

University of Cambridge: Programme Specifications

Every effort has been made to ensure the accuracy of the information contained in this programme specification. At the time of publication, the programme specification has been approved by the relevant teaching Faculty or Department. It is, however, natural for courses to develop and change over time and we reserve the right, without notice, to withdraw, update or amend this programme specification at any time.

Advanced Diploma in Training, Learning & Development

1. Awarding Institution	University of Cambridge
2. Teaching Institution	University of Cambridge Institute of Continuing Education
3. Programme accredited by	Judge Business School
4. Final Award	Advanced Diploma in Training, Learning & Development
5. Programme Title	Training, Learning & Development
6. UCAS Code (or other coding system if relevant)	N/A
7. Relevant QAA Subject Benchmark groups	Education Studies
8. Qualifications Framework Level	N/A
9a. Date of production	March 2009
9b. Last Reviewed	N/A

The Advanced Diploma in Training, Learning & Development is delivered by the Institute of Continuing Education (IoCE). The Advanced Diploma forms part of the Institute's programme of credit-bearing professional development qualifications offered at FHEQ Level 6 offered to part-time adult students.

Aims of the Programme

The programme aims to

1. provide a solid academic base in the fields of learning, development and adult education
2. provide a framework, informed by current thinking and theory, for understanding aspects of human development and learning
3. enable students to develop understanding and critical evaluation of the role of learning and development in a knowledge-based economy
4. provide a pragmatic insight into the processes and systems required to conceptualise, research, develop and deliver practical and relevant learning and development programmes in and for a variety of contexts and settings
5. enable students to explore analytical processes and tools that will develop critical thinking skills in assessing learning and development opportunities and devising appropriate strategies and tactics

Learning outcomes

On successful completion of the programme, students should be able to demonstrate the following learning outcomes:

Knowledge and Understanding

1. in-depth knowledge and critical understanding of key and current theories that underpin learning, development and adult education
2. comprehensive and detailed knowledge, and critical understanding, of current concepts, issues and challenges related to learning, development and adult education
3. in-depth knowledge and critical understanding of recognising, and addressing, the challenges faced in developing and delivering meaningful learning and development programmes
4. understanding of key business and management concepts, including marketing, financial management, planning and copyright and intellectual property issues, and the critical importance of their interplay in learning and development practice
5. awareness of personal responsibility and professional codes of conduct in the conduct of learning and development activities

Cognitive/Intellectual Skills

1. ability to critically evaluate theories and concepts underpinning learning and development as an applied area of study as evidence to support recommendations made, reviewing reliability, validity and significance
2. ability to identify and define a concept or idea with potential for application in a new context
3. ability to demonstrate confidence and flexibility in identifying and defining complex problems in order to apply appropriate knowledge and skills to their solution
4. ability to analyse new situations or abstract data using objective and logical criteria to make informed and critical judgements
5. ability to consider and respond to the practical applications and limitations of theories and concepts in the development of practical and innovative learning solutions

Transferable Skills

1. Self-evaluation, through demonstrating confidence in the application of their own criteria of judgement, challenging received opinions, and reflecting on action. They will seek and make use of feedback
2. autonomy, through taking responsibility for their own work, and critically analysing it
3. strategic thinking, through demonstrating their ability to apply a strategy to an idea, project or problem to achieve an effective conclusion
4. situational analysis, through demonstrating their ability to analyse a situation or information and competently undertaking reasonably straight-forward research tasks with minimum guidance
5. communication and presentation skills, through engaging effectively in debate in a professional manner and producing detailed and coherent project reports presented in a professional and confident manner
6. problem-solving skills, through identifying and defining complex problems and applying appropriate knowledge, tools, and methods to their solution

7. leadership, management, and team work skills, through interacting effectively within a team learning group, and recognising, supporting and being proactive in the various aspects of leadership; they will demonstrate ability to negotiate in a professional context and manage conflict

Teaching and learning methods

Teaching methods will include, but not be limited to, formal lectures, interactive seminars and workshops, discussion and networking groups, structured reading and case analysis and presentation. Teaching sessions will set out concepts, conceptual frameworks and theory relating to the topics to be covered; other modes of teaching and learning are designed to enable participants to achieve the stated learning aims and objectives.

