

ARTS UNIVERSITY BOURNEMOUTH

**MA**  
**TRANSFORMATIVE**  
**LEARNING**



ARTS  
UNIVERSITY  
BOURNEMOUTH

 **ruskinmill**  
centre for practice

This Course Specification is designed for prospective students, current students, graduates, academic staff and potential employers. It provides a summary of the main features of the course and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Whilst every endeavour has been made to provide the course described in the Course Specification, the University reserves the right to make such changes as may be appropriate for reasons of operational efficiency or due to circumstances beyond its control. Any changes are made in accordance with the University's academic standards and quality procedures.

This document is available in alternative formats on request.

## PROGRAMME SPECIFICATION

The Programme Specification provides a summary of the main features of the **MA Transformative Learning** course and the learning outcomes that a 'typical' student might reasonably be expected to achieve and demonstrate if they pass the course.

Further detailed information on the learning outcomes, content and teaching and learning methods of each unit may be found within this Handbook and the online Unit Information.

<b><u>Key Course Information</u></b>	
Final Award	Master of Arts
Course Title	Transformative Learning
Award Title	MA Transformative Learning
Teaching institution (eg AUB, NSA)	Ruskin Mill Centre for Practice
Awarding Institution	Arts University Bournemouth
Professional accreditation	
Length of course / mode of study	3 years part-time
Level of final award (in FHEQ)	Level 7
Subject benchmark statement	QAA Master's degree characteristics
UCAS code	
Language of study	English
Date of Validation	March 2025
Date of most recent review	
Date programme specification written/revised	April 2025

### Postgraduate Taught Degree Ethos

Our Master's programmes recognise students as individuals with distinct personal and career aspirations. We provide challenging opportunities for deep engagement with their chosen fields, encouraging critical assessment of practice within creative, economic, and cultural contexts.

We foster interdisciplinary collaboration, blending theory and practice while acknowledging both individual specialisms and the global landscape. Our approach to career development balances professionalism with considered risk-taking.

Students explore established and emerging methodologies for research, testing and reflection. While developing individual themes, they must contextualise their work within professional practice and contemporary discourse.

Success demands passionate commitment to practice development. Each unit features discipline-focused projects, preparing students for diverse professional paths or doctoral studies enhanced by interdisciplinary approaches.

Our teaching structure addresses broad transdisciplinary issues while maintaining disciplinary foundations. We emphasise the relationship between personal professional development and building communities of practice, supported by AUB's strong tradition of cross-disciplinary collaboration.

The 'postgraduate network', formed through shared activities and lectures, enables broader dialogue around art, design, sustainability, ethics and the creative industries' global impact.

Beyond developing systematic knowledge and critical understanding, our ethos equips students with skills to navigate significant social, political, economic and ecological changes. We aim to produce graduates who not only pursue careers but help redefine employment in these transformative times.

### **Course Description**

The MA Transformative Learning offers a distinctive approach to postgraduate study, integrating artistic practice, scientific observation and philosophical inquiry to reimagine ways of knowing and becoming for contemporary challenges.

At its core, the programme conceptualises transformative learning as a profound experiential journey that transforms the self and the world, conceived of as two sides of the same coin. Unlike the focus of conventional educational models on knowledge acquisition, this approach recognises that genuine transformation involves shifts in how individuals understand themselves, shifts in their belief systems, and shifts in their approach to practice.

Within this framework, the dimension of self-transformation—involving changes in self-perception, meaning-making processes, and consciousness—forms an essential foundation for transformative practice. This inner journey necessarily precedes and informs the capacity to facilitate transformation for others. Students engage with these processes of self-transformation through reflective practice, experiential learning, and critical examination of assumptions, with opportunities to explore them more explicitly in their final research project according to their professional interests.

Fundamentally, this programme is a learning journey based on direct engagement with phenomena - from light and colour to living systems and cultural change. Students investigate not only these external phenomena but also the experience of transformation itself, both within themselves and through observing others, developing a truly embodied understanding of transformative learning.

