

## Programme Specification for MSc and PG Certificate Coaching Psychology

<b>This document applies to Academic Year 2021/22 onwards</b>
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*Table 1 Programme Specification for Coaching Psychology*

<b>1.</b>	<b><i>Awarding institution/body</i></b>	<i>University of Worcester</i>
<b>2.</b>	<b>Teaching institution</b>	University of Worcester
<b>3.</b>	<b>Programme accredited by</b>	NA
<b>4.</b>	<b>Final award or awards</b>	MSc PGCert
<b>5.</b>	<b>Programme title</b>	MSc Coaching Psychology PGCert Coaching Psychology
<b>6.</b>	<b>Pathways available</b>	NA
<b>7.</b>	<b>Mode and/or site of delivery</b>	Taught UW Campus
<b>8.</b>	<b>Mode of attendance and duration</b>	Full and Part-time Block Delivery (Weekends) 1 year full time, up to 6 years part time
<b>9.</b>	<b>UCAS Code</b>	N/A
<b>10.</b>	<b>Subject Benchmark statement and/or professional body statement</b>	This programme of study meets the QAA descriptor at Master's level (QAA Master's Degree Characteristics (September 2015)); the descriptor for a higher education qualification at Level 7 on the <a href="#">Framework for Higher Education Qualifications (FHEQ)</a>
<b>11.</b>	<b>Date of Programme Specification preparation/ revision</b>	June 2019 Approval August 2019 AQU Amendments ton Section 19 August 2020 – updates and AQU amendments July 2021 – AQU template- accessibility checker August 2021– AQU amendments

### **12. Educational aims of the programme**

This course is designed to cater for Postgraduates seeking continuing professional development (PGCert Coaching Psychology), or graduates seeking to develop a coaching psychology practice (MSc Coaching Psychology). The course is of interest to those who may wish to extend their knowledge base in respect of psychological approaches to coaching in a range of settings. The course includes coverage of aspects of personal development, performance and wellbeing in a coaching context.

#### **Programme Aims:**

1. Provide an opportunity for students from diverse backgrounds to succeed in achieving postgraduate qualifications through the development of advanced subject specific and transferable knowledge and skills relevant to the coaching practice.
2. Develop a critical understanding of the theory and practice associated with coaching psychology.
3. Develop a critical understanding of the interrelationship and contested nature of knowledge, theory, and practice within coaching psychology.
4. Advance coaching skills through critical reflection on personal practice and through engagement with research and evidenced based practice.

5. Promote critical understanding and reflection upon relevant societal, professional, organisational factors, and personal value and belief systems.
6. Provide the opportunity to design and conduct a substantive study utilising an appropriate research methodology and associated research methods.

### 13. Intended learning outcomes and learning, teaching and assessment methods

The following specific intended learning outcomes have been developed in accordance with the University's [Curriculum Design Policy](#), [Learning and Teaching Strategy](#), and [Assessment Policy](#). On successful completion of the course, students will be able to

Table 2 knowledge and understanding outcomes and which module/code they relate to

<b>Knowledge and Understanding</b>			
<b>LO no.</b>	On successful completion of the named award, students will be able to:	<b>Module Code/s</b>	<b>Award</b> <i>State if PG Cert, PG Dip or MA, MSc, etc.</i>
1	Demonstrate a systematic understanding of knowledge and critical awareness of a range of psychological theories, including coaching, leadership, motivation and wellbeing, which is informed by the forefront of the academic discipline, field of study and professional practice.	MPSY4164 MPSY4180 MPSY4181 MPSY4000	PG Dip MSc
2	Demonstrate a comprehensive critical understanding of research methods and statistical techniques and their application to advanced research and scholarship in coaching psychology.	MPSY4166 MPSY4002 MPSY4005 MPSY4000	PG Dip MSc
3	Demonstrate a conceptual understanding that enables the synthesis and application of appropriate theories and tools to both academic and applied coaching settings.	MPSY4164 MPSY4165	PG Cert PG Dip MSc

