UWE
BRISTOL

University of the
West of England

PROGRAMME SPECIFICATION: MA Lifelong Learning

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Social Sciences and Humanities
Programme accredited by	University of the West of England
Highest award title	MA Lifelong Learning Postgraduate Diploma Lifelong Learning Postgraduate Certificate Lifelong Learning
Default award title	N/A
Interim award title	Postgraduate Diploma Lifelong Learning Postgraduate Certificate Lifelong Learning
Modular Scheme title (if different)	N/A
UCAS code (or other coding system if relevant)	N/A
Relevant QAA subject benchmarking group(s)	Education Studies
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	1 September 2009

Authorised by QSC   Date: May 2009

Version Code   3

Section 2: Educational aims of the programme

This programme is designed to match the learning needs of a wide range of participants engaged in the field of lifelong learning. It will provide opportunities for the interrogation of policy and practice related to aspects of lifelong learning, problematising the very concept of 'lifelong learning' itself. The programme will also facilitate the exploration of a variety of transformational dimensions associated with lifelong learning, considering both personal and institutional contexts, and how they have been articulated over time and on local, regional, national and global scales. It also aims to develop reflective practitioners who are committed to developing their practice to enhance equality, diversity, inclusion and social justice related to lifelong learning policy and practice.

In addition, this programme will:
- enable participants to achieve a level of performance appropriate to the award of a Masters degree;
- allow participants to select from a range of components to meet their particular requirements in terms of content, sequence and time;
- enhance the quality of participants' understanding and practice through the encouragement of critical enquiry, innovative thinking and imaginative reformulation;
- ground participants' study in personal, professional and academic practice;
- develop participants' critical engagement with research and the research process;
- create an environment appropriate to postgraduate study;
- be underpinned by innovative teaching, relevant staff research and staff development;
- widen participation to include all those who can benefit from the programme of study.

Section 3: Learning outcomes of the programme

The principal level at which learning outcomes are elaborated is at module level. However the learning outcomes identified in this section summarise what participants are intended to have achieved by the end of the whole programme.

A Knowledge and understanding

Learning Outcomes	Teaching/learning and assessment methods and strategies
As a consequence of this programme, participants will have: • an in-depth and systematic knowledge of the major educational theories, concepts and established principles based upon educational research at the forefront of their academic discipline; • awareness of problematics in relation to ethical dilemmas in personal/professional contexts; • a comprehensive understanding of established methodologies of research and enquiry used to create and interpret knowledge in lifelong learning policy and practice; • understanding of the significance of relevant contextual factors influencing lifelong learning policy and practice;	Teaching and learning strategies will cater for a variety of preferred learning styles which will include: lectures, seminars, tutorials, directed study tasks including use of literature, work-based activities and critical reflection upon working practices, research tasks, use of video, case studies role play, games and simulations, use of on-line materials, project work, group work and individual activity. Module lectures and seminars are founded upon the requirement that participants read a range of recommended literature, that they develop active reading strategies and they are supported in developing research skills to enhance their understanding and knowledge. Module handbooks, work sheets, guided activities, case studies, question and answer

• knowledge of the basis of their own value position related to the area of study and associated claims to knowledge; • critical understanding of the significance of issues of equality, diversity, inclusion and social justice related to lifelong learning policy and practice.	sheets stimulate new thinking about the theory and practice of lifelong learning. Tutor input is balanced with practitioner input introducing alternative constructions and exploring the relationship between theory and practice. **Assessment:** Assessment is diagnostic, formative and summative as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process, matching assessment with the intended learning outcomes of the modules. The programme models good practice and promotes metacognitive understanding of assessment processes. A range of methods is used to assess knowledge and understanding including written assignments. For example, module UTLGH8-30-M includes an extended essay into a chosen aspect of the policy or practice of lifelong learning.

