Module Specification

Transformational Learning

Version: 2023-24, v2.0, 03 May 2023

Contents

Part 1: Information

Module title: Transformational Learning

Module code: UTLGH9-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes.

Outline syllabus: 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 I 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.

Part 3: Teaching and learning methods

Teaching and learning methods: See Syllabus

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Articulate and investigate a range of transformational dimensions of lifelong learning, within personal and/or social contexts

MO2 Critically analyse the significance of issues of equality, diversity, inclusion and social justice related to the transformational dimensions of lifelong learning

MO3 Interrogate the basis of their own value position in relation to their area of study and critically analyse associated claims to knowledge

MO4 Develop an academic argument which makes use of the critical analysis of complex, competing and contradictory perspectives on the transformational dimensions of lifelong learning

MO5 Present their learning to others in a scholarly manner

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/utlgh9-30-m.html

Part 4: Assessment

Assessment strategy: The assessment strategy allows flexibility for participants to explore various transformational dimensions in lifelong learning.

A poster 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.

The assessment criteria for this module is:

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.

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.

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.

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.

Assessment components:

Poster (First Sit)

Description: A poster presentation to peers and tutors relating to the transformational dimensions of lifelong learning within personal and/or social contexts.

ALM (Core) and CLM

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO5

Portfolio (First Sit)

Description: 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

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Poster (Resit)

Description: A poster presentation to peers and tutors relating to the transformational dimensions of lifelong learning within personal and/or social contexts.

ALM (Core) and CLM

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO5

Portfolio (Resit)

Description: 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

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study: