

Module Information Booklet
Centre for Lifelong Learning
2019-20

This booklet contains summaries of the modules that we plan to offer in the 2019-20 academic session. These are listed to help students make an informed choice when deciding on module preferences. Whilst we will endeavour to keep any changes to a minimum, please be aware that there may be times when we have to amend the modules that we can run.

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CE1D0 Health Welfare and Social Policy

Level (credits):	4 (30)
Running:	Full Year
Module Leader:	Steven Gascoigne

Module Aims

This module analyses the contested nature of changing state interventions in welfare over the past four centuries to provide students with a historical and theoretically grounded understanding of current welfare state policies. Many of today's controversies about the welfare state are not new: current debates about whether state provision is a cure for, or a cause of, social problems go back a long way. This module traces them back to the introduction of the Poor Law of 1601. Many arguments then about the individual or collective responsibility welfare, and the resulting duty of the community through the state are still echoed in contemporary welfare debates. Then as now, these debates took place in an era of extensive social, economic and political transformation following the transformation in political economy consequent on the industrial revolution.

Learning Outcomes

By the end of this module students will be able to demonstrate an understanding of:

- The history and development of welfare provision in the UK.
- The wider social, economic and political contexts within which social policies have developed.
- The factors that have influenced these developments and their impact upon social divisions and inequality.
- A range of contemporary social welfare issues.

Course Structure

One lecture and one seminar per week.

Assessment Pattern

- Essay (2000 words) **50%**
- Research Project (3000 words) **50%**

CE1D4 Learning, Development and Special Educational Needs

Level (credits):	4 (30)
Running:	Full Year
Module Leader:	Emma Langley

Module Aims

1. To provide students with a systematic understanding of key topics in child developments and Special Educational Needs and Disabilities (SEND).
2. To foster a critical awareness of current topics and issues in Special Educational Needs and Disabilities.
3. To provide students with the opportunity to apply educational and psychological theories, concepts and research to real-life case studies and contexts.
4. To develop independent and critical learners who can make informed judgements and opinions.

Learning Outcomes

By the end of this module students should be able to:

- Demonstrate coherent and detailed knowledge in the field of Learning, development and SEND.
- Critically evaluate arguments, assumptions, abstract concepts and data in this area of study.
- Employ learnt methods and techniques to review, consolidate, extend and apply their knowledge on a range on projects, tasks and case studies.
- Analyse and synthesise relevant texts, using them appropriately when making their own judgements and arguments.
- Apply their knowledge and understanding of topics in Learning, development and SEND to identify solutions to common problems and issues in the field.
- Engage in the debates surrounding current SEND topics and utilise and draw upon on current research when forming judgements or conclusions.
- Appreciate the limits and ambiguity of knowledge and understand the importance of context when applying knowledge.
- Learn independently and show an ability to manage and take ownership of their learning.
- Demonstrate initiative and enquiry skills, seeking to build on and extend knowledge and understanding.
- Effectively communicate key information, concepts, problems and solutions to a range of audiences.

Course Structure

Two sessions per week.

Assessment Pattern

- Essay (3000 words) with accompanying Presentation (10 minutes) **40%**
- Critical Literature Review **60%**

CE1D6 Creativity: Myth, Madness and Play

Level (credits):	4 (30)
Running:	Full Year
Module Leader:	Natalie Purnell

Module Aims

This course will give you a chance to develop and practice your creativity in an encouraging atmosphere. It will be stretching and intellectually rigorous but also enjoyable. No prior art or creative writing training is assumed. What is Creativity? Is it the same as genius or talent or originality? How can we become more creative? Inspiration - Where do ideas come from? How can we respond to adversity in our lives using creativity? Life writing, fictionalising our lives, making art. Can we learn to look at the world more closely, with fresh eyes? – defamiliarisation or making strange. Is Creativity basically a form of play? Is there such a thing as an artistic temperament? These and other questions like them will be addressed through lectures, seminars, projects, assignments, critical reviews and practical workshops.

