Programme Specification (Postgraduate)   FOR ENTRY YEAR: 2025/26

Date created: 08/05/2023   **Last amended:** 16/12/2024   **Version no.** 1 **Date approved by EQED:** 03/05/2024

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1.   **Programme title(s) and code(s):**

MSc Psychology of Coaching

PGDip Psychology of Coaching *

PG Cert Psychology of Coaching *

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

   a)   **HECOS Code**

HECOS Code	%
101294	100

2.   **Awarding body or institution:** University of Leicester

3.   a)   **Mode of study Part-time**

      b)   **Type of study Distance learning**

4.   **Registration periods:**

MSc Psychology of Coaching

The normal period of registration is 2 years

The maximum period of registration 4 years

5.   **Typical entry requirements**

2ii in an Undergraduate degree

6.   **Accreditation of Prior Learning**

N/A

7.   **Programme aims**

The primary aim of our Psychology of Coaching MSc programme is to empower students as active, self-directed learners. The programme aims to foster a thorough understanding of how psychological principles and methodologies are applied to coaching. Through a student-centred approach, the programme aims to cultivate a passion for continuous professional development and reflective practice, enabling students to navigate the complexities of coaching relationships. By providing diverse opportunities for experiential learning, personalised development, and self-assessment, the programme seeks to develop graduates who have a broad understanding of the theories and practices of psychology informed coaching.

8.   **Reference points used to inform the programme specification**

- Framework for Higher Education Qualifications (FHEQ)

- UK Quality Code for Higher Education
- Association for Coaching: Coaching Competency Framework
- Education Strategy
- University Assessment Strategy [log in required]
- United Nations Education for Sustainable Development Goals

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9. **Programme Outcomes**

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) **Discipline specific knowledge and competencies**

i) Knowledge

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: PG Cert: Demonstrate knowledge of the theoretical foundations of coaching psychology. PGDip: Demonstrate a detailed knowledge of the theoretical foundations of the psychology of coaching. MSc: Demonstrate a broad and critical understanding of the theoretical foundations of the psychology of coaching.	Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.	Directed reading Critical analysis in groups of research papers and book chapters	Essays Case Studies/PBL
Students should be able to: PG Cert: Apply psychological theories and models to the practice of coaching.	Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.	Peer practice coaching sessions	Coaching practice assessment

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
PGDip: Apply a broad range of psychological theories and models to the practice of coaching. MSc: Critically evaluate and apply a broad range of psychological theories and models to the practice of coaching.			

ii) Concepts

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: All: Understand relevant concepts associated with the psychology of coaching and apply these to environments where coaching is used.	Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.	Directed reading Coaching practice	Case studies MCQs

iii) Techniques

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
PG Cert: Understanding and limited practice of basic psychology of coaching techniques. PGDip: Understanding and practice of a basic range of psychology of coaching techniques.	Module material, Peer coaching trios, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.	Coaching practice in trios, observing and feeding back on peers coaching practice.	All: Coaching Practical Assessment Coaching observation feedback report.

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
MSc: Understanding and practice of a wide range of psychology of coaching techniques.			
Students should be able to: PG Cert: Understand some of the following: researching, data analysis by quantitative or qualitative methods, research ethics and familiarity with IT packages including SPSS. PG Dip: Understand and have practical experience of some of the following: researching, data analysis by quantitative or qualitative methods, research ethics and familiarity with IT packages including SPSS. MSc: Broad understanding of all, and practical experience of many, of the following: researching, data analysis by quantitative or qualitative methods, research ethics and familiarity with IT packages including SPSS.	Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.	Analysing practice data sets, independent reading.	All : Scientific research reports MSc: Dissertation.

iv) Critical Analysis

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Students should be able to	Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.	Independent reading	Case studies and PBL
PGCert: evaluate concepts from a limited range of psychology of coaching theories and form a basic critique of material they read.		Discussion Groups with Peers and Tutor Lead	Scientific Research Reports
PG Dip: show the ability to independently evaluate concepts from a limited range of psychology of coaching theories to critique material they read and construct an informed opinion.			
MSc: demonstrate the ability to evaluate concepts and techniques from a broad range of psychology of coaching theories to critique material they read and construct an informed opinion.			

v) Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to:

All: organise research findings to construct an argument, to write assignments to a high standard, to write empirical reports in the format expected for publication and to a high standard. To present statistical findings in the correct manner | Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research. | Independent reading, engaging with teaching materials. | All
All types of summative assessment
MSc only
Dissertation. |

according to universal standards. In addition, to interpret findings in a form for effective communication to a non-specialist audience.			

