

PROGRAMME SPECIFICATION

The Programme Specification is a concise description of the learning opportunities provided by the course and an outline of the ways in which these opportunities can be achieved and demonstrated.

1	Awarding institution/body	University of Worcester
2	Teaching institution	The Iron Mill Institute, Exeter
3	Programme accredited by:	<ul style="list-style-type: none"> • The European Association of Supervision & Coaching (EAS) • The Life and Business Coaching Association of Ireland (LBCAI) • The Institute of Leadership and Management (ILM) <p>On successful completion of the Postgraduate Diploma, students will be eligible to apply for membership of the above Professional Bodies and the International Coaching Federation (ICF). Membership of the EAS is subject to successful completion of a Viva Voce, facilitated by the EAS External Examiner and the Programme Leader, which takes place on completion of the Postgraduate Diploma in Coaching modules.</p> <ul style="list-style-type: none"> • The programme is pending approval from the European Mentoring & Coaching Council (EMCC).
4	Final award	Postgraduate Certificate Postgraduate Diploma Master of Arts
5	Programme title	Postgraduate Certificate in Executive, Business and Life Coaching Studies; Postgraduate Diploma in Executive, Business and Life Coaching; MA in Executive, Business and Life Coaching
6	Pathways available	N/A
7	Mode and/or site of delivery	The Iron Mill Institute, Exeter
8	Mode of attendance	Part-time over two and a half years.
		<p>This programme requires attendance at eight three-day study weekends. There are optional exit points at Certificate and Diploma level. Students will be engaged in guided independent study and coaching practice in the study periods between the taught weekends. Additionally, the design of the programme allows students time for reflection, the consolidation of ideas and for the development of their own practice and research.</p> <p>Attendance: Normally, a minimum of 80% average attendance is required for each Module.</p>
9	UCAS Code	NA
10	Subject Benchmark statement	NA
11	Date of Programme Specification preparation/revision	September 2010
	12 Aims:	

This programme is aimed at professionals from a range of organisational and other settings, who have the need to mentor and/or coach colleagues entering the professions or at senior levels. It is also designed for people in the financial and business worlds, who need to expand their range of skills and expertise in enabling their client group to manage their finances and business more effectively. This course also caters for individuals who are making career changes and bringing lifelong expertise to a process of transformation and change in their clients' personal, as well as professional, lives.

Educational aims of the programme are as follows:

- 1 to provide a coherent and integrated programme of study for students from diverse backgrounds at Masters level, enabling them to explore and investigate complex trends and issues, both theoretically and practically, pertaining to the specialist field of coaching
- 2 to educate students to carry out advanced independent study, based on professional practice, at Masters level
- 3 to provide a range of subject-specific, academic and key skills, which will prepare students for future study and/or enriched professional practice and future careers
- 4 to further a critical understanding of the complex, dynamic and multi-dimensional nature of executive, business and life coaching, both nationally and internationally
- 5 to develop and further a critical appreciation of the relationship between theory, policy, research and practice relevant to coaching
- 6 to educate students in the understanding and practice of executive, business and life coaching to a standard meeting the criteria of the accrediting professional bodies* and within their ethical frameworks and codes of practice.

* EAS; LBCAI; ILM; EMCC.

12 **Intended learning outcomes and learning, teaching and assessment methods**

On completion of the course students will be able to:

1. critically assess and demonstrate a systematic and in-depth understanding and knowledge of coaching concepts and theories
2. critically evaluate and demonstrate a critical awareness of current trends and new insights in the specialist field of coaching, informed by regulatory frameworks and standards for professional practice
3. analyse and critique relevant literature to inform independent advanced study in the field of coaching
4. design, carry out and present in writing an advanced independent scholarly enquiry, which demonstrates a comprehensive understanding of knowledge and techniques of coaching
5. evaluate current methodologies in coaching, develop critiques of them and, where appropriate, to propose new hypotheses

6. demonstrate originality and informed understanding in the application of a broad repertoire of models and structures for use in coaching practice
7. deploy accurately and with a mature competence complex coaching techniques, to a standard that ensures competent and safe practice, meeting the criteria of relevant professional bodies
8. demonstrate and critically assess practice in a professional, non-judgemental and anti-discriminatory manner
9. deal with complex issues in coaching practice, both systematically and creatively, make sound judgements and communicate conclusions clearly to specialist and non-specialist audiences, with critical reflection
10. record practice systematically and evaluate accurately and analytically
11. reflect critically on own practice and learning to review, consolidate and extend knowledge and understanding and to enhance praxis
12. assess and manage own needs for ongoing clinical supervision as a means to develop and enhance professional practice, and for continuing personal and professional development

Learning, teaching and assessment methods:

The overall strategy for learning, teaching and assessment is consistent with the philosophy of student-centred learning and adheres to the University of Worcester's principles and criteria for course design, learning, teaching and assessment.

