Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Faculty of Business and Law
Programme accredited by	n/a
Highest award title	PG Certificate Coaching & Mentoring
Default award title	
Interim award title	
Modular Scheme title (if different)	n/a
Codes	
ISIS code N69032 **HESA code** 27 **JACS code** N69	
Relevant QAA subject benchmarking group(s)	
On-going/valid until* (*delete as appropriate/insert end date)	
Valid from (insert date if appropriate)	September 2011

Authorised by…   **Date:…**

Version Code
1

For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications

Section 2: Educational aims of the programme

The primary educational aim of the programme is to develop the knowledge and skills needed by those who are and aspire to be coaches and/or mentors within an organisational context. The Post graduate Certificate is offered on a modular, flexible delivery pattern and subsequently the aims will vary according to the modules selected.

It is recommended that students select the following four modules as they both provide a firm foundation for both their practice and further academic study and link with the ILM professional qualifications offered by UWE: Coaching and Mentoring, Group facilitation, Personal Mastery in Leadership and leading and Managing People.

The programme aims to provide the students with:
- a critical understanding of contemporary theory, practice and research relevant to coaching and mentoring within an organisational context
- conceptual understanding that enables them to evaluate critically current research and scholarship in this field
- interpersonal, learning and research knowledge, tools and techniques that are necessary for effective and skilled performance in the practice of coaching and mentoring
- a developed understanding of the diverse roles, relationships and responsibilities of coaches and mentors within an organisational context
- the capacity to become reflective and autonomous learners as an integral part of their leadership, coaching and mentoring practice and development
- a capacity to develop their own authentic approach and an understanding of the impact of their own mental and physical well-being on the coaching and mentoring relationship

On completion of the Coaching and Mentoring module along with three other modules within the specification 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 clients in discovering and realising the client's own potential
- contract effectively with organisations and individuals in the context of professional and personal ethics and codes of practice

Rationale for Stand-alone Postgraduate Certificate qualification

The growth in coaching and mentoring in the workplace has continued to grow since the inception of the MSc in Coaching and Mentroing in 2009, with organisations as diverse as Cornwall Council and the MOD striving to develop a coaching culture.

There is also a move to make the practice of coaching and mentroing become more professionalised with recognised monitoring, qualifications and regulations. This shift has resulted in more requests for academic and professional qualifications.

The demand for UWE's MSc Coaching and Mentoring programme over the two years of its existence has been consistent but small. However, the demand for the single module in coaching and mentoring has remained consistently high, with three runs of the module being the norm annually and a new Executive Coaching module has been created and developed for an outside consultancy coaching organisation.

The linking of two of the MSc Coaching and Mentoring modules, Coaching and Mentoring and Leading and Managing People, with the ILM level 7 Certificate in Executive Coaching and Leadership Mentoring has proved to be very attractive to external customers, a shown by the high demand and consistently excellent evaluations and feedback from both customers and ILM External Verifiers.

Our experience has shown that once students have achieved 30 academic credits by completing these two modules and gained their ILM certificate at least 50% wish to continue their studies by completing another 30 postgraduate credits to achieve the Postgraduate Certificate.

Section 3: Learning outcomes of the programme

The post graduate certificate is offered on a modular basis with only the Coaching and Mentoring module being compulsory. Specific learning outcomes are therefore dependent on the modules studied.

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

Learning outcomes	Teaching, Learning and Assessment Strategies
A Knowledge and understanding of:	**Teaching/learning methods and strategies:**
1. **Coaching and Mentoring** – 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 roles. • Demonstrate awareness, knowledge and a critical understanding of theories and models that inform practice.	*Acquisition of 1 is through* Coaching and Mentoring UMOCQR-15-M. This module includes: independent research into coaching and mentoring models, role plays, peer coaching, case studies and practical exercises in order to develop critical understanding of theory and insights into effective behaviours. Techniques may include video recording of interviews; participant observation; and simulations. *Additional support is provided through* Group Facilitation UMOCYE-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Building Effective Working Relationships UMOCQS-15-M, Interventions for Creativity and Change UMOD3L-15-M, Groups, Teams and Organisations UMOD3J-15-M, Professional Practice in Executive Coaching & Leadership Mentoring UMOCUA-30-M,
2. **Leading and Managing People** – 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 • Synthesise core concepts of leadership, leaders and managers, power and authority.	*Acquisition of 2 is through* Leading and Managing People UMOCB7-15-M. This module includes tutor input on different conceptions of leadership in order to describe understand and synthesise core concepts of leadership which are then demonstrated through a series of experiential exercises. Students complete a reflective log of their own leadership practice to enable them to diagnose current strengths and development needs as team leaders and as learners. Learning and teaching approaches may include: re-enactment of leadership situations; extensive use of e-learning support; and completion of the KAI inventory. *Additional support is provided through* Coaching and Mentoring – UMOCQR-15-M, Building Effective Working Relationships UMOCQS-15-M, Leading Change UMOCBA-15-M,
3. **Self- Leadership** – personal effectiveness within an organisational context. Key learning outcomes on successful completion of the module include: • 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 • Gain a critical appreciation of the dynamics of complex networks and patterns of relationships in contemporary organisations.	*Acquisition of 3 is through* Personal Mastery in Leadership - UMOD3K-15-M. This module includes practical exercises exploring and challenging personal perspectives in order to develop a critical appreciation of the dynamics of complex networks and patterns of relationships. Techniques such as dialogue, reframing and reimagining enable students to develop their awareness of how they influence others. *Additional support is provided through* Building Effective Working Relationships UMOCQS-15-M, Coaching and Mentoring UMCOQR-15-M, Interventions for Creativity and Change UMOD3L-

