



## PROGRAMME SPECIFICATION

### Definitive Document

#### 1: Basic Information

<b>1.1</b>	<b>Awarding Institution:</b>	Plymouth Marjon University
<b>1.2</b>	<b>Teaching Institution:</b>	Plymouth Marjon University
<b>1.3</b>	<b>Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4</b>	<b>Final Award Title:</b>	PG Cert
<b>1.5</b>	<b>FHEQ Level:</b>	7
<b>1.6</b>	<b>Programme Title:</b>	Coaching and Mentoring
<b>1.7</b>	<b>Mode and Duration of Study:</b>	Part Time – 12 months
<b>1.8</b>	<b>School</b>	Institute of Education
<b>1.9</b>	<b>HECoS Code</b>	
<b>1.10</b>	<b>Collaborative Provision Arrangement</b>	N/A
<b>1.11</b>	<b>UCAS Code(s):</b>	N/A
<b>1.12</b>	<b>Admission Criteria:</b>	<p>Normal University entrance criteria apply (please refer to the website for further details).</p> <p>International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.</p>
<b>1.13</b>	<b>Accrediting Professional Body/ PSRB:</b>	N/A
<b>1.14</b>	<b>QAA Subject Benchmarking Group(s):</b>	Counselling and Psychotherapy (2013)

<p><b>1.15</b></p>	<p><b>Other External Points of Reference:</b></p>	<p><u><i>Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework</i></u></p> <p>QAA Master’s Degree Characteristics</p> <p>European Mentoring and Coaching Council guidelines for ethical practice in coaching and mentoring.</p>
<p><b>1.16</b></p>	<p><b>Language of Study (<i>for learning, teaching and assessment</i>):</b></p>	<p>English</p>
<p><b>1.17</b></p>	<p><b>Work-Based Learning Arrangements:</b></p>	<p>Work-based practice and future employability are central to the programme. Participants are required to be employed (in either a paid or voluntary capacity) in a role that enables them to apply and evaluate their learning from the programme. Work- based practice is also embedded in the assessment task requirements (for example, in the case study and research project, detailed elsewhere).</p>

<b>1.18</b>	<b>Arrangements for Distance Learning:</b>	N/A
<b>1.19</b>	<b>Original Date of Production:</b>	December 2018
<b>1.20</b>	<b>Date of Commencement:</b>	September 2019
<b>1.21</b>	<b>Review Date:</b>	By August 2025

## 2. Programme Outline

The Postgraduate Certificate in Coaching and Mentoring enables participants to develop their practical coaching and/or mentoring skills, and their understanding and knowledge of the theoretical perspectives that underpin good practice. In recent years coaching and mentoring have become increasingly recognised as relevant and applicable across a range of settings. To provide just a few examples, leaders and managers are frequently encouraged to utilise coaching to develop their staff; many organisations have internal mentoring schemes, and both education and health professions utilise mentors in vocational training.

This programme provides a generic, postgraduate qualification in coaching and mentoring that is relevant to any field of professional practice where developing other people is central. The generic format is offered as a key strength of the programme. Bringing together participants from different professional backgrounds enables significant cross-fertilisation of ideas and exposes people to applications of both knowledge and skills beyond their own experience, creating a dynamic and stimulating learning environment.

The Postgraduate Certificate in Coaching & Mentoring is a one year, part-time programme. It offers a balanced approach to the subject, bringing theory and practice together, and challenges participants' thinking and practice by introducing them to a range of theoretical models. At the same time, they are encouraged and enabled to reflect in depth on their practice, both during programme workshops and in the day-to-day application of their learning from the programme. The student-centred ethos of the programme facilitates personalised learning with a focus on professional development, and also aims to strengthen individuals' future employability. In addition, participants develop generic and transferable research skills that can be used in further study and/or to contribute to organisational development and change in their own specific contexts.

### 3. Distinctive Features

- The approach to “delivery”. Programme tutors adopt and model coaching and mentoring practices and skills in their provision of both modules, with an emphasis on self-direction and a student-centred approach
- The balance of developing theoretical understanding alongside applied, reflective practice so that each informs the other, and students are enabled to apply their learning to their practice so that the latter becomes increasingly informed
- The learning environment is co-constructed with the programme participants, again modelling coaching and mentoring, this time in respect of the initial contracting process for the learning relationship which is reviewed on an on-going basis

### 4. Programme Aims

This is a generic coaching and mentoring programme and its aims are:

- a. To enable people from a range of professions and sectors to develop their conceptual understanding and their practice of coaching and mentoring
- b. To enable participants to critically apply different approaches to coaching and mentoring in a range of individual and organisational contexts
- c. To enable participants to become reflective practitioners as coaches and/or mentors.

