

Programme Specification

1	Awarding body	University of London					
2	Teaching Institution	Birkbeck College					
3	Programme Title(s)	MSc Coaching Psychology					
4	Programme Code(s)	TMSCOPSY_C					
5	UCAS code	N/A					
6	Home Department	Organizational Psychology BEI					
7	Exit Award(s)	Postgraduate Certificate Postgraduate Diploma					
8	Duration of Study (number of years)	2 years					
9	Mode of Study	FT		PT	X	DL	
10	Level of Award (FHEQ)	7					
11	Other teaching depts or institution	N/A					
12	Professional, Statutory Regulatory Body(PSRB) details	N/A					
13	<u>QAA Benchmark Statement</u>	N/A					

14	Programme Rationale & Aims
	<p>This Masters programme offers a theoretical and practical engagement with Coaching Psychology, rethinking the way skills, practice and theory are discussed, analysed, reviewed and delivered. It offers an innovative and deep exploration of coaching through a mixture of lectures, skills workshops, supervision and self-reflection.</p> <p>It will appeal to leaders in organizations and those who work with organizations as consultants or advisors.</p> <p>The content is sufficiently broad that newcomers to the field will be able to engage in the subject yet covered in sufficient depth that those arriving with some experience of coaching can gain also benefit from significant learning. The programme will examine the dominant paradigms in the world of coaching and allow students to develop their professional practice after a considered examination of these different theoretical foundations.</p> <p>The coaching profession has grown dramatically. Recognition of the need for leaders to have both 'soft' and 'hard' skills and that the former are sometimes harder to obtain has added to the demand for coaching space to explore the complexity of leadership. Coaching as an intervention to address this has grown exponentially.</p> <p>Some pertinent questions remain, and need reflection on: why has coaching emerged now? Why is it seen to be so relevant? How can we tell when/if it works? Is it different from counselling and psychotherapy? Are certain types of coaching more effective, under certain conditions, with certain people?</p> <p>The first year offers a comprehensive overview of the field of coaching. It investigates pragmatically and critically how coaching works in organizations, how coaching is an important skill for leaders and relevant internally and externally. There is emphasis on the interplay between theory and practice with relationships positioned centrally. Students will be able to emerge with both practical skills and theoretical understanding as coaches.</p>

	<p>Year one consists of three modules the field of coaching is examined firstly by an introduction to coaching that locates coaching within the helping progressions and includes a historic perspective as well as the variety of styles and approaches of coaching in organizations. The programme tackles all pertinent issues that will face the contemporary coach. From ethics and change to boundaries and defences, often overlooked topological issues are highlighted, and theory and practice fused. Rather than looking at the coaching dyad in isolation, the main emphasis in this module is to contextual the work in the context of evidence frameworks, organizational systems and practices, and organizations as political arenas.</p> <p>The end of the first year offers a professional development module designed to evaluate learning and aid reflexive practice. Through case studies and client work, students have the opportunity to analyse and understand their work through a range of lenses; can allow for different interpretation; learn to use supervision effectively; explore different responses; reflect on the process of the coaching relationship. It also brings research methods to the students as an essential ingredient in preparing for their practitioner research project.</p> <p>The second year of the MSc has three modules. Change is examined in depth with a module identifying multi paradigmatic and critical examination of change at work. Clients are considered in their professional capacity both in the coaching relationship and as part of the organization they work within. The role of the leader, the particular demands of leadership in an 'always on' and global market place are explored. The client, the coaching dyad and groups are considered. The students will continue to expand their professional development with two skills orientated modules, the first examining executive leadership coaching and the second an advanced coaching skills module with case discussion, small group work, supervision and formative work.</p> <p>The final written submission will be a research focussed paper based on practitioner research project.</p> <p>This programme is for people who have an interest in understanding the roles helping relationships play at work, and their impact in and out of organizations, on leaders and their followers. The course suits people who have the ability to critically reflect on their thoughts, emotions, (re)actions and behaviours. It offers a blend of teaching methods, access to current research, a challenging and supportive environment.</p>
15	Entry Criteria
	<p>A first degree in any discipline, or sufficient experience of helping relationships and/or people-oriented activities such as extensive line management experience.</p>
16	Learning Outcomes
	<p>The following learning outcomes and objectives are derived from the competency frameworks of the Special Group of Coaching Psychology at the British Psychological Society (SPCP-BPS) and the International Society for Coaching Psychology (ISCP) which demonstrates currency and quality.</p>

1. Students will have developed an understanding of the underpinning philosophy of coaching including:

- An understanding of the diverse philosophical bases that underpin those psychological theories that are of particular relevance to coaching.
- The ability to critically evaluate the primary philosophical paradigms that inform psychological and learning theory with particular regard to their relevance to, and impact upon, the understanding of the goal achievement throughout human development.
- Students will be able to relate their philosophical understanding of coaching to formulate clients' concerns within these coaching models.
- Have an understanding of the coaching relationship and alliance as conceptualised by each model studied and have the ability to contrast, compare and critically evaluate a range of models of coaching.
- Have the ability to monitor and evaluate their coaching practice.

