



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

Part 1: Basic Data			
<b>Awarding Institution</b>	University of the West of England		
<b>Teaching Institution</b>	University of the West of England		
<b>Delivery Location</b>	Frenchay Campus		
<b>Study abroad / Exchange / Credit recognition</b>			
<b>Faculty responsible for programme</b>	Faculty of Business and Law		
<b>Department responsible for programme</b>	Bristol Business School		
<b>Modular Scheme Title</b>	Postgraduate Modular Scheme		
<b>Professional Statutory or Regulatory Body Links</b>			
<b>Highest Award Title</b>	MSc Leadership and Management (Coaching and Mentoring)		
<b>Default Award Title</b>	<i>none</i>		
<b>Fall-back Award Title</b>	<i>none</i>		
<b>Interim Award Titles</b>	PG Cert Leadership and Management (Coaching and Mentoring) PG Dip Leadership and Management (Coaching and Mentoring)		
<b>UWE Progression Route</b>			
<b>Mode(s) of Delivery</b>	PT		
<b>Codes</b>	<b>UCAS:</b>	<b>JACS:</b>	
	<b>ISIS2:</b> N29E3 (N29F32)	<b>HESA:</b>	
<b>Relevant QAA Subject Benchmark Statements</b>			
<b>First CAP Approval Date</b>	23 May 2012	Valid from	September 2012
<b>Revision CAP Approval Date</b>	18 November 2015	Revised with effect from	September 2015
<b>Version</b>	2.1		
<b>Review Date</b>	September 2021		

**Part 2: Educational Aims of the Programme**

The MSc Leadership and Management (Coaching and Mentoring) provides a progression route to Masters Level from a cognate group of post graduate certificates in Leadership, Management and Coaching. The programme places an emphasis on learning from and through experience and work-

## Part 2: Educational Aims of the Programme

based learning is a significant route for the achievement of the educational aims. For this reason the programme is only offered via part time study to students in employment or with ready access to undertake project work in an organisational context. The primary educational aim of this programme is to further develop the knowledge and skills needed by those who are, or aspire to become, coaches and mentors in their leadership or managerial positions within their organisations.

Specifically, this programme aims to provide the students with:

- An advanced critical understanding of contemporary theory, practice and research relevant to leadership and management in a coaching and mentoring context
- conceptual understanding that enables them to evaluate critically current research and scholarship in the field of coaching and mentoring
- the ability to convert theory into practice from a critical and informed perspective so as to advance the effectiveness and competitiveness of employees and employing organisations
- interpersonal learning and research knowledge, tools, and techniques, that are necessary for effective and skilled performance in the practice of leadership and management, and coaching and mentoring
- a developed understanding of the diverse roles, relationships and responsibilities of leaders and managers, coaches and mentors
- the qualities and transferable skills required in the exercise of initiative and personal responsibility and decision-making in complex and unpredictable situations
- the capacity to become reflective and autonomous learners including engendering an enthusiasm for coaching and mentoring and for learning more generally as part of continuing personal and professional development.

On completion of this award students will be able to:

- deal with complex issues both systematically and creatively, and make sound judgments in the absence of complete data
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level
- contract effectively with organisations and individuals in the context of professional and personal ethics and codes of practice and manage with a strong sense of social responsibility

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Aligning with the UWE Bristol 2020 Strategy, the programme aims to integrate theory and practice, developing students both academically and professionally. Students will be able to integrate new knowledge with their experience as coaches and mentors as well as managers and leaders in contemporary organisations, and apply it to new situations. They will be able to engage in evidence-based coaching and mentoring decision-making and have developed a range of transferable skills. The programme provides the knowledge and skills of not only the core principles of leadership and management and of coaching and mentoring, but also the related areas of facilitation and self-leadership.

## Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

### A. Knowledge and Understanding (subject specific)

*What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.*

### B. Intellectual Skills (generic)

*Those cognitive skills which a student is expected to be able to demonstrate upon successful*

### Part 3: Learning Outcomes of the Programme

completion of the proposed programme, eg critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.

