



MSc Coaching and Development

PgDip Coaching and Development

PgCert Coaching and Development

Programme Specification

Primary Purpose

Course management and quality assurance.

Secondary Purpose

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer

The University of Portsmouth has checked the information given in this Programme Specification. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example; the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Contents

Course Details	1
1. Named Awards.....	1
2. Course Code (and UCAS Code if applicable).....	1
3. Awarding Body	1
4. Teaching Institution	1
5. Accrediting Body	1
6. QAA Benchmark Groups	1
7. Document Control Information.....	1
8. Effective Session.....	1
9. Author	1
10. Faculty.....	1
11. Subject Group	1
Curriculum	2
12. Educational Aims.....	2
13. Reference Points.....	2
14. General Learning Outcomes.....	2
15. Learning Outcomes	3
A. Knowledge and Understanding of:.....	3
B. Cognitive (Intellectual or Thinking) Skills, able to:	3
C. Practical (Professional or Subject) Skills, able to:	5
D. Transferable (Graduate and Employability) Skills, able to:	5
16. Learning and Teaching Strategies and Methods.....	6
17. Assessment Strategy.....	6
18. Course Structure, Progression and Award Requirements.....	7
19. Employability Statement.....	7
Course Management	8
20. Support for Student Learning.....	8
21. Admissions Criteria.....	9
A. Academic Admissions Criteria	9
B. Disability	9
22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching	9
A. Mechanisms for Review and Evaluation	9
B. Responsibilities for Monitoring and Evaluation.....	9
C. Mechanisms for Gaining Student Feedback	9
D. Staff Development Priorities.....	10
23. Assessment Regulations	10
24. Role of Externals	10
25. Indicators of Standards and Quality.....	10
A. Professional Accreditation/Recognition.....	10
B. Periodic Programme Review (or equivalent).....	10
C. Quality Assurance Agency	11
D. Others	11
26. Further Information	11

Course Details

1. Named Awards

PgCert Coaching and Development

PgDip Coaching and Development

MSc Coaching and Development

2. Course Code (and UCAS Code if applicable)

PgCert: C1910P

PgDip: C1911P

MSc: C1631P

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

None

6. QAA Benchmark Groups

None available specific to Coaching and Development

7. Document Control Information

Version 6, September 2018

8. Effective Session

2018/2019

9. Author

Michele Towell

10. Faculty

Faculty of Business and Law

11. Subject Group

Organisational Studies and Human Resource Management

Curriculum

12. Educational Aims

- Provide a challenging and stimulating framework for Work-Based Learning opportunities, which facilitates personal, academic and professional development through the acquisition of knowledge, skills and competencies.
- Provide a framework that allows students to follow a coherent and staged programme of accredited, individual Work-Based Learning units.
- Facilitate experiential learning by providing students with the opportunity and means to combine theory and practice in applied work-based learning activities, using concepts, theories and experience gained from a course of self-directed learning.
- To provide the knowledge, skills and opportunity for students to formulate, plan and execute work-based learning assignments and a dissertation in the field of Coaching and Development
- Develop critical evaluation and assessment skills using academic literature and the workplace as sources of evidence
- Equip students with the transferable skills for lifelong learning, knowledge and flexibility needed to be able to work with self-direction and originality and, contribute to business and society at large.
- Provide students with Work-Based Learning and development opportunities that support Continuous Professional Development.

13. Reference Points

- University of Portsmouth Curriculum Framework Document
- The scholarship and research expertise of academic members of staff
- QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education
- Framework for Higher Education Qualifications (FHQE)
- National Qualifications Framework

14. General Learning Outcomes

Level 7

Master's degrees/Postgraduate Certificates/Postgraduate Diplomas are awarded to students who have demonstrated:

- 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
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- 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
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

Typically, holders of the qualification will be able to:

- 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

- 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

And holders will have:

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

15. Learning Outcomes

Students will be able to demonstrate ability to:

- Take responsibility to plan and manage their learning within the Work-Based Learning Masters Flexible Framework
- Carry out appropriate work-based projects/assignments and a dissertation (Investigative Project) at PG level
- Identify and apply appropriate learning to carry out in-depth analysis and synthesise ideas
- Research topics to provide insight and understanding as a basis to develop and sustain arguments
- Communicate information in an appropriate manner and at the required level for the intended audience
- Apply learning in the workplace as a basis to support decision-making to improve performance
- Create and innovate in designing workplace learning and applying new knowledge.

