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| --- | --- |
| Table 1: | Initial set up and working menu information |
| Title of workshop: | CPD8-Assessment and Feedback |
| Duration: | 2 |
| Minimum Number: | 4 |
| Maximum Number: | 20 |
| Modality: | Online / F2F |
| Grouping: | Bath Spa Project |
| Number of facilitators | 1 |
| Link to Resources: | BSU Folder |
| Trained Facilitators: |  |
| Cost: | NA |

| Table 2: | Aims, Learning Outcomes, Keywords |
| --- | --- |
| Aims: |  |
| Learning outcomes: | 1. Define formative and summative assessment and their role in the assessment process 2. Articulate best practice in the assessment design 3. Construct an assessment timeline to develop timed interventions to support student assessment 4. Discuss an approach for the construction of impactful and meaningful assessment feedback 5. Discuss elements which support a positive student experience and how these are measured as part of QA processes |
| Keywords: | Learning, Teaching & Assessment | BSU | Lecturer | Quality Assurance and Quality Enhancement | Experience |

| Table 3: | Indicative Content, Assumed Knowledge, Detailed Structure |
| --- | --- |
| Indicative Content: | * Summative and formative assessment * Constructive alignment * Holistic assessment * Constructing good assessment feedback * Good marking practice * Moderation * Feedback model |
| 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: | No formal assessment for this workshop. |
| 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 seek future support, feedback and guidance. |

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

| Table 6: | Environmental sustainability |
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| 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 |

This lesson is based around discussion and comprises one larger group work activity, For the other sessions, they should be presented through discussion, engaging participants and engaging in reflection.

| Appendix:1 | Detail workshop structure |  |  |
| --- | --- | --- | --- |
| Time | Detail | Facilitator Activity | Participant Activity |
| 0-5 | Slides 1-3 - Introduction to the session | Presentation | Sharing names and roles |
| 6-45 | Slides 4-12 - Principles of assessment design | Presentation | Engaging in discussion |
| 46-75 | Slides 13-14 - Building a timeline of assessment as part of running a module. This includes the activity of groups building a student timeline. | Supporting group work | Working in groups and engaging in the activity. |
| 76-90 | BREAK |  |  |
| 91-110 | Slides 16-21 - Presentation and discussion on assessment feedback | Presentation and discussion. | Engaging in discussion |
| 111-120 | Slides 22-end - Approaches to moderation - accuracy and precision | Presentation and discussion | Engaging in discussion |