

PROGRAMME SPECIFICATION

for the award of

MA in Coaching and Mentoring Practice

Managed by Oxford Brookes Business School

Date approved:	February 2017 (Programme first validated in September 2000)
Applies to students commencing study in:	September 2020

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Oxford
Language of study:	English
Final award:	Master of Arts (MA)
Programme title:	Coaching and Mentoring Practice
Interim exit awards and award titles available:	PGD-CME: Postgraduate Diploma in Coaching and Mentoring Practice PGC-CME: Postgraduate Certificate in Coaching and Mentoring Practice
Brookes course code:	MA- CME
UCAS code:	23402
JACS code:	N600
HECoS code:	See guidance note G2.2, section 1
Mode of delivery:	Part-time (face to face/on-campus)
Mode/s and duration of study:	2 years for part time Maximum duration of 5 years
QAA subject benchmark statement/s which apply to the programme:	Master's degrees in Business and Management (2015)
Professional accreditation attached to the programme:	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 central aim of this Masters programme is to provide students with practice-based opportunities to develop the knowledge, skills and attitudes necessary to tackle the learning, development and research challenges posed by coaching and mentoring in a number of contexts. Students have their own coach-supervisor to guide their practice during the first year of study and an academic supervisor to guide their research during year two. Using a constructivist approach, we translate practical understanding into rigorous intellectual study through reflective practice and critical analysis. An essential part of postgraduate study is engaging with a range of concepts, theories, tools and techniques and subjecting these to rigorous critical scrutiny and debate. This is not like a commercial training programme: students will not find that the tutorial team promotes a set or fixed approach to coaching and mentoring. Rather, we provide the opportunities to develop personal styles and approaches underpinned by robust theoretical and intellectual foundations. This is not always comfortable, but it is always challenging and rewarding. Study at this level culminates in a substantial dissertation, which contributes to a growing body of research into coaching and mentoring theories and practice.

2.2 Aim/s of the programme

The programme is concerned with the development of critical enquiry and reflection, together with professional knowledge and expertise. The aims of the programme are therefore to develop:-

- critical and independent thought as a basis for enhanced coaching/mentoring practice and participatory learning;
- capacity to act as an effective coach/mentor, including acting as a consultant to colleagues;
- knowledge, understanding, skills and experience needed to carry out research into coaching and mentoring;
- capacity to evaluate perspectives, policies and performances at individual and organisational or community level;
- capacity to communicate and collaborate effectively with learners, colleagues, clients and the community;
- awareness of pertinent social, economic, moral, political and technological issues and the wider context of coaching and mentoring;
- ability to contribute to contemporary debate and research in the area of coaching and mentoring.

SECTION 3: PROGRAMME LEARNING OUTCOMES

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

Having undertaken the award, students should be able to:

Achieved by those leaving with		
PG Cert	PG Dip	MA

3.1 ACADEMIC LITERACY

1. synthesise knowledge and skills in theoretical analysis and applied research in order to advance professional knowledge and practice;
2. communicate and advocate coaching and mentoring practices and the results of research to stakeholders;
3. take part actively in the provision of high quality coaching and mentoring through practice, debate and appropriate research;
4. evaluate and apply psychological principles to the practice of coaching and mentoring;

		X
		X
X	X	X
X	X	X

Having undertaken the award, students should be able to:

5. explore and evaluate theories of adult development, learning processes and contexts;
6. discuss critically the issues and concepts related to the Self and its development; □
7. analyse how coaching and mentoring can contribute to organisational and working life;
8. critically reflect on the role of professional supervision in coaching and mentoring;

Achieved by those leaving with		
PG Cert	PG Dip	MA
X	X	X
	X	X
	X	X
X	X	X

3.2 RESEARCH LITERACY

9. synthesise knowledge of appropriate research and evaluation strategies for the exploration of coaching and mentoring theory and practice;
10. demonstrate knowledge and skills in theoretical analysis and applied research in order to advance professional knowledge and practice;
11. provide evidence of successful completion of research which is of value to the growing coaching and mentoring community;

	X	X
		X
		X

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

12. reflect critically on professional strengths and needs;
13. take part actively in the provision of high quality coaching and mentoring through practice, debate, supervision and appropriate research;
14. evaluate and apply a range of tools and techniques to coaching and mentoring practice;
15. reflect on and critically evaluate the significance of learning theories in terms of their own development and coaching practice;
16. apply reflexivity to their own experiences;

X	X	X
X	X	X
X	X	X
X	X	X
X	X	X

3.4 DIGITAL AND INFORMATION LITERACY

17. work independently using Moodle and other virtual media and contribute appropriately to virtual discussions as part of ongoing learning;
18. make effective use of electronic library resources, social media and internet applications where appropriate

X	X	X
X	X	X

3.5 GLOBAL CITIZENSHIP

19. provide high quality coaching and mentoring with awareness of ethical and diversity issues
20. explore and evaluate theories of adult development and develop an understanding of adult learners and learning processes in a global context;
21. understand issues involved in ethics and value management, taking account of complex and diverse situations;