Periods of self-directed study and research between blocks of attendance will also be required; this will be enhanced through a Virtual Learning Environment (VLE), which will enable students and tutors to consolidate and expand upon the formally taught components. Students will be expected to carry out significant in-depth research and analysis between taught sessions; they will be able to discuss issues with their course tutor and the Course Director through the VLE.

Assessment methods

Each course is assessed using multiple and inter-related strategies, including written individual research essays, practical assignments, research projects, and case studies. Active participation is required in all course activities. Assessment will include participation in experiential and structured exercises, such as role plays, and submission of written assignments to a total of 3,000 – 3,500 words per course.

Programme structure: overview

The programme is offered at FHEQ Level 6 and attracts 120 credits. It consists of eight courses, each of which attracts 15 credits. All courses are compulsory, and all incorporate individual research.

Courses will be delivered in a blended format, consisting of required intensive residential sessions, supported by a tutor-led and interactive Virtual Learning Environment (VLE). The programme involves an estimated 120 contact hours, in addition to self-managed time for preparation, assignments, further reading and contact with tutors and speakers in lecture and workshop settings, and through the VLE.

The programme is offered on a part-time basis, and students will normally take up to 2 years to complete the Advanced Diploma. The maximum time for completion will normally be 3 years. Courses are free-standing and may be taken in any sequence.

The Advanced Diploma in Training, Learning and Development consists of:

- Course 1: Overview of Training and Learning Management (15 credits)
- Course 2: Adult Learning and Learning Styles (15 credits)
- Course 3: Instructional Approaches in Learning and Development (15 credits)
- Course 4: Coaching and Mentoring for Learning and Development (15 credits)
- Course 5: Culture and Diversity Issues in Learning and Development (15 credits)
- Course 6: Evaluating Learning and Development for Business Performance (15 credits)

Course 7: Needs Analysis and Evaluation (15 credits)

Course 8: Facilitation Skills for Learning and Development Professionals (15 credits)

In addition, students will complete a non-credit orientation session prior to commencing the programme.

Programme structure: detail

Course 1: Overview of Training and Learning Management (15 credits)

Training, learning and development are crucial for individual and organisational success in today's knowledge-based workplace. This course will enable students to develop a critical understanding of the strategic role that training and development play, and the key management functions that underpin decision-making in developing effective training and learning programmes in a variety of contexts. Students will consider and analyse the complexities associated with the management of training and development in different organisational settings.

Course 2: Adult Learning and Learning Styles (15 credits)

Students will develop critical understanding of the underlying values and principles of adult education, analyse current theory and academic research in the field of adult education, and consider the implications of their application in different contexts and environments. Students will consider and analyse the impact of adult learning styles, the diversity of learners, and the complexities of the learning process in integrating theory and practice.

Course 3: Instructional Approaches in Learning and Development (15 credits)

This course enables students to develop critical understanding of current theory and concepts of instructional design, and their application in creating effective programmes for adult learning and development. Students will consider and analyse the interrelationship and application of various techniques, learning environments and delivery methods in turning theory into practice in the development of effective training programmes.

Course 4: Coaching and Mentoring for Learning and Development (15 credits)

Coaching and mentoring are key components of modern learning and development strategies. This course enables students to develop critical understanding of the theories and concepts that underpin coaching and mentoring practice, and to take a systematic view in analysing the application of theory to practice in different contexts and environments.

Course 5: Culture and Diversity Issues in Learning and Development (15 credits)

Today's global workplace presents increasing levels of complexity related to culture and diversity. This course will challenge students to critically evaluate issues of culture and diversity in the design, development, delivery, implementation and evaluation of training and development programmes, and to reflect on their own and others' value systems.

