

### Summary Information

<b>Module Code</b>	7318PPLA
<b>Formal Module Title</b>	Planning and Assessing for Progress
<b>Owning School</b>	Education
<b>Career</b>	Postgraduate Taught
<b>Credits</b>	40
<b>Academic level</b>	FHEQ Level 7
<b>Grading Schema</b>	50

### Module Contacts

#### Module Leader

Contact Name	Applies to all offerings	Offerings
Georgina Gretton	Yes	N/A

#### Module Team Member

Contact Name	Applies to all offerings	Offerings
Elizabeth Malone	Yes	N/A

#### Partner Module Team

Contact Name	Applies to all offerings	Offerings
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### Teaching Responsibility

LJMU Schools involved in Delivery
Education

### Learning Methods

Learning Method Type	Hours
Lecture	8
Placement	10
Seminar	24

### Module Offering(s)

Offering Code	Location	Start Month	Duration
SEP-MTP	MTP	September	28 Weeks

### Aims and Outcomes

<b>Aims</b>	This module aims to develop trainee teachers knowledge and understanding of planning effective sequences of learning, taking into account quantitative and qualitative data and educational theory.
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### Learning Outcomes

After completing the module the student should be able to:

Code	Description
MLO1	Critically analyse learning theory and pedagogy when planning effective sequences of learning
MLO2	Synthesise assessment and other data to inform planning and to evaluate progress
MLO3	Evaluate the effectiveness of learning, teaching and assessment methods in relation to learners' individual needs

### Module Content

Outline Syllabus
Short and medium term planning, including learning outcomes and assessment Assessment, including formative and summative principles and techniques Learning theory, including behaviourism, constructivism, critical pedagogy, etc. Educational psychology, including memory, cognitive load, spacing, interleaving, etc. Awareness of learners needs, including differentiation, behaviour, transition, mental health, SEND, EAL, high attaining learners, social and culture factors, gender, etc. Research approaches, including, lesson study, action research, etc.

### Module Overview

This module aims to develop trainee teachers knowledge and understanding of planning effective sequences of learning, taking into account quantitative and qualitative data and educational theory.

This module links to the planning of a sequence of lessons, and requires that trainees submit medium term planning and other relevant resources as evidence to support the assessment

### Additional Information

This module links to the planning of a sequence of lessons, and requires that trainees submit medium term planning and other relevant resources as evidence to support the assessment

### Assessments

Assignment Category	Assessment Name	Weight	Exam/Test Length (hours)	Learning Outcome Mapping
Report	Report on a sequence of lesson	100	0	MLO3, MLO1, MLO2