

MA EDUCATION ALL-WALES MODULE TEMPLATE			
Faculty/School/College	All institutions: Aberystwyth University Bangor University Cardiff Metropolitan University Swansea University University of Wales Trinity Saint David University of South Wales Wrexham University		
Date of Approval	March 2026		
Module Title	Curriculum Design, Realisation and Innovation	Module Code	EDW704
Level	7	Credits	20
Type of Module	Optional	Method of Delivery	Blended
Formal Contact Hours	22	Total Notional Hours	200
Placement Learning Hours	0	Independent Learning Hours	178
Delivery Location	All institutions	Evaluation Method (for Governance)	PTES Institutional Programme Monitoring
Cost Centre	All institutions		
Module Synopsis to be printed in the catalogue - please provide a short outline of the module.			
This module enables students to critically engage with curriculum design, implementation and innovation theories and practice, drawing on international research and the recent reforms in Wales. Students will deeply evaluate different approaches to curriculum realization and change, examining theoretical and pedagogical debates in relation to their own professional contexts. Through reflection and application, the module equips students to appraise innovative strategies for curriculum design, implementation, and leadership within their own and others' educational institutions and systems.			
Notes to be printed in catalogue - please state if the module is a core, compulsory or optional module for a programme. Please outline the target audience for this module, etc.			
This module is optional for all students but becomes core once selected.			
Is there a placement component to the module? Please provide details.		No	
Will the module be delivered in collaboration with another organisation? Please provide details.		All institutions	
What percentage of the module will be taught in Welsh? Please outline examples, e.g. mentorship or personal tutoring, etc)?		100%	
Module Aims - please provide a couple of short aims outlining the intentions of the module: e.g. This module aims to prepare practice teachers for their role in facilitating learning for students studying for a postgraduate qualification.			

This module equips students to

- Develop an understanding of the purpose and principles of curriculum design in relation to effective teaching, learning and leadership at all levels.
- Enhance their critical understanding of the strategies needed for changing and implementing a curriculum, for example, the place of subsidiarity.
- The opportunity to apply their knowledge and understanding of curriculum development and innovation in their own context and to compare this with curriculum design and realisation in other settings.
- To evaluate innovative strategies and to reflect on their application in their own educational settings and contexts.

Module Intended Learning Outcomes (please include 3-5 learning outcomes)

At the end of the module learners should be able to:

1. Critically evaluate key philosophical and theoretical debates regarding curriculum design theories and their application within the Curriculum for Wales.
2. Critically engage with curriculum development philosophies, programmes and policies in other international jurisdictions.
3. Critically analyse factors that influence change in relation to curriculum realisation and innovation.
4. Critically reflect on innovative strategies in curriculum development and reflect on implementation in their own educational settings and contexts.

Relevant Programme Outcomes

Knowledge and Understanding

- K1. An in-depth, systematic and advanced knowledge of the complexity and multi-faceted nature of education, both in their own context and beyond.
- K2. A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level
- K3. A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts.
- K4. A comprehensive, critical evaluation and synthesis of relevant literature.
- K5. A critical awareness of key methodological approaches applicable to professional enquiry.
- K7. A systematic acquisition of a significant body of knowledge in their area of professional practice. K8. The ability to communicate accurately and clearly to a wide range of audiences.

Skills

- S1. Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice.
- S2. Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular.
- S4. Apply systematic approaches to critically evaluate their own practice in relation to the Professional Standards for Teaching and Learning (2017).
- S5. Critically evaluate literature and evidence to progress their own skills of enquiry.
- S8. Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences.
- S9. Apply their knowledge, understanding and transferable skills to engage with, support and where appropriate, to influence others.

Transferable/Employability/Graduate Skills

I = included in module content; A = included in module assessment; N/A

Master's degrees are awarded to students who have demonstrated:

1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.

Students will be assessed for their knowledge and critical awareness relating to the module topic. All students will be expected to relate this to their own practice.

2. A comprehensive understanding of techniques applicable to their own research or advanced scholarship, and;
3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

Students will be introduced to, and expected to engage critically with, the core literature, evidence and techniques for enquiry in relation to the module topic. This is in order to demonstrate the appropriate application of research and scholarship in their own practice and their critical evaluation of the same, in order to arrive at an ever-deeper understanding of the topic as it applies to professionals.

4. Conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Students will be supported to build skills in relation to critical analysis and develop a critical appreciation of the evidence they have engaged with in order to conceptualise and apply the knowledge in this topic to their own practice, and to develop their own theories of action in relation to the topic.

Typically, holders of the qualification will be able to:

1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

Students will be encouraged to understand that there are no 'right answers' in their discipline and that effective professional practice involves making judicious decisions on their own account, using evidence to guide their choices and using reflection to evaluate them. In the course of their practice, students will be encouraged to ensure that their use of their growing knowledge base enables them not only to develop as professionals, but also to work with peers, learners, parents and carers, ensuring that they can communicate effectively with a range of audiences.

2. Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level.

Assessments are all designed to require students to show how they are able to problematise their practice, and how they can use evidence, action planning and reflection to solve problems both autonomously and in collaboration with peers.

3. Continue to advance their knowledge and understanding, and to develop new skills to a high level.

All module content is intended to challenge students to reconsider what they think they know, to adopt critical mindsets and to be ready to adapt what they do, in light of the new knowledge and understanding they encounter during the module.

4. And holders will have the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable situations
 - the independent learning ability required

Throughout the module, students will be encouraged to:

- a. Form conclusions about their own practice such that they become more confident in making decisions both with, and in the absence of all of the information they need.
- b. Be reflective such that they can take responsibility for the decisions they make.
- c. Understand where they can turn to in order to further inform their decision-making.

Syllabus – Indicative Content - *please provide information about the curriculum*

The module will be structured around 4 key themes with a number of subthemes:

Theoretical and philosophical approaches to the application of curriculum design

- Theories of Curriculum design
- Curriculum models
- Leadership and accountability in curriculum realisation.
- Reflection on CfW and its application in relation to the theoretical perspectives

International comparisons of curriculum models

- International comparisons of curriculum models including NZ, Norway, Singapore, Canada and Netherlands and their implications for a Welsh context.
- Critical engagement with the international debates around the role and selection of curriculum knowledge and content

Application of curriculum design in regard to the Curriculum for Wales

- Embedding assessment in curriculum design
- curriculum development and medium of instruction
- engagement with learner voice

Innovative approaches to curriculum design and delivery

- Effective cluster working
- Scaling-up
- Case studies of innovation
- Implications for practice

Learning and Teaching Delivery Strategies/Methods

(SCHEDULED: lecture, seminar, tutorial, project supervision, demonstration, practical classes, workshops, supervised time in studio/workshop, fieldwork, external visits. NON-CONTACT: guided independent study; PLACEMENT: work-based learning; placement; year abroad)

Method	Rationale	Type of Contact (scheduled/ guided independent study/placement)	Total hours
Lectures	Students will engage in lectures and workshops, face-to-face and online, to explore and examine the key concepts in this module.	Scheduled	16

Seminars	Seminars will encourage students to build confidence and deepen their understanding of the concepts being taught in smaller groups. Approaches to seminar delivery will include 'flipped learning approaches' whereby students interrogate key issues before further exploration with their peers, supported by course tutors, as well as Problem-Based Learning and challenge-based learning approaches.	Scheduled	6
Self-Directed Tasks and Individual Study Time	Between scheduled sessions, students will have opportunities to engage in wider reading, undertake independent tasks to test out ideas and to build confidence in their own professional practice.	Independent	178

Required Reading (Max 2)

Please list 2 seminal and/or current texts. Please check that the texts / editions are in the library before you add to the reading list. A more detailed reading list can be provided in the handbook and on VLE.

- Rata, E. (2019) 'Knowledge-rich teaching: A model of curriculum design coherence', *British Educational Research Journal*, 45 (4), 681-697.
- Sinnema, C., Nieveen, N., Priestley, M., (2020) Successful futures, successful curriculum: What can Wales learn from international curriculum reforms? *The Curriculum Journal* 31, 181–201.

