

## Programme Specification

### Award and title: Graduate Certificate in Professional Training Practice

<i>School:</i>	York Business School
<i>Subject area:</i>	Business Management
<i>Entry from academic year:</i>	2021/22
<i>in the month(s) of</i>	October, February
<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 9 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

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### 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 vocational programmes.

The Graduate Certificate in Professional Training Practice is a professional development programme which aims to enhance your academic practice to be able to inspire learning and cultivate curiosity and help you apply your training experience to teaching and assessment in a Higher Education context. The programme will help you to further the development of your practice through reflection on your previous experience. It will equip you with a range of skills to enable you to transfer and connect your prior experience with the HE context.

The programme considers student-led teaching approaches and effective practice in your training role. The programme encourages you to develop a reflective approach to your own practice and that of your organisation. You will engage with contemporary research and scholarship relevant to your discipline. You are encouraged to learn together with other participants as a community of learners.

The programme follows a blended delivery approach using a combination of face to face delivery (over a minimum of two days per module) with synchronous and asynchronous online activities, reading and directed activity.

### **Special Features**

- Focus on training and development within a Higher Education context
- Use of a blended learning approach to provide an accessible practice-based development programme
- Undertake research, based on context related to 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 the development of skill.

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

- Level 5 Qualification

or

- Minimum of 1 year 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 develop an understanding of training and development within a Higher Education context
2. to develop knowledge and skills relevant to the delivery of vocational-based HE provision
3. to build on your prior experience within a training and development role.

## Programme learning outcomes

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

### Level 6

- 6.1 Select, justify, and reflect on approaches to the design and delivery of effective learning, teaching and assessment activities within vocational Higher Education programmes
- 6.2 Apply a range of academic and intellectual skills relevant to study at an undergraduate level including information-gathering and problem-solving (incorporating creativity and innovation)
- 6.3 Critically analyse, synthesise, and evaluate information and data to aid learning and development
- 6.4 Conduct research and enquiry to further your understanding and to inform your practice
- 6.5 Critically reflect on the application of your own value system to your academic practice.

## Programme structure

Code	Level	weeks	Title	Credits	Module status	
					Compulsory (C) or optional (O)	non-compensatable (NC) or compensatable (X)
BMR6006M	6	1-39	Researching in Training and Development	30	C	NC
BMH6008M	6	1-22	Introduction to Learning, Teaching and Assessment in a Vocational HE Context	10	C	NC
BMH6007M	6	1-14	Themes in Human Resource Development	20	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 40 in order to progress).

## **Learning, teaching and assessment**

The programme adopts a blended learning approach making use of online delivery, face to face classroom activities, peer and tutorial-based support, encouraging active learning, discussion and sharing of practice in both face-to-face and on-line environments. Each module is taught through a combination of synchronous and asynchronous online learning and self-managed authentic group 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 programme facilitates the development of integrated teaching and not the use of isolated modules, allowing you to fully integrate learning and assessment activities with your workplace practice. Online lecture material and associated activities will be supplemented with 2 days of workshops per module, in which practical activities and groupwork will be used to enhance learning. The teaching and learning activities will also be supplemented with 1:1 and small group action sets and tutorials.

Formative activities are built in throughout programme to support your development. 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 programme and your own professional practice. Assessment will make use of contextualised assessments which will be work related in nature. This will ensure the programme meets the needs of your role, while also meeting the needs of an academic programme at the appropriate level. As such you will make use of your workplace roles and undertake a variety of assessment activities.

Although, practice based, the programme will make use of research informed teaching, embedding staff research into the programme to ensure a contemporary basis to delivery. You will consider the role of vocational higher education and how the focus of this has changed over time. In particular, you will consider this in the context of delivery and assessment and consider how different approaches can be adopted to provide an effective learning environment. Throughout the programme you will engage in scholarship and engage in academic activities developing appropriate study and appropriate academic skills, notably research skills. Part way through your programme, you will be introduced to research methods appropriate to undertaking a research project (module *Training and Development Research*) during the latter phase of your studies. In this module you will undertake a piece of research related to your training role.

Inclusive practice is central to the programme. Diversity of staff and students brings with it, different ideas, knowledge and experiences that contribute to an enriched learning environment. An inclusive environment for learning anticipates the varied experience of learners and the contribution they can make to the learning experience of others. As such you will be encouraged to contribute to the wider community of learners engaged within the programme as well as 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.

### **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](#) undergraduate 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](#)

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*Date written / revised:*

*Programme originally approved:*

## Appendix 1

### Programme Schedule - Cohort 1

#### Module Codes

<b>Graduate Certificate in Professional Training Practice</b>	
BMR6006M	Researching in Training and Development
BMH6008M	Introduction to Learning, Teaching and Assessment in a Vocational HE Context
BMH6007M	Themes in Human Resource Development

#### Cohort 1 (April 2021)

6 <sup>th</sup> April 2021	Induction / Introduction
7 <sup>th</sup> April 2021 – 20 <sup>th</sup> April 2021	Online / Distant (10 hrs online)
21 <sup>st</sup> & 22 <sup>nd</sup> April 2021	BMH6007M BMH6008M
23 <sup>rd</sup> April 2021 – 7 <sup>th</sup> May 2021	Online / Distant / Research / Assessment (10 hrs online)
10 <sup>th</sup> & 12 <sup>th</sup> May 2021	BMH6007M BMH6008M
13 <sup>th</sup> May – 13 <sup>th</sup> July 2021	Online / Distant / Research / Assessment 20 hrs online)
14 July 2021	BMR6006M
15 <sup>th</sup> July – 9 <sup>th</sup> Aug 2021	Online / Distant / Research / Assessment (5 hrs online)
10 <sup>th</sup> August 2021	BMR6006M
11 <sup>th</sup> Aug – 5 <sup>th</sup> Oct	Online / Distant / Research / Assessment (5 hrs online)

#### Further indicative start dates (subject to amendment)

##### October 2021

##### 04<sup>th</sup> October – start date

<b>Graduate Certificate in Professional Training Practice</b>	
Teaching Block (TB) dates (face to face sessions)	Module
6 <sup>th</sup> Oct 2021	Induction / Introduction
TB 1 19 <sup>h</sup> & 20 <sup>th</sup> October 2021	BMH6007M BMH6008M
TB 2 10 <sup>th</sup> & 11 <sup>th</sup> November 2021	BMH6007M BMH6008M
TB 3 17 <sup>th</sup> January 2022	BMR6006M
TB 3 17 <sup>th</sup> February 2022	BMR6006M

## February 2022

07<sup>th</sup> February – start date

<b>Graduate Certificate in Professional Training Practice</b>	
Teaching Block (TB) dates (face to face sessions)	Module
8 <sup>th</sup> February	Induction / Introduction
TB 1 22 <sup>nd</sup> & 23 <sup>rd</sup> February 2022	BMH6007M BMH6008M
TB 2 16 <sup>th</sup> & 17 <sup>th</sup> March 2022	BMH6007M BMH6008M
TB 3 16 <sup>th</sup> May 2022	BMR6006M
TB 3 13 <sup>th</sup> June 2022	BMR6006M

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