



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	The Transformational Dimensions of Lifelong Learning				
Module Code	UTLGH9-30-M	Level	M	Version	7
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	Yes
Owning Faculty	ACE	Field	Secondary Education and Lifelong Learning		
Department	Education	Module Type	Standard		
Contributes towards	MA Education; PG Dip Education; PG Cert Education.				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	September 2017	Valid to			

CAP Approval Date	May 2017
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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. Articulate and investigate a range of transformational dimensions of lifelong learning, within personal and/or social contexts (Component A & B); 2. Critically analyse the significance of issues of equality, diversity, inclusion and social justice related to the transformational dimensions of lifelong learning (Components A & B); 3. Interrogate the basis of their own value position in relation to their area of study and critically analyse associated claims to knowledge (Component B); 4. Develop an academic argument which makes use of the critical analysis of complex, competing and contradictory perspectives on the transformational dimensions of lifelong learning (Component B); 5. Present their learning to others in a scholarly manner (Component A).
Syllabus Outline	<p>This module is designed to match the learning needs of a wide range of participants engaged in the field of lifelong learning. It will provide negotiated opportunities for personal reflection, library based enquiry and/or empirical enquiry into the transformational dimensions of lifelong learning within personal and/or social contexts. This may include discussion and enquiry into changes and developments in relation to policy and practice in the field of lifelong learning and/or exploration of the experiential dimensions of lifelong learning through autobiographical and/or life history enquiry.</p>

Contact Hours	The primary mode of delivery will be through the use of learning sets with tutor support through guided study tasks and structured discussion activity drawing upon set reading and participants' experience, needs and contexts.
Teaching and Learning Methods	<p>Scheduled learning includes: Learning Set discussions, workshops, directed readings, seminars</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc.</p>
Key Information Sets Information	N/A for M Level.
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on UWEonline or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p>
Indicative Reading List	<p>BALL, S., MAGUIRE, M. & MACRAE, S. (2000) <i>Choice, Pathways and Transitions Post-16: New Youth, New Economies in the Global City</i> London: Routledge/Falmer</p> <p>BOLTON, G., (2014), <i>Reflective Practice, Writing and Professional Development</i>, (4th Ed), London: SAGE</p> <p>BOWL, M (2003) <i>Non-Traditional Entrants to Higher Education: 'They talk about people like me'</i> Stoke-On-Trent: Trentham Books.</p> <p>BURKE, P. (2002) <i>Accessing education: Effectively widening participation</i> Stoke-On-Trent: Trentham Books</p> <p>CHAPPELL, C., RHODES, C., SOLOMON, N., TENNANT, M. AND YATES, L. (2003) <i>Reconstructing the lifelong learner: Pedagogy and identity in individual, organisational and social change</i> London: RoutledgeFalmer.</p> <p>COFFIELD, F., EDWARD, S., FINLAY, I., HODGSON, A., SPOURS, K., and STEER, R., (2008), <i>Improving Learning, Skills and Inclusion, The impact of policy on post-compulsory education</i> , London: Routledge</p> <p>FIELD, J., GALLACHER, J., and INGRAM, R., (eds.), (2009), <i>Researching transitions in lifelong learning</i>. London: Routledge.</p> <p>GOODSON, I. AND SIKES, P. (2001) <i>Life History Research in Educational Settings: Learning from lives</i>, Buckingham: Open University Press</p> <p>HILLIER, Y., (2012), <i>Reflective Teaching in Further and Adult Education</i>, (3rd ed.), London; New York, Continuum</p>

	<p>HODKINSON, P., SPARKES, A. & HODKINSON, H. (1996) <i>Triumphs and Tears: Young people, markets and the transition from school to work</i>, London: David Fulton Publishers</p> <p>JAMES, D., and BIESTA, G., (2008), <i>Improving Learning Cultures in Further Education</i>, London: Routledge</p> <p>MAYO, M. & THOMPSON, J. (eds) (1995) <i>Adult Learning, Critical Intelligence and Social Change</i> Leicester: NIACE</p> <p>RACE, P., (2014), <i>Making Learning Happen: A Guide for Post-Compulsory Education</i>, (3rd Ed), London: SAGE</p> <p>SAUNDERS, D. (2003) <i>Learning transformations : changing learners, organisations and communities</i> Forum for the Advancement of Continuing Education</p> <p>SCHULLER, T., PRESTON, J., HAMMOND, C., BRASSETT-GRUNDY, A. AND BYNNER, J. (2004) <i>The Benefits of Learning: The impact of education on health, family life and social capital</i> London: Routledge Falmer</p> <p>STUART, M (2002) <i>Collaborating for Change? Managing Widening Participation in Further and Higher Education</i> Leicester: NIACE.</p>
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Part 3: Assessment	
Assessment Strategy	<p>The assessment strategy allows flexibility for participants to explore various transformational dimensions in lifelong learning.</p> <p>A presentation to peers and tutors echoes the ethos of the module of discussion and critical reflection of transformational dimensions within lifelong learning situations; whilst a written portfolio of reflective / enquiry-based tasks through negotiation with the module tutor enables scope for personal and contextualised topics, relevant to the participant's role.</p> <p>The assessment criteria for this module is:</p> <p>ALM: Conceptual Domain (Core): The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument.</p> <p>BLM: Literature Domain: The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.</p> <p>CLM: Contextual Domain: The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political, etc.) influencing the area of study and is able to critically engage with the contextual significance</p> <p>FLM: Values Domain: The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study, and critically evaluate associated claims to knowledge.</p>

Identify final assessment component and element	Component B	
	A: 25%	B: 75%
First Sit		
Component A	weighting	
A presentation to peers and tutors relating to the transformational dimensions of lifelong learning within personal and/or social contexts. ALM (Core) and CLM	100%	
Component B	weighting	
A portfolio of negotiated reflective and enquiry-based tasks totalling 3500-4000 words relating to the transformational dimensions of lifelong learning within personal and/or social contexts addressed in the module. ALM (Core); BLM and FLM	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions)	weighting	
A presentation to peers and tutors relating to the transformational dimensions of lifelong learning within personal and/or social contexts. ALM (Core) and CLM	100%	
Component B Description of each element	weighting	
A portfolio of negotiated reflective and enquiry-based tasks totalling 3500-4000 words relating to the transformational dimensions of lifelong learning within personal and/or social contexts addressed in the module. ALM (Core); BLM and FLM		
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		