

Programme Title and Name of Award	MSc Coaching and Mentoring		
Professional Qualifications / Accreditation	N/A		
Academic Level	Level 7	Total Credits	180
UCAS Code	N/A	JACS Code	N215
Criteria for Admission to the Programme	<p>The University's standard and non-standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. There is an expectation that you will have access to conduct work-based coaching/mentoring practice. For APL, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/study/courses/postgraduate/coaching-and-mentoring-msc/</p>		
Teaching Institution	University of Cumbria		
Owning Department	Nursing, Health and Professional Practice		
Programme delivered in conjunction with	N/A		
Principal Mode of Delivery	Blended Learning and Work-Based Learning		
Pattern of Delivery	Part Time		
Delivery Site(s)	All University of Cumbria sites, campuses and approved partner locations. Off site delivery will be in line with University of Cumbria policy.		
Programme Length	Part-time Standard 2 calendar years, Maximum 5 calendar years		
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).		

Exit Awards

You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.

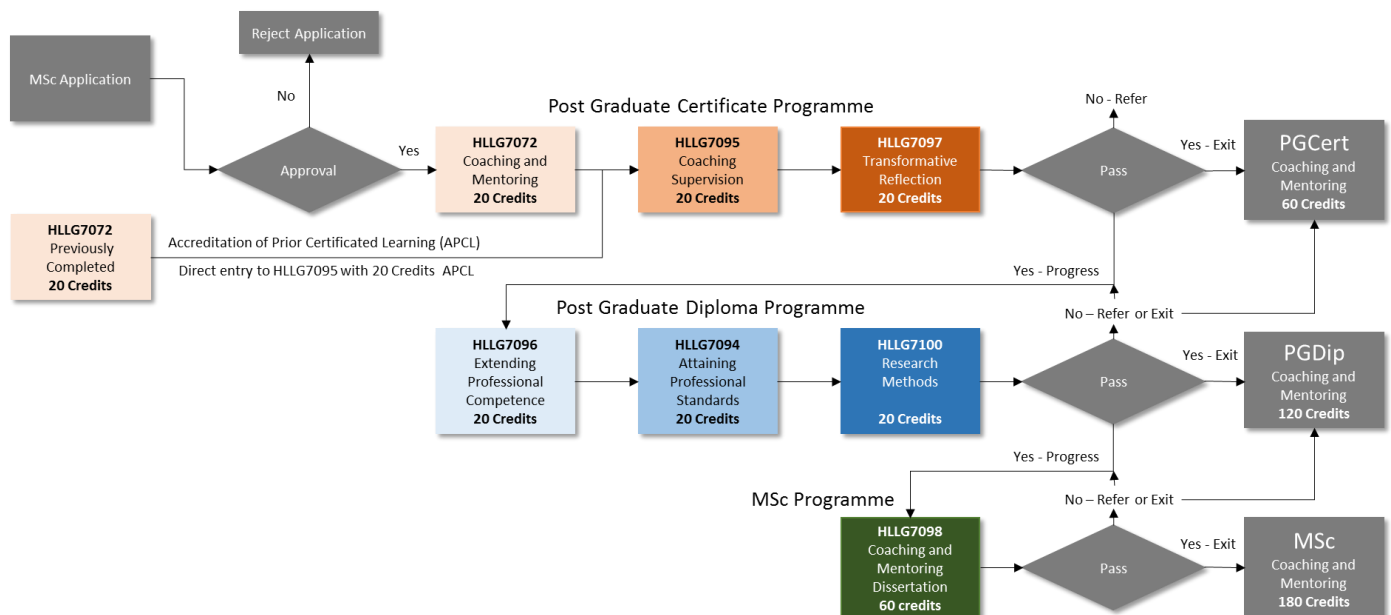
PGDip Coaching and Mentoring

PGCert Coaching and Mentoring

Programme Features

The **Master of Science (MSc) Coaching and Mentoring** is open to a wide range of individuals who are working in organisations or private practice and who are seeking to develop their knowledge and skills in coaching and mentoring. The programme of study follows the successful completion of PGDip Coaching and Mentoring and provides robust and rewarding classroom and work-based learning to introduce the concepts, theories and practical application of coaching and mentoring in an organisational setting. The programme is primarily focused on your personal and professional development, fostering transformative learning and reflection as you integrate your prior work and life experiences and expand your knowledge and skills necessary to develop professionally as a coach or mentor. With tutor input and individual coach-supervisor support, you will apply your knowledge and skills in practice. The work-based element will involve conducting research on an individually negotiated topic within the field of coaching and mentoring in an organisational setting. The topic will be negotiated with your allocated tutor/supervisor who will monitor progress and provide guidance in 6 supervisory meetings which will be scheduled throughout the research and writing up stages of the module. The programme is grounded in the belief that theory and practice are inexorably linked to and critically inform each other; as such the programme aims to enable you to focus on your actual (or potential) work setting and demonstrate underpinning theories and principles in your own practice.

Student Progression Flow Chart:



Staff profiles links:

[Ron Lawson](#) is the programme lead and module lead for HLLG7097 Transformative Reflection and Professional Identity, and HLLG7098 Coaching and Mentoring Dissertation.

[Ian Corrie](#) is module lead and for HLLG7096 Extending Professional Competence.

[Rufus Harrington](#) is module Lead for HLLG7095 Coaching Supervision and HLLG7094 Attaining Professional Standards in Coaching and Mentoring.

Aims of the Programme

The overall aims of the Programme are:

1. Encourage critical self-reflection on your coaching and mentoring practice to identify opportunities for purposeful research and learning.
