University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Coaching in Organisations					
Module Code	UMOD6G-15-3		Level	3	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	Faculty of Business and Law		Field	Organisation Studies		
Department	BBS: Business and Management		Module Type	Standard		
Contributes towards	BA (Hons) Business Management (Leadership, Change and Organisations)/ BA(Hons) Management and Leadership; BA(Hons)Business and Management					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
First CAP Approval Date	QMAC Dec 11		Valid from	September 2013		
Revision CAP Approval Date	26 March 2015		Revised with effect from	September 2015		

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: − Explore the nature, purpose and role of coaching in an organisational context with reference to relevant literature. (B) − Evaluate the characteristics of effective coaching with reference to literature. (B) − Analyse contemporary management and organisational issues and identify the place of coaching with reference to relevant theories. (B) − Plan, organise and gain feedback from at least six hours coaching activities. (A) − Reflect on own coaching practice and identify future development. (A) − Communicate ideas effectively using both theory and practice to construct a coherent argument (A, B) In addition the educational experience may explore, develop, and practise but not formally discretely assess the following: − Develop interviewing skills − Reflect on the nature of power in interpersonal relationships − Explore a range of interpersonal communication strategies
Syllabus Outline	1. Introduction to Coaching in organisations 2. Exploration of support mechanisms available in organisations and link to organisational culture, development of coaching cultures and power 3. The line manager as coach

	4. Effective coaching characteristics 5. Ethical Standards in coaching practice 6. Nature and role of coaching compared to other support mechanisms 7. Learning theories, learning styles and relevance to coaching 8. Nature of power and impact on coaching cultures and interactions 9. Feedback skills and its relevance to coaching 10. Assessment tools and techniques 11. Reflective practice
Contact Hours/Scheduled Hours	The module is delivered on the basis of 3 hours of scheduled student contact per week, which is a combination of lectures, workshops and opportunities to practice coaching by acting as coaches to other students e.g. first year students. This process is supported by scheduled coaching sessions with staff.
Teaching and Learning Methods	Teaching and learning approaches will be student-centred, with an emphasis on experiential methods and critical reflection. Students will develop skills and understanding through working with case studies, a number of structured experiential exercises, including role play and peer coaching sessions.. Workshops will provide opportunities for students to develop skills for critical reflection on their experience of learning on the module, and for students to study and develop their own research into current coaching thinking, research, issues and topics.
Key Information Sets Information	

Key Information Set - Module data

Number of credits for this module				15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage	0%	
Coursework assessment percentage	100%	
Practical exam assessment percentage	0%	
	100%	

Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them through membership of 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's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources. Specific workshop activities will include use of the library resources. **Essential reading** The core text provides an overview of the topics covered and is: Rogers, J. (2008) *Coaching Skills: A Handbook*,(2nd ed.). Berkshire: Open University Press In addition, students will be provided with academic articles on a range of topics and these will be made available in the Student Resource Book and/or via Blackboard. Students are expected to supplement this reading with their own research. Supplementary reading is offered in the Student Resource Book and students will be encouraged to read more broadly around their assignment topic.
Indicative Reading List	A full list of books and journals is provided in the Student Resource Book. The following texts are indicative only: Brunning, H. (Editor) (2006), *Executive Coaching: Systems- Psychodynamic Perspective* , Karnac, London Clutterbuck, D. (2004), *Everyone Needs A Mentor,* CIPD, London Clutterbuck, D. & Megginson, D. (2005), *Making Coaching Work: Creating a Coaching Culture*, CIPD, London Clutterbuck, D., (2007), *Coaching the Team at Work,* Nicholas Brealey International, London UK Egan, G.,(2007). *The Skilled Helper*, (8th ed) Thomson Higher Education, Belmont USA Garvey, R., Stokes, P. & Megginson, D. (2009), *Coaching and Mentoring: Theory and Practice ,*Sage, London Grant, A. & Greene, J. (2004) *It's Your Life. What Are You Going To Do With it? (*2nd ed). Pearson Education Ltd., Suffolk, Great Britain Guirdham, M., (2005), *Communicating across cultures at work,* Palgrave,New York Jarvis, J., Lane, D., A., & Fillery-Travis, A. (2006) *The Case For Coaching: Making Evidence-Based Decisions on Coaching*, CIPD, London

Part 3: Assessment

Assessment Strategy	This module is designed to both expand the knowledge and understanding of the topic of coaching and the underpinning research and literature plus introduce the students to related skills and professional standards
	
	The assessment therefore has two components:
	
	    A. A Learning Log Review which prompts reviewing and reflecting on experiences and skill development and consists of 6 individual learning logs reflecting on individual coaching practice, including: interpersonal communication, interviewing skills, use of selected coaching models, individual learning, areas of strength and areas for development
	
	    B. The coursework is a written assignment that involves the students in exploring the relevant literature and applying the literature to their own experience
	
	Opportunities for formative feedback are built in to module sessions and through coaching sessions with tutors.

Identify final assessment component and element	Component A		
		A:	**B**:
% weighting between components A and B (Standard modules only)		60%	40%

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Learning Log Review (1,500 words)	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. 2,500 word essay.	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. Reflection on the experience of coaching	100%
Component B **Description of each element**	**Element weighting** (as % of component)
1. 2,500 word essay	100%
If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.	