Learning Outcomes

By the end of this module students should be able to:

- Develop skills of expression through the practice of creative writing and making
- Use language more confidently, precisely and imaginatively
- Develop a work in progress or long-term creative project
- Possess a richer knowledge of the fields of creative writing and art
- Evidence a considered approach to art making, through exploration, experimentation, problem solving and invention.
- Develop skills in organising, exploring and evaluating emerging creativity.
- Recognise and use Creativity techniques

Course Structure

Lectures and workshops.

Assessment Pattern

- Essay – Creative Writing Assignment (2000 words) **40%**
- Artwork Design with supporting statement/synopsis **30%**
- Presentation (10 minutes) with supporting document **30%**

CE204 Research Methods in the Social Sciences

Level (credits):	5 (30)
Running:	Full Year
Module Leader:	Emma Craddock

Module Aims

This module encourages students to critically engage in a variety of research methods software packages, it develops their research skills and allows them to judge their own strengths in order to apply these to their dissertation. It also prepares students for their dissertation through a mini research project.

Learning Outcomes

By the end of this module students should be able to have a systematic and critical understanding of:

- 1) The complexities of research methods
- 2) The use of three software packages: SPSS, End Note, NVivo
- 3) The process of writing a research project
- 4) A range of contemporary research issues.
- 5) The main theoretical perspectives which have influenced these developments.
- 6) The role of research in generating knowledge.

Keys Skills:

- a) Critically assess and evaluate aspects of the research process
- b) Possess a comprehensive understanding of research software
- c) Draw on material from a range of contemporary and historical sources to construct their own arguments.
Undertake and present scholarly work.
- e) Participate in group discussions.
- f) Make use of library and web-based resources.
- g) Use the Harvard referencing system to construct a bibliography
- h) Have further developed transferable skills such as analytical thinking, self-management, study skills, interpersonal skills and written and oral communication skills.

Course Structure

One lecture and one seminar per week.

Assessment Pattern

- Project (5000 words) **50%**
- Presentation (10 minutes) **30%**
- Portfolio **20%**

CE264 Introduction to Coaching and Mentoring

Level (credits):	5 (30)
Running:	Full Year
Module Leader:	Dean Howes

Module Aims

The module introduces undergraduate students to the theory and practice of coaching as a means of supporting adult learning. There are three broad aims:

1. To engage in the academic study of coaching and mentoring
2. For students to develop the knowledge and the interpersonal skills to be able to use coaching in their future career.
3. To use coaching strategies to support students' own learning - especially in developing their confidence and resilience during their studies

Learning Outcomes

By the end of this module students will be able to:

- Articulate a historical and contemporary perspective on the professionalization of coaching, mentoring and career coaching
- Demonstrate a critical understanding of a range of theories and practices relevant to coaching interactions
- Demonstrate a critical understanding of a range of ethical issues related to coaching and mentoring
- Present an account of how key concepts in coaching can be used in a range of personal and professional contexts
- Communicate with their peers and with academics
- Work collaboratively with peers
- Use research tools and resources and reference material correctly
- Manage time to meet a series of deadlines as an individual and group member
- Demonstrate collaborative skills of listening, giving and receiving feedback, and achieving resolution
- Articulate arguments orally and through well-argued writing, supported by wide reading and research
- Make productive links between theoretical ideas and practical applications
- Reflect on their own and others' creative and analytical processes
- Demonstrate a creative and reflective approach to their ongoing development
- Demonstrate a sound understanding of the role of coaching skills in possible future careers

Course Structure

Two hour seminar per week.