A. Knowledge and Understanding of:

For the Postgraduate Certificate (PgCert):

- A.1 The key principles, advanced theories and progressive practices associated with Coaching and Development, and the application of these to achieve change and advance coaching practice.
- A.2 The role of Coaching and Development in improving performance for both individuals and organisations and businesses.
- A.3 The principles and skills necessary to develop self-direction in the planning and implementation of Coaching and Development learning activities within an organisation.

As above and in addition, for the Postgraduate Diploma (PgDip):

- A.4 Critically evaluate, synthesise and apply advanced theories and techniques of Coaching and Development within a work-based and business environment context.
- A.5 The concepts, theories and frameworks of the reflective learning to enable planning and implementation of continuous learning and professional development.

As above and in addition, for the Masters (MSc):

- A.6 The philosophy, theory and practice of generating empirical data by research and developing a research proposal.
- A.7 Gain new insight and understanding of complex Coaching and Development issues by design and implementation of a dissertation project based on empirical research.

B. Cognitive (Intellectual or Thinking) Skills, able to:

For the Postgraduate Certificate (PgCert):

- B.1 Demonstrate the ability to gather, integrate and organise materials to critically evaluate its significance to Coaching and Development in organisations

- B.2 Deal with complex issues and make sound judgements based on analysis and critical appraisal
- B.3 Critically evaluate the relevance of theories of Coaching and Development to individuals, teams and organisations
- B.4 Demonstrate creativity and originality in the interpretation, application and adaptation of the theories of Coaching and Development.
- B.5 Evaluate the implications of Coaching and Development to the development and performance of individuals and organisations.
- B.6 Select, and apply relevant models and theories of Coaching and Development to support coaching practice.
- B.7 Identify and access a range of information from a variety of sources, including academic and professional sources.
- B.8 Use critical analysis skills to make sound business judgements that contribute towards improving performance.
- B.9 Present findings in a range of formats and media, and at a level that is appropriate to the audience.
- B.10 Create and innovate to produce new ways of thinking and approaches to performance and change for individuals, teams and organisations.
- B.11 Deal with and have influence with a range of internal and external people to obtain and exchange ideas and information.

As above and in addition, for the Postgraduate Diploma (PgDip):

- B.12 Synthesise knowledge, understanding and learning to integrate theory and practice from a range of Coaching and Development perspectives to critically evaluate, apply and propose alternative approaches to individual, group and team performance.
- B.13 Develop the cognitive, critical and intellectual skills of the reflective learner and practitioner, enabling and supporting continuous learning and professional development.
- B.14 Synthesise knowledge, understanding and learning to integrate theory and practice from a range of Coaching and Development perspectives to critically evaluate and propose alternative approaches to individual, group and team performance.
- B.15 Develop the cognitive, critical and intellectual skills of the reflective learner and practitioner, enabling and supporting continuous learning and professional development.

As above and in addition, for the Masters (MSc):

- B.16 Critically analyse a complex range of Coaching and Development issues to formulate a research aim and set of objectives to develop an in-depth understanding and gain new insight into the subject field.
- B.17 Design and implement a research methodology aimed at generating empirical data to provide new insight and understanding, and to achieve the aims of the research.
- B.18 To present the findings of empirical research which adds to the knowledge in the subject field and provides the basis to develop a line of argument.
- B.19 Develop new ways of approaching personal development and organisational performance based on a range of information and knowledge, including theories, concepts, and organisational bodies to enable the production and management of empirical data.
- B.20 Manage information from different sources and formats, and present data in such a way that is appropriate for purpose and for the audience.
- B.21 Create and innovate new concepts, ways of thinking and approaches based on research findings.

