

MODULE SPECIFICATION

Code: UTLGH9-30-M **Title:** The Transformational Dimensions of Lifelong Learning

Version: 3

Level: M **UWE credit rating:** 30 **ECTS credit rating:** 15

Module type: Standard

Owning Faculty: SSH **Field:** Secondary Education and Lifelong Learning

Faculty Committee approval: QSC **Date:**

Approved for Delivery by: *indicate name of affiliated institution if module will only be delivered by them*

Valid from: September 2008

Discontinued from:

Contributes towards: MA Lifelong Learning
MA (Education)
PG Dip Lifelong Learning
PG Dip (Education)
PG Cert Lifelong Learning
PG Cert (Education)

Pre-requisites: N/A

Co-requisites: N/A

Entry requirements: *If the module is offered as CPD or stand alone, indicate the entry requirements*

Excluded combinations: UTLGH9-30-3

Learning outcomes:

On successful completion of this module, participants 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).

Syllabus outline:

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.

Teaching and learning methods:

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.

Indicative sources:

- BALL, S., MAGUIRE, M. & MACRAE, S. (2000) *Choice, Pathways and Transitions Post-16: New Youth, New Economies in the Global City* London: Routledge/Falmer
- BOWL, M (2003) *Non-Traditional Entrants to Higher Education: 'They talk about people like me'* Stoke-On-Trent: Trentham Books.
- BURKE, P. (2002) *Accessing education: Effectively widening participation* Stoke-On-Trent: Trentham Books
- CHAPPELL, C., RHODES, C., SOLOMON, N., TENNANT, M. AND YATES, L. (2003) *Reconstructing the lifelong learner: Pedagogy and identity in individual, organisational and social change* London: RoutledgeFalmer.
- COARE, P. AND THOMSON, A. (eds) (1996) *Through the Joy of Learning: Diary of 1,000 Adult Learners* Leicester: NIACE
- EDWARDS, R. (1993) *Mature Women Students: Separating or Connecting Family and Education* London: Taylor & Francis
- GOODSON, I. AND SIKES, P. (2001) *Life History Research in Educational Settings: Learning from lives*, Buckingham: Open University Press
- HODKINSON, P., SPARKES, A. & HODKINSON, H. (1996) *Triumphs and Tears: Young people, markets and the transition from school to work*, London: David Fulton Publishers
- MAYO, M. & THOMPSON, J. (eds) (1995) *Adult Learning, Critical Intelligence and Social Change* Leicester: NIACE
- SAUNDERS, D. (2003) *Learning transformations : changing learners, organisations and communities* Forum for the Advancement of Continuing Education
- SCHULLER, T., PRESTON, J., HAMMOND, C., BRASSETT-GRUNDY, A. AND BYNNER, J. (2004) *The Benefits of Learning: The impact of education on health, family life and social capital* London: RoutledgeFalmer
- STUART, M (2002) *Collaborating for Change? Managing Widening Participation in Further and Higher Education* Leicester: NIACE.
- WEST, L. (1996) *Beyond Fragments: Adults, Motivation and Higher Education – a Biographical Analysis* London: Taylor & Francis

ASSESSMENT

Please state which element of assessment should be recorded as the final assessment for the purposes of submitting data on non-submissions to HEFCE. (For further information please contact Academic Registry.)

Weighting between components A and B (standard modules only) A: 25% B: 75%

First Assessment Opportunity (Sit)

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

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.

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

Component B 75%

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 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.

Second Assessment Opportunity(Resit) (further attendance at taught classes is not required)

Component A 25%

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

Assessment criteria as first assessment opportunity above

Component B 75%

A portfolio of negotiated reflective and enquiry-based tasks totalling 3500-4000 words relating to the transformational dimensions of lifelong learning addressed in the module. **FINAL**

Assessment criteria as first assessment opportunity above

EXCEPTIONAL SECOND ATTEMPT (Retake): Attendance at taught classes is not required.

**Specification confirmed byDate
(Associate Dean/Programme Director)**