

## Module specification

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Module Code	ONLED03
Module Title	Planning, Assessment and Feedback
Level	7
Credit value	15
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC
Pre-requisite module	None

### Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MA Education	Core

### Breakdown of module hours

Learning and teaching hours	15 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
<b>Active learning and teaching hours total</b>	<b>15 hrs</b>
Placement hours	0 hrs
Guided independent study hours	135 hrs
<b>Module duration (Total hours)</b>	<b>150 hrs</b>

### Module aims

This module is designed to introduce practitioners to the knowledge and skills necessary to plan, deliver, evaluate and provide feedback on learning in a variety of contexts within Education. The module encourages participants to reflect on practice, to develop and enhance approaches to teaching based on theoretical models of learning and to consider the impact of feedback upon the learner. The module considers approaches to teaching and learning within different international contexts introducing the principle of constructive alignment.

A focus on developing practical teaching and learning skills that support an active and inclusive approach to teaching and learning is examined in order to support effective

learning. In addition, the module explores the concept of assessment for learning and participants will critically analyse a range of assessment and feedback methods appropriate to their context in Education.

## Module Learning Outcomes

At the end of this module, students will be able to:

1	Critically evaluate and reflect on learning experiences drawing upon educational theory.
2	Critically reflect on assessment practices and a range of strategies used to enhance learning, reflecting current scholarship and research.
3	Critically evaluate own education practice (planning, assessment and feedback) and identify actions for improvement.

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: A reflection on the role of planning in supporting student learning. You are required to critically evaluate and reflect on learning experiences, drawing upon educational theory

Assessment 2: Critically reflect on assessment practices and explore strategies to enhance learning, while also evaluating own education practices in planning, assessment, and feedback to identify areas for improvement

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1	Written Assignment	1000 words	40	N/A
2	2 and 3	Written Assignment	2000 words	60	N/A

## Derogations

None

## Learning and Teaching Strategies

The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a

regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range of digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.

## Welsh Elements

Students are entitled to submit assessments in the medium of Welsh.

## Indicative Syllabus Outline

- Expectations of teachers in Education
- Planning for learning
- Curriculum development and planning
- Constructive alignment theory and constructing learning through appropriate activities
- Learning theories/active teaching methods
- Pedagogical Content Knowledge/subject specific teaching practices
- Principles of effective assessment
- Formative and summative assessment
- Effective feedback to support learning
- Continuous Professional Development (CPD) and evaluation of teaching practice

## Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads:

Pollard, A. and Pollard A. (eds.) (2019), *Reflective Teaching in schools*. London: Bloomsbury. [This book is a set of series which includes, schools, early years, further education and higher education, therefore students can select the book relevant to their own practice].

### Other indicative reading:

Aubrey, K and Riley, A. (2018), *Understanding and Using Educational Theories*. London: SAGE.

Bailey, R. (2010), *The Sage Handbook of Philosophy of Education*. London: SAGE.

Pritchard, A. (2017), *Ways of learning: Learning theories for the classroom*. Abingdon: Routledge.

Journals

Assessment in Education: Principles, Policy and Practice

Educational Studies

**Administrative Information**

<b>For office use only</b>	
Initial approval date	04/11/2019
With effect from date	02/03/2020
Date and details of revision	Feb 21: Updated reading list Apr 24: updated assessment strategy and reading list Mar 25: revalidated in the Education Subject Level Review, updated assessment weighting
Version number	4