| Table 1: | Initial set up and working menu information |
| --- | --- |
| Title of workshop: | CPD7-Accessible Teaching and Learning |
| Duration: | 1 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: | Activate some of the key areas of BSU Education Principles and Enablers as part of the Equality, Diversity and Inclusivity ethos at BSU and in HEI.  Based mainly on: <https://www.bathspa.ac.uk/media/bathspaacuk/projects/teaching-expertise-guide/Designing-accessible-assessments-v.2024-08-v2.docx> |
| Learning outcomes: | 1. To review the core value of EDI at BSU and how this is evidenced at the EP. 2. To explore some tools and recommendations for planning learning and teaching sessions. 3. To assess tools for EP students’ engagement through accessible tools |
| Keywords: | Accessibility, Planning, Learning materials, assessments, teaching, classroom, materials, preparation. |

| Table 3: | Indicative Content, Assumed Knowledge, Detailed Structure |
| --- | --- |
| Indicative Content: | * Equality Diversity and Diversity as a core value * BSU Good practice for Accessible Teaching and Learning: * Planning Teaching and Learning Sessions * Learning Materials & Resources * Teaching * Collaborative Working * Assessment |
| Assumed Knowledge: | This workshop assumes a minimum of knowledge regarding Active Learning and Pedagogical approaches. |
| 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 - Title  Slide 2 - Learning Outcomes  Slide 3 - Content | Presentation | What are their expectations?  Point to this key document: <https://www.bathspa.ac.uk/media/bathspaacuk/projects/teaching-expertise-guide/Designing-accessible-assessments-v.2024-08-v2.docx> |
| 5 min | Slide 4 - BSU Core Value | Facilitate activity | Ask participants about how this core value of EDI is realised in their work and their institution. |
| 5 min | Slide 5 - Legal Requirement  Slide 6 - Advance HE Categories  Slide 7 - Collaborative Work | Presentation | Participants reflect what these dimensions mean for them.  Participants to talk about how students work collaboratively (or not?) |
| 10 min | Slide 8 - Student Profile | Facilitating Activity | Concentrate on Diverse modes of learning linked to well being |
| 5 min | Slide 9 - Education Design Principles  Slide 10 - Inclusive Learning  Slide 11 - Empathy Clarity and Communication. | Presentation | Link to CPD3, CPD12 |
| 5 min | Slide 12 - Make it yours | Short Activity | Participants to think about what spaces for realising inclusive learning exist in their institution. |
| 10 min | Slide 13 - Planning Teaching Sessions  Slide 14 - Learning Materials  Slide 15 - Teaching  Slide 16 - Assessment | Presentation | Participants compare their table with the information provided. |
| 5 min | Slide 17 - Accessibility checkers | Short Activity  quick win | Participants to use the accessibility checker in PowerPoint. It is easy and a quick win. |
| 5 min | Slide 18 - Summary  Slide 19 - Just one Thing  Slide 20 - Resources | Presentation | Ask participants to choose one thing they take away from this workshop. |
| 5 min | Questions and answers | Responding | Participants to ask questions |