supply and demand, location and the type of work being undertaken. Several universities said that they paid at the lower end of the scale for demonstrating (£10-£14 per hour). One university said that a 6 hour per week commitment was expected as a condition of receiving a bursary, and there were others who had annual salaries. The average rate of pay from the 13 figures given in answer to this question was around £25 per hour. However, this is obviously a small sample.

Question 8   Please describe any features of the provision which have been found to be particularly successful and useful for GTAs

It remains a reasonable assumption that, across the UK higher education sector, the intent is to provide *graduates and postgraduates who teach* with an effective induction to teaching as an aspect of academic practice. While it would appear that 'success' and 'usefulness' appear to be associated with many discrete features of specific provisions, sufficient references were made to the following features for the beginnings of an evolving consensus to be identified.

Many respondents identified features of the programme that were highly valued by the students, prominent amongst those features were:

- an enquiry-led process,
- reflective assessments,
- faculty and discipline-based input,
- contributions from (slightly) more experienced GTAs,
- the provision of comprehensive information packs and useful handbooks,
- training in partnership between faculty and educational developers.

Less prominent but still notable were:

- micro teaching sessions,
- the opportunity to meet other GTAs from other faculties.

External examiners praised one programme as providing sound theoretical knowledge and deep insights into students' learning needs, others said that international students particularly valued the programme.

Training in partnership between faculty and educational developers is seen to be effective. A couple of respondents said that their programme was valued because it linked closely to employability and they had evidence that it positively influenced participants' orientation to academic life.

One respondent said that they are trying to build the training into the selection procedure for GTAs, and this echoed those respondents who said that their provision was compulsory.

Question 9   Please describe any concerns you have for the future of this programme?

The main concern is to be able to manage to provide a high quality experience within limited resources where demand is increasing quickly. Increasing demand from PGR students (one or two respondents reported 'exploding demand') is going to need additional provision from educational developers. The possible ending of Roberts funding and the end of TQEF funding is causing some anxiety.

One university reported concerns about how to link their programme for GTAs to other programmes provided for full-time academic staff. Where programmes are not accredited, students are beginning to ask for this to happen.

Evaluation and assessment both of the individual participants (particularly identifying and supporting those participants who need further help before they start or continue) teaching was raised) and evaluation of the programmes as a whole was raised by a few others. One queried exactly how far this sort of programme could go for GTAs who are not actually teaching yet, (in contrast with full time academics who learn how to teach whilst they are teaching) and another pointed out that we really need to be able to evaluate the effectiveness of different types of provision to be able to plan for the future.

The process of devolution to the departments raises concern about consistency, quality control and the time it takes both to train faculty academics to be able to deliver a good programme and the time it then takes those academics to administer, teach and assess the GTAs.

There was one comment from a respondent who hoped that this valued provision would not be squeezed by the effects of pressures on university funding and subsequent cuts to centralised departments.

Many respondents said that both they and their HEIs seemed very happy with this provision and they saw no immediate concerns for the future.

Question 10 Approximately how many GTAs participate in your teaching development programmes each year?

Many in each of the groups of universities reported several hundreds (up to 500) of PGRs attending unaccredited workshops, the numbers of those attending accredited programmes varied between 20 and 180 per year.

Generally smaller numbers were reported by the 1992 Group (maximum 184 and many smaller groups).

Question 11 What percentage of staff time does this programme take (%FTE?)

In the Russell Group the smaller programmes took between 0.2 and 0.5 of a FTE, two of the larger programmes took 0.75 or 0.8 FTE. In the 1994 and Post 1992 group the programmes seemed to require between 0.1 and 0.55 FTE, but everyone said that this figure is very difficult to calculate. Administration seems to require between 0.2 and 0.5 FTE.

Summary of issues arising from the grey literature review

The review of the grey literature included a range of handbooks, policy documents, evaluation surveys and reading lists variously from Bath, Birmingham, Bolton, Dundee, Durham, Exeter, Hull, Lancaster, London Met, Manchester, Nottingham, Oxford, Royal Holloway, Southampton, Surrey, University of Wales in Cardiff, Warwick, Winchester, and the University of York.

All those running programmes which were externally accredited, had gained accreditation from the Higher Education Academy at Associate Fellowship level. The provision they offered varied from: seven sessions, a one week intensive residential and a 24 month programme.

A mapping of the learning outcomes found the grey literature (some of which are values) by institutional group follow:

Table: Map of learning outcomes by HEI Group

Group	RG	RG	RG	94	94	94	94	92	92	92	92	Other	Other
Learning Outcome													
Understand and critically analyse how students learn	✔	✔	✔	✔			✔	✔			✔		✔
Use appropriate methods to promote learning in their field			✔	✔	✔	✔		✔		✔			✔
Design and plan learning activities	✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔	✔
Use pedagogic theory and research in practice	✔		✔	✔	✔	✔	✔	✔		✔			✔
Use technology to promote learning			✔			✔				✔	✔		✔
Assess student learning		✔	✔	✔	✔	✔	✔	✔		✔	✔	✔	✔
Provide feedback to students		✔	✔	✔	✔	✔	✔		✔	✔		✔	✔
Evaluate effectiveness of teaching/practice		✔	✔	✔		✔	✔	✔	✔	✔			✔
Develop effective learning environments			✔			✔					✔	✔	✔
Integrate scholarship and research with practice		✔	✔					✔		✔	✔	✔	✔
Show respect for individual learners			✔							✔		✔	✔
Encourage student participation with regard to diversity and equal opportunity		✔	✔						✔		✔	✔	✔
Plan continuing professional development			✔					✔			✔		✔
Support learning						✔		✔			✔		✔
Effectively communicate results of research to research participants and peers													✔
Design, conduct, and evaluate action research													✔
Demonstrate commitment to quality assurance and enhancement			✔										✔
Critique a difficult aspect of teaching*						✔							
Reflect on your own professional practice in L&T	✔			✔		✔	✔		✔		✔	✔	
Understand the ethical issues in L&T										✔			
Conduct peer observation/evaluation of others in a classroom setting						✔				✔	✔		
Communicate effectively in an academic and professional capacity							✔		✔				

*The full learning outcome is to: *Critique an aspect of teaching that they find difficult and say how it has been overcome.*

We can see that there is no pattern of learning outcomes by university grouping, but there is an interesting spread of learning outcomes across all groups.

