

Enhancing Programme Leadership Programme (EPLP)

About the Programme

VTC strives to offer vocational and professional education and training programmes that meet learners' diverse interests and societal expectations. In promoting quality enhancement specifically in the area of programme leadership, the Centre for Learning and Teaching (CLT) offers a new structured programme: *Enhancing Programme Leadership Programme* (EPLP). Following the VTC Quality Enhancement (QE) Gold Standards, this 9-hour Programme is intended to equip participants with essential skills, practical knowledge, and positive attitudes for the wide range of academic and administrative duties.

Target Participants

Programme Leaders, Stream Leaders and Module Leaders

Teachers who aspire to perform future leadership roles

Programme Aims

This Programme aims to sharpen participants' essential skills in taking up programme leadership in VTC, to equip them with practical leadership knowledge and latest development in VPET, and to adopt a positive attitude by establishing a supportive network across programmes and operational units.

Programme Intended Learning Outcomes

Upon completion of the Programme, participants are expected to be able to:

- develop a solid framework in programme design, management and review;
- devise appropriate strategies to offer necessary support to students, execute effective staff management, engage external stakeholders for the betterment of student learning;
- incorporate quality assurance and enhancement mechanisms in programme leadership; and
- develop a network across programmes and operational units for exchange and collaboration.

Module Outlines and Intended Learning Outcomes

Module 1: Getting Ready to be a Programme Leader

Programme leaders in VTC are always adept at using multiple systems to organise and understand a volatile environment. In this module, participants would be acquainted with their general roles and responsibilities. An overview of significant facets covered in the VTC Quality Enhancement (QE) Gold Standards would also be explored to facilitate participants to achieve quality programme design, implementation and management in pursuit of students' interests and achievement.

On completion of the module, participants would be able to:

- identify the general roles and responsibilities of programme leaders; and
- reflect on their practices of the quality assurance and enhancement in programme design, implementation and management with the VTC QE Gold Standards.

Module 2: Programme Design and Development

With the substantial changes in our society and the evolving setting of VPET, programme design and development have become a dynamic process, which should be planned in a progressive, systematic and holistic way. In this module, participants would be referred to the principles and procedures of such development in VTC. Programme and instructional design would also be examined with reference to case studies and examples extracted from learning programmes at QF Level 4.

On completion of the module, participants would be able to:

- identify the guiding principles and important procedures of programme or module development; and
- design the programme structure and content, including module arrangements, learning and teaching activities and assessments, and implement the programme with the sensitivity to the evolving setting of VPET.

Module 3: Programme Enhancement and Implementation

VTC adopts a “fitness for purpose” approach in quality assurance to fulfill the aims and objectives of the Council and comply with public accountability standards. In this module, participants would be introduced to essential knowledge and skills in implementing continuous programme improvement which aligns with VTC or respective discipline’s strategic initiatives. Good practices in facilitating quality assurance and review would also be discussed with reference to case studies and examples extracted from learning programmes at QF Level 4.

On completion of the workshop, participants would be able to:

- plan the maintenance and continuous improvement actions for an ongoing programme with a holistic approach; and
- discuss good practices in facilitating the quality assurance mechanism, and recommendations of recent quality assurance exercises.

Module 4: Building an Effective Team

Facing rapidly changing environments in VPET, programme leaders should take an initiative to build team capacity by coaching the team for a broader vision, a merger synergy, and professional accountability. In this module, participants would be required to develop essential skills as leaders and devise appropriate strategies for team building. In addition, issues related to staff management would be discussed with reference to case studies and examples.

On completion of the module, participants would be able to:

- identify key leadership skills required for a programme leader; and
- devise appropriate strategies for effective team building and staff management.

Module 5: Learning Experience and Student Support

Students’ interests are always vital in a well-designed programme. Providing sufficient and quality learning experience as well as student support is crucial to facilitate the successful completion of their study. In this module, participants would explore ways to enhance students’ learning experience and to support students at different stages of their learning journey. Challenges of managing student issues would also be discussed with reference to case studies and examples.

On completion of the module, participants would be able to:

- identify measures to enhance students’ learning experience; and
 - discuss appropriate strategies to support student learning.
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