

PROGRAMME SPECIFICATION

for the award of

Doctor Coaching and Mentoring

Managed by the Faculty of Oxford Brookes Business School

Delivered by the Department of Business and Management

Date approved:	September 2018
Applies to students commencing study in:	September 2020

RECORD OF UPDATES

Date amended	Nature of amendment	Reason for amendment
3 February 2014	Change in module name for P57511	To reflect nature of the module more accurately
September 2018	Minor adjustments to text including section 4.3 and 6.	To comply with new template

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Headington Campus, Oxford
Language of study:	
Final award/s:	Doctor of Coaching & Mentoring (DCM)
Programme title:	Doctor Coaching & Mentoring
Interim exit awards and award titles available:	MA-CME: MA in Coaching and Mentoring Practice PGD-CME: Postgraduate Diploma in Coaching and Mentoring Practice PGC-CME: Postgraduate Certificate in Coaching and Mentoring Practice
Brookes course code:	DCM-CMN
UCAS code:	P46238
JACS code:	N215
HECoS code:	See guidance note G2.2, section 1
Mode of delivery: (Mode of Study given in brackets)	Face to face/on-campus (part-time)
Duration of study:	3 to 5 years
Subject benchmark statement/s which apply to the programme:	For Level 7 modules there are no specific sector benchmark statements of quality codes for the <i>coaching and mentoring</i> subject area. In developing the curriculum, programme development at Master's level took account of the subject benchmarks for three academic fields: education, psychology and business.
Professional accreditation attached to the programme:	None
Apprenticeship Standard:	None
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/

SECTION 2: WHY STUDY THIS PROGRAMME?

2.1 RATIONALE FOR/DISTINCTIVENESS OF THE PROGRAMME

The Doctor of Coaching & Mentoring programme (DCM) was developed in 2006-7 in response to national and international demand for coaching and mentoring study at this level. The DCM has a dual purpose in that it both recognises and explicitly embraces professional development and academic achievement as integral components of the programme. Both the professional dimension and theoretical/empirical research require critical engagement with professional practice in order to enable the student to achieve a greater level of effectiveness as a professional. The DCM is concerned with issues which arise from the world of professional practice through the critical review and systematic application of appropriate theories and research to practice. It seeks not only to increase knowledge but also to inform and impact practice and to improve professional competence and professional thinking.

The structure of the DCM promotes links between theory and professional practice. The taught element includes opportunities to explore themes for development in the research phase. This taught element places a strong emphasis on research training in quantitative and qualitative techniques and also preparation for independent research, culminating in the design and preparation of a 60,000 word doctoral thesis.

The teaching and supervisory team are internationally recognised research active staff who work within the University's International Centre for Coaching & Mentoring Studies. Please see the following link: <https://www.brookes.ac.uk/iccams/our-team/>

2.2 AIMS

The general aims of the DCM programme are to provide professionals with the contemporary knowledge and advanced skills necessary to undertake research in coaching and mentoring, and to enable them to forge explicit links between research and professional practice and development. Specifically, the programme is designed for candidates to achieve the following objectives:

- 1) To develop a critical understanding of professional practice and reflect systematically on the range of problems, settings and issues that impact on coaching and mentoring in a range of contexts.
- 2) To critically examine different theoretical positions for justifying a chosen focus of study and to use such theory in developing a research project, relating its outcomes to professional practice.
- 3) To appraise the appropriateness of various research paradigms for specific systematic enquiries into professional coaching and mentoring practice.
- 4) To achieve a level of specialised research methodological skills necessary to undertake original independent research and inform professional practice.
- 5) To make an original contextual contribution to the enhancement of professional competence in the field.

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following attributes:

3.1 Academic literacy

1. Draw from theoretical frameworks used in coaching and mentoring contexts to engage critically in theoretical analysis of coaching and mentoring issues.
2. Critically evaluate contributions to the coaching and mentoring and related research literatures.
3. Critically assess the important theoretical issues and movements that have an impact on coaching and mentoring research and autonomously synthesise information/ideas to create original responses to problems that extend and analyse the existing boundaries of knowledge.
4. Extend the current limits of theoretical and research understanding and demonstrate a contribution to the creation of original knowledge in coaching and/or mentoring.