The programme is designed to develop cognitive, intellectual skills through the accumulation and analysis of relevant knowledge and theories of coaching and associated disciplines. This is enhanced through analysis, critical debate and discussion of the methods and techniques of coaching practice. Skills of writing, analysis, criticism and reflection are stimulated and developed through seminars, lectures, guided reading and written and spoken assignments. Programme modules are designed to complement each other, in order to stimulate an integrated learning experience. Module delivery and teaching styles emphasise the synthesis of theory with practical skills and experience. Through the programme students will develop a greater awareness of their personal, their creative processes and the ways in which they are perceived by, communicate with and relate to others. Students develop understanding, practical, personal and key skills through experiential learning. Practical workshops provide experience of key styles and models of working. These experiences are underpinned by theory and contextualised by processing, discussion and guided reading. Students will be encouraged and supported in taking risks as they explore and analyse practical and creative approaches and techniques.

In the final, advanced independent study, students develop in-depth approaches as learners and take significant responsibility for their own learning. The strategies encourage comprehension, autonomy in planning, assimilation of ideas, originality, application of skills, personal development and time management.

A wide range of learning and teaching strategies implemented across the programme. These are detailed in the following grid tables, which are included in the appendices of this document:

Appendix II: a Grid Mapping Intended Learning Outcomes against Modules

Appendix III: a Grid of Key/Transferable Skills

Appendix IV: a Grid of Assessment Methods mapped to Modules

13 Assessment Strategy

The learning outcomes of this programme reflect the QAA Framework for Higher Education Qualifications (FHEQ) level descriptors for Masters programmes. The assessment strategy is designed to demonstrate achievement of these learning outcomes.

Both formative and summative assessments are incorporated into the programme to enhance student learning. The learning, teaching and assessment methods are supported by a wide range of assessment modes. The assessments address the learning outcomes of each of the eight modules. The assessment strategies are designed to develop skills, knowledge and attitude and to provide evidence of the students' progress and achievement throughout the course and to prepare them for professional practice.

The programme incorporates a range of assessment methods, in order to avoid over-emphasis on one particular range of skills. Types of assessments include written projects, journals, essays, case studies, spoken presentations and demonstration of practice. The opportunity for students to demonstrate independence in a sustained piece of work is provided in the completion of the Advanced Coaching Project. The assessments will reflect the student's ability to work systematically, analytically, proactively and ethically in the specialist field of coaching.

14 Programme structures and requirements

This MA programme comprises the equivalent of 9 modules, which total 180 University of Worcester credits at Masters Level. The programme is structured to provide an integrated theoretical and practical education to learning experience.

Structural framework of MA programme - Figure 1

-indicating the division of taught hours, supervised practice and student directed learning.

Module Code	Module Title	Level	Credits	Taught hours	Supervised practice hours	Student directed learning	Total hours
EGIM 4001	The Aetiology of Coaching	M	10	21	-	79	100
EGIM 4002	Models and Methods of Coaching	M	20	24	16	160	200
EGIM 4003	Theory and Practice of Coaching	M	20	24	16	160	200
EGIM 4004	The Philosophy of Coaching	M	10	24	-	76	100
EGIM 4005	The Art of Coaching	M	20	24	16	160	200
EGIM 4006	Coaching in a Business and Management Context	M	20	24	16	160	200
EGIM 4007	Practising Ethical Supervision and Coaching	M	20	24	16	160	200
EGIM 4008	Advanced Coaching Project	M	60	15 (Minimum 15 hours individual tutorials per candidate)	-	585	600
TOTALS				180	80	1540	1,800

Structural framework of MA programme - Figure 2

- indicating the shape of the programme and the timing of the delivery of its modules.

