

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>	
<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>Faculty responsible for programme</b>	Faculty of Business and Law
<b>Department responsible for programme</b>	Bristol Business School
<b>Modular Scheme Title</b>	
<b>Professional Statutory or Regulatory Body Links</b>	
<b>Highest Award Title</b>	PG Cert Team Coach Development
<b>Default Award Title</b>	
<b>Fall-back Award Title</b>	
<b>Interim Award Titles</b>	
<b>UWE Progression Route</b>	
<b>Mode(s) of Delivery</b>	PT BL
<b>Codes</b>	<b>UCAS:</b> <b>ISIS2: N6132</b> N6132 BR
	<b>JACS:</b> <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	
<b>CAP Approval Date</b>	22 May 2014
<b>Valid from</b>	June 2014
<b>Valid until Date</b>	May 2020
<b>Version</b>	1

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

This award draws on our expertise in team coaching and coaching and mentoring and its educational aims are to develop in students:

- a critical understanding of contemporary theory, practice and research relevant to team coaching, individual and team development and developing leadership capacities
- conceptual understanding that enables them to evaluate critically current research and scholarship in this field
- interpersonal, learning and development knowledge, tools and techniques that are necessary for effective and skilled performance in the practice of team coaching in an organizational context

## Part 2: Educational Aims of the Programme

and/or educational environment

- a developed understanding of team dynamics and the diverse roles, relationships and responsibilities of team members within a leadership or organisational context
- 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 as an integral part of their individual and team coaching practice

On completion of programme, students will be able to:

- deal with complex issues both systematically and creatively, and make sound judgements 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
- facilitate client teams in discovering and realising their potential
- contract effectively with organisations and individuals in the context of professional and personal ethics and codes of coaching practice

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

The PG Cert Team Coach Development) is an applied, practice-led programme that has been developed in consultation with client organisations with an active interest in team coaching and its role in developing high performing teams. Team and project-based working are features of contemporary organisational life and yet team working skills and capabilities are often underdeveloped. The contribution team coaching can make to developing learning organisations and to releasing the potential of teams and team members and thus to improving their performance is gaining increasing recognition. This programme supports the development of team coaches working in educational and organisational contexts, whether as external or internal team coaches. It provides the knowledge, capabilities and skills of not only the core principles of the coaching and team coaching, but also the related areas of leadership learning and development; reflective practice; processes of creativity, innovation and inspiration; and solutions-focussed problem-solving skills.

### 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:

*The Learning Outcomes should be set out under the following four headings:*

*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 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.*

*Where work-based or work-place learning is an intended part of the proposed programme, the team will need to ensure that the learning outcomes are clearly articulated and contribute to the overall aims of the programme,*

**Part 3: Learning Outcomes of the Programme**

<i>Learning Outcomes:</i>	UMODE9-30-M	UMOCQR-15-M	UMOD3K-15-M	UMOD3L-15-M	UMODAP-15-M	UMOCBA-15-M	UMOD3J-15-M
<b>A) Knowledge and understanding of:</b>	Compulsory		Optional				
<p><b>Team Coaching</b> – team coaching and its practice in a learning and organisational context. Key learning outcomes on successful completion of the module include:</p> <ul style="list-style-type: none"> <li>• Demonstrate awareness, knowledge and a critical understanding of approaches and theory relating to team coaching interventions, creativity and innovation</li> <li>• Demonstrate awareness, knowledge and a critical understanding of theory and literature relating to group and team development, group dynamics, complexity, and organisational context</li> </ul>	✓						
<p><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:</p> <ul style="list-style-type: none"> <li>• Develop a critical understanding of the theory and practice of coaching and mentoring and its relevance for a range of professional and managerial roles.</li> <li>• Demonstrate awareness, knowledge and a critical understanding of theories and models that inform practice.</li> <li>•</li> </ul>	✓	✓					
<b>(B) Intellectual Skills</b>							
<p><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</p>	✓	✓	✓	✓			
<p><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</p>	✓	✓	✓	✓			
<p><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</p>	✓	✓	✓	✓	✓	✓	✓