Assessment Pattern

- Critical and Reflective Journal (2500 words) **40%**
- Observation of Coaching/Career Development Practice (20 minutes) **30%**
- Case Study Essay (2000 words) **30%**

CE265 Teaching, Learning and Assessment in Lifelong Learning

Level (credits):	5 (30)
Running:	Full Year
Module Leader:	Richard Kelly

Module Aims

Students will have knowledge and understanding of:

- theories principles and models that underpin teaching, learning and assessment in lifelong learning
- inclusive practice in teaching
- theories and principles of critical reflective practice and models of continuing personal and professional development
- range of contexts in which education and training are offered in the lifelong learning sector political, economic, social and cultural context in the lifelong learning landscape

Learning Outcomes

At the end of the module students will:

- Understand how to evaluate and improve own practice in inclusive teaching, learning and assessment
- Understand and demonstrate how to apply theories, principles and models to practice
- Understand the significance of inclusiveness for teaching, learning and assessment and take opportunities to promote inclusiveness within practice
- Understand employment routes and progression opportunities in the lifelong learning sector

Course Structure

Two seminars per week.

Assessment Pattern

- Essay on Observation of a Teacher (1500 words) **10%**
- Essay on Learning Theories in Practice (2000 words) **30%**
- Essay on Assessment Theories and Practice (2000 words) **30%**
- Micro Teach (**30%**)

A learning journal will be completed throughout the duration of the course.

CE266 Mindfulness in Lifelong Learning

Level (credits):	5 (30)
Running:	Full Year
Module Leader:	Dean Howes

Module Aims

Mindfulness is an increasingly popular area of academic study that has many practical and professional applications. Studies have consistently shown benefits of mindfulness for general self-development, specific clinical concerns, wellbeing and performance. Through the practice of secular meditation, mindfulness helps us to free ourselves from our habitual responses to think, feel and act with a new sense of clarity and purpose in both every day and major moments of life. This module critical engages students in this growing field and, through the regular guided practice of mindfulness meditation, cultivates a mindful approach to learning. The aims of the module are therefore:

1. To engage in academic study of mindfulness issues
2. To develop skills to apply mindfulness in professional contexts
3. To develop mindfulness skills that support students as lifelong learners

Learning Outcomes

By the end of this module students should be able to:

- Describe, analyse and evaluate contemporary issues in the academic field of mindfulness.
- Demonstrate an awareness of the skills required to apply and teach mindfulness in professional settings.
- Demonstrate an awareness of, and growth in, the skills required to practice mindfulness as a lifelong learner.
- Critically assess and evaluate theoretical and practical issues connected to mindfulness.
- Possess a comprehensive understanding of theoretical arguments and evidence and to apply these to a variety of personal and professional contexts.
- Draw on material from a range of contemporary and historical sources to construct their own arguments.

Course Structure

Seminars and workshops.

Assessment Pattern

- Essay (3000 words) **60%**
- Presentation (10 minutes) and supporting document (1000 words) **40%**

CE302 Lifelong Learning Dissertation

Level (credits):	6 (30)
Running:	Full Year
Module Leader:	Emma Craddock

Module Aims

This module will allow students to undertake a substantive piece of research and produce an article-length essay at the end of it. It gives students the opportunity to work in a way similar to academic researchers; identifying a suitable search topic; mastering the relevant secondary literature; immersing themselves in a wide variety of source material; and being able to sustain a coherent and logical argument.

Students choose, in consultation with the tutor, a topic for their dissertation and then plan and implement their work with regular tutorial meetings. Students can use the dissertation to develop skills and knowledge gain in a previous module.

The dissertation topic should fall within the general field that the Centre of lifelong learning covers – adult education, lifelong learning, social policy, post-16 education, counselling, social work, coaching, and career studies. This might mean a project in which the student researches an aspect of their own experience of work -paid or unpaid or life, but it can be a more ‘academic’ study based on a previous module in lifelong learning. You will be supported in the writing of your dissertation with a group tutorial (one per term) on research methods and how to write and present a dissertation. Many students have gone on to expand and develop their dissertation in post-graduate study.

Learning Outcomes

Course Structure

There are three groups meetings and regular tutorials meetings. Timing of tutorials is flexible to fit in with students’ learning commitments. There will be approximately four tutorials in the first and second term (more if required) and students should note that a good deal of writing up is often undertaken during the Easter vacation. There will be workshops to support this process (dates TBA).

