Liverpool John Moores University

Title:	Leading vocational education: policy to practice
Status:	Definitive
Code:	**7021AEPMA** (116261)
Version Start Date:	01-08-2019

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

Team	Leader
Diane Lloyd	Y

Academic Level:	FHEQ7	**Credit Value:**	20	**Total Delivered Hours:**	22
Total Learning Hours:	200	**Private Study:**	178		

Delivery Options
Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	22

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Reflective practice assignment (equivalent to 4000 words) reflecting on leading and managing change	100	

Aims

Expand their knowledge and understanding of the local implementation issues when introducing successful vocational education through learning based on engagement with research, policy and practice.
Develop critical professional practice through analysis of and reflection on and engagement with this knowledge and understanding in their professional setting.
Develop professionally and personally through engagement with the module.

Learning Outcomes

After completing the module the student should be able to:

1   Identify professional development needs, using a practitioner enquiry approach to critically reflect on practice
2   Display knowledge and critical understanding of key theoretical frameworks and concepts in vocational education policy and practice
3   Critcially analyse and synthesise research findings and other evidence to inform their practice in vocational education policy to practice.
4   Reflect on and evaluate on the impact of their learning on professional practice, sharing knowledge in an appropriate way

Learning Outcomes of Assessments

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

Essay   1   2   3   4

Outline Syllabus

Collaborative Quality Assurance of work based learning
Developing collaborative partnerships with employers
Work related learning
Change Management
Deep leadership
Coaching and mentoring as a framework for collaborative working

Learning Activities

Learning activities will include tutor input, group discussion and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice as appropriate.

Notes

•   Display knowledge and critical understanding of the issues related to vocational education within their local context
•   Display knowledge and critical understanding of the issues related to collaborative working required for vocational education
•   Analyse, synthesise and critically reflect on the importance of change management within their local context.
•   Reflect on and evaluate the impact of their learning on their professional practice