

Programme Specification for MSc Coaching Psychology

This document applies to Academic Year 2020/21 onwards

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

12. Educational aims of the programme

This course is designed to cater for coaches seeking continuing professional development, or graduates seeking to develop a coaching psychology practice. 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, with particular relevance to the workplace. The course includes coverage of aspects of workplace 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 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

LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award
1	Apply a systematic understanding of knowledge and critical awareness of a range of psychological theories, including coaching, leadership, motivation and workplace wellbeing, which is informed by the forefront of the academic discipline, field of study and professional practice.	All taught modules	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.	MPSY4164	PG Cert PG Dip MSc
3	Synthesise a conceptual understanding that enables the application of appropriate theories and tools to both academic and applied coaching settings.	MPSY4167 MPSY4166	PG Cert PG Dip MSc
4	Use self-direction and originality in identifying needs, analysing needs, formulating solutions and evaluating strategies within the context of coaching psychology.	MPSY4167 MPSY4166	PG Cert PG Dip MSc
5	Evaluate critically current research and advanced scholarship in coaching psychology in the workplace and evaluate research methodologies, and where appropriate, to propose new hypotheses.	MPSY4164	PG Cert PG Dip MSc
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 with clients.	MPSY4165 MPSY4167	PG Cert PG Dip MSc
7	Identify future development opportunities through reflective practice in order to acquire a broad range of coaching skills.	MPSY4164 MPSY4165 MPSY4167	PG Cert PG Dip MSc
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	Plan and carry out a significant research/fieldwork project through the creative application of advanced methodologies to develop new insights or understandings within the discipline and communicate this to professional standards	MPSY4000	MSc

Learning, teaching and assessment

The programme adopts a student-centred approach to teaching and learning that utilises theoretical knowledge and practical skills, building on the student's strengths, interests and experiences.

Teaching

The programme utilises face to face delivery with modules being supported with the use of online reading materials. There is an emphasis on self-directed autonomous learning with students applying learning outcomes and content to their own areas of interest or practice which is evidenced through a variety of module assessments.

Teaching within the course aims to be engaging for students with formal approaches such as lectures being interspersed with discussion, debates, analysis of cases, and examples from organisational settings. Learning approaches may include the use of Blackboard Collaborate, online discussion forums and flipped classrooms which expect students to complete independent work in preparation for teaching sessions to reinforce learning.

Sessions 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 are focused on developing subject specific skills and applied individual and group project work. Tutorials are a key aspect of the learning strategy with student being encouraged to share their assessment plans with tutors and peers, allowing structured questions and feedback. Tutorials can be face-to-face or utilise technologies such as Skype.

When undertaking the dissertation module, a supervisor will also be allocated for additional support in the last semester. Timetabled group support sessions as well as individual tutorials will be used for supervision of the independent research dissertation.

Contact time

The programme is taught across two-day blocks on a Friday and Saturday, each 15 credit module being four days in total, and the 30 credit module being eight days in total. Full time students complete all eight taught modules across two semesters, four modules per semester, plus the dissertation within a third semester in one academic year. Part time students select which modules and how many they want to complete in each year, with their dissertation in the final year.

In the final semester when students will normally be undertaking the dissertation, they will have less classroom contact time in order to do more independent study. Individual supervision will be provided on a one to one basis of a total of 8 hours.

It is expected that a full-time student will be spending 37 hours per week engaged in study which will, in a normal week, include a combination of taught sessions and independent study.

Independent self-study

In addition to the contact time, full time students are expected to undertake around 24 hours of personal self-study per week. Part time students are expected to undertake around 6 hours of personal self-study per module per week. Typically, this will involve completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments and presentations, and preparing for examinations.

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

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. The team includes staff from a variety of Psychology backgrounds including Occupational/Business Psychology, Coaching and Research. Teaching is informed by research and consultancy, and as at January 2018, 75% per cent of UW course lecturers have a higher education teaching qualification or are Fellows of Advance HE. The teaching team will include a range of BPS Chartered Psychologist(s),

HCPC registered Psychologist(s), BPS registered Coaching Psychologist(s) and/or active members of the BPS Special Group in Coaching Psychology.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module, on has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include a range of coursework assessments such as essays, reports, project plan, presentations and a dissertation.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern, for a full-time student, for each year of the course is:

Semester 1

- 1 Research proposal
- 1 Analysis of statistical data
- 1 Case Study
- 1 Reflective workbook

Semester 2

- 1 Case study
- 1 Seen exam
- 1 Consultancy report
- 1 Reflective log

Semester 3

- Dissertation

The precise assessment requirements for part time students will vary according to the modules selected.

All assignments will be internally marked and moderated as well as being externally examined as per the [UW assessment policy](#). All assignments are submitted electronically, with feedback focusing on areas of strength and development needs, with advice for feeding forward to future assignments. Feedback takes a range of formats, including written comments, peer feedback, discussions with staff and audio recorded comments.

