

## MODULE SPECIFICATION FORM

Module Title: International Perspectives on Lifelong Learning	Level: 6	Credit Value: 20
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Module code: (if known)	Semester(s) in which to be offered: 1	With effect from: Sept 2010
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Existing/New: New	Title of module being replaced (if any):
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Originating Subject: Youth & Community	Module Leader: Gillian Wilde
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Module duration: 200	Status: core/option/elective Core
Contact hours: 40	(identify programme where appropriate):
Directed study: 80	
Private study: 80	

Percentage taught by Subjects other than originating Subject:	None
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Programme(s) in which to be offered: BA [Hons] Youth & Community Work	Pre-requisites per programme (between levels): None	Co-requisites per programme (within a level): None
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### Module Aims:

This module will enable students to:

- Develop an understanding of the growth of Europe as an entity within a global setting
- Interrogate the theoretical concepts of human learning throughout the lifespan, comparing different articulations of lifelong learning
- Examine the historical, political, socio-economic and ecological factors which affect patterns of learning
- Consider factors which facilitate and inhibit learning in relation to current policy initiatives within different countries

### Expected Learning Outcomes

At the end of this module, students should be able to:

#### Knowledge and Understanding:

- 1.Explain and understand key aspects of the history of the EU and the development of European policies, within the context of a global environment
- 2.Demonstrate an understanding of the nature of lifelong learning within a range of different settings
- 3.Identify the factors which affect learning sequences and how to integrate this understanding into current social education practice
- 4.Compare the effectiveness of different policies which relate to lifelong learning and apply this understanding professional contexts

#### Transferable/Key Skills and other attributes:

- 5.Communication with individuals and groups through both formal and informal learning
- Interpretation, analysis and evaluation of theoretical concepts
- 6.Competent use of IT and other methods to engage, support and develop effective learning

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). ***indicative assessment tasks must be included.*** The successful completion of a 4000 word assignment which clearly demonstrates a grasp of the module learning outcomes and makes specific and detailed reference to current social education practice. This would include comparative analysis of policy and perspectives in a European and International context.

Assessment	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count or equivalent if appropriate
One	1-4	Assignment	100%	-	4000

Learning and Teaching Strategies: The delivery of the module will include formal lectures, case studies, seminars and tutorials and will draw on the students' experiential learning.

**Syllabus outline:**

The module will involve students in a sequence of wide-ranging discussions on the nature of lifelong learning within both European and global contexts, through a detailed comparison of different models of learning.

It will provide opportunities to explore how different policy initiatives articulate with patterns of learning in a variety of contexts and students will be expected to carry out independent research on specific topics in order to complete the assessment and to inform their understanding of learning within social education practice.

## Bibliography

### Key Text :

Crimmins D & West A 2004 *Having their say-young people and participation: European experiences* RHP

### Other suggested reading:

Cameron, F [Ed] 2004 *The Future of Europe* Routledge  
Cohen, S & Kennedy, P 2000 *Global Sociology* Palgrave  
Jarvis, P 2001 *Twentieth Century Thinkers* Kogan Page  
Volland B & Porteous D 2002 *Working with young people in Europe: What we can learn from each other* RHP  
Yeates, N & Holden, C 2009 *The Global Social Policy Reader* Policy Press

### Other indicative reading:

Aluffi-Pentini A & Lorenz W 1996 *Anti-racist work with young people: European Experiences and approaches* RHP  
Avis, J 1996 *Knowledge and Nationhood* Cassell  
Blair, A 2006 *Companion to the EU* Routledge  
Capra, F 2002 *Hidden Connections* Harper Collins  
Cochrane, A et al [Eds] 2001 *Comparing Welfare States* OU  
Coffield, F 2000 *Differing Visions of a Learning Society* Polity Press  
Daly, M et al 2003 *Gender and the Welfare State* Blackwell  
Deer, Richardson, L et al 2001 *Principles and Practice of Informal education* Routledge  
EU 2003 *Key facts and figures about the EU* OOEPEC  
Fowler, A 1997 *Striking a Balance* Earth scan  
Jarvis, P 2004 *Adult Education and Lifelong Learning* Routledge  
Ledwith, M 2010 *Participatory Practice* Policy Press  
Ranson, S 1998 *Inside the Learning Society* Cassell  
Ritzer, G 2008 *The McDonaldisation of Society*[5] Pine Forge  
Sutherland, P [Ed] 1998 *Adult Learning* Kogan Page  
Tett, L 2002 *Community Education, Lifelong Learning* Dunedin

