

# Coaching Psychology

<b>Final award</b>	Pg.Cert / Pg.Dip / MSc
<b>Intermediate awards available</b>	Pg.Cert / Pg.Dip
<b>UCAS code</b>	N/A
<b>Details of professional body accreditation</b>	
<b>Relevant QAA Benchmark statements</b>	Psychology
<b>Date specification last up-dated</b>	Nov 2013

## Profile

### The summary - programme advertising leaflet

#### Programme content

The postgraduate awards in Coaching Psychology offer professional training for people who wish to work in coaching within organisations, the health sector, education or career 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 wide range of areas of practice. The programme is delivered by experienced coaching practitioners and psychologists, and supplemented by visits from executive coaches and leading academics. Our view is that coaches should be equipped with coaching skills, relevant theories and models and a “way of being” which can only be developed through academic study, coaching practice and reflection on coaching practice.

The programme currently offers students a choice of eight modules including Evidence-based Coaching Theory and Practice, Leadership and Organisational Coaching, Health Coaching, Coaching in Education, Psychology of the Self in Coaching, Coaching for Career and Professional Development and two research methods 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 Psychology at UEL

The School offers the first UK end-to-end coaching psychology provision, including 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 is situated in a School of Psychology with other staff who offer relevant expertise. The University offers state of the art library services, facilities and equipment, bookshop and canteen.

A strong emphasis is placed on an appropriate balance between theory and practice. Alongside the development of professional skills training, students will consider relevant psychological and adult learning theory and the latest research in the field.

### **Entry requirements**

Applicants for these postgraduate programmes should possess an undergraduate honours degree (or equivalent) with a minimum 2.2 classification (or equivalent). All applicants are required to attend a selection interview and to provide satisfactory references. In some circumstances the interview will be undertaken by telephone or Skype. 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, 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.

Students can complete their studies with a PG Certificate (after two modules), a PG Diploma (after four modules) and an MSc (after six modules). However, it is not possible to hold more than one of these degrees. For example, if a student completes and is awarded the PG Certificate in Coaching Psychology, and then chooses to apply for a PG Diploma, the PG Certificate will be taken back and counted as Accredited Prior Learning.

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 Diploma are structured over two years Part Time (or one year Full Time) with teaching concentrated at weekends. The PG Certificate can be completed Part Time over one year. (See “Different Routes for Students” documents which provide a visual representation of the different programmes).

The postgraduate certificate programme offers four modules, from which one core and one option should be completed. The modules are:

- Evidence-based Coaching Theory and Practice (GCM251): Core module

And one other module from the following:

- Leadership and Organisational Coaching (GCM252): Optional module
- Coaching in Education (GCM253): Optional module
- Health Coaching (GCM254): Optional module

- Coaching for Career and Professional Development (GCM260): Optional module

The postgraduate diploma offers five modules, from which two core and two options should be completed. The modules are:

- Evidence-based Coaching Theory and Practice (GCM251): Core module
- Psychology of the Self in Coaching (GCM255): Core module

And two other modules from the following:

- Leadership and Organisational Coaching (GCM252): Optional module
- Coaching in Education (GCM253): Optional module
- Health Coaching (GCM254): Optional module
- Coaching for Career and Professional Development (GCM260): Optional module

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

- Evidence-based Coaching Theory and Practice (GCM251): Core module
- Psychology of the Self in Coaching (GCM255): Core module
- Research and Dissemination Part 1 (GCM256): Core module
- Research and Dissemination Part 2 (GCM257): Core module

And two other modules from the following:

- Leadership and Organisational Coaching (GCM252): Optional module
- Coaching in Education (GCM253): Optional module
- Health Coaching (GCM254): Optional module
- Coaching for Career and Professional Development (GCM260): Optional module

## **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 facilitated peer coaching supervision as part of the programmes

As an additional enhancement of the learning environment, campus-based and distance learning students will have a shared online forum for coaching-related discussions.

