

SESSION PLAN

Course: Day / Date:
 Topic: *General administration information* Time:
 Session: Venue & Room: Tutor:

Session Aims:

The purpose of the session

Learning Objectives:

Evidence of achievement will be:

- 1
- 2
- 3
- 4
- 5
- 6

The specific knowledge, skills or abilities that you wish your students to be able to demonstrate at the end of the session.

Describe the form of evidence that can students produce to demonstrate attainment of the learning objective.

Learning objectives should be 'SMART' i.e. Specific....Measurable....Achievable....Relevant...Timebound

Space is provided for up to six learning objective which may be necessary for longer sessions, or for sessions with students of widely varying capabilities and for whom expectations of learning are different and stratified.

Differentiate by:

How you plan to provide alternative or additional materials or approaches for students with needs that differ from the usual or from the cohort norm.

Session Evaluation:

Notable Learner Achievement:

Complete at the end of the session to record any ideas, comments or happenings that are of significance or which may inform the development of the session for next time or inform your own CPD plans

Comments:

Any additional, general information that might be of relevance to the preparation of the session.

Time	Topic	Student Activity	Resource / Handout	Assessment
<p align="center"><i>Deal with general housekeeping (eg fire drill, notices, health and safety, breaks, etc....)</i> <i>Introduce the session's topics and objectives, make links with the previous session and relate the topics to the subject as a whole.</i></p>				
<p>Content</p>				
<p align="center"><i>Divide the session into phases that deal with different topics, or different activities associated with the same topic. This structure will vary according to the subject context, the type of session (eg lecture, seminar, practical, etc....)</i></p>				
<p><i>For the <u>Time</u> column:</i></p> <ul style="list-style-type: none"> Consider the time needed for each phase. Enter the actual 'clock time' for a particular session rather than duration. 	<p><i>For the <u>Topic</u> column:</i></p> <ul style="list-style-type: none"> Enter a title for the topic or phase. You may wish to add brief notes for your own guidance. 	<p><i>For the <u>Student Activity</u> column:</i></p> <ul style="list-style-type: none"> Focus on what you wish your students to be doing to develop their learning. Make this as active as possible to encourage student engagement. Select activities that suit the students' preferences for learning and that suit the development of target subject and generic knowledge and ability. Organise activities in a planned and progressional sequence (aim to increase the level of cognitive demand as the session progresses) 	<p><i>For the <u>Resource/Handout</u> column:</i> Note the handouts, presentations, videos, artefacts or other media needed by students in order to carry out the students' activities.</p>	<p><i>For the <u>Assessment</u> column:</i> Indicate how you plan to check student learning through the session phases. Think about observations, discussion, questioning, and peer- and self- assessment.</p>
<p>Recap</p>				
<p align="center"><i>Recap the session's topics, making links with the next session and reinforce how the topics relate to the subject as a whole. Provide an activity that requires students to reflect on their learning in the session (eg quiz, list key points, etc....) Set self-study or homework tasks if appropriate. Remind students of important dates (eg submission deadlines, etc....)</i></p>				
<p>Supplementary</p>				
<p align="center"><i>Note any additional/alternative materials and activities that could be used if the session does not work according to plan.</i></p>				

Notes:

Any additional, general information that might be of relevance to the delivery of the session.