MSc in Coaching and Behavioural Change
For students entering in 2012/3

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	
Faculty:	Henley Greenlands
Programme length:	3 years
Date of specification:	06/Dec/2012
Programme Director:	
Programme Advisor:	
Board of Studies:	School of Management - Greenlands
Accreditation:	EQUIS AACSB

Summary of programme aims
- To build mastery in coaching by broadening and deepening students' knowledge and understanding, of self and others.
- To build confidence through practice and reflection.
- To develop the skills of reflective and reflexive learning.
- To develop self-awareness around the coaching relationship and self-management.
- To become fully practised in the experience of coaching supervision.
- To understand and work with the coaching system, as it exists in organisations.
- To increase the range of coaching tools and techniques available to the student, and the flexibility and judgement around their use.
- To develop critical thinking and problem solving skills to enable coaching at a high level within an organisational context.

Transferable skills
- Tools and techniques of coaching, and when and how to deploy them.
- An understanding of the dynamics of relationships, within a coaching relationship, a team and an organisation.
- The practical skills of self-management in a coaching relationship.
- An understanding of research techniques and rigorous problem solving and analytical processes to facilitate coaching of senior managers.
- An understanding of the psychological processes around behavioural change and how to apply this through coaching.

Programme content
Stage 1

MQM1FIC	Foundations in Coaching; Henley Certificate in Coaching	30	7
MQM1NLP	NLP Practitioner (accredited by ITS) and integration	30	7

Stage 2

MQM2BRP	Becoming a Reflective Practitioner	20	7
MQM2GDST	Group Dynamics and Systems Thinking	20	7
MQM2ACP	Advanced Coaching Practice	20	7

Stage 3

MQM3MNI	Manager as Investigator	5	7
MQM3MCCBC	Management Challenge	35	7
MQMP3PERP	Personal Project	20	7

Part-time or modular arrangements
This programme is intended for part-time study.

Progression requirements

Successful completion of all assignments in each stage will be required before progression to the next stage is allowed.

Summary of Teaching and Assessment

The programme is designed to be modular, with workshops in each module, of varying length. The workshops will be co-ordinated by the same lead tutors throughout the entire programme, with different, specialist tutors involved at appropriate stages.

All the workshops include a mix of teaching, demonstrations by the tutors, practice sessions between participants and coaching supervision in small learning groups. All students will receive individual coaching and supervision from their learning advisor/coaching supervisor throughout the programme.

Students are expected to read around the subjects of each module, and compile an ongoing learning log. Reflective written work is required during the modules, based on inter-workshop assignments, and a final reflective piece forms the assessment stage of each module. This final reflective piece needs to be supported by a portfolio of feedback and reflections gathered over the course of the module, including feedback from peers, coaching supervisors and tutors on observed sessions.

Stage 1 of the programme, the Postgraduate Certificate, will be made up of the Professional Certificate in Coaching, and the NLP for Behavioural Change modules. Stage 2, Postgraduate Diploma, will consist of the modules Becoming a Reflective Practitioner, Group Dynamics and Systems Thinking, and Advanced Coaching Practice. Stage 3, Masters, will consist of a contextualised version of the Management Challenge module, including the Manager as Investigator module, plus a Personal Project, which is begun during Stage 1.

For Masters degrees

To pass the MSc students must gain a pass at 50% or more in each element of the assessed work. One resubmission is permitted per assignment.

Mark Interpretation

70 - 100% Distinction

60 - 69% Merit

50 - 59% Pass

Failing categories:

40 - 49% Work below threshold standard

0 - 39% Unsatisfactory Work

Admission requirements

Entrants to this programme are normally required to have obtained:
* a good first degree (honours level) or
* an equivalent recognised professional qualification (Applications are welcome from individuals with substantial knowledge, experience and skills in a relevant field, who do not meet either of the above requirements. These applications will be considered individually.) and
* have a minimum of three years' management/leadership experience
* have experience of coaching and being coached
* have appropriate English language ability; proficiency testing may be required (IELTS 7.0) or equivalent

Admissions Tutor: The programme director is responsible for admissions.

Support for students and their learning

University support for students and their learning falls into two categories.   Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEECC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.   Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by programme directors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors and the Students' Union. The Greenlands site IT support and online materials will be available to support students during the Management Challenge element of the programme.

