

Programme Specification

Award and title: Postgraduate Certificate in Professional Training and Development

<i>School:</i>	York Business School
<i>Subject area:</i>	Business Management
<i>Entry from academic year:</i>	2024-25
<i>in the month(s) of</i>	September, February, June
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York St John University Humberside Police Training Centre (for a police trainer cohort exclusively)
<i>Programme/s accredited by:</i>	
<i>Exit awards:</i>	
<i>UCAS code / GTTR / other:</i>	
<i>Joint Honours combinations:</i>	
<i>QAA subject benchmark statement(s):</i>	
<i>Mode/s of study:</i>	Part time for 12 months
<i>Language of study:</i>	English
<i>Paired with Foundation Year</i>	No
<i>Study abroad opportunities:</i>	No
<i>Opt-in YSJU Placement Year opportunity:</i>	No

Introduction and special features

As the world of Learning and Development changes the blurring between education and training increases. The development of Higher and Degree Apprenticeships has meant that many teaching and delivery organisations want to make use of occupationally competent trainers to support the delivery and assessment of programmes.

The Postgraduate Certificate in Professional Training and Development is a professional development programme which aims to enhance your academic practice in order to inspire learning and cultivate curiosity and help you apply your training experience to teaching and assessment in a Higher Education context. It equips you with a range of pedagogic techniques and practical skills which you can use in HE and in your own training practice. The development of research capacity is delivered through the lens of contemporary Human Resource Development literature.

The programme demonstrates student-led teaching approaches, and models effective practice in all aspects of training practice. The programme combines academic learning with a curriculum founded on skill development. The programme encourages you to develop a reflective approach to your own practice. You will engage with contemporary research and scholarship relevant to your area of expertise and be encouraged to consider approaches in your own practice. You are encouraged to learn together with other participants as a community of learners.

The programme will draw on the [UK Professional Standards Framework \(UKPSF\)](#), a national set of professional standards and guidelines for anyone involved in teaching and supporting learning in HE. Aligning your practice to the UKPSF will help you demonstrate an ongoing commitment to improving the

quality of teaching and enhancing your students' learning experience. You can have this commitment recognised by applying for associate fellowship and / or fellowship of the Higher Education Academy (HEA) and join a community of fellows across the world.

Special Features

- Focus on training and development practice within a Higher Education context
- Focus on skills development and reflection on own practice
- Use of HRD curricula to underpin the development of research skills
- Use of a blended learning approach to provide an accessible practice-based development programme
- Undertake research, based on own professional practice

Admissions criteria

The programme is targeted to support the development of individuals involved (or are likely to be involved) in the delivery of learning and development within a vocational Higher Education context. Those admitted to the programme will have already demonstrated experience within a training / teaching role. It is anticipated that those admitted to the programme will have knowledge of the broader learning processes used in the transfer of knowledge and acquisition of skill.

You must meet the minimum entry requirements which are published on the programme specific webpage. In addition, you must have:

- Level 6 Qualification
- or
- Minimum of 2 years in a training role

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorks.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Recognition of Prior Learning \(RPL\)](#). We also consider applications for entry with advanced standing.

Programme aim(s)

The programme aims to enhance your academic practice in order to inspire learning and cultivate curiosity and help you apply your training experience to teaching and assessment in a Higher Education context. In doing so it has the following three objectives:

1. to draw on a wide range of intellectual resources, theoretical perspectives and academic disciplines to illuminate understanding of academic practice and application of training within a vocational Higher Education setting
2. to encourage the interrogation of learning and development processes in an applied context
3. to enable deep learning through reflection on personal experience within a training and development role.

Programme learning outcomes

Upon successful completion of the programme you will be able to:

Level 7

- 7.1 Explore, apply and justify appropriate pedagogical approaches to the design and delivery of effective learning, teaching and assessment activities in a vocational Higher Education context
- 7.2 Discuss and refine your values and philosophy of teaching and learning for a HE context, in order to develop your identity as a training professional
- 7.3 Reflectively evaluate your own practice as well as the practice of others
- 7.4 Apply a range of academic and intellectual skills relevant to study at Level 7 including, information-gathering, and problem-solving (incorporating creativity and innovation)
- 7.5 Critically analyse, synthesise, and evaluate information and data to aid learning and development
- 7.6 Conduct research and enquiry to further your understanding and to inform practice.

Programme structure

Code	Level	Weeks	Title	Credits	Module status	
					Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
MBH7007M	7	1-12	Criticality and Research in Training and Development	10	C	NC
MBH7008M	7	1-33	Learning, Teaching and Assessment in vocational Higher Education	20	C	NC
MBH7009M	7	8-52	Researching Practice in Training and Development	30	C	NC

N.B. This programme does not follow the standard semester calendar. See Appendix 1 for sample schedule.

Any modules that must be passed for progression or award are indicated in the table above as non-compensatable. A non-compensatable module is one that must be passed at the relevant level (with a mark of 50 in order to progress).

Learning, teaching and assessment

The programme uses a blended approach to learning, teaching and assessment encouraging active learning, discussion and sharing of practice in both face-to-face and on-line environments. The pedagogic approach reflects the principles of active learning and learning together with others in a community of practice.

The delivery model includes at least 2 days of workshop per module. This face-to-face delivery allows for the use of consolidation learning activities, and practice based and group learning activities. They also provide an opportunity for sharing of practice and the development of a learning community amongst the cohort.