### 5. Programme Learning Outcomes

#### Knowledge & understanding:

By the end of this programme students should be able to demonstrate:-

1. Comprehensive, deep, extensive and systematic knowledge of current theoretical perspectives on coaching and mentoring and the position of these within broader theoretical frameworks
2. A critical and systematic understanding of relevant, current practical coaching/mentoring models
3. A critical and comprehensive understanding of research methodologies and methods, and an ability to apply this understanding
4. A comprehensive, informed and deep understanding of the skills associated with coaching and mentoring

5. An awareness of and ability to manage the ethical implications and dilemmas associated with the practice of coaching and mentoring, and an ability to incorporate ethical practice into a professional code of conduct.

**Intellectual skills:**

By the end of this programme students should be able to demonstrate:-

1. A confident and critical interpretation, application and synthesis of complex and contradictory theory to practice in different professional contexts
2. The ability to analyse and evaluate theoretical perspectives and models innovatively and critically, and argue alternative approaches
3. The ability to undertake a small scale autonomous research project and to evaluate and employ appropriate methodologies and methods, underpinned by their own, informed philosophical position
4. The ability to undertake systematic, critical analysis and reflection of their own practice, and to plan and implement their own professional development

**Practical skills:**

By the end of this programme students should be able to demonstrate:-

1. Enhanced practical coaching and mentoring skills, in particular the ability to exercise initiative and work reflectively, reflexively, effectively, responsibly and ethically in one to one and/or group coaching and/or mentoring relationships
2. The ability to locate and critically interrogate relevant and appropriate literature
3. The competent adaptation and application of research skills, including data gathering and analysis, in new situations
4. The ability to exercise initiative to develop and assist others in creating forward-focused action plans by adapting skills, approach and procedures appropriately to meet each new coaching and/or mentoring situation.

## **Transferable / key skills:**

By the end of this programme students should be able to demonstrate:-

1. The ability to employ coaching and mentoring critically and effectively in a range of contexts for the professional and personal development of others
2. The ability to apply coaching and mentoring skills reflectively and reflexively in wider professional contexts, negotiating complexity and handling conflicting priorities with confidence
3. The ability to analyse and evaluate theoretical perspectives critically, using a full range of learning resources, and engage confidently in academic and professional communication with others
4. The ability to undertake, apply and disseminate research confidently and autonomously, with a view to improving practice in their professional settings and beyond.

## **6. Learning and Teaching Methods**

A range of approaches to learning and teaching is utilised, as appropriate for the level of the programme and its content. For module 1, (PCMM51) the focus is on the development of skills alongside the development of conceptual and intellectual understanding. This requires a greater emphasis on taught and practical sessions, group work and 1:1 activities than module 2 (PCMM52) which is predominantly independent learning during which individuals undertake a small scale research project. Learners are expected to demonstrate independence and initiative throughout by undertaking on-going research and identifying additional, relevant reading pertinent to their own particular areas of interest.

### **6.1 Learning Enhancement**

Whilst learners are expected to demonstrate independence and initiative as participants on the programme, it is still important that they are provided with appropriate resources to do so. To this end, digital materials are used extensively which, together with critical reflection (as individuals and with peers), and innovative and participative approaches to learning and teaching during workshops, ensure that learning is enhanced in ways that are appropriate for the programme level and content.

### **Matrix of modules and learning and teaching methods:**

In summary, learning and teaching methods utilised during the programme fall under the Pg Cert Postgraduate Certificate (v2)

broad headings used in the table below, which also identifies their application in each of the two programme modules:

<b>Method</b>	<b>Description</b>
<b>Critical reflection</b>	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and development.
<b>Group work (including action learning sets)</b>	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group.
<b>Independent learning/self-directed study</b>	Activities where an individual learner conducts research or carries out a learning activity on their own.
<b>Individual case studies</b>	A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field. Case study or scenario based learning activities.

<b>Lectures/whole group lectures</b>	Subject introduced and delivered by the teacher in a specific time which transmits information.
<b>Peer group study/action learning sets</b>	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject.
<b>Personal and professional development planning</b>	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
<b>Tutorials</b>	One-to-one or group session with the module tutor(s). they can either be a chance for a student or group to ask specific questions, or for a more general discussion.
<b>Virtual Learning Environment</b>	A software system designed to support teaching and learning in an educational setting.
<b>Work based tasks</b>	Learning events which take place within a working environment enabling learners to develop 'real' skills.

## 6.2 e-Learning

As mentioned above, digital materials and resources are used extensively during the programme via Learning Space. This includes extensive reading lists, shared tutor and participants' presentations, slides, questionnaires, videos and other digital resources. Programme participants are also encouraged to use digital forums to provide mutual support and they make extensive use of these.