Learning activities

The list of learning activities that were mentioned in a survey of the grey material included the following, as before these words may have been interpreted in different ways in practice:

Lecture

Workshop

Seminar

Reflective log

Group activity

Small group activity

Professional group

Mentor

Practice advisor

Meetings with Supervisors

Online learning activities

Residential programme/workshop

Induction programme/orientation

Guided intervention into practice

Observation (of student)

Observation of academic (by student)

Peer observation

Student evaluation

Portfolio

Directed study/negotiated hours

Reading group

Teaching diary

One-to-one guidance from academic as and if required

Mock lesson delivered to peers and course leader

Group tutorial

Independent research/study

Communities of enquiry

Presentation

Debates

Action learning set

Action research project

Action plan

Case studies

Recorded (AV) teaching practice

Teaching colloquium

There are some interesting additions to those that have emerged from the responses to the questionnaire: reading groups, debates and teaching colloquium had not apparently been mentioned before.

A similar analysis was carried out of assessment tasks and the three that had not been mentioned before are:

a) Learning contract
b) Journal article critique
c) Annotated bibliography on a specific topic

We also invited respondents to send us policy documents, we received only a few of those, many of which came from one HEI, which may indicate that there are not many around. We did receive:

a) Module specification
b) Request to Employ Temporary Staff on letters of Agreement

c) Framework for appointing and supporting teaching assistants
d) QA Code of practice: Development of All Staff and Students Undertaking Teaching Activities
e) Review of Policy and Good Practices in Employing PGs
f) Senate policy document on Graduate Teaching Assistants
g) Professional Development Review for GTA
h) Teaching Mentor Guide
i) Framework for Planning and Developing the Teaching Practice of 'Part-time' Teachers starting to Teach
j) Guidance and Resources for Establishing a Teaching Circle for Peer Support
k) Resources available on Teaching Practice in your Subject
l) Induction checklist for a new teacher.
m) Teaching Practice Diary
n) Appraising your teaching
o) Observation forms for GTA
p) Proposal for training and employing PGRs as teaching assistants

Links to Post Graduate Certificates

One question that participants often ask is how this programme links to Post-graduate Certificates in Teaching and Learning in HE (PGCHE) or to Post-graduate Certificates in Academic Practice (PGCAP). There are two examples below of how different institutions have described this:

A) Participants who have successfully completed the ATP may progress onto the PGCHE provided they secure a lectureship at xxx University. Participants who have completed the ATP within the last two years and have been accepted for Associate status with the HEA are eligible to apply for APL of 15 credits usually for the PGCHE Individual Pathway module. If the ATP has been completed more than 2 years prior to PGCHE registration, participants will be required to demonstrate in their APL application how they have kept up-to-date with teaching and learning developments in the interim period. APL applications are only considered after attendance at the PGCHE Introductory Event.

Former ATP participants who are required to undertake the full PGCHE course must complete another two modules from the list of options, and a portfolio which addresses the PSF areas of activity, core knowledge and professional values. Some ATP participants have used their ATP portfolio as a starting-point for collating their PGCHE portfolio.

B) The portfolio you produce for this programme can be drawn upon for the submissions that need to be made for the PGCAP. However at the moment this certificate has no credit rating and therefore cannot provide a direct APEL (Accreditation of Prior Experiential Learning) or APL (Accreditation of Prior Learning) route.

Most Frequently Mentioned Reference Books

Reading lists from 24 topic groups, modules, courses or programmes from 10 different universities were analysed and the following texts featured more than once. The number of times each text was mentioned is in brackets after each reference, where there are different editions, they have been counted together and recorded as the last edition mentioned. Clearly the most popular text for this group, and

cited in 17 different reading lists, is 'The Effective Academic' by Ketteridge, Marshall and Fry, its popularity may, at least partially, be due to the fact that several chapters are devoted to teaching and learning issues in the different disciplines. Ramsden's book 'Learning to Teach in Higher Education' is also popular and is mentioned 10 times. 'Designing Learning' by Butcher, Davies and Highton and 'Teaching for Quality Learning at University' by Biggs and Tang were both recommended on seven different lists.

The nature of the reading lists was also interesting, some universities give a sentence or a short paragraph describing each book, and occasionally pointing out texts with contrasting points of view. Durham University's was the only reading list that we reviewed that gave separate reading lists for different disciplines (arts and humanities, social sciences, science and engineering) as well as segmenting their reading list by topics:

- introduction;
- designing and planning of learning activities;
- teaching and the support of learning;
- assessment and feedback, developing effective learning environments;
- integrating scholarship, research and professional activities with teaching and supporting learning;
- evaluating your practice and personal development.

Immersive learning

One 1994 Group university submitted an evaluation of their first three-day residential programme that had been run for 24 postgraduates who teach. The application process had included requiring them to submit a 150 word statement about why they felt they deserved a place on the residential programme, to submit a £50 deposit to reserve their place and make their own travel arrangements and it was possible that these expectations encouraged students to value the experience even more highly. The review of the programme was extremely positive, all participants said that they felt better prepared to support student learning and in particular the participants said how useful it was to work with people from across all disciplines. This approach has resonance with other powerful immersive and experiential learning experiences (Kolb 1984, Dede 2009).

Conclusions

1. Programmes introducing teaching and learning to graduate teaching assistants are very popular with this participant group and it is a useful and formative stage in doctoral students' careers for them to be able to undertake this type of development. We have not yet found a longer term study

to evaluate impacts on the students taught by participants on these programmes, and this might be a useful next piece of research.

2. A substantial minority of HEI's (17) explicitly reported using Roberts' money to fund these programmes, and if this money is no longer available this may cause some risk to their continued existence. There are concerns about the large and increasing demand that this type of programme is experiencing and the impact of any further cuts to any ring-fenced funding for developing GTAs skills as academics, teachers and lecturers that HEI's might undergo.

3. There is evidence from the open comments on the survey that in some universities international students are particularly strongly motivated to enrol on these programmes, and they have a high prestige factor for those returning home.

4. There is a focus at this level on providing a curriculum that can apply across disciplines (see question 4), it is for example more likely that "approaches to teaching", "feedback and assessment" will be included as generic provision. We were interested that educational taxonomies appeared less frequently in the curriculum. This could either mean that one taxonomy has prominence, taxonomies are explicitly include in discussions about congruence or constructive alignment, or that they are not covered in about half the programme described. Two-thirds of these programmes are delivered by centrally funded departments and about one third are delivered through discipline-based groups. Teaching observations, workshops and micro teaching sessions tend to be the most preferred discipline-specific forms of delivery. Consultants are occasionally used to deliver workshops and this provision has been well received.

5. The debate between those who value contextual and discipline-specific programmes, versus those who value generic and interdisciplinary programmes continues: HEI's are variously providing one or the other approach, and increasingly a mixed economy approach where they meet the HEA accreditation at PSF 1 standard to 'understand how students learn both generally and in the subject'. Further research could be carried out to establish in how many ways this mixed approach might be designed.

6. Over half the programmes described were assessed and there is a variety of methods used for that assessment. This is a particularly important feature if we want to use these programmes to model best practice.

