

Liverpool John Moores University

Title: Critical Approaches to Educational Governance
Status: Definitive
Code: **6123EDSTUD** (120775)
Version Start Date: 01-08-2016

Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Mark Meadows	Y

Academic Level: FHEQ6 **Credit Value:** 24 **Total Delivered Hours:** 48

Total Learning Hours: 240 **Private Study:** 192

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	24
Seminar	24

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	3000 words	50	
Presentation	AS2	Individual presentation	50	

Aims

The module aims to provide a critical perspective of different systems of educational governance within the context of political, social, cultural and economic influences.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically analyse competing national and international models of educational governance.
- 2 Discuss the implications of both public and private provision of education.
- 3 Evaluate alternative models of provision.

Learning Outcomes of Assessments

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

Assignment 1	1	2
Assignment 2	3	

Outline Syllabus

Local, regional, national and international systems of governance. Governance and political power. Educational governance and democracy. Privatisation and educational provision. Equity and access to education. Globalisation and internationalisation. Competing models of practice and alternative models of provision. Resistance and community education.

Learning Activities

This module will be taught through a combination of lectures, seminars and group work. Lectures will formally introduce students to the subject matter. Seminars and group work will enable students to clarify and discuss various aspects of their ideas around the subject.

Blackboard, private study and independent reading

Notes

Students will demonstrate a critical understanding of their own and other education systems and consider the moral, religious, and philosophical underpinnings of education systems.