Through this experiential foundation, students develop sophisticated observational capabilities that value diverse ways of perceiving and understanding. This approach naturally creates inclusive learning environments in which multiple perspectives and ways of knowing are not just accommodated but essential to deeper understanding.

The programme's holistic methodology recognises that transformation emerges through the integration of different modes of engagement - analytical, creative, and contemplative. This approach ensures accessibility for learners with different strengths and backgrounds while building the capacity to facilitate genuine transformation across diverse contexts.

The curriculum is built upon a collaborative learning model where insight emerges through active dialogue and shared exploration rather than passive reception. Students benefit from extensive direct engagement with faculty and peers, particularly in the foundation and development phases where substantial contact time creates opportunities for deep immersion in guided learning experiences. Seminars and group inquiries form the backbone of this approach, with individual guidance woven throughout these collaborative spaces—creating a learning environment that balances personalised mentoring with the richness of collective discovery. As students progress to their final research phase, the balance shifts to provide more focused individual consultation while maintaining the communal learning foundation, supporting their growth as independent yet connected practitioners of transformative learning.

The MA's assessment approach recognises multiple ways of knowing and demonstrating understanding. Assessment tasks are designed to value diverse forms of knowledge expression, ensuring that students can showcase their learning through varied modes - visual, practical, reflective, and written - that value different cognitive and cultural approaches to scholarship.

This practical foundation supports the development of new transformative approaches that respond to our complex environmental and social reality.

The programme moves through five integrated units:

1. **Holistic Ways of Seeing** establishes foundational approaches through direct engagement with natural phenomena
2. **The Living World** develops understanding through engagement with practice of making and careful observation of plant form
3. **Organism and Environment** explores co-evolutionary relationships between living organisms and their ecological contexts
4. **Evolution of Consciousness** examines the interplay between human consciousness and cultural development, providing a foundation for understanding learning's transformative potential
5. **Researching Transformative Learning** supports the development and application of original contributions to the field of transformative learning

- **Students learn through:**

- Field-based investigation in natural settings
- Studio practice developing observational skills
- Research seminars exploring critical and philosophical thinking
- Craft workshops for developing interdisciplinary understanding and professional capabilities
- Individual projects applying learning to practice

This focused approach to transformative learning integrates rigorous methodology with practical innovation, preparing graduates to respond creatively to contemporary challenges while advancing transformative practice.

This distinctive structure enables the development of new transformative approaches that respond effectively to current ecological and social realities while maintaining academic rigour and professional relevance.

- **This structure enables graduates to:**

- Design and lead innovative transformative experiences
- Develop sophisticated research capabilities
- Understand complex environmental relationships
- Implement transformative change in varied contexts
- Evolve their professional practice through ongoing reflection

- **The programme particularly welcomes:**

- Educators seeking to develop new approaches
- Creative practitioners exploring educational contexts
- Environmental professionals interested in learning design
- Changemakers working towards systemic transformation
- Individuals searching for a fulfilling vocation in line with their values

- **Graduates emerge equipped to:**

- Lead transformative learning in various settings
- Conduct sophisticated practice-based research
- Design transformative learning experiences
- Contribute to systemic change through ecological awareness

While the MA Transformative Learning develops sophisticated capabilities in designing and facilitating transformative learning experiences, it is not a teaching qualification. The programme develops practitioners who can implement transformative approaches within varied professional contexts but does not confer qualified teacher status or equivalent professional teaching accreditation.

- **Key Features:**

- Direct engagement with phenomena as a foundation for learning
- Integration of artistic, scientific and philosophical approaches
- Focus on ecological consciousness in transformative learning
- Clear progression from exploration to leadership
- Emphasis on practical innovation through research
- Strong links between individual development and social change

- **In essence:** Throughout this journey, students experience transformative learning firsthand before developing the capabilities to facilitate it for others—moving from self-transformation to transformative practice. The programme's distinctive methodology enables development of new approaches to learning that respond effectively to current ecological and social challenges while maintaining clear academic rigour and professional relevance.