7. The most common forms of delivery were workshops, key readings and teaching observations: more innovative forms of delivery included action-learning sets, forum theatre (where actors demonstrate different approaches to dealing with common problems) participants creating symposia and giving papers or organising conferences. Individual tutorials were also mentioned.

8. Learning technologies form an important element of many programmes today. Input on innovative approaches such as the use of wikis, digital stories and virtual classrooms will need to be kept up to date.

9. Some universities are dealing with large numbers (several hundreds) of PGRs wanting to attend one-off workshops, and a significant demand for places on accredited programmes. This, combined with pressure on funding means that selection criteria will need to be examined. Where or not there is potential for externally funded (and charged for by fees) programmes needs to be reviewed. One such programme is currently under development by Epigeum where 15 universities have committed to the project; eight from the UK, five from the USA and two from Ireland. More details can be found on: **http://www.epigeum.co.uk/14-aug-09-launch-of-teacher-training-online**

10. The broad range of roles now being made available to GTAs warrants the development of pathways to enable GTAs to undertake all tasks proposed for them and all roles expected of them.

Recommendations

1. The terminology used in this field needs to be reconsidered: it seems to us inappropriate to describe the programmes examined in this study as programmes in "teacher training". There is a developing tendency to describe them as introductions to, or inductions into, or preparation for, *academic practice*. An implication of this tendency is that the education attempted in the programs is founded on holistic perceptions of academic practice to which "teaching, or the facilitation and management of learning" and "scholarship in *and* of teaching and learning" is integral.

   Our feeling, however, is that further research into the nature and value of such programmes would be enriched if it focused early and often on the holistic perception(s) at each programme's heart and/or base.

   In programmes designed specifically for graduates or postgraduates who may be engaging in university-level teaching for the first time, the terms "introduction", "induction" and "preparation" all seem appropriate.

2. Further consideration needs to be given to two questions: Who is able to access a GTA professional development programme? Is there an APL link between such programmes and professional development provisions for full-time academic staff?

   These issues are addressed separately by questions 2 and 3d in the questionnaire. Considering them together has revealed an issue that warrants discussion. The issue has to do with the use of "employment status" rather than "prior experience" as a criterion for entry to a professional development provision.

   We typically think of APL links as enabling experienced personnel to be given credit commensurate with their experience. This might allow GTAs with prior teaching experience to be eligible for training intended by its designers for university-employed academic staff. The reverse case might apply whereby university-employed early-career academics with minimal prior teaching experience become eligible for training designed for GTAs.

   The anomaly in this situation results from using employment status rather than prior experience as a criterion for access to different kinds or levels of training. Resolving the anomaly gives rise to an argument for not using the term GTA (or equivalent) in naming or defining a programme or its intended participants.

   We would propose that,

   - GTA training be reconceptualised and rebadged as "early career" training
   - eligibility for entry to different kinds or levels of training be based on prior experience

- the key difference between "introductory"/"inductive"/"preparatory" programmes and "advanced" programmes (by any other name) be the extent (measured as depth, breadth and fullness of detail) to which underlying holistic perceptions and their applications are made accessible to the participants.

2. We recommend that context is given primacy when developing "successful" and "useful" programmes. Further research needs to include a detailed penetration of the institutional contexts. We are not convinced that more data gathered by university groupings will inform this process.

3. We recommend that further research into the effectiveness of such programmes needs to include: programme modes, contact hours and personal study expectations, to be able to make meaningful comparison between programmes offered.

The diversity of modes of delivery revealed by this study means there is a wide variety of learning and teaching processes being used in the service of GTA (or early career academics') professional development. Further research into the characteristics of individual programmes may yield more precise data if a common method of identifying and measuring 'contact hours' and 'personal study time' can be achieved.

Expectations or requirements relating to time-tabled face-to-face contact between participant groups and their programme or session leaders (e.g. in classes, workshops, seminars, discussion groups and, where appropriate, lectures) may be relatively easy to specify.

Calculations of time devoted to one-on-one contact between individual programme participants and their discipline-based mentors, critical friends, peer-observers or advising educational developers may be better made retrospectively – at least until records sufficient for the formulation of "typical" or "established practice" have been gathered. It would also facilitate analysis if an agreement on whether time spent by participants in:

- doing set or recommended pre-readings
- preparing themselves or appropriate materials for time-tabled group contacts
- preparing to teach, teaching, or observing colleagues teach
- drafting a reflective essay or portfolio

could be identified as time spent in 'personal study'.

4. The varying approaches to the accreditation of GTA professional development programmes should be reconsidered.

Data gathered by this survey suggests that there is need for cross-sector discussion relating to the accreditation of GTA (or early career) professional development programmes, in particular:

- the routes toward accreditation
- the rationales underlying the decision to seek or not seek accreditation
- the quality assurance implications of accreditation

- the implications accreditation may have with respect to the mandatory/optional status of such programmes
- the weight such programmes might carry, if accredited, in institutional discussions of resource distribution and academic workloads.

5. There needs to be a continued focus on developing methods of assessment: The data collected by this survey suggests there is a great deal of energy and ingenuity being dedicated to the assessment of students participating in GTA (or early career academics') professional development programmes. Some of the diversity may be merely terminological, but even terminological diversity implies some degree of difference in application. To a larger degree, the range of assessment activities identified genuinely appears to represent a diversity in practice. The existence of this diversity suggests that assessment in GTA (or early career) professional development programmes is currently a vital area which warrants investigative research and analysis.

Individual workshops will normally aim at helping participants to be more knowledgeable and skilful with respect to at least one aspect of academic practice. Recommendations 1 and 2 above suggest that it is appropriate for a comprehensive academic professional development programme to enable a participant to better articulate (at an appropriate level of depth, breadth and fullness of detail) a developing perception of academic practice as a way of being. In light of data received in this survey, we would suggest that there might be added value in ensuring that discussions of assessment include discussion of how one or more of the chosen assessment methods might be used to capture this ability.

6. The evaluation of unassessed programmes is problematic: some programmes (or some "events" or "sessions" in some programmes) are not assessed but it is likely that they are evaluated. Recommendations 1 and 2 above suggest that there might be added value in ensuring that discussion of evaluation be made to include discussion of how at least one of the chosen evaluation methods might be used to capture the programme's success in making its underlying holistic perception(s) accessible to its participants.

7. Evaluation, quality assurance and quality enhancement need to be considered together. Responses to Question 3g suggest that the term 'Quality Assurance' is still largely thought of as national or institutional measures with summative or conservative orientation. Measures mentioned include system-wide or institution-wide survey questionnaires, institutional Educational Committee or Board of Studies oversight, formal assessment with external examiners. The complementary idea (that quality assurance and quality enhancement are two sides of the one coin, and that quality assurance and quality enhancement at the individual level is an integral aspect of academic practice) was seldom voiced. Given that many of the GTA (or early career academic development) programmes we are concerned with here are still in the early phases of their development, it seems timely to ensure that the importance of effective quality assurance and quality enhancement measures become embedded, both as do-as-I-say programme content and do-as-I-do programme activity.

