

1

**identify
area of
activity**

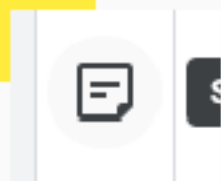
2

**navigate
to correct
page**



3

**Click new
sticky
note**



**A1- How
do you
prepare?
pg2**

**A2 - How do
you engage
your learners?
pg3**

**A3 - How do
you give
feedback to
learners? pg4**

**A4 Safe and
up-to-date
environment?
pg5**

**A5 What do
you do to
keep your
practice up to
date? pg6**

A1- How do you prepare?

COVID19 response

All students have their own glassware boxes, this is planned in advance for the whole year. Students check what is in the box against a pre-planned list.

Prepare lesson plans for Clinical Skills sessions for medical students. Help academics to prepare sessions and I look after all equipment used in these sessions

creating examples - setting up space/ equipment - crib sheets - induction process - WHERE & WHY?

Crib sheets for practicals

Produce instruction sheets, with photos, for pieces of equipment used in undergrad practical classes

Producing a plan of activities which will be carried out together with PI/course leader; planning consumables purchase; PP presentations, demonstration material what can be used

keeping up to date with technical processes in terms of equipment and software

Prepare labs for sports science. Equipment, consumables. Designing of practicals. Everyone using their strengths

Set up practical applicable to course work, research students needs, building relationship with academic, plan practical with module leader, collaboration with staff

By thinking what I want the students to learn: training in how to use equipment for example.

Risk assessments, SOPs, equipment servicing, current research investigation.

make contingency plans

Obtaining feedback from students and remedying the action (e.g. more equipment).

A2 - How do you engage your learners?

Instruct students on using specific types of equipment, both technically and safely

keeping the subject interesting, give them confidence to approach you with any questions

Bespoke content - demonstrate - make it relevant

constant face to face conversation during the teaching, asking about background knowledge and asking questions (engaging)

1 to 1 support, split into smaller student groups with support from other technical colleagues. Developed online resources (pre and post 'lab' sessions).

I can use Simulation manikins and speak through these to engage medical students directly which helps their communication skills

Asking questions what they know about the topics first. This way I know which level I have to give my training.

Kit inductions for students and staff. Specific kit training. Practical one-to-one demonstration. Relating back to professional industry.

Having current topics, use of PG demonstrators (encourage conversation between UG and PG students).

giving documentation with useful links before lab induction/lab practical

Workshops. Community and outreach work. Involving younger groups for key-stage learning.

Observe students working in the lab and challenge/question when they are doing something incorrectly. Get them to think about the correct way.

Hands-on one to one teaching, clinic session smaller groups, engaged learning by showing the process and problem solving process

Outreach and widening participation work.

one to one training. Adaptive.

Obtaining feedback from students - 360 degrees.

Verbal at the time, 'sign off' for the student to be able to use equipment by themselves, written feedback, quizzes, pre and post lab session, long loop session (testing each individual skills).

Running practicals - has the process worked? Y/N

them to work through the solution themselves. For example, one way valves aren't usually broken, they are inserted in the system incorrectly! I would get the student to look at the kit, check the orientation. When

A3 - How do you give feedback to learners?

immediate feedback on a technique - suggestions - questioning learner to identify errors - formal pass/ fail - WHY?

I provide students with direct feedback during drop in sessions I organise. I act as a 'sim patient' where medical students can practice their skill which I can feed back to them.

The assumption that 'feedback' is directly related to marking and academic process. Can be more of an insightful, apprentice-style.

Listening sessions - comparing creative works next to peers and providing feedback as a supportive group.

questioning how / what process would be best for the students to achieve - how to modify

In person problem solving and in practical, providing examples and comparisons

Technique of rubber ducking: Pretend like you are talking to a rubber duck. Ask student to talk through their project step by step and allows for them to find solutions to where they are stuck.

keeping up to date new legislations

Risk Assessments for practicals.
First aid.
Electrical safety.

**RA,
COSHH**

A4 Safe and up-to-date environment?

Space Layout - learner guides
- Fair Access - How?

Door is always open

Organising access for return after COVID-19

Lab layout, consideration for students with accessibility issues

setting up equipment

Working with academic colleagues to modernise equipment/software to improve student experience

COSHH workshops and lab inductions

I can update the online learning environment with relevant content for the students to access, including links to videos they can watch to learn the relevant clinical skill

research lead teaching, introducing new techniques, keeping the physical practical up to date, capital equipment planning. Mental health 'safe room' away from the labs.

Lab layouts, bench allocations, accessible for all students, Risk assessments, lab scripts containing safety information, PA testing, equipment servicing.

Catering for languages, accessibility

Constant Checking, keeping up to date with new technologies

Review of previous practical sessions, trial run of sessions, attendance at research forums, CPD, training courses, professional registration, mandatory training.

Observe lecturers in different types of practicals to improve my own interactions with students

A5 What do you do to keep your practice up to date?

Sign-up to mailing list on subject areas. Joining community and online groups

Hands on training with equipment

Continued professional practice through external programmes and activities

Attend Newcastle uni teaching and learning conference as a participant to keep up to date.

Implement use of technological advances eg. new software upgrades for physiology teaching

I follow guidance on clinical skills from clinical practitioners to make sure I am competent in the skill.

conference attendance, networking, sharing best practice,

Finding out what works and what doesn't - obtaining feedback from students.

Creative practice outside of Uni

Personal practice - reflections - professional certification - RELEVANCE?

Out reach and WP. Aware of the curriculum at school and college allows for adaptation of first year UG course content.