### **Statement of Student Entitlement**

- Tutorials – three supervisory tutorials per 60 credit unit; totalling 9 over the course. A tutorial time of 45 minutes is allocated
- Academic guidance tutorial in each taught term
- Three group critiques; one near to the middle of each unit
- Staff and student-led lectures and seminars
- Field-based experiential learning opportunities and immersive experiences
- Access to specialist equipment and resources for holistic methods exploration
- Regular collaborative observation sessions and reflective practice workshops
- Regularly timetabled group meetings with MA Course Leader and/or relevant tutors
- Access to relevant physical and digital resources agreed through the Course Leader
- Interdisciplinary learning opportunities through cross-course engagement
- Access to bone and fossil collections for comparative studies
- Postgraduate show where appropriate
- Access to discipline-related and cross-discipline lectures/seminars on undergraduate programmes
- Attendance at gallery events, research days and other appropriate AUB events
- Guaranteed feedback within four working weeks of assessment submission
- Full access to Canvas VLE and digital learning resources
- Contact hours in accordance with University Level 7 requirements

## **Course Aims**

- A1: Advance students' abilities to develop innovative transformative practices through holistic understanding, informed by deep engagement with different ways of knowing, grounded in professional contexts, and demonstrated through integrated practical and theoretical outcomes.
- A2: Build advanced capabilities in reflective practice and professional development, enabling graduates to evolve their transformative approach through ecological consciousness and responsiveness to changing contexts.
- A3: Foster advanced understanding of the dynamic relationships between organisms, environments, and human systems, enabling innovative transformative practices that respond to contemporary ecological and societal challenges.
- A4: Cultivate sophisticated research capabilities that enable students to conduct original investigations into transformative learning, advancing the field through holistic methodologies.
- A5: Develop transformative leadership capacities in learning contexts, including strategic vision, collaborative practice and organisational development, to implement meaningful change across diverse settings.
- A6: Develop critically informed, ethical practitioners who can design and implement holistic approaches to transformative learning through the integration of scientific, artistic, and philosophical perspectives.

## **Course Outcomes**

### **Knowledge and Understanding**

- **CO1:** Critically analyse the dynamic relationships between transformative learning practices, ecological systems, and broader cultural and societal contexts.
- **CO2:** Critically evaluate and implement holistic transformative approaches, demonstrating comprehensive understanding of their practical applications and theoretical foundations.

### **Professional Practice and Subject-Specific Skills**

- **CO3:** Create and implement transformative learning experiences that demonstrate advanced understanding of holistic ways of knowing and being, integrating direct observation, artistic practice, and philosophical inquiry.
- **CO4:** Facilitate transformative learning experiences through field-based and experiential approaches that bring together scientific, artistic, and philosophical perspectives in response to contemporary societal and cultural challenges.
- **CO5:** Design and conduct original research using holistic methodologies, advancing transformative learning practice and theory through substantive contributions.

### **Transferable Skills**

- **CO6:** Demonstrate advanced reflective capabilities in professional contexts, evolving practice through critical self-evaluation.

- **CO7:** Lead transformative learning initiatives with deep awareness of ethical implications and professional responsibilities.
- **CO8:** Communicate advanced ideas about transformative learning to diverse audiences with clarity and purpose.

### **Reference Points**

UK Quality Code for Higher Education, including:

- Subject Benchmark Statement: Master's Degree Characteristics Statement (2020)
- Framework for Higher Education Qualifications (FHEQ) Level 7
- QAA Art and Design Subject Benchmark Statement (2019)
- QAA Education Studies Subject Benchmark Statement
- QAA Earth Sciences, Environmental Sciences and Environmental Studies Subject Benchmark Statement

Arts University Bournemouth Strategic and Regulatory Framework:

- AUB Learning, Teaching and Assessment Framework (2023)

Professional Standards and Guidance:

- Professional Standards Framework (2023)
- Education for Sustainable Development Guidance (QAA/Advance HE, 2021)

### **Learning, Teaching and Assessment Strategies**

The MA Transformative Learning delivers its distinctive approach through carefully structured progression from guided exploration to independent practice. Each stage builds understanding through direct engagement with phenomena, supported by critical reflection and professional application.