Stage one: Certificate in Executive, Business and Life Coaching Studies (total = 60 credits at level M)		Stage two: Diploma in Executive, Business and Life Coaching (total = 120 credits at level M) - These three modules are designed to run concurrently.			Stage three: Masters (MA) in Executive, Business and Life Coaching (total = 180 credits)
<i>Sept - Oct (inclusive)</i>	<i>November – March (inclusive)</i>	<i>May – June (inclusive)</i>	<i>Sept- Oct (inclusive)</i>	<i>Nov- Dec (inclusive)</i>	<i>January – December (inclusive)</i>
EGIM4001 The Aetiology of Coaching 10 credits	EGIM4002 Models and Methods of Coaching ; 20 credits (November & December)	EGIM4005 The Art of Coaching; 20 credits	EGIM4006 Coaching in a Business & Manage- ment Context; 20 credits	EGIM4007 Practising Ethical Supervision and Coaching ; 20 credits	EGIM008 Advanced Coaching Project 60 credits
	EGIM4003 Theory and Practice of Coaching ; 20 credits (January & February)				
	EGIM4004 The Philosophy of Coaching ; 10 credits (March 2008)				

The first module of the programme, *An Introduction to Coaching: EGIM4001*, is the only 'open' module within the overall programme. This stand alone module provides a practical, theoretical and attitudinal foundation in transformational coaching. Following successful completion of this module, students may proceed in their learning on the remaining six 'closed' modules in order to attain a full Masters qualification.

Award Map For The Postgraduate Award – Figure 3**Title: MA in Executive, Business and Life Coaching**

Year: 2007/2008

Last Updated: 25.04.08

(Subject to Approval)

LEVEL 7				
Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Pre-requisites (Code of Module required)
EGIM 4001	The Aetiology of Coaching	10	M	None
EGIM 4002	Models and Methods of Coaching	20	M	EGIM4001
EGIM 4003	Theory and Practice of Coaching	20	M	EGIM4001
EGIM 4004	The Philosophy of Coaching	10	M	EGIM4001
EGIM 4005	The Art of Coaching	20	M	EGIM4001 EGIM4002 EGIM4003 EGIM4004
EGIM 4006	Coaching in a Business and Management Context	20	M	EGIM4001 EGIM4002 EGIM4003 EGIM4004
EGIM 4007	Practising Ethical Supervision and Coaching	20	M	EGIM4001 EGIM4002 EGIM4003 EGIM4004
EGIM 4008	Advanced Coaching Project	60	M	EGIM4001 EGIM4002 EGIM4003 EGIM4004 EGIM4005 EGIM4006 EGIM4007

PG Certificate Requirements

Students completing the Postgraduate Certificate must take the four Mandatory modules, i.e. EGIM4001, EGIM4002, EGIM4003 and EGIM4004. Students must successfully complete 60 credits in total.

PG Diploma Requirements

Students completing the Postgraduate Diploma must take the seven Mandatory modules, i.e. EGIM4001, EGIM4002, EGIM4003 EGIM4004, EGIM4005, EGIM4006 and EGIM4007. Students must successfully complete 120 credits in total.

On successful completion of the PG Diploma, students will be eligible to apply for membership of LBCAI, ICF and ILM. Students will be eligible to apply for membership of the EAS on successful completion of the PG Diploma and an EAS Viva Voce.

MA Requirements

Students completing the Masters award must take the equivalent of nine Mandatory modules, i.e. DRTH4001, DRTH4002, DRTH4003, DRTH4004, DRTH4005, DRTH4006 and DRTH4007. Students

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must successfully complete 180 credits in total.

16. QAA Academic Infrastructure

The FHEQ M level qualification descriptor has been used as a reference point in setting the learning outcomes of the programme and the modules. Further, the content and standards of the programme are informed by the regulatory framework and guidelines of the professional bodies, which accredit the programme: EAS, LBCAI, ILM and EMCC. The recommendations and requirements include: education to learning criteria, ethical guidelines and codes of practice.

17. Support for students

The Iron Mill is diligent in its support for students. Measures have been established to provide a welcoming and stimulating environment for study, with academic and pastoral backup. The measures include:

- Induction and ice breaking exercises at the start of the first study weekend
- Encouragement of exchange of personal information to promote self help groups and mutual study support
- Skills to promote well-being and awareness and positive practice in group work
- Study skills discussion and support and opportunities to catch up on missed sessions
- Availability of tutors to assist in facilitating learning through extra tutorials (face to face, by email or telephone) between study weekends
- Tutors are aware that students learn differently and so provide a wide range of teaching and learning styles to facilitate this and to acknowledge difference
- Students are provided with a hard copy of the Student Programme Handbook at the commencement of their education programme.

Tutors take time to update students on the learning experience and material they have missed, in a face to face, telephone, or email tutorial session, as soon as possible following a student's absence. Each student is allocated a personal tutor at the start of their study programme. Personal tutors are appointed for a student's entire training period. The provision of pastoral care and ongoing support for each individual student, through all aspects of his/her education, is of paramount importance during this academically, practically and personally demanding education programme. Students are provided with contact details of their personal tutor, so that they may contact them, if necessary, for support and advice between study weekends. A minimum of one tutorial is built into each semester of the programme.