3.2 Research literacy

1. Demonstrate a comprehensive knowledge and understanding of the diversity of research paradigms, methodologies and strategies appropriate to the study of coaching and mentoring.
2. Develop skills and abilities to deal with epistemological complexities and select from a repertoire of research strategies and methods to design and conduct a doctoral level research project;
3. Complete a substantial and original research project of value to the coaching and mentoring community.

3.3 Critical self-awareness and personal literacy

1. Understand and use a range of models of professional development and academic supervision.
2. Provide evidence of understanding and ability to work within complex, unpredictable and specialised contexts demanding original innovative work that extends the current limits of knowledge.
3. Demonstrate autonomy and leadership within the bounds of professional practice and be autonomous and self-directed in relation to the assessment and resolution of research and professional problems.
4. Demonstrate technical and intellectual mastery – developing, performing and innovating with precision and efficiency, and showing ability to plan strategically and operationally in all situations.

3.4 Digital and information literacy

1. Work independently using Moodle and other virtual media and contribute appropriately to virtual discussions as part of ongoing learning.
2. Make effective use of electronic library resources, social media and internet applications where appropriate.

3.5 Active citizenship

1. Show a high level of awareness and management of ethical dilemmas likely to arise both in research and professional practice.
2. Participate professionally with research and specialised communities, reflecting throughout on own and others' practice in order to analyse and develop own/others' action.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS

The DCM Programme comprises nine modules of study at Level 7: two core modules of coaching and mentoring practice (one at Postgraduate Certificate and one at Postgraduate Diploma level); two core 'theory'-based modules: Transformational Learning and Adult Development and Psychotherapeutic Dimensions of Coaching and Mentoring; one optional module; the Research in Coaching and Mentoring module and a triple Dissertation module. The dissertation should be on a topic agreed in discussion with the academic supervisor, and is valued at 60 credits. At Level 8 there are four further taught modules, plus a thesis which is also supported by regular workshops and seminars.

Code	Module Title	Credits	Level	Status			Coursework: Exam ratio
				DCM/MA	PG Dip	PG Cert	
CAMP-7001	Transformational Learning & Adult Development	20	7	Compulsory	Compulsory	Compulsory	100% CW
CAMP-7002	Psychotherapeutic Dimensions of Coaching and Mentoring	20	7	Compulsory	Compulsory	Compulsory	100% CW
CAMP-7006	Research in Coaching and Mentoring	20	7	Compulsory	Optional	Optional	100% CW
CAMP-7007	Dissertation (triple)	60	7	Compulsory	Optional	Optional	100% CW
CAMP-7009	Coaching and Mentoring Practice Fundamentals	20	7	Compulsory	Compulsory	Compulsory	100% CW
CAMP-7010	Advanced Practice	20	7	Compulsory	Compulsory	Optional	100% CW
CAMP-7004	Coaching & Mentoring in Organisations	20	7	Optional	Optional	Optional	100% CW
CAMP-7005	Independent Study	20	7	Optional	Optional	Optional	100% CW
CAMP-7012	Psychology of coaching and mentoring	20	7	Optional	Optional	Optional	100% CW
CAMP-8001	Issues in Qualitative Research	20	8	Compulsory for DCM			100% CW
CAMP-8002	Advanced Quantitative Methods	20	8	Compulsory for DCM			100% CW
CAMP-8003	Doctoral	20	8	Compulsory			100% CW

	Research Design			for DCM			
CAMP-7008	Transition to Doctoral Research	0	7	Compulsory for DCM			100% CW
CAMP-8004	Thesis	300	8	Compulsory for DCM			100% CW + Viva

4.2 PROGRESSION AND AWARD REQUIREMENTS

- i) Progression to the Postgraduate Diploma stage is conditional on passing three modules: Coaching and Mentoring Fundamentals, Transformational Learning and Adult Development and Psychotherapeutic Dimensions of Coaching and Mentoring.
- ii) Progression to the Dissertation is conditional upon passing Research in Coaching and Mentoring
- iii) Progression to the Doctoral stage (level 8) is conditional upon attaining 180 credits at level 7, or equivalent.