- **Year 1: Foundation**

The programme begins with an extended 40-credit unit focused on 'Holistic Ways of Seeing'. Here, students immerse themselves in the structured investigation of natural phenomena like light, colour, sound and form, exploring these through artistic, scientific and philosophical lenses. This deep, experiential foundation establishes methodological rigour, with direct engagement creating inclusive pathways into learning.

The extended duration of this first unit acknowledges the course's understanding that genuine transformation requires sustained experiential engagement. By prioritising direct experience before moving to more theoretical or specialised applications, this structure embodies the core principle that transformative understanding emerges from immediate encounter, rather than theory alone

Building on this foundational exploration, the 20-credit second unit, 'The Living World', applies these holistic approaches to understanding organic development and form-function relationships in nature.

This unit develops students for the more systemic explorations of Year 2, as well as offering a natural completion for the award of Postgraduate Certificate.

- **Year 2: Integration and Development**

In Year 2, the curriculum shifts to increasingly complex relationships - from ecological systems to the interplay of consciousness and culture. The 20-credit unit 'Organism and Environment' examines dynamic ecological relationships, while the 40-credit unit 'Evolution of Consciousness' explores the co-evolution of human consciousness and cultural development.

This stage models a progression from the foundational to the integrative, as students build on their initial understanding to investigate the interconnected nature of different systems and contexts. The unit structure allows for deep engagement with specific domains while maintaining holistic connections. The learning environment draws upon the range of experiences and perspectives students bring, enriching collective understanding through substantive dialogue.

The 40-credit unit 'Evolution of Consciousness' serves as a capstone to Year 2, developing a sophisticated understanding of the relationships between consciousness, culture and self-transformation. This integrated perspective provides a foundation for understanding transformative learning that students will apply in their Year 3 research.

- **Year 3: Research and Innovation**

In Year 3, students undertake the 'Researching Transformative Learning' unit. This final phase begins with students bringing together what they have learned throughout the programme. First, they develop a clear understanding of transformative learning by connecting their experiences and insights from previous units and contextualising these experiential understandings within theoretical frameworks. Building on this foundation, they create formal research proposals that lead to individual research projects. These projects add new knowledge to the field while showing their capacity for professional leadership. Throughout this journey, tutors provide guidance that supports both experiential discovery and academic growth through original work.

The emphasis on practice-based inquiry enables students to pursue research pathways connected to their own professional and cultural contexts, supported by flexible approaches to documenting and sharing knowledge. This responsiveness to diverse research traditions and modes of expression naturally creates space for knowledge to emerge through varied cultural perspectives and lived experiences.

Throughout this carefully structured journey, the MA Transformative Learning models its holistic principles in the very design of the learning experience. Each element supports students' shift from initial exploration to confident practice, preparing them for leadership roles in transformative learning and innovation.

- **Teaching Methods**

The programme delivers its collaborative learning model through a range of complementary approaches. In the foundation and development phases, substantial time is devoted to seminars and workshops where knowledge emerges through dialogue and shared investigation. Individual guidance is woven throughout these collaborative experiences, creating a learning environment that balances personalised support with collective discovery.

- **Direct engagement activities develop understanding through:**

- Field observation of natural phenomena and processes, creating multiple pathways to understanding
- Studio practice developing representational and investigative skills through visual and material methods

- Craft workshops fostering interdisciplinary understanding through hands-on engagement
- Research seminars integrating theoretical and experiential knowledge
- Individual projects applying learning to practice through personal lines of inquiry
- **Structured support enables students to:**
  - Develop research through individual tutorials responsive to each student's investigation
  - Test ideas through group critiques that welcome different modes of expression
  - Build technical skills through adaptable practical workshops
  - Extend learning through accessible digital resources
  - Plan careers through personalised professional mentoring
- **Collaborative learning helps students to:**
  - Deepen insight through shared observation
  - Generate innovation through group projects
  - Examine practice through research seminars
  - Understand contexts through field visits
  - Build networks through professional engagement

This integrated approach ensures that learning is accessible through various complementary methods, supporting students to develop their practice.