X	X	X
X	X	X
		X

Students who exit with the PG Certificate or PG Diploma award will have achieved the learning outcomes indicated above to a greater or lesser extent dependent on the modules studied.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status			Coursework: Exam ratio
				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-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-7006	Research in Coaching and Mentoring	20	7	Compulsory	Optional	Optional	100% CW
CAMP-7007	Dissertation(tribute)	60	7	Compulsory	Optional	Optional	100% CW
CAMP-7012	Psychology of coaching and mentoring	20	7	Optional	Optional	Optional	100% CW

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

Compulsory for PG Diploma:

CAMP-7010 Advanced Practice

Alternative Compulsory for PG Diploma

Two modules from:

CAMP-7004 Coaching & Mentoring in Organisations

CAMP-7005 Independent Study

CAMP-7006 Research in Coaching and Mentoring

CAMP-7012 Psychology of coaching and mentoring

4.3 PROFESSIONAL REQUIREMENTS

Coaching and Mentoring is currently an unregulated profession. However, the MA in Coaching and Mentoring Practice was one of the first UK masters-level courses to receive a level 7 (Masters) quality award from the European Mentoring and Coaching Council (in 2006). However, since 2010, many of the professional bodies, such as EMCC, AC and ICF, have adopted a competency-based accreditation route towards both courses and individuals in their attempts at regulation. The Oxford Brookes approach is to embrace all types of coaching and mentoring, and to help individuals to find their own unique way of working, based on critical reading of the evidence, practice and reflection. This does not easily fit into the competency assessment framework of the professional bodies. That said, our approach is supported by at least one UK professional body (APECS). This reflects the range of views within the field. Students are encouraged to become members of a professional body and follow their codes of ethical practice; attaining individual accreditation if they so wish. The MA Coaching and Mentoring Practice will enable them to meet many of the competences required. We have a fast-track arrangement with APECS that allows students to join as a professional member and quickly get underway towards full accreditation.

SECTION 5: TEACHING AND ASSESSMENT

5.1 Teaching, Learning and Assessment

The programme provides a blend of learning approaches, including face-to-face lectures, seminars and workshop activities; online conferencing and electronic support; plus group and individual tutorial sessions and formative peer coaching with real-time peer feedback, plus supervision.

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 participants and encourages a critical reflection on that experience and knowledge. There will also be opportunities during seminars, group work and critical analysis of practice, where experiences are shared within the group so that new and emerging knowledge is integrated.

Lectures and seminars 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/mentor during the Practice modules.

Significant learning via the **Internet** is envisaged during the Programme. There will be online self-managed learning workshops using the Brookes Virtual online learning environment, plus students will be encouraged to use email to communicate with their coach/mentor and the programme and module leaders. Students should ensure that they have good, consistent access to the Internet.

Online conferences 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.

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.

Brookes Attributes: The five 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 literature. Students are expected to continuously 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 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, or available online via mylibrary, Business Source Complete, Emerald Fulltext, Ingenta etc. In the early stages tutors 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. Apart from books and journals, other learning resources could include videos and internet resources.

The Business School has developed facilities for students to access library resources at a distance. Many journals are now available through the Brookes Electronic Library, and provide abstracts or full-texts of articles online. The Library provides up to ten requested articles free of charge (if they are available from our own stock) and after this there is a small charge for each article sent. Inter-library loans can be provided through the same system that currently operates for Oxford based students.

Hours of Study: Each module is worth a number of credits (the full MA totals 180 level 7 credits). 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, 50% of the 'taught' element is in the form of online workshops that students work through between attending 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
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
Psychology of coaching and mentoring	20	24	176	200

Coaching & Mentoring in Organisations	20	24	176	200
Independent Study	20	10	190	200
Research in Coaching and Mentoring	20	24	176	200
Dissertation	60	24	576	600
Total	180	154	1,646	1800

Assessment

Assessment reflects the aims and learning outcomes of the programme. In particular, assessment is concerned with development of appropriate graduate 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 graduate attributes being assessed and the proportions of the total mark attributable to the pieces of coursework and any deadlines involved.

Assessment also takes account of the university's assessment compact. 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.

5.2 Assessment regulations

The programme conforms to the University Regulations: section B4 **Regulations for Postgraduate Taught Programme** <http://www.brookes.ac.uk/regulations/current/specific/b4/>

The programme also embeds the principles and practices within the **Brookes Assessment Compact**. <https://www.brookes.ac.uk/ocslcd/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

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 two year's relevant professional experience.

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 with dispensation from the requirement to possess those qualifications.

Candidates who have already gained a coaching or mentoring qualification at an appropriate level may be given exemption from the Practice Fundamentals module.

Entry will also be subject to two satisfactory references.

Please also see the university's [general entry requirements](#).

English language requirements

If English is not your first language you will need to satisfy the university's English language requirements:

- IELTS minimum level 6.5 (with a minimum of 6.0 in reading and writing, and 5.5 in listening and speaking) or equivalent

- If you have completed your undergraduate degree in the UK (at least one full year of study) you will automatically meet our English language requirements

Please also see the university's [standard English language requirements](#)

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

Not applicable.

SECTION 7: PREPARATION FOR EMPLOYMENT

Careers Support

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 the Business School 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. This Masters programme aims to provide participants 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.

Participants 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 Coaching and Mentoring Practice and Advanced Practice modules contain an element 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 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 practicing coaches and so bring a wealth of experience to their work.