| Table 1: | Initial set up and working menu information |
| --- | --- |
| Title of workshop: | CPD3: Educational Design Principles and Graduate Attributes |
| Duration: | 1.5 hour |
| Minimum Number: |  |
| Maximum Number: |  |
| Modality: | Online |
| Grouping: | Bath Spa Project |
| Number of facilitators | 1  |
| Link to Resources: | BSU Folder |
| Trained Facilitators: |  |
| Cost: | NA |

| Table 2: | Aims, Learning Outcomes, Keywords |
| --- | --- |
| Aims: | To share commonalities in the BSU education strategy and design principles with the Educational Partner approach to education and institutional policies  |
| Learning outcomes: | 1. Reflect about the educational design principles of BSU and how the educational partners adapts, understands and develop them through their own education strategy and corporate plan.
2. Find common aspects in the consideration of employability and the graduate attributes presented in BSU and adapted to educational partners, students’ profile and demographic.
3. Activate educational design principles applied to the educational partner students’ demographic and student’s profile.
 |
| Keywords: | Learning, Teaching & Assessment | BSU | Lecturer | Quality Assurance and Quality Enhancement | Experience |

| Table 3: | Indicative Content, Assumed Knowledge, Detailed Structure |
| --- | --- |
| Indicative Content: | * BSU Education Design Principles and Enablers
* Graduate Attributes
* Interactive exercises for the integration of BSU Education Design Principles and Enablers.
 |
| 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.  |

| Table 4: | Method of assessment and Feedback Strategy |
| --- | --- |
| Modality: |  |
| 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 Q&A. Additionally, there will be structured follow-up activities for participants which will comprise reflective activities and online quizzes. An ‘open ‘Padlet’ will be used where participants can post questions to see future support, feedback and guidance.  |

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

|  |  |
| --- | --- |
| 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.
 |

|  |  |
| --- | --- |
| Table 7: | Resources |
| Considerations: | To support the delivery of this workshop the following resources are suggested |
| Resource | * 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 AI to enhance future use.
* Breakout rooms
 |

|  |  |
| --- | --- |
|  |  |
| **Appendix 1:** | **Detailed workshop structure** |  |  |
| Time | Detail | Facilitator Activity | Participant Activity |
| 5 min | Slide 1 - TitleSlide 2 - Learning OutcomesSlide 3 - Content | Presentation | What are the participant expectations? |
| 5 min | Slide 4 - Education Design Principles | Presentation and Facilitation | Allow time for making connectionsLink to CPD10, CPD5, CPD6, CPD7 |
| 10 min | Slide 5 - Make it yoursSlide 6 - Make it yours | Facilitate activity | Participants reflect on how those principles and enablers are realised in their work and institution. |
| 10 min | Slide 7 - ConnectivitySlide 8 - Graduate Attributes | Presentation Facilitating Activity | Participants reflect on the questions provided by BSU. Encourage participants to think about their own graduate attributes and how they correspond to BSU.  |
| 5 min  | Slide 9 - CreativitySlide 10 - Sustainability | Presentation  | This is a crucial theme for BSU and a USP.  |
| 10 min | Slide 11 - Curiosity Driven pedagogiesSlide 12 - Make it yours (Campus, Curriculum, Community).  | Facilitating Activity | Here encourage participants to go divergent (Slide 11 what makes you curious) and convergent (Slide 12 - Make it yours). Link to CPD8 |
| 5 min | Optional Break or stretching exercise |  |  |
| 10 min | S13-Digital FluencyS14-Student Profiles | Presentation and Facilitating Activity | Participants using the Student Profile Template and questions to interrogate their own practices.  |
| 10 min | S15-Inclusive LearningS16-Collaborative LearningS17-Curiosity Driven Pedagogies | Presentation | Encourage participants to make notes about how this happens in their own institution, and link them to CPD5A, CPD5c |
| 5 min | S18-SummaryS19-Just one ThingS20-Resources | Presentation | Encourage students to ask questions that are not frequently asked. Ask participants to choose one thing they take away from this workshop.  |
| 5 min | Q&A | Responding | Participants to ask questions |