Equal opportunities:

The Iron Mill promotes an ethos free from discrimination and prejudice in any form and to create an environment in which students are treated entirely on the basis of their merits, abilities and potential.

Additionally, learning and teaching methods take into account the needs of disabled students by locating training in ground floor rooms allowing them to tape lectures if dyslexic or suffering from sight problems.

The admissions procedure, at the Iron Mill, is reviewed regularly with a view to maintaining recruitment practices which reflect commitment to equality of opportunity. The Institute takes

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care in inviting applicants and participants from a range of different cultural, generational, gender and philosophical backgrounds – for example, we advertise in publications which have a wide readership in minority communities (e.g. The Big Issue).

18 Admissions policy, criteria and procedures

This programme attracts people from a diversity of backgrounds – for instance: Business, Finance, Public and Private Senior Managers, Education, Law, the Arts and the Caring Services, including Medicine and Psychotherapy.

Entry requirements:

Candidates for entry onto the Masters programme, whether the exit point be Postgraduate Certificate, Postgraduate Diploma or full Masters of Arts, must normally fulfil the following entry requirements:

- possession of a first degree in a related subject *, or an equivalent relevant professional qualification acceptable to the Iron Mill Institute and the University of Worcester.

** for example :*

psychology; sociology; counselling; management; sport; business, education

- demonstration of a mature attitude, commitment and suitability
- evidence of a basic knowledge and interest in the field of Coaching

All applicants must satisfy the interviewer that they are capable of undertaking the study programme and offer evidence of academic ability, motivation and potential. – This may include relevant experience and practice in the world of business and personal development experience, prior completion of a suitable scheme of study, or completing specified essay, project work, or APL/APEL portfolio. Entrance onto the Coaching programme, involving transferred credit, proceeds in accordance with University of Worcester academic regulations: *postgraduate Regulatory Framework*.

Applicants, whose first language is not English, must provide evidence of successful achievement of IELTS at level 7 (or equivalent) prior to the commencement of the course.

All students accepted onto the programme are required to have access to a personal computer.

Selection procedures:

The Iron Mill Institute will administer the application and interview procedures. Each candidate eligible for entry to the MA course will normally undergo a selection process, which will include the following :

- completion of an Iron Mill application form that requires academic and professional references
- submission of his/her curriculum vitae, detailing a list of relevant qualifications and experience
- submission of a written statement about his/her expectations of the programme and its relevance to personal and professional development
- evidence of original certification of his/her qualifications

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- evidence of original certification of proficiency in English, where English is not his/her first language
- statement of way/s in which he/she is to meet the financial requirements of the course
- attendance at an hour-long interview at the Iron Mill Institute

Selection procedures comply with the University of Worcester Equal Opportunities policy, which aims to ensure equality of opportunity to students seeking admission to academic programmes.

Selection is made on:

- Achievement of minimum entry requirement
- Letter of application/personal statement
- References
- Personal performance at interview

Criteria for admission will be based on:

- Academic qualification
- Appropriate work experience or experiential learning
- Ability to communicate effectively
- Ability to cope with demands of academic, practical and personal demands of the programme
- Attitude and commitment

Recruitment:

The maximum recruitment number for each MA in Executive, Business and Life Coaching cohort is a maximum of 24 per annum.

Please contact the Iron Mill Institute General Office for further information or guidance 01392 219200.

19 Methods for evaluating and improving the quality and standards of teaching and learning

- Annual review and report of the quality of the programme (AMR)
- External Examiner's annual visits and reports
- Regular visits from University of Worcester Link Tutor, in accordance with the University 'Minimum General Roles and Responsibilities of the Link Tutor'
- Feedback and evaluations by students at the end of each study weekend
- Subject Staff Meetings
- Course Committee Meetings, with student representation
- Peer assessment of teaching, including sharing of good practices, including teaching and learning
- Meetings with professional bodies approving the programme
- Tutors receive ongoing professional Supervision
- Regular professional updating and CPD

This programme is accredited by the EAS, LBCAI, and endorsed by ILM. It is pending quality validation by EMCC. Good practice is enhanced through the guidance and standards set by the profession bodies accrediting this course.

- The ILM visits the Iron Mill Institute on completion of each programme, in order to assess

parity of standards. This includes detailed scrutiny of a range of student portfolios of course work and to witness student practice, plus meetings with tutors and with the student group.

- The EAS requires a report from an external assessor, who is responsible for facilitating a Viva Voce assessment with each candidate, which will be facilitated by the EE and the Programme Leader on completion of the above modules.
- The LBCAI require a portfolio of evidence from each student on application for professional membership.