	15-M, Groups, Teams and Organisations UMOD3J-15-M, Professional Practice in Executive Coaching & Leadership Mentoring UMOCUA-30-M,
4. **Group Facilitation** – the facilitation of groups and interventions in an organisational context. Key learning outcomes on successful completion of the module include: • Critical review of a range of theories, models and approaches to facilitation. • Evaluation of the role of facilitation in enabling groups of people to perform productively	*Acquisition of 4 is through* Group Facilitation UMOCYE-15-M. This module includes: live facilitation with the group, learning log reflections, practise sessions using given models in order to critically review a range of theories, models and approaches and critically review own capabilities and evaluate their impact. *Additional support is provided through* Building Effective Working Relationships UMOCQS-15-M, Interventions for Creativity and Change UMOD3L-15-M, Groups, Teams and Organisations UMOD3J-15-M, Professional Practice in Executive Coaching & Leadership Mentoring UMOCUA-30-M
5. **Leading Change** - effective management of change in complex, diverse organisations. Key learning outcomes on successful completion of the module include: • Critique and synthesise a range of theories, models and approaches to change • Critically evaluate the implications of diversity and multiple perspectives in managing change	*Acquisition of 5 is through* Leading Change UMOCBA-15-M. This module includes case studies, mini lectures and discussion groups in order to understand and critically evaluate a range of theories models and approaches to change. Learning sets will be established to work on the applied assignment, facilitating diagnosis of change situations and the development of strategies to improve them. *Additional support is provided through* Group Facilitation UMOCYE-15-M, Interventions for Creativity and Change UMOD3L-15-M,
6. **Interventions for Creativity and Change** – developing individual and organisational effectiveness using creative methods. Key learning outcomes on successful completion of the module include: • Develop a critical understanding of the theory and practice of a range of Interventions for Creativity and Change and their relevance for a range of professional and managerial roles • Develop insights into effective and appropriate use of creative methods in different organisational contexts.	*Acquisition of 6 is through* Interventions for Creativity and Change UMOD3L-15-M. This module encourages students to explore the theory and practice of a range of Interventions for Creativity and Change, largely through experiential sessions demonstrating the application of, for example, storying, use of metaphor, drawing and physical movement. Practicing these techniques in the classroom and giving and receiving feedback will facilitate the development of insight into effective and appropriate use of creative methods in different organisational contexts. *Additional support is provided through* Personal Mastery in Leadership UMOD3K-15-M, Groups, Teams and Organisations UMOD3J-15-M, Professional Practice in Executive Coaching & Leadership Mentoring UMOCUA-30-M *Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.* **Assessment:** *Testing of the knowledge base is through a range of formative and summative assessment approaches , including written coursework, presentations and learning portfolios* *Individual module specifications provide details of* assessments.

B Intellectual Skills On completion of the programme, students will be able to:	Teaching/learning methods and strategies *All intellectual skills are developed to a certain extent through all modules. However, the following indicates where skills are developed as a particular aim of the module, giving selected examples of activities included in the module:*
1. **think critically and be creative**: manage the creative processes in self and others; organise thoughts, analyse, synthesise, and critically appraise. This is manifested through a capability: • to identify assumptions • to evaluate statements in terms of evidence • to detect false logic or reasoning • to identify implicit values • to define terms adequately and generalise appropriately	*Acquisition of 1 is through* Coaching and Mentoring UMOCQR-15-M; Leading and Managing People UMOCB7-15-M; Group Facilitation UMOCYE-15-M; Personal Mastery in Leadership - UMOD3K-15-M; Leading Change UMOCBA-15-M; Interventions for Creativity and Change UMOD3L-15-M; Building Effective Working Relationships UMOCQS-15-M; Groups, Teams and Organisations UMOD3J-15-M Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, *Example sessions include:* using constellating techniques to access and question personal values (Coaching and Mentoring); exploring heroic and post-heroic models of leadership and their implications (Leading and Managing People); and exploring the same situation using different story 'plotlines' (Interventions for Creativity and Change).
2. **solve complex problems and make decisions:** establish criteria, using appropriate decision-making techniques. This includes: • identifying, formulating and solving business problems • the ability to create, identify and evaluate options • the ability to implement and review decisions	*Acquisition of 2 is through* Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Group Facilitation UMOCYE-15-M, Personal Mastery in Leadership - UMOD3K-15-M, Leading Change UMOCBA-15-M, Interventions for Creativity and Change UMOD3L-15-M, Building Effective Working Relationships UMOCQS-15-M, Groups, Teams and Organisations UMOD3J-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, *Example sessions include:* role play holding difficult conversations (Building Effective Working Relationships); and using anonymised scripts from supervision sessions to identify issues and problems and explore potential solutions (Professional Practice in Executive Coaching and Leadership Mentoring).
3. **use information and knowledge effectively:** synthesising and analysing in order to abstract meaning from information and to share knowledge. This includes: • scanning, sifting and organising data • abstracting patterns and contextualising • presenting findings in an accurate and usable format	*Acquisition of 3 is through* Personal Mastery in Leadership – UMOD3K-15-M, Leading Change UMOCBA-15-M, Interventions for Creativity and Change UMOD3L-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, *Example sessions include:* personal research into and critical evaluation of coaching, mentoring and facilitation models (Coaching and Mentoring; Group Facilitation exploration of own case studies in workshop environment, linking to current literature (Groups, Teams and Organisations **Assessment** *Assessment of the acquisition of the appropriate intellectual skills will be via:* Feedback and review with module tutors, peer coach and mentors and dissertation supervisor, action learning sets, presentations, essays, case-study analysis, and reflection on personal practice (all modules).