Table 3 cognitive and intellectual skills outcomes for module code/s

<b>Cognitive and Intellectual skills</b>			
4	Demonstrate self-direction and originality in identifying needs, analysing needs, formulating solutions and evaluating strategies within the context of coaching psychology.	MPSY4167 MPSY4180 MPSY4181	PG Cert PG Dip MSc
5	Evaluate critically current research and advanced scholarship in coaching psychology and evaluate research methodologies, and where appropriate, to propose new hypotheses.	MPSY4166 MPSY4002 MPSY4005 MPSY4000	PG Cert PG Dip MSc

Table 4 learning skills and capabilities related to employability outcomes for module code/s

<b>Skills and capabilities related to employability</b>			
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6	Demonstrate initiative and personal responsibility when working alone or with others on applied problems or tasks, with particular focus on the development of professional working relationships.	MPSY4165 MPSY4167	PG Cert PG Dip MSc
7	Develop the ability to learn through reflective practice to develop a broad range of coaching skills.	MPSY4164 MPSY4165 MPSY4167	PG Cert PG Dip MSc

Table 5 transferable/key skills outcomes for module code/s

<b>Transferable/key skills</b>			
8	Make decisions in complex applied situations using systematic and creative methods and communicate conclusions clearly in both written and oral forms.	MPSY4164 MPSY4180 MPSY4181	PG Cert PG Dip MSc
9	Develop the ability to learn independently, including carrying out a significant research/ fieldwork project and to complete this within set time constraints.	MPSY4000	MSc

### Learning, teaching and assessment

For 2021/22, the majority of teaching sessions are face to face on campus. Lectures or lecture workshops for some modules will be delivered online either 'live' or pre-recorded. Individual and small group tutorials will be arranged online as this has proven to be convenient and popular with students.

#### Teaching

The MSc/PGCert Coaching Psychology is taught in blocks of days. Students are taught through a combination of interactive workshops, lectures, seminars, laboratory practical sessions, fieldwork and practical activities. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and practical sessions are focused on developing subject specific skills and applied individual and group project work.

In addition, meetings with personal academic tutors are scheduled on at least three occasions in each year you chose to study the course.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the personal academic tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

#### Contact time

In a typical taught block, students will have around 16 contact hours of teaching. The precise contact hours will depend on the modules selected

Typically, class contact time is structured around:

- Interactive teaching
- Group work
- Case study analysis

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 12 hours of personal self-study per week. Typically, this will involve, formative study, reading and working on assessments.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes a principal lecturer, who is a Chartered Psychologist, HCPC Registered Practitioner Psychologist and BPS Registered Coaching Psychologist; A principal lecturer whose teaching research includes coaching and professional development, resilience and emotional intelligence; A senior lecturer who is a Chartered Psychologist and BPS Registered Coaching Psychologist; A lecturer who is a Chartered Psychologist and BPS Registered Coaching Psychologist, as well as being an active member of the BPS Special Group in Coaching Psychology. Three of the four teaching staff members hold fellowship of Advance HE.

## **14. Assessment strategy**

The assessment strategies adopted in the MSc/PGCert Coaching Psychology reflect the aims of the course and the [Master's Degree Characteristics - QAA Guidance on Writing Masters Courses](#) and make a significant contribution to learning. The assessment strategies are designed to develop skills and knowledge in coaching psychology and provide evidence of the students' progress and achievement throughout the course and prepare the students for careers in coaching psychology. Both formal (summative) and informal, developmental, (formative) approaches will be used. In order to develop the skills of advanced study identified within the course aims, students will experience a variety of assessment strategies. These include case studies, essays, fieldwork studies and presentations (individual and group), and reports. The opportunity for students to demonstrate independence in a sustained piece of work is provided in the completion of the Dissertation. E-learning through the use of Blackboard will be utilised to support student learning between lectures, including the use of tests and knowledge checks.

Each assessment has been designed to reflect both the learning outcomes therefore each assessment is fundamentally different and therefore appears individually on the mapping grid.