vi) Appraisal of evidence

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to All: Demonstrate the ability to evaluate published research and commentary and make appropriate judgements about its application and practical relevance to real world issues.	Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.	Independent reading, assignment preparation, Blackboard discussions	All: Literature review Research Reports Presentation MSc only Dissertation.

b) Transferable Skills

   i)   Research Skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
Students should be able to: PGCert: Demonstrate knowledge of psychological theories and research. PGDip: Demonstrate a detailed knowledge of psychological theories and research MSc: Demonstrate the ability to conduct a literature search and	Module material, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.	Data analysis activities provided on Blackboard.	All : Research reports MSc only Dissertation

review, ability to write a research proposal, considering ethics and other methodological issues, ability to devise research tools or to use correctly those already designed.			

ii) Communication skills

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
All: Good written communication skills developed in the context of formal written assignments.	Blackboard discussion groups, personal communication with tutors, module material.	Peer practice coaching, written assignments.	All : All summative assessment. MSc only: Dissertation.
All: Communicate effectively with clients, stakeholders, and peers, demonstrating clarity, empathy, and cultural sensitivity	Peer practice coaching groups, online discussion forums, communication with tutors	Peer practice coaching, written assignments	All : All summative assessment. MSc only: Dissertation.

iii) Data Presentation

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
All: Ability to present statistical findings correctly and to present other research findings clearly with a correct interpretation.	Module material particularly module 1, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.	Data analysis	All : Research reports MCQs MSc only Dissertation

iv) Information Technology

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
All: Ability to present statistical findings correctly and to present other research findings clearly with a correct interpretation.	Module material particularly module 1, Supplementary readings provided, Blackboard discussion groups moderated by tutors, Independent research.		All : Research reports MCQs MSc only Dissertation

v) Problem Solving

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
All: Understanding of how to take an evidence-based practice approach to problem solving. Ability to apply research findings to real world problems.	Module material, assignment briefs, supplementary readings and case studies provided, Blackboard discussion groups, independent research.	All Professional Portfolio Reflective review Presentation MSc only Dissertation.	All: Understanding of how to take an evidence-based practice approach to problem solving. Ability to apply research findings to real world problems.

vi) Working relationships

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
All: Drawing on the expertise and guidance from academic or support staff, informal interaction with fellow students at course conferences or via email/bulletin board, formal contact and negotiation with dissertation supervisor.	Email/bulletin board interactions with students, formal interactions with staff and, in particular dissertation supervisor, informal interactions with staff and students at course events.		Monitoring group discussions on Blackboard and communication with tutors. Attendance at course events.

vii) Managing learning

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
All: Ability to self-motivate and self-direct learning so as to schedule work adequately and meet deadlines.	Independent research, programme modules, integrated and supplementary readings, textbooks.		All All summative assessment. Engagement with tutors MSc only Dissertation.

viii) Career Management

Intended learning Outcome	Teaching methods	Learning Activities	Assessment Type
All: Understanding of career opportunities within psychology and transferrable skills gained from the course.	Career advice and materials provided on Blackboard, career and job opportunity and further study discussion strand on Blackboard.		Monitoring group discussion on Blackboard. Attendance at course events.

10. Progression points

This programme follows the standard Scheme of Progression set out in <u>Senate Regulations</u> – see the version of *Senate Regulation 6 governing postgraduate programmes* relevant to the year of entry.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

a) Course transfers

N/A

11. Criteria for award and classification

This programme follows the standard scheme of postgraduate award and classification set out in <u>Senate Regulations</u> – see the version of *Senate Regulation governing postgraduate programmes* relevant to the year of entry.

In addition, as a requirement of the programme, students are required to complete 80 hours of coaching practice outside of the teaching for the modules which will be recorded in a coaching log and submitted as coursework on the programme.

Attendance is **compulsory at all live timetabled sessions and coaching practice live sessions in order to meet the requirements of the course.**

12. Special features

This programme will use the Association for Coaching Competency Framework as a guide to content.

12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
	Both programmes introduce staff research and examples of practice in coaching psychology (within a range of contexts – health, work, wellbeing, education…) to contribute to core knowledge in the psychological domain of coaching. They aim to develop core academic skills such as critical thinking, analytical skills, problem-solving, presenting work to a target audience, and reflection, as well as coaching competence and practical skills, such as listening, clarifying, questioning, evaluating and ethical practice, through exploration of the evidence-base relevant to coaching practice and through exposure to real-world/anonymised coaching case studies and research. The courses draw on both academic and practitioner research, literature, and evidence to ensure that the knowledge and skills our graduates acquire through the programme mirror the broad range of expertise required of a psychology practitioner or role requiring the application of psychological knowledge and skills.
Research-briefed	• Research briefed - The students will be exposed to learning materials that present a suitable level of challenge for postgraduate level of study, inspired