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills On completion of the programme, students will be able to:	Teaching/learning methods and strategies *All subject/professional/practical skills are developed to a certain extent through all modules. However, the following indicates where skills are developed as a particular aim of the module:*

1. Conduct research into coaching and mentoring, leadership and organisational issues either individually or as part of a team. This is achieved through:
   • Planning an appropriate research design for assignments
   • Conducting effective data collection, analysis and synthesis
   • Communicating outputs clearly and concisely.
	Acquisition of 1 is through Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Leading Change UMOCBA-15-M, Interventions for Creativity and Change UMOD3L-15-M, Groups, Teams and Organisations UMOD3J-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M,
	Example activities include: undertaking written assignments involving reviewing the literature and linking to application in practice.(All modules))

2. Design and evaluate effective coaching and mentoring interventions within an organisational context. This includes:
   • conducting and maintaining productive coaching and mentoring relationships
   • identifying needs, contracting with and handling multiple clients
   • recognising and managing boundaries
   • working within professional codes of practice
	Acquisition of 2 is through Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Group Facilitation UMOCYE-15-M, Personal Mastery in Leadership – UMOD3K-15-M, Interventions for Creativity and Change UMOD3L-15-M, Building Effective Working Relationships UMOCQS-15-M, Groups, Teams and Organisations UMOD3J-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M,
	Example activities include: Carrying out a series of coaching and/or mentoring sessions (Coaching and Mentoring and Professional Practice in Executive Coaching and Leadership Mentoring); observation of a facilitated session to analyse effective processes against codes of best practice (Group Facilitation).

3. Undertake effective two-way communication. This includes:
   • Active listening and questioning
   • Building trust, empathy and situational awareness
   • Giving and receiving constructive feedback
   • Effective oral and written communication of complex ideas and arguments, using a range of media
	Acquisition of 3 is through Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Group Facilitation UMOCYE-15-M, Personal Mastery in Leadership – UMOD3K-15-M, Leading Change UMOCBA-15-M, Interventions for Creativity and Change UMOD3L-15-M, Building Effective Working Relationships UMOCQS-15-M, Groups, Teams and Organisations UMOD3J-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOD3J-15-M,
	Example activities include: observation of and feedback on a facilitation exercise (Group Facilitation); storyboarding of the individual's learning experience (Personal Mastery in Leadership); participate in electronic discussion group and reflect on process (Leading and Managing People).

4. 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:
   • Exploring and acting consistently with principles, values and beliefs
   • The role and significance of power and politics within organisations
   • Personal responsibility for respecting and valuing difference
	Acquisition of 4 is through Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Group Facilitation UMOCYE-15-M, Personal Mastery in Leadership UMOD3K-15-M, Leading Change UMOCBA-15-M, Building Effective Working Relationships UMOCQS-15-M, Groups, Teams and Organisations UMOD3J-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOD3J-15-M.
	Example activities include: Reflect on and evaluate own organisation's attitude to diversity (Coaching and Mentoring); explore a range of leadership situations and the influence of power and politics on outcomes using film clips (Leading and Managing People); and analysing situations from different value bases (Groups, Teams and Organisations).

5. Effectively use ICT where appropriate	*Acquisition of 5 is through* Group Facilitation UMOCYE-15-M. *Example activities include:* video analysis of own facilitation sessions (Group Facilitation); development of learning contract and supporting personal research for distance and face-to-face supervision. and making extensive use of Blackboard and other electronic resources (Leading and Managing people and other modules). In addition, the induction day will include a study skills session with library staff designed to encourage students to make the most of the library's electronic databases, e-books and other electronic resources.
6. Effectively perform within team environments and have the ability to: • recognise, develop and utilise individuals' contributions in group processes • develop client abilities to perform effectively in team settings	*Acquisition of 6 is through* Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Group Facilitation UMOCYE-15-M, Personal Mastery in Leadership – UMOD3K-15-M, Building Effective Working Relationships UMOCQS-15-M, Groups, Teams and Organisations UMOD3J-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, *Example sessions include:* using the metaphor of Greek Gods and Goddesses to explore the impact of different leadership styles in team situations (Interventions for Creativity and Change); experiential sessions to explore unfolding group processes and related outcomes (Groups, Teams and Organisations); and experiment with different facilitation models (Group Facilitation). **Assessment** *Skills 1-4 are assessed directly in all modules.* *Additionally, skills 5 and 6 are assessed indirectly in all modules. Skill 7 is assessed directly in Group Facilitation and indirectly in other modules.*