4.3 PROFESSIONAL REQUIREMENTS

Students are encouraged to become members of a professional body, follow its code of ethical practice and attain individual accreditation as appropriate. The DCM enables students to meet many of the competences required for such accreditation.

SECTION 5: TEACHING AND ASSESSMENT

Information about the learning experience is provided in the prospectus course entry.

5.1 TEACHING, LEARNING AND ASSESSMENT

The teaching and learning methods used by the programme are designed to promote constructive and critical reflection on a range of theoretical, practical and research issues. Teaching is concerned with the identification of a wide range of issues and perspectives which students are encouraged to relate to their own professional development, knowledge, experience and working contexts. External guest lecturers may be used to provide up-to-date expertise and experience when necessary. All teaching, learning and assessment draws on the different professional backgrounds, experiences and knowledge of students and encourages a critical reflection on that experience and knowledge.

In addition, on this programme we expect students to take some responsibility for helping others to learn. This is done mainly through the practice-based modules that form part of the programme but there will also be opportunities during seminars, group work and critical analysis of practice in which experiences are shared within the group and new and emerging knowledge is integrated.

Lectures are used to convey information and knowledge where it is not easily accessible in text books or research papers. They are also used to clarify issues and introduce topics, giving students a broad overview of the area before they begin their practice or independent study.

Practice is used as a key part of the programme to enable the continuing development of the repertoire of skills needed to become proficient in coaching and/or mentoring. Students also need to know what it feels like to be on the receiving end of coaching/mentoring and so the programme provides students with their own coach/supervisor during the practice modules. The programme also makes use of formative peer coaching with real-time peer feedback.

Online learning

Our blended learning approach includes online conferencing and electronic support, plus group and individual tutorial sessions (synchronous or asynchronous). Online sessions are often student led. This

is a valuable learning experience, encouraging students to find out information and then present it logically and coherently to others. The expectation is that one or two students will lead the conference session but that all students will be required to contribute.

Significant learning via the Internet is design into the DCM programme. There are online self-managed learning workshops using the Brookes Virtual online learning environment (Moodle) and students are also encouraged to use email to communicate with their coach/supervisor and module leaders. Students should ensure that they have good, consistent access to the Internet.

Independent learning and research

Throughout the programme students are expected to undertake independent research of materials and information connected with their study and to use these to augment conference contributions and assignment work.

Dissertation

The dissertation forms a major part of Masters level work and builds on work done earlier in the programme. It provides an opportunity for students to demonstrate their understanding of research methods and extend their knowledge of a substantive area of coaching and mentoring theory and practice.

Thesis

The main outcome of the DCM is the production of the doctoral thesis and all aspects of the programme are geared towards supporting progress in that direction. Thus, each candidate's programme culminates in a doctoral thesis of not more than 60,000 words (excluding appendices) that describes a substantial piece of independent and original research, often set in the candidate's workplace and focussing on some aspect of professional or organisational development.

Oxford Brookes attributes

Oxford Brookes attributes are addressed through teaching and assessment across all modules. The development of academic literacy is inherent in the synthesis of relevant theories with existing knowledge and practice in a range of class-based and work-based learning experiences. Research literacy also underpins each module and students use a range of research and evaluation strategies for the exploration of coaching and mentoring theory and practice.

One of the strengths of the course is its emphasis on critical self-awareness and personal literacy. Students are expected to reflect critically on their practice, respond appropriately to coach-supervision and evaluate their learning. In addition, digital and information literacy is enhanced through the use of online workshops and discussions which form half of the taught elements of the course. Students are also expected to make significant use of online library resources, as well as social media and internet and data analysis software as appropriate to their study topics.

In their guided practice as coaches students are expected to provide high quality coaching and mentoring with awareness of ethical and diversity issues. This emphasis on global citizenship is supported by an emphasis on the needs of adult learners and learning processes in a variety of contexts, plus a grounding in ethical and value management issues that arise in complex and diverse situations.

Resource-based learning materials.

Students' first resource will be the books that they have been advised to purchase and the books and journals held in the University's libraries which are mostly available as e-books or e-journals online via *Discover* or using databases such as *Business Source Complete*, *Emerald Fulltext*, *Ingenta* etc. In the early stages tutors and supervisors may guide the reading but very quickly students are expected to be able to identify their own learning needs and to undertake reading without specific guidance.