8. Range of roles available for GTAs: the number and diversity of roles made available for GTAs across the sector suggests that there is a need for sector-wide discussion of

- the value of GTA labour in the academic workforce
- the need for regulation of, or at least tacit agreement on, terms and conditions of employment for GTAs.

Works referred to in the preparation of this report

Akerlind, G.S. (2005) *Postdoctoral researchers: roles, functions and career prospects, Higher Education Research & Development Vol 24, No 1, 21-40*

Akerlind, G.S. (2004) *A new dimension to understanding university teaching, Teaching in Higher Education, Vol 9, No 3, 363-390*

Akerlind, G.S. (2007) *Constraints on academics' potential for developing as a teacher, Studies in Higher Education, Vol 32, No 1, 21-37*

Argyris, C. and Schon, D. A. (1974) *Theory In Practice: Increasing Professional Effectiveness. A Joint Publication in The Jossey-Bass Higher and Adult Education Series and the Jossey-Bass Management Series* Jossey-Bass Inc, San Francisco.

Austin, A.E. (2002) *Preparing the next generation of faculty, The Journal of Higher Education, Vol 73, No 1, 94-122*

Bandura, A. (1997a) *Self-efficacy: Toward a unifying theory of behavioural change. Psychological Review, vol 84, No 2, 191-215*

Bandura, A. (1997b) *Self-efficacy: The exercise of control.* New York: Freeman

Becher, T. (1994) *The significance of disciplinary difference. Studies in Higher Education, Vol 19, Issue 2*

Biggs, J. and Tang, C. (2007) *Teaching for Quality Learning at University - What the Student Does. 3rd edition.* Buckingham. SRHE/ OUP (and earlier editions authored by Biggs alone)

Blackmore, P. and Blackwell, R. (2006) *Strategic leadership in academic development, Studies in Higher Education, Vol 31, No 3, 373-387*

Boyer, E. (1990) *Scholarship reconsidered: Priorities of the professoriate.* Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching

Brew, A. and Boud, D. (1996) *Preparing for new academic roles: a holistic approach to development, International Journal for Academic Development, Vol 1, No 2, 1-9*

Brew, A. and Ginns, P. (2006) *Are students' experiences enhanced if their teachers engage in the scholarship of teaching and learning?* Paper presented at conference of Staff and Educational Development Association (SEDA) Liverpool, June 8-9

Byrnes, H. (2001) *Reconsidering graduate students' education as teachers: "It takes a department!", The Modern Language Journal, Vol 85, No iv, 512-530*

Chism NVN, *'Preparing Graduate Students to Teach: Past, Present, Future'* in Marincovich, M., Protsko, J. and Stout, F. (1998) The Professional Development of Graduate Teaching Assistants Bolton: Anker, 1-17

Clement, M., McAlpine, L. and Waeytens, K. (2004) *Fascinating Bologna: Impact on the nature and approach of academic development, International Journal for Academic Development, Vol 9, No 2, 127-131*

Collins, A., Brown, J.S. and Holum, A. (1991) *Cognitive Apprenticeship: Making thinking visible.* American Educator, Winter, 1991

Crotty, M. (1998) *The foundations of social research: Meaning and perspective in the research process.* London and Thousand Oaks, California. Sage

D'Andrea, V.M. (1996) *Starting a teaching assistants' training programme: Lessons learned in the USA.* Journal of Geography in Higher Education, *Vol 20, No 1, 89-99*

Davies, J.W. *et al* (2006) *What makes a good engineering lecturer? Students put their thoughts in writing, European Journal of Engineering Education, Vol 31, No 5, 543-553*

Entwistle, N. (2008) *Taking stock: teaching and learning research in higher education.* Review prepared for an international symposium on "Teaching and Learning Research in Higher Education", Guelph, Ontario, April 25-26, 2008.

Fisher, R. and Taithe, B. (1998) *Developing university teachers: an account of a scheme designed for postgraduate researchers on a lecturing career path, Teaching in Higher Education, Vol 3, No 1, 37-50*

Gaff J.G., Pruitt-Logan, A.S., Sims, L., and Denecke, D (2003) *Preparing future faculty in the humanities and social sciences A guide for change.* Washington DC: Council of Graduate Schools. Association of American Colleges and Universities

Ghefaili, A. (2003). *Cognitive Apprenticeship, Technology, and the Contextualization of Learning Environments. Journal of Educational Computing, Design& Online Learning, Vol. 4,* Fall, 2003.

Gibbs, G. (1996) *Supporting educational development within departments, International Journal for Academic Development, Vol 1, No 1, 27-37*

Gunn, V. (2007) *What do graduate teaching assistants' perceptions of pedagogy suggest about current approaches to their vocational development? Journal of Vocational Education & Training, Vol 59, No 4, 535-549*

Halio, J.L. (1964) *Teaching the Teaching Assistant, College English, Vol 26, No 3, 226-228*

Harland, T. (2001) *Pre-service Teacher Education for university lecturers: the academic apprentice, Journal of Education for Teaching, Vol 27, No 3, 269-276*

Harland, T. and Staniforth, D. (2000) *Action research: a culturally acceptable path to professional learning for university teachers? Educational Action Research, Vol 8, No 3, 499-514*

Haynes K., Metcalf, J. and Videlier, T. (2009) *What do researchers do? First destinations of doctoral graduates by subject.* Cambridge: The Careers Research and Advisory Centre (CRAC) Ltd

Henkel, M. (2000) *Academic identities and policy change in higher education, Higher Education Policy Series No. 46.* London: Jessica Kingsley

Hogan, T.P., Norcross, J.C., Cannon, J.T. and Karpiak, C.P. (2007) *Working with and training undergraduates as teaching assistants, Teaching Psychology, 34: 3 187-190*

Hopwood, N. (June 2009) *Reviewing PRES and CROS data in 2009.* Unpublished review for CETL Preparing for Academic Practice, University of Oxford

Ishiyama, J., Miles, T. and Balarezo, C. (2009) *"Training the next generation of teaching professors"* paper presented at the Annual Meeting of the APSA Teaching and Learning Conference, Baltimore MD February 2009

Jenkins, A. (1996) *Discipline-based educational development, International Journal for Academic Development, Vol 1, No 1, 50-62*

Kahn, P. (2009) *Contexts for teaching and the exercise of agency in early-career academics: perspectives from realist social theory, International Journal for Academic Development, Vol 14, No 3, 197-207*