Students are assessed by a combination of course work and examinations. Each module must be passed individually at a D- minimum.

## 15. Programme structures and requirements

Table 6 award map for each level of the course

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)		
			PG Cert	PG Dip	MSc
MPSY4164	Theories and Perspectives in Coaching Psychology	15	M	M	M
MPSY4165	Applications of Coaching Psychology	15	M	M	M
MPSY4166	Evidence Based Practice in Coaching Psychology	15	M	M	M
MPSY4180	Well Being and Work	15	M	M	M
MPSY4182 OR MPSY4184	Advanced Research Analysis 1 or 2	15	O	M	M
MPSY4167	Professional Skills Development	30	O	M	M
MPSY4181	Leadership Engagement and Motivation	15	O	M	M
MPSY4000	Dissertation	60			M
<b>Total Credits</b>		180			
<b>PG Certificate</b> To be awarded the PG Cert Coaching Psychology students must successfully complete 60 credits at Level 7. This should include MPSY4164 Theories and Perspectives, MPSY4165 Applications of Coaching Psychology, MPSY4166 Evidence Based Practice in Coaching Psychology; MPSY4180 Wellbeing and Work.					
<b>PG Diploma</b> To be awarded the PG Dip Coaching Psychology, students must successfully complete the PG Certificate plus remaining modules from MPSY4182/4, , MPSY4167, MPSY4181					
<b>Masters MSc</b> To be awarded the Masters, students must complete a total of 180 credits at Level 7 including 60 credits from the dissertation.					

## 16. QAA and professional academic standards and quality

The MSc in Coaching Psychology is modular and part of the University of the Worcester (UW) [TCRF \(Taught Courses Regulatory Framework\)](#). This programme has been developed to reflect the QAA guidance on [Master's Degree Characteristics - QAA Guidance on Writing Masters Courses](#)

This award is located at Level 7 of the FHEQ.

## 17. Support for students

In common with other UW courses, all students have a [Personal Academic Tutor](#) who will offer support when requested by the student. Students experience a wide range of learning and teaching methods. For example, lectures, seminars, practical classes, computer workshops, tutorials, visiting speakers, case studies, focussed discussions, field work, reflective practice, role-plays and directed study. Blackboard resources are available to provide support for students whilst off campus. Students will be encouraged to use discussion facilities on Blackboard and knowledge checks and tests will be supported by personal academic tutors.

A Course Handbook is provided to all students and is updated annually. Further subject leaflets and guides, most of which are available on the web, will be provided to students. An induction programme is provided for all new entrants. The subject team provide study skills and additional support can be provided and learning support services (Library, IT, and Media and Print). **Personal academic tutors for the students on this course will be the tutors responsible for the running of the course. Their role will be to ensure the needs of the students entering the two courses with different qualifications and levels of experience are met.** The support available will include measure to promote a distinctive course culture for students on this programme.

For example:

- A dedicated induction session.
- Encouragement of exchange of personal information to promote self-help groups and mutual study support.
- Sessions on creating research proposals and presentation skills.
- Support meetings/seminars to discuss a range of pastoral, career and study skills issues.
- The UW SOLE (Student On-Line Environment) page which provides guidance on learning support and equal opportunities, individual module profiles and selection, academic regulations, communication of grades, resubmission opportunities and activities, etc.

University based support is available from Student Services and the Disability and Dyslexia Service:

<https://www2.worc.ac.uk/firstpoint/>

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

### **International Students**

The MSc Coaching Psychology Programme is suitable for International students. The course seeks to use examples and research from a global perspective and the mixture of cultures and backgrounds adds to the learning outcomes for all students on the course. The University provides support for international students in both their academic work and general needs whilst they study at the University, information regarding this can be found here <http://www.worcester.ac.uk/community/community-international.html>

## **18. Admissions**

### **Admissions policy**

Admissions to the MSc Coaching Psychology are considered from applicants that can demonstrate the ability to successfully study at an advanced level.

The requirement for entry to the MSc Coaching Psychology is a 2(2) Honours degree in Psychology or a related area. Professional experience within Coaching Psychology is **not** a requirement for entry to this course.

