

Career Coaching

This programme is no longer recruiting. Please see the programme specification for MSc Career Coaching.

Final award	Post-Graduate Certificate/ Diploma/ MA
Intermediate awards available	
UCAS code	N/A
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	
Date specification last up-dated	September 2013

Profile

The summary - programme advertising leaflet

Programme content

The Post-Graduate Diploma in Career Coaching offers initial professional training for those aiming to work as Career Coaches or in related areas. The programme enables students to acquire the knowledge, skills, attributes and confidence to operate as effective practitioners.

The programme combines theory and practice. Topics include: theoretical approaches, practical tools, interview skills training and the opportunity to choose from modules covering career theory, advanced practical skills and a range of other coaching specialisms such as health. The MA programme offers the opportunity to further develop learning through research activity and to enhance employability.

Career Coaching at UEL

This programme is the only one of its kind in the UK and will combine academic rigour with practical skills to ensure that all graduates are both highly effective and credible coaches. The School has a strong reputation in both coaching and career guidance, so students from the career coaching will benefit from excellent teachers from different backgrounds leading to a balanced and comprehensive programme. With 1.6m redundancies predicted in the next few years, and a new all-age career guidance service starting in April 2012, there are likely to be many opportunities for career coaches in the coming years.

Admission requirements

Applicants for the Postgraduate Diploma in Career Coaching programme should normally possess a degree of a recognised University or equivalent. Applicants without formal qualifications who possess substantial experience in an appropriate field and can demonstrate confidence about taking academic and practical study may be admitted onto the postgraduate programme. Applicants can choose to enrol for the award of postgraduate certificate. Applicants for MA would normally have completed the p/g Dip Career Coaching or an equivalent post graduate qualification.

All applicants are required to attend a selection interview at the University and to provide satisfactory references

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.

In the case of applicants whose first language is not English, then IELTS (or equivalent) at 6.5 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.

Programme structure

Students must complete two 30 Credit Level M modules to gain the award of Post graduate Certificate in Career Coaching. The post graduate Certificate course offers 3 modules of which students need to complete one core and one skills option.

The modules are:

Core module:

- Career Coaching Theory

And one from either:

- Professional Practice 1 or
- GCM251 Evidenced based coaching theory and practice

The Post-graduate Diploma offers a total of 9 modules of which students need to complete one core, one of two skills modules and two options.

The modules are:

Core module:

- GCM301 Career Coaching Theory

Skills Modules:

- GCM102 Professional Practice 1
- GCM251 Evidenced based coaching theory and practice

And two from:

- GCM201 Social Inequality and the Labour Market (contingent on successful completion of Evidenced based coaching theory & practice)

- GCM103 Career Interventions: New Approaches
- GCM252 Leadership and Organisational Coaching
- GCM255 Psychological Perspectives on Self and Others
- GCM253 Coaching and Mentoring in Education

The MA requires completion of 180 level M credits and can be carried out through the Research Dissertation module.

The Postgraduate Diploma programme can be completed in one year full-time or by part-time study over two years. The Certificate can be completed in one year part time. Modules are available full time, part time and there is access to web based learning. The Career Coaching Theory module is available through online materials and online tutorials supplemented by two, two day intensive skills schools at UEL.

It is possible to move from full-time to part-time study and vice-versa (within the constraints of the timetable). Consultations will be offered to the students at mile-stone points (e.g., progression/admission onto p/g Dip) as to which Option modules would be most suitable path to choose.

Learning environment

The programme is taught through lectures and seminars, with a sustained emphasis on an interactive approach to teaching and learning. Skills workshops are offered for practice-based skills, with high quality digital recording facilities for learning and assessment.

Assessment

All programmes are continuously assessed: there are no exams but students must complete assessed work for each module. Assessment requirements include a range of professionally relevant activities in addition to the more traditional essays, reports and case studies. We also assess how students evaluate their own performance, through reflexive practice. Feedback will be in line with UEL policy and always be used to promote student learning. The MA is assessed through the research dissertation.

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. The MA programme offers valuable opportunity for continuous professional development.

Dissertation/project work

Students undertake independent project work as part of the Diploma study and complete a research dissertation for the MA. Students are encouraged to present their work in the professional domain, and to publish where appropriate.

Added value

The Postgraduate Diploma will enhance students' standing in the professional area, particularly with development of all age guidance service. In line with government agenda of outsourcing services, fully qualified independent coaches will have potential to play an important role in the market. The MA can be used to further demonstrate CPD.

The programme team's European research and consultancy enriches the students' learning.

Your future career

With the qualifications we would anticipate students would be able to work as career coaches either independently or with professional organisations offering coaching services including outplacement organisations and Higher Education Careers Services.

It is anticipated that many students on the programme will already work in the area of career guidance, coaching or consulting and successful completion of the programme ensures they have broadened their skill base and further developed their understanding of the theories and principles as they apply to career coaching and secured a post-graduate qualification.

