



## **Module Specification**

### **Coaching Supervision**

Version: 2023-24, v2.0, 15 May 2023

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## Part 1: Information

**Module title:** Coaching Supervision

**Module code:** UMODE4-30-M

**Level:** Level 7

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**Faculty:** Faculty of Business & Law

**Department:** FBL Dept of Business & Management

**Partner institutions:** None

**Delivery locations:** Not in use for Modules

**Field:** Organisation Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Module Entry Requirements: Evidence of being practicing coach and having undertake 100 coaching sessions or 150 hours coaching

**Educational aims:** See Learning Outcomes

**Outline syllabus:** What is coaching supervision?

Critical evaluation of literature and linking theory to practice

Purpose and function of coaching supervision

Links to supervision in other professional contexts

Stakeholders in coaching supervision

Models of supervision

Modes of supervision

Skills, knowledge and characteristics required for effective coaching supervision

Contracting

Ethical practice

Supervision relationship

Managing a coaching supervision session

Reflective practitioner

Professional Development

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** This programme is designed to be highly interactive, encourage students to engage with relevant literature, evaluate literature against practice, encourage reflective practice and feedback from a variety of

stakeholders and develop engagement with current professional issues and practice. It is envisaged that it will be delivered on a part time basis and be integral to student's own professional development. In order to achieve this, the module has been designed to be as flexible as possible, offering either face to face delivery or distance learning mode.

This module will be offered as either:

face to face lectures/ workshops, in the form of a three day block taught programme, supported with peer supervision sessions, action learning sets, individual research projects and tutorial sessions, Blackboard resources to include film clips, indicative reading, web links, professional sites and links and discussion boards or

distance learning , with lectures, activity sheets, film clips, web links, virtual classroom sessions, discussion boards, peer coaching supervision sessions, action learning sets, tutorial sessions and Blackboard resources

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

The contact hours on this programme will either be face to face through taught lectures and workshops ( 24 hours) or through distance learning recorded lectures and activity sheets (24 hours) plus tutorial sessions, action learning sets and peer coaching supervision ( 12 hours). These will be supported with discussion boards, virtual module supervision sessions, clinic sessions (6 hours) and email contact. In addition, students will be expected to undertake guided reading, personal research, guided research projects, peer coaching supervision and own personal supervision as part of this module.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Understand the purpose and principles of effective, ethical coaching supervision

**MO2** Critically evaluate relevant supervision, coaching supervision and reflective practitioner literature

**MO3** Critically review a diverse range of methods of supervision and reflective practice linking theory to practice

**MO4** Critically reflect on a minimum of 30 hours of individual and group coaching supervision

**MO5** Evaluate outcomes of supervision from a variety of stakeholder's perspectives

**MO6** Plan own development based on critical reflection

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/umode4-30-m.html) via the following link <https://uwe.rl.talis.com/modules/umode4-30-m.html>

## **Part 4: Assessment**

**Assessment strategy:** To meet the professional development nature of this module the assessment requires students to reflect on their professional practice and learning, gaining feedback from peers, clients and supervisors in reflective logs and to critically reflect on the implications for their future practice and development as a coaching supervisor in an essay.

Assessment Task 1:

Complete 6 Reflective logs of 6 coaching supervision sessions with at least one of the six being a group supervision session. These Reflective logs will be worth 25% of the total marks.

The assessment criteria for the logs are:

Critical and creative reflection on coaching supervision activity

Clear insights and learning shown from reflective practice

Active engagement with feedback from stakeholders

Relevant suggestions for future behaviour and development

Clear and well structured presentation

Assessment Task 2:

A 3,000 word essay with the title: A critical review of my coaching supervision learning and practice and development as a supervisor. The essay will be worth 75% of the marks.

The assessment criteria for the essay are:

Critical evaluation of the coaching supervision and supervision literature

Uses theory to review own coaching supervision skills and practice

An ability to critically reflect on learning, thinking and professional practice

Well developed arguments that demonstrates an ability to

explore the topic from different perspectives

Identifies areas for development and improvement

A clear presentation that demonstrates effective scholarship

Formative assessment will be through peer assessment and feedback of reflective logs and essay writing in learning groups and tutorials.

**Assessment components:**

**Written Assignment (First Sit)**

Description: Essay 3000 words

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

**Reflective Piece (First Sit)**

Description: Reflective logs (6)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

**Written Assignment (Resit)**

Description: Essay 3000 words

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

**Reflective Piece (Resit)**

Description: Reflective logs (6)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study: