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# Scenario 2 Group 1 Strategy

## Scenario 2

- 30/110 "non standard" entry
- strategies to help all students up to speed.
- \* Start from scratch with all students  
(we do not assume "traditional" students have these skills either)
- Should have skills eg in pipetting, weighing, pH, spectrophotometers, Health + safety, recording data ---
- Need to identify "stronger" + "weaker" students
  - questionnaire, fun quizzes, recognising equipment
  - aim is to pair stronger + weaker students
  - ① - develop manual skills - can get "lost"
  - ② - hope strong supports weak tree ride?
  - ③ + too much extraneous discussion.



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# Scenario 2 Group 1 Adv/Disadv

8 reports (!)(!!)

- single answers, tables + graphs
- proformas
- fuller reports

formative / summative

learning from feedback given?

Adv • No-one is "special", assess current skills on entry, not origin.

- Reduce marking time

(fewer full reports may help ~~from~~ students from non traditional backgrounds)

Dis • Problems with pairings

• Not reduced group size, less ability to help students individually.