MODULE SPECIFICATION

Part 1: Information			
Module Title	Educational Journeys		
Module Code	UTTNAW-30-1	Level	4
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	BA (Hons) Education BA (Hons) Education with Foundation Year BA (Hons) Education (Digital Learning) BA (Hons) Education (Special Needs)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
In this module students will engage in exploration of educational journeys: their own, their peers and the journeys of others. To illuminate this exploration students will be examining relevant theoretical domains of learning theory and learner development. They will also be investigating contextual factors that impact educational journeys and considering ways in which individuals and society can address and overcome barriers to learning. A critical feature of this module is investigation of self as learner, including exploration of students' learner autobiographies to enable them to understand and articulate their learner identity and the factors that enable them to thrive and succeed as learners.
Part 3: Assessment: Strategy and Details
Students will engage in individual and group learning activities throughout the module which they will submit as an individual summative multimedia blog which gives reflective account of their educational journey through the

course of this module and drawing in their learning from the first semester (both formal and informal). The brief for the blog will include directed tasks relating specifically to module learning outcomes including for example:

- an account of learning theories and reflections on their relevance to the student's own experiences of learning
- collaborative investigation of contexts for learning working with peers to explore a diverse range of settings leading to student's individual blog entry describing learning gained from the investigation
- learning autobiography, audit and plan

Formative self, peer and tutor assessment will be embedded into the module with negotiated opportunities for outputs and processes from directed tasks to be assessed. This is critical to the learning outcomes of this module as students will need to critique their own practices and beliefs about learning and themselves as learners and this can only be achieved if assessment is experienced as learning.

Identify final timetabled piece of assessment (component and element)	A	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Multimedia blog	100%
Component B **Description of each element**	**Element weighting** (as % of component)
N/A	
Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Multimedia blog	**100%**
Component B **Description of each element**	**Element weighting** (as % of component)
N/A	

Part 4: Learning Outcomes & KIS Data	
Learning Outcomes	On successful completion of this module students will be able to: 1. Define key learning theories and reflect on how these illuminate their experiences as a learner 2. Engage with theories of learner development and apply these to analysis of their own learning journey 3. Engage with theories of learner development and begin to evaluate the impact of contextual factors on learners and learning. 4. Use their developing knowledge and understanding of self to reflect on their own learning journey and be able to determine appropriate strategies and contexts for their development as learners in an HE context.

Key Information Sets Information (KIS)	
	Key Information Set - Module data

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	0%	
Coursework assessment percentage	100%	
Practical exam assessment percentage	0%	
	100%	

Total Assessment

Reading List   Electronic Reading can be found here

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UVP Approval Date	27th March 2019			
Revision ASQC Approval Date		Version	1	*Link to Workspace*

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