The requirement for the PGCert Coaching Psychology is a 2(2) Honours degree in Psychology or a related area, plus a Post Graduate qualification in an area related to coaching, for example Educational Psychology, Occupational/Business Psychology, Management, MBA, Education etc.

For International Students a minimum IELTS score of 6.5 is required for entry to the programmes.

International students may apply for this course through University of Worcester International College (UWIC) pre-Masters course.

## **Admissions procedures**

The Course Leader or a representative (for international applications) will interview all students before confirmation of acceptance. This process is of major importance to applicants to ensure that they understand the structure of the course and its demands.

The interview process will seek to identify both the student's academic ability and their motivation. The course requires motivation and time commitment from students to successfully achieve a postgraduate qualification. Students must show at interview that they clearly understand the implications of this.

The interview process will involve a structured interview with the Course Leader focussed around:

- The students career aspirations and how the course will support these
- Their understanding of the requirements of the course (i.e. taught sessions on a Saturday and attendance requirements)
- Their previous work and academic experience
- A piece of major research that they have completed such as their Independent Study

## **Recognition of Prior Learning**

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

## **19. Regulation of assessment**

### **The course operates under the University's Taught Courses Regulatory Framework**

#### **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 D- 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.
- 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 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

#### **Retrieval of failure**

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Table 7 requirements for awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7, as specified on the award map
PG Dip	Passed a minimum of 120 credits at level 7, as specified on the award map
Masters (MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7, as specified on the award map

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

### Classification of Masters

The classification will be determined by whichever of the following two methods results in the higher classification.

#### Method 1

- Candidates will be awarded a Distinction where they have attained an average of A- (PD) or higher from the credit achieved with the University for the award.
- Candidates will be awarded a Merit where they have attained an average of C+ (PM) or higher from the credit achieved with the University for the award.

#### Method 2

- Candidates will be awarded a Distinction, irrespective of their other module results, where they have attained 90 credits at grade A- (PD) or higher
- Candidates will be awarded a Merit, irrespective of their other module results, where they have attained 90 credits at grade C+ (PM) or higher

Candidates will be awarded a Pass where they have not fulfilled the rules for Method 1 or Method 2, but are eligible for the award of a Masters.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

## 20. Graduate destinations, employability and links with employers

Graduates of the MSc will be in an excellent position to go on to further postgraduate study at Doctoral level and teaching within higher education, as well as employment in coaching roles within organisations and private practice. It may also be used as a step on the path towards future membership of professional bodies.

### Links with employers

Our established partnerships enable us to advertise paid and voluntary work opportunities to psychology students on a regular basis. The department has excellent links with both local and national organisations including the NHS, Alive! Charity, the BPS, West Mercia Police Constabulary, Hereford & Worcester Fire and Rescue Service, Worcestershire County Council and HMP Aylesbury. There are regular opportunities for students to attend CPD workshops tailored for supporting CV writing, interview skills, recruitment and assessment techniques, Chartership with the BPS, and registration with the HCPC. As well as interactive sessions with guest speakers, visit days to external organisations and guidance on applying for work or further study. Students are able to complete their Dissertations with a range of established partners, including West Mercia Constabulary, Hereford and Worcester Fire and Rescue Service and JCA Global Ltd.

The MSc Coaching Psychology is delivered by a research-active teaching team who provide students with contemporary expertise and practical skills used by practitioners in the area of coaching psychology.

### **Student employability**

Embedding employability is integral to the culture of psychology at University of Worcester. The BSc and MSc Psychology programmes enable students to develop skills and attributes including self-reflection, problem solving, communication, critical thinking, professional context skills, leadership, team working, analytical skills and interpersonal awareness. The programmes provide a student-centered approach to support and guidance, an innovative approach to learning, teaching and assessment and a collaborative approach to curriculum design and delivery utilising relationships with the UW careers and employability service and external partnerships.

**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 associated course documentation e.g. course handbooks, module outlines and module specifications.