

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Evidencing Learning From Experience					
Module Code	UTLGA9-30-M		Level		Version	5.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	Yes	
Owning Faculty	ACE		Field	Secondary Education and Lifelong Learning		
Department	Education		Module Type	Standard		
Contributes towards	PG Cert Education; PG Dip Education; MA Education					
	PG Cert Education (Early Years); PG Dip Education (Early Years); MA Education (Early Years)					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	Oct 2015		Valid to			

CAP Approval Date	Nov 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. identify significant learning events in their professional development of appropriate scope and/or depth of enquiry (Component A); 2. demonstrate congruence with intended programme aims and learning outcomes (Component A); 3. articulate clearly the learning outcomes associated with those learning events and to critically analyse and/or evaluate the significance of that learning to their professional development, synthesising and /or transforming associated ideas in the development of a line of argument (Component A); 4. reflect upon their professional learning in context, to identify the significance of relevant contextual factors, engaging critically with that contextual significance (Component A); 5. show through reflective commentary that they can analyse and evaluate the relationship between theory and practice in the workplace and critically evaluate their professional development needs and/or outcomes (Component A); 6. take independent and self-critical responsibility for own work (Component A);

	7. evidence their learning from experience (Component A);
Syllabus Outline	<p>The module will encourage:</p> <ul style="list-style-type: none"> • an exploration of what constitutes a 'learning event' and 'learning outcomes' of an appropriate level; • an autobiographical perspective on professional learning; • identification of evidence of professional learning and presentation skills for an effective portfolio.
Contact Hours	<p>Learning and teaching on this module is through a series of workshop activities in collaboration with peers to explore the range of possible sources for a portfolio presentation, and to articulate the relevant professional learning that has accrued.</p> <p>Other forms of contact and support provided will include:</p> <ul style="list-style-type: none"> • individual or small group tutorials for guidance on the scope and layout of the portfolio • individual tutor support; • student study guidelines pack / handbook; • on-line access to digitised readings and other resources; • library access and on-line journals; • access to writing at M Level workshops.
Teaching and Learning Methods	<p>The module teaching and learning methods will comprise:</p> <ul style="list-style-type: none"> • induction workshop; • structured portfolio guidance, complemented by support workshops • individual tutorials (face-to-face and e-tutorials) • Online-resources • scheduled learning tutorials <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc.</p>
Key Information Sets Information	N/A for M Level
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on UWEonline or through any other vehicle deemed appropriate by the module/programme leaders.</p>
Indicative Reading List	<p>ARMSBY, P., COSTLEY, C., and GARNETT, J., (2006) The legitimisation of knowledge: A work based learning perspective of APEL. <i>International Journal of Life-Long Learning</i> 25, no 4: 369-83</p> <p>NYATANGA, L., FORMAN, D., and FOX, J., (1998) <i>Good practice in the accreditation of prior learning</i>, London: Cassell.</p>

	<p>SCOTT, I., (2010) But I know that already: rhetoric or reality the accreditation of prior experiential learning in the context of work-based learning, <i>Research in Post-Compulsory Education</i> 15, no 1: 19-31</p> <p>SINCLAIR, C. (2010) <i>Grammar: a friendly approach</i>, 2nd edition, Maidenhead: Open University Press.</p> <p>TAYLOR, E.W., (2007) An update of transformative learning theory: a critical review of the empirical research (1999-2005) <i>International Journal of Lifelong Education</i> 26, no 2, 173-191</p> <p>UCAS, (1997): <i>Accreditation of Prior Learning; briefing for Higher Education</i>, Cheltenham, UCAS.</p> <p>Additional readings and websites will be identified by the tutor, with reference to the area of study.</p>
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Part 3: Assessment	
Assessment Strategy	<p>Students will provide a portfolio of evidence, including a written commentary and a witnessed declaration of authenticity.</p> <p>Documentation generated in the process of producing the assignment will be made available upon request.</p> <p>The student must demonstrate to the supervising tutor that the work submitted does not duplicate work previously submitted to assessment for other modules within the intended programme</p> <p>Assessment criteria:</p> <p>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.</p> <p>CLM: Contextual Domain: The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (eg personal, locational, historical, political etc) influencing the area of study and is able to critically engage with the contextual significance.</p> <p>GLM: Action Domain: The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
A portfolio evidencing professional learning from experience, the written commentary not to exceed the relevant word length for an associated module of comparable size (5,000 words).	100%	
Component B Description of each element	Element weighting	
N/A		

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
A portfolio evidencing professional learning from experience, the written commentary not to exceed the relevant word length for an associated module of comparable size (5,000 words).	100%
Component B Description of each element	Element weighting
N/A	
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.	