20 Regulation of assessment (PGT)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements (delete if this does not apply).
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see PRF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
Masters (MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction.

Examination Boards review and confirm results for modules, and considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate. All marks are provisional until ratified by the Examination Board.

Students are required to gain a minimum pass mark of 50% in Module EGIM4001 before proceeding to the next three modules EGIM4002, EGIM4003 and EGIM4004. Students must successfully achieve the first 60 credits of the programme, from these four modules, which comprise the Certificate in Executive, Business and Life Coaching Studies, before progressing to modules EGIM4005, EGIM4006 and EGIM4007 (120 credits in total). Only when students have successfully completed all modules for the Postgraduate Diploma may they register for the final Advanced Coaching Module, EGIM4008.

The MA in Executive, Business and Life Coaching will be awarded only when a student has gained 180 credits at level M on the programme.

The programme has been devised in accordance with the following University of Worcester Academic Regulations and Procedures:

- Postgraduate Regulatory Framework

The University requires Departments and/or course teams to have a formally stated policy for internal and external verification and moderation of marking which meets the requirements of the institutional Assessment Policy. The Iron Mill Institute adheres strictly to this policy.

<http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf>

Written assignments are assessed in accordance with the University of Worcester 'Generic Masters Grade Descriptors'. These criteria, along with assessment criteria for spoken presentations and the demonstration of coaching practice are detailed in the Student Programme Handbook. Marking criteria are also included in **Appendix VI** of this document.

Essays and written assignments are anonymously marked by members of the IMI staff

team experienced in setting and marking work at level M.

Ability to practice is assessed in several ways:

- Assessment of peer practice, by tutors, on study days
- Assessment of written practice learning journals
- Assessment of practice within a case study
- Assessment through practice supervision
- Questioning of candidates on the evidence they have produced
- Personal statements from candidate clarifying their role in an activity that has taken place and the context in which the evidence was produced
- As part of viva voce examination

Failure to satisfy the academic, practical or attendance requirements:

In cases where a student's work is failing to satisfy the academic, practical or attendance requirements of the programme, or a student is not making adequate progress, the module leader will report in the first instance to staff colleagues during Reserved Business at a Course Committee Meeting.

In order to address evident weaknesses, the student is supported through tutorials. A written tutorial record of concerns and agreed action points is then placed on the student's personal file. In instances where the tutorial action plan is disregarded or improvement is not apparent, the Programme Leader will follow the formal stages of the University of Worcester mechanisms for dealing with unsatisfactory progress in an appropriate and timely fashion.

Fitness to Practise Policy:

<http://www.worcester.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf>

Complaints and appeals in the first instance are taken to the Programme Leader, who in turn discusses them, at an early date, at a meeting of the core staff team and appropriate action taken.

All formal complaints and all appeals against the decisions of the Board of Examiners must adhere to the Procedures approved by the Academic Board, as published in the University of Worcester's Academic Regulations. A copy of these appeal procedures will be included in the Student Programme Handbook.

21 Indicators of quality and standards

In November 2005, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

The quality of the coaching programme is further evidenced by the programme approval awarded by two professional bodies – the EAS, LBCAI - and the endorsement of the ILM.

22 Career Opportunities & Links with Employers

Postgraduates completing this Masters programme will be well-equipped to undertake careers requiring individuals to work independently, as well as, as a member of a team; to communicate effectively and to think analytically and creatively. The course prepares individuals to work specifically as an executive, business and/or life coach and enables students to seek professional registration with the EAS and the LBCAI.

In addition, students are equipped to work as proactive innovators in the forefront of their field either by developing their coaching practice within their professions or by setting up effective consultancies. Quality education for learning in this field is at a premium, and this course prepares students for high level practice within whole range of professional settings, including education, finance, business, the arts and the health services.

Tutors on this programme are practising coaches in the areas of executive, business and life coaching and have included consultancy to senior managers in the NHS, higher and further education, the law, industry, banking and commerce. Tutors have strong links with businesses and the professions through the Institute of Directors, the Chamber of Commerce, the South West Peninsular Medical Scheme, the Institute of Leadership at Exeter University and Business Network.

Course participants have included senior managers from the NHS from both clinical and HR, University lecturers in Leadership studies (Exeter University), business men and women in fashion and textiles, construction, independent financial advisors, the professional theatre, social work and nursing, the police, the armed services the leisure industry and sport.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he 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 each module can be found in the module study guide and programme handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:

- The Iron Mill Institute website
- University of Worcester website
- University of Worcester and the Iron Mill Institute prospectuses and marketing leaflets
- The Student Programme Handbook