

# Coaching by Distance Learning

*This programme is no longer recruiting.*

<b>Final award</b>	MSc
<b>Intermediate awards available</b>	PG. Cert / PG. Dip
<b>UCAS code</b>	N/A
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	None
<b>Date specification last up-dated</b>	February 2012

## Profile

### The summary - programme advertising leaflet

#### Programme content

This programme aims to give students the opportunity to:

- gain a formal qualification in coaching
- develop a critical perspective on coaching
- understand and apply theory to practice
- become a reflective practitioner
- work effectively in a community of practice
- develop your coaching practice
- contribute to the community of practice through research
- recognise the full extent of professional learning.

The programme is comprised of the following modules:

- GMC251: Evidenced Based Coaching Theory & Practice – Core
- GMC252: Leadership & Organisational Coaching – Optional
- GMC253: Coaching & Mentoring In Education – Optional
- GMC254: Health Based Coaching – Optional
- GMC255: Psychological Perspectives On The Self & Others – Core
- GMC256: Quantitative Research Methods & Statistics & Dissertation Part One – Core
- GMC257: Qualitative Research Methods & Dissertation Part Two – Core

The MSc requires the completion of six modules, the PG Dip four modules and the PG Cert two modules. Students studying for the MSc must complete Evidence based coaching, Psychological perspectives on the self and others, plus the two research modules, and two modules out of the three options available for study. To obtain a PG Dip students must complete Evidence based coaching, Psychological perspectives on the self and others, and two modules out of the three options available for study. For the PG Cert students must complete Evidence based coaching and one module out of the three options available for study.

## **Coaching at UEL**

The School is the first UK end-to-end coaching psychology provision offering skills training, academic qualifications at certificate, diploma and master's level alongside PhDs. The programme is open to and supportive of applicants without an academic background in psychology.

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

One of the programme team holds office within the British Psychological Society.

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

The School of Psychology has a:

- strong emphasis on the development of professional skills training, including coaching practice in six 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 for these postgraduate programmes 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 undertake a selection interview by telephone and to provide satisfactory references. For students who have studied at UEL in the past five years this should include the Programme Director for their UEL studies. 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 overall, 6.0 writing and speaking, 6.0 reading and listening (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 programme leader will review applications for prior learning, subject to review by the School APL Committee.

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.

Students are required to have access to individuals with whom they can work in a coaching relationship and there must be opportunities for students to practise their coaching skills. These individuals must not be family or friends. Students will use these coaching relationships to apply the theories taught in each module and will be assessed as described in the relevant module specification document that will be supplied at the time of enrolment. Students will be required to inform their individual coaching relationships that the sessions form part of their training and may be used by them for assessment. Students are strongly encouraged to disguise the identity of their coachee by changing their name to protect their anonymity and the anonymity of organisations referred to in the session.

### **Technical Requirements**

To participate in the programme you need:

1. Regular access to a PC or Mac capable of running standard MS Office software (or equivalent) for producing word processed documents, spreadsheets and presentations. Your PC must also be capable of running the required plugins for the Virtual Learning Environment (Adobe Flash player, Adobe PDF viewer, Apple Quicktime).
2. Reliable Internet access; at least a 56K modem connection, but broadband is highly recommended. For each module that you take, you will be expected to spend approximately 3-6 hours online per week, participating in discussions and accessing resources.
3. The latest version of your chosen Internet browser. We recommend and support Mozilla Firefox 1.5+, Microsoft Internet Explorer 7+ and Apple Safari 3+.
4. A valid and reliable email address.
5. Access to a printer is recommended.

### **Programme structure**

Students study on a part time basis and can complete the PG Cert within one year, the PG Dip within two years and the MSc within two years (including the summer term).

The programme is comprised of the following modules:

- GMC251: Evidenced Based Coaching Theory & Practice – Core
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- GMC253: Coaching & Mentoring In Education – Optional
- GMC254: Health Based Coaching – Optional
- GMC255: Psychological Perspectives On The Self & Others – Core
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modules out of the three options available for study. To obtain a PG Dip students must complete Evidence based coaching, Psychological perspectives on the self and others, and two modules out of the three options available for study. For the PG Cert students must complete Evidence based coaching and one module out of the three options available for study.