Career prospects
Within organisations, or in a freelance coaching/consultancy capacity.

Opportunities for study abroad or for placements
None.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

• Individual differences in thinking styles and interpersonal preferences • Psychological sources of coaching tools and techniques and their application to effecting behavioural change • Self-awareness, the impact of self on the coaching relationship and how to manage it • Systems thinking; coaching and behavioural change in the context of self, team and organisation • Multicultural issues relating to coaching • Advanced use of language • Tools and techniques to be deployed in a wide range of coaching contexts • Boundaries, ethical issues, beliefs and values • Coaching supervision • Coaching teams • Contracting • Critical thinking and ability to collect, analyse and apply data robustly and appropriately

Teaching/learning methods and strategies

- Tutor input and demonstrations
- Coaching supervision in learning groups
- Reading • Reflective writing
- Peer/tutor/supervisor feedback
- Learning log
- Group dynamics work

Assessment
One 5,000-word reflective assignment per module for Postgraduate Certificate and Postgraduate Diploma. Masters requires a 15,000-word report on the Management Challenge and a 5,000-word reflective write-up of the Personal Project. Assessment to require appropriate references to the relevant literature and to feedback, reflections and personal learning log continued throughout the programme.

Skills and other attributes

B. Intellectual skills - *able to:*

- State what it means to be a 'reflective practitioner'
- Critically analyse a coaching situation from a range of different perspectives whilst remaining personally detached from the content
- Understand the system within which an individual coaching relationship is operating, and incorporate this into the coaching work appropriately
- Understand the psychology behind behavioural change, and the relationship with various coaching tools and techniques
- Recognise and understand own personal responses in a coaching relationship, and manage self appropriately
- Appreciate the purpose and practice of coaching

Teaching/learning methods and strategies

Tutor input, demonstrations and work in small learning groups/supervision groups. Peer coaching on understanding of module content. Practice with peers during and between workshops. Ongoing learning log for the duration of the whole programme. Reflective writing based on personal experiences with module content, including feedback from tutors, supervisor and peers.

Assessment
A 5,000-word reflective piece, referring to course work and learning log.

supervision
- Understand how to manage their own coaching practice, with appropriate ethics, contracts and boundaries
- Understand the skills of team coaching and facilitation
- Understand the multicultural issues that relate to coaching
- Understand how people develop patterns of behaviour and how these can be changed

C. Practical skills - *able to:*

- Exercise self-awareness in the moment
- 'Hold' an immediate intention and consider alternatives
- Use feedback of own responses to assist another's learning
- Manage the risks of coaching relationships to self and others
- Remain appropriately detached from others' emotions
- Diagnose problems in teams, groups and organisations and identify appropriate interventions
- Use a wide range of tools and techniques that deliver effective behavioural change
- Handle difficult or challenging coaching and behavioural change situations
- Work with organisational behavioural change requirements
- Supervise other coaches and seek and receive supervision for themselves appropriately
- Explain their personal approach in coaching to others
- Identify points of maximum leverage for change
- Use management models
- Use a systemic understanding to avoid unintended consequences of interventions
- Manage boundaries with a high level of sophistication

Teaching/learning methods and strategies

- Input and demonstrations, practice with peers, feedback and reflection
- Coaching supervision in learning groups
- Learning log

Assessment
Observed sessions, with feedback from peers, tutors and supervisor; referred to in final 5,000-word reflective piece. Learning log, referred to in reflective piece.

D. Transferable skills - *able to:*

- Facilitate others' reflection
- Facilitate others' supervision of each other, in a group setting
- Coach others to develop their emotional intelligence
- Coach others to enable them to use tools and techniques for themselves to change their way of thinking and/or behaving
- Enable others to understand better their own intra- and interpersonal dynamic
- Develop others' understanding of the dangers and pitfalls of the coaching relationship
- Communicate Gestalt and TA techniques to others
- Enable others to think systemically

Teaching/learning methods and strategies

Work in supervision/learning groups. Exercises with peers to practice and feedback. Feedback from observed sessions from peers, tutors and supervisors.

Assessment
Reference to these activities expected in the 5,000 word reflective piece

- Explain a range of management models to others
- Coach teams to understand group dynamics and team development
- Coach team leaders to be more effective
- Transact with an organisation so that it becomes more skilful at engaging and managing coaching

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 he/she 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 the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.