

Programme Specification

1	Awarding body	University of London				
2	Teaching Institution	Birkbeck College				
3	Programme Title(s)	PG Cert Coaching Psychology				
4	Programme Code(s)	TPCCOPSY_C				
5	UCAS code	N/A				
6	Home Department	Organizational Psychology				
7	Exit Award(s)	N/A				
8	Duration of Study (number of years)	1				
9	Mode of Study	FT	X	PT		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 Group</u>	N/A				

14	Programme Rationale & Aims
	<p>This Certificate delivers a progressive re-think of the way skills, practice and theory are discussed, analysed, reviewed and delivered in this field. The design of the certificate is broad enough to give newcomers to the field an overview of the dominant paradigms; it is also in depth enough to allow significant learning to take place.</p> <p>The certificate is a comprehensive overview of the field of coaching. It investigates pragmatically and critically how coaching works in organizations. Emphasis is on the interplay between theory and practice, with relationships positioned as a central paradigm.</p> <p>Organizations have woken up to the fact that the 'soft' skills of working life are so hard, most employees need some additional perspective to help them be successful in their roles. Coaching as an intervention to address this has grown exponentially. 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>Consisting of three modules, the certificate contains 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.</p> <p>A second module 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</p>

	<p>evidence frameworks, organizational systems and practices, and organizations as political arenas.</p> <p>Finally, an introductory module sets the scene and introduces various ranges and flavours of coaching and helping relationships, including a historical perspective of the use of relationships in the helping professions.</p> <p>This certificate is for people who have an interest in understanding the roles helping relationships play at work, and their impact in and out of organizations. The course suits people who have the ability to critically reflect on their thoughts, emotions, (re)actions and behaviours.</p>
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15	Entry Criteria
	A first degree in any discipline, or sufficient experience of helping relationships and/or people-oriented activities such as extensive line management experience.

16	Learning Outcomes
	<p>The following learning outcomes and objectives are derived from the competency frameworks of the foremost professional bodies in the field of coaching: the International Coach Federation (ICF), the European Mentoring and Coaching Council (EMCC), and the Special Group of Coaching Psychology at the British Psychological Society (SPCP-BPS) which demonstrates currency, quality and to facilitate easy accreditation at a later stage.</p> <p>KNOWLEDGE</p> <p>1. Students will have developed an understanding of the underpinning philosophy of coaching including:</p> <ul style="list-style-type: none"> • 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. • An understanding of spiritual and cultural traditions relevant to coaching psychology. <p>2. Students will be able to relate their philosophical understanding of coaching to the following points:</p> <ul style="list-style-type: none"> • Have an understanding of the philosophy, theory and practice of a range of different models of coaching. (A model of coaching is a particular approach in relation to which there is a body of theory and research which has implications for coaching practice and which offers an explanation with internal consistency about the nature of the person, of the coaching relationship and the process of change.) • Have a working knowledge and understanding, and have the ability to formulate clients' concerns within these coaching models. • Have an understanding of the coaching relationship and alliance as conceptualised by each model studied.

- 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.
- Students will have knowledge of theories of human cognitive, emotional, behavioural, social and physiological functioning relevant to coaching. Including, but not restricted to: goal setting theories; developmental theories; psychodynamic theories; group dynamics; abnormal behaviour; etc.
- Are able to consider and critically evaluate theories of behaviour and personality.
- Have knowledge of different theories of lifespan development.
- Have an understanding of organizational, social and cultural contexts and the nature of relationships throughout the lifespan.
- Have awareness of theories of psychopathology and of change and the ability to critically evaluate these theories at a level sufficient to recognise when referral to other practitioners is necessary.

3. Students are able to assess and interpret the possibilities and limitations of different research modalities and their relevance to coaching. In particular they will have:

- A knowledge of the research evidence on process and outcomes of psychological therapy relevant to coaching.
- A knowledge of the research evidence relevant to the context
- In which coaching psychology services are provided. For example, leadership, change management, organisational culture, career development, etc.
- A knowledge of quantitative and qualitative approaches to research and inquiry.
- The ability to critically analyse and evaluate published research relevant to coaching psychology.

PERSONAL DEVELOPMENT

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.

SKILLS

1. Students should acquire and be able to demonstrate:

	<ul style="list-style-type: none"> Professional Practice Skills (e.g. contracting, relationship management, managing the coaching/mentoring process). Listening and Communication skills. Working effectively with attitudes, beliefs and behaviours. Belief in the potential for others to grow and develop. Maintaining focus on positive outcomes (either long or short term). Self-awareness, confidence and personal presence. Psychological models, methods and practices. Business and management development theory and practice. Critical Thinking Skills. The ability to reflect critically on their practice and consider alternative ways of working. The ability to respond appropriately to the complex demands of clients.
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17	Learning, teaching and assessment methods
	<p>Face to face lectures</p> <p>Seminar groups</p> <p>Portfolio</p> <p>Deliberate and reflective practice</p> <p>Exam, Essay, Viva voce</p>

18	Programme Description
	<p>The Programme is a one year, full time Post Graduate Certificate aimed at providing experience managers with theory, models and practice of coaching.</p> <p>It consists of 3 compulsory modules developed specifically for this programme but at least one (Introduction to Coaching) will also be available to other Birkbeck students and as a stand-alone module for alumni and externals.</p>

19	Programme Structure			
Full Time programme				
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

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 <ul style="list-style-type: none"> • 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 (term/year)	October 2014
26	Date approved by TQEC	Summer 2014
27	Date approved by Academic Board	Summer 2014
28	Date(s) updated/amended	May 2020