#### C. Subject/Professional/Practical Skills (subject specific)

Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (eg in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.

#### D. Transferable Skills and other attributes (generic)

An indication of the generic skills which successful completion of the programme is likely to enhance, eg key skills of numeracy, communication, ability to use information technology and learning to learn.

Learning Outcomes:	UMOCB7-15-M	UMOCYE-15-M	UMOD3K-15-M	UMOCQR-15-M	UMOCUC-60-M	Optional Modules
<b>A) Knowledge and understanding of:</b>						
<b>Coaching and Mentoring</b> – coaching and mentoring and its practice in an organisational context. Key learning outcomes on successful completion of the module include: develop a critical understanding of the theory and practice of coaching and mentoring and its relevance for a range of professional and managerial role; and demonstrate awareness, knowledge and a critical understanding of theories and models that inform practice.		✓	✓	✓	✓	✓
<b>Diagnostic, Consulting and Facilitation Skills</b> – the diagnosis and facilitation of interventions. Key learning outcomes on successful completion of the module include: critical review of a range of theories, models and approaches to diagnosis, consulting and facilitation; and evaluation of the role of coaches/ mentors in enabling groups of people to perform productively	✓	✓	✓	✓	✓	✓
<b>Leading and Managing People</b> – the complexities of leading and managing individuals and teams in organisations. Key learning outcomes on successful completion of the module include: critical evaluation, explanation and reflection on the key elements of effective team-based leadership; and synthesise core concepts of leadership, leaders and managers, power and authority	✓			✓	✓	✓
<b>Self-leadership</b> – personal effectiveness within an organisational context, including: develop a critical understanding of the theory and practice of personal Mastery in Leadership and its relevance for a range of professional and managerial roles; and gain a critical appreciation of the dynamics of complex networks and patterns of relationships in contemporary organizations.			✓	✓	✓	✓
An advanced and critical understanding of, and the ability to apply, multiple theoretical perspectives and frameworks in order to more fully appreciate the complexity of coaching and mentoring in practice across a wide diversity of contemporary organisations reflecting interpersonal dynamics, structures and procedures, and environments. This includes						✓

Part 3: Learning Outcomes of the Programme						
the capacity to analyse organisational and individual behaviour from alternative perspectives and to apply creative and self-reflective methods to diagnose issues and act upon them, especially in times of organisational ambiguity and uncertainty.						
<b>Designing and Implementing Complex Research</b> – undertake a substantial empirical enquiry into, and the evaluation of, a significant work-based project or organisational intervention. Identify both theoretical and practical issues and questions that have emerged from intellectual enquiry and develop, explore and synthesise these in a major piece of organisational research with regard to ethical principles					✓	
<b>(B) Intellectual Skills</b>						
<b>Think critically and be creative:</b> manage the creative processes in self and others; organise thoughts, analyse, synthesise, and critically appraise. This includes the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately	✓			✓	✓	✓
<b>Solve complex problems and make decisions:</b> establish criteria, using appropriate decision-making techniques including identifying, formulating and solving business problems; and the ability to create, identify and evaluate options; the ability to implement and review decisions	✓	✓	✓	✓	✓	✓
<b>Use information and knowledge effectively:</b> scanning and organising data, synthesising and analysing in order to abstract meaning from information and to share knowledge			✓	✓	✓	✓
<b>(C) Subject/Professional/Practical Skills</b>						
Conduct research into leadership and organisational issues either individually or as part of a team through research design, data collection, analysis, synthesis and reporting	✓			✓	✓	✓
Design and evaluate effective coaching and mentoring and to conduct and maintain productive relationships within an organisational context: identifying needs; contracting; handling multiple clients; recognition and management of boundaries; working within professional codes of practice		✓	✓		✓	✓
Effective two-way communication: listening, effective oral and written communication of complex ideas and arguments, using a range of media	✓	✓	✓	✓	✓	✓
Recognise and address ethical dilemmas and CSR issues, applying ethical and organisational values to situations and choices	✓	✓	✓	✓	✓	✓
Effective performance within team environments and the ability to recognise, develop and utilise individuals' contributions in group processes; develop client abilities to perform effectively in team settings	✓	✓	✓	✓		✓
Leadership and performance management: selecting appropriate leadership style for different situations; setting targets, motivating, monitoring performance, coaching and mentoring	✓		✓	✓		✓
<b>(D) Transferable skills and other attributes</b>						
Deal with complex issues systematically and creatively		✓			✓	✓

