

PROGRAMME SPECIFICATION	
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1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	MSc Postgraduate Diploma (exit award) Postgraduate Certificate (exit award)
4	Programme Title	Coaching and Mentoring
5	UCAS/Programme Code	5424 (September Entry) 5425 (January Entry)
6	Programme Accreditation	Accreditation will be sought from AACSB
7	QAA Subject Benchmark(s)	Masters Awards in Business and Management
8	FHEQ Level	Level 7
9	Last Update	July 2021

10. Programme Aims

The MSc Coaching and Mentoring programme offers a transformational learning experience for individuals who hold or aspire to systemic coaching responsibility. The programme capitalises on the Business School's strategic focus on Leading on Leadership and the Future of Work to prepare individuals for a future they can shape in any international context. Taking a globally responsible and connected approach to developing postgraduates, the programme provides individuals with a unique in-depth experience of mapping and measuring their personal and systemic impact relating to the Future of Work against the UN Sustainable Development Goals. Taking a part time blended learning approach, this transformational education experience is underpinned by developing critical thinking and analysis, and critical reflexivity. Engagement in real world challenges brings a rich learning environment and the opportunity to have immediate impact on individual and organisational performance. Enhancements to future employability are threaded throughout the programme including Newcastle University's award-winning career service to support any aspect of an individual's career journey, the opportunity of live international challenges and projects, as well as an individually-assigned academic coach, plus a personal tutor. Individuals capture their insights and developing mastery through an e-portfolio that becomes a lifelong learning skill and evidence base for future accreditation and employment opportunities.

The Business School has a suite of Executive Education programmes to which this MSc in Coaching and Mentoring will belong.

The overall educational aims of the Executive Education programmes are founded on the three elements of Context, Process and Content. Our pedagogic Process principles are:

- *To co-create with learners psychologically safe and inclusive spaces to empower diverse voices to be heard through dialogue and collaboration, and to enable meaningful places to emerge through sense-making and reflective work-based practice*
- *To provide learners with a blended learning experience through a variety of face-to-face and online teaching and learning experiences (including lectures, podcasts/videos, reading, research, and work-based and reflective learning) to augment and enhance their leadership capability. Learners will develop, apply and reflect on knowledge, understanding and research in the context of workplace practices.*

The discipline-specific aims, related to Context and Content, of the Executive Education programmes are for learners to develop:

- *A systematic understanding of the academic discipline, field of study, and area of professional practice*
- *A critical awareness of current problems and/or new insights informed by their systematic understanding*
- *An advanced understanding of self as professional practitioner in relation to others, organisations, and changing complex systems*
- *A systematic understanding, and an ability to articulate, ethical values in relation to self and others, and to shape the future*
- *Mastery of professional standards demonstrated through advanced knowledge and skills, and inclusive workplace practices, aligned with the UN Sustainable Development Goals*
- *The ability to behave responsibly and ethically and have an awareness of their duty of accountability to different stakeholders and society*
- *A systematic understanding of the global challenges, for the Future of Work and Leading on Leadership, and their drivers*
- *The ability to apply a range of appropriate tools and techniques to conduct a detailed investigation of global business challenges and to propose and critically evaluate a range of solutions*
- *The ability to contribute collaboratively to the leadership of business and society within a global community*

Specifically this programme's overall educational aims are:

- To offer learners a broad, coherent, balanced and comprehensive career development programme based on a portfolio of modules appropriate to an Executive Education Masters degree and to lifelong learning for senior leaders. Covering coaching, mentoring and business disciplines, the modules enable learners to tackle global challenges in line with SDGs and explore possibilities relevant to contemporary organisations through work-based practices. The programme and modules equip learners to lead responsibly for the future of work
- To create intellectually adaptable coaching and mentoring professionals fit for the future of work
- To develop learners' mastery of advanced practical skills for coaching and mentoring practice
- To develop personal and interpersonal skills for leaderful practice
- To develop graduates who lead on leadership for the future of work
- To provide a qualification that conforms with University policies and fully meets the requirements of: the Higher Education Qualifications Framework at Level 7; QAA guidance on qualification characteristics (Sept 2015) and QAA Benchmark Statements for Masters Awards in Business and Management (June 2015); AACSB standards for Masters degrees (Revised 2018: Standard 9); and, if desired, relevant professional bodies.

11. Learning Outcomes

The programme provides opportunities for learners to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.

Knowledge and Understanding

On completing the programme learners should be able to:

- A1. Demonstrate a systematic understanding of knowledge in praxis, and a critical awareness of challenges and possibilities for the future of work
- A2. Evaluate and prioritise challenges and possibilities appropriate to the field of coaching and mentoring study, to inform professional practice at individual, organisational and societal levels
- A3. Critically appreciate the challenges of responsible coaching and mentoring for more sustainable practice

Teaching and Learning Methods

The processes of teaching and learning methods, within this blended learning and part-time programme, include face-to-face and online opportunities to acquire knowledge and understanding of theory in practice, through attending lectures, listening to and watching podcasts and/or videos, reading and research, and work-based and reflective learning. Learning through discussion and collaboration, in face-to-face teaching and online, enables learners to articulate, respond to and provide feedback on theory, knowledge and practice application, and to question and challenge their work-based practices (A1, A2). Internationalisation is integrated into the curriculum in multiple ways including by considering how knowledge may be constructed and acquired differently across cultures, by considering issues and solving problems from a wide variety of social, economic, political, ethical and cultural perspectives and by encouraging students from different backgrounds to contribute relevant examples from their home country, community and sector. Collaborative learning, online and in the classroom, is a hallmark of the programme and will involve peer learning, co-production of knowledge and ideas about practice, and feedback (A1, A2).

As a post-experience programme, theory in practice requires not only an academic input but also practitioners' knowledge and expertise and, therefore, some lectures or workshops will be taught by adjunct staff who also work in industry or who contribute specialist skills-based experience (A1, A2, A3). Lecturers and learners draw on international databases and sources of information, such as journal and websites. To aid application of theory in practice, and reflection on practice, learners will be supported by coaches (A1, A2). A range of experiential activities, both simulated and 'real'/workplace and a variety of practice-focused interactions both in NUBS and in the learner's workplace (such as knowledge and skills practice and reflective learning, individual and group projects) enable learners to evaluate their understanding of the relevant subject knowledge, and to question and challenge their work-based practices, through applying and integrating theory in practice (A1, A2).

Throughout the modules, external practice-based speakers contribute to knowledge and understanding applied to professional practice and, in addition to supporting face-to-face and work-based experiential learning activities, enable learners to recognise and reflect on the changing nature of work and the changing responsibilities of global business in, and for, society (A2, A3).

Learners are expected to enhance their face-to-face and online learning by independent reading and work-based enquiry, for which they are given guidance on relevant materials. Directed and independent reading, research and reflective learning enables learners to consolidate conceptual and practical understanding and development, and prepare for assessments (A1, A2, A3).

Assessment Strategy

Formative Feedback

Formative feedback is provided throughout the modules by encouraging learners to respond to questions and engage in dialogue, debate and discussion in online and face-to-face contexts. Collaborative learning, online and in the classroom, is a hallmark in the creation of a developmental cohort programme and will involve co-production of knowledge and ideas about practice, and feedback. Internationalisation is integrated into the assessment in multiple ways including by considering how knowledge may be constructed and acquired differently across cultures, by considering issues and solving problems from a wide variety of social, economic, political, ethical and cultural perspectives and by encouraging students from different backgrounds to contribute relevant examples from their home country, community and sector. Discussion and networking with external practice-based speakers, and coaches will provide further opportunities for learners to receive feedback on their evolving knowledge, understanding and coaching and mentoring practice development.

Summative Feedback

The programme assessment will enable learners to achieve the learning outcomes and to consolidate their learning by articulating their conceptual understanding and how it is used in practice. A reflective learning e-portfolio is central to completion of the summative assessment, and is an appropriate assessment method for all learners, enabling them to consolidate what they have learned across the programme by reflecting on and articulating their personal and/or organisation practice and how it relates to their current conceptual understanding.

Across the programme, summative assessments employ a wide range of activities. These include: essays; visual presentations; case study analyses; research proposal and research project; reflective log and e-portfolio.

Summative feedback on module assessments will include 'feed forward', enabling learners to improve future academic and/or practice action.

The programme culminates in a Challenge Project (in the Challenging Practice through Research module), which is intended to assess the development of the full range of Learning Outcomes across the programme.

