Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Education and the Curriculum	**Level**:	5	**Credit Value**:	20

Module code:	EDC536	**Is this a new module?**	Yes	**Code of module being replaced**:	

Cost Centre(s):	GAEC	**JACS3 code**:	X310	

With effect from:	September 18

School:	Social & Life Sciences	**Module Leader:**	Liz Sheen

Scheduled learning and teaching hours	48 hrs
Guided independent study	128 hrs
Placement	24 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Childhood, Education and Welfare	✓	☐
	☐	☐
	☐	☐

Pre-requisites
None

Module Aims
The aim of this module is to critically explore the theories of education in relation to the evolution of the curriculum. It will consider the importance of pedagogy as it applies both to the role of the practitioner in delivering the curriculum and to the role of assessment within the curriculum. The student will deconstruct a curriculum and analyse its constituent parts to understand the purpose and to critically assess its value.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critically explore the theoretical underpinning of education in relation to the political evolution of the curriculum.	KS1	KS4
		KS5	KS6
		KS7	
2	Analyse the construction of a curriculum and evaluate its constituent parts.	KS3	KS4
		KS5	KS9
3	Develop a detailed understanding of curriculum pedagogy and reflect on the role of the practitioner in the delivery of the curriculum.	KS1	KS2
		KS3	KS5
		KS8	
4	Critically explore the role of assessment within the curriculum and reflect purposefully on its pedagogical value.	KS1	KS3
		KS4	KS5
		KS7	
Transferable skills and other attributes			

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection
- Application of theory to practice
- Independent learning
- Problem solving
- Effective writing skills
- Analyse concepts, theories and issues of policy in relation to practice.
- Evaluation
- Critical thinking

Derogations
None

Assessment:
Case study – critically evaluate a curriculum of the students choice using evidence from practice to include factors such as theoretical underpinning, political evolution, pedagogical principles, construction and the role of assessment.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Case Study	100%		4,000

Learning and Teaching Strategies:
Students access the course through a virtual learning environment (Moodle). Each module follows the same structure to enable consistency and involves students in a process of learning new content, discussing content to deepen understanding and reviewing knowledge before moving to the next session. The students are introduced to content through a variety of means designed to enhance access for students with additional learning needs. This could include reading (with audio where possible), watching videos (with transcripts where possible), screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Resource Finder. The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and a work-based portfolio. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools. Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional

practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

This module may also be delivered using blended learning, whereby aspects of the course may be taught in the classroom (i.e. Saturday Study Day) in combination with online learning

---

Syllabus outline:

The syllabus outline has been presented as a set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course as the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1. How has the current curriculum evolved over time as a political construct?
2. Which learning theories currently underpin the curriculum?
3. What constitutes a curriculum, how is it constructed and how does this relate to pedagogy?
4. What is the role of the practitioner in relation to delivering the curriculum?
5. How is achievement of the curriculum assessed?
6. What is the purpose of assessment and how does it relate to effective pedagogy?

In exploring these question, this module will consider:
- Learning theories
- Political evolution of the curriculum
- International perspectives
- Understanding curriculum through pedagogical implications
- Using pedagogy to reflect on practice
- The construction of a curriculum
- What does a curriculum contain and why
- The role of assessment within the curriculum
- The pedagogical value of assessment

Bibliography:
Essential reading
Boyle, B. and Charles, M. (2016), *Curriculum Development*. London: Sage. Hunter, S. (2016), *Life After Levels*. London: Learning Matters Ltd. Priestly, M. and Biesta, G. (2013), *Reinventing the Curriculum.* London: Bloomsbury.
Other indicative reading
Bignold, W. and Gayton, L. (eds.) (2009), *Global Issues and Comparative Education*. London: Learning Matters Ltd. Hayes, D. (2012), *Foundations of Primary Teaching*. Abingdon: Routledge. Johnson, S. (2012), *Assessing Learning in the Primary Classroom*. Abingdon: Routledge Knowles, G. and Lander, V. (eds.) (2012) *Thinking Through Ethics and Values in Primary Education.* London: Sage. Luke, A., Woods, A. and Weir, K. (2012), *Curriculum, Syllabus Design and Equity*. Abingdon: Routledge. Marks, R. (2016), *Ability-grouping in Primary Schools*. Plymouth: Critical Publishing Wyse, D., Baumfield, V., Egan, D., Gallagher, C., Hayward, L., Hulme, M., Leitch, R., Livingston, K. and Menter, I. (2013), *Creating the Curriculum*. Abingdon: Routledge. **Websites** National Curriculum England - https://www.gov.uk/government/collections/national-curriculum National Curriculum Wales - http://learning.gov.wales/resources/improvementareas/curriculum/?lang=en Northern Ireland Curriculum- http://ccea.org.uk/curriculum Scotland Curriculum for Excellence - https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence? **Journals** Childhood Childhoods Today Children and Society Education 3-13 International Journal of Education Childhood Education Research International Journal of Play