14. Assessment strategy

The assessment strategies adopted in the MSc 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 taught sessions, including the use of tests and knowledge checks.

15. Programme structures and requirements

The Award Maps for the programme is shown below:

Module Code	Module Title	Status Mandatory (M) or Optional (O)			
		Credits (Number)	PG Cert	PG Dip	MSc
MPSY4000	Dissertation	60			M
MPSY4184	Advanced Research Analysis 2	15	M	M	M
MPSY4164	Theories and Perspectives in Coaching Psychology	15	M	M	M
MPSY4165	Applications of Coaching Psychology	15	O	M	M
MPSY4166	Evidence Based Practice in Coaching Psychology	15	O	M	M
MPSY4167	Professional Skills Development	30	O	M	M
MPSY4180	Well Being and Work	15	O	M	M
MPSY4181	Leadership Engagement and Motivation	15	O	M	M
Total Credits		180			
PG Certificate					
To be awarded the PG Cert Coaching Psychology students must successfully complete 60 credits at Level 7. This should include MPSY4184 Advanced Research Analysis 2, MPSY4164 Theories and Perspectives in Coaching Psychology, MPSY4165 Applications of Coaching Psychology and one other optional module from MPSY4166, MPSY4180, and MPSY4181.					
PG Diploma					
To be awarded the PG Dip Coaching Psychology, students must successfully complete the PG Certificate plus remaining modules from MPSY4165, MPSY4166, MPSY4167, MPSY4180, MPSY4181					
Masters MSc					
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 have been developed in line with the [QAA Masters Degree Characteristics Statement 2020](#)

This award is located at Level 7 of the FHEQ.

17. Support for students

Induction:

Prior to commencing the course, students are invited to attend an induction that will familiarise them with the University, the School and the course. They can meet representatives from Student Services, Registry Services, Library Services and ICT and hear more about their services as well as meeting the programme team.

During the application process all students are advised that they are welcome to visit the programme leader where possible to discuss the course or contact them via email or skype if not able to attend the university.

There is extensive programme information on Webpages and within the programme handbook.

Personal Academic Tutors:

[Personal Academic Tutors](#) provide an exceptional level of individual academic support and encouragement to students. All students are allocated a personal academic tutor for the duration of the course and are encouraged to meet with them at least four times in the first year to discuss; feedback on assignments, module choice and dissertation plans. This support is personal and flexible and proactive; it is tailored to the particular needs of students who are known to the team over a long period of time. Tutorials can be face-to-face or utilise technologies such as Skype.

Additional support:

There is a programme community website via Blackboard for all students on which will provide ongoing support, information and a way of enabling students to interact with each other.

Each module has a module outline/guide and related blackboard page containing additional module information and guidance.

Most modules have a visit from the Library Services link librarian on the first day of the programme.

All dissertation students have a supervisor allocated from first contact and throughout the proposal writing and dissertation process.

All module leaders on provide individual academic support through module assessment specific tutorials in addition to personal academic tutor support.

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

<https://www.worc.ac.uk/life/help-and-support/services-for-students/home.aspx>
<https://www2.worc.ac.uk/disabilityanddyslexia/>

18. Admissions**Admissions policy**

The course aims to recruit students from a broad range of backgrounds, those who have recently completed UG degrees in Psychology or related subject areas, for example, Business, Marketing and Human resources. Also those who are returning to HE, who already work in organisations as Psychologists, Managers, HR Professionals and Consultants who see this course as a qualification to underpin their current work.

Entry requirements

The requirement for entry to the **Coaching Psychology MSc** is a 2(2) Honours degree. If the degree is in Psychology or a related subject (e.g. Business Management, Human Resource Management, Marketing), professional experience within Coaching Psychology is **not** a requirement for entry to this course. If the first degree is an unrelated subject, relevant professional experience such as working in HR, learning and development, consultancy or management roles would be considered.

Applications are through the University Registry department

<https://www.worcester.ac.uk/journey/postgraduate-applications.html>

Students whose first language is not English will be expected to have reached sufficient standard on admission to the programme (e.g. usually IELTS 6.5, with a minimum of 5.5 in each element, or equivalent).

For UWIC courses:

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

See [Admissions Policy](#) for other acceptable qualifications.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive academic 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>

Admissions procedures

- All applications will be via the Admissions office.
- All application forms are viewed by course leader and/or admissions tutor.
- If students are invited for interview this will be either as face to face or via video conferencing/skype.
- Students may attend for information visit if requested by the student to meet the Programme Leader for informal discussion.

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

- Students are 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.

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

- a) 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.
- b) 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

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

Graduate destinations

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.

Student employability

Embedding employability is integral to the culture of psychology at University of Worcester. The MSc Psychology programme enables 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 aims, content and learning outcomes of the course reflect the professional practice skills required to become a Coaching Psychologist. The programme provides 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.