Intellectual Skills

On completing the programme learners should be able to:

- B1. Synthesise and critically evaluate concepts, theories and frameworks relevant to responsible coaching and mentoring in organisations in changing complex systems
- B2. Interpret challenges and explore possibilities systematically and creatively within the context of coaching and mentoring practice

Teaching and Learning Methods

Skills of critical analysis are emphasised from the start of the programme through an early set of classes and assessment task (critical review) (B1). Through online and face-to-face lectures and discussion, where learners share prior and current experience, and engagement with visiting speakers/practitioners, and external coaches, subsequent modules develop a broad appreciation of the challenges and possibilities of coaching and mentoring in complex and dynamic environments (B2). The attention to practice in all modules, and the work-based and experiential nature of formative and summative assessments, ensures that learners apply their learning to interrogate real organisational problems and challenges, formulate practical solutions and enhance work-based practice (B1, B2). These theory-into-practice skills are then further developed through the programme's final modules which culminate in the individual Challenge Research project.

Assessment Strategy
Skills are assessed through a range of 'theory into practice' oriented work-based and experiential assessments such as reflective logs and e-portfolio evidence, individual practice-based assessment reports and practice-focused plans etc. (B1, B2). In addition clear links are made for learners between assessment grades and critical analysis skills so that learners understand the importance of demonstrating critical analysis abilities across all module assessments (B1)
Practical Skills
On completing the programme learners should be able to:
<ul style="list-style-type: none"> C1. Design, undertake and apply research of relevance to meet organisational systemic needs through coaching and mentoring C2. Identify, analyze and evaluate appropriate qualitative and quantitative data for decision making in the global context C3. Recognise the role of collaboration in tackling challenges and exploring possibilities
Teaching and Learning Methods
In addition to teaching and learning on individual modules of research methods, tools and data sources relevant to the module (C1, C2), in-class discussion and module assessments (such as in Coaching and Mentoring in Complex Systems, and Challenging Practice through Research) develop the skills needed to advocate practical proposals in tackling challenges and exploring possibilities (C3). These practical skills are developed further and demonstrated in the Challenge Project (C1, C2, C3).
Assessment Strategy
The ability to undertake appropriate research is developed across almost all modules by requiring learners to explore and assess relevant literatures, data (internal and external to the workplace) and global trends appropriate to the relevant module content (C1). In addition to the application of theory to practice in all modules, and the opportunity to develop relevant coaching and mentoring practical skills, learners are required to undertake relevant research, analyse and evaluate appropriate data, and present appropriate practice-based recommendations in a variety of formats (C1, C2, C3).
Transferable/Key Skills
On completing the programme learners should be able to:
<ul style="list-style-type: none"> D1. Engage in leaderful practice which is inclusive, critically reflexive and collaborative. D2. Manage complexity and ambiguity, and uncertainty, and be pragmatic D3. Take personal accountability aligned to clear values and act with integrity in challenging situations
Teaching and Learning Methods – Intellectual, Practical and Transferable Skills
A range of skills related to leaderful practice are taught, such as reflection and reflexivity (in Critical Reflexivity and Mastering Practice), applied coaching, mentoring and analysis skills (in Groups and Teams in Complex Systems) (D1, D2). The ability to manage complexity, ambiguity and uncertainty and to take personal accountability is developed throughout the programme, not least through the Challenge Research Project (D2, D3). Team working skills are developed and practiced across a range of modules through simulated and real experiential learning activities (D2).

Assessment Strategy

The wide range of assessment formats across the programme (reflective logs, in-class presentations, case studies, research reports etc) assess engagement in leaderful practice and pragmatism (D1, D2). Ability to take personal responsibility is assessed across the programme, via reflective logs and the e-portfolio evidence, but is specifically assessed in the Challenge Research Project (D3).

12. Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied over 24 months on a part-time and blended learning basis. Learners attend monthly study blocks of three days (typically Thursday-Saturday) per semester. In advance of the study block attendance, learners engage individually and collectively with the programme and module-specific blended learning materials and resources (see Appendix 1). The programme and modules are work-based and experiential which means that individuals learn whilst working on real organisational challenges and reflecting on professional practice. Advancement of knowledge and understanding, and of intellectual, practical and transferable/key skills, as reflected in personal and professional performance and impact on organisational effectiveness, are evidenced throughout the programme, through work-based and experiential assessments, which feature reflective logs culminating in an e-portfolio.

The programme comprises a total of 180 credits and is divided into three phases as outlined below.

Programme Curriculum and Structure

Phase 1 (Year 1: Semesters 1 and 2): The focus of this phase is to *Explore*, enabling Understanding of Organisational Performance. This phase includes four compulsory 20 credit modules. These are designed to provide the learners with a broad understanding of the main theories of coaching and mentoring to enhance organisations and organisational performance, and comprise, in semester 1, Developing Dyadic Coaching and Mentoring Practice, Critical Reflexivity and Mastering Practice and, in semester 2, Developing Professional Coaching and Mentoring Practice, and Coaching and Mentoring in Complex Systems. The two modules per semester are taught in parallel.

