

Coaching

This programme is no longer recruiting.

Final award	MSc, Pg.Dip, Pg.Cert
Intermediate awards available	Pg.Cert, Pg.Dip
UCAS code	N/A
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Psychology
Date specification last up-dated	30 April 2010

Profile

The summary - programme advertising leaflet

Programme content

The post-graduate awards in Coaching offer professional training for people who wish to work in coaching within organisations, the health sector, education or driver development. It aims to equip students to become competent reflective coaches.

The programme brings together theory, research and practice to equip students with a background across the main coaching approaches and across a range of areas of coaching practice. The programme is delivered by experienced coaching practitioners and psychologists, with visiting speakers from leadership, health and education.

The programme offers students a choice of eight modules including Evidenced based coaching theory & practice, Leadership and organisational coaching, Health based coaching, Coaching and mentoring in education, Coaching for driver development, Psychological perspectives on the self and others and two research modules.

The programme has a strong practical focus with assessment based on the application of coaching theory and skills through reflective logs, videos and written assignments.

Coaching at UEL

The School is the first UK end-to-end coaching psychology provision, offering skills training, academic qualifications at certificate, diploma and masters level alongside PhD's.

The programme team consists of leading UK coaches with experience of undertaking coaching research and with coaching books and publications in International journals.

The programme will review applications for prior learning, subject to review by the School APL Committee.

The programme is situated in a School of Psychology with other staff who offer relevant expertise, library, facilities and equipment, bookshop and canteen.

- A strong emphasis on the development of professional skills training, including coaching practice in 6 interview rooms with video recording and playback equipment with full technician support.
- An emphasis on reflective practice and integration of theory and practice.

Entry requirements

Applicants should possess an undergraduate honours degree (or equivalent) in psychology, business, health and social welfare, counselling, education studies or education, human resources, sociology or social enterprise studies or other related disciplines with a minimum 2.2 classification (or equivalent).. However, if they have relevant skills or experiences in coaching or related context and can demonstrate confidence about taking academic and practical study, a degree may not be necessary for entry.

All applicants are required to attend a selection interview and to provide satisfactory references. In some circumstances the interview will be undertaken by telephone for example for international students. The interview will assess whether candidates have the relevant previous experience in coaching / mentoring and/or the interpersonal skills / potential to benefit from the programme.

In the case of applicants whose first language is not English, then IELTS 6.5 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes.

Students that apply to enter stages of the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Therefore such applicants must be able to demonstrate and evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

The University of East London actively promotes and celebrates equality and diversity and positively welcomes applicants regardless of race, gender, disability, sexuality, age, religion or social class.

Programme structure

The MSc and PG Dip are structured over two years Part Time (or one year Full Time) with teaching concentrated at weekends. The PG Cert can be completed Part Time over one year or Full time.

The post-graduate certificate programme offers five modules, from which one core and one option should be completed. The modules are:

- GCM251: Evidenced based coaching theory & practice & (CORE)

and one from either

- GCM252: Leadership and organisational coaching or
- GCM253: Coaching and mentoring in education, or
- GCM254: Health based coaching or

- GCM258 Coaching for driver development.

The post-graduate diploma offers six modules, from which two core and two options should be completed. The modules are:

- GCM251: Evidenced based coaching theory & practice (CORE)
- GCM 255: Psychological perspectives on the self and others (CORE)

and two from either:

- GCM 252: Leadership and organisational coaching, or
- GCM 253: Coaching and mentoring in education, or
- GCM254: Health based coaching, or
- GCM258 Coaching for driver development.

The MSc programme offers eight modules, from which four core and two options should be completed. The modules are:

- GCM 251: Evidenced based coaching theory & practice (CORE)
- GCM 255: Psychological perspectives on the self and others (CORE)
- GCM 256: Quantitative Research Methods and Statistics & Dissertation Part One, (CORE) and
- GCM 257: Qualitative Research Methods & Dissertation Part Two. (CORE)

and two from either

- GCM 252: Leadership and organisational coaching
- GCM 253: Coaching and mentoring in education
- GCM 254: Health based coaching
- GCM258 Coaching for driver development.

Students are encouraged to complete a Reflective Coaching Log throughout the programme.

Learning environment

Lectures and seminars with an emphasis on an interactive approach to teaching and learning; skills workshops, and video rooms for practical training and assessment. Individual supervision for research dissertation is offered to all MSc students. In addition all students have access to coaching supervision as part of the programme.

Assessment

The programme is continuously assessed. There are no timed examinations, but students must successfully complete assessed work for each module. In addition MSc students are assessed on their Literature Search (dissertation part 1) and their final report (dissertation part 2).

Relevance to work/profession

Participants are encouraged to actively engage in coaching, and to reflect on their practice within their Reflective Coaching Log. This should be a continuous process throughout the

programme. In addition elements from this log form part of assessed work for modules on the programme.

Thesis/Dissertation/project work

Students on the MSc must undertake a piece of original research. This may be a qualitative or quantitative study and be within the area of study for the qualification; such as health, education, organisational or driving.

Added value

The programme is recognised by UK coaching bodies.

Your future career

With the qualifications we would anticipate students would be able to work as coaches independently or secure work with professional consulting organisations offering coaching services.

It is anticipated that many students on the programme will already work in the area of coaching or consulting and successful completion of the programme ensures they have further developed their understanding of the theories and principles which underpin their practice and secured a post-graduate qualification.

How we support you

Each student is allocated a personal tutor. The programme team make positive efforts to ensure students take full opportunity of the offer to provide feedback on drafts of written work and academic tutorials.