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
1. deal with complex issues systematically and creatively 2. critical self-awareness, self reflection and self management 3. time management 4. ability to continue to learn through reflection on practice and experience 5. sensitivity to diversity in people and different situations	*Transferable skills are developed to a certain extent in all modules.* *The following indicates where skills are developed as a particular aim of the module:* *Skill 1 is developed in:* Coaching and Mentoring UMOCQR-15-M, Group Facilitation – UMOCYE-15-M, Personal Mastery in Leadership UMOD3K-15-M , Building Effective Working Relationships UMOCQS-15-M, Groups, Teams and Organisations UMOD3J-15-M, Interventions for Creativity and Change UMOD3L-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M *Skill 2 is developed in:* Coaching and Mentoring UMOCQR-15-M, Personal Mastery in Leadership UMOD3K-15-M, Interventions for Creativity and Change UMOD3L-15-M, Building Effective Working Relationships UMOCQS-15-M, Groups, Teams and Organisations UMOD3J-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M *Skill 4 is developed in:* Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Personal Mastery in Leadership UMOD3K-15-M, Group Facilitation UMOCYE-15-M, Leading Change UMOCBA-15-M, Interventions for Creativity and Change UMOD3L-15-M, Building Effective Working Relationships UMOCQS-15-M, Groups, Teams and Organisations UMOD3J-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M, *Skill 5 is developed in:* Coaching and Mentoring UMOCQR-15-M, Leading and Managing People UMOCB7-15-M, Group Facilitation UMOCYE-15-M, Personal Mastery in Leadership UMOD3K-15-M, Leading Change UMOCBA-15-M, Interventions for Creativity and Change UMOD3L-15-M, Building Effective Working Relationships UMOCQS-15-M, Groups, Teams and Organisations UMOD3J-15-M, Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M. As**sessment** *Skills 1-5 are assessed indirectly in all modules*

Section 4: Programme structure

ENTRY ↓		Compulsory module	Optional modules	Interim and Default Awards:
		• Coaching and Mentoring UMOCQR-15-M	**45 credits from:** • Professional Practice in Executive Coaching and Leadership Mentoring UMOCUA-30-M • Building Effective Working Relationships UMOCQS-15-M • Groups, Teams and Organisations UMOD3J-15-M • Group Facilitation UMOCYE-15-M • Personal Mastery in Leadership UMOD3K-15-M • Leading and Managing People UMOCB7-15-M • Interventions for Creativity and Change UMOD3L-15-M • Leading Change UMOCBA-15-M ,	PG Certificate Coaching and Mentoring 60 credits **including** Coaching and Mentoring- UMOCQR-15-M

→ **GRADUATION**

PG Certificate Coaching and Mentoring: Module Map

LEARNING OUTCOMES		Compulsory Module	Optional Modules							
		UMOCQR-15-M	UMOCB7-15-M	UMOD3K-15-M	UMOCYE-15-M	UMOCBA-15-M	UMOD3L-15-M	UMOCQS-15-M	UMOD3J-15-M	UMOCUA-30-M
SECTION A *KNOWLEDGE AND UNDERSTANDING OF:*	COACHING AND MENTORING	√		√	√		√	√	√	√
	LEADING AND MANAGING PEOPLE	√	√			√		√		
	PERSONAL MASTERY IN LEADERSHIP	√		√			√	√	√	√
	FACILITATION SKILLS				√		√	√	√	√
	LEADING CHANGE				√	√	√			
	INTERVENTIONS FOR CREATIVITY AND CHANGE	√		√			√		√	√
SECTION B *INTELLECTUAL SKILLS:*	ABILITY TO THINK CRITICALLY AND CREATIVELY: manage the creative processes; analyse, synthesise, and critically appraise.	√	√	√	√	√	√	√	√	√
	COMPLEX PROBLEM SOLVING AND DECISION MAKING; identifying, formulating and solving business problems; create, identify and evaluate options; implement and review decisions	√	√	√	√	√	√	√	√	√

PG Certificate Coaching and Mentoring Module Map (continued)

LEARNING OUTCOMES		Compulsory Module	Optional Modules							
		UMOCQR-15-M	UMOCB7-15-M	UMOD3K-15-M	UMOCYE-15-M	UMOCBA-15-M	UMOD3L-15-M	UMOCQS-15-M	UMOD3J-15-M	UMOCUA-30-M
SECTION C *SUBJECT, PROFESSIONAL, PRACTICAL SKILLS:*	ABILITY TO CONDUCT RESEARCH into coaching and mentoring, leadership/ and management issues individually/part of a team through research design, data collection, analysis, synthesis and reporting	√	√			√	√		√	√
	ABILITYTO DESIGN & EVALUATE INTERVENTIONS conduct and maintain productive coaching & mentoring relationships: identifying needs; contracting; multiple clients; boundaries; professional codes of practice	√	√	√	√		√	√	√	√
	EFFECTIVE TWO-WAY COMMUNICATION: listening, effective oral and written communication of complex ideas and arguments, using a range of media	√	√	√	√	√	√	√	√	√
	ABILITY TO RECOGNISE AND ISSUES OF POWER DIVERSITY & ETHICS applying personal and organisational values and ethics to situations and choices	√	√	√	√	√		√	√	√
	USING INFORMATION AND KNOWLEDGE EFFECTIVELY: scanning/organising data, synthesising/analysing in order to abstract meaning from information and to share knowledge			√		√	√			√
	EFFECTIVE USE OF ICT				√					
	EFFECTIVE PERFORMANCE IN TEAM ENVIRONMENTS, recognise & utilise contributions in group processes; develop client abilities to perform effectively in team settings	√	√	√	√			√	√	√
SECTION D *TRANSFERABLE SKILLS AND OTHER ATTRIBUTES:*	HIGH PERSONAL EFFECTIVENESS	√	√	√	√	√	√	√	√	√
	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	√	√	√	√	√	√	√	√	√

Section 5: Entry requirements

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

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 or as a consultant/sole practitioner. Applicants may be interviewed prior to acceptance and may be asked to undertake an additional pre-entry assessment.

