



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Coaching in Organisations		
Module Code	UMOD6G-15-3	Level	3
For implementation from	September 2017		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Business and Law	Field	Organisation Studies
Department	BBS: Business and Management		
Contributes towards	BA(Hons) Management and Leadership; BA(Hons)Business and Management		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

## Part 2: Description

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.

*You will cover:*

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

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### Part 3: Assessment

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 elements:

**Assignment 1** - Short responses to questions on theory - circa 2500 words

**Assignment 2** - One workbook consisting of - A portfolio evidencing 6 hours of coaching practice (40%), plus a 2000 word critical essay reflecting on your coaching practice and personal development plan (30%)

Opportunities for formative feedback are built in to module sessions and through coaching sessions with tutors.

Identify final timetabled piece of assessment (component and element)	<i>Component A2</i>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	

#### First Sit

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Short responses to questions on theory - (2500 words )	30%
2. One workbook consisting of - A portfolio evidencing 6 hours of coaching practice (40%), plus a 2000 word critical essay reflecting on your coaching practice and personal development plan (30%)	70%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
N/A	

#### Resit (further attendance at taught classes is not required)

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
1. Short responses to questions on theory - (2500 words )	30%
2. One workbook consisting of - A portfolio evidencing 6 hours of coaching practice (40%), plus a 2000 word critical essay reflecting on your coaching practice and personal development plan (30%)	70%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)
N/A	

### Part 4: Teaching and Learning Methods

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>- Explore the nature, purpose and role of coaching in an organisational context with reference to relevant literature. (A1)</li> <li>- Evaluate the characteristics of effective coaching with reference to literature. (A1)</li> <li>- Analyse contemporary management and organisational issues and identify the place of coaching with reference to relevant theories. (A1)</li> <li>- Plan, organise and gain feedback from at least six hours coaching activities. (A2)</li> </ul>
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	<ul style="list-style-type: none"> <li>– Reflect on own coaching practice and identify future development. (A2)</li> <li>– Communicate ideas effectively using both theory and practice to construct a coherent argument (A)</li> </ul> <p>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.</p>																																			
<p>Key Information Sets Information (KIS)</p> <p>Contact Hours</p> <p>Total Assessment</p>	<table border="1" data-bbox="518 568 1430 954"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5">Number of credits for this module</td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="628 1265 1323 1498"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">%</td> </tr> <tr> <td colspan="2" style="text-align: right;">100%</td> </tr> </tbody> </table>	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	Total assessment of the module:		Written exam assessment percentage	%	Coursework assessment percentage	100%	Practical exam assessment percentage	%	100%	
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<p>Reading List</p>	<p><b>Reading list link</b> <a href="https://uwe.rl.talis.com/lists/CFE11B43-7320-871F-83F4-14DF85B6CF3C.html">https://uwe.rl.talis.com/lists/CFE11B43-7320-871F-83F4-14DF85B6CF3C.html</a></p> <p><b>Essential reading</b>  The core text provides an overview of the topics covered and is:  Rogers, J. (2008) <i>Coaching Skills: A Handbook</i>, (2<sup>nd</sup> ed.). Berkshire: Open University Press</p> <p>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.</p> <p>A full list of books and journals is provided in the Student Resource Book. The following texts are indicative only:  Clutterbuck, D. &amp; Megginson, D. (2005), <i>Making Coaching Work: Creating a Coaching</i></p>																																			

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	<p><i>Culture</i>, CIPD, London Egan, G.,(2007). <i>The Skilled Helper</i>, (8<sup>th</sup> ed) Thomson Higher Education, Belmont USA Garvey, R., Stokes, P. &amp; Megginson, D. (2009), <i>Coaching and Mentoring: Theory and Practice</i> ,Sage, London Jarvis, J., Lane, D., A., &amp; Fillery-Travis, A. (2006) <i>The Case For Coaching: Making Evidence-Based Decisions on Coaching</i>, CIPD, London O'Connor &amp; Lages (2004) <i>Coaching with NLP</i>, Element, London Van Nieuwerburgh C.(2017) <i>An introduction to coaching skills</i> (2<sup>nd</sup> ed) Sage, London</p>
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**FOR OFFICE USE ONLY**

First CAP Approval Date	QMAC Dec 11			
Revision CAP Approval Date	28 June 2017	Version	2	<a href="#">link to the RIA</a>