In designing the programme we believe the core modules at Post Graduate Certificate stage (Evidenced Based Coaching), at Post Graduate Diploma stage (Evidenced Based Coaching and Psychology Of The Self & Others) and at MSc stage (Evidenced Based Coaching, Psychology Of The self & Others and the two research methods modules) are important elements reflecting the deepening understanding of practice, the self and research. Each of the options is about where coaching can be applied. This maybe in organisations, in health settings or in educational settings.

### **Learning environment**

The programme is delivered exclusively by distance learning, so it is essential that students have easy and regular access to the Internet and reliable email. Each module consists of reading material and a series of self-check and interactive tasks in which students discuss the issues raised in each module in the light of their own experiences and educational background. In addition to online discussions, which involve the module tutor on a weekly basis, students also have access to the module tutor directly via our Virtual Learning Environment known as UEL Plus.

The teaching and learning methods used are designed to promote a constructive and critical reflection on a range of theoretical, practical and research issues. Teaching is concerned with identification of a wide range of issues and perspectives which students are encouraged to relate to their own knowledge, experience and actual or future working contexts. Teaching and learning will draw on the experiences, knowledge and professional backgrounds of participants, encouraging a critical reflection.

We expect that students will take responsibility for the way they learn, as they will need to sustain self-motivation as they will be working at a distance. Throughout the programme, students will be undertaking independent learning and research, including individual reading, preparation of assignments and completion of assessed programme work. The programme makes extensive use of UEL Plus which is used in a number of ways such as facilitating the online discussions described above, providing access to online resources and submitting assignments.

We will encourage students to take some responsibility for helping others to learn, through sharing experiences and learning with the group using UEL Plus, and thus allowing for new and emerging knowledge to be integrated.

### **Assessment**

Students must successfully complete assessed work for each module. There are no timed examinations. MSc students are assessed on their literature search (dissertation part 1) and their final report (dissertation part 2).

### **Relevance to work/profession**

On all modules 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 or organisational coaching.

### **Added value**

These programmes have been designed around ideas on the core competences of coaches proposed by the Association for Coaching (AC), European Mentoring and Coaching Council (EMCC) and the British Psychological Society (BPS).

The expertise of psychology staff within the School will be drawn upon to deliver this programme and ensure that the academic content is kept up to date.

### **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 be working 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 postgraduate qualification.

### **How we support you**

We recognise that all students will be joining the programme with different experience and qualifications. The discussion groups and materials provided as part of the programme will help students build on their existing knowledge to develop their skills and knowledge. For students without a background in psychology we will offer specific readings that will prepare you thoroughly for your studies, as well as encouraging you to share your perspectives as alternative ways of understanding.

On enrolment, you will be provided with introductory materials on the use of UEL Plus (see above) and UEL Direct (our student records system).

During your studies, you will be supported by our team of Distance Learning Student Advisors in UELconnect. These advisors act as a first point of contact for you, addressing the majority of student queries and referring only those that relate to academic matters to the module tutor.

The Student Advisors will also contact students who seem to be falling behind and will offer advice and encouragement to them.

You will receive academic support from your individual module leader. The role of the module leader is to monitor the effectiveness of your learning during the module for which they are responsible, providing feedback, encouragement and support, and any necessary remedial action.

We also provide useful advice and information in our Student Handbook which will be provided to you on enrolment and will be available online in your module site in UEL Plus.

You will benefit from specialised distance learning materials that guide you throughout your learning and allow for appropriate reflection, discussion and tutor feedback. All programme materials will be available both in printed format as well as online within UEL Plus. For any questions the Programme Leader, Module Leaders and Tutors can be contacted through the email and discussion facilities in UEL Plus.

