MODULE SPECIFICATION

Part 1: Information			
Module Title	Transformational Learning		
Module Code	UTLGH9-30-M	**Level**	M
For implementation from	Oct 2014		
UWE Credit Rating	30	**ECTS Credit Rating**	15
Faculty	Arts, Creative Industries and Education	**Field**	Secondary Education and Lifelong Learning
Department	Education and Childhood		
Contributes towards	MA Education; PG Dip Education; PG Cert Education.		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
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.
Part 3: Assessment
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.

Identify final timetabled piece of assessment (component and element)	**Component B**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**25%**	**75%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. 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**	100%
Component B **Description of each element**	**Element weighting**
1. 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) **Description of each element**	**Element weighting**
1. 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**	100%
Component B **Description of each element**	**Element weighting**
1. 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%
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.	

Part 4: Learning Outcomes & KIS Data

Learning Outcomes	On successful completion of this module students will be able to: 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).
Key Information Sets Information (KIS)	

30					
Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✔

Contact Hours

The table below indicates as a percentage the total assessment of the module which constitutes a;

Written Exam: Unseen or open book written exam
Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)

Total assessment of the module:		
Written exam assessment percentage	70%
Coursework assessment percentage	15%
Practical exam assessment percentage	15%
	100%

Total Assessment

Reading List	Link to electronic read list

First Approval Date (and panel type)	18 Nov 2014

Revision ASQC Approval Date		**Version**	7	*Link to RIA*