



<b>FHEA Practice Examples for Science Discipline</b>	
<b>A1</b>	As BSc/MSci XXXXX course leader; I designed the degree program in line with QAA benchmarks and the XXX XXX Society accreditation criteria. All practical training and assessment was placed in L4 and L5 XXXXXX 1 and 2 modules. I created a program of practical classes which complimented and reinforced core knowledge of taught modules. Where there were module options students were divided into a xxxx or xxxx stream. Each had a tailored practical program designed to support career aspirations, and employability. This focusing of subject specific skills has helped students secure employment in industrial and research laboratories.
<b>A2</b>	I am module leader for the L5 xxxx module. The module is specifically designed for xxxx students. These students have a variety of educational backgrounds. In order to maximise student engagement and learning, I have made all my teaching as interactive as possible. All lectures are taught 'in the round'; a central area is used for interactive teaching: students are asked to volunteer to take part in brief experiments to demonstrate xxxx concepts. This encourages a greater understanding and engagement (Van Dijk <i>et al</i> 2001), improves module attendance and the first time pass rates.
<b>A3</b>	In my L4 xxxx tutorials, students write a primary literature essay. Students can submit a draft essay for formative assessment and feedback. I annotate and give feedback using an assessment-matrix and feedback summary form. The final summative assessment uses the same forms but this time a mark is awarded. The assessment of draft essays helps students identify gaps in knowledge and their writing skills. Script annotation and use of an assessment-matrix pin-points errors. The use of a feedback summary sheet identifies areas of good practice and weakness. The feed-forward section enables students to reflect on their learning and develop strategies to improve their skills.
<b>A4</b>	I have many one-to-one informal meetings with students. These occur in private interview rooms. This is a good environment for informal teaching and pastoral care. These sessions can be about anything, from a death of a love one to learning difficulties. If there are issues which require input from others (student support officer or academics) I, with the students permission, will invite them into the room to help the student. Where there are request for help with academic work, I aid their learning and give feedback.
<b>A5</b>	I completed the 2015 Aspire and 2016 Academics Leaders Programme. Both courses enhanced my leadership skills. I have also been appointed as an external examiner for xxxx University. I have successfully completed external examiner training and have become accustomed with their QAA regulations. This training has increased my confidence in being an effective course leader, and improved my ability to manage my teaching and research. I have engaged in the annual peer review of teaching. I found this rewarding, enabling the identification of good practice and new technologies to use in teaching and learning.

<b>K1</b>	I update all of my teaching material to account for changes in scientific knowledge and research. This has been most apparent in my L6 xxxx teaching. This is an areas of my research expertise in which I have a number of publications. I ensure my lectures are evidence based and highlight the outcomes of the latest research studies. All teaching material is referenced enabling students to undertake further reading. It is essential that this taught material is up to date as students taking this L6 module, often go on to study, or gain employment in xxxx and xxxx.
<b>K2</b>	Teaching, learning and assessment within practical classes vary between levels. At L4 students require step-by-step guidance through practical classes, with further demonstration of equipment or calculations. The assessment is by data and question sheets, which test core knowledge and laboratory skills. As students progress through L4 to L5 the classes are longer and the assessments more sophisticated. They include the production of formal laboratory reports, abstracts or journal articles. As students become antonymous in the laboratory less academic support is needed. However greater support is required in the form of post-labs classes in which students learn data interpretation and evaluation skills.
<b>K3</b>	In science degrees students undertake extensive practical training. This is a fundamental requirement for accreditation and employability. As students have different background and abilities, at L4 we start with basic laboratory skill training. In subsequent laboratory classes these basic skills are repeated several times. Repetition of skills has long been recognized as a way to improve learning and build confidence (Weibell 2011; Yeoman & Zamorski 2008). This improvement in skills and confidence in the laboratory can be readily observed during the end of year laboratory test.
<b>K4</b>	The VLE for my L5 XXXXX module contains all learning and teaching materials, reading and assessment instructions. The coursework for this module is a group talk based around a scenario. The scenarios although not assigned to student groups, are published on the VLE. This encourages students to identify common themes (low temperature, altitude, stress), and start researching these topics. This also encourages students to attend and actively engage in learning activities. Once the coursework is assigned, student talks are submitted directly to VLE prior to the submission deadline. All talks are presented from the VLE drop box and are made available for revision prior to the exam.
<b>K5</b>	One of the ways I test the effectiveness of my teaching is to ask students probing questions to evaluate their understanding. This is performed during one-to-one support sessions, lectures and seminars. To ensure that all students are able to ask questions, I also use anonymous Padlet walls on which students can post questions. Where I feel students are struggling with a particular topic I run one-to-one sessions or tutorials to support their learning. Formally, module first time pass rates are a key indicator of effective teaching and assessment. I use these to evaluate my teaching. I also value the opinions of my peers, through peer-supported review, and act on all suggestions to improve my teaching.
<b>K6</b>	I undertake numerous quality assurance and enhancement processes annually as a module leader. Module documentation and all coursework and exams are internally and externally moderated. Moderators may give feedback about the general assessment strategy or one piece of assessment or teaching material. I will act on this feedback. When assessing students work I provide my teaching team with simple but comprehensive assessment criteria, which enables consistent and fair marking across the team. This is moderated through the review of a breakdown of module marks for each sub-tasks and exams question, ensuring that there are no abnormal variations between tasks or specific markers.
<b>V1</b>	I teach an xxxxx Practical, in which students measure lung function before and after exercise. I am fully aware that some students may be unable to undertake parts of this class due to illness, disability or religious reasons. In order to make sure all students feel comfortable I facilitate their interaction in this practical, and tailor this to their individual needs. E.g. I allocated these students to collect data, rather than participating in the physical part of the

	<p>practical. This allows all students to be involved in the generation of data. This flexibility ensures that all students meet the learning objectives.</p>
<b>V2</b>	<p>In order to support all learners I make sure that all teaching material is available on the VLE in a form that is appropriate to everyone. I make sure that I read all learning contracts, and provide learning material that is appropriate for all learners, and ensure that no one student is singled out. I am aware that certain students can dominate a teaching session, in order to avoid this I enable all students to take part, and give quieter students a forum to talk. I also offer one-to-one support sessions for all students and use anonymous Padlet walls so that students can ask questions.</p>
<b>V3</b>	<p>I am an active researcher and publish in peer-review journals and attend conferences. This allows me to keep abreast of my field. The production of primary literature and undertaking research is important to keep my teaching content relevant. It also allows me to inspire and motivate students to engage with their subject. Students appreciate being taught by subject experts. In response to the employability needs for xxxx students, I introduced Objective Structured Clinical Examinations (OSCEs) as an authentic assessment for clinical skills. In order to do this I had to read relevant literature and watch videos on how to perform and assess OSCEs. This CPD enabled me to introduce and use this style of assessment in the xxxxx Research project.</p>
<b>V4</b>	<p>In order to improve recruitment and course reputation we have recently undertaken xxxx Society (xxx) accreditation for the BSc/MSci xxxxx degrees. As Course leader, I with others was responsible for generation of documentation for this accreditation process. This required the alignment of course content with the xxx QQA bench marks, whilst insuring that graduate xxxxxx students received appropriate knowledge and practical training to meet employability requirements and students' career ambitions. Following the successful interim accreditation in 2013, I am now involved in the full accreditation of the programmes which will be submitted in September 2016.</p>