Assessment Pattern

- Dissertation (10,000 words) **100%**

Students should ensure that their own pattern of assessment and examination will enable them to undertake a module which is 100% assessed

CE331 Policy, Welfare and Social Security

Level (credits):	6 (30)
Running:	Full Year
Module Leader:	Steven Gascoigne

Module Aims

This module will allow students to develop a critical understanding of the post-war British welfare state. It will use primary evidence such as political speeches, Hansard, policy documents, reports, contemporary media and published sources to evaluate a number of historical policy 'epochs'.

Learning Outcomes

By the end of this module students will be able to:

- To evaluate historical sources and situate them within contextual frameworks
- To synthesise material from a variety of sources in order to critically assess the context in which policy emerged.
- To critically assess data and documentary evidence and to gain an awareness of archival sources and their limits
- To foster awareness of a variety of potential policy outcomes and to evaluate the process of decision making
- To make links between theoretical ideas and practical outcomes
- To enhance students' research skills and to develop collaborative teamworking skills

Course Structure

Two hour workshop per week.

Assessment Pattern

- Essay (3000 words) **50%**
- Seven Classroom Presentations **35%**
- Presentation with supporting document **15%**

Pre-Requisites

CE1D0 Health, Welfare and Social Policy **OR** HI278 - From Cradle to Grave: Health, Medicine and Society in Modern Britain.

CE332 Counselling: Concepts and Skills

Level (credits):	6 (30)
Running:	Full Year
Module Leader:	

Module Aims

This module aims to introduce you to the major theories of counselling, with an emphasis on person-centred approaches. It will help you to develop an understanding of ethical practice within therapeutic relationships and enable you to practise your listening skills. You will develop your knowledge of cultural identity and awareness within therapeutic relationships.

Learning Outcomes

By the end of this module students will be able to:

- Identify and demonstrate a critical understanding of major theories of counselling and psychotherapy, with an emphasis on the person-centred approach
- Identify and evaluate guidelines for ethical practice within therapeutic relationships
- Demonstrate the ability to reflect on listening skills
- Demonstrate a critical understanding of anti-discriminatory practice in counselling and psychotherapy

Course Structure

Seminars and workshops.

Assessment Pattern

- Essay on Person Centred Theory (2500) **50%**
- Essay on your Reflective Journal (2500) **50%**

You will be required to keep a reflective learning journal for the duration of the course.

CE333 Critical Issues in Social Work

Level (credits):	6 (30)
Running:	Full Year
Module Leader:	Jim McGeoghegan

Module Aims

The module is intended to develop students in a number of related ways:

- Introducing students to the critical issues in social work
- Introducing students to a range of relevant concepts and theories
- Supporting students to challenge their understanding of the social world and develop new ways of understanding social divisions and the impact of oppression
- Supporting students to think about their own personal and professional development

Learning Outcomes

- Articulate a historical and contemporary perspectives on social work practice in the UK
- Demonstrate a critical understanding of a range of theories relevant to social work practice
- Demonstrate a critical understanding of a range of ethical issues related to social work practice
- Critically engage with the political, economic, legislative and regulatory contexts of social work practice
- Identify and discuss the knowledge, ethics and values necessary to be an effective social work practitioner and to work in partnership with service users, carers and other professionals
- Communicate with their peers and with academics
- Work collaboratively with peers
- Use research tools and resources and reference material correctly
- Manage time to meet a series of deadlines as an individual and group member
- Demonstrate collaborative skills of listening, giving and receiving feedback, and achieving resolution
- Articulate arguments orally and through well-argued writing, supported by wide reading and research
- Make productive links between theoretical ideas and practical applications
- Reflect on their own and others' creative and analytical Processes
- Demonstrate a creative and reflective approach to their ongoing development
- Demonstrate an understanding of how key concepts in social work can be used in a range of personal and professional contexts

Course Structure

Two hour seminars per week.

