

Postgraduate Certificate in Coaching

Programme Specification

Awarding Institution:

University of London (Interim Exit Awards made by Goldsmiths' College)

Teaching Institution: Goldsmiths, University of London**Name of Final Award and Programme Title:** Postgraduate Certificate in Coaching**Name of Interim Exit Award(s):** Not applicable**Duration of Programme:** 9 months**UCAS Code(s):** Not applicable**HECoS Code(s):** (101294) Coaching Psychology**QAA Benchmark Group:** Not applicable**FHEQ Level of Award:** Level 7**Programme accredited by:** Institute of Leadership and Management (ILM)**Date Programme Specification last updated/approved:** May 2020**Home Department:** Institute of Management Studies (IMS)**Department(s) which will also be involved in teaching part of the programme:**

Not applicable

Programme overview

The Postgraduate Certificate in Coaching offers students the opportunity to specialise in an evidence-based approach to coaching, founded in contextual behavioural science (CBS) approaches to cognitive behaviour training (CBTs). The programme will teach students the theory and practical skills needed to become an evidence-based coach, in both everyday life and work-based contexts.

Students will receive training that is both leading edge and evidence based. The teaching content is predicated on CBS, coaching psychology and other related fields of behavioural science. The CBS theory-based approach to behavioural change and performance enhancement is evidence-based and has been widely validated over the past 20 years. Indeed, academic staff in the IMS are world-leaders in conducting and publishing both the basic research and randomised-controlled trials that have led to this evidence base.

The majority of the programme content is delivered online, with online reading, discussions and supervision. The programme is designed to be flexible enough for those already in full time employment, or resident outside of London. Students will be expected to read and complete exercises in their own time most weeks.

In addition, each module includes face-to-face contact time through full-day workshops delivered in London. These workshops are necessary for students to meet the programme learning outcomes. They are integral to students' development, and provide opportunities for students to refine techniques, ask questions, form collaborative learning groups, and build a community of practice across the programme.

Programme entry requirements

International non-English native speakers will need to demonstrate an adequate level of English for academic purposes. This is defined as IELTS 6.5 (with a minimum of 6.5 in the written element).

Aims of the programme

The Postgraduate Certificate in Coaching programme aims to train, develop, and consolidate students' practical coaching skills, using theory, supervised and reflective practice, and feedback. Students will learn the core skills that they need to become evidence-based, performance coaches, particularly in work and leadership-related contexts. This programme provides students with the practical skills that they need to become evidence-based coaches, in both everyday and work-based contexts. In addition, it teaches students how to integrate coaching skills with evidence-based leadership development skills. The coaching element of the programme is based on Acceptance and Commitment Training (ACT), which is an evidence-based, cognitive-behaviour therapy (CBT) that has been widely validated over the past 20 years; and, the leadership development training is based on Transformational Leadership, which has been the most highly evidence-based form of leadership development theory and training for over 30 years. Thus, students on this programme receive skills-based training that is both leading edge and evidence based.

What you will be expected to achieve

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	Understand different coaching contexts and the developmental levels at which coaching can be used.	Introduction to Coaching Theory and Skills
A2	Understand the theory underpinning contextual behavioural coaching practice in work, career and life domains.	Introduction to Coaching Theory and Skills; Intermediate Coaching Theory and Skills
A3	Understand how to apply a contextual behavioural approach to coaching.	Consolidating Coaching Skills Through Practice

Code	Learning outcome	Taught by the following module(s)
A4	Demonstrate an understanding of how leadership theories and models (such as transformational leadership) inform coaching practice.	Effective Coaching at Work

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	Evaluate different psychological approaches to coaching and the evidence-base for coaching.	Introduction to Coaching Theory and Skills
B2	Demonstrate an understanding of the role of the coaching relationship in contextual behavioural coaching.	Intermediate-Coaching Theory and Skills
B3	Be able to take an appropriate, CBS-led practitioner stance when working with coaching clients.	Consolidating Coaching Skills Through Practice
B4	Adapt key contextual behavioural coaching skills to working with leaders, and coaching in work-specific contexts.	Effective Coaching at Work