<b>Part 3: Learning Outcomes of the Programme</b>						
Critical self-awareness, self-reflection and self-management	✓	✓	✓	✓	✓	✓
Time management				✓	✓	✓
Ability to continue to learn through reflection on practice and experience	✓	✓	✓	✓	✓	✓
Sensitivity to diversity in people and different situations	✓	✓	✓	✓	✓	✓

#### **Part 4: Student Learning and Student Support**

##### **Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated**

The teaching and learning and assessment strategy of Bristol Business School encourages students to take responsibility for their learning and staff to take responsibility for facilitating that learning. The balance of student and staff responsibility varies according to individual student profiles, academic level and according to the nature of the learning outcomes the students are expected to meet. Ultimately, the aim of this programme is to enable students to progress to a high level of autonomy in learning and thus engender lifelong learning within an ethical and socially inclusive professional environment.

The programme has been devised to facilitate student learning in line with these strategies. A variety of learning approaches have been integrated throughout the programme with an overall emphasis on active student participation that encourage students to develop their own action plans, move their learning into practice, share experiences and ground their learning in the realities of the work place.

Learning is experiential and enquiry-led. It takes an applied approach, linking academic literature with practical experience. In so doing, it draws on students' own experiences, encouraging group discussion and a valuing of all experience. The teaching and learning methods used in the programme intend to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, including those that are case based, set concepts and problems in a wide range of contexts to add depth and complexity and to ensure an applied focus. Group learning approaches will also challenge students in a number of ways that will play a significant role in learning about leading and managing.

The delivery pattern for this part-time programme is typically a block format, where each 15-credit module is delivered over three days. This intense delivery mode has been adopted in recognition of, and in response to, student preferences as it meets best the needs of practicing managers. Occasionally, additional optional modules may be available in a traditional semester format or via a blended learning format.

While students engage in guided learning as indicated above, they are also expected to undertake independent learning that includes time allocated for engagement with essential reading, case study preparation, assignment preparation and completion etc.

Assessment is an integral part of the teaching and learning process and is further described in the assessment strategy section.

##### **Description of the teaching resources provided for students**

All students will be encouraged to make full use of the print and electronic resources available to them through the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library web pages provide access to subject relevant resources and services and to the library catalogue. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills. Each module handbook will direct students towards appropriate resources and may recommend the purchase of a core textbook. Students will also be directed towards other sources of academic support both within

#### Part 4: Student Learning and Student Support

the Faculty and elsewhere in the University.

Students will draw on publications and research from academic, industry and international organisation communities. All postgraduate modules use the institutional VLE – Blackboard – for web-enhanced delivery and to thus provide students with 24/7 access to module information and resources on and off campus. Most databases are also available off campus and supported by the online library enquiry service.

#### STUDENT SUPPORT AND GUIDANCE

Student support is provided by academic staff, usually module leaders, for all issues relating to the content, delivery and assessment of modules. Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. This service is supported by extensive online resources. Additional academic support and guidance is provided by the Programme Leader.

An important part of the programme is the involvement of students. Student representatives are selected from the programme to serve on the Student Representatives & Staff Forum (SRSF). These are held each term to discuss issues raised by students in relation to their experience of studying at UWE and on the programme. Issues raised are discussed in an open and friendly atmosphere so that students feel able to contribute openly and honestly about their experiences. Any issues raised are taken forward for action by programme leaders. Where appropriate they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee.

