

## Programme Specification

### Award and title: Postgraduate Certificate in Action Learning Facilitation

<i>School:</i>	London
<i>Subject area:</i>	Business Management
<i>Entry from academic year:</i>	2024-2025
<i>in the month(s) of</i>	Every month
<i>Awarding institution:</i>	York St John University
<i>Teaching institution:</i>	York St John University
<i>Delivery location:</i>	York St John University
<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>	Postgraduate periods of study <sup>1</sup> for full time / part time Undergraduate periods of study <sup>1</sup> for full time / part time
<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
<i>Excluding a year-long placement/professional experience, are there placement/field trip/work experience(s) totalling 20 days or more?</i>	No

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## Introduction and special features

This integrated programme combines the power of Action Learning (AL) with the development of self-reflective practices and coaching leadership skills to equip you with the essential tools, insights, and strategies needed to drive personal, team, and organizational transformation. Through the combination of theoretical exploration and practical application, you will not only deepen your understanding of AL but also develop the self-awareness, coaching abilities, and confidence required to facilitate meaningful change in dynamic, real-world settings.

You will learn in a fast-paced environment that mirrors the world of work, via innovative, collaborative and inclusive methods, to enable effective engagement, analysis and evaluation of the operational and strategic environment of small, medium, large businesses.

This programme offers a modern approach to thinking, behaving, operating and managing successfully in a complex and challenging world. Throughout the programme you will immerse yourself in a connected and

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<sup>1</sup> The standard period of study will apply unless otherwise stated; please refer to the Regulations for Undergraduate/Taught Postgraduate/Professional Doctorate Awards <https://www.yorks.ac.uk/policies-and-documents/regulations/> for information on standard periods of study

dynamic environment to develop skills in leadership, change management, Action Learning Set and Equity Diversity and Inclusivity (EDI). You will also gain deeper understanding of critical analysis, greater ability in innovative thinking through problem solving in real world scenarios and develop ideas around being a socially conscious reflective practitioner.

You will engage in a comprehensive personal development programme that will include 1:1 coaching and continuous reflection, following on from a personalised and confidential psychometric assessment. This will aid your transition into UK Higher Education and understanding on how to approach the programme with a strong, determined and confident mind set. You will be expected to build on your personal development throughout the programme by regularly contemplating your achievements and growth, which will further develop your confidence and resilience. This will be accomplished through keeping a reflective journal of your journey and discussing these in your 1:1 coaching. At the end of the programme, you will have gained a deep awareness and appreciation of your abilities and how they can add significant value to your employer, enabling you to effectively progress in your career.

## **Admissions criteria**

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)**

This programme aims to combine Action Learning (AL) and self-reflective practice to develop participants' skills as leaders and facilitators who can drive personal, team, and organisational transformation. It aims to explore the foundational principles of AL and apply its problem-solving approach to real-world challenges. The programme aims to help participants develop practical facilitation skills, including creating effective Action Learning Questions (ALQs) and using problem-solving tools, while understanding how AL contributes to individual growth, organisational development, and systemic change. Ultimately, the programme aims to equip participants with the knowledge and expertise to become impactful AL facilitators who foster a learning environment that supports innovation, continuous improvement, and effective influence across teams and organisations.

The programme aims to support the growth of participants as reflective practitioners by focusing on self-reflection, coaching leadership, and influencing skills, which are integral to building resilience. It aims to use tools such as the DISC personality assessment to enhance self-awareness, helping participants identify their leadership style and strengths. By developing influencing skills, participants can better manage change and challenges, thus reinforcing their personal resilience. The programme will explore various models and techniques for coaching and influencing, empowering others, and fostering values-based leadership, which in turn helps individuals cope with adversity and drive positive outcomes. Through reflecting on their personal learning journey and integrating coaching methodologies, participants will refine their approach to solving business challenges and build a toolbox of coaching techniques for future-focused, influential, and resilient conversations.

The programme aims to integrate learning from both components to address real-world business challenges through research-informed solutions. It aims to review progress in Action Learning Question (ALQ) stages and help participants create a development plan for continuous growth. The programme aims to allow participants to demonstrate their learning through assessments. By combining Action Learning with reflective practice, coaching, and influencing strategies, the programme aims to develop confident and resilient leaders who can facilitate transformation, drive change, and support both personal and organisational development.

## Programme learning outcomes

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

### Level 7

- 7.1 Apply Action Learning Set methods to contemporary social problems
- 7.2 Critically consider different approaches to leading and managing change through planning and engagement of people
- 7.3 Demonstrate sensitivity to diversity issues through reflection on diverse perspectives and cultural differences.
- 7.4 Identify and critique the various contemporary approaches of coaching
- 7.5 Apply Reflective Practices in Action Learning through the use of Use Diagnostic Tools for Self-Awareness
- 7.6 Analyse and Evidence Growth for Professional Impact

## Programme structure

Code	Level	Module order	Title	Credits	Module status	
					Compulsory (C) or optional (O)	non-compensable (NC) or compensable (X)
LDV7000M	7	1	Action Learning Question (Delivered by Value Improvement Projects Limited (VIPL)	40	C	NC
LDV7001M	7	2	Self as an Instrument of Change	20	C	NC

Any modules that must be passed for progression or award are indicated in the table above as non-compensable. A non-compensable 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 learning, teaching and assessment philosophy is based on the principles of learner-driven pedagogy, integrative curriculum design and sustainable assessment, to develop the innovative professional and reflective practitioner. The programme is focused on fostering desirable graduate attributes through inclusive and equitable teaching and assessment practices that prioritise your experience as leaders of tomorrow. As a result, several tenets underpin the programme's design, including:

- The use of action learning, which is practical, authentic and experiential in nature
- Developing levels of responsibility, accountability and autonomy over time
- Focusing on holistic competence, as well as programme content
- Encouraging reflection as an aid to learning
- Promoting self-directed learning to enable you to take ownership of your educational journey

The programme recognises that you are likely to bring significant experience and knowledge that can be shared and subsequently shape the learning environment. Therefore, the programme's pedagogy and andragogy are divergent, rooted in project-based, inquiry-led and self-directed learning approaches. This encourages you to actively engage in identifying your learning goals, seeking resources and reflecting on your progress.

The modules are designed and delivered utilising a range of teaching, learning and assessment techniques, including (online/video) lectures, workshops, discussion forums and tutorials. By embracing diverse assessment practices, the programme ensures an inclusive and individualised experience through mechanisms such as portfolios and presentations. Each Module Tutor will provide formative assessment opportunities and feedback/forward to inform your work prior to submission. You will benefit from a variety of feedback modes (as appropriate to the method of assessment), encompassing verbal/audio, written/rubric, live/in-person and via individual and/or group coaching techniques. Feedback received will detail how you can develop areas of research, subject knowledge, professional practice and self-directed learning skills.

## Progression and graduation requirements

The University's [regulations](#) for taught 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-compensable.

## Internal and external reference points

This programme specification was formulated with reference to:

- [University Mission, Culture and Values](#)
- [University 2026 Strategy](#)
- [QAA subject benchmark statements](#)
- [Frameworks for Higher Education Qualifications](#)

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*Date written / revised:*

*Programme originally approved:*