B Intellectual Skills

Learning Outcomes	Teaching/learning and assessment methods and strategies
As a result of this programme, participants will be able to: • analyse critically and/or evaluate complex, incomplete or contradictory areas of knowledge used to interpret and/or explore the area of study, showing the ability to synthesise and/or transform ideas in the process of developing an argument; • identify and explain methodological and epistemological issues around the research process, using a range of methods of data collection; • evaluate critically research evidence, advanced scholarship and methodologies arguing for alternative interpretations or approaches where appropriate; • synthesise both conceptual and numerical information in an innovative manner using knowledge of processes from the forefront of educational research; • use critical reflection in the learning process to explore the relationship between theory and practice in complex situations; • evaluate critically the implications of using an ethical framework for addressing ethical dilemmas in personal and/or professional practice.	As suggested above, teaching and learning strategies will cater for a variety of preferred learning styles. Intellectual skills are developed in a variety of ways using the diversity of approaches as referenced. Active learning opportunities to apply knowledge in the development of intellectual skills are provided in all modules include evaluating evidence, analysing case studies, creating reports and presentations that require synthesis, engaging in discussions requiring argumentation and exploration of values. Role-play, games and simulations are used alongside more linear and traditional modes to develop the range of multiple intelligences. The experiential learning cycle is used where appropriate. Many of the guided activities in the module content require participants to prepare for sessions where they will lead discussion, present arguments or practice skills to a critical audience, sometimes formally, often informally. Participants on the programme will be encouraged to maintain reflective diaries to record, evaluate and observe the implementation of theoretical ideas on their own practice, where applicable. They also enable reflection on the mental processes underpinning their strategies and judgements. **Assessment:** Assessment is diagnostic, formative and summative as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process, matching assessment with the intended learning outcomes of the modules. The programme models good practice and promotes metacognitive understanding of assessment processes. A range of methods is used to assess intellectual skills including written assignments and presentations. For example, modules UTLGH9-30-3 and UTLGH9-30-M include a reflective account of the transformational dimensions of lifelong learning.

C Subject, Professional and Practical Skills

Learning Outcomes	Teaching/learning and assessment methods and strategies
As a consequence of this programme, participants will be able to: • perform effectively and efficiently in complex and/or specialised contexts; • adapt and develop skills and/or procedures for new situations, exercising initiative and personal responsibility in making informed judgements; • interrogate an extensive range of relevant theoretical, professional and/or research based sources and critically engage with the sources in the development and discussion of ideas, perspectives and theories; • plan for and execute a small-scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes; • develop an integrated strategy for personal/professional practice with decision-making based on sound analysis of situations, prioritising between competing variables; • articulate an integrated, critical, reflective and effective orientation to their personal/professional practices.	As suggested above, teaching and learning strategies will cater for a variety of preferred learning styles. Given the nature of this award, professional issues related to lifelong learning are a central focus of the programme and reading case studies, articles and role-play are used to anchor and refine the development of ideas. The personal practice dimensions to lifelong learning are also opened to enquiry and development. Subject and professional skills are developed in variety of ways using the diversity of approaches as referenced. In particular research and enquiry tasks are frequently used in modules to develop research skills, and an active reading strategy is deployed to ensure participants learn how to access and utilise sources effectively. The experiential learning cycle is used where appropriate. Off-campus activity in a number of modules and the promotion of accreditation of experiential learning encourages critical reflection on educational experience and practices. **Assessment:** Assessment is diagnostic, formative and summative as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process, matching assessment with the intended learning outcomes of the modules. The programme models good practice and promotes metacognitive understanding of assessment processes. A range of methods is used to assess professional and practical skills including written assignments and presentations. For example, module UTLGH8-30-M includes an extended essay and a presentation on aspects of lifelong learning policy and/or practice.

D Transferable Skills and other attributes

Learning Outcomes	Teaching/learning and assessment methods and strategies
As a result of this programme, participants will be able to: • interact effectively as a team member, supporting, leading, clarifying tasks, making appropriate use of the capacities of group members, negotiating and handling conflict with confidence; • locate, use effectively and evaluate the full range of learning resources, including ICT, applying a critical and confident approach; • interpret, organise and present ideas, concepts and numerical information using a variety of presentational modes; • communicate effectively with a broad range of audiences including learners and other groups eg professionals; • reflect critically on own and others' functioning in order to improve practice; • take independent and self critical responsibility for own work, guiding the learning of others and managing their own requirements for continuing personal/professional development; • engage confidently in academic and professional communications with others as appropriate, reporting on action clearly, autonomously and competently including the capacity to communicate processes and outcomes of their learning; • demonstrate initiative and originality in problem solving and act autonomously in planning and implementing tasks.	As suggested above, teaching and learning strategies will cater for a variety of preferred learning styles. The variety of mature student and professional backgrounds provides a rich environment for exchange of skills and learning. There is a heavy expectation and emphasis on team work in peer feedback and seminar preparation. Presentation skills are developed formally and informally taught within the modules. Other transferable skills and other attributes are developed in variety of ways using the diversity of approaches as referenced. Role-play, games and simulations encourage group work as do group work projects and presentations. Research activities and policy analysis require the use of both quantitative and qualitative data, and use of ICT is encouraged and promoted across all modules, including within formal presentations. The experiential learning cycle is used where appropriate. Elements of self-directed learning promote independence and motivation. **Assessment:** Assessment is diagnostic, formative and summative as appropriate. A common bank of assessment criteria is used throughout the programme to aid transparency and consistency in the assessment process, matching assessment with the intended learning outcomes of the modules. The programme models good practice and promotes metacognitive understanding of assessment processes. A range of methods is used to assess transferable skills including written assignments and presentations. For example, modules UTLGH8-30-M, UTLGH9-30-3 and UTLGH9-30-M involve presentations on a range of aspects of lifelong learning.