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Demonstrate skills in coaching practice, using contextual behavioural coaching techniques.	Introduction to Coaching Theory and Skills
C2	Show competence in using functional analytic skills to map a coaching intervention and process.	Intermediate-Coaching Theory and Skills
C3	Demonstrate intermediate-level skills in coaching practice, using contextual behavioural coaching techniques.	Intermediate-Coaching Theory and Skills
C4	Develop key coaching skills, such as listening, questioning, and developing an understanding of the client's goals, based upon CBS.	Consolidating Coaching Skills Through Practice
C5	Demonstrate competence in using CBS and transformational leadership coaching skills.	Effective Coaching at Work

Code	Learning outcome	Taught by the following module(s)
C6	Appreciate and critically consider ethical considerations and issues related to coaching practice in a range of contexts and with different clients.	Introduction to Coaching Theory and Skills; Consolidating Coaching Skills Through Practice; Effective Coaching at Work

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Demonstrate professional skills development through a personal strength building plan.	Introduction to Coaching Theory and Skills
D2	Be able to critically self-evaluate professional skills through reflective self-assessment.	Consolidating Coaching Skills Through Practice
D3	Be able to critically self-evaluate professional skills in reference to client work undertaken.	Effective Coaching at Work
D4	Communicate ideas in conversation, essays, reports, self-assessments, reflective analysis and case studies.	All modules
D5	Be able to work effectively with others, including critiquing others' work in a useful manner.	All modules
D6	Work independently and evaluate the development of professional practice.	All modules

How you will learn

To achieve the learning outcomes, students experience a range of teaching/learning methods, including workshops, collaborative learning experiences, peer learning, self-reflective analysis, coaching practice, supervision sessions, summative coursework, and independent study.

The face-to-face workshop sessions are integral to the acquisition of subject specific skills and understanding, but these also provide the opportunity for discussion and debate. This learning strategy is designed to challenge students' preconceptions, facilitate independent thought, and enable students to develop a critical perspective. Collaborative learning experiences, peer feedback, group supervision, and self-reflective analysis provide a further opportunity to develop an independent and critical perspective. Students have opportunities for coaching practice and independent learning in all modules to develop their skills and deepen their understanding of the course material.

Evaluation is key to squaring the curriculum design principles of aims, content and process, with outcomes; and the model we adopt has iterative links between these elements, designed to diagnose strengths and weaknesses of existing provision, as well as monitoring the success of innovations. This process is designed to encourage students to be actively involved in the learning process, and to be concerned with issues of quality and ethical practice.

How you will be assessed

The learning outcomes are assessed by a variety of coursework assignments: (1) Essays; (2) case study reports; (3) a development plan; (4) self-assessment logs; and (5) a self-reflective analysis.

Students receive feedback on written work (essays and reports) in the form of structured numerical feedback (1 – 5), relating to the logic of arguments, their coherence, references, coverage of background literature, etc., as well as in the form of written constructive criticism, highlighting the major strengths and weaknesses sufficient to allow students to know how to improve their work.

The written and oral feedback students receive serve a number of functions: (a) to identify areas in need of further development, serving a diagnostic function; (b) the discussion accompanying oral feedback provides an opportunity to develop knowledge and appreciation of theoretical and applied material, and to encourage students to think critically and independently; and (c) feedback provides students with tangible criteria against which progress can be monitored. All summative work is moderated to ensure consistency and fairness. Detailed criteria for marking bands are provided for students in the Programme Handbook and in this specification.

When providing coursework feedback, five attributes of students' written work are considered when assigning marks on a 5-point scale (1 = poor; 5 = very good):

1. Answer. (Does the work answer the question or address the issue?)
2. Structure. (Is the general structure of the work coherent?)
3. Flow. (Does each statement follow sensibly from its predecessor?)
4. Argument. (Is there a convincing quality of argument in the work?)
5. Evidence. (Are claims supported by relevant evidence from the literature?)