How we support you

All UEL students have access to a range of support services. Students will be provided with handbooks, modular booklets as well as semester timetable to ensure all programme requirements are transparent. The Career Coaching programme provides timetabled meetings for group tutorials. In addition, each student is allocated a personal tutor. There are formal progress reports at the end of each semester on the full-time programme, and midway through the part time pathway. 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. Students on the MA will be allocated a research supervisor.

All students have access to computers, printers and recording facilities. During induction you will be offered session to introduce library facilities as well as on-line resources.

Bonus factors

Close links with practitioners in the field permits a wider input on current practice. The programme team's European research enriches the students' learning. The tutors on this programme come from both career guidance and coaching backgrounds which will ensure that students gain a balanced, comprehensive and specialist understanding of the field. A full resource pack will be available for each student to use in their professional practice.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

Develop an understanding of the psychological theories and coaching models that are most applicable to career coaching, and to learn to apply these theories in a career coaching context.

What will you learn?

All learning outcomes are covered in the PG Dip and where (MA) is shown against a learning outcome, this confirms that this outcome relates additionally to the MA.

At the end of this programme, students will be able to:

Knowledge

1. Develop an informed perspective on the major theories applicable to career coaching
2. Understand common models and concepts used to apply these theories to the career coaching situation

Thinking skills

3. Critically reflect on and discuss how these theories and models can be applied to career coaching clients
4. Evaluate the effectiveness of these models for individual clients
5. Critical enquiry into ones own and others research (MA)

Subject-Based Practical skills

6. Be able to demonstrate application of theoretical approaches and models with clients
7. Be able to demonstrate ability to select appropriate theories, models and concepts for individual clients within career coaching interventions
8. Ability to conduct evaluation study (MA)*
9. Conduct research using appropriate methodology and demonstrating ethical practice (MA)*

Skills for life and work (general skills)

10. Undertake self-directed study (MA)
11. Use a range of thinking styles (MA)
12. Demonstrate an ability to write for a professional audience (MA)

*** this learning outcome refers only to the MA and not to the PG Dip**

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

The overall credit-rating of this programme is **60 for PGCert, 120 for PGDip, 180 for MA.**

Typical duration

The typical duration of this programme for Certificate is 1 semester full-time or 1 year part-time and for Diploma 1 year full-time or 2 years part-time. It is possible to move from full-time to part-time study and vice-versa. Many of our students make use of this flexibility and this may impact on the overall duration of their study period. The MA can be completed within 2 years.

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 Level M credit modules per semester and a typical student registered in a part-time attendance mode will study one or module per semester.

Teaching would normally commence in Semester A but a Semester B start is available at the Programme Leader's discretion.

What you will study when

Students studying full-time towards the Postgraduate Diploma must complete 120 credits during the one-year programme. Students studying part-time must complete 60 credits in years one and two. Students must choose one of two skills modules: Professional practice 1 or Evidenced based coaching theory and practice.

Level	UEL Module Code	Module Title	Credit	Status
M	GCM301	Career Coaching Theory	30	Core
M	GCM102	Professional Practice 1	30	Option*
M	GCM251	Evidenced based coaching theory & practice.	30	Option*

M	GCM101	Social Inequality and the Labour Market	30	Option
M	GCM103	Career Interventions: New approaches	30	Option
M	GCM252	Leadership and organisational coaching,	30	Option
M	GCM255	Psychological perspectives on the self and others	30	Option
M	GCM253	Coaching and Mentoring in Education	30	Option
M	GCM105	Research Dissertation	60	Core

*** Students are required to take one out of these two modules**

Modules are available in either Semester A or Semester B:

	Semester A	Semester B
Certificate	Evidence Based Coaching Professional practice 1	Career Coaching Theory
Diploma	Career Interventions: New Approaches Psychology of the Self	Coaching and Mentoring in Education Leadership and Organisational Coaching Social Inequality and the Labour Market

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 decimal 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
- Work based placements

Thinking skills are developed through

- Written essays, reports
- Small group work in teaching sessions
- Facilitated discussions
- Reflective learning journal

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

Thinking skills are assessed by

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

Practical skills are assessed by

- one-to-one interviews
- Formal presentations
- Self-reflective commentary
- Professional Logbook

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

- Professional Logbook

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 is 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 undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and 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 twice year)

Students are notified of the action taken through:

- Circulating the minutes of the programme committee and posting them on UEL Plus

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- School annual student satisfaction questionnaire
- Employers' Consultative committee, which meets annually
- On-going liaison with career coaching providers

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
n/a	n/a	n/a	n/a	n/a
-	-	-	-	-

Where you can find further information

Further information about this programme is available from:

- The UEL Website: <http://www.uel.ac.uk>

- The student handbook UEL Plus
- Module study guides UEL Plus
- 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/>