Section 4: Programme structure

The PG Dip and the PG Cert are available either as:
(a) programmes on which participants can register directly (the highest award), or
(b) interim awards

Entry to Graduation

Postgraduate Certificate Lifelong Learning

A Postgraduate Certificate requires the attainment of 60 credits at level 3 or above of which not less than 40 are at level M (maximum of 20 credits can be at level 3)

Compulsory Modules:	UTLGH8-30-M: The Policy and Practice of Lifelong Learning
Core Modules:	None
Optional Modules:	Select optional modules from the list available in Appendix 1
Interim Awards:	Not applicable
Credit requirements:	Not applicable
Other requirements:	None

Postgraduate Diploma Lifelong Learning

A Postgraduate Diploma requires the attainment of 120 credits at level 3 or above of which not less than 90 are at level M (maximum of 30 credits can be at level 3)

Compulsory Modules:	UTLGH8-30-M: The Policy and Practice of Lifelong Learning UTLGH9-30-3: Transformational Dimensions of Lifelong Learning
Core Modules:	None
Optional Modules:	Select remaining optional modules from the list available in Appendix 1
Interim Awards:	Postgraduate Certificate Lifelong Learning
Credit requirements:	60 credits at level 3 or above of which not less than 40 are at level M
Other requirements:	None

MA Lifelong Learning

A Masters Degree requires the attainment of 180 credits at level 3 or above of which not less than 150, including the Dissertation, are at level M (maximum of 30 credits can be at level 3)

Compulsory Modules:	UTLGH8-30-M: The Policy and Practice of Lifelong Learning UTLGBH-30-M: Researching Education UTLGBX-60-M: Dissertation UTLGH9-30-M: Transformational Dimensions of Lifelong Learning
Core Modules:	None
Optional Modules:	Select 30 credits from the optional modules list available in Appendix 1
Interim Awards:	Postgraduate Diploma Lifelong Learning Postgraduate Certificate Lifelong Learning
Credit requirements:	PG Dip – 120 credits at level 3 or above of which not less than 90 are at level M PG Cert - 60 credits at level 3 or above of which not less than 40 are at level M
Other requirements:	None

Section 5: Entry requirements

Normally participants will be required to hold a Degree (or equivalent) plus experience and/or qualification related to the field of lifelong learning. This qualification might be a teaching qualification (eg. BA/BSc with QTS; PGCE; Cert Ed plus experience; Cert Ed (FE) or PG Cert (FAHE), PG Dip). Candidates without a formal role in the professional field of lifelong learning but with an informal and/or personal interest will be considered. Candidates without a first degree will be required to demonstrate suitability for study at Masters level.

Section 6: Assessment Regulations

The individual modules and the programme award are within MAR.

Section 7: Student learning: distinctive features and support

The modular programme provides the opportunity to accrue credits towards the nationally recognised awards of Postgraduate Certificate, Postgraduate Diploma and Masters degree. It offers flexibility in the way in which participants study and the pace at which it is undertaken. The MA Lifelong Learning therefore offers the benefits of a negotiated pattern of study combined with the demands of an award-bearing programme.

The distinctive feature of this award is the emphasis on providing participants from a range of contexts with knowledge, skills and understanding to support research into aspects of *lifelong learning* in order to widen participation, improve practice and enhance attainment. This is reflected in both the content and the processes of the programme.