Kahn, P., Young, R., Grace, S., Pilkington, R., Rush, L., Tomkinson, B., and Willis, I. *Theory and legitimacy in professional education: a practitioner review of reflective processes within programmes for new academic staff. International Journal for Academic Development. 13:3 161-173*

Kandlbinder, P. and Peseta, T. (2009) *Key concepts in postgraduate certificates in higher education teaching and learning in Australasia and the United Kingdom International Journal for Academic Development, Vol 14, No 1, 19-33*

Kayrooz, C. and Trevitt, C. (2005) *Research in organisations and communities: tales from the real world.* Sydney: Allen and Unwin

Kelly, D. and Howe, C. (2006) *Training Requirements for Postgraduate Research Students in Psychology.* York: Higher Education Academy Psychology Network

Knight, P. and Trowler, P.R. (2000) *Department-level cultures and the improvement of learning and teaching, Studies in Higher Education, Vol 25, No 1, 69-83*

Knottenbelt, M., Housell, D., and Kreber, C. (2009) *Graduate Teaching Assistants as Novice Academic Practitioners: Perceptions and Experiences of Teaching.* Research Report. Centre for Teaching, Learning and Assessment, Department of Higher & Community Education, University of Edinburgh.

Korinek, K., Howard, J.A., and Bridges, G.S. (1999) *"Train the whole scholar": A developmentally based program for teaching assistant training in sociology, Teaching Sociology, Vol 27, October 1999, 343-359*

Kreber, C. and Cranton, P.A. (2000) *Exploring the scholarship of teaching, The Journal of Higher Education, Vol 71, No 4, 476-495*

Kugel, P. (1993) *How professors develop as teachers, Studies in Higher Education, Vol 18, No.3 315-328*

Lantz, C. (2009) *Postgraduates who teach.* Academy Exchange York. Higher Education Academy. August, 14-15

Lee, A. (2009) *Some Implications of European Initiatives for Doctoral Supervision.* Chapter Published in Froment, E., Kohler, J., Purser, L., and Wilson, L. (Eds.). EUA Bologna Handbook. Making Bologna Work.

Lovitts, B. (2008) *The transition to independent research: who makes it, who doesn't and why. The Journal of Higher Education Vol 79 (3) 296-325*

Lowman, J. and Mathie, V.A. (1993) *What should graduate teaching assistants know about teaching? Teaching of Psychology, Vol 20, No 2, 84-88*

Lueddeke, G.R. (1997) *Training postgraduates for teaching: considerations for programme planning and development, Teaching in Higher Education, Vol 2, No 2, 141-151*

Manathunga, C. (2006) *Doing educational development ambivalently: Applying post-colonial metaphors to educational development? International Journal for Academic Development, Vol 11, No 1, 19-29*

Marton, F. and Saljo, R. (1984) *Approaches to learning*, in Marton, F., Hounsell, D., and Entwistle, N. (eds) *The experience of learning.* Edinburgh: Scottish Academic Press, 36-55

McGugan, S. and Petichakis, C. (2009) *Messengers of the extraordinary: the role of souvenirs in academic development. International Journal for Academic Development. 14.3, 233-235*

McLean, M. and Bullard, J.E. (2000) *Becoming a university teacher: evidence from teaching portfolios (how academics learn), Teacher Development, Vol 4, No 1, 79-97*

MacInnis, C. (2000) *Changing academic work roles: the everyday realities challenging quality in teaching, Quality in Higher Education, 6(2) 143-152*

McNeil, S., Smith, D., Stringer, E. and Lin, G. (2002). *Effecting Pedagogical Change Through an Action Research Process.* In D. Willis *et al.* (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2002* (pp. 1761-1765). Chesapeake, VA: AACE

Mintz, J.A.. *'The Role of Centralized Programs in Preparing Graduate Students to Teach'* in Marincovich, M., Protsko, J. and Stout, F. (1998) *The Professional Development of Graduate Teaching Assistants* Bolton: Anker, 19-40

Mueller, A., Perlman, B., McCann, L.I. and McFadden, S.H. (1997) *A faculty perspective on teaching assistant training, Teaching of Psychology, Vol, 24, No 3, 167-171*

Muzaka, V. (2009) *The niche of Graduate Teaching Assistants (GTAs): perceptions and reflections. Teaching in Higher Education Vol 14, No 1, 1-12*

Neumann, R. (2001) *Disciplinary Differences and University Teaching. Studies in Higher Education 26.2, 135-146*

Neumann, R., Parry, S. and Becher, T. (2002) *Teaching and Learning in their disciplinary contexts: a conceptual analysis, Studies in Higher Education, Vol 27, No 4, 405-417*

Nuri, J. (2002) *Evaluating the use of research assistants as graduate teaching assistants in the School of Management.* Guildford. University of Surrey

Nyquist, J.D. and Sprague, J. (1998) *Thinking developmentally about Tas,* in Marincovich, M., Protsko, J. and Stout, F. (1998) *The Professional Development of Graduate Teaching Assistants* Bolton: Anker, 61-88

Park, C. (2004) *The graduate teaching assistant (GTA): lessons from North American experience. Teaching in Higher Education, 9(3), 349-361*

Prentice-Dunn, S. and Rickard, H.C. (1994) *A follow-up note on graduate training in the teaching of introductory psychology, Teaching of Psychology, Vol 21, No 2, 111-112*

Prieto, L.R. and Meyers, S.A. (Eds.) (2001) *The teaching assistant training handbook: How to prepare TAs for their responsibilities.* Stillwater, OK: New Forums Press

Pring, R. (1999) *Universities and Teacher Education, Higher Education Quarterly, Vol 53, No 4, 290-311*

Prosser, M. and Trigwell, C.A. (1998) *Teaching for learning in Higher Education.* Buckingham: Open University Press

Pruitt-Logan, A.S., Gaff, J.G. and Jentofi, J.E. (2002) *Preparing Future Faculty in the Sciences and Mathematics. A Guide for Change.* Washington DC. Council of Graduate Schools. Association of American Colleges and Universities

Regan, J.A. and Bessemer, K. (2009) Using action learning to support doctoral students to develop their teaching practice, *International Journal for Academic Development, Vol 14, No 3, 209-220*

Ronkowski, S.A. *'The Disciplinary/Departmental Context of TA Training'* in Marincovich, M., Protsko, J. and Stout, F. (1998) *The Professional Development of Graduate Teaching Assistants* Bolton: Anker, 41-60

Shannon, D.M., Twale, D.J. and Moore, M.S. (1998) *TA Teaching Effectiveness: The impact of training and teaching experience, The Journal of Higher Education, Vol 69, No 4, 440-466*

Sharpe, R. (2000) *A framework for training graduate teaching assistants, Teacher development, Vol 4, No 1, 131-143*

Silver, H. (2003) *Does a university have a culture? Studies in Higher Education, Vol 28, No 2, 157-169*

Taylor, K. L. (2005) *Academic development as institutional leadership: An interplay of person, role, strategy, and institution, International Journal for Academic Development, Vol 10, No 1, 31-46*

Tight, M. (2004) *Research into higher education: An a-theoretical community of practice? Higher Education Research & Development, 23 (4) 395-411*

Trigwell, K. (2006) *Relations between research active teachers and student learning 29.9.2006.* York: Higher Education Academy Research Project Report

Vitae (2009) Researcher Development Framework – consultation at
http://vitae.ac.uk/policy-practice/165001/Researcher-development-framework-consultation.html

Young, S. and Bippus, A. (2008) Paper presented at the annual meeting of the International Communication Association, TBA, Montreal, Quebec, Canada, May 22 2008 Online <PDF>. 2009-06-224 **http://www.allacademic.com/meta/p230028_index.html**

UK Council *for* **Graduate Education**

Survey of Preparation of Graduate Teaching Assistants

Background

The UKCGE is undertaking a survey of the types of preparation available for Postgraduates for teaching in Higher Education. The last survey was published in 1999 and since then the Higher Education Academy has launched its professional standards framework and Roberts' money has been made available for generic skills training for postgraduates. Differing approaches to this topic have been identified among attendees to Council Meetings and subsequently requests have been made for a survey of members to determine common practices across the sector.

Introduction to the Questionnaire

Please would you complete this short questionnaire. We have tried to make the questions readily answerable by a member of staff familiar with learning and teaching programmes for postgraduate students. The questionnaire should take between 10 and 15 minutes to complete.

Responses should be sent to **ukcge@ukcge.ac.uk** by **Friday 31st July 2009**.

Publication of Results

As is usual practice within the Council, the results will be published in a short report that will be made available on the Council's website and a paper copy sent to all members. However, where in the past Council reports have often contained an appendix giving responses from individual institutions in this case *all responses will be treated anonymously* and only summary tables will appear in the report. All primary data will be kept securely.

Anne Lee , *University of Surrey*
Malcolm Pettigrove, *University of Oxford*
(UKCGE Project Team)

The Questionnaire

Notes on electronic completion of the questionnaire

Open & Save
- The document opens as a word document.
- To save, please include the name of your institution as part of the file name (for office use only – confidentiality will be maintained) and save to your pc.
- To return the questionnaire, email UKCGE (**ukcge@ukcge.ac.uk**) and add the saved document as an attachment.
- Save your answers before you return them.

Q1. Does your institution provide professional development opportunities for graduate students with teaching responsibilities (for example: demonstration, marking, leading fieldwork, tutorials, classroom teaching)?

Yes ☐   **No** ☐   *(If 'Yes' please continue, if 'No' please send a nil return to* **ukcge@ukcge.ac.uk***)*

Q2. What is the title of your provision(s) and who can access it?

_____

_____

_____

Q3. Form of provision

		Compulsory	Optional
a	Is the provision compulsory for those who teach? *(Please put 'x' in the appropriate box)*		

		Level 6 (Bachelor)	Level 7 (PG Cert)	Level 7 (PG Dip)	Level 7 (Masters)
b	Is the programme accredited at any of the following levels? *(Please write numbers of credits in relevant box)*				
		No	**No, but we intend to**	**Yes (please describe level)**	**Other**
c	Is the programme linked to the Higher Education Academy's Professional Standards Framework?				
		No		**Yes (please describe)**	
d	Is the programme linked (eg by APEL) to existing provision for full-time academic staff?				
e	What are the expected staff-student contact hours?				
f	What is the expected amount of student independent study time for this programme?				
g	What Quality Assurance mechanisms are in place for this programme?				

		Don't know	**Central Admin**	**By schools/ faculty/ divisions**	**By discipline/ department**	**Roberts funding**	**Other**
h	How is the programme funded?						

Comments:

Q4.   Curriculum. What does your programme include?

(Please put 'x' in all the boxes that apply)

		No	Some	Yes
a	Learning theory			
b	Student approaches to learning			
c	Student autonomy – encouraging independent learning			
d	Equity, fairness and student diversity			
e	Approaches to teaching: individual, small class, large class, lab, field			
f	Curriculum development, course design and materials preparation			
g	Learning technologies and e-learning (blended, distance and face to face learning)			
h	Educational taxonomies			
i	Types of knowledge			
j	Types of assessment			
k	Alignment or congruence of goals, learning activities and assessment			
l	Giving feedback: formative uses of assessment			
m	Student-, peer-led and self-evaluation			
n	Reflection and continuing professional development as a teacher			
o	Scholarship in *and* of teaching and learning			
p	Approaches to teaching in the discipline (please describe)			
q	Others (please describe)			

Q5. Forms of delivery. How is the programme taught?

(Please put 'x' in all the boxes that apply)

		Centrally	By faculties/ schools	By outside consultants	Other
a	Lecture				
b	Seminar				
c	Workshop				
d	On-line learning				
e	Individual tutorials from staff development centre				
f	Discipline based mentoring				
g	Action learning sets/enquiry based learning				
h	Role play				
i	Micro teaching sessions				
j	Teaching observations				
k	Forum theatre				
l	Textbooks (please list below)				
m	Key readings (please list below)				
n	Symposium/conference presentations				
o	Peer learning partners				
p	Projects/action research				
	Others (please describe)				

Q6.   Are the students on the programme assessed?

Yes ☐   No ☐   *(If 'Yes' please continue, if 'No' please go to question 7)*

	Method of assessment included in the programme	*(Please put 'x' in all the boxes that apply)*
a	Portfolio	
b	Teaching observation	
c	Examination	
d	Poster	
e	Symposium/conference	
f	Essay	
g	Others (please describe)	

Q7. What is the role of the GTA in your HEI? (GTA refers to the postgraduate student who also teaches)

(Please put 'x' in all the boxes that apply)

		No	From time to time	Yes
a	Leading seminars			
b	Conducting individual tutorials			
c	Marking formative assessments and giving feedback			
d	Marking summative assessments			
e	Lecturing			
f	Demonstrating			
g	Other (please describe)			
h	Do your GTAs have contracts?			
i	Is there an institutional code of practice for working with GTAs?			
		Please describe		
k	Is there a recommended maximum number of hours a full-time research student is permitted to work as a GTA?			
l	What is the current average rate of pay for GTAs?			

Q8. Please describe any features of the provision which have been found to be particularly successful and useful for Graduate Teaching Assistants?

Q9.   Please describe any concerns you have about the future of this programme

---

Q10. Approximately how many GTAs participate in your teaching development programmes each year?