Marking criteria

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	In addition to the criteria for an excellent grade below, it will also have an exceptional or original line of argument that can be followed very easily.
70-79%	Distinction	<p>Overall the work shows evidence of rigorous analytical research in its conceptualisation; an excellent level of response to the set tasks; the conceptual coherency of the work is strong and ideas are researched and deployed within a clearly defined contextual framework. The work shows ample evidence of sustained academic enquiry, draws on a wide range of sources all of which are critically evaluated; issues are readily identified and contextualised using appropriate theoretical frameworks.</p> <p>A mark of 70% - 79% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> 1. presents relevant and accurate material in the subject area and uses it to answer the question or address the issue comprehensively and critically; 2. announces its structure at the start and stick closely to this announced structure; 3. has relationships between statements that are very easy to recognise; 4. gives wide-ranging and appropriate evidential support for claims that are made; 5. is presented clearly and accurately, and has a substantial impact on the audience. <p>The mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</p>
60-69%	Merit	Overall evidence of a very good level of response to the set tasks; the conceptual coherency of the work is good and ideas are researched and evaluated within a defined contextual framework. The work shows evidence of sustained academic enquiry, draws on a wide range of sources most of which are critically evaluated and synthesised within a clear

Mark	Descriptor	Specific Marking Criteria
		<p>argument/structure; most issues are identified and contextualised using appropriate theoretical frameworks.</p> <p>A mark of 60% - 69% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> 1. presents relevant and accurate material in the subject area but fails to use it to answer the question or address the issue in a sufficiently critical manner; 2. has a detectable structure which is adhered to for the most part; 3. has relationships between statements that are generally easy to follow; 4. has a good quality line of argument 5. supports claims by reference to relevant literature; 6. is presented clearly and adequately but not with a major impact. <p>Within this category, the mark awarded will depend on how successfully the work is judged to meet the above-mentioned criteria.</p>
50-59%	Pass	<p>Overall mainly adequate level of response to the set task; the conceptual coherency of the work is largely adequate and ideas are researched and deployed with an inconsistent recognition of the need for a contextual framework. The work shows some evidence of the identification of relevant issues; limited range of sources; evidence of some analytical and contextual skills but inconsistently employed.</p> <p>A mark of 50% - 59% is likely to be awarded to work that:</p> <ol style="list-style-type: none"> 1. presents largely relevant and accurate material in the subject area but fails to use it to critically address the question or the issue; 2. has a structure, but one that is rather loose and unannounced;

Mark	Descriptor	Specific Marking Criteria
		<p>3. has relationships between statements that are sometimes hard to follow;</p> <p>4. has a fair quality line of argument (information drives argument, rather than other way round);</p> <p>5. tends to make claims without sufficient supporting evidence;</p> <p>6. is presented with an adequate, but not substantial, clarity or impact.</p> <p>Within this category, the mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.</p>
30-49%	Fail	<p>Overall the work may not be without merit but not Masters standard. The concepts in question are realised inappropriately or under-developed. The work shows little evidence of the identification of relevant issues; limited and inadequate range of sources; little evidence of analytical and contextual skills, inconsistently employed.</p> <p>A mark of 30-49% is likely to be awarded to work that:</p> <p>1. fails to adequately address the topic or to answer the question, either by reproducing material that is only partly relevant, or by inaccurately reproducing material that is relevant, or by reproducing only a very small amount of relevant material;</p> <p>2. lacks a clear structure or framework;</p> <p>3. has relationships between statements that are often difficult to recognise;</p> <p>4. has a poor quality line of argument;</p> <p>5. makes poor use of evidence to support most of the claims that are made;</p> <p>6. is presented without much impact.</p>

Mark	Descriptor	Specific Marking Criteria
		The mark awarded will depend on the extent to which the work is judged to meet the above-mentioned criteria.
10-29%	Bad fail	<p>Overall inadequate level of response to the set task; the work does not utilise a sufficient range of processes and materials; level of response is not always appropriate or consistent. The range of sources in the work is very limited, there is little interpretation or analysis and it lacks breadth or awareness of a contextual framework.</p> <p>A mark close to 29% might be awarded to an answer that contains some indication that the student can recall something relevant to the question. 20% might be awarded to an answer that contains something that shows that the student has attended the relevant lecture module, even if there is little in the answer that is of direct relevance to the question. A 10% answer contains no evidence that the student knows anything from the literature that is relevant to the question. Little impact is shown in the group presentation.</p>
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

How the programme is structured

The programme consists of four modules. The first module is Introduction to Coaching Theory and Skills. It serves as an introduction to general coaching theory and, particularly, the CBS approach to coaching. Students will have the opportunity to develop their coaching practice through collaborative learning, and a strengths-building development plan. Students will attend three days of face-to-face workshops as part of this module.

