

**MA EDUCATION  
ALL-WALES MODULE TEMPLATE**

<b>Faculty/School/College</b>	All institutions: Aberystwyth University Bangor University Cardiff Metropolitan University Swansea University University of Wales Trinity Saint David University of South Wales Wrexham University		
<b>Date of Approval</b>			
<b>Module Title</b>	Curriculum Leadership and Innovation	<b>Module Code</b>	EDW716
<b>Level</b>	7	<b>Credits</b>	20
<b>Type of Module</b>	Optional	<b>Method of Delivery</b>	Blended
<b>Formal Contact Hours</b>	22	<b>Total Notional Hours</b>	200
<b>Placement Learning Hours</b>	0	<b>Independent Learning Hours</b>	178
<b>Delivery Location</b>	All institutions	<b>Evaluation Method (for Governance)</b>	PTES Institutional Programme Monitoring
<b>Cost Centre</b>	All institutions		
<b>Module Synopsis to be printed in the catalogue - please provide a short outline of the module.</b>			
<p>This module explores theories of leadership and innovation with specific focus on the Curriculum for Wales. Students will critically evaluate different approaches to leadership and apply those theories to their own professional settings and contexts. Furthermore, the context of leadership within the Curriculum for Wales will be explored with emphasis on understanding dispersed leadership and management of Areas of Learning and Experience with reference to teacher agency and responsibility. The module will also draw upon key philosophical and theoretical debates regarding pedagogical theory and allow students to explore their application within their own educational settings and contexts. Additionally, the module will draw upon innovative strategies for curriculum, design, implementation and management and allow students to reflect on their application within their own educational settings and contexts.</p>			
<b>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.</b>			
<p>This module will explore key issues regarding Curriculum leadership and innovative practice, drawing on theoretical and philosophical debates</p> <p>It is targeted at education professionals. The module will encourage students to critically appraise their own approaches to curriculum development and leadership.</p> <p>This module is optional but becomes core once selected.</p>			
<b>Is there a placement component to the module? Please provide details.</b>		No	

<b>Will the module be delivered in collaboration with another organisation? Please provide details.</b>	All institutions
<b>What percentage of the module will be taught in Welsh? Please outline examples, e.g. mentorship or personal tutoring, etc)?</b>	100%
Module Aims:	
<ol style="list-style-type: none"> <li>1- To explore and evaluate models of leadership within Educational settings and contexts.</li> <li>2- The critically evaluate the role of leadership within the Curriculum for Wales and to deepen their understanding of dispersed leadership.</li> <li>3- To enable students to deepen their understanding of key theoretical and philosophical debates in regard to curriculum design and implementation, and to apply these approaches to their own practices.</li> <li>4- To evaluate innovative strategies in curriculum development and to reflect on their application in their own educational settings and contexts.</li> </ol>	
<b>Module Outcomes</b>	
<p>At the end of the module learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate and reflect upon effective curriculum leadership methods.</li> <li>2. Understand and evaluate curriculum leadership in the context of the Curriculum for Wales and AOLES</li> <li>3. Critically evaluate key philosophical and theoretical debates regarding the implementation of the Curriculum for Wales.</li> <li>4. Critically reflect on innovative strategies in curriculum development and reflect on implementation in their own educational settings and contexts.</li> </ol>	
<b>Relevant Programme Outcomes</b>	

## **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.

S3. Evaluate own learning needs in order to set and review own professional learning objectives.

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:

### **Theories of Leadership in educational contexts and settings**

- Theories of leadership
- Distributed v top down leadership models
- Theories of leadership and management in educational settings and contexts.

### **Leadership and agency in the Curriculum for Wales**

- Maintaining subsidiarity in the context of the Curriculum for Wales
- Supporting teacher agency through curriculum implementation
- Holding contested and contesting ideas
- Accountability in the Curriculum for Wales
- Collaborative working

### **Theoretical and philosophical approaches to the application of curriculum design in regard to the Curriculum for Wales**

- Supporting transition
- Using curriculum models
- Assessment for the future
- Implications for practice

### **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 5-7 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.

Bush, T., Bell, L. and Middlewood, D. (Eds.). (2019). *Principles of Educational Leadership & Management*. SAGE Publications Limited

Donaldson, G (2015) Successful Futures Looking at the Curriculum and Assessment Arrangements in Wales. Welsh Government

#### Recommended Further Reading (Max 5)

Ecclestone, K., 2013. Confident individuals: The implications of an 'emotional subject' for curriculum priorities and practices. *Reinventing the curriculum: New trends in curriculum policy and practice*, pp.75-97.

Sharples, M., (2019) *Practical Pedagogy*. London: Routledge

Sinnema, C., Nieveen, N. and Priestley, M. (2020), 'Successful futures, successful curriculum: What can Wales learn from international curriculum reforms?'. *The Curriculum Journal*. doi:10.1002/curj.17

#### 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
A report focusing on curriculum leadership and innovation within the context of their subject/ AOLE/ School	All	4000 words equivalent	100	50	August
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 ( <i>*Please delete as appropriate.</i> )					
There are no multiple assessments for this module.					
In what ways will students receive feedback on assessed work, including formal examinations? <i>Please delete those statements that do not apply. This list is not exhaustive and you may add additional feedback methods as appropriate.</i>					
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. <i>*N.B. Level 6 students on traditional programmes will resit/ resubmit according to level 6 regulations</i>					
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%
<b>Are there any pre- or co-requisites for this module?</b>		No	
<b>Programme(s) in which to be offered (not including exit awards)</b>		<b>Core</b>	<b>Option</b>
MA Education (Curriculum)		<input type="checkbox"/>	✓
Completion as a standalone module leads to WU Certificate of Continuing Education		<input type="checkbox"/>	✓
		<input type="checkbox"/>	<input type="checkbox"/>
<b>For what teaching &amp; learning activities do you intend to use e-learning?</b> <i>Please add specific requirement as appropriate.</i>		All	
<b>For what assessment activities do you intend to use e-learning?</b> E.g. MCQs			
<b>Maximum number of students that can enrol on the module?</b>		100 per institution	
<b>How often will the module run during each session?</b>		Once.	
<b>When?</b> <i>(Please note that modules on non-professional programmes must be taught wholly in either semester 1 or semester 2.)</i>			
<b>Does the module replace an existing module?</b>		No	
<b>If so which one?</b>		N/A	
<b>Date of approval by College Committee</b>		11/05/2023	
<b>Signature of Chair of College Learning and Teaching Committee</b>			
<b>Modifications</b>		June 2025: approved as a standalone module	