Each module is taught through a combination of synchronous and asynchronous online learning and self-managed learning activities. This allows you to engage more flexibly with the programme and to fit your study around the commitments of your job role. The use of action learning sets, together with personal tutor mentoring will support the development of your own practice. The programme includes the use of critical

reflection with participants sharing experiences and the learning that they gained will support your development as a reflective practitioner.

As the learning on this programme relates closely to your professional role and responsibilities, there is a close integration between learning, teaching and assessment on the course and your own professional practice. For this reason, peer observation of practice contributes to the summative assessment of the Learning, Teaching and Assessment in vocational HE module. Formative activities are built in throughout programme to enable you to gain experience with unfamiliar areas of practice and to see how different areas of practice integrate and connect.

Your programme will culminate in the production of a Journal Article outlining your research into an area of practice. You will be supported in developing your research skills and your research capacity through MBH7007M Criticality and Research in Training and Development in which you will consider different research approaches through the lens of contemporary HRD research. Within this module you will critique a contemporary HRD relevant article before moving onto MBH7009M Researching Practice in Training and Development in which you will undertake research in an area of your choice (from within the HRD discipline base) and produce a Journal Article.

This programme is committed to inclusive practice through promoting equality, diversity and equal opportunity. Diversity of staff and students brings with different ideas, knowledge and experiences that contribute to an enriched learning environment. You will be encouraged to contribute to a diverse learning community. As part of the programme, you will engage in debate and discussion about potential sources of bias within HE and ways of mitigating it. You will also consider how marginalised voices can be better represented in HE and associated educational resources.

There is an emphasis within the programme on developing you as a learner within a community of practice that will provide sustainable support beyond the life of the programme. The use of self-managed groups such as action learning sets intentionally supports active learning, builds intra-organisational and cross-organisational relationships, encourages a culture of questioning, enquiring, problem-solving, and enhancement of pedagogic practices. You are strongly encouraged to engage with the scholarship of learning and teaching through engaging with wider communities of practice.

Peer Observation

Peer observation will be a feature of the programme and used to support your continuous professional development as well as demonstrate reflective teaching practice. You will be paired with a fellow student and encouraged to schedule a time between workshops for peer observation – both to be observed and to observe them in a teaching /training capacity. As part of the integration of the approach, you will explore observation and feedback practices and principles across a variety of potential teaching settings (including lectures, seminars, problem-based learning groups, dissections, demonstrations).

Peer Support Groups

You will be allocated a peer learning support group, providing mutual support during workshop days and between sessions in the run up to assessment deadlines. It is anticipated these groups will become self-directed over time. These will help build cohesion and build relationships within the cohort as well as encourage a culture of questioning, enquiring, problem-solving, and enhancement of pedagogic practices. The ground rules for the groups will be established from the outset with all discussions kept confidential and within the spirit of Chatom House Rules.

Progression and graduation requirements

The University's [general regulations for](#) postgraduate awards apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section as non-compensatable.

Internal and external reference points

This programme specification was formulated with reference to:

- [University mission and values](#)

- [University 2026 Strategy](#)
- [QAA subject benchmark statements](#)
- [Framework for Higher Education Qualifications](#)

Date written / revised:

Programme originally approved:

Appendix 1

Programmes Schedule

Cohort 1

Module Codes

Postgraduate Certificate in Professional Training and Development	
MBH7007M	Criticality and Research in Training and Development
MBH7008M	Learning, Teaching and Assessment in vocational Higher Education
MBH7009M	Researching Practice in Training and Development

Cohort 1 (April 2021)

6 th April 2021	Induction / Introduction
7 th April 2021 – 20 th April 2021	Online / Distant (10 hrs online)
21 st & 22 nd April 2021	MBH7007M MBH7008M
23 rd April 2021 – 7 th May 2021	Online / Distant / Research / Assessment (10 hrs online)
10 th & 12 th May 2021	MBH7007M MBH7008M
13 th May – 13 th July 2021	Online / Distant / Research / Assessment (20 hrs online)
14 July 2021	MBH7009M
15 th July 2021 – 9 th Aug 2021	Online / Distant / Research / Assessment (10 hrs online)
10 th August 2021	MBH7009M
11 th Aug – 5 th Jan 2022	Online / Distant / Research / Assessment (10 hrs online)

Further indicative start dates (subject to amendment)

June 2021

8th June 2021 - Start date

Postgraduate Certificate in Professional Training and Development	
Teaching Block (TB) Dates (face to face sessions)	Module
8 th June	Induction / Introduction
TB 1 22 nd & 23 rd June	MBH7007M MBH7008M
TB 2 13 th & 14 th July 2021	MBH7007M MBH7008M
TB 3 15 th September 2021	MBH7009M
TB 4 12 th October 2021	MBH7009M

October 2021

4th October 2021 – Start date

Postgraduate Certificate in Professional Training and Development	
Teaching Block (TB) dates (face to face sessions)	Module
6 th Oct 2021	Induction / Introduction
TB 1 19 ^h & 20 th October 2021	MBH7007M MBH7008M
TB 2 10 th & 11 th November 2021	MBH7007M MBH7008M
TB 3 17 th January 2022	MBH7009M
TB 3 17 th February 2022	MBH7009M

February 2022

07th February – start date

Postgraduate Certificate in Professional Training and Development	
Teaching Block (TB) dates (face to face sessions)	Module
8 th February	Induction / Introduction
TB 1 22 nd & 23 rd February 2022	MBH7007M MBH7008M
TB 2 16 th & 17 th March 2022	MBH7007M MBH7008M
TB 3 16 th May 2022	MBH7009M
TB 3 13 th June 2022	MBH7009M