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 based test)

Section 6: Assessment Regulations

All assessment is governed by the University's current Academic Regulations and Procedures

Section 7: Student learning: distinctive features and support

7.1 CURRICULUM DESIGN CONTENT AND ORGANISATION

The programme is designed and delivered within a postgraduate modular scheme which allows credit accumulation and flexibility. Students on the programme are typically professionals who wish to study part time while undertaking demanding job roles. To provide flexibility and accommodate different study patterns and individual need, the programme is also offered on a modular and short course basis (including ILM Level 7 Certificate in Executive Coaching and Leadership Mentoring).   We are finding that a significant proportion of students enrolling on the ILM Level 7 Certificate go on to complete the PG Certificate phase.

Students study the Coaching and Mentoring module first, to act as a foundation to the teaching on the other modules.

The PG Certificate Coaching and Mentoring meets a demand from both practicing coaches and mentors and from line managers looking to develop their coaching and mentoring skills within the region; as the profession expands and the quality of practitioners becomes more variable, a recognised academic qualification is seen as an important badge of proficiency to practice. A plethora of often contradictory models and approaches are promoted through the literature and this programme has been designed to encourage participants to critically evaluate these models and develop their own authentic style.

The collaborative nature of the programme enables students to develop and manage their learning and skills in the context of a vibrant learning community – an important feature when many are sole practitioners or performing coaching and mentoring as a part of their role. Student and organisational feedback on the programme is extremely positive, with a particular strength being the diverse student body, drawn from both practicing coaches/mentors and leaders and managers.

The PG Certificate in Coaching and Mentoring provides a Masters level grounding in the key disciplines of coaching and mentoring in an organisational context.

7.2 TEACHING, LEARNING & ASSESSMENT

This programme is designed in support of the University Learning and Teaching and Assessment Strategy which is designed to underpin all programmes. The vision for the strategy is that: *'We will become an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness'*

The strategy contains 6 key aims, each with a number of objectives, which are linked and build cumulatively on each other. The aims are listed below:
1. To be a university that is learning centred in all that it does.

2. To develop approaches to learning, teaching and assessment that are underpinned by shared values and ethical frameworks, sound health and safety practices and informed by research and professional practice.

3. To develop inclusive, flexible and accessible curricula, learning spaces and resources that enable personalized learning in campus, placement and work-based settings.

4. To provide diverse modes of assessment both for and of learning.

5. To develop learners who know and value themselves as open-minded, reflective and interdependent learners, and participants, employees, self- employed professional and entrepreneurs in global settings and as global citizens.

6. To develop self-critical learners who value others as collaborators in their learning and co-constructors of knowledge and its exchange.

The strategy is designed to be continuously evolving and provides a base for further refinement and development. An important reality check for the statements above is the extent to which students enrolled on our programmes can verify their experiences of learning, teaching and assessment in the light of the strategy aims and objectives. Feedback from students through module and programme evaluations and programme management committees is critical to the successful achievement of our vision.

The teaching and learning and assessment strategy of UWE encourages students to take responsibility for aspects of 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 a socially inclusive environment.

To achieve this on the PG Certificate Coaching and Mentoring, a variety of learning approaches have been integrated throughout the programme with an overall emphasis on active student participation. Guided learning (including lectures, tutorials, seminars, workshops, visiting speakers, on-line and networked learning, case studies), group learning and independent learning are used throughout the programme. For example, by splitting the group into small action learning sets they are encouraged to develop their own action plans 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 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.

Teaching is based on research literature, professional experience and significant use of debate and discussion. 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 coaching and mentoring in an organisational context. This is embedded in the programme as a whole. 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.

Some modules introduce generally applicable principles of change management and leadership, and so, apart from some tailoring of case studies and focusing upon priorities for coaches and mentors, they are delivered to the same specification as those delivered on other leadership and management programmes (for example, Leading and Managing People, Building Effective Working Relationships). Other modules, however, address topics of general importance but have been focused upon the specific practical demands of the coaching and mentoring professions (for example, Coaching and Mentoring, Professional Practice in Executive Coaching and Leadership Mentoring).

The programme appeals to practicing coaches/mentors, as well as leaders and managers who are undertaking coaching and /or mentoring interventions as part of their role.

Assessment is an integral part of the teaching and learning process. 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 comprises 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, learning portfolios, case studies and presentations. Informal testing of intellectual, subject specific and transferable skills is through class interaction during work on current academic research and understanding, case studies, practical exercises and experiential exercises.

The faculty supports the University's Academic Regulations and Procedures. Forms of assessment commonly used in controlled and non-controlled conditions assessment are: presentations, assignments self and peer assessments, individual and group projects and supervised projects.

LEARNING RESOURCES

All modules have teaching/learning resource guide

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.

Students will be directed towards the University Library online Study Skills resources for the development of skills appropriate to the level and style of the module.