Further specialist support (eg financial advice, careers advice, counselling and learning support) is available from our University Services. The needs of students with disabilities/dyslexia will be taken into account in compliance with the Special Education Needs and Disability Act (SENDA 2001) and the QAA Code of Practice on Students with Disabilities which states: 'Assessment and examination policies, practices and procedures should provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes'. Whenever possible, the needs of students with disabilities/dyslexia will be accommodated. In doing so, teaching staff will be relying on the support and advice from the UEL Disability and Dyslexia Unit.

### **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 have 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:

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- gain a formal qualification in coaching
- develop a critical perspective on coaching
- understand and apply theory to practice

- become a reflective practitioner
- work effectively in a community of practice
- 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**

At the University of East London 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 five 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 Master's 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**

Students study for this programme on a part time basis.

The certificate can be completed in one year of part time study.

The diploma can be completed in two years of part time study.

The MSc can be completed in two years of part time study including the summer dissertation period.

The maximum duration for this programme is six years, and the maximum time for any one module is three years. Our distance learning student advisors can help you to decide on and plan for an amount of study that suits you.

### **How the teaching year is divided**

The teaching year is divided into two semesters of roughly equal length. A student studying part time will study one or two modules per semester. The advanced independent research module may occur during the summer.

### **What you will study when**

Students start their studies in September (Semester A) or February (Semester B) with the Core module GMC251: Evidenced Based Coaching Theory & Practice or one of the option modules. Students are able to study a separate module each semester so that they can continue their studies towards the required award. For the MSc award students are able to study the final core module during the summer term starting in June.

Each module is worth 30 credits. Students must successfully complete 60 credits for the PG Cert, 120 credits for the PG Dip and 180 credits for the MSc. The table below lists the modules with their respective credit ratings and option/core status.

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

Level	UEL Module Code	Module Title	Credits	Option/Core
M	GMC251	Evidenced Based Coaching Theory & Practice	30	Core (for all awards)
M	GMC252	Leadership and Organisational Coaching	30	Option
M	GMC253	Coaching and Mentoring in Education	30	Option
M	GMC254	Health Based Coaching	30	Option
M	GMC255	Psychological Perspectives On The Self & Others	30	Core (for PG Dip and MSc)
M	GMC256	Quantitative Research Methods & statistics & Dissertation Part One	30	Core (for MSc)
M	GMC257	Qualitative Research Methods & Dissertation Part Two	30	Core (for MSc)

### 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 a Master's 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

- guided reading
- knowledge-based activities with feedback
- online discussions and activities.

### **Thinking skills are developed through**

- written essays, reports, work based research project
- online tutor facilitated group work and discussions
- coaching practice and reflective 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**

- 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 we checked that:

- 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 convening a panel of academic experts including some subject specialists from other institutions. Each panel member scrutinises key documents and talks to the staff who will deliver the programme before deciding whether it should be approved.

### **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 our Quality and Standards Committee.

Once every six years we undertake an in-depth review of the whole field. This 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 speaks 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 (eg 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 University's 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 to the University 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 a year)
- student/staff consultative committee (meeting three times 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 methods are used for gaining the views of other interested parties:

- annual student satisfaction questionnaire
- meetings with representatives of the coaching industry.

## **Further Information**

### **Alternative locations for studying this programme**

<b>Location</b>	<b>Which elements?</b>	<b>Taught by UEL staff</b>	<b>Taught by local staff</b>	<b>Method of Delivery</b>
It is also available in collaboration with Schouten University, Zaltbommel, Netherlands, where it is offered with an additional Skills & Personal Development program including two weeks of Residential Study that will train them to apply their newly gained knowledge more effectively and efficiently.	Entire programme	Yes	Schouten University staff provide on-line mentoring and e�� coaching as well as SUSPD (Schouten University Skills & Personal Development module).	Distance Learning

### **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)
- 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/>
- programme information <http://www.uel.ac.uk/psychology/coaching/>
- distance learning [http://www.uel.ac.uk/uelconnect/distance\\_learning/index.htm](http://www.uel.ac.uk/uelconnect/distance_learning/index.htm)