- **Assessment Approach**

*Assessment integrates academic rigour with professional relevance through methods that enable students to demonstrate their learning in multiple complementary ways:*

- Research projects that combine practice-based investigation with theoretical understanding
- Practical interventions that evidence professional leadership through real-world application
- Field observations that document perceptual development through various modes of representation
- Group presentations that facilitate knowledge exchange through collaborative inquiry
- Written work that allows students to develop their individual voice and perspective

By creating assessment pathways that welcome diverse forms of scholarly expression, the MA ensures that students from varied academic and professional backgrounds can demonstrate their understanding through methods that resonate with their individual strengths and cultural perspectives. The approach recognises that knowledge can be communicated through multiple modalities - visual, performative, reflective, and textual - each offering unique insights and validating different ways of knowing.

- **Assessment principles ensure students can:**

- Connect practice with theory through integrated submissions
- Pursue investigations aligned with their professional interests
- Apply learning through both written and practice-based outcomes
- Build on prior knowledge while developing new capabilities
- Work collaboratively while developing individual expertise

- **Feedback structures support students to:**

- Develop through timely, specific guidance
- Understand achievement through clear assessment criteria
- Identify development pathways aligned with their aspirations
- Strengthen practice through constructive dialogue
- Plan next steps through focused professional feedback

This integrated approach to assessment creates clear pathways for students to evidence their learning while supporting their development as transformative practitioners.

### **Assessment**

Each unit is assessed separately, and the assessment forms part of the unit. Assessment both provides a measure of student achievement and gives students regular feedback on how their learning is developing.

Students are informed of what they are expected to learn; what they have to submit; how their work will be assessed; and the deadline for presenting their work for assessment. This is made available through the online Unit Information.

Students will receive a final mark for each unit in the form of a percentage, which will be recorded on their formal record of achievement (transcript). Each component of assessment is graded using a notched marking scale, whereby only certain marks are used within each grade. The only marks available within any ten-point band are \*2, \*5 and \*8 (e.g. 62, 65, 68). These marks correspond to a low, mid, and high level of achievement within each grade band.

All learning outcomes must be passed to successfully complete the unit. Students are assessed in two ways: formatively and summatively.

**Formative assessment** provides feedback that enables students to develop their learning. It should be seen as 'ongoing' assessment in the sense that it enables students to pinpoint strengths and developmental needs and address them appropriately. Formative assessment may take place in tutorials, seminars, and other discussions about their work.

**Summative assessment** is an overall evaluation of a student's learning in that part of the course. Summative assessment is criterion-referenced, which means their work is assessed to determine the extent to which they have met the unit learning outcomes.

The work to be assessed may consist of a combination of the following: research projects, holistic practice documentation, facilitated learning experiences, reflective portfolios, presentations, field-based investigations, and theoretical propositions.

- **Assessment of collaborative work**

While the MA Transformative Learning values collaboration as a central principle within its learning methodology, summative assessments are designed as individual submissions that evaluate personal achievement against the unit Learning Outcomes.

However, recognising that meaningful opportunities for collaborative work may emerge from students' investigations—particularly given the programme's emphasis on collective knowledge creation—there may be instances where students identify valuable rationales for collaborative submissions. In such cases, and only where there is clear academic justification aligned with programme aims, the following procedure will be implemented to ensure fair and transparent assessment of individual contributions:

1. The intention for assessed collaboration must have the prior agreement in principle of the Course Leader/relevant tutor(s).
2. A parity meeting will devise and implement an academically rigorous assessment method/procedure that will be submitted for approval of, and ultimately confirmation by, the Course Leader. Such confirmation will be conveyed to each student involved in the collaborative activity and agreement made with each that the procedure is fully understood.
3. An important component of this procedure will be a requirement for each student to provide a written (qualitative and quantitative) self-evaluation and evaluation of others' role within, and contribution to, the development and outcome of the 'submitted work', *including reflection on the holistic nature of the collaborative process*. These evaluations will be used to *inform* the assessment process.
4. Following assessment and the subsequent parity meeting, *individual* marks will be agreed that will create the 'practice' component of the overall unit mark.