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 Faculty of Business and Law Student Advice Centre provides timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, late work and extenuating circumstances procedures, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill heath and so on, including when relevant how to access the wider support provided by the University. Additional academic support and guidance is provided by the Programme Manager who is also responsible for ensuring the collection of and response to student feedback using student representatives and the Programme Management Committee. The faculty has a Student Experience Group that oversees the development and implementation of faculty policy concerning widening participation and student support and guidance.

Further student support is provided by the Business School through the postgraduate administration team, the Admissions Office and the International Office. Here, the international administrator provides support and organises specific activities to assist international students in adapting to life in the UK, such as an additional induction week, and the provision of specific literature to assist with their study.

All students have a formal induction process to socialise them to university life and to provide them with the means to access the support that they may require during their study at UWE. A student handbook documents this for students, as does the Business School website. There are a range of central services offered to students. These include: the Centre for Student Affairs for careers service and the university's counselling provision, information technology services, student accommodation, sports facilities, student union services, the Chaplaincy and the Centre for Performing Arts.

Support to students with disability is offered both at the faculty level under the remit of the Leader of Student Support & Guidance and centrally through the university's Disability Resource Service. This acts as a holistic service for disabled students and applicants to the University but also supports the academic and administrative staff members who work with disabled students.

Section 8 Reference points/benchmarks

This programme is designed in accordance with:

- *The main findings of the report of the council for excellence in management and leadership (2002),*

- *Good Practice Leadership Development Criteria* (see Appendix A)

- *European Mentoring and Coaching Council (EMCC) Competence Standards 2007, Master Practitioner level (see Appendix B)*

- *Subject benchmarks (QAA Unit in Business and Management - QAA benchmarks for Postgraduate Management Programmes – QAA 158 02/07[1])*

The programme design acknowledges the benchmarks for postgraduate business and management programmes. The programme meets the Type 1 'Specialist Masters' requirements in providing further career development for those in employment with a study of practice in a specialist area and a professional orientation. The programme draws from all the knowledge, understanding and skill domains indicated in the benchmarks, with an emphasis as indicated in the programme aims and objectives.

- *Descriptor for a qualification at Masters (M) level: Masters degree – extracted from the Framework for Higher Education Qualifications in England, Wales and Northern Ireland, January 2001 (see Appendix C)*

The QAA Postgraduate Qualification Descriptors provide a schedule of the standards adopted by the programme and they are also in line with current Faculty practice.

- *The University's Mission Statement (UWE)*

- *University teaching and learning policies: UWE and Bristol Business School Teaching and Learning Strategy*

- *The SEEC Credit Level Descriptors 2001*

- *Bristol Business School Review of Postgraduate Programmes 2007*

This programme 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. These will also be made available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator. Other sources of information are:

- UWE Postgraduate Prospectus
- Student Handbook

The University's Disability Equality Scheme

The University philosophy is to integrate provision for disabled students within the services offered to all students at the University and so remove the barriers that can be disabling. It aims to provide an inclusive educational experience and so to respond fully to the spirit as well as the letter of current legislation (http://www.uwe.ac.uk/info/policy.shtml)

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[1] http://www.qaa.ac.uk/academicinfrastructure/benchmark/statements/BusinessManagementMasters.asp last accessed on 8th April 2009

Good Practice Leadership Development Criteria

Blewett's (1997) "*Themes*"

- Clearly articulated goals
- Articulation of "in use" definition(s)
- Strong theoretical base
- Aware of conceptual and contextual developments
- Exposure to conceptual and practical experiential methodologies
- Use of multiple learning methods
- Assessment of learning
- Programme evaluation

Cacioppe (1998) "an integrated model for planning…elements in effective individual learning"

- Improved self-knowledge – through reflection
- Reshaping mindsets – 'surprises', acquiring new paradigms
- Action Learning – testing ideas in action
- Improved skills – need to experience development
- Observing leadership models – mentor, role models, staff behaviour
- Linked to organisation's strategy – relationship between learning and company strategy
- Global focus – cross cultural considerations
- Networking – collaborative (i.e., organisational) learning

Vaill (1996) "pedagogy of learning as a way of being" or "leaderly learning"

- Self directed – initiating actions as a consequence of learning
- Creative – exploration, discovery, 'process frontiers', new abilities
- Expressive – learning in and through expression, dialogue
- Feeling – feeling the meaning of events, intuition, meaning/sense making
- On-line – practice in real time in real world (v simulation and role plays)
- Continual – being a perpetual beginner
- Reflexive – attention to process in the midst of action, developing 1-6 above

References:
Blewett, R.G. (1997)"What we Know about Leadership Studies", *Leadership Studies Journal*, March, pp. 1-6.
Cacioppe, R. (1998) "An integrated model and approach for the design of effective leadership development programmes", *Leadership and Organization Development Journal,* 19/1, pp*.* 44-53*.*
Vaill, P.B. (1996) *Learning as a Way of Being*, San Francisco: Jossey-Bass.

European Mentoring & Coaching Council
EMCC PO Box 3154 Marlborough Wiltshire SN8 3WD United Kingdom
+44 845 123 3720 EMCC.Membership@emccouncil.org www.emccouncil.org.   **EMCC Competence Standards**

These standards were compiled via a two year consultation process during which feedback was invited from all coaching and mentoring organisations, purchasers of coaching and mentoring services, developers of coaching and mentoring programmes and individuals practising coaching and mentoring including psychologists and life coaches.