Phase 2 (Year 2: Semesters 1 and 2):

Building on the core understanding developed in Phase 1, the focus of this phase is to *Challenge*, by developing learning through two 20 credit modules – Groups and Teams in Complex Systems, and Exploring Theory in Practice, enabling learners to Shape and Lead the Future of Work through their leaderful coaching and mentoring practice.

Together, all the above modules contribute 140 credits.

Phase 3 (Year 2: Semesters 2 and 3): The purpose of Phase 3 is to enable learners to *Apply* their learning and development in Phases 1 and 2 and to *Demonstrate Impact* by undertaking the 60 credit Challenge Research Project. This practical research-based experience, together with the Exploring Theory in Practice from Phase 2: enhance learners' current and future employability; produce outputs that challenge and develop individual, organisational and global practices; and allow assessment of achievement across the very broad spectrum of knowledge and understanding, and intellectual, practical and transferable/key skills that a MSc Coaching and Mentoring, as a post-experience programme, must achieve (as stipulated, for example, in AACSB accreditation criteria).

To facilitate social learning, critical dialogue and reflection, all learners will be allocated to a Group Action Learning Coaching set. This GALCS comprises four meetings of three hour duration over the course of the programme.

Key features of the programme (including what makes the programme distinctive)

- Triple-accredited business school (AMBA, EQUIS and AACSB)
- Part-time and blended learning programme, delivered online and in block mode, offering flexibility to plan study around work and personal commitments
- Work-based and experiential programme with modules designed to enable learners to learn whilst working on real organisational challenges and reflecting on professional practice
- Small group intake, enabling participation in a developmental cohort, underpinned by safe social learning spaces and Group Action Learning Coaching Sets
- Meaningful opportunities to learn through exposure to projects (organisational and grand challenges) beyond the learner's current job role, thereby enhancing current and future employability
- Advancement in personal and professional practice and impact on organisational effectiveness as evidenced through work-based assessments that include reflective logs and culminate in an e-portfolio
- Exploring the impact of individual and organisational actions against the UN Sustainable Development Goals

Programme regulations (link to on-line version)

[5424 Programme Regulations 21-22](#)

13. Support for Student Learning

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

The Student Services portal provides links to key services and other information and is available at: <https://my.ncl.ac.uk/students/>

Pre-Programme Study Skills Induction

Prior to the programme start, an introduction to study skills will be provided and will include:

- self-awareness/diagnostic work regarding study skills strengths and development needs
- an introduction to writing
- overview of programme/level expectations
- accessing and reviewing evidence
- referencing
- introduction to the online platforms

The induction programme will be carried out in collaboration with the University Library.

Induction

The programme induction is provided through online blended learning materials and face-to-face information given in the first study blocks of each academic year. New learners will be given general information about the School and their programme, as described in the Degree Programme Handbook and a general introduction to the University's principal support services. They will be given detailed programme information and details of how to access and make effective use of the library and other key University support services.

To develop safe social learning spaces, learners will engage in a series of online and face-to-face activities, including making personal and professional introductions, negotiating individual and team learning principles, including of confidentiality, trust, constructive dialogue and feedback etc.

As part of the blended learning nature of the programme, module leaders will provide an online introduction to each module.

Study skills support

Individuals will learn a range of advanced Transferable/Key Skills, including Study Skills, as outlined above and in Section 11. Much of this material is covered in the pre-programme Study Skills Induction Programme or in the module on Critical Reflexivity and Mastering Practice. Individual and group coaching, and supervision related to the Challenge Research Report, support further the development of learners' study skills.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

14. Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

Accreditation reports

The School holds a number of accreditations at programme level, where quality standards are reviewed and assessed by professional bodies to ensure they remain relevant to their requirements. These accreditations help ensure the School takes a critical view of its offering on an international scale and guide the School in areas for development or enhancement.

Additional mechanisms

It is envisaged that the MSc Coaching and Mentoring could support learner's professional accreditation.

15. Regulation of assessment

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

In addition, information relating to the programme is provided in:

The University Prospectus, Degree Programme and University Regulations, and The Degree Programme Handbook (all available online at www.ncl.ac.uk)

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical learner might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.