Oxford Brookes Business School (OBBS) has developed facilities for students to access library resources at a distance. Many journals are now available through the Oxford Brookes Electronic Library, and provide abstracts or full-texts of articles online. The ATHENS system of registration gives students online access to the journals subscribed to by the University.

Hours of Study.

Each module is worth a number of credits. The full DCM totals 540 credits (360 at level 8 and 180 at level 7). The time each student will take to achieve the learning outcomes for a module will vary according to the needs, learning style, and ability of the individual. However, the modules are designed so that each credit equates to approximately 10 hours of learning. Therefore a 20 credit module is expected to require 200 hours of learning. Some of these hours will be through class and online contact time and others will be through independent study. In this programme, approximately 50% of the 'taught' element is in the form of online workshops that students work through between face to face sessions at the university. The tuition hours in the table below are for guidance only and should not be taken as exact.

Tuition Hours

Module	Module Credits	Taught Hours (inc. Online)	Self-Managed Study Hours inc. Pre-Reading	Total Hours
Level 7				
Coaching & Mentoring Practice Fundamentals	20	24	176	200
Transformational Learning & Adult Development	20	24	176	200
Psychotherapeutic Dimensions of Coaching & Mentoring	20	24	176	200
Advanced Practice	20	24	176	200
Psychological Perspectives on the Self*	20	24	176	200
Coaching & Mentoring in Organisations*	20	24	176	200
Independent Study*	20	5	195	195
Positive Psychology for Coaching & Mentoring Practice*	20	24	176	200
Research in Coaching and Mentoring	20	24	176	200
Dissertation	60	24	576	600
Level 8				
Transition to Doctoral Study	0	24	176	200
Advanced Quantitative Methods	20	24	176	200
Issues in Qualitative Research	20	24	176	200
Doctoral Research Design	20	24	176	200
Thesis	300	48	252	3000
Total	520	365	2835	5200

* = Optional modules for MA in Coaching & Mentoring Practice. MA students take one option.

5.2 ASSESSMENT REGULATIONS

Assessment reflects the aims and learning outcomes of the programme. In particular, assessment is concerned with development of appropriate Oxford Brookes attributes in relation to the practice and implementation of coaching and mentoring in a wide range of contexts.

At the beginning of each module the module leader will give information about the method of assessment, the attributes being assessed and the proportions of the total mark attributable to the pieces of coursework and any deadlines involved.

In particular, assessments are carefully designed either to contribute formative feedback during the module or to continue student learning beyond the classroom and to be useful to them in their ongoing coaching and mentoring practice. Some assignments for instance include the use of reflective practice models or concept mapping. All module guides include specific assessment criteria and guidance.

Level 7 (M level) elements of the DCM programme have been approved to conform to the University's Academic Regulations for Postgraduate Programmes

<https://www.brookes.ac.uk/regulations/current/specific/b4/>

For Level 8 (D level) elements, students should refer to the specific assessment regulations contained in the Research Degree Regulations B6: <https://www.brookes.ac.uk/regulations/current/specific/>

The programme also embeds the principles and practices within the **Brookes Assessment Compact**.

<https://www.brookes.ac.uk/ocsld/consultancy/consultancy-areas/>

Assessments are carefully designed to contribute to formative developmental feedback and can incorporate peer feedback as well. All module guides include specific assessment criteria which are clearly communicated and an assessment calendar is also produced.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

6.1.1 Entry to Year 1

Candidates should hold a minimum of a second class honours degree (2:2) in any academic discipline or equivalent overseas degree from a recognised institution or equivalent professional or other qualification, and at least three year's coaching/mentoring experience. Applications should be accompanied by an acceptable 1,000 word research proposal. An acceptable proposal is one that is realistic in scope and capable of being supervised by current supervisory staff at OBBS.

Exceptionally, applicants who can show that they have qualifications, or experience or both, that demonstrate that they have alternative knowledge and capabilities equivalent to those possessed by holders of the qualifications listed above, may be admitted Year 1 of DCM only.