Q11. What percentage of time does running this programme take (% FTE)?

Administration ⬜   **Academic/academic developer** ⬜

Q12. Is your University a member of:

Russell Group ⬜   **1994 Group** ⬜   **Post 1992 Group** ⬜   **Other** ⬜

Would you be willing for us to contact you to discuss this survey further?

Name: _____

Email: _____

Please append any programme handbooks, assessment criteria, contracts or other descriptions you have of your provision which you think would help us to understand it.

Thank you for taking time to complete this questionnaire.

Please return it electronically to **ukcge@ukcge.ac.uk** by **Friday 31st July 2009.**

Appendix 2: List of responding organisations

1. Abertay University
2. Bangor University
3. Birmingham City University
4. Bournemouth University
5. Brighton University
6. Buckinghamshire New University
7. Cambridge University: Graduate School of Life Sciences
8. Cardiff University
9. Cranfield University
10. Cumbria University
11. De Montfort University
12. Edinburgh Napier University
13. Kings College London
14. Kingston University
15. Lancaster University
16. Liverpool John Moores University
17. London Metropolitan University
18. London School of Economics
19. London School of Hygiene and Tropical medicine
20. Manchester Metropolitan University
21. National Institute for Medical Research
22. School of Pharmacy, University of London
23. Queen Mary College, University of London
24. Ravensbourne College of Design and Communication
25. Robert Gordon University
26. Roehampton University
27. Royal Holloway College, University of London
28. School of Advanced Study, University of London
29. St Mark and St John (The College of)
30. Staffordshire University
31. Sunderland University
32. University of Bath
33. University of Bedfordshire
34. University of Birmingham (two programmes)
35. University of Bolton (two programmes)
36. University of Chichester
37. University of Dundee (two programmes
38. University of Durham
39. University of East Anglia
40. University of Essex
41. University of Exeter
42. University of Leeds
43. University of Leicester
44. University of Manchester (Humanities)
45. University of Manchester (Faculty of Life Sciences)
46. University of Northampton
47. University of Nottingham
48. University of Oxford
49. University of Portsmouth
50. University of Salford
51. University of Southampton
52. University of St Andrews
53. University of Surrey
54. University of Warwick
55. University of Winchester
56. University of Wolverhampton
57. University of Worcester
58. University of York

Appendix 3: Extract from the UK Professional Standards Framework published by the Higher Education Academy

The Standards

Standard descriptor	Examples of staff groups
1. Demonstrates an understanding of the student learning experience through engagement with at least 2 of the 6 areas of activity, appropriate core knowledge and professional values; the ability to engage in practices related to those areas of activity; the ability to incorporate research, scholarship and/or professional practice into those activities	Postgraduate teaching assistants, staff new to higher education teaching with no prior qualification or experience, staff whose professional role includes a small range of teaching and learning support activity
2. Demonstrates an understanding of the student learning experience through engagement with all areas of activity, core knowledge and professional values; the ability to engage in practices related to all areas of activity; the ability to incorporate research, scholarship and/or professional practice into those activities	Staff who have a substantive role in learning and teaching to enhance the student learning experience
3. Supports and promotes student learning in all areas of activity, core knowledge and professional values through mentoring and leading individuals and/or teams; incorporates research, scholarship and/or professional practice into those activities	Experienced staff who have an established track record in promoting and mentoring colleagues in learning and teaching to enhance the student learning experience

Extracts from the Professional Standards Framework for Teaching and Supporting Learning in Higher Education. York Higher Education Academy

Areas of activity, core knowledge and professional values within the framework

Areas of activity
1. Design and planning of learning activities and/or programmes of study 2. Teaching and/or supporting student learning 3. Assessment and giving feedback to learners 4. Developing effective environments and student support and guidance 5. Integration of scholarship, research and professional activities with teaching and supportive learning 6. Evaluation of practice and continuing professional development

Core knowledge
Knowledge and understanding of: 1. The subject material 2. Appropriate methods for teaching and learning in the subject area at the level of the academic programme 3. How students learn, both generally and in the subject 4. The use of appropriate learning technologies 5. Methods for evaluating the effectiveness of teaching 6. The implications of quality assurance and enhancement for professional practice

Professional values
1. Respect for individual learners 2. Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice 3. Commitment to development of learning communities 4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity 5. Commitment to continuing professional development and evaluation of practice

Relationship to the Higher Education Academy National Accreditation Scheme

Guidance and support is offered through the work of the Higher Education Academy for HE Institutions to be accredited for their application and use of the new standards framework.

Please see **www.heacademy.ac.uk** for further details.

Appendix 4: List of UK documents received (grey literature)

Bath University of
Quality Assurance Code of Practice for the Development of all Staff and Students Undertaking Teaching Activities

Birmingham University of
Postgraduate Certificate (PGCERT) Learning and Teaching in Higher Education. Associate Modules. Participant Handbook 2009/2010

Bolton, University of
1. Postgraduate Certificate in Teaching & Learning in Higher Education Programme Handbook 2009-2010 Teacher Training Scheme for the Lifelong Learning Sector (TTLLS Scheme)
2. Programme Handbook 2008/2009
   (In association with Bolton Community College, Bury College, Cirencester College, Isle of Man College and Salford City College)

Dundee, University of
Handbook 2008-2009

Durham, University of
1. Programme Handbook 2009
   Durham University Learning and Teaching Award
2. Book list
   Guide to the induction programme for postgraduate teachers.
3. Michaelmas Term 2009-10

Exeter, University of
1. Learning and teaching in HE programme
   Assessment Criteria and Guidance
2. Learning & Teaching in Higher Education (LTHE) Programme 2008/09
   for new lecturers, teaching fellows, graduate teaching assistants, and all who teach or support learning at the University. Accredited by the Higher Education Academy
   Introduction
3. Learning & Teaching in Higher Education (LTHE) Programme Stages 1 & 2, 2009/10

Hull, University of
1. Introduction to Learning and Teaching in Higher Education
   Approval of new on campus programmes – Annexe 15: Approval of new modules:
2. Module specification

Lancaster University
Letter of Agreement

London Metropolitan University
1. Introductory memo to course participants/
2. London Metropolitan University. Invitation to Learning and Teaching Practice course (LTP) 250709. Rec 180909

Manchester, University of
Faculty of Humanities Framework for Appointing and supporting Teaching Assistants
Anne Thomas 180909

Nottingham
1. Website for teaching co-ordinators
   http://pd.nottingham.ac.uk/eng/Learning-Teaching/New-to-Teaching/Teaching-coordinators
2. Review of policy and practice
3. Postgraduate employment policies reviews
4. Professional Development Review
5. Framework for planning and developing the teaching practice of part time teachers starting to teach
6. Teaching mentor guide
7. Guidance and resources for establishing a teaching circle for peer support
8. Resources available on teaching practice in your subject
9. Preparing for teaching – Guidance for New Teachers. Induction checklist
10. Guidance on observing teaching
11. Teaching-practice diary
12. Appraising your teaching