### Websites:

[www.europarl.org.uk](http://www.europarl.org.uk)

[www.coe.int](http://www.coe.int)

[www.youthforum.org](http://www.youthforum.org)

[www.europa.eu.int/youth](http://www.europa.eu.int/youth)

[www.europa.eu.int/comm](http://www.europa.eu.int/comm)

### Youth Work National Occupational Standards( LLUK : 2008 ) addressed:

- 1.1.1 Enable young people to use their learning to enhance their future development
- 1.1.2 Enable young people to work effectively in groups
- 1.1.3 Encourage young people to broaden their horizons to be active citizens
- 1.1.5 Support young people in taking action to tackle problems
- 1.1.6 Support young people in their understanding of risk and challenge
- 1.1.7 Undertake youth work in settings other than those traditionally used
- 1.2.1 Plan, prepare and facilitate group work with young people
- 1.2.2 Work with young people to manage resources for youth work activities
- 1.2.3 Support young people in evaluating youth work activities
- 1.2.4 Support young people in evaluating the impact of youth work upon their development
- 1.3.1 Facilitate young people's exploration of their values and beliefs
- 1.3.2 Encourage young people's involvement in the design of youth work activities
- 1.3.3 Enable young people to represent themselves and their peer group
- 1.4.1 Provide information and support to young people
- 1.4.2 Enable young people to access information and to make decisions
- 2.1.1 Ensure that the rights of young people are promoted and upheld
- 2.2.1 Address the health and well-being of young people
- 2.2.2 Work with young people in safeguarding their welfare
- 2.2.3 Promote a culture that safeguards the welfare of young people

- 2.3.1 Promote equality of opportunity and diversity in your area of responsibility
- 2.3.2 Develop a culture and systems that promote equality and value diversity
- 2.3.3 Challenge oppressive behaviour in young people
- 2.4.1 Fulfil the legal, regulatory and ethical requirements relevant to youth work
- 3.1.1 Communicate effectively and develop rapport with young people
- 3.1.2 Assist young people to express and realise their goals
- 3.2.1 Engage with the local community
- 3.3.1 Develop productive relationships with colleagues
- 3.3.2 Develop productive relationships with colleagues and stakeholders
- 3.3.3 Involve, motivate and support volunteers
- 4.1.1 Investigate the needs of young people and the community in relation to youth work
- 4.1.2 Evaluate and prioritise requirements for youth work activities from your organisation
- 4.2.1 Influence and support the development of youth work strategies
- 4.2.3 Identify and address new youth work opportunities
- 4.2.5 Work with providers of youth work activities
- 4.2.6 Involve young people in the strategic development and delivery of youth work
- 4.3.1 Lead change
- 4.3.2 Plan change
- 4.3.3 Implement change
- 4.4.1 Monitor and evaluate the quality of youth work activities
- 4.4.2 Evaluate volunteer's contributions to your organisation's goals
- 5.1.1 Work as an effective and reflective practitioner
- 5.2.1 Provide leadership for your team
- 5.2.2 Allocate and check work in your team
- 5.2.3 Recruit ,select and keep colleagues
- 5.3.1 Provide support to other colleagues
- 5.3.2 Provide learning opportunities for colleagues
- 5.4.1 Make sure your own actions reduce risks to health and safety
- 5.4.2 Ensure health and safety requirements are met in your area of responsibility