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<tr><td colspan="4" align="center">MA EDUCATION
ALL-WALES MODULE TEMPLATE</td></tr>
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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		
Module Title	Curriculum Design and Realisation	**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	**HECOS Code**	*100459*

Module Synopsis to be printed in the catalogue.

This module is designed to enable students to engage deeply with the concepts and the international research that have informed recent curriculum development in Wales. It will enable students to consider curriculum design and realisation in different contexts, including their own. The module will equip students to evaluate different curriculum design approaches and to critically appraise the various implementation processes that accompany curriculum change within education institutions and systems.

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

This module equips students with an understanding of the purpose and principles of curriculum design in relation to effective teaching, learning and leadership at all levels. The module aims to develop in students a critical understanding of the strategies needed for changing and implementing a curriculum, for example, the place of subsidiarity. This module will enable professionals to apply their knowledge and understanding of curriculum development in their own context and to compare this with curriculum design and realisation in other settings.

Module Intended Learning Outcomes

By the end of the module the student should be able to:
1. Analyse and evaluate different approaches to curriculum design in relation to teaching, learning and leadership.
2. Critically engage with curriculum development philosophies, programmes and policies in other international jurisdictions.
3. Critically analyse strategies for change in relation to curriculum realisation and implementation.
4. Evaluate different curriculum design approaches and to critically appraise the various implementation processes that accompany curriculum change within education institutions and systems

Relevant Programme Outcomes

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.
K6. Originality in the design, application and evaluation of appropriate approaches to professional enquiry and critically reflect on these as a vehicle for professional learning.
K8. The ability to communicate accurately and clearly to a wide range of audiences.
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.
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 tthe heir 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

- Exploration of different curriculum theory and design models including purpose-led curricula.
- International comparisons of curriculum models including NZ, Norway, Singapore, Canada and Netherlands and their implications for a Welsh context;
- Critical engagement with the previous assessment regime in Wales, its difficulties and how new approaches will have an impact on professional practice;
- Engagement with the principles of progression and the relationship between school-level curriculum and learner progression over time;
- Engagement with iterative design and development models, including engagement with learner voice;
- Critical consideration of curriculum development and medium of instruction, with a focus continuum-specific and appropriate approaches to Welsh language development both through curriculum delivery;
- Critical engagement with the international debates around the role and selection of curriculum knowledge and content.

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)

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

OECD Future of Education and Skills 2030
https://www.oecd.org/education/2030-project/curriculum-analysis/

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Recommended Further Reading

Myatt, M. (2018) *The Curriculum. Gallimaufry to coherence.* Woodbridge: John Catt Educational Ltd.

Rata, E. (2019) 'Knowledge-rich teaching: A model of curriculum design coherence', *British Educational Research Journal*, *45* (4), 681-697.

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.

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**
PORT1 Portfolio of resources for use to support curriculum design in a chosen AOLE with rationale and justification for their selection.	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

There are no multiple assessments for this module.

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

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.

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		
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)	✓	✓
Completion as a standalone module leads to WU Certificate of Continuing Education	☐	✓

	☐	☐
For what teaching & learning activities do you intend to use e-learning? *Please add specific requirement as appropriate.*	All	
For what assessment activities do you intend to use e-learning? E.g. *MCQs*		
Maximum number of students that can enrol on the module?	100 per institution	
How often will the module run during each session?	Once.	
When? *(Please note that modules on non-professional programmes must be taught wholly in either semester 1 or semester 2.)*	January - April	

Does the module replace an existing module?	No
If so which one?	N/A
Date of approval by College Committee	24.4.20

Signature of Chair of College Learning and Teaching Committee	
Modifications	June 2025: approved as standalone module