



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Curriculum Leadership				
Module Code	UTLGSQ-20-M	Level	M	Version	1
Owning Faculty	ACE	Field	Secondary Education and Lifelong Learning		
Contributes towards	MA Education				
UWE Credit Rating	20	ECTS Credit Rating	10	Module Type	Standard
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	n/a		Module Entry requirements	n/a	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	1 August 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. draw on critical understanding of theory and practice for curriculum management: (Assessment component B) 2. draw on the theory and practice of curricular improvement to make decisions about the delivery of the curriculum; (Assessment component A) 3. critically evaluate the place of the curriculum and the role of the curriculum coordinator in the school as a whole; (Assessment component B) 4. apply understanding of the construction of the curriculum and of curriculum management and to consider possible alternative curriculum developments; (Assessment component B) 5. conduct action research into curriculum issues;(Assessment component A) 6. propose strategies for positive, appropriate change within the professional context. (Assessment component A) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • Oral contributions during discussions/seminars

	<ul style="list-style-type: none"> • Ability to work independently on the Action Research project • Performance in set exercises 																
Syllabus Outline	<p>Specific topics covered in the module are:</p> <ul style="list-style-type: none"> • Theories of curriculum • Political influences and the pressure for a National Curriculum • Effective curriculum leadership: the roles and responsibilities of the coordinator • The use of assessment for analysis and action • The processes of curriculum planning, delivery and evaluation • Developing an effective school curriculum team • Curriculum-based action research: setting up, conducting and analysing a small-scale action research project 																
Contact Hours/Scheduled Hours	<table> <tr> <td>• Lectures</td> <td>26 hours</td> </tr> <tr> <td>• Discussion/Seminars</td> <td>2.5 hours</td> </tr> <tr> <td>• Exercises</td> <td>8 hours</td> </tr> <tr> <td>• Video exemplars</td> <td>0.5 hour</td> </tr> <tr> <td>• Oral presentations</td> <td>1 hour</td> </tr> <tr> <td>• Action Research Project Supervision</td> <td>12 hours</td> </tr> <tr> <td>• Self initiated study</td> <td>150 hours</td> </tr> <tr> <td>TOTAL NOTIONAL TIME</td> <td>200 hours</td> </tr> </table>	• Lectures	26 hours	• Discussion/Seminars	2.5 hours	• Exercises	8 hours	• Video exemplars	0.5 hour	• Oral presentations	1 hour	• Action Research Project Supervision	12 hours	• Self initiated study	150 hours	TOTAL NOTIONAL TIME	200 hours
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Teaching and Learning Methods	<p>Whilst lectures are the principal teaching method used for the presentation of course content, a variety of other techniques and approaches are employed (as shown above) to enrich the delivery and to cater for different student learning styles and preferences. This module also contains a small action-research project to give the students an introductory research experience which should help to prepare them for their Final Project.</p> <p>Scheduled learning includes lectures, seminars, set exercises, video exemplars, oral presentations, tutorials and project supervision.</p> <p>Independent learning includes hours engaged with essential reading, action-research preparation, fieldwork, external visits, work-based learning, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table above. Scheduled sessions may vary slightly depending on the module.</p>																
Reading Strategy	<p>Required Reading List</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, The Alexander College library will hold copies for loan as well as copies for reference only to improve access to required texts. Students will be encouraged to obtain their own copies of required reading. The required reading list will be posted on the course website. Module guides will also reflect the range of reading to be carried out.</p> <p>Recommended Reading</p> <p>Further reading will be required to supplement the set text and other printed</p>																

	<p>readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and Skills</p> <p>The development of literature searching skills is supported by a Library seminar provided during induction week. Students will be presented with further opportunities within the course to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p> <p>Indicative Reading List</p> <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the module guide.</p>
Indicative Reading List	<p>Allan, A. et al. (2009) <i>Curriculum Leadership: Strategies for Development and Implementation</i>. California: SAGE</p> <p>Mullen, C.A. (2006) <i>Curriculum Leadership development: A Guide for Aspiring School Leaders</i>. London: Routledge</p> <p>Sorenson, R.D. et al. (2011) <i>The Principal's Guide to Curriculum Leadership</i> London: SAGE</p> <p>Ylimaki, R.M. (2010) <i>Critical Curriculum Leadership: A Framework for Progressive Education</i>. New York: Routledge</p>

Part 3: Assessment

Assessment Strategy	<p>The purpose of the two assessment assignments is to assess understanding of the subject matter in Module UTLGSQ-20-M and the ability to reason within knowledge of the subject. The intended learning outcomes for Assessment B (Short essay – 20%) are that you will...</p> <ul style="list-style-type: none"> • draw on critical understanding of theory and practice for curriculum management (Module outcome 1) • critically evaluate the place of the curriculum and the role of the curriculum coordinator in the school as a whole. (Module outcome 3) • apply understanding of the construction of the curriculum and of curriculum management and to consider possible alternative curriculum developments. (Module outcome 4) <p>The intended learning outcomes for Assessment A (Action Research Project – 80%) are that you will:</p> <ul style="list-style-type: none"> • draw on the theory and practice of curricular improvement [to make decisions about the delivery of the curriculum]. (Module outcome 2) • conduct action research into a curriculum issue (Module outcome 5) • propose strategies for positive, appropriate change within the professional context. (Module Outcome 6)
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General assessment criteria include:

- Relevance of the material in the work to the title of the assignment
- Relevance to the content of the course
- Understanding of the issues or problems under discussion
- Knowledge and understanding of relevant readings
- Independent research, where applicable
- Use of suitable data
- Clarity and depth in the analysis of theory, data and the issues under discussion
- Coherence of argument
- Clarity and relevance of introduction and conclusion
- Clarity and precision of expression
- Use of appropriate and consistent conventions for referring to the work of others.
- Clarity of presentation (layout, use of paragraphs and tables...)
- Clarity of writing, including grammar, punctuation, spelling and sentence construction.

Summative assessment feedback

For each assessment which is marked and graded, students will be provided with an Assignment Feedback Sheet which will show the marks awarded and will contain formative feedback comments to explain how the marks were awarded and offer advice about how to improve.

Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
	80	20
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Curriculum-based Action Research Project (3000 words)	100	
2.		
Component B Description of each element	Element weighting (as % of component)	
1. Essay (750 words)	100	
2.		
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Curriculum-based Action Research Project (3000 words)	100	
2.		
Component B Description of each element	Element weighting (as % of component)	
1. Essay (750 words)	100	
2.		
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.		