C. Practical (Professional or Subject) Skills, able to:

For the Postgraduate Certificate (PgCert):

- C.1 Select, and apply relevant models and theories of Coaching and Development to support the development of coaching practice.
- C.2 Identify and access a range of information from a variety of sources, including academic and professional sources.
- C.3 Use critical analysis skills to make sound business judgements that contribute towards improving performance.
- C.4 Present findings in a range of formats and media, and at a level that is appropriate to the audience.
- C.5 Create and innovate to produce new ways of thinking and approaches to performance and change for individuals, teams and organisations.
- C.6 Deal with and have influence with a range of internal and external people to obtain and exchange ideas and information.

As above and in addition, for the Postgraduate Diploma (PgDip):

- C.7 Influence the planning and implementation of strategies and methodologies to facilitate change and achieve required performance
- C.8 Self-awareness of attitude and behaviour in acquiring new knowledge and learning, and how this influences continuous professional development
- C.9 Awareness of how others may respond to being influenced by information and the arguments developed as a result of learning.

As above and in addition, for the Masters (MSc):

- C.10** The philosophy, theory and practice of generating empirical data by research and developing a research proposal
- C.11** Gain new insight and understanding of complex leadership and management issues by design and implementation of a dissertation project based on empirical research

D. Transferable (Graduate and Employability) Skills, able to:

The whole course is work-based learning and provides the opportunity to participate in active learning and apply skills in a work environment. It is reasonable to expect that students will:

- D.1 Demonstrate problem-solving and creativity when undertaking assignments.
- D.2 Critically reflect on individual performance, coaching style and professional issues in the workplace.
- D.3 Gain insight into how to manage a variety of workplace situations relevant to coaching and development
- D.4 Respond to formative and summative feedback and take on board constructive criticism
- D.5 Define the nature of a work-place problem, demonstrate clarity of judgement, and provide rationales for arguments/chosen approaches.
- D.6 Write for both academic and commercial/organisational contexts.
- D.7 Share ideas and information with colleagues/managers and fellow students
- D.8 Use a variety of sources in a context appropriate to the task.
- D.9 Proofread, edit and revise written work.

This course is designed to provide students with opportunities to develop and acquire higher-level cognitive skills and capability which are readily transferable and highly desirable in the workplace, particularly by employers who are seeking to employ individuals with the expertise and experience

that this course attracts. On successful completion of the PgDip Coaching and Development, students may progress to the MSc Coaching and Development.

16. Learning and Teaching Strategies and Methods

For the PgCert and PgDip, students' learning will be self-directed and will take place through their attendance at Coaching and Development programmes or workshops delivered by the University's partner organisation and in the workplace, supported by their employers.

Research Methods learning and teaching is through a combination of campus-delivered and distance learning, enabling and supporting students to develop a research proposal as the basis for completing a research-based Investigative Project/dissertation (B8-B10.)

Additional guidance, facilitation and support will be provided by the University's Course Leader, the training provider (Partner), employers and mentors.

The Course Leader is the named personal tutor for all students. They will provide support and advice in the areas of affective learning and organisational matters. They will maintain regular contact by email and telephone with each student and provide the opportunity for two individual face-to-face tutorials during the teaching periods together with the opportunity to participate in at least two structured group tutorials. Group tutorials may be delivered in person or over the telephone and will comprise of no more than 6 students, discussion points will be suggested by the students' learning experience and circulated in advance of the tutorial.

Planned Work-Based Learning opportunities will provide students with the opportunity and scope to investigate, and learn from current issues, new development and professional developments in Coaching and Development, and submit assessment artefacts at post-graduate level.

Students will be required to display a range of practical skills as an integral part of the Work-Based Learning, work-based projects (D1-D6).

17. Assessment Strategy

Assessment is through the demonstration and the application of the relationship between theory and practice in the workplace through individual work-based assignments (A1-4) and a research-based Investigative Project/dissertation (A5-A7). This includes the preparation of analytical reports and the investigation, application, and research and analysis of Coaching and Development related work-based issues.

All the cognitive skills, in particular higher level cognitive skills, will be assessed by means of coursework assignments (B1-B10), which will necessitate the use of creative thinking and critical evaluation to demonstrate that the learning outcomes have been achieved. Both formative and written summative feedback will be provided.