	Foundation		Intermediate	Practitioner		Master Practitioner
	Foundation Equivalent to NVQ 3 **3**	**Foundation 4** Equivalent to NVQ 4	Equivalent to UG degree/ NVQ5	**Practitioner** Equivalent to PG certificate	**Advanced Practitioner** Equivalent to PG diploma	Equivalent to masters degree
Who we are - the incremental hierarchy of personal attributes for coaching and mentoring	**Beliefs and attitudes:** • demonstrates belief in helping others to develop. • advocates that others learn best for themselves. • explains issues of diversity in coaching and mentoring. **Self:** • explains clearly their role in relation to the learner. • explains clearly the implications of the coaching and mentoring relationship. • demonstrates self-management and self-awareness.	**Beliefs and attitudes:** • describes clearly their own values, beliefs and attitudes that guide their coaching and mentoring practice. • demonstrates empathy in their coach-mentoring relationship. **Self:** • receives and accepts feedback appropriately. uses a formal feedback process to assist their coaching and mentoring practice. • behaves and acts in alignment with their values and beliefs and consistently does as they say.	**Beliefs and attitudes**: • demonstrates a broad understanding, based on both theory and practice, of how beliefs, values and attitudes affect behaviour. • adapts own beliefs, values and attitudes to meet learner's needs. • hands over to someone else when appropriate. **Self:** • gains self-awareness from at least one personality type indicator or formal face to face feedback process (e.g. 360). • operates to a clear code of ethics. • demonstrates empathy in a broad range of settings and with a diverse range of people. in both practice and reflection. • demonstrates self-belief in their competence to coach and mentor within the limits of their own experience.	**Beliefs and attitudes**: • demonstrates the ability to manage own 'state of mind' to suit the needs of the learner. **Self:** • demonstrates application of self-management and self-awareness consistently through practice and reflection. • demonstrates self-belief in their ability to coach/mentor in a wide range of applications • develops self-awareness using at least 3 feedback processes, including personality indicators and self-reflection. • demonstrates an ongoing process of review, reflection and revision of personal values, beliefs and attitudes to improve their coaching and mentoring.	**Beliefs and attitudes:** ⏱ formulates own frameworks of techniques, beliefs and values in their approach to coaching and mentoring. ⏱ explains their motives to coach mentor in the context of the wider community. **Self:** ⏱ develops depth and breadth of expertise in self-awareness and self-management from study of and practice with a range of (at least three) psychometric tools. ⏱ demonstrates application of psychometrics both in practice and reflection.	**Beliefs and attitudes**: ⏱ as for advanced practitioner. **Self:** ⏱ demonstrates through practice and reflection the basics of brain function and human development and how this knowledge can help others to build coaching and mentoring capability.
Our skills and knowledge - we will use during the coaching / mentoring process	**Communication Skills:** • explain the value of whole body listening. • explain the principles of questioning and at least one framework. • explain the why, what, how, when and where of feedback • use language appropriate to the needs of the learner **Technical Skills** • explain principles of setting objectives	**Communication Skills:** • explain potential blocks to effective listening. • explain the benefits / disadvantages of at least two questioning structures • demonstrate how different communication styles may affect understanding and relationships. **Technical Skills** • explain the principles of project planning in application to coaching and mentoring	**Communication Skills:** • explain the principles of emotional intelligence and its use to improve communication • explain the advantages / disadvantages of a range of questioning techniques and frameworks • explain particular styles of coaching and mentoring **Technical Skills:** • explain the principles of strategic planning in application to coaching and mentoring	**Communication Skills:** • explain how to match, pace, mirror and lead to help the learner • elicit deeper levels of communication through listening and questioning • use feedback to improve interaction with the learner. • build a long-term relationship based on trust. **Technical skills** • demonstrate experience working in organisational design and development • explain concepts and application of in depth systems thinking	**Communication Skills:** • formulate own tools and systems to improve effectiveness **Technical skills:** • explain detailed experience of organisational, leadership or management at senior management level. • apply a variety of assessment tools. • use a variety of artistic and creative approaches. • connects various models and new ideas into their own tools and systems	**Communication Skills:** • show an extensive breadth of knowledge and / or experience in communicating and researching effectively within the coaching and mentoring community

