



## **Module Specification**

### **Innovative Curricula**

Version: 2025-26, v2.0, Approved

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## Part 1: Information

**Module title:** Innovative Curricula

**Module code:** UTTGTC-30-3

**Level:** Level 6

**For implementation from:** 2025-26

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Health, Science & Society

**School:** CHSS School of Education and Childhood

**Partner institutions:** None

**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:** The module will explore what constitutes a curriculum, and the factors that contribute to its creation and method of implementation. Students will consider and plan units of curricula in relation to their area of professional practice.

**Features:** The design of this module reflects a wider programme aim to promote a student-centred approach to teaching and learning that is agile, responsive, accessible and, ultimately, equitable. This draws on a spiral learning approach, meaning core concepts, theories and ideas are introduced and revisited with

increasing levels of complexity. This spiral approach is underpinned by three core pillars of learning: education for personal development, education for professional development and education for social justice and social change. Embedding these within and across modules is central to the programme team's ambition of creating inclusive teaching and learning experiences.

**Educational aims:** The aim of the module is to explore the ideas behind curricula development and the different views and attitudes towards curricula.

The module aims to provide students with the opportunity to discuss and consider the following questions:

How is education and the curriculum structured, who by and for what purposes?

How is it similar, and different, in different times and places?

What can be learned by examining variety?

**Outline syllabus:** The content of the module will be negotiated with the students and will depend on their professional practice settings. Module topics 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.

This may include, for example:

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

Curriculum content and aims in some other countries.

Early Years Foundation Stage curriculum.

Outdoor education, Forest School.

Steiner and Montessori approaches to the curriculum.

Curricular approaches for learners with additional support requirements.

Education for sustainability, education for climate change.

Personalised provision and personalised learning.

Extended Schools and Children's Centres.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Delivery will take the form of lectures, seminars and tutorials. Current, relevant technology will be employed as appropriate in both preparatory tasks and face-to-face sessions. Tasks and activities throughout the module will support students' developing academic literacy.

There will be sessions that critically explore key module themes and associated practical sessions. Seminars and readings will support students in making links between theories and practices. There will be opportunity to develop specific areas of interest as students will be facilitated in exploring the practical applications of theoretical models to evaluate them in respect of learners and their learning.

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

**MO1** Make a critical evaluation of an element of curriculum policy and practice.

**MO2** Show critical insight into the curriculum provision in their current work setting.

**MO3** Understand the contribution that innovative curricula can make to learners' engagement, attainment and achievement.

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

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

**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:** What is/are the assessment task(s)?

There are two assessment tasks; a presentation (10 minutes) and a report (3,000

words or equivalent).

Why is this assessment being used?

The presentation assessment provides students with the opportunity to explore an aspect of curriculum that is significant to their practice or is of interest to them. This might relate to the purpose of schooling, curriculum design or content, or to particular ways of supporting learning.

In the report assessment, students will design, plan and evaluate an innovative unit of work for a specified group of learners (3000 words or equivalent).

How will students be supported to meet the assessment requirements?

The use of regular in-class formative assessment and feedback from both staff and peers will build student confidence, assessment literacy and academic integrity. Wordcounts indicated for written assessment tasks are maximum wordcounts. For all such assessment tasks students are given the flexibility to work to 10% under the stated wordcount. Assessment wordcounts are one of a range of supportive guidance measures offered to students to help them fully address the assessment requirements, and to meet the module learning outcomes. Alongside maximum wordcounts, we strongly encourage students to proactively engage with the full range of assessment guidance provided within module handbooks, on the VLE assessment guidance pages and through in-class assessment guidance sessions.

### **Assessment tasks:**

#### **Presentation (First Sit)**

Description: 10 minute individual presentation.

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

#### **Report (First Sit)**

Description: Report (3000 words or equivalent).

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

**Presentation (Resit)**

Description: 10 minute individual presentation.

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

**Report (Resit)**

Description: Report (3000 words or equivalent).

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3, MO4

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Education in Professional Practice {Top Up} [Frenchay] BA (Hons) 2025-26