Recommended Further Reading (Max 5)

- Pyhältö, K., Pietarinen, J., Soini, T., 2018. Dynamic and shared sense-making in large-scale curriculum reform in school districts. *The Curriculum Journal* 29, 181–200.
- Sinnema, C., and Stoll, L. (2020) 'Learning for and realising curriculum aspirations through schools as learning organisations', *European Journal of Education*, 55 (1), 9-23.
- Gatley, J., (2020). Can the New Welsh Curriculum achieve its purposes? *The Curriculum Journal*, 31(2), pp.202-214.
- Young, M., 2013. Overcoming the crisis in curriculum theory: A knowledge-based approach. *Journal of curriculum studies*, 45(2), pp.101-118.
- Evans, G. (2023). A new dawn or false hope? Exploring the early implementation of curriculum for Wales. *Education Inquiry*, 1-15.
- Kneen, J., Breeze, T., Thayer, E., John, V. and Davies-Barnes, S. (2023) 'Pioneer teachers: How far can individual teachers achieve agency within curriculum development?' *Journal of Educational Change*. 24:243-264

Please provide details of inclusive learning and teaching approaches/access to specialist requirements.

All teaching materials will be available on the VLE.

All handouts, presentations and online course materials will use high-contrast text/ background colours and legible fonts.

The module will explore different perspectives within and outside the UK and develop the students' critical thinking and awareness of different perspectives on issues relating to diversity in ethnicity, culture and nationality.

Assessment & Feedback

Method of Moderation to be used			Moderation by sampling of the cohort.		
	Assessment Methods				
Assessment Code and Method	Learning Outcomes to be met	Duration/Length of Assessment Method	Weighting of Assessment (%)	Threshold	Approximate Date of Submission
Case Study Analysis of curriculum design or innovation within the context of their subject/ AOLE/ School	All	4000 words equivalent	100	50	After Easter. Approximately 30th April.

Rationale for Assessment

Assessments are designed to ensure parity of provision and experience for all students. All students will benefit from formative feedback throughout the module which will be bespoke to their needs and will complete the same summative assessment per module.

Rules for Multiple Assessments (**Please delete as appropriate.*)

N/A

There are no multiple assessments for this module.

In what ways will students receive feedback on assessed work, including formal examinations?

Please delete those statements that do not apply. This list is not exhaustive and you may add additional feedback methods as appropriate.

Turnitin	Feedback against the assessment rubric and a word bank. Use of feedback box on Turnitin (with an option for three minutes of verbal feedback as appropriate). Marks to be returned via Turnitin.
----------	--

Please provide details of inclusive assessment provision/access to specialist requirements. This should include details of alternative assessment which may be undertaken by students with specific requirements.

Students will be able to submit assignments in a format that is adapted to their individual needs where an Individual Support Plan (or other local equivalent) is in place, or where appropriate reasonable adjustments have been negotiated. This may include additional time for completion of assignments, support with reading and/or academic writing and access to assessment rubrics in various formats (electronic, large print, specific fonts). All students are also able to submit applications for extenuating/mitigating circumstances as required throughout completion of the module.

Please provide details of how students would redeem a failure in the module.

**N.B. Level 6 students on traditional programmes will resit/ resubmit according to level 6 regulations*

All students have two opportunities to retrieve a failure in a module (second and third attempts are capped at 50%). No further retrieval opportunities will be offered.

Other Information			
Module Leader	Programme Director	External Examiner	TBC
JACS/HECOS Code	Topic(s)Subject(s)	Subject Area (e.g. Department)	%
JACS X370	Academic Studies in Education (Across Phases)	All institutions.	100%
HECOS 100459	Education Studies	All institutions.	100%
Are there any pre- or co-requisites for this module?			No
Programme(s) in which to be offered (not including exit awards)		Core	Option
MA Education (Curriculum)		☐	☐
MA Education		☐	☐
		☐	☐
For what teaching & learning activities do you intend to use e-learning? <i>Please add specific requirement as appropriate.</i>		All	
For what assessment activities do you intend to use e-learning? E.g. <i>MCQs</i>			
Maximum number of students that can enrol on the module?		100 per institution	
How often will the module run during each session?		Once	
When? <i>(Please note that modules on non-professional programmes must be taught wholly in either semester 1 or semester 2.)</i>		Semester 2	
Does the module replace an existing module?		Yes	
If so which one?		This module merges elements of the previous two modules of Curriculum Design and Realisation and Curriculum Leadership and Innovation	
Date of approval by College Committee			
Signature of Chair of College Learning and Teaching Committee			
Modifications			