Support to students with disability is offered both at the faculty level under the remit of the Leader of Widening Participation and centrally through the university's Disability Service. Students can access help and support from the Wellbeing Service for counselling and support for mental health issues and the Disability Service for support and advice on disability related issues. This will include support for dyslexia, via study skills support, or to discuss and implement reasonable adjustments to examinations or assessments. The Programme Team work collaboratively with support services to support students from pre-entry stage to graduation. In addition, the University's Student Services offers a range of services to support students during their time at university and beyond and further student support is provided by the Careers and Employability Service.

#### Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

#### Assessment Strategy

The assessment strategy enabling learning outcomes to be achieved and demonstrated involves a range of assessments that:

- test the students' ability to integrate concepts and theories and to apply them in practice;
- ascertain their learning strengths and weaknesses and continuing development needs;
- expose students to a variety of assessment methods in order to promote the growth of their life-long learning skills;
- test students' level of skills development.

The assessment strategy comprises formative and summative tutor assessment and informal peer review and feedback:

Formative assessment of intellectual, subject specific and transferable skills is through class interaction during work on current academic research and understanding, case studies, practical exercises and



## Part 5: Assessment

experiential exercises.

Summative testing of the knowledge base, intellectual, subject specific and transferable skills commonly used in controlled and non-controlled conditions is through a combination of essays, vivas and presentations. The range of essay based assessments include opportunities for self-reflection, case study analysis, and intervention planning related to practice, thus enabling students to apply appropriate theories to their own practice.

Examples of the types of assessment in the core modules of this programme that build on work-place learning and practice include:

- UMOCB7-15-M: Develop an organizational case study and critically reflect on personal learning and leadership practice
- UMOD3K-15-M: Development of a 'storyboard' relating personal experience of the learning journey along with an essay utilizing theory to explore their personal development needs.
- UMOCQR-15-M: Learning Log of coaching and/or mentoring practice along with a written assignment of a critical reflection of their coaching and/or mentoring practice
- UMOCYE-15-M: Written assignment drawing on theory and application of group facilitation and a reflective report on student's own development and practice as a group facilitator.
- UMOCUC-60-M: A report or dissertation of a major enquiry into and evaluation of an organisational intervention or project

The programme adheres to UWE's policy on work-based learning as this relates to assessment.

### Assessment Map

The programme encompasses a range of **assessment methods** highlighted in the assessment strategy above. These are detailed in the following assessment map:

#### Assessment Map for MSc Leadership and Management (Coaching and Mentoring)

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
<b>Compulsory Modules</b>	UMOCB7-15-M						A (100)				
	UMOD3K-15-M						A (25)	A (75)			
	UMOCQR-15-M							A (100)			
	UMOCYE-15-M							A (100)			
	UMOCUC-60-M									A (100)	

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**, including level and credit requirements, interim award requirements, and module diet, including compulsory and optional modules.

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
	Coaching and Mentoring UMOCQR-15-M  Group Facilitation UMOCYE-15-M  Leading and Managing People UMOCB7-15-M  Personal Mastery in Leadership UMOD3K-15-M	60 credits from relevant modules that contribute to the programme learning outcomes such as:  Coaching Supervision (UMODE4-30-M)  Experiencing Teams – Leading with and through Others (UMOD3J-15-M)  Human Resource Management in Organisations UMPDAT-15-M	PG Certificate Leadership and Management (Coaching and Mentoring)  Required: Coaching and Mentoring UMOCQR-15-M  Group Facilitation UMOCYE-15-M  Leading and Managing People UMOCB7-15-M  Personal Mastery in Leadership UMOD3K-15-M
	Evidencing Work-Based Learning in Professional Practice UMOCUC-60-M	Principles of Change Practice UMODAQ-15-M <b>OR</b> Leading Change UMOCBA-15-M  <i>Other options may be available and the list of options will be confirmed to prospective students before they enrol.</i>	PG Diploma Leadership and Management (Coaching and Mentoring)  Required: Coaching and Mentoring UMOCQR-15-M  Group Facilitation UMOCYE-15-M  Leading and Managing People UMOCB7-15-M  Personal Mastery in Leadership UMOD3K-15-M  and 60 credits from optional modules

## GRADUATION



## Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions:

It is expected that students applying to enrol on this MSc will be transferring from one of the cognate group of post-graduate certificates in leadership and management, and will wish to study part-time. Students who have completed 60 credits of relevant postgraduate study from a recognised UK Higher Education institution or equivalent from a recognised overseas institution will, where appropriate, be accredited under UWE's AL procedures.