All the cognitive skills, in particular higher level cognitive skills, will be assessed by means of coursework assignments, which will necessitate the use of creative thinking and critical evaluation to demonstrate that the learning outcomes have been achieved. Both formative and written summative feedback will be provided.

Learning will be self-directed and, will be guided, facilitated and supported by the University tutors, training providers ('Partner'), employers and mentors. Planned Work-Based Learning opportunities will provide students with the opportunity and scope to investigate, and learn from current issues, new development and professional developments in Coaching and Development, and submit assessment artefacts at Masters-level.

The assessment strategy is based upon the principle that Work-Based Learning (WBL) within an academic framework with appropriate tutor/University support can be used to generate assignment artefacts for assessment purposes which are consistent with level 7 academic achievement.

The assessment of units for the PgCert and PgDip will be based on criteria that are consistent with the learning outcomes of the units which make up those stages and which are appropriate in terms of level 7 content.

For PgCert and PgDip units, an assignment proposal will define the learning objectives and will align with the learning outcomes of the unit. The proposals provide an opportunity for formative assessment and feedback by the unit tutor, and the completed WBL assignments provide a basis for summative assessment and further feedback. The WBL assignment is 100% of the mark for each WBL unit.

The Masters (MSc) assessment is based on the students producing three assessment artefacts: a critical review of academic literature (formative assessment), an Investigative Project/dissertation proposal (formative assessment) and an Investigative Project/dissertation proposal (summative assessment worth 25% of the mark for the 'Research Methods and Dissertation' unit.)

The Investigative Project/dissertation unit will provide the opportunity for the students to produce a significant work of research at Masters-level and is worth 75% of the total marks for the unit.

18. Course Structure, Progression and Award Requirements

See [Unit Web Search](#)¹ for full details on the course structure and units

This programme offers a work-based Masters qualification using the integrated flexible Masters framework leading to the award of MSc. The programme is designed to offer flexibility to students and employers.

Students' learning will be self-directed and will take place through their attendance at Coaching and Development programmes or workshops delivered by the University's partner organisation and in the workplace, supported by their employers.

The design of the programme means that students are assessed on two units for the Postgraduate Certificate in Coaching and Development (PgCert). Each unit carries 30 credits, giving a total credit value of 60 credits.

For the Postgraduate Diploma in Coaching and Development (PgDip), students complete two units, giving a total of 60 units and an accumulated total of 120 credits. Successful completion of both the PgCert and PgDip merits the award of Postgraduate Diploma in Coaching and Development (PgDip).

Successful students may progress to the MSc Coaching and Development. The MSc comprises of a Research Methods and Dissertation/Investigative Project unit (60 credits). Students who successfully complete the PgCert and PgDip together with the Research Methods and Dissertation/Investigative Project unit will merit the award of Master of Science in Coaching and Development.

This programme is designed to be attractive to students and employers by providing highly relevant, Work-Based Learning that will address the needs of the student and their employing organisation. It also provides a credible, recognised academic and professional basis for learning and development in the field of coaching and development.

One aim of the programme is to encourage and develop links with employers and graduates of the programme particularly those who currently run, or are planning to develop their own coaching and development programmes.

The programme provides an opportunity for employers and individuals to develop their knowledge and skill base and gives them the skills to realise both their own potential and that of others. It can also assist in developing the performance and capability of participants in the programme. And in turn, enhance participants' professional development opportunities and the performance of their organisations.

19. Employability Statement

The students who join this course are probably mid-career with some management or leadership experience. Students will be able to develop self-awareness, recognising what they want from a career and what they have to offer. Perhaps they intend to use a coaching approach either in a line

¹ www.port.ac.uk/unitwebsearch

management role or are seeking to build a business-focussed coaching culture and can develop the decision making skills to bring that to life within their organisations. They may also want to embark on a second career as a professional freelance coach and develop the transition skills to make that a reality.

This course provides those students with an opportunity to develop and apply the expertise and learning already achieved in the workplace and elsewhere (many have academic qualifications when they join the course) within an appropriate academic framework, to produce artefacts that can be assessed against suitable criteria at an appropriate level for consideration of awarding postgraduate academic qualifications.