**Submitted work** – understood here as a generic term to cover whatever the manner or form in which this may be offered – *presentation / performance / artefacts / et al.*

### **Award of Merit or Distinction**

A Masters' Degree (MA) with Merit or Distinction may be awarded. Only units at Level 7 contribute towards the determination of a Merit or Distinction.

For further information on assessment and awards please visit:

- <https://aub.ac.uk/regulations>

### **Course Structure**

All students are registered for the award of Master of Arts; however, exit awards are available if a student leaves the course early. If a student successfully completes a level of the course, they will automatically be entitled to progress to the next level.

For the award of Postgraduate Certificate (PGCert) students must have achieved a minimum of 60 credits at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

For the award of Postgraduate Diploma (PGDip), students must have achieved a minimum of 120 credits at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

For the award of Master of Arts (MA), students must have achieved 180 credits, of which a minimum of 120 credits must be at Level 7; and any specific requirements of the course as outlined in the Course Handbook.

### **Course Content**

*The course progresses through three distinct but integrated years of part-time study, with five units across three developmental stages:*

#### **Year 1: Foundation (60 credits)**

*Establishes methodological foundations through direct engagement with phenomena:*

- **Holistic Ways of Seeing (40 credits):** Developing foundational capabilities in observation and philosophical understanding

- **The Living World (20 credits):** Applying holistic approaches to understanding organic development

## Year 2: Integration & Development (60 credits)

*Builds integrated understanding of ecological and cultural relationships:*

- **Organism and Environment (20 credits):** Examining co-evolutionary relationships in ecological systems
- **Evolution of Consciousness (40 credits):** Exploring the interplay between human consciousness and cultural development as a foundation for understanding transformative learning

The 40-credit unit 'Evolution of Consciousness' develops a sophisticated understanding of the relationships between consciousness, culture and self-transformation. This integrated perspective provides a foundation for understanding transformative learning and developing this understanding into a substantial research project in Year 3.

## Year 3: Research & Innovation (60 credits)

- **Researching Transformative Learning (60 credits)** synthesises previous learning and supports substantial original research that contributes to the theory and practice of transformative learning
- **Unit 1: Holistic Ways of Seeing (40 Credits)**

This foundational unit establishes the programme's distinctive approach through direct engagement with natural phenomena. Through careful investigation of light, colour, sound and form, students develop sophisticated observational capabilities and philosophical understanding that inform their practice. Working both individually and in groups, they learn to perceive and document subtle relationships while developing rigorous thinking about the nature of knowledge itself.

The unit integrates observation, artistic practice and philosophical inquiry, offering multiple pathways into understanding. Students explore how different ways of seeing and thinking reveal complementary aspects of reality, developing critical awareness of the relationship between perception, thinking and knowledge. This understanding informs the design of transformative learning experiences.

Through structured observation exercises, artistic exploration and philosophical dialogue, students begin developing the facilitation skills needed for transformative learning. They learn to guide others in seeing and thinking anew, establishing foundations for their emerging role as learning practitioners.

Careful documentation of these investigations, combined with collaborative reflection and philosophical contextualisation, builds the methodological rigour needed for advanced research while making sophisticated understanding accessible through various modes of representation.

- **Unit 2: The Living World (20 Credits)**

Building on established observational capabilities, this unit explores living systems through experiential and holistic approaches. Students engage deeply with plant growth and form, developing understanding through careful observation, geometrical and artistic representation and theoretical reflection. This work develops their capacity to perceive and represent complex developmental processes.

Working primarily in field and studio settings, students learn to recognise and document subtle patterns in organic phenomena. They develop sophisticated approaches to representing their insights, building communication skills essential for leadership. Group work provides opportunities to guide others in observation and understanding, further developing facilitation capabilities.

The unit establishes foundations for ecological consciousness through direct engagement with living processes. Students begin to understand how form and function interrelate in nature, developing insights that will inform their practice. This practical foundation supports development of learning experiences that foster environmental awareness.