	Foundation		Intermediate	Practitioner		Master Practitioner
	Foundation Equivalent to NVQ 3 3	**Foundation 4** Equivalent to NVQ 4	Equivalent to UG degree/ NVQ5	**Practitioner** Equivalent to PG certificate	**Advanced Practitioner** Equivalent to PG diploma	Equivalent to masters degree
Our skills and knowledge - we will use during the coaching / mentoring process	• develop an action plan to include monitoring and reviewing. **People Development** • explain importance and methods of building rapport • explain basic theories of how people learn. **Business Development:** • explain the benefits of coaching and mentoring in the context of their organisation's corporate plan.	• explain how cultural dynamics affect operational effectiveness • explain at least one method of idea creation • explain at least one assessment and problem solving tool **People Development** • explain at least one theoretical approach to building and maintaining rapport • explain at least one model of learning • explain the basics and application of at least one model of human behaviour	• explain the principles of organisation development • demonstrates experience of general management skills or functional expertise • explain principles of systems thinking 🕐 explain experience of leadership as a middle manager and 2 models of leadership **People Development** • apply at least 1 model of human behaviour or psychological /psychotherapy theory. • explain experience of working with change	• apply professionally at least 1 assessment tool • explain the use of a wide range of tools and techniques **People Development** • explain various learning methods • compare the basic principles of a range of models of human behaviour. • explain experience of leading change.	**People Development** • explain in detail at least 3 models of human behaviour • illustrate the appropriate application of a wide range of tools and techniques to suit different situations and challenges	**Technical Skills** • demonstrate the translation of extensive knowledge and / or experience of organisational development, leadership, and management issues resulting in significant learning impact in a variety of contexts. **People Development** • demonstrate the translation of extensive knowledge and / or experience of people development having a significant learning impact in a variety of contexts
How we coach and mentor - how we will demonstrate that we are able to apply what we have learned	• treats all people with respect and dignity • ensures the learner chooses solutions. • works with the learner's beliefs, values, attitudes and emotions. • uses an active listening style. • uses an appropriate questioning style • offers feedback in an appropriate style. • checks thoroughly for understanding • ensures the learner leaves the session enabled to use new ideas and learning.	• ensures learner's independence of the coach/ mentor. • responds to learner's emotions without becoming personally involved. • learner is aware of their feelings and behaviours and their effect on their performance. • celebrates learner's successes • offers advice and ideas only when appropriate • demonstrates use of 2 questioning approaches • uses reviews to deepen understanding and commitment to action • reflects the leadership challenges faced by the learner	• ensures learner is taking responsibility for their own decisions, actions and learning approach • learner is able to elicit values and beliefs • learner is motivated and encouraged appropriately • offers advice that is relevant to the learner's development • recognises and works with the emotional signals from the learner • combines listening and questioning to identify patterns of thinking and actions. • uses a range of tools and techniques to support learning • supports the learner to maintain focus and alignment to organisational needs whilst dealing with pressures and political issues • facilitates the learner's transition from manager to leader	• applies advanced knowledge, experience, models, tools and techniques to help the learner deal with specific challenges as well as the overall objectives. • challenges in a way which demonstrably improves the learner's performance. • demonstrates leadership qualities and behaviours which supports the learner	• applies a range of different approaches to help the learner's development. • supports leader to create and communicate a strategic vision for business success	• supports learners effectively with their increasingly complex range of needs. • researches development of professional standards in the coaching / mentoring industry.

	Foundation		Intermediate	Practitioner		Master Practitioner
	Foundation Equivalent to NVQ 3 **3**	**Foundation 4** Equivalent to NVQ 4	Equivalent to UG degree/ NVQ5	**Practitioner** Equivalent to PG certificate	**Advanced Practitioner** Equivalent to PG diploma	Equivalent to masters degree
How we manage the process - what we will do as part of our coaching/ mentoring practice to maintain and develop an effective and professional approach	**Managing the relationship:** • establishes rapport • assists learner to clarify their goals • explores a range of options for achieving the goals aligned to organisational needs • enables learner to develop an action plan • supports learner in implementing the plan • reviews progress and achievement of the plan • keeps appropriate notes to ensure actions are followed • monitors the whole process • manages the conclusion of the process. **Managing the contract:** • ensures all stakeholders agree expectations and outcomes before starting • evaluates outcomes with stakeholders	**Managing the relationship:** • demonstrates how they build and maintain the relationship • demonstrates a flexible approach • demonstrate effective session management • maintains commitment to goals • develops trust effectively **Managing the contract:** • agrees, when, where and how often the sessions will take place • establishes with the sponsor and the learner what time pressures will impact on the programme. • ensures confidentiality	**Managing the relationship:** • works effectively with relevant policies and procedures of the organisation • acts as an external source of motivation to support the learner in achieving their goals • maintains trust and honest communication **Managing the contract:** • reviews changes to contract • ensures the learner knows what resources are available to them to support their learning programme • follows a code of conduct and professional code of ethics	**Managing the relationship:** • draws on a range of techniques and methods to facilitate achievement of goals. • adapts to organisational changes that impact on the contract agreement **Managing the contract:** • manages professional boundaries effectively • demonstrates accountability for professional practice	**Managing the relationship:** • demonstrates an extensive understanding of adapting methodology and approaches **Managing the contract:** • acts as a role model for other coaches/mentors	**Managing the relationship:** • researches new understandings of interventions on coaching / mentoring relationships **Managing the contract:** • leads on advice for developing professional practice.

APPENDIX C

EXTRACTS FROM THE FRAMEWORK FOR HIGHER EDUCATION QUALIFICATIONS IN ENGLAND, WALES AND NORTHERN IRELAND - JANUARY 2001

Descriptor for a qualification at Masters (M) level:

Masters degree

Masters degrees are awarded to students who have demonstrated:

i) a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;

ii) a comprehensive understanding of techniques applicable to their own research or advanced scholarship;

iii) originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;

iv) conceptual understanding that enables the student:
   - to evaluate critically current research and advanced scholarship in the discipline; and
   - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

a) deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

b) demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;

c) continue to advance their knowledge and understanding, and to develop new skills to a high level;

and will have:

d) the qualities and transferable skills necessary for employment requiring:
   - the exercise of initiative and personal responsibility;
   - decision-making in complex and unpredictable situations; and
   - the independent learning ability required for continuing professional development.