The University modular programme offers the opportunity for accredited experiential learning, matched to the learning outcomes for the modules validated for this programme. Evidencing learning from experience is highly valued in the Faculty and this includes clear and robust procedures for the Accreditation of Experiential Learning (AEL). Workshops offer opportunities for participants to reflect on their learning from experience to gain credit for their experiential learning.

The modular programme offers the opportunity for accredited learning, wherever it occurs and providing it is assessable against UWE academic criteria, to be credited towards the MA. The learning must be matched to the learning outcomes for the modules validated for this award. This programme has been designed to facilitate progression from existing Faculty programmes.

Workshops on developing study skills, writing skills, library skills, ICT skills together with a range of relevant study skill resources, are provided. An explicit and common bank of assessment criteria used for all assessments on the programme aids transparency and consistency in the participant experience of assessment. The use of a virtual learning environment, and the use of on-line materials, support participants' studying in a variety of settings and modes, which is particularly helpful for part-time students.

A dedicated Programme Leader, a Scheme Director and a team of skilled and experienced tutors are available to offer individual support and guidance throughout the time students are registered on the programme.

Section 8 Reference points/benchmarks

This programme has been developed in the context of the University teaching and learning policies and explicitly meets the requirements set out therein. The focus on an approach to pedagogy, underpinned by values and based on evidence is commensurate with the approach to learning and teaching set out in the Faculty Statement of Pedagogic Principle.

The requirements and considerations of the following external bodies have been taken into account during the development of the programme:
- OfSTED
- TTA National Standards
- FENTO
- Threshold Criteria for SENCOs, Management, Subject Leaders, Specialist Teachers, Headteacher
- SEEC level descriptors for programme specifications

The programme is also informed by relevant legislation including the Race Relations (Amendment) Act (2000) and the Special Educational Needs and Disabilities Act (2001).

Staff research projects

Faculty of Education staff are involved in research related to both substantive and methodological issues of relevance to the programme. Examples of staff research include:

- citizenship and education for democracy;
- education and training policy in relation to social regeneration, globalisation,

regionalisation and the nation state;
- education of excluded and disaffected young people;
- educational uses of ICT;
- the impact of returning to formal education on the lives of mature students;
- interprofessional and interagency working practice;
- evaluation of student-led learning;
- developing an HE culture in FE;
- European Social Fund and the European Union;
- Excellence Challenge and the experience of widening participation co-ordinators;
- gender studies and in particular the education of boys;
- the representation of mature students' experiences;
- literacy and learning;
- middle class educational choices and identity;
- the impact upon FE lecturers, managers and students of Curriculum 2000;
- policy and practice in inclusion and special educational needs;
- recruitment of minority ethnic groups into teaching;
- managing teaching and learning in FE
- self-assessment practice in HE;
- transforming learning cultures in FE;
- urban education policy.

Employer interaction/feedback
• Where applicable, evaluative feedback from employers is combined with student evaluation to inform the monitoring and review process for future programme development.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.

Appendix 1

Optional Modules available at Level 3

Key: C = Available for Postgraduate Certificate
D = Available for Postgraduate Diploma
M = Available for Masters

Module Code	Module Name	C	D	M
UTLG8V-20-3	Researching Learning in Post-Compulsory Education	✓	✓	✓
UTCG9G-20-3	Artists and Teachers Working Together			✓
UTLG9H-20-3	Educational Approaches for Children in Need			✓
UTLG97-10-3	Developing Practice in Higher Education.	✓	✓	✓
UTLG99-20-3	The Practice of Teaching in Higher Education	✓	✓	✓
UTLGA7-10-3	Independent Study	✓	✓	✓
UTLGA7-20-3	Independent Study	✓	✓	✓
UTLGA7-30-3	Independent Study		✓	✓
UTLGA9-10-3	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-20-3	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-30-3	Evidencing Learning from Experience		✓	✓
UTLGAC-10-3	Independent Study (B)	✓	✓	✓
UTLGAC-20-3	Independent Study (B)	✓	✓	✓
UTLGAC-30-3	Independent Study (B)		✓	✓
UTTGAQ-20-3	Mainstream Schools and Inclusion: Controversial Issues			✓
UTLGDM-10-3	Understanding the Opportunity Structure			✓
UTCGDM-20-3	Understanding the Structure of Post 16 Opportunities in Education, Training and Employment			✓
UTLGDN-20-3	Context of Guidance			✓
UTCGDP-30-3	Careers Education			✓
UTCGEQ-30-3	School Improvement through Action Enquiry		✓	✓
UTLGHA-30-3	Studies in Education	✓	✓	✓
UTLGHB-30-3	The Professional Nature of Teaching in Post-Compulsory Education	✓	✓	✓
UTLGN6-10-3	Higher Education Teaching and Learning in the Learning and Skills Sector	✓	✓	✓