Bonus factors

The programme team has close links with employers in consulting, training and coaching, as well as the major professional bodies. This ensures access to employment opportunities as well as leading practice.

Individual members of the programme team play an active role in national coaching bodies such as the Association for Coaching and the British Psychological Society Special Group for Coaching Psychology. The team also has good international links with coaches and institutions in America (Harvard University), Australia (Sydney University) and Denmark (Copenhagen University).

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- qualify as a coach
- understand and apply theory to practice
- become a reflective practitioner
- work effectively in the community of practice

For MSc:

- develop your coaching practice
- contribute to the community of practice through research
- recognise the full extent of professional learning

What will you learn?

Knowledge

- The theoretical and practical bases of a variety of coaching models.
- A sound knowledge of the practical application of coaching models in a variety of coaching settings.
- Knowledge of a range of organisational, education and health based interventions, which provide a framework for the coaching practice and its application within these settings.

Thinking skills

- Reflective and critical thinking
- Research methods
- Problem-solving
- Resolving theoretical contradictions

Subject-Based Practical skills

- To use a wide range of coaching interventions with different individuals.
- To work effectively with coachees on a one-to-one and group basis.
- To be confident with contracting and networking
- To articulate ethical practice

Skills for life and work (general skills)

- Managing and prioritising work

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

1. The overall credit-rating of the Post Graduate Certificate is **60 Level M credits**
2. The overall credit-rating of the Post grad DipCG programmes are **120 Level M credits**
3. The overall credit-rating of the MSc programmes are **180 Level M credits**

Typical duration

The programmes can be completed in full or part time modes.

The PG Certificate may be completed in one semester of FT study (depending on the modules being offered each semester), or over two semesters of Part time study.

The PG Diploma can be completed in two years of part time study, or two semesters of Full time study.

The MSc can be completed over 2 year part time study or one year Full time including the summer dissertation period.

How the teaching year is divided

The teaching year is divided into two semesters of roughly equal length. A typical student registered in a full-time attendance mode will study two 30 credit modules per semester and a typical student registered in a part-time attendance mode will study one or two modules per semester. The advanced independent research module may occur during the summer.

What you will study when

The programme can be completed in any order for students with starts in both September and February. For September MSc students the programme will commence with Evidenced based coaching or Psychological perspectives on the self and others. For February MSc starters the programme will commence with one of the three option modules Leadership and organisational coaching, Coaching and mentoring in education or Health based coaching.

The following are the core and option requirements for this programme.

Level	UEL Module Code	Module Title	Credit	Status
M	GCM251	Evidenced based coaching theory & practice.	30	Core
M	GCM252	Leadership and organisational coaching,	30	Option
M	GCM255	Psychological perspectives on the self and others	30	Core (PGDip + MSc only)
M	GCM253	Coaching and mentoring in education	30	Option
M	GCM254	Health based coaching,		Option
M	GCM256	Quantitative Research Methods and Statistics & Dissertation Part One	30	Core (MSc only)
M	GCM257	Qualitative Research Methods & Dissertation Part Two	30	Core (MSc only)
M	GCM258	Coaching for driver development	30	Option

Requirements for gaining an award

- In order to gain a **Postgraduate Certificate**, you will need to obtain **60 credits** at Level M.
- In order to gain a **Postgraduate Diploma**, you will need to obtain **120 credits** at Level M
- In order to obtain a **Masters**, you will need to obtain **180 credits** at Level M. These credits will include a 60 credit level M core module of advanced independent research.

Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimals points rounded up to the nearest whole number, to the following classification

70% - 100% Distinction

60% - 69% Merit

50% - 59% Pass

0% - 49% Not Passed

Assessment

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Lectures
- Seminars
- Skills training

Thinking skills are developed through

- Written essays, reports, work based research project
- Small group work in teaching sessions
- Facilitated discussions
- Coaching practice and Reflective Coaching Log

Practical skills are developed through

- Skills training
- Coaching practice

Skills for life and work (general skills) are developed through

- Client negotiations
- Working as a group to organise programme-related activities

Assessment

Knowledge is assessed by

- Essays
- Reports
- Research Dissertation

Thinking skills are assessed by

- Essays
- Reports
- Self reflection on all assessed written and practical work
- Research Dissertation

Practical skills are assessed by

- Formal presentations
- Reflective Coaching Log

Skills for life and work (general skills) are assessed by

- Reflective Coaching Log

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme will be monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information programme teams will undertake an Annual Review and Enhancement Process which will be co-ordinated at School level and includes student participation. The process is monitored by the University's Quality Standing Committee.

Once every six years an in-depth review of the whole field will be undertaken by a panel that includes at least two external subject specialists. The panel will consider documents, look at student work, speak to current and former students and speak to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the programme committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme
- To ensure that justice is done to individual students

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments
- Attending assessment boards
- Reviewing samples of student work and moderating marks
- Ensuring that regulations are followed
- Providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Student representation on programme committees (meeting once a year)
- Student/Staff consultative committee (meeting twice a year)

Students are notified of the action taken through:

- Posting the minutes of meetings on UEL Plus site page

Listening to the views of others

The following bodies or members of the following bodies will be consulted about the qualification:

- Annual student satisfaction questionnaire
- Meetings with representatives of the coaching industry

Further Information

Where you can find further information

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The student handbook (UEL Plus)
- Programme information (<http://www.uel.ac.uk/psychology/coaching>)
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>