AFHEA Case Study Exemplar - Technical Role

Written Case Study Title:	Ensuring the class is fully inclusive and engaged

I deliver xxxx xxxx training courses to groups of students and one of the constraints is ensuring that the course I deliver is fully inclusive (V2). The group can include UK students with some laboratory experience, international students with no laboratory experience, mature students who may lack confidence or on the other hand may have a great depth of industry laboratory experience and also students who have a learning contract. (V1) I try to ensure that the methods I use to engage students should be appropriate for a wide range of student identities, (Grace and Gravestock (2009).

When I deliver the training I ensure that I provide a clear framework, summarizing at the beginning what will be happening during the training, so as to reduce stress to any students with ASD. I always use clear concise language, without abbreviations, acronyms or slang to try to reduce difficulties for international students (Ryan 2005). I also provide a set of notes / instructions outlining the training content, I make these instructions available via the blackboard site as well, so that all students can use this as a reference to refer back too. I ensure the font and format and page colour is acceptable to students with dyslexia.

When I am delivering the practical training (A1) I break this down into smaller chunks, as opposed to running through the whole process in one go, as feedback from students said they preferred the structure of the training by it being broken down rather than doing it all at once. I ensure each student carries out the techniques rather than just watching others, thus promoting participation by all. As the students are carrying out the technique I constantly check that they are OK and advise them on their techniques. I ensure students are given as much time as they need and do not rush them, for example; if the more able students have finished the course and are confident with the techniques learned I allow them to leave, allowing more one to one time with those less able students who may have further questions or need help.

Good practice for students with disabilities is also good practice for all students (Hockings, 2010).
I flag up the important points and summarize throughout the training, so that they recognize the important steps in the process. I ensure that students get the opportunity to ask questions throughout the training, both in the full class environment as well as one to one in case any students are not confident in asking questions in front of their peers.

The outcome of delivering this training before the students start their undergraduate project is that all students have experience and understanding of the underlying techniques

to enable them to carry out their project. The post project feedback from students stated that they found the training useful and helpful tool for their project; academics also commented that their students were better prepared to commence their project after undertaking the training, (V3).

Word count:498