In particular, students will be developing many transferable skills including study skills, self-management, thinking and reflection together with problem solving. They will also be asked to develop and demonstrate both written and oral communication skills together with an ability to gather and assimilate information and research. They will also be asked at times to work as teams or demonstrate leadership ability.

This course is designed to provide students with opportunities to develop and acquire higher-level cognitive skills and capability which are readily transferable and highly desirable in the workplace, particularly by employers who are seeking to employ individuals with the expertise and experience that this course attracts.

In summary, students will have the opportunity to further develop skills such as:

Management of self, learning and tasks:

- Study and self-management skills
- Thinking and reflective skills
- Problem-solving skills

Management and communication of information:

- Writing and reading skills
- Oral communication
- IT/information and research

Interpersonal skills:

- Team work and leadership

Course Management

20. Support for Student Learning

- The Course is managed by a Course Leader who will also provide tutor support to the students
- Extensive induction programme introduces the student to the University and their course
- Each student has a personal tutor, responsible for pastoral support and guidance
- University support services include careers, financial advice, housing and counselling
- The Academic Skills Unit (ASK)
- The Additional Support and Disability Advice Centre (ASDAC)
- Excellent library facilities
- Student course and unit handbooks provide information about the course structure and University regulations
- Feedback is provided for all assessments
- Personal Development Planning (PDP) for all awards

21. Admissions Criteria

A. Academic Admissions Criteria

- Normally a first degree in any discipline or equivalent qualification, and / or
- Substantial work-experience where responsibility and professional experience at a suitable managerial level can provide evidence of the ability to study successfully at Masters level.
- Candidates may apply for Recognised Prior Learning (RPL) with credit earned from a similar accredited programme and where the content maps appropriately against the outcomes of the programme and / or work-based experience that can be matched appropriately against the outcomes of the programme.
- English language proficiency at a minimum of IELTS band 6.5 with no component score below 6.0

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

22. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review
- Head of Department's Annual Standards and Quality Evaluative Review
- Unit and Course Level student feedback considered at Board of Studies
- Unit Assessment Board consideration of student performance for each programme
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports
- Periodic Programme Review
- Student Representatives and Student/Staff Consultative Committees
- National Student Survey
- National Postgraduate Taught Experience Survey
- Staff Performance and Development Review
- Peer Review and Development Framework
- Faculty Learning and Teaching Committee

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery
- Course Leader for day-to-day running of course
- Board of Studies with overall responsibilities for operation and content of course
- Head of Department
- Associate Dean (Academic)
- Associate Dean (Students)
- Quality Assurance Committee
- Unit, Award and Progression Board of Examiners

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies
- Student Staff Consultative Committees

- Unit and Course level student feedback questionnaires
- University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance
- Annual staff performance and development reviews match development to needs
- Managers undertake a variety of management development programmes
- New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
- All academic staff encouraged to seek Higher Education Academy membership
- Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)'s UK Professional Standards Framework (UKPSF)
- Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages

23. Assessment Regulations

The current University of Portsmouth academic regulations will apply to this programme (see [Assessment and Regulations²](#)).

24. Role of Externals

Subject External Examiners who will:

- Oversee unit assessment and usually attend Unit Assessment Boards
- Review unit assessment strategy
- Sample assessment artefacts
- Present report to Unit Assessment Boards

Award External Examiners (usually also a Subject External Examiner) who will:

- Oversee and attend Award/Progression Boards
- Scrutinise and endorse the outcomes of assessment
- Ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom

25. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

None

B. Periodic Programme Review (or equivalent)

July 2014 - the fitness of purpose of curriculum was confirmed and the annual monitoring and review processes were found to be effective.

² www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (for full report see [Higher Education Review of the University of Portsmouth, March 2015³](#)).

D. Others

None.

26. Further Information

Further information may be found in:

- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- [University of Portsmouth⁴](#) and [Subject Group⁵](#) websites

³ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf

⁴ www.port.ac.uk/

⁵ www.port.ac.uk/organisation-studies-and-human-resource-management/