2. Students will understand the context of coaching in an organizational/business environment.

- Know how to recognise and establish the organisational context, strategy, culture and processes for coaching at different levels.
- Know how to review practice and skill for effective and ethical coaching.
- Understand the limits of a professional role, boundaries, confidentiality, accountability and safety.

3. Students will undertake coaching for an extended period with supervision.

- Know how to agree a contract
- Be able to plan, deliver and review at least 20 hours of coaching with clients
- Be able to reflect on all coaching activity, feedback and supervision.

4. Students will have actively and systematically engaged in personal development work and experiential learning and developed a greater understanding of personal issues so that they can demonstrate:

- An understanding of coaching from the perspective of a client.
- An understanding through personal development work of their own life.
- An ability for critical self-reflection on the ways in which they impact on the coaching process.
- A personal philosophy to include responsibility and accountability in relation to their coaching practice.
- An understanding of the dynamics present in coaching and other relationships. Creativity and artistry in the use of language and metaphor in the service of empathic understanding.

17	Learning, teaching and assessment methods
	Face to face lectures Seminar groups Coaching Portfolio & Reflective practice Exam, Essay, Viva Practitioner Research Project and Research Paper

18	Programme Description
	The MSc is delivered over two years. The programme is aimed at providing experienced managers with theory, models and practice of the executive coaching of leaders and aspiring leaders. In the first year it consists of 4 compulsory modules developed specifically for this programme but three of these modules will be available to other Birkbeck students and as a stand-alone module for alumni and externals. The second year consists of 3 compulsory modules and a research project. Two of these modules function for other programmes in the department (UOC and Advanced Coaching Skills).

19	Programme Structure				
Part Time programme					
Year 1					
Level	Module Code	Module Title		Credits	Status*
7	BUOB060H7	Introduction to Coaching		15	Compulsory
7	BUOB061H7	The Coaching Context		15	Compulsory
7	BUOB062S7	Coaching Portfolio		30	Compulsory
7	BUOB037H7	Research Methods		15	Compulsory
Year 2					
Level	Module Code	Module Title		Credits	Status*
7	MOOP005H7	Understanding Organizational Change		15	Compulsory
7	BUOB082H7	Coaching Skills for Leaders		15	Compulsory
7	BUOB035H7	Advanced Coaching Skills		15	Compulsory
7	BUOB083D7	Coaching Psychology Research Project		60	Compulsory

Status*

CORE – Module must be taken and passed by student; COMPULSORY – Module must be taken, mark can be reviewed at sub-exam board; OPTIONAL – Student can choose to take this module

20	Regulations
	<ul style="list-style-type: none"> Admissions This programme adheres to the College Admissions Policy http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf Credit Transfer Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf Programme Regulations

	This programme adheres to the College Common Awards Scheme http://www.bbk.ac.uk/registry/policies/regulations • Programme Specific Regulations (or not applicable) N/A	
21	Student Attendance Framework – in brief	
	The full version of the 'Student Attendance Framework' is available http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf . Principle Consistent and regular student attendance in class (or equivalent) promotes and affords student success. Inconsistent and irregular attendance is less likely to result in student success and is consistent with lower marks and degree classifications being achieved and awarded. Attendance expectation Birkbeck, University of London expects you to consistently attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, laboratories, field trips, inductions and demonstrations. E-Registers All Birkbeck students are issued with student cards. Students are expected to take them to classes and to assessment venues and to present them to a member of staff if requested. This is for the purpose of identifying Birkbeck students.	
22	Student Support and Guidance	
	All Birkbeck students have access to a range of student support services, details can be found on our website here: http://www.bbk.ac.uk/student-services	
23	Methods of Enhancing Quality and Standards	
	The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner's reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input. For more information please see the Academic Standards and Quality website http://www.bbk.ac.uk/registry/about-us/operations-and-quality .	
24	Programme Director	Dr Susan Kahn
25	Start Date (<i>term/year</i>)	Autumn 2020
26	Date approved by Education Committee	Summer 2020
27	Date approved by Academic Board	Summer 2020
28	Date(s) updated/amended	30 April 2020