



## **Module Specification**

### **Lifelong Learning**

Version: 2026-27, v2.0, 26 Apr 2024

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## Part 1: Information

**Module title:** Lifelong Learning

**Module code:** UTTH3F-15-3

**Level:** Level 6

**For implementation from:** 2026-27

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**College:** College of Health, Science & Society

**School:** CHSS School of Education and Childhood

**Partner institutions:** None

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module will explore the theories and perspectives informing lifelong learning practices. It will consider important debates in the sector, and support students in considering their personal and professional futures and identities as lifelong learners.

**Features:** The design of this module reflects a wider programme aim to promote a student-centred approach to teaching and learning that is agile, responsive, accessible and, ultimately, equitable. This draws on a spiral learning approach,

meaning core concepts, theories and ideas are introduced and revisited with increasing levels of complexity. This spiral approach is underpinned by three core pillars of learning: education for personal development, education for professional development and education for social justice and social change. Embedding these within and across modules is central to the programme team's ambition of creating inclusive teaching and learning experiences.

**Educational aims:** This module aims to provide students with an orientation to on-going debates in the lifelong learning sector, and to critically consider their personal and professional futures and identities as lifelong learners.

**Outline syllabus:** The module content will provide opportunities for the interrogation of policy and practice related to aspects of lifelong learning. It will explore issues of equality, diversity, inclusion and social justice related to lifelong practice. The module also aims to develop reflective practitioners who are committed to exploring and planning for their own lifelong learning. Key areas of learning will include:

- Social justice education
- Inclusive practice
- Education and active citizenship
- Reflective practice
- Community engagement
- Professional futures

Throughout, students are encouraged to reflect on professional practice, future employability and career development.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Delivery will take the form of lectures, seminars and tutorials. Current, relevant technology will be employed as appropriate in both preparatory tasks and face-to-face sessions.

Tasks and activities throughout the module will support students' developing academic literacy.

There will be sessions that critically explore key module themes and associated practical sessions. Seminars and readings will support students in making links between theories and practices. There will be opportunity to develop specific areas of interest as students will be facilitated in exploring the practical applications of theoretical models to evaluate them in respect of learners and their learning.

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

**MO1** Discuss the significance of contextual factors influencing the planning and provision for lifelong learning

**MO2** Consider the role of lifelong learning in the promotion of social justice and active citizenship

**MO3** Critically reflect on dispositions and values in relation to personal and professional lifelong learning

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utth3f-15-3.html) via the following link <https://uwe.rl.talis.com/modules/utth3f-15-3.html>

## Part 4: Assessment

**Assessment strategy:** What is/are the assessment task(s)?

The assessment task is a Case Study (2,500 words)

Why is this assessment being used?

The assessment will involve a case study task through which students will undertake

an in-depth exploration of a contextualised lifelong learning experience. The assessment will relate to key module themes and will develop students' ability to apply their knowledge and skills to practice, with specific consideration of their own futures as lifelong learners.

How will students be supported to meet the assessment requirements?

The use of regular in-class formative assessment and feedback will build student confidence, assessment literacy and academic integrity. In undertaking this task students will draw on level 4 content exploring the significance of contextual factors in shaping learning experiences, and on case study work undertaken at level 5.

Wordcounts indicated for written assessment tasks are maximum wordcounts. For all such assessment tasks students are given the flexibility to work to 10% under the stated wordcount. Assessment wordcounts are one of a range of supportive guidance measures offered to students to help them fully address the assessment requirements, and to meet the module learning outcomes. Alongside maximum wordcounts, we strongly encourage students to proactively engage with the full range of assessment guidance provided within module handbooks, on the VLE assessment guidance pages and through in-class assessment guidance sessions.

### **Assessment tasks:**

#### **Case Study (First Sit)**

Description: A case study task exploring a contextualised lifelong learning experience

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

#### **Case Study (Resit)**

Description: A case study task exploring a contextualised lifelong learning experience

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Education [Frenchay] BA (Hons) 2024-25