The second module is Consolidating Basic Skills Through Practice. In this module, students will coach one coachee in a general coaching context. This module builds on the first module by developing students' practical coaching skills. Following best practice, students will develop their coaching skills through self-reflective analyses of their coaching practice. Students will attend two days of face-to-face workshops as part of this module.

The third module is Intermediate Coaching Theory and Skills. This module builds on the first module and introduces students to more in-depth theories from the CBS approach. Students will study coaching in a variety of contexts, including wellbeing coaching, career

coaching, leadership coaching, and mentoring. Students will have the opportunity to develop their coaching practice through an in-depth self-reflective analysis of their coaching practice. Students will attend three days of face-to-face workshops as part of this module.

The final module is Effective Coaching at Work. This module focuses specifically on developing students' coaching skills with individuals in the workplace and leadership positions. Students on this module will work with one coachee in a leadership coaching context. This develops students' understanding of the practical and ethical considerations relevant to workplace coaching. Students will develop their coaching skills through self-reflective analyses of their coaching practice. Students will attend two days of face-to-face workshops as part of this module.

Module Title	Module Code	Credits	Level	Module Status	Term
Introduction Coaching Theory and Skills	IM71053B	15	7	Compulsory	1
Consolidating Coaching Skills Through Practice	IM71052B	15	7	Compulsory	1
Intermediate Coaching Theory and Skills	IM71055B	15	7	Compulsory	2
Effective Coaching at Work	IM71054A	15	7	Compulsory	2

Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least twice a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

Links with employers, placement opportunities and career prospects

Goldsmiths, University of London has been producing graduates of consistently high calibre, including many who have become leaders in their respective industries of a number of countries. The employability of students is of great importance to the IMS. Students are provided with learning experiences that are theoretically underpinned, practically orientated, and empirically supported.

The Postgraduate Certificate in Coaching programme relates directly to the future employability and career prospects for students through the coaching skills students develop on the programme. Students from this programme may go on to work as coaches or consultants for large organisations or set up their own business. Students may already be in a role focused on coaching or developmental activities, and looking to gain additional skills related to contextual behavioural coaching specifically.

To support student's career development, links with employers and placement/internship opportunities, students have access to the Goldsmiths Career Service. The Career Service offers access to:

- Employability talks, workshops, courses and coaching sessions, delivered by careers consultants and employers
- Support in starting a business
- One-to-one consultations with professional careers consultants who will help you to develop your own strategies for dealing with your situation
- CV checking and coaching
- Practice interviews
- Aptitude tests and personality questionnaires
- Access to Goldsmiths careers fairs and those organised by The Careers Group
- Subsidised access to careers taster courses from The Careers Group
- Access to vacancy services and careers information
- Internet access for careers usage, for example CareersTagged (The Careers Group's online resources finder)
- Signposting to other specialist agencies within or outside Goldsmiths

In addition to coaching-specific employability skills, the programme also supports the development of other transferable skills such as critical thinking and analysis, adaptability, interpersonal, intrapersonal, initiative, and commercial awareness.

The requirements of a Goldsmiths degree

The Postgraduate Certificate has a total value of 60 credits.

All modules are at level 7 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

Modules

Modules are defined as:

- “Optional” – which can be chosen from a group of modules
- “Compulsory” – which must be taken as part of the degree

Award of the degree

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

Classification

The award is made without classification.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

Programme-specific rules and facts

General programme costs

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at gold.ac.uk/programme-costs.

Specific programme costs

Not applicable.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all these procedures are published on the [Quality Office web pages](#).