2. Provide a stimulating and challenging academic and scholarly environment for you to research a personally negotiated topic area within the field of coaching/mentoring.
3. Enable you to conduct a critical review of contemporary debates and discourses relevant to your field of study.
4. Develop systematic skills of objective analysis and critical evaluation of evidence, and develop confidence in presenting your findings and conclusions.
5. Develop advanced academic writing skills in a style prescribed by professional publications in your field of practice.
6. Encourage the expansion of your practice within your profession through the dissemination of your research findings to your wider community of professional practice.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display 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 your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes
- Accept accountability for decision making including the use of supervision
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PGCert) you will be able to demonstrate:

K1. Critical review and systematic evaluation of the role and contribution of coaching and mentoring to

individuals and organisations

K2. Comprehensive knowledge and understanding of coaching, mentoring and supervision theory and models that inform practice

K3. Justification and rationale for ethical practice and contracting in coaching, mentoring and supervision

K4. Critical understanding of the theories behind transformative learning, transformative reflection and transformative coaching

After 120 credits of study (PGDip) you will be able to demonstrate:

K5. Comprehensive understanding of the design, development and delivery of coaching and mentoring as a service operation

K6. Critical evaluation of operational performance objectives in relation to client expectations and performance in practice

K7. Comprehensive and critical understanding of the purpose and principles of professional coaching and mentoring codes of ethics and competency standards

K8. Critical evaluation of alternative methodological approaches to research problems and justify design choices referring to appropriate methods and socio-cultural contexts

After 180 credits of study (MSc) you will be able to demonstrate:

K9. Substantial advancement of subject-specific knowledge and critical understanding through the generation of a research-based project

K10. Critical analysis of the interface between theory and practice

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PGCert) you will be able to demonstrate:

S1. An ability to conduct work-based research and access and critically evaluate relevant literature

S2. An ability to design an individualised coaching and mentoring intervention for use in practice

S3. An ability to conduct ethical and contractual coaching and mentoring interventions

S4. Critical self-reflection on your own ability to perform effectively as a coach, mentor and supervisor

After 120 credits of study (PGDip) you will be able to demonstrate:

S5. An ability to conduct a critical review of internal and external factors that impact on the development of coaching and mentoring practice

S6. An ability to create a business plan detailing the organisational development plans for a coaching and mentoring practice, incorporating financial, operational and marketing plans

S7. An ability to create a professional coaching/mentoring profile for promotion to potential clients

