Form A.3: Details of the Institution and Department

- **Staff (Teaching)**

*Instruction: Please provide details of staff involved in teaching the **core** skills and knowledge modules, including: qualifications, HEA status, subject expertise, engagement in the wider community (e.g., membership of learned societies and PSBs), using the form below or a spreadsheet. Include <u>regular</u> external contributors (e.g., from industry) where their expertise is an important part of the teaching programme. Where this information is available on the Department's website, a list of URLs may be provided in lieu of completion of the pro-forma.*

Staff Name	FTE	Grade	Qualifications/ Affiliations	Membership of Professional Bodies	Teaching Expertise
Jane Doe	1.0	Lecturer	BSc (Geology); MSc (Environmental Science), PhD (Environmental Science); PGCHE	AGU; CGeol; FGS; FHEA; IGS	Contaminated Land; Waste disposal

- **Staff (Support)**

*Instruction: Please provide details of staff (administrative, technical) involved in supporting the teaching of **core** skills and knowledge modules:*

Staff Name	FTE	Summary of Role

Additional information about teaching or support staff

Instruction: this field may be used to expand on any aspects of staffing

- **Institutional and Departmental approaches to Equity, Diversity and Inclusivity (EDI) for both staff and students.**

Please refer to the Society's Equal Opportunities Statement (Appendix 4). Detail how EDI considerations are addressed within fieldwork and classroom provision for both staff and students, and include examples of good practice. Institutional-level examples could include, but are not restricted to: EDI policies for both staff and students; engagement with awards such as Athena SWAN; measures in place to address known attainment gaps; widening participation and other inclusive initiatives; and access for disabled students. Department/programme level examples could include, but are not restricted to, how EDI matters are addressed in course content (including measures to decolonise the curriculum). Please submit a copy of your latest University (and, if different, departmental) EDI policy.
(12 point font, 2200 characters maximum.)

- **Student Personal and Professional Development**

Please provide a summary of the provision and monitoring of personal and professional development of students, and of careers guidance and training at both institutional and departmental level. Describe any engagement with potential employers, and a summary of any work placement/experience that students may undertake. (12 point font, 4000 characters maximum.)

- **Teaching and IT Facilities**

Provide a summary of rooms, laboratories, demonstration areas; workstations; software (general and specialist); and virtual and augmented learning environments. (12 point font, 1400 characters maximum.)

- **Equipment and Collections**

Summarise the availability of samples, maps, petrological microscopes, field equipment and other basic geological tools; access to specialist equipment for training (e.g., geophysics; applied geology; palaeontology; environmental studies; geochemistry), and for projects. Include in all instances access access to on-line versions for remote learning and access. (12 point font, 1400 characters maximum.)

- **Library (physical and online)**

Outline the access, both physical and online, to departmental and/or institutional library facilities. (12 point font, 500 characters maximum.)

- **Other Facilities of special note (physical or on-line)**

For example, institutional training centres, test sites, access to and use of national institutions and collections (e.g., British Geological Survey). (12 point font, 1000 characters maximum.)

- **The engagement of the Department with the wider geological community (Academia, Industry and Government)**

Summarise the involvement of externals in the development and delivery of the curricula, including project work; the role of student societies and external speakers. (12 point font, 1000 characters maximum.)

- **Internal Quality Assurance**

Summarise the processes used to ensure quality such as peer monitoring of teaching sessions, mentoring of staff, support for teaching qualifications, how student feedback is used and the modus operandi of teaching committees, including sharing of good practice. (12 point font, 1000 characters maximum.)

- **Student Well-being and Monitoring of Progression**

Please provide a summary of pastoral and academic care (including the provision of tutorials), and methods of formative and summative feedback. (12 point font, 1000 characters maximum.)

- **Summary of any Institutional Reviews undertaken in the last 5 Years**

Please provide a summary of any academic reviews undertaken in the last five years. Key points arising from any external reviews of the degree programmes undertaken in the 5 years prior to accreditation or re-accreditation, and any Departmental responses, may be submitted as a separate annex (see Guide, Section 5). (12 point font, 500 characters maximum.)