



FHEA Worked Practice Examples

	Practice Example	Comments
K2	<p>Students studying at level four require a different teaching approach to those studying at level 6 or above.</p> <p>At level six it is more effective to give them more independence by providing texts and information that they are required to analyse and discuss either in small groups or individually. At level four it is more important to ensure that all students are provided with the base knowledge that will act as a foundation for later stages of learning. Lectures containing core knowledge and informational notes are therefore much more appropriate.</p>	<ul style="list-style-type: none"> • This is a common trap to fall into - a statement of what is believed to be a universal truth that will therefore evidence that the tutor knows what is required. • No mention of their own individual practice - this is all third person. • No specific examples from individual practice • No references to pedagogic literature to support the assertions regarding teaching methods or students' academic development

	Practice Example	Comments
K6	<p>I adhere to all internal and external procedures for quality assurance. For my new module I had detailed discussion with our department's Head of Quality about details of the assessments. The module went through verification and was approved. I had similar discussions and verification for my amendments to the xxxx module. I found the process extremely useful in ensuring the appropriate weighting for certain tasks, and the emphasis on using appropriate</p>	<ul style="list-style-type: none"> • Describes some good quality processes although focused heavily on assessment and not at all on teaching • This section is overlong at 183 words and could be edited easily - examples in red

	<p>methods of learning and assessment. For quality enhancement, i.e. ongoing improvement, I produce bespoke feedback surveys for each module in addition to the standard ones. For xxx I made a survey specifically relating to assessment 1, the individual research project, and used the data to refine the module – for example the precise timing of when they are paired with their interviewee, and amount of seminar time spent on project preparation. In this feedback it was also pleasing to see that all but one respondent had continued to meet with their interviewee on a social basis after the project. This suggests a sustainable form of cultural exchange beyond the life of the module (see Andrade 2006).</p>	<ul style="list-style-type: none"> • Good use of specific examples to show evidence of change • Good example of reflection on what the feedback implies
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	Practice Example	Comments
V1	<p>Throughout my teaching career I have taught a wide range of students with a variety of backgrounds - mature students, international students, disabled students - and I always try to make sure they are included.</p> <p>For example, I always follow the instructions contained within Learning Contracts for students with a disability. For International students who often struggle with the language, I always ask if everyone is following and repeat when needed.</p>	<ul style="list-style-type: none"> • On the face of it, the value iterated here looks fine. However, there is very little of substance that shows individual or reflective practice. • What instructions? Do they cause any issues for you or others? Are there ways that you can introduce inclusive practices? • The strategy for International students - does it work? What evidence have you for this? Are there other strategies you could employ such as writing in plain English?