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| Table 1 | CDP1: Initial set up and working menu information |
| Title of workshop: | CPD1: Welcome to Learning and Teaching at BSU |
| Duration: | 3 Hours |
| Minimum Number: | 6 |
| Maximum Number: | 24 |
| Modality: | Online | Face-to-Face |
| Grouping: | Bath Spa Project |
| Number of facilitators | 1 |
| Link to Resources: | BSU Folder |
| Trained Facilitators: | Dr Mark J.P. Kerrigan |
| Cost: | NA |

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| Table 2: | Aims, Learning Outcomes, Keywords |
| Aims: | The aim of this interactive workshop is to support staff who are new to a lecturer role at a BSU partner institution. Specifically, this workshop will explore the role and responsibility of a university lecturer, how to design and deliver impactful learning to support a positive student experience. Additionally, this workshop will introduce Quality Assurance and Quality Enhancement processes, including those linked to assessment and feedback and finally support participants to construct a CPD plan for their future professional development. |
| Learning outcomes: | By the end of this workshop, successful participants will be able to:   1. Critically explore the reasons students attend university 2. Discuss the role and responsibilities of a university lecturer 3. Design impactful learning and teaching activities for students 4. Describe the main Quality Assurance and Quality Enhancement processes used by higher education institutions and the role of BSU and partnership provision (OfS and internal processes) 5. Articulate best practice in the assessment and feedback of students 6. Discuss elements which support a positive student experience and how these are measured as part of Quality Assurance processes 7. Reflect on their own educational practice and develop a plan for future development |
| Keywords: | Learning, Teaching & Assessment | BSU | Lecturer | Quality Assurance and Quality Enhancement | Experience |

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| Table 3: | Indicative Content and Assumed Knowledge and Detailed Structure |
| Indicative Content: | * Student motivations for attending university * Role and responsibilities of a university lecturer * The student HE journey including ideas for the effective management and communication * Effective lesson planning * Constructive alignment * Surface & Deep learning. Active learning. * Principles of good assessment and feedback * Learning outcome construction * OfS and standards (conditions of registration) * Quality Assurance and Quality Enhancement process used within the HE sector (including module evaluation, annual monitoring, student voice, NSS, and PTES) * Construction of a CPD plan |
| Assumed Knowledge: | This is an introductory workshop and will therefore not assume previous knowledge related to the session aims and learning outcomes. |
| Detailed Structure: | Please see the section below. |

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| Table 4: | Method of assessment and Feedback Strategy |
| Modality: | * Interactive question and answer and discussion throughout the session * Feedback from peers * Online Quiz(zes) |
| Feedback strategy: | This is an interactive workshop designed to promote dialogic engagement and feedback. Throughout the session there will be facilitator and peer feedback in response to activities as well as open question and answer. Additionally, there will be structured follow-up activities for participants which will comprise reflective activities and online quizzes. A digital canvas will be used where participants can post questions to see future support, feedback and guidance. Technological solutions include Padlet/Zoom WhiteBoard/Lucid Spark as examples. |

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| Table 5: | Evaluation |
| Link to questionnaire: | TBC |
| Link to analysis: | TBC |

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| Table 6: | Environmental sustainability |
| Considerations: | To support environmental sustainability, the following considerations have been applied when designing this workshop. |
| Actions: | * Printing will only be undertaken when required. * Central copies of materials will be used to reduce digital storage and CO2 production. * If possible, delivered online to reduce transport. |

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| Table 7: | Resources |
| Considerations: | To support the delivery of this workshop the following resources are suggested |
| Resource | * A digital canvas will be used where participants can post questions to see future support, feedback and guidance. Technological solutions include Padlet/Zoom WhiteBoard/Lucid Spark as examples. * Online polling software (optional) * Online conferencing software - for example Teams / Zoom * The ability to use online chat * The ability to record a session and make it available for future use. Suggestion is to also include automatic transcription and potentially Gen AI to enhance future use. * Breakout rooms |

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| Appendix 1: | Detailed workshop structure |  |  |
| Time | Detail | Facilitator Activity | Participant Activity |
| 10:00 - 10 10 | Intro and aims for the session S1-S5 | Presentation | Discussion | Engagement and questioning |
| 10:11 - 10:20 | Icebreaker - let’s design a course where we want 100% of students to fail S3 | Facilitation on a digital canvas | Sharing ideas with the class to be recorded on the digital canvas |
| 10:20 - 11:00 | Why students attend university and introducing the OfS, BSU processes, quality assurance and quality enhancement and what these mean for a university lecturer Slides 6 - 20 | Presentation and breakout group activity | Engagement and questioning and co-creation in breakout rooms |
| 11:01 - 11:15 | The role of the university lecturer (standards and Bloom’s taxonomy) Slides 21 - 24 | Presentation | Discussion | Engagement and questioning |
|  | BREAK |  |  |
| 11:30 - 12:15 | Designing impactful learning for students (building learning outcomes). This includes the review of these ILOs activity. Slides 25 - 30 | Presentation | Discussion | Engagement and questioning and LO construction. For the activity, work in groups and then come back together to share ideas and thoughts. |
| 12:16 - 12:40 | Introduction to assessment and feedback Slides 31 - 50 | Presentation and breakout group activity | Engagement and questioning and co-creation in breakout rooms |
| 12:41 - 13:00 | Summary, reflection and planning personal CPD Slides 51 - 57 | Presentation | Discussion | Construction of a personal development plan (using a template provided) |