For Distance Learning students, learning will be supported through study guides accompanying core textbooks and through the use of our online student community. The main purpose of the study guide is to help you to make the most effective use of the core textbooks and other resources. It provides clear structuring, routing and signposting, to establish a context for learning. It highlights key concepts, models and frameworks and it clearly indicates to you the sections of the textbook that you should study. The study guide encourages deep learning through the use of activities, self-assessment questions and other formative assessments. Self-assessment questions enable you to check your progress.

## **Assessment**

The programme is continuously assessed. There are no timed examinations, but students must successfully complete assessed work for each module. These assessments include the recording of coaching videos, completion of coaching logs based on coaching practice, essays and group presentation. In addition MSc students are assessed on their Review of the Literature (Research and Dissemination part 1) and a Journal-ready Article (Research and Dissemination 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.

### **Dissertation/project work**

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

### **Added value**

Completion of our certificate, diploma and MSc in Coaching Psychology provides students with the necessary learning and evidence to seek professional recognition from all the major professional associations in this field.

Students can seek professional recognition from the Association for Coaching, the European Mentoring and Coaching Council and the International Coaching Federation, among others. Our assessments and course structure provide students with evidence necessary to apply for professional recognition of the leading professional bodies in the UK and internationally.

### **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.

### **How we support you**

Our programme team will support you from your first enquiry through to completion of your chosen programme. We have two admissions tutors, one for the campus-based delivery and one for Distance Learning delivery. Each will take time to speak to prospective students about their future study in relation to their chosen careers. Once students have been accepted onto the programme, they are invited to participate in an induction for new students to provide them with information about being a student at UEL. Students will be supported by the Programme Leader with anything related to their studies at UEL and their module leader or tutor with relation to module content. Team members are available during advertised office hours but also available at pre-arranged meeting times, in person or virtually. Student can access support about the curriculum or their coaching practice. Coaching supervision is provided through facilitated peer supervision in groups on campus and additional 1-1

coaching supervision can be arranged with members of staff. Students completing the Research and Dissemination modules will be allocated a research supervisor to support them with undertaking an independent research project. Staff can also advise students on their career prospects, coaching practice and future plans.

During the enrolment phase, our Distance Learning students are provided with introductory materials on the use of the UEL Virtual Learning Environment (VLE) and UEL Direct.

During your studies, you will be supported by our team of Distance Learning Student Advisors in UEL Connect. 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.

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

### **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 active roles in national coaching bodies such as the Association for Coaching and the British Psychological Society's Special Group for Coaching Psychology. The programme has good links with coaches and institutions in the UK, the US and Australia.

## **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
- develop your coaching practice
- contribute to the community of practice through research

#### **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 career, 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 coaches 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 Dip 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 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 two years of part-time study of 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 research modules may occur during the summer period.

## What you will study when

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.

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 for all programmes
M	GCM252	Leadership and Organisational coaching	30	Optional for all programmes
M	GCM253	Coaching in education	30	Optional for all programmes
M	GCM254	Health Coaching	30	Optional for all programmes
M	GCM260	Coaching for Career and Professional Development	30	Optional for all programmes
M	GCM255	Psychology of the Self in Coaching	30	Core for PG Diploma and MSc

M	GCM256	Research and Dissemination Part 1	30	Core for MSc only
M	GCM257	Research and Dissemination Part 2	30	Core for MSc only

### 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

#### **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 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 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 (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.

The external examiner reports for this programme are located on the UEL virtual learning environment (UELPlus / Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below.

<http://www.uel.ac.uk/qa/CurrentExternalExaminers.htm>

## **Listening to the views of students**

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

- Student committee meetings each semester
- Informal conversations with students
- Mid module and end of module evaluations
- Ad hoc surveys or class discussions

Students are notified of the action taken through:

- Emailed committee minutes
- Email summaries of feedback and action following evaluations
- If appropriate, discussions or reports in class

## **Listening to the views of others**

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

- Close links with employers and other training providers within the sector
- Online surveys
- On-going liaison with coaching providers and other universities
- Networking at conferences and other forums

## **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)
- Module study guides
- 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/>
- School of Psychology webpages [www.uel.ac.uk/psychology](http://www.uel.ac.uk/psychology)