	and informed by contemporary psychological research. Research will come from both academic and professional domains and will incorporate latest trends and challenges facing the area of coaching psychology and coaching more broadly. The courses emphasise evidence-based practice and critical thinking around how to translate academic research to applied practice. Staff teaching on the programmes are all engaged in active research and share their experiences of research and consultancy within their teaching.
Bringing staff research content into the curriculum.	
Research-based Framed enquiry for exploring existing knowledge.	• Research based – Lecture recordings, learning material, discussion threads, and formative/summative assessments are based on real-world research, evidence-based practice, ethical considerations and reflection. This showcases the practical context to the research (how a variety of research methods can be used for different research needs/problems), as well as the current and future challenges of the coaching psychology domain.
Research-oriented Students critique published research content and process.	• Research oriented – Students are required to be critical of research and theory in their reading, thinking and writing. This approach is encouraged both in informal engagement with discussion forums and when reading, as well as more formally within assessed work. The programmes provide support and opportunities to critically evaluate a range of published research. They also highlight the importance of evidence-based practice in coaching (from practitioner, researcher and client perspectives).
Research-apprenticed Experiencing the research process and methods; building new knowledge.	• Research apprenticed – Opportunities are regularly provided to develop and enhance key coaching competencies, employability and academic skills. Students will also gain experience of working independently on a research project under the supervision of an academic staff member. This will provide opportunity to design, conduct, analyse and present the findings of research both in written report format (a main dissertation report in academic style and an executive summary of the research for a specific non-academic audience), as well as an oral presentation.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Students engage with research from the outset of the programmes at our annual course conference, including guest speakers from industry/practice to share contemporary applied research. They undertake modules, which incorporate examples of applied research, as well as conducting their own statistical analyses, qualitative investigation and literature reviews to broaden their understanding of the evidence-base in coaching psychology.

Students are made aware of recent staff/student publications and conferences, events and workshops they can register for, via the postgraduate psychology monthly newsletter.

Students are taught by our team of external tutors who contribute to the coaching modules (and attend course conference). Our external tutors have a role that involves the practical application

of psychology in coaching and development, which fosters valuable connections for the students, to engage with practicing psychologists/consultants involved in applied research.

For dissertations, students identify a knowledge gap/problem to research that has applied outcomes for individuals/organisations, aligned with their supervisor's research and methods expertise. Many dissertation projects lead to publications in academic/practitioner journals and/or disseminating research at conferences, providing valuable first-hand experience of the publication process.

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

Members of the course team are active in psychological research and consultancy with individual clients and organisations, and as a result have a raft of publications between them in applied areas of psychological research (including, coaching, occupational psychology, health and wellbeing and positive psychology). Staff will share this with students on various modules within the programme, to illustrate real-world examples and bring learning to life. Staff regularly attend and present at conferences to share research and to acquire knowledge of current themes and trends in psychology and coaching. Staff also contribute to research groups within SoPVS, and supervise PhD students in their area of psychological and methodological expertise.

In addition to psychological research, staff are research active in pedagogy to explore and enhance the learning experience of PG DL students. Staff attend the SoPVS Education Learning Forum, which discusses both pedagogical related research and examines best practice in teaching delivery. Teaching teams have also acquired University funding to conduct primary research specific to DL education, and as a result have authored papers and presented at conferences related to online teaching practice and experience of DL students.

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

13. Indications of programme quality

Annual programme review

Bi annual panel and board of examiners with input from external examiner

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required].

UNIVERSITY OF LEICESTER

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Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

MSc Psychology of Coaching by Distance Learning

Level 7/Year 1   **Delivery Year 2025/26**   **Intake Month October**   **Mode of Study Part Time Structure**

Credit breakdown

Status	Year long	October	January	March	June
Core	n/a	30 credits	15 credits	15 credits	15 credits

Core modules

Delivery period	Code	Title	Credits
October	PS7585	Research Methods	15 credits
October	PS7101	Psychology of Coaching	15 credits
January	PS7102	Positive Psychology	15 credits
March	PS7103	Coaching in organisations	15 credits
June	PS7104	Professional Practice in Coaching Psychology	15 credits

Notes
N/A

Level 7/Year 2   Delivery Year 2025/26   Intake Month October Mode of Study Part Time Structure

Credit breakdown

Status	Year long	September	January
Core	n/a	45 credits	60 credits

Core modules

Delivery period	Code	Title	Credits
September	PS7105	Coaching for Health and Wellbeing	15 credits
September	PS7106	Coaching Practice and Interventions	30 credits
January	PS7593	Dissertation	60 credits

Notes
N/A

Appendix 2: Module specifications

See postgraduate module specification database (Note - modules are organized by year of delivery) [login-required]