Oxford, University of
1. Developing Learning and Teaching: Participant Handbook
2. Guidelines for applying for 'teacher accreditation'

Portsmouth, University of
Programme handbook

Royal Holloway
Key readings: - Royal Holloway University of London

Southampton, University of
Submission by the University of Southampton to HEA for accreditation of the Postgraduate Induction to Learning and Teaching (PILT), in accordance with Standard Descriptor 1 of HEA's Profressional Standards Framework

Surrey, University of
'Preparing to teach': Participants handbook
Framework for the appointment of student teaching assistants

Sydney, University of
Statement of Principles University of Sydney Postgraduate Teaching Fellowships Scheme

Wales in Cardiff University of (UWIC)
Postgraduate award: introductory studies, teaching in HE

Warwick, University of
Reading List of Books and Articles

Winchester, University of
1. Postgraduate Research Training Programme 2008 – 2009
2. Examining Professional Practice Introduction to Teaching in Higher Education PE 4092

York, University of
1. Programme Evaluation of Intensive Residential for PGs Who Teach (2009)
2. Documents available on website including information for current and future participants for the programme 'Preparing Future Academics' **http://www.york.ac.uk/admin/hr/training/gtu/pfa/** accessed 011009

Appendix 5: List of most frequently mentioned textbooks (grey literature)

The list of the most frequently mentioned books is below in frequency and then alphabetical order is in Appendix 5.

Ketteridge, S., Marshall, S. and Fry, H. (eds) (2002) *The Effective Academic. A Handbook for Enhanced Academic Practice.* London. Kogan Page. (15)

Ramsden, P. (2003) *Learning to Teach in Higher Education.* 2nd Ed. London: RoutledgeFalmer (10)

Biggs, J. and Tang, C. (2007) *Teaching for Quality Learning at University - What the Student Does.* 3rd edition. Buckingham. SRHE/ OUP. (7)

Butcher, C., Davies, C. and Highton, M. (2006) *Designing Learning.* London, Routledge (7)

Exley, K. and Dennick, R. (2004) *Small Group Teaching. Tutorials, Seminars and Beyond.* London. RoutledgeFalmer. (4)

Exley, K. and Dennick, R. (2004) *Giving a Lecture: From Presenting to Teaching.* Abingdon: Routledge Falmer. (4)

Jaques, D. and Salmon, G. (2007) *Learning in Groups.* 4th Ed. London, Routledge. (4)

Macfarlane, B. (2008) *Teaching with Integrity: the ethics of higher education practice.* London: Routledge Falmer. (4)

Race, P. (2001) *The Lecturer's Toolkit.* London. Kogan Page. (4)

Brockbank, A. and McGill, I. (1998) *Facilitating reflective learning in higher education.* Bucks: Open University Press. (3)

Brookfield, S. (1995) *Becoming a Critically Reflective Teacher.* San Francisco. Jossey-Bass. (3)

Lave, J. and Wenger, E. (1991) *Situated Learning: Legitimate Peripheral Participation* Cambridge: Cambridge University Press. (3)

Salmon, G. (2004, 2nd edition) *E-moderating: The key to teaching and learning online.* London. RoutledgeFalmer. (3)

Schon, D. (1991) *The Reflective Practitioner: How Professionals Think in Action.* London: Temple Smith. (3)

Brown S. and Glasner A. (1999) *Assessment Matters in Higher Education – Choosing and Using Diverse Approaches* Buckingham: SRHE/Open University Press. (2)

Cowan, J. (1999) *On Becoming an Innovative University Teacher. Reflection in Action.* Buckingham: SRHE/OUP. (2)

Haines, C. (2004) *Assessing Students' Written Work. Marking Essays and Reports.* London. Routledge Falmer. (2)

Jarvis, P. (ed) (2002) *The Theory & Practice of Teaching.* London. Kogan Page. (2)

Morss, K. and Murray, R. (2005) *Teaching at University. A guide for postgraduates and researchers.* London. SAGE. (2)
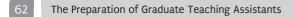
Nicholls, G. (2001) *Professional Development in Higher Education in Assessment, Reflection and Professional Development.* London: Kogan Page. (2)
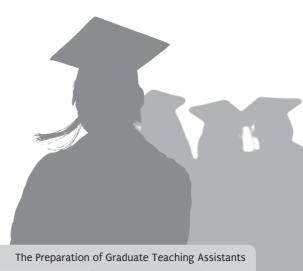
Wenger, E. (2000) *Communities of practice: learning, meaning and identity.* Cambridge: Cambridge University Press. (2)

Appendix 6: UK Council for Graduate Education published titles

All available from the UKCGE website, http://www.ukcge.ac.uk

ISBN	Title
0-9525751-0-8	Graduate Schools (1995)
0-952-5751-1-6	The Award of the Degree of PhD on the Basis of Published Work in the UK (1996)
0-9525751-9-1	Quality and Standards of Postgraduate Research Degrees (1996)
0-9525751-2-4	Practice-Based Doctorates in the Creative and Performing Arts and Design (1997)
0-952-5751-3-2	The status of published work in submissions for doctoral degrees in European Universities (1998)
0-952-5751-4-0	Preparing Postgraduates to Teach in Higher Education (1999)
0-952-5751-5-9	The International Postgraduate: Challenges to British Higher Education (1999)
0-952-5751-67	Research Training for Humanities Postgraduate Students (2000)
0-9525751-75	Research Training in the Creative and Performing Arts and Design (2001)
0-952-5751-83	Professional Doctorates (2002)
0-9543915-0-0	Research Training in the Healthcare Professions (2003)
0-9543915-1-9	A Review of Graduate Schools in the UK (2004)
0-9543915-2-7	The Award of PhD by Published Work in the UK (2004)
0-9543915-3-5	Confidentiality of PhD Theses in the UK (2005)
0-9543915-4-3	Professional Doctorate Awards in the UK (2005)
0-9543915-5-3	Access to Doctoral Examiners' Reports (2007)
0-9543915-6-0	Higher Doctorate Awards in the UK (2008)
0-9543915-7-7	Quality and Standards of Postgraduate Research Degrees (2009)
0-9543915-8-4	A Review of Graduate Schools in the UK (2010)

UK Council *for* **Graduate Education**

Lichfield Centre   The Friary   Lichfield   Staffordshire   WS13 6QG
T: 01543 308602   F: 01543 308604   E: ukcge@ukcge.ac.uk

www.ukcge.ac.uk