### Part 3: Learning Outcomes of the Programme

<b>(C) Subject/Professional/Practical Skills</b>							
Design and evaluate effective team and individual coaching interventions within an organisational context. This includes: <ul style="list-style-type: none"> <li>conducting and maintaining productive coaching relationships</li> <li>identifying needs, contracting with and handling multiple clients</li> <li>identifying group processes and dynamics and working with them effectively and sensitively</li> <li>recognising and managing boundaries</li> <li>working within professional codes of practice</li> </ul>	✓	✓					
Undertake effective two-way communication. This includes: <ul style="list-style-type: none"> <li>Active listening and questioning</li> <li>Building trust, empathy and situational awareness</li> <li>Giving and receiving constructive feedback</li> <li>Effective oral and written communication of complex ideas and arguments, using a range of media</li> </ul>	✓	✓	✓	✓		✓	✓
Recognise and address issues of power, diversity and ethics, applying personal and organisational values and ethics to situations and choices. This is achieved through building awareness of and sensitivity to: <ul style="list-style-type: none"> <li>Exploring and acting consistently with principles, values and beliefs</li> <li>The role and significance of power and politics within organisations</li> <li>Personal responsibility for respecting and valuing difference</li> <li>Facilitating a safe and developmental learning space</li> </ul>	✓	✓	✓	✓	✓		✓
Effective and appropriate use of ICT	✓		✓				
Effective performance within team environments and have the ability to: <ul style="list-style-type: none"> <li>recognise, develop and utilise individuals' contributions in group processes</li> <li>develop client abilities to perform effectively in team settings</li> <li>the ability to recognise, develop and utilise individuals' contributions in group processes;</li> <li>coach clients and client teams to develop their abilities to perform effectively in team settings</li> </ul>	✓	✓		✓		✓	✓
<b>(D) Transferable skills and other attributes</b>							
deal with complex issues systematically and creatively	✓	✓	✓	✓	✓	✓	✓
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 these programmes is to enable students to progress to a high level of autonomy in learning and thus engender life long learning within a socially inclusive environment.

The proposed 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. Guided learning (including training sessions, tutorials, seminars, workshops, visiting speakers, on-line and networked learning, electronic workshops and conferencing), group learning and independent learning are used throughout the programme, with a particular emphasis on learning and sharing learning in teams. For example, by splitting the group into small action learning sets they are encouraged to develop their own action plans and learning contracts and move their learning into practice, sharing their experiences and grounding their learning in the realities of the work place.

The teaching and learning methods used in the programme intends to challenge the existing perspectives of the students and encourage creative thinking. Thus many of the approaches used, 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 and in teams.

Teaching is based on research literature, professional experience and significant use of dialogue, and other appreciative conversational techniques. The emphasis on using real examples of workplace scenarios, often from students' own experience, places the focus on the very practical nature of learning about team coaching and leadership development in an organisational and educational context. In addition, a range of teaching approaches are employed to give depth and breadth to the learning experience. For example, through didactic pedagogy students are challenged to defend their thinking, whilst critical self-reflection encourages increased awareness of the quality of the student's own participation in and impact on the group.

The programme will appeal to students looking to develop their team coaching skills, whether in the context of their own coaching practice or as managers who are undertaking transformational interventions in their organisations as part of their role. The core modules will provide essential learning for all student groups with in interest in a team coaching role. In addition, we cater for the differences in student needs, prior experience/study and organisational contexts with a range of modules.

The delivery pattern for this programme is a block format over approximately one year, where most modules are delivered over 3-4 full days. This intense delivery mode has been adopted by the programme in recognition of and response to student preferences as it meets best the needs of practicing coaches and managers.

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

### **LEARNING RESOURCES**

All modules have teaching/learning resource booklets, most have set texts in accordance with the university's Reading Strategy, and all also draw on publications and research from academic, industry and international organisation communities. Additional support is provided through the library and an extensive student computing network. 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.

## Part 4: Student Learning and Student Support

Students are directed towards the University Library online Study Skills resource for the development of skills appropriate to the style of each module. Students will be directed on how the resources on this site should be used to develop the skills that will underpin their studies in module handbooks and/or via Blackboard.

Additional support is provided through the library by means of information skills sessions embedded at module level and self-directed online tutorials. There is also an extensive programme of regular workshops on referencing management. The library offers zoned space from silent to group study and student bookable rooms. There is excellent access to electronic databases on campus through the extensive student computing network and wifi. 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. The Student Services Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework 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 Manager.

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 managers. Where appropriate they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee.

The Faculty 'Current Student' web pages provide access to detailed and up to date information covering all aspects of academic and administrative procedures and support. These pages link closely to the student portal, MyUWE, and to the Student Services web pages, and act as a comprehensive 'faculty handbook'.