Optional Modules available at Level M

Key: C = Available for Postgraduate Certificate
D = Available for Postgraduate Diploma
M = Available for Masters

Module Code	Module Name	C	D	M
UTLG8G-30-M	Teaching for Learning			✓
UTLG8H-30-M	Engagement and Inclusion			✓
UTCG8J-20-M	Making a Difference through Teaching and Learning (Part1)			✓
UTLG8J-30-M	Making a Difference through Teaching and Learning (Part1)			✓
UTLG8K-30-M	Making a Difference through Teaching and Learning (Part 2)			✓
UTCG8L-30-M	Education Provision in the UK			✓
UTLG8V-20-M	Researching Learning in Post-Compulsory Education	✓	✓	✓
UTCG9G-20-M	Artists and Teachers Working Together			✓
UTLG9H-20-M	Educational Approaches for Children in Need			✓
UTLG95-20-M	Learning and Teaching in Higher Education	✓	✓	✓
UTLGBP-20-M	Investigating Academic & Professional Practice in Higher Education	✓	✓	✓
UTLG96-10-M	Supporting Learning in Higher Education	✓	✓	✓
UTLGA4-30-M	Effective Teaching and Learning in ICT			✓
UTLGA5-30-M	Developing the Role of ICT in the Classroom			✓

Code	Title			
UTLGA7-10-M	Independent Study	✓	✓	✓
UTLGA7-20-M	Independent Study	✓	✓	✓
UTLGA7-30-M	Independent Study		✓	✓
UTLGA9-10-M	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-20-M	Evidencing Learning from Experience	✓	✓	✓
UTLGA9-30-M	Evidencing Learning from Experience		✓	✓
UTLGAC-10-M	Independent Study (B)	✓	✓	✓
UTLGAC-20-M	Independent Study (B)	✓	✓	✓
UTLGAC-30-M	Independent Study (B)		✓	✓
UTTGB7-30-M	Subject Leadership/ Middle Management in the Primary School			✓
UTCGBB-30-M	Effective Leadership and Management Skills for Teachers and Lecturers			✓
UTCGCA-30-M	Inclusive Provision and Practice for Pupils Experiencing Emotional, Behavioural and Social Difficulties			✓
UTLGCD-30-M	The Role of the Special Educational Needs Co-ordinator (SENCO) in Mainstream Schools			✓
UTLGCK-30-M	Helping Children to Manage Themselves: Socially and Emotionally			✓
UTLGCN-30-M	Issues of Curriculum Access and Raising Achievement for Pupils with a Range of Special Educational Needs			✓
UTCGDD-30-M	Managing Behaviour			✓
UTCGDK-50-M	Guidance Theory & Practice 1 - Interviewing			✓
UTCGDM-20-M	Understanding the Structure of Post 16 Opportunities in Education, Training and Employment			✓
UTLGDN-20-M	Context of Guidance			✓
UTLGDP-20-M	Careers Education			✓
UTCGDP-30-M	Careers Education			✓
UTLGE9-30-M	Coaching for Professional Development		✓	✓
UTLGEA-30-M	Coaching in the Institutional Context		✓	✓
UTLGEB-30-M	Coaching for Institutional Change		✓	✓
UTLGED-30-M	School Improvement through School Self-Evaluation			✓
UTCGEE-30-M	Enhancing Inclusive Practice through Action Enquiry			✓
UTLGEQ-30-M	School Improvement through Action Enquiry			✓
UTTGG4-30-M	Promoting Playful Learning			✓
UTTGG7-30-M	Children and Adults Co-constructing a Creative Environment for Learning			✓
UTLGGQ-30-M	Philosophical Issues in Educational Research			✓
UTLGHA-30-M	Studies in Education		✓	✓
UTLGJ7-30-M	Mentoring for Professional Development		✓	✓
UTLGJ8-30-M	Creative Approaches to 14-19 Learning and Teaching		✓	✓
UTLGN6-10-M	Higher Education Teaching and Learning in the Learning and Skills Sector	✓	✓	✓
UTLGN8-30-M	Reflective Practice for Educators: 14-19 Diplomas			✓