S8. An ability to design, develop and consolidate data handling, and analysis and evaluation of findings

After 180 credits of study (MSc) you will be able to demonstrate:

S9. An ability to critically evaluate and synthesise key and peripheral primary and secondary sources

S10. An ability to organise and structure critical discussion and supporting evidence into a coherent project that generates new ideas and thinking

S11. An ability to disseminate findings to your wider community of professional practice

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

European Mentoring and Coaching Council (EMCC) and Association of Coaching (AC): Code of Ethics
(Accessed 25.08.2016)

In line with the EMCC and AC membership bodies, UoC are committed to maintaining and promoting excellent practice in coaching and mentoring. As such on this programme, as part of your work-based studies and practice, you agree to adhere to the elements and principles of this code of ethics. This code of ethics aligns with the content and requirements set out in the Professional Charter for Coaching and Mentoring. The Charter, which was drafted in accordance with European law, is registered on the dedicated European Union database, which lists self-regulation initiatives in Europe.

This code of ethics sets the expectation of best practice in coaching and mentoring and promotes the development of coaching and mentoring competence and excellence and thereby informing the design and development of the programme and outcomes.

Teaching, Learning and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

The MSc Coaching and Mentoring has developed a set of overarching principles for learning, teaching and assessment which relates to the dissertation module within the programme. Through this approach you will be provided with a coherent learning experience. This is in line with the institutional principles set out within the University's Learning Teaching and Assessment Strategy (2014-2017).

This programme has been designed to be flexible, utilising a full range of UoC digital resources and supported communication through learning technology where suitable – for example through online and distributed places for learning. Use will be made of UoC learning technology such as Blackboard and the availability of resources suitable for mobile learning.

Learning will be based in academic and work-based study. You are actively facilitated to use, apply and integrate your developing knowledge within your practice and to develop an enquiring, evaluative approach to your study and practice.

Learning and assessment are considered as interrelated. Everything that you undertake – and the products of that learning – is couched amongst active participation and formative opportunities for dialogue and feedback throughout. Modules include formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning' (Nichol & McFarlane-Dick, 2006).

Summative assessment is authentic, in that assessment clearly aligns to programme and module level learning outcomes, encourage and enable progressive development through feedback, and is of relevance to practice needs that also develop skills and capacity for a wider employability context. Owing to the distinctive and identifiable nature of your learning assessments anonymous marking of summative work is not possible in this programme.

Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. You are encouraged to critically reflect on skills development in your learning and practice contexts in order to develop your ability to make sound professional judgments.

The delivery of study, academic and digital skills are embedded and extend and adapt definitive

resources available centrally through our Library and Student Services Department and team, creating an opportunity to present parity in the student experience across all our programmes.

A variety of methods and strategies will be used to ensure development and acquisition of key knowledge and understanding. You will be given opportunities to experience flexible and creative approaches to teaching and learning, which foster transformative independence-based learning.

Acquisition of knowledge and understanding is through a combination of the following:

- Use of virtual electronic learning environment
- Online and class based workshop activities
- Facilitated discussion, debate and workshops
- Tutorials
- Guided study and reading
- Reflection on professional practice
- Supervision

Tutorial support is available through a Personal Tutor system as well as through access to module and specialist tutorial support. Additional support to learning is provided by the Academic Skills Centre and Library and Information Services.

'Experts by Experience' (for example professional practitioners and experts from within the fields of coaching and mentoring) contribute to teaching and learning within individual modules where this is appropriate

Indicative Range of Assessment Methods

- Dissertation
- Evidence based analysis
- Peer, tutor and supervisor review
- Research proposal plan

Formative assessment is an important feature within the programme. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment. Formative work may include in-class or on-line activities such as presenting draft assignments, work in progress, or multiple choice tests. Peer and self-assessment are also used to give you timely feedback on formative tasks. (Reference: University of Cumbria [2011] Guidelines for Good Assessment Practice).