Further student support is provided by the Business School through the postgraduate administration team, the Admissions Office and the Employability & Enterprise Service, which includes careers coaching for both students and graduates, as well as access to support in finding vacancies for work experience and volunteering, and to events and workshops. Support to students with disability is offered both at the faculty level under the remit of the Leader of WP, Disability & Schools Liaison and centrally through the university's Disability Resource Centre. This acts as a holistic service for disabled students and applicants to the University but also supports the academic and administrative staff who work with disabled students.

In addition to the above The University's Student Services offers a range of services to support students during their time at university and beyond:

- University Health Centre and general advice on 'Staying Healthy';
- Welfare Services for students, including counselling and well-being, financial matters
- Student Advisors & Counselling for anything from exam stress to homesickness and depression;
- The Living Centre, for support with faith and spiritual matters;
- Global student support, to help international students to make the most of living and studying in the UK;
- Managing disability and dyslexia, to get help with all disability related support needs;



## Part 4: Student Learning and Student Support

Money and Visas, for financial check ups, or help with UK visas.

## Part 5: Assessment

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

### Assessment Strategy

The range of assessments indicated have been incorporated to:

- 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 is comprised of formal tutor assessment, informal tutor assessment and informal peer review and feedback. Formal testing of the knowledge base, intellectual, subject specific and transferable skills is through a combination of supervised mini-projects, essays, and presentations. Informal testing of intellectual, subject specific and transferable skills is through class interaction during work on current academic research and understanding, practical exercises and experiential exercises.

Forms of summative assessment commonly used in controlled and non-controlled conditions assessment are: presentations, self and peer assessments, individual and group projects and supervised mini-projects.

### Assessment Map

The programme encompasses a range of **assessment methods** that are detailed in the following assessment map:

#### Assessment Map for PG Cert Team Coach Development

		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>	UMODE9-30-M							A (50)	A (50)		
	UMOCQR-15-M							A (100)			
<b>Optional modules</b>	UMOD3K-15-M						A (25)	A (75)			
	UMOD3L-15-M							A (100)			
	UMODAP-15-M							A (100)			
	UMOCBA-15-M							A (100)			
	UMOD3J-15-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; module diet, including compulsory and optional modules

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
	Professional Practice in Team Coaching UMODE9--30-M  Coaching and Mentoring UMOCQR-15-M	<b>Students are recommended to choose 15 credits from:</b> (subject to availability)  Personal Mastery in Leadership UMOD3K-15-M  Interventions for Creativity and Change UMOD3L-15-M  Advances in Leadership UMODAP-15-M  <b>Students may also be able to choose from:</b> (subject to availability)  Leading Change UMOCBA-15-M  Groups, Teams and Organisations UMOD3J-15-M	n/a

## GRADUATION

### Part 7: Entry Requirements

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

An honours degree (a lower second or above) from a recognised UK Higher Education institution or equivalent from a recognised overseas institution OR

Other undergraduate degree, an HND or equivalent professional award (for example, at NVQ 4), plus two years of relevant work experience OR

At least two years in a role with leadership or management responsibility.

Applicants without an honours degree or equivalent formal academic qualification would require the full support of their organisation and are likely to be working as middle managers in a suitable professional area. 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

## Part 7: Entry Requirements

(IELTS) OR

A balanced TOEFL score of at least 600 (written scale) or 250 (computer scale) or 100 (internet based test)

## Part 8: Reference Points and Benchmarks

In devising this programme a number of reference points have been taken into account.

In particular, the educational aims and learning outcomes of the programme reflect the requirements of the UK's QAA Framework for Higher Education in England, Wales and Northern Ireland for a qualification at Masters (M) level. This is evident in the language and content of the aims and learning outcomes and is also addressed within individual modules.

The programme design acknowledges the benchmarks for specialist postgraduate business and management programmes. This is a type 1 specialist programme offering in-depth study in a particular specialist area and ancillary subjects relevant to the specialism; the content of the programme has a strong theoretical base but also provides a range of skills relevant to practice.

The programme maps well against the UWE Bristol 2020 Strategy as a practice oriented programme. The extensive involvement in programme design of key stakeholders, notably in the HE and education sector, 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 learning and teaching and research expertise in team coaching and coaching and mentoring from across the faculty but notably from specialists in Organisation Studies, who have a focus on coaching and mentoring. 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.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

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, as well as on our experience on the BA Business (Team Entrepreneurship), based on a team coaching approach. The programme is based on detailed feedback from all 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](#).