Any assessment of prior learning (APL) or prior experiential learning (APEL) at Level 7 to Year 1, DCM shall be conducted in accordance with the principles, procedures and guidance in the University's Credit Accumulation and Transfer Guidelines. Students applying for admission with credit must make clear the basis of their claim for credit when applying for their chosen programme and must supply acceptable evidence.

6.1.2 Entry with Credit to Year 3

Candidates who already possess a level 7 qualification in a cognate subject area (e.g. MSc in Counselling Psychology or Organisational Psychology) may be eligible to enter the programme at the doctoral stage with up to 180 credits.

The level 7 credit sought should have contained a significant research element. Some applicants entering with credit may be required to undertake the level 7 Coaching and Mentoring Research module, or other level 7 modules, if this is deemed necessary by the Subject Coordinator and Head of Doctoral Programmes.

In addition, entry with credit applicants should normally have three years' coaching/mentoring experience and should submit an acceptable 2,000 word research proposal. An acceptable proposal is one that is realistic in scope and capable of being supervised by current supervisory staff at OBBS.

Credit from prior experiential learning may not contribute towards the Level 8 modules of the DCM

6.1.3 Progression from MA Coaching and Mentoring Practice to Year 3 (DCM)

For students who completed the MA Coaching and Mentoring programme at Oxford Brookes University, normally, progression or admission to the doctoral stage of the programme will be dependent upon the achievement of at least a merit grade in the Masters Dissertation, plus the submission of an acceptable

2,000 word research proposal. Conditional progression may be offered, but MA Coaching and Mentoring students may not apply to register their thesis topic until they have received the results of their MA.

English language requirements

If English is not a candidate's first language or the language of instruction in prior studies at university level, the candidate will need to satisfy the university's English language requirements:

- IELTS minimum level 7.0 (with a minimum of 6.5 in reading and writing, and 6.0 in listening and speaking) or equivalent
- If a candidate has completed an undergraduate degree in the UK the candidate will automatically meet English language requirements

Please also see Oxford Brookes University's standard English language requirements

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

Not applicable

6.3 JOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)

Not applicable

SECTION 7: PREPARATION FOR EMPLOYMENT

The University Careers Service offers guidance on career planning as well as practical advice on CV writing, mock interviews and assessment centres, tutorials and careers counselling. Its online vacancies database Talent Bank details internship and graduate job opportunities plus volunteering and project work.

Students in OBBS can benefit from the services of the Work and Voluntary Experience Service (WAVES) which also supports students in identifying volunteering or internship opportunities.

Increasingly, employers are seeking a combination of knowledge and understanding of the processes of coaching and mentoring as well as the practical skills to apply that knowledge and understanding in the workplace. Many organisations also commission external coaches to support their staff at different stages in their careers. The programme aims to provide students with the theoretical understanding and experiential knowledge, plus the self-awareness necessary to equip them to undertake coaching and/or mentoring in a range of contexts and also be able to guide others in the practical skills and understanding needed for successful one-to-one support. In addition their autonomous research skills will enable them to offer valuable evaluation services to organisations and other sectors of the profession.

Students in this programme are either professionals who are already working in the field, or are seeking to develop their self-employed business as a coach. Most join the programme from the growing number of professional spheres where coaching, mentoring and adult development play a significant role: these include training, education (including learning mentors), staff development, human resource development, management, healthcare, ministry, social services, voluntary sector, prison and probation services, youth work etc. Following completion of the course they may expect to gain recognition of their commitment through enhanced employment opportunities and business contracts.

The programme does not include a Work Based Learning element as such, although the Level 7 Coaching and Mentoring Practice modules contain elements of supervised professional practice on which students are required to reflect and report in their portfolios. Students identify three 'volunteer learners' with whom they work over a period of nine months, and this practice is supported by a professional coach/supervisor. Volunteer learners may be identified from within the student's existing work or organisational context, or from contexts that are outside the student's normal experience.

The teaching on the programme is informed by current practice in coaching and mentoring and draws on visiting speakers with relevant commercial expertise to augment academic teaching. The programme team are also actively involved in coaching and mentoring consultancy or are practising coaches and so bring a wealth of experience to their work.