Assessment Pattern

- Presentation **40%**
- Essay (3000 words) **60%**

CE334 Food: Critical Perspectives

Level (credits):	6 (30)
Running:	Full Year
Module Leader:	Steven Gascoigne

Module Aims

This module encourages you to think critically about food. By focusing on one food stuff each week it offers an accessible route into complex systems. You will gain a critical understanding of the complex and interconnected global food system and the wider social, economic and political contexts within which food has developed.

The module enables students to gain a critical understanding of:

- The complex and interconnected global food system
- The wider social, economic and political contexts within which food has developed
- The factors that have influenced these developments and their impact upon divisions and inequality
- A range of contemporary social issues
- The main ideological perspectives which have influenced these developments and analyse state and individual responses using critical perspectives
- The role of food in influencing individual, national and global identity

Learning Outcomes

This module encourages students to think critically about food. By focusing on one food stuff each week it offers an accessible route into complex systems. Students will gain a critical understanding of the complex and interconnected global food system and the wider social, economic and political contexts within which food has developed.

Course Structure

Two hourly sessions per week.

Assessment Pattern

- Essay (2500 - 3000 words) **50%**
- Presentation (10 minutes) and supporting document **30%**
- Book Review (1000 words) **20%**

CE335 Widening Participation in Higher Education

Level (credits):	6 (30)
Running:	Full Year
Module Leader:	Anil Awesti

Module Aims

This module will allow students to explore issues within widening participation policy and practice in higher education. They will analyse the relationships between education and social mobility to develop an understanding of the different stages of the student lifecycle approach to widening participation (recruitment, retention, progression and lifelong learning). Students will also consider the relationship between meritocracy and education and how widening participation policy and practice impacts on different social groups (particularly by race and gender).

Learning Outcomes

By the end of this module students will be able to:

- Demonstrate a critical understanding of key issues that shape and inform widening participation policies and practices in UK higher education.
- Demonstrate a systematic and critical understanding of key aspects relevant to this particular field of study, including acquisition of detailed knowledge informed by the defined aspects of the discipline.
- Demonstrate a critical appreciation of the uncertainty, ambiguity and limits of knowledge.
- Demonstrate an ability to apply methods and techniques learned in order to review, consolidate and apply knowledge and understanding.
- Cognitive skills
- Demonstrate an ability to deploy techniques of analysis within this particular discipline.
- Demonstrate an ability to solve problems, using ideas and techniques at the forefront of this particular discipline, and to comment upon aspects of current research.
- Demonstrate an ability to make use of scholarly reviews and primary sources, including research articles appropriate to the discipline.
- Demonstrate an ability to critically evaluate arguments, make judgements, and frame appropriate questions in order to achieve a solution to a particular problem.
- Communication and other skills
- Demonstrate an ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility and also the learning ability needed to undertake further training of a professional nature.
- Demonstrate their ability to present complex ideas in both written and oral form

Course Structure

Two hour workshops per week.

Assessment Pattern

- Essay (3000 words) **40%**
- Essay (3000 words) **40%**
- Presentation **20%**

IL017 Community Engagement: Theory into Practice

Level (credits):	6 (15)
Running:	Spring Term
Module Leader:	Mark Hinton

Module Aims

This module offers a bit of a different experience from other university courses. Whilst having the chance to investigate and reflect on your own aspirations and values, you will also complete 30 to 40 hours of volunteering in a local not-for-profit organisation or similar setting. During the autumn term 2016, you will be matched with a community project, ready to start volunteering on your project when you begin the module at the beginning of 2017. This course will encourage you to reflect on and enhance your practical experience in a community setting. You will explore the links between academic study and community engagement within a framework of respect, reciprocity, relevance and reflection.

The module will combine theoretical understandings from more familiar disciplines and from new interdisciplinary perspectives and apply them to practical, real world problems in communities outside the university. We will see what can be learned from engagement with communities and with community-identified problems, and you will learn about the relationship between theory and practice, reflecting collectively as well as individually on the emergent learning that results.

Learning Outcomes

Course Structure

Community based project, sessions and workshops.

Assessment Pattern

- Presentation **40%**
- Essay (2500 words) **60%**

*****Please register with the IATL department for this module*****