



Module Specification

Innovative Curricula

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Part 1: Information

Module title: Innovative Curricula

Module code: UTTGTC-30-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: Transferable skills form part of the educational experience but will not be formally assessed include the following:

The ability to work effectively in collaboration with others;

Enhanced their capacity to engage with discursive skills

Outline syllabus: The content of the module will be negotiated with the participants. The selection will be drawn from a wide range of initiatives taking place across the age phases from 0-19 years in formal and informal educational settings. Initiatives such as:

Revised National Curriculum for England the range of types of school in England and their curriculum constraints and opportunities

The variations in curriculum approaches and content in the four countries of the UK

Curriculum content and aims in some other countries

Early Years Foundation Stage curriculum

EYPS developments

Outdoor education, Forest School

Integrated curriculum

RSA Education Charter

Steiner approaches to the curriculum

Curricular approaches for learners with additional support requirements

Healthy Schools and similar initiatives

Education for sustainability, education for climate change

The 24 hour curriculum for more vulnerable learners

Models of leadership

Diplomas for 14-19 year olds

Personalised provision and personalised learning

Extended Schools and Children's Centres

Part 3: Teaching and learning methods

Teaching and learning methods: Contact time for this module will take the form of lectures, seminars, tutorials, presentations, directed study, online engagement and e-mail contact.

The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.

Whole cohort events: 32.5 hours

Guided study (group and individual tasks, including online engagement): 13.5 hours

Work – related learning activities 26 hours

Total contact scheduled hours: 72

Scheduled learning includes lectures, seminars, tutorials, micro teaching sessions, reflective activity, role-play, video, use of ICT and work based learning.

Independent learning includes hours engaged with essential reading, micro teach preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may

vary slightly depending on the module choices you make.

Placement learning: This is an important aspect within this programme and includes on average 100 hours per 30 credit module. Participants are expected to be in the workplace throughout their study.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Recognise the implications of contrasting aims that can be discerned within current and recent national, regional and local curricula discourses

MO2 Make a critical evaluation of an element of curriculum policy and practice

MO3 Show critical insight into the curriculum provision in their current work setting

MO4 Demonstrate the capacity to plan and evaluate an innovative programme of study / unit of work that is underpinned by an ethical rationale

MO5 Understand the contribution that innovative curricula can make to learners' engagement, attainment and achievement

MO6 Take responsibility for own learning, criticise it and accommodate new principles and understandings

MO7 Locate and use effectively a good range of learning resources, including ICT, to support their assessed work

MO8 Be able to identify and define complex problems confidently and flexibly and apply appropriate knowledge and skills to their solution

MO9 Work as an effective member of a small group preparing and presenting ideas and perspectives

MO10 Make innovative use of ICT

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 128 hours

Placement = 100 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgtc-30-3.html) via the following link <https://uwe.rl.talis.com/modules/uttgtc-30-3.html>

Part 4: Assessment

Assessment strategy: The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies. There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.

Assessment Criteria adhered to within the Education Department as follows for level 3 :

A: Conceptual Domain (Core for each component)

The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.

B: Literature Domain

The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.

C: Contextual Domain

The assignment demonstrates that the student has an awareness of the significance

of relevant contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

G: Action Domain

The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, appraising professional development needs and/or outcomes.

Formative Assessment

Feedback on students' progress in their studies on this module will be provided during face to face meetings, via on line means, during seminars and in small group tutorials.

Summative Assessment:

Assessment task 1: an 8 minute presentation forms the controlled conditions aspect of this module and will be held in-class during the time allocated for the module.

Assessment task 2 will comprise of a series of directed tasks developed within the module and appropriate to the needs of the learners in line with the learning outcomes for the module.

Assessment components:

Presentation (First Sit)

Description: Individual presentation (8 minutes)

ASSESSMENT CRITERIA AL3, BL3, CL3

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO10, MO2, MO7, MO8, MO9

Portfolio (First Sit)

Description: Design, plan and evaluate an innovative unit of work for a specified group of learners. Provide a clear rationale for your scheme of work. (3750 words or equivalent)

ASSESSMENT CRITERIA AL3 BL3, GL3

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8

Presentation (Resit)

Description: Individual presentation (8 minutes)

ASSESSMENT CRITERIA AL3, BL3, CL3

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO10, MO2, MO7, MO8, MO9

Portfolio (Resit)

Description: Design, plan and evaluate an innovative unit of work for a specified group of learners. Provide a clear rationale for your scheme of work. (3750 words or equivalent)

ASSESSMENT CRITERIA AL3 BL3, GL3

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7, MO8

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education in Professional Practice [Frenchay] BA (Hons) 2023-24

