



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Innovative Curricula				
Module Code	UTTGTC-30-3	Level	3	Version	1
Owning Faculty	ACE	Field	EDUCATION		
Contributes towards	BA HONS EDUCATION IN PROFESSIONAL PRACTICE				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	NA		Co- requisites	NA	
Excluded Combinations	UTTGNP-20-3		Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	30 May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of the module participants will:</p> <ol style="list-style-type: none"> 1. recognise the implications of contrasting aims that can be discerned within current and recent national, regional and local curricula discourses (Component A & B) 2. make a critical evaluation of an element of curriculum policy and practice 3. show critical insight into the curriculum provision in their current work setting (Component B) 4. demonstrate the capacity to plan and evaluate an innovative programme of study / unit of work that is underpinned by an ethical rationale (Component B) 5. understand the contribution that innovative curricula can make to learners' engagement, attainment and achievement (Component B) 6. take responsibility for own learning, criticise it and accommodate new principles and understandings; (Component B) 7. locate and use effectively a good range of learning resources, including ICT, to support their assessed work; (Component A & B) 8. be able to identify and define complex problems confidently and flexibly and apply appropriate knowledge and skills to their solution. (Component A & B) 9. work as an effective member of a small group preparing and presenting ideas and perspectives (Component A) 10. make innovative use of ICT (Component A). <p>Transferable skills form part of the educational experience but will not be formally</p>

	<p>assessed include the following:</p> <ul style="list-style-type: none"> • the ability to work effectively in collaboration with others; • enhanced their capacity to engage with discursive skills 								
Syllabus Outline	<p>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:</p> <ul style="list-style-type: none"> • 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 								
Contact Hours	<p>Contact time for this module will take the form of lectures, seminars, tutorials, presentations, directed study, online engagement and e-mail contact.</p> <p>The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <table> <tr> <td>Whole cohort events:</td> <td>32.5 hours</td> </tr> <tr> <td>Guided study (group & individual tasks, including online engagement):</td> <td>13.5 hours</td> </tr> <tr> <td>Work – related learning activities</td> <td>26 hours</td> </tr> <tr> <td>Total contact scheduled hours</td> <td>72 hours</td> </tr> </table>	Whole cohort events:	32.5 hours	Guided study (group & individual tasks, including online engagement):	13.5 hours	Work – related learning activities	26 hours	Total contact scheduled hours	72 hours
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Total contact scheduled hours	72 hours								
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, micro teaching sessions, reflective activity, role-play, video, use of ICT and work based learning.</p> <p>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.</p> <p>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.</p>								
Key Information Sets Information	<p>This programme is a top up of one year at level 3 for those who have achieved 240 credits through a Foundation Degree either in UWE Federation programmes or outside the university. This has led to the programme being timetabled to take place on one day</p>								

of the week to enable all participants to continue working and to study alongside this process in a similar manner to when they were studying their FdA. The hours entered in the table below reflect this reality in that scheduled contact time is low whilst placement study time is relatively high.

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	128	100	300



The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:

Written exam assessment percentage

0%

Coursework assessment percentage

75%

Practical exam assessment percentage

25%

100%

Reading Strategy

Essential reading: Students are encouraged to read a wide range of articles and texts concerning innovative curricula, many of which are available electronically. Guidance to some key authors and journal titles available through the Library will be given in the handbook or made available on UWE online. Where texts are available as e-books, these will be available on the library website.

Further reading: All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.

Access and skills: Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.

Indicative reading list: The list included as part of the module specification provides an

	<p>indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard. Participants will be directed to specific literature on new initiatives but the following provides a flavour of the reading expected.</p>
Indicative Reading List	<p>Donovan, G. (2006) <i>14-19 Everything you need to know....about learning and teaching across the phases</i>, David Fulton</p> <p>Hayes, D. (2012) <i>Foundations of teaching in the primary school (5th edition)</i> London: Routledge</p> <p>Jesson, J. (2012) <i>Developing creativity in the primary school</i> Milton Keynes: Open University Press</p> <p>Kelly, A.V. (2009) <i>The Curriculum</i> London: Sage</p> <p>Papen, U. (2006) <i>Adult literacy as social practice more than skills (new approaches to adult language, literacy and numeracy)</i> London:Routledge</p> <p>Kerry, T. (2011) <i>Cross-curricular teaching in the primary school</i> London: Routledge</p> <p>Hodgson, A. (2004) <i>Beyond A-levels: Curriculum 2000 and the Reform of 14-19 Qualifications (The Future of Education from 14+)</i>, Routledge Falmer</p> <p>Rodger, R. (2012) <i>Planning an appropriate curriculum for the early years</i> London: Fulton</p> <p>Savage, J. (2011) <i>Cross-curricular teaching & learning in the secondary school</i> London: Routledge</p> <p>Stockmeyer E A K (2001) <i>Rudolf Steiners' Curriculum for Waldorf Schools</i> Steiner Schools Fellowship Publishers</p> <p>Steiner R (1997) <i>Discussions with Teachers</i> New York: Anthroposophic Press</p> <p>UN (1989) <i>Convention on the Rights of the Child</i></p> <p>White, J (2005) <i>The curriculum and the child : the selected works of John White</i> London: Routledge Press</p> <p>Young, M. F. D. (2008) <i>Bringing knowledge back in : from social constructivism to social realism in the sociology of education</i> London:Routledge/Falmer Press</p>

Part 3: Assessment

Assessment Strategy	<p>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.</p> <p>Assessment Criteria adhered to within the Education Department as follows for level 3 :</p> <p>A: Conceptual Domain (Core for each component)</p> <p>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.</p>
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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Summative Assessment Component A 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. Component B 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</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25	75
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
An 8 minute individual presentation ASSESSMENT CRITERIA AL3, BL3, CL3	100%	
Component B Description of each element	Element weighting	
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	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
An 8 minute individual presentation	100%	

ASSESSMENT CRITERIA AL3, BL3, CL3	
Component B Description of each element	Element weighting
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	100%
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	