Course 6: Evaluating Learning and Development for Business Performance (15 credits)

The evaluation of training, learning and development outcomes in terms of individual and organisational impact and benefit are key management drivers in strategic decision-making. This course enables students to develop critical understanding of

the evaluative systems and benchmarks applied to learning and development in a variety of contexts, and the different purposes for which they are used.

Course 7: Needs Analysis and Evaluation (15 credits)

This course enables students to develop a critical understanding of current concepts in needs assessment and evaluation, and the interrelationship between them. Students will consider a range of systematic approaches that are relevant to different situations, and formulate appropriate and valid responses to different situations. This course will also encourage students to examine and evaluate internal and external trends that have an impact on training and development.

Course 8: Facilitation Skills for Learning and Development Professionals (15 credits)

This course enables students to develop critical understanding of, and skill in, the role of facilitation in training, learning and development. Students will examine and critique concepts and techniques that promote learning and thinking, and actively apply them in various settings to develop confidence in evaluating the effectiveness of different techniques for different situations.

Non-credit orientation session:

The online non-credit orientation session provides an overview of the programme as a whole, and how the course structure enables the development of a comprehensive understanding of the field of training, learning and development. The session also provides an introduction to use of the VLE. The important themes of professionalism and ethical behaviour will be introduced; participants will be made aware of career opportunities in training and development, and managing their career progression through membership in relevant professional associations.

This session is not assessed, but must be completed prior to enrolment in the credit-based modules.

Programme Requirements

The programme is designed to enhance professionals' skills in design, delivery and evaluation of training, learning and development events, including the application of alternative solutions such as e-learning and blended learning.

Applicants will be considered for admission on the basis of interest, professional background and academic achievement. It is anticipated that this programme will be of interest to university graduates in addition to individuals who are in the workforce.

Applicants to the programme will:

- i) Normally be a graduate of a recognised university, or have demonstrated experience in learning and development, or a related area, or have demonstrated management experience
- ii) Demonstrate proficiency in the English language; students whose first language is not English must be able to satisfy the University's current English Language Competence requirements in the year in which they apply for admission to the course

Progression

The pass mark for each course is 50% and minimum attendance at each course is 75%. A mark of less than 50% in one of the assessments may be compensated by a higher mark in the other assessment provided that the average is greater than 50% and the mark below 50% is not lower than 35%. If a student fails an assessment and cannot benefit from the compensation arrangement, he or she is entitled to one re-sit at or before the subsequent course.

Employability

Students completing the Advanced Diploma in Training, Learning & Development will normally already be in employment; the Advanced Diploma will enable them to enhance their capacity to critically analyse and examine issues and trends affecting the sector and deliver training, learning and development solutions appropriately. The Advanced Diploma is one of the entry requirements to Fellowship of the Institute of IT Training, the Professional Body representing training, learning and development professionals.

Managing Teaching Quality and Standards

The teaching quality and standards of the course will be monitored by the Programme Advisory Committee and the Subject Moderation Panel, consisting of the University and external moderators and other Faculty and IoCE members as agreed by the Education Committee.

Student Support

Advice to students is available both before and after they have registered for a course from the course director and/or the administrative staff assigned to the programme. All students are provided at the start of a course with the IoCE Student Handbook.

Administrative staff work closely with the academic team throughout the programme, and are able to provide appropriate levels and types of student support – for instance, support in technical matters, such as using the VLE.

Periods of self-directed study and research between blocks of attendance are required; this will be enhanced through a Virtual Learning Environment (VLE), which will enable students and tutors to consolidate and expand upon the formally taught components, whilst continuing discussions related to the programme. Students will be expected to carry out significant in-depth research and analysis between taught sessions; they will be able to discuss issues with their course tutor and the Course Director through the VLE.