| Table 1: | Initial set up and working menu information |
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| Title of workshop: | CPD4:Quality Assurance and Quality Enhancement in Assessment |
| Duration: | 1 Hour |
| Minimum Number: |  |
| Maximum Number: |  |
| 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 |

| 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 external context for HE regulation, the Office for Students and the B conditions, Academic Governance and the quality Team, and look at the student journey in terms of quality and standards. |
| Learning outcomes: | By the end of this workshop, successful participants will be able to:   1. Recall the role of the OfS in Higher Education regulation and standards. 2. Share information about BSU’s quality team and processes 3. Articulate practice in the best design of an academic programme linking to associated OfS and sector requirements. 4. Discuss processes linked to assessment and the award of degrees 5. Describe the process of closing a programme 6. Recall the relationship between educational partners and quality |
| Keywords: | Learning, Teaching & Assessment | BSU | Lecturer | Quality Assurance Quality Enhancement | Experience | Academic Standards | OfS | Educational Partners | Regulation | Awards | closing a programme |

| Table 3: | Indicative Content, Assumed Knowledge, Detailed Structure |
| --- | --- |
| Indicative Content: | * OfS Primary Regulatory Objectives and Conditions of Registration * BSU’s Academic Governance and Quality Team and their roles * Explore the role of Quality Standards throughout a student journey * Effective programme design * Consider student outcomes as they apply to academic standards, and the types of activities that can be used to deliver. * Consider assessment and award options * Programme closure |
| 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: | * Interactive Q&A + 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 Q&A. Additionally, there will be structured follow-up activities for participants which will comprise reflective activities and online quizzes. |

| 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 |
| 0-5 | Slides 1-2 - Aims of the session | Introduction and welcome to the group. Collect names and responsibilities | Engage and share roles and experiences related to Quality and Standards. |
| 6-15 | Slides 3-6 - Higher Education Regulation context | Presentation and facilitate questions and answers | Engage in presentation and questions and answers as required. |
| 16-25 | Slides 7-9 - Academic Governance and the Quality Team | Presentation and facilitate questions and answers | Engage in presentation and question and answers as required. |
| 26-35 | Slides 10-11 - Quality and Standards – through a student journey | Presentation and facilitate questions and answers | Engage in presentation and questions and answers as required. |
|  | BREAK |  |  |
| 46-75 | Slide 12-16 - Programme Design and its application to Student Outcomes | Presentation and facilitate questions and answers | Engage in presentation and questions and answers as required. |
| 75-85 | Slides 17-20 - Assessment and Closure in Educational partnerships | Presentation and facilitate questions and answers | Engage in presentation and questions and answers as required. |
| 85-90 | Slides 12-33 End | Summary and close | Final questions |