## 7. Modes of Assessment

The modes of assessment employed for the module are designed throughout with an approach that reflects 'assessment for learning' rather than 'assessment of learning'. Assessment tasks are all written, and each task builds on the previous one/s to scaffold students' progression. For example, the first submission, the Reflective Personal Journal (PCMM51, not listed below), is formative and not assessed but together with the second assignment, a critical review of relevant literature, provides the foundations for the third task which is a case study. All three assessment tasks for the first module, PCMM51, then support the completion of a small scale research project which is undertaken during PCMM52, the second module.

Written work is marked in accordance with institutional requirements and comprehensive formative and summative feedback is provided to students throughout the programme.

<b>Method</b>	<b>Description</b>
<b>Case Study</b>	<p>Specific description: An analysis of a real life example of coaching and mentoring and in the student’s own area of practice.</p> <p>Generic description: An in-depth investigation of an organisation, a community or some other unit of analysis (a business or an issue); a focus on just one instance of the thing to be investigated with the aim to illuminate the general by looking at the particular.</p>
<b>Critical Review of the Literature</b>	<p>Specific description: Students are required to write a critical response to a specific piece of coaching and mentoring literature. Generic description: An essay style assignment critically evaluating literature pertinent to a topic.</p>

<b>Reflective Journal</b>	<p>Specific description:</p> <p>This is a formatively assessed task (i.e. it is not graded and does not contribute to the students' results for the module) in which students are required to engage in critical written self-reflection.</p>
<b>Research Project</b>	<p>Specific description:</p> <p>A coaching and/or mentoring, individually conducted and practice-driven research project.</p> <p>Generic description:</p> <p>Detailed individual research or a sustained practical project, which is contextually grounded. All independent projects are negotiated with and supervised by an appropriate tutor.</p>

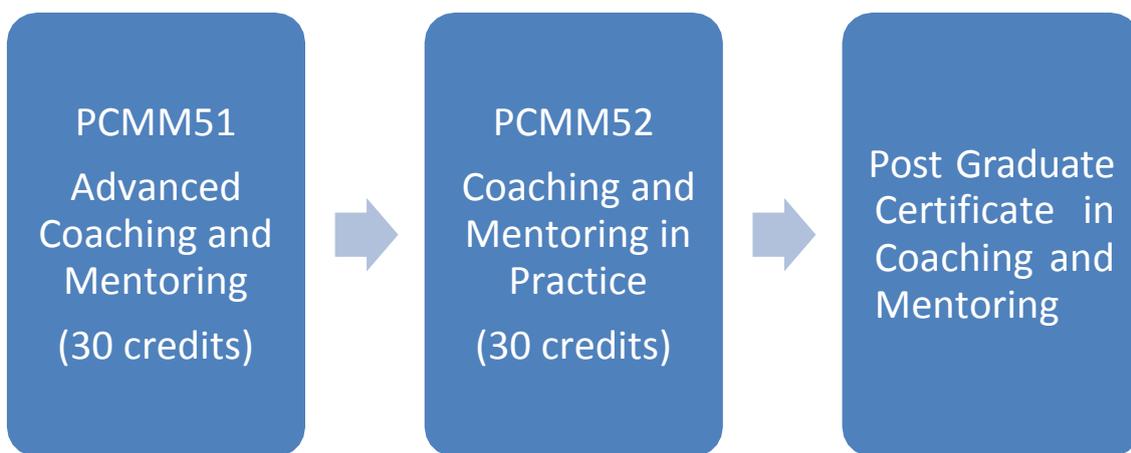
## 8. Exemptions to University Regulations

N/A

## 9. Work-Based Learning / Placement Learning

Work-based practice is central to the programme which aims to bring together coaching and mentoring theory and the practical application of the same in a generic format that is relevant for a range of work-place settings and contexts. Participants are required to be employed (part-time or full-time, in either a paid or voluntary capacity) in a role that enables them to apply, practice and evaluate learning from the programme and provides them with a focus for some of their assessment tasks, (the case study and research project, detailed earlier). Participation in the programme enhances students' development and progression both within their organisations/roles and beyond, as had been evidenced in the feedback received from alumni.

## 10. Programme Structure



Participants complete the two modules that comprise the PG Certificate in Coaching and Mentoring consecutively.

Provision model: taught sessions are provided via intensive, one day workshops and tutorials. Participants are expected to attend the equivalent of 4.5 days of ‘taught’ time for each module.

