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# MA Coaching and Development

Programme Specification

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| 1. Programme title | MA Coaching and Development |
| 2. Awarding institution | Middlesex University |
| 3. Teaching institution | Middlesex University |
| 4. Programme accredited by | Chartered Institute of Personnel and Development (CIPD) |
| 5. Final qualification | Master of Arts/Postgraduate Diploma/Postgraduate Certificate |
| 6. Academic year | 2013-14 |
| 7. Language of study | English |
| 8. Mode of study | Part Time / Distance Learning |

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| 9. Criteria for admission to the programme Applicants should normally possess a UK Honours undergraduate degree in any subject with a minimum of lower second or the equivalent overseas qualification. Applicants would also be expected to be in employment in a HR role or a role which has HR or development responsibilities. Candidates not meeting these requirements may, in exceptional cases, be considered for admission where there is strong supporting education or experience. All such cases will be at the discretion of the programme team.  For international applicants whose first language is not English the requirement is that they have IELTS 6.5 (with minimum 6.0 in all four components) or TOEFL internet based 87 (with at least 21 in listening & writing, 22 in speaking and 23 in reading). |

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| 10. Aims of the programme |
| The MA programme aims to:   * Equip its graduates with the knowledge, skills and competence to a level where they can make a professional and strategic contribution to an organisation’s management and development of its human resources with specific reference to coaching and individual and organisational development. * Provide core business subjects relevant to human resource management and development * Develop a practical understanding of, and relevant skills in, coaching and development and functional human resource management areas. * Explore key strategic human resource issues facing contemporary organisations.   The Postgraduate Diploma programme aims to:   * Equip its graduates with the knowledge, skills and competence to a level where they can make a professional and strategic contribution to an organisation’s management and development of its human resources with specific reference to coaching and individual and organisational development. * Provide core business subjects relevant to human resource management and development * Explore key strategic human resource issues facing contemporary organisations.   Postgraduate Certificate programme aims to:   * Equip its graduates with the knowledge, skills and competence to a level where they can make a professional and strategic contribution to an organisation’s management and development of its human resources with specific reference to coaching and individual development. * Provide core business subjects relevant to human resource management and development |

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| 11. Programme outcomes | |
| A. Knowledge and understanding On completion of this programme the successful student will have knowledge and understanding of :  1 The core business areas and their relationship to human resource management and development  2 The context of the management and development of people in an organisation  3 The theory, policy and practice of coaching, human resource management and development  4 Human resource management, coaching and learning and development, concepts, models, and ideas matched directly to CIPD professional standards  5 Concepts, models and ideas from academic and professional literature in specialist subject area within HRM with specific focus on Coaching and Development  6 The psychology of coaching and the role of creativity in coaching interventions. | Teaching/learning methods Students gain knowledge and understanding through lectures, workshops sessions, on-line and practical exercises, conducting research both as a part of the module outcomes and the coursework.  Assessment Methods  Students’ knowledge and understanding is assessed by group and individual coursework and unseen examinations and in reflective skills are developed through the maintaining of a record of learning and development throughout the programme |
| B. Cognitive (thinking) skills On completion of this programme the successful student will be able to:  1 Demonstrate the stages of the critical thinking process  2 Use a variety of methods to analyse and critically evaluate business and human resource development situations in the workplace  3 To rationalise and evaluate the contribution of development and coaching interventions.  4 Apply the research process to a business issue from a Development or Coaching perspective. | **Teaching/learning methods**  Students learn cognitive skills through workshops sessions, practical exercises, conducting research both as a part of the module outcomes and the coursework.  **Assessment Method**  Students’ knowledge and understanding is assessed by group and individual coursework and unseen examinations and in reflective skills are developed through the use of a record of learning and development throughout the programme. |
| C. Practical skills On completion of the programme the successful student will be able to:  1 Demonstrate development of specific professional skills in coaching, human resource management and development for application in the workplace.  2 Demonstrate personal and managerial effectiveness skills to provide a springboard for subsequent personal and professional development  3 Demonstrate the development of research skills  4 Demonstrate the ability to develop and deliver development, coaching and mentoring programmes  5 Demonstrate writing skills | **Teaching/learning methods**  Students learn professional, personal and practical skills through a series of developmental workshops which form part of the core modules. For full-time students, exposure to real organisations will be provided with opportunities for reflection while part-time students will reflect on their learning in their workplace experience. Methods will include visits, consultancy assignments, role-play, syndicate exercises, live interviewing practice, and research methods sessions and the use of a record of learning and development throughout the programme  **Assessment**  Students’ professional practical and personal skills are assessed by group and individual coursework and reports, the preparation of a record of learning and development, and a dissertation. |