Student Support

Information for students:

You will be invited to attend an induction day on campus. This will introduce you to the University and ensure you are able to access all the resources you will need during your time on the programme. You will also be introduced to your programme and members of the team. This will be an opportunity for you to meet up with other students who will be studying alongside you too. Here you will be registered as a student, given your student 'Cumbria Card' and introduced to our Virtual learning Environment (Blackboard), Academic Writing skills, and eResources, required for this level of study. You will also be given clear sign-posting to additional support services including library services, counselling services

and tutor support to ensure that you have all the information and support necessary to help you successfully complete this course.

If you are unable to attend the campus based induction we also offer an online induction which includes sessions on IT, using Blackboard and Turnitin. More detailed information is provided in the Programme Handbook and associated Module Guides.

You will also be allocated a Personal Tutor from the teaching team based upon the spread of students across the availability of the team. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development and work-based learning including tutorials and other support as outlined in the Personal Tutor Policy.

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

Preparing for M Level Study

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless

of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	HLLG 7072	Coaching and Mentoring	20	Core	K1, K2, K3, S1, S2, S3, S4
7	HLLG 7095	Coaching Supervision	20	Core	K2, K3, S1, S2, S3, S4
7	HLLG 7097	Transformative Reflection / Professional Identity	20	Core	K4 S1, S4
7	HLLG 7100	Research Methods	20	Core	K8, S8
7	HLLG 7096	Extending Professional Competence	20	Core	K5, K6, S5, S6,
7	HLLG 7094	Attaining Professional Standards in Coaching and Mentoring	20	Core	K7, S5, S7
7	HLLG 7098	Coaching and Mentoring Dissertation	60	Core	K9, K10, S9, S10, S11
Notes					
<p>This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes.</p> <p>Please refer to the relevant programme webpage on the UoC website for summaries of the individual module aims.</p> <p>Modules will be studied individually end on end on a consecutive basis.</p>					

*** Key to Module Statuses**

Core Modules

Must be taken and must be successfully passed

Programme Delivery Structure: Part Time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Semester 1, 2 & 2e		
HLLG 7072	Coaching and Mentoring	Year 1, Semester 2	Summative – Essay 4,000 words	April
HLLG 7095	Coaching Supervision	Year 1, Semester 2 & 2e	Summative – Essay 4,000 words	July
HLLG 7097	Transformative Reflection / Professional Identity	Year 1, Semester 2e	Summative – Reflective Essay 3,000 words	October
Students exiting at this point with 60 credits would receive a PGCert Coaching and Mentoring				
HLLG 7096	Extending Professional Competence	Year 1, Semester 1	Summative – Business Plan 4,000 words	January
HLLG 7094	Attaining Professional Standards in Coaching and Mentoring	Year 2, Semester 2 & 2e	Summative – Reflective Essay and Personal Profile 4,000 words	April
HLLG 7100	Research Methods	Year 2, Semester 2e	Summative – Research Proposal 4,000 words	July
Students exiting at this point with 120 credits would receive a PGDip Coaching and Mentoring				
HLLG 7098	Coaching and Mentoring Dissertation	Year 2, Semester 2e & 1	Summative – Dissertation 7,000 words	December
Students exiting at this point with 180 credits would receive an MSc Coaching and Mentoring				

Methods for Evaluating and Improving the Quality and Standards of Learning

<p>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</p>	<ul style="list-style-type: none"> • Module Evaluation • Programme validation and revalidation • Annual Evaluatory Reports • Peer Review of Teaching • External Examiner Reports • Departmental Quality Committees • A steering group of relevant stakeholders comprising of employers, practicing coaches and mentors, EMCC and ILM
<p>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, WBL venues, other stakeholders, etc.</p>	<ul style="list-style-type: none"> • Staff Student Forum • Module Evaluation Forms • Programme Evaluation • Module/Programme/Personal tutorials • Meetings with External Examiners • Meetings with Employers

<p>Date of Programme Specification Production:</p>	<p>September 2016</p>
<p>Date Programme Specification was last updated:</p>	
<p>For further information about this programme, refer to the programme page on the University website</p>	