	Module Code <sup>1</sup>	Module Title	Credits	Assessment			Semester	C/O*	Non- condonable#
				%age Course work	%age Exam	%age Practical			
Level 7	<a href="#">PCMM51</a>	<b>Advanced Coaching and Mentoring</b>	30	100%			X	C	√
	<a href="#">PCMM52</a>	<b>Coaching and Mentoring in Practice</b>	30	100%			X	C	√

Key:

- ^ X = modules delivered across Semesters A and B
- \* C = compulsory; O = optional
- # A √ indicates that the module is non-condonable on this programme.

## **11. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)**

N/A

## **12. Professional Advisory Group**

N/A

## **13. Academic Progression Opportunities**

On successful completion of the programme students are able to exit with a Postgraduate Certificate. They may also use the 60 level 7 credits gained through the programme towards the 180 credits required for a Master's in Education (Coaching, Mentoring and Leadership) at this university. A number of programme participants opt to progress in this way. It should also be noted that other masters' routes may be available both at this university and via other HE providers.

## **14. Employability and Career Progression Opportunities**

Achieving the Postgraduate Certificate in Coaching and Mentoring supports a range of career progression routes where emphasis is placed on supporting and assisting others in the context of professional development. Employability is embedded in the programme in that the focus of the curriculum is evenly spread between developing practical skills that are key in supporting the development of others, and building a robust understanding of relevant theory that underpins good practice. Practical skills development sessions are an integral part of the programme's first module, and participants are also required to reflect on their practice and develop personal and professional action plans during their studies.

Leadership and management roles:

Those participants in the programme who lead and manage others (or aspire to) increase their repertoire of relevant skills to assist them in developing and supporting their staff. Not only does

this help assist them in their existing employment, it also strengthens their employability and career advancement prospects for the future. Participants from educational environments, the

military, private enterprise, health and other public sectors, have strengthened their CVs and been able to progress their careers as a result of their participation in the programme.

Coaching and mentoring roles within organisations:

The understanding, knowledge and practical skills addressed during the programme benefit anyone who is currently in any kind of mentoring, coaching or supervisory role within their own organisation (for example, coaching and/or mentoring trainee teachers; coaching and/or mentoring colleagues in respect of their professional development; Human Resource advisory roles; career coaching; coaching and/or mentoring young people; coaching and/or mentoring new recruits in the armed forces) by strengthening both their practice and their CVs with future employment opportunities in mind.

Independent coaching and mentoring roles:

For those that undertake work as independent coaches/mentors (or aspire to) completion of the programme enables students to strengthen their professional profile and underpin their practice with theoretical understanding.

## **15. Support for Students and for Student Learning**

The university recognises the value of the whole student experience within Higher Education and 'on campus' students have full access to Marjon's facilities for academic and pastoral support and guidance. Students attending the programme at locations other than Marjon's campus are able to access the extensive support and guidance available on line via Learning Space and elsewhere, and via telephone, Skype and Facetime contact. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Academic tutorial staff, including programme leaders, module leaders and tutors
- The university's Futures team
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer.

## **16. Student Feedback Mechanisms**

Students are strongly encouraged to provide feedback at the end of each workshop, via on line mid-module and programme evaluation forms, via the Postgraduate Taught Experience Survey (PTES) and through their student representative at Student/Staff Liaison Meetings (SSLC). In addition, informal and regular opportunities to provide feedback, either in person or via email, are offered to students.

## **17. Other Stakeholder Feedback**

Feedback from graduates is actively sought (in addition to PTES) and there has been no shortage of volunteers from past cohorts who have been happy to give of their own time to talk to new participants on the programme and share their experience. Not only does this provide valuable insights to new students but it also offers an excellent source of feedback on the programme to course tutors.

## **18. Quality and Enhancement Mechanisms**

The quality of the student experience and the standards of the awards are managed and quality assured through the normal university regulations and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through the University's annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms.

**Learning Outcomes Mapping Matrix template**

	Knowledge and Understanding					Intellectual Skills				Practical Skills				Transferable/Key Skills			
Module Code	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4
PCMM51	√	√		√	√	√	√		√	√	√		√	√	√	√	
PCMM52	√	√	√	√	√	√		√			√	√				√	√

**Document Control:**

<b>Document Title:</b>	Programme Specification
Document Version:	2
Issuing Authority:	Senate
Approval Authority:	Senate
Author:	QASU
Date of Adoption:	1 <sup>st</sup> September 2019
Review Cycle:	6 yearly
This Version Effective from:	1 <sup>st</sup> September 2019
Next Review Date:	By 31 <sup>st</sup> August 2025
Date Last Amended:	
Sensitivity:	Public
Publication location:	Website
History:	v2 created – re-validated – approved at Senate.