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| 12. Programme structure (levels, modules, credits and progression requirements) |
| 12. 1 Overall structure of the programme |
| **MA Coaching and Development**  **HRM4016 Strategic HRM (30)**  **HRM4056 Individual Learning, Coaching and Mentoring (30)**  **HRM4066 Organisational Learning and Development (30)**  **HRM4006 Creative Coaching**  **(15)**  **PSY4xxx Coaching Psychology**  **(15)**  **HRM4031 Research and Professional Practice with Dissertation (60)**  **Postgraduate Diploma in Coaching and Development**  **HRM4016 Strategic HRM (30)**  **HRM4056 Individual Learning, Coaching and Mentoring (30)**  **HRM4066 Organisational Learning and Development (30)**  **HRM4026 Research and Professional Practice (30)**  **Postgraduate Certificate in Coaching and Development**  **HRM4016 Strategic HRM (30)**  Option 1  (30 Credits)  (CIPD Matched)  **HRM4056 Individual Learning, Coaching and Mentoring (30)** |

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| 12.2 Levels and modules Starting in academic year 2010/11 the University is changing the way it references modules to state the level of study in which these are delivered. This is to comply with the national Framework for Higher Education Qualifications. This implementation will be a gradual process whilst records are updated. Therefore the old coding is bracketed below. | | | | |
| Level 7 (4) MA Coaching and Development | | | | |
| COMPULSORY | OPTIONAL | | | PROGRESSION REQUIREMENTS |
| Students must take all of the following:  HRM4016 Strategic HRM (30)  HRM 4056 Individual Learning, Coaching and Mentoring (30)  HRM 4066 Organisational L&D (30)  PSY4xxx Coaching Psychology  (15)  HRM4006 Creative Coaching (15)  HRM4031 Research and Professional Practice with Dissertation (60) | None | | | Students must pass 180 credits to gain the master’s. degree. |
| Level 7 (4) Pg Dip Coaching and Development | | | | |
| COMPULSORY | OPTIONAL | | | PROGRESSION REQUIREMENTS |
| Students must take all of the following:  HRM4016 Strategic HRM (30)  HRM 4056 Individual Learning, Coaching and Mentoring (30)  HRM 4066 Organisational L&D (30)  HRM4026 Research and Professional Practice (30) | None | | | Students must pass 120 credits to gain the post graduate diploma and to progress to the Masters |
| Level 7 (4) Pg Cert Coaching and Development | | | | |
| Students must take all of the following:  HRM4016 Strategic HRD (30)  HRM 4056 Individual Learning, Coaching and Mentoring (30) | | None | Students must pass 60 credits to gain the post graduate certificate and to progress to the Postgraduate Diploma | |

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| 12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels) | |
| Module level | Module code |
| Note | Due to professional body requirements all modules are non-compensatable |
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| 13. Curriculum map |
| See attached. |
| 14. Information about assessment regulations |
| Middlesex University and Business School Assessment Regulations apply to this programme, without exception. |

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| 15. Placement opportunities, requirements and support (if applicable) |
| None.  As the programme is aimed at part-time students normally in employment or those who have work experience.  N.B. If students are not in employment they are encouraged to do an internship or short placement as this acts as the foundation to their final year applied dissertation or management report. Students also attend skills and professional practice based workshops designed to prepare students for upgrading their professional qualifications and becoming reflective practitioners. |

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| 16. Future careers (if applicable) |
| The programme described here develops students’ advanced-level skills, knowledge and capabilities in Coaching and Development. This prepares them, when coupled with the subject areas of their first degrees or earlier professional experience and their interests and aptitudes, for carrying out learning and development roles independently, or in a variety of public and private sector organisations where an understanding of Coaching and Development skills will be required such as leadership or management positions generalist HR roles or L&D practitioners.  As a result of the enhancement of students’ independent creativity, problem-solving, interpersonal and facilitator skills, leadership and decision-making abilities during the programme, graduates are also better equipped for Coaching, Mentoring and other L&D activities. |

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| 17. Particular support for learning (if applicable) |
| * English Language Support and Numeracy support offered by the Learner Development Unit * Library-based learning resources * Student Achievement Advisors * Programme Handbook and Module Handbooks * Induction and orientation programme * Access to student counsellors * Student e-mail and Unihub * Module information and learning/support material on Myunihub * Guest lectures * Tutor support through published office hours * Disability support to ensure all students can actively participate in university life. |

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| 18. JACS code (or other relevant coding system) | TBA |
| 19. Relevant QAA subject benchmark group(s) | Business and Management |

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| 20. Reference points  * QAA Guidelines for programme specifications * QAA Qualifications Framework * Middlesex University Regulations * Middlesex University Learning Framework – Programme Design Guidance, 2012 * Middlesex University Business School Teaching, Learning and Assessment Strategy |

