Liverpool John Moores University

Title:	WORK BASED LEARNING FOR PROFESSIONAL DEVELOPMENT
Status:	Definitive
Code:	**5001PS** (114714)
Version Start Date:	01-08-2020

Owning School/Faculty:	Humanities and Social Science
Teaching School/Faculty:	Humanities and Social Science

Team	Leader
Stephen Moss	Y

Academic Level:	FHEQ5	**Credit Value:**	60	**Total Delivered Hours:**	480
Total Learning Hours:	600	**Private Study:**	120		

Delivery Options
Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	20
Off Site	417
Online	40
Tutorial	3

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	1500 word Introduction	15	
Essay	AS2	6000 word essay (1500 word Introduction can be integrated into the body).	45	
Reflection	AS3	2000 word Impact Assessment.	20	
Technology	AS4	Contribution to the online community - Forum 1	10	
Technology	AS5	Contribution to the online community - Forum 2	10	

Aims

1. To develop student officer's critical skills by enabling them to examine their work role, through undertaking an in-depth study of an aspect of police work that is of particular interest to them and examining this within the wider context of their organization, partner organizations and society.
2. To provide student officers with the methods necessary to support their continuing professional development.
3. To enable student officers to reflect on their learning over the Foundation Degree and to identify strengths and weaknesses on which they can improve in their continuing professional development.

Learning Outcomes

After completing the module the student should be able to:

1   Recognise appropriate topics for study from their work experience while on active patrol.
2   Identify a focus for their inquiry and be able to select and develop a SMART project proposal for an aspect of police work that interested them as they experienced active patrol.
3   Plan an inquiry.
4   Identify and utilise relevant sources of information to support their research proposal showing the inter-professional and inter-disciplinary connections of their work and be able to identify bodies of knowledge to contribute to their professional development.
5   Analyse key issues of professional argument, debate or controversy within their chosen topic and present it in a coherent, well planned, sustained piece of written work that contextualises active policing in a critical framework.
6   Reflect upon and evaluate their own professional practice, learning and development over the FD, recognising their strengths and weaknesses and be able to action plan for continuous professional improvement.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Essay Introduction	1	2	3	4
Essay Body	2	3	4	
Reflective Practice	3	5	6	
Forum 1	5			
Forum 2	5			

Outline Syllabus

Social Science research methods including sampling, interviewing and questionnaire

design.
Impact assessment.
Critical reading and writing.

Learning Activities

Access on-line learning materials, electronic communications with supervisors and other students (any of the following: Messenger, discussion board, Wiki, blog, e-mail), one-to-one supervision and tutorials, own research. In addition access to Expert comment through engaging on-line, in discussion to explore key concepts, ideas and relevant topics.
Student officers will be encouraged to set up small study groups to offer support and collaboration and will be expected to actively participate in on-line community of inquiry to share plans/ideas/findings and receive/offer critical feedback.

Notes

This CPD is designed to introduce students to the concept of continuing professional development and provide them with the skills and methods to integrate this process into their working practice. Building on work-based experience, students will critically examine an aspect of work of particular interest to them but also in the wider context of their organisation, partner organisations and society. They will develop analytical skills that will serve to support their work as critical actors in the community.