- **Unit 3: Organism and Environment (20 Credits)**

This unit examines dynamic relationships between organisms and their environments, developing sophisticated understanding of how parts and wholes interact. Through comparative studies and field research, students explore how organisms and environments shape each other over time, building an evolutionary conception for understanding transformative processes in living systems.

Students investigate animal form, ecological systems and their co-evolution through both observation and artistic representation. This work develops their ability to perceive and communicate complex relationships, skills essential for facilitating transformative learning.

The unit's emphasis on relationship and context helps students understand how environments shape development and transformation. This understanding supports the development of learning experiences that foster environmental awareness and systemic thinking. Field-based research develops both observational capabilities and practical skills needed for transformative practice.

- **Unit 4: Evolution of Consciousness (40 Credits)**

This extended unit explores the co-evolutionary relationship between human consciousness and cultural development, drawing on key insights from Romanticism and other relevant fields. Students examine how shifts in consciousness and culture contribute to transformative learning through multiple modes of inquiry.

The unit builds on foundational understanding established in Year 1 to investigate the deep structures that shape transformative experiences and developmental processes. Emphasis is placed on developing advanced skills in cultural analysis and interpretation, recognising how different knowledge traditions contribute to understanding transformation. This integrated approach supports students in developing learning practices that respond effectively to varied contexts and experiences.

Completing Year 2, Evolution of Consciousness deepens students' comprehension of how consciousness, culture, and self-transformation interconnect. By reflecting on their direct experiential engagement with consciousness development and examining theoretical perspectives, students gain valuable insights into transformative learning.

This combination of experiential reflection and conceptual understanding establishes a strong foundation for the original research they will pursue in Year 3.

- **Unit 5: Researching Transformative Learning (60 Credits)**

This culminating unit supports students in conducting substantial original research that contributes to social and cultural change through transformative practice.

Building on methodologies and understanding developed throughout the programme, students begin by formulating meaningful research questions about transformative learning. These questions emerge from their own learning experiences across the previous units and connect to their professional contexts. Students then develop these questions into formal research proposals that outline their intended contribution to the field.

With proposals established, students implement research projects that demonstrate sophisticated engagement with holistic approaches to learning and development. The unit provides a flexible research framework, allowing students to investigate transformation using methods that align with their particular professional settings and interests. This flexibility ensures that research remains grounded in practice while maintaining academic rigour.

Through this structured yet adaptable research process, students develop as both practitioners and scholars of transformative learning, capable of making original contributions that bridge theory and practice in their professional fields.

Students work independently while maintaining dialogue with peers and tutors, developing research capabilities while refining their philosophical and practical approaches. They learn to integrate theoretical sophistication with innovative practice, establishing foundations for continuing development as change-makers. Their research makes substantive contributions to transformative practice across learning, cultural and social contexts.

The unit emphasises practical application of research insights, ensuring academic rigour serves broader cultural and social transformation. Students develop and implement innovative approaches to learning, systemic change, and social development, demonstrating their capacity to lead transformative initiatives in varied contexts. This work establishes foundations for continuing development while contributing to the evolution of learning and cultural practice.

### **Course Units**

- TLP701: Holistic Ways of Seeing (40 credits)
- TLP702: The Living World (20 credits)
- TLP703: Organism and Environment (20 credits)
- TLP704: Evolution of Consciousness (40 credits)
- TLP705: Researching Transformative Learning (60 credits)

## Course Diagram

This diagram shows the proposed start/end dates for each unit and shows teaching weeks only; holiday periods are not included.

Semester 1 (Autumn)	Semester 2 (Spring)	Semester 3 (Summer)		
Year 1				
<b>TLP701: Holistic Ways of Seeing</b> (40 credits)		<b>TLP702: The Living World</b> (20 credits)		
Year 2				
<b>TLP703: Organism and Environment</b> (20 credits)	<b>TLP704: Evolution of Consciousness</b> (40 credits)			
Year 3				
<b>TLP705: Researching Transformative Learning</b> (60 credits)				