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| 21. Other information |
| Indicators of quality:   * Student achievement * Buoyant enrolment * Student feedback and satisfaction * External examiners feedback * Student employability * Career progression   Methods for evaluating and improving the quality and standards of learning are:   * External Examiner reports * Annual Monitoring reports * Board of Study * Student focus group * Module evaluation and report * Peer teaching observations * Student evaluation * Validation and review panels   See Middlesex University’s Learning and Quality Enhancement Handbook for further information |

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

### Curriculum map for MA Coaching and Development

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

### Programme learning outcomes

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| Knowledge and understanding | | Practical skills | |
| A1 | The core business areas and their relationship to human resource management and development | C1 | Demonstrate development of specific professional skills in coaching, human resource management and development for application in the workplace. |
| A2 | The context of the management of people in an organisation | C2 | Demonstrate personal and managerial effectiveness skills to provide a springboard for subsequent personal and professional development |
| A3 | The theory, policy and practice of coaching, human resource management and development | C3 | Demonstrate the development of research skills |
| A4 | Human resource management, coaching and development concepts, models, and ideas matched directly to CIPD professional standards | C4 | Demonstrate the ability to develop and deliver development, coaching and mentoring programmes |
| A5 | Concepts, models and ideas from academic and professional literature in specialist subject area within HRM with specific focus on Coaching and Development | C5 | Demonstrate writing skills |
| A6 | The psychology of coaching and the role of creativity in coaching interventions. |  |  |
| Cognitive skills | |  | |
| B1 | Demonstrate the stages of the critical thinking process |  |  |
| B2 | Use a variety of methods to analyse business and human resource development situations in the workplace |  |  |
| B3 | To rationalise and evaluate the contribution of development and coaching interventions. |  |  |
| B4 | Apply the research process to a business issue from an Development or Coaching perspective |  |  |

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| Programme outcomes | | | | | | | | | | | | | | | | | | | | | | | | | |
| A1 | A2 | A3 | A4 | A5 | A6 |  | B1 | B2 | B3 | B4 |  |  | C1 | C2 | C3 | C4 | C5 |  |  |  |  |  |  |  |  |
| Highest level achieved by all graduates | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 7 | 7 | 7 | 7 | 7 |  | 7 | 7 | 7 | 7 |  |  | 7 | 7 | 7 | 7 | 7 |  |  |  |  |  |  |  |  |

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| Module Title | Module Code  by Level | Programme outcomes MA Coaching and Development | | | | | | | | | | | | | | | | | | | | | | | | | |
| A1 | A2 | A3 | A4 | A5 | A6 |  | B1 | B2 | B3 | B4 |  |  | C1 | C2 | C3 | C4 | C5 |  |  |  |  |  |  |  |  |
| Strategic HRM | HRM4016 | X | X | X | X |  |  |  | X | X |  |  |  |  | X | X | X |  | X |  |  |  |  |  |  |  |  |
| Individual Learning, Coaching and Mentoring | HRM 4056 |  | X | X | X | X |  |  | X | X | X |  |  |  | X | X | X | X | X |  |  |  |  |  |  |  |  |
| Organisation L&D | HRM 4066 | X | X | X | X | X |  |  | X | X | X |  |  |  | X | X | X | X | X |  |  |  |  |  |  |  |  |
| Coaching Psychology | PSY 4xxx |  |  | X | X | X | X |  | X |  | X |  |  |  | X | X | X | X | X |  |  |  |  |  |  |  |  |
| Creative Coaching | HRM4006 |  |  | X | X | X | X |  | X |  | X |  |  |  | X | X | X | X | X |  |  |  |  |  |  |  |  |
| Research and Professional Practice with Dissertation | HRM4031 |  | X | X | X | X |  |  | X | X | X | X |  |  | X | X | X |  | X |  |  |  |  |  |  |  |  |
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| **Postgraduate Diploma** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Strategic HRM | HRM4016 | X | X | X | X |  |  |  | X | X |  |  |  |  | X | X | X |  | X |  |  |  |  |  |  |  |  |
| Individual Learning, Coaching and Mentoring | HRM 4056 |  | X | X | X | X |  |  | X | X | X |  |  |  | X | X | X | X | X |  |  |  |  |  |  |  |  |
| Organisation L&D | HRM 4066 | X | X | X | X | X |  |  | X | X | X |  |  |  | X | X | X | X | X |  |  |  |  |  |  |  |  |
| Research and Professional Practice with Dissertation | HRM4031 |  | X | X | X | X |  |  | X | X | X | X |  |  | X | X | X |  | X |  |  |  |  |  |  |  |  |
| **Postgraduate Certificate** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Strategic HRM | HRM4016 | X | X | X | X |  |  |  | X | X |  |  |  |  | X | X | X |  | X |  |  |  |  |  |  |  |  |
| Individual Learning, Coaching and Mentoring | HRM 4056 |  | X | X | X | X |  |  | X | X | X |  |  |  | X | X | X | X | X |  |  |  |  |  |  |  |  |