Because of the nature of this programme, applicants are expected to have access to a work-based or organisational context on which they can readily draw to complete work-based learning assignments. Access to an organizational context may be gained through undertaking paid or unpaid work in various forms including traditional employment, part-time or self-employment, entrepreneurial activity or voluntary forms of engagement (see compliance with UWE policy in Section 8). Applicants may be interviewed prior to acceptance.

Applicants whose first language is not English will be required to demonstrate appropriate English Language proficiency, by obtaining:

- A minimum grade of 6.5 overall on the British Council International English Language Test (IELTS) OR
- A balanced TOEFL score of at least 600 (written scale) or 250 (computer scale) or 100 (internet

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

The programme aligns with the QAA subject benchmarks (2007 and consultative draft January 2015) for Master's Degrees in Business and Management and meets the descriptor for a higher education qualification at level 7 on the FHEQ master's degree in the national qualification framework [Section 4.17 of the QAA National Qualification Code for HE]. The programme design acknowledges and draws on the benchmarks for postgraduate management programmes reflected in the knowledge, understanding and skill domains as indicated in the programme aims and objectives. The Learning Outcomes stated in section B-D reflect the broader cognitive and intellectual skills and techniques specified for master's programmes in the QAA benchmarks.

Specifically this programme meets the category within Type 1 (Specialist Masters) programmes designed to develop or enhance professional competence in individuals who are already experienced and who wish to build on that experience through a structured programme of study. Consistent with the Subject Area Benchmark (outlined in para 2.6 of that statement), this programme is characteristic of those that are often linked to professional institute qualifications and are usually offered in modes of study that accommodate ongoing employment. For such programmes the benchmark statement recognizes that entry requirements may include a cognate prior qualification and will normally require relevant work experience, while the process and content of the programme will have an emphasis on practice (based on theory).

### [University strategies and policies](#)

This programme recognizes and is consistent with UWE's policy on work-based learning (2009) as "learning in and from workplaces, critical reflection in and on this learning, and its relevance to learners in terms of enhanced skills, knowledge and understanding and increased critical self-awareness and personal potential." A student engaged in work-based learning will be one who is employed or in a recognised relationship with an external organisation/employer; may be undertaking paid or unpaid work in various forms including traditional employment, part-time or self-employment, entrepreneurial activity or voluntary forms of engagement; and for whom the learning opportunities are not contrived for study purposes but occur in the workplace or its contemporary equivalents, and arise from working.

## Part 8: Reference Points and Benchmarks

Thus work is the vehicle through which the curriculum is critically explored. Work based learning is also highly relevant for employers in terms of enhanced employee and organisational performance, increased innovative capacity, employee contribution and output.

The programme maps well against the UWE Bristol 2020 Strategy as a research and practice oriented programme. The extensive involvement in programme design of key stakeholders, notably major regional employers, has ensured that the programme outcomes meet the needs of public services and businesses in the current environment. The development of the programme has also drawn on the considerable research expertise in leadership and management from across the faculty but notably from specialists in Organisation Studies, who have a focus on leadership, coaching and mentoring, identity, creativity and change. Members of this group are experienced in applied research based on organisational fieldwork, which informs a leading role in the provision of CPD and executive development within the faculty. As a consequence, extensive practical experience and insight from working with a range of client organisations over the last 10 years provides a base of expertise upon which this programme has been developed. Further, the programme design supports students with professional certification of ILM Level 7 for successful completion of certain modules.

The programme design team has drawn upon rigorous, continuous evaluation of the range of accredited and non-accredited (CPD) programmes in the field of leadership and management. This is based upon detailed feedback from stakeholders, notably client organisation sponsors, programme participants, students, alumni, programme managers and delivery staff.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).