PROGRAMME SPECIFICATION
Postgraduate Certificate in Coaching and Mentoring

1. Awarding Institution
   York St John University

2. Teaching Institution
   York Business School

3. Delivery locations (if different to Teaching Institution)
   YSJU and available for off-site delivery

4. Programme(s) Accredited by
   (professional/statutory body)
   N/A

5. School offering the Programme(s)
   Business School

6. Final Award(s)
   Postgraduate Certificate in Coaching and Mentoring

7. Interim Awards
   None

8. Programme Title(s)
   Postgraduate Certificate in Coaching and Mentoring

9. UCAS Code / GTTR / Other
   N/A

10. Approved Combinations
    (for Joint Honours programmes only)
    N/A

11. QAA Benchmark Group(s)
    N/A

12. Applicable to Year of Entry to the Programme(s)
    2017

13. Date Produced/Revised
    October 2012
    October 2013 (no change)
    October 2014 (no change)
    April 2017

14. Mode of Study
    The programme is offered in the following modes of study:
    Part-time: A minimum of one year and a maximum of two years

15. Introduction and Special Features

15-a Introduction
    The overall aim of the programme is to develop critically reflective coaching and mentoring Practitioners who are capable of working in a variety of settings. Participants will engage in and evaluate practical coaching and mentoring activities; explore and evaluate the potential impact of coaching and mentoring on individual and organisational performance; and engage with the complex moral dimensions inherent in coaching and mentoring. There is an on-going and largely unresolved debate among the practitioner and academic communities as to the similarities and differences between coaching and mentoring. Research (Willis, 2005 & Garvey et al, 2009) shows that coaching and mentoring share the same skills and processes and both have similar roots in an educational process and context. In this sense the terminology is interchangeable. However, contexts and purposes vary considerably and these similarities and differences will form part of the critical debate.

    Both coaching and mentoring activity are strongly associated with management and leadership. There are tensions between the concepts of leadership and management, which are again explored throughout the programme. In some instances both coaching and mentoring may be employed to contribute to the development of leaders and managers. In others, coaching and mentoring may be employed as part of the leadership or management function. Core values of
the coaching and mentoring way of working i.e. ‘an individual is an expert in their own life and work’; ‘the solution lies within the learner’ offer an alternative discourse to traditional hierarchical models of leadership and management. Therefore, this programme offers opportunities to develop alternative and new forms of leadership and management based on ideas of egalitarianism and autonomy. This has the potential to change the way an organisation operates.

The programme will therefore create opportunities for participants to develop through practice a range of coaching and mentoring skills and techniques, and enable the development of a critical understanding of issues related to the design and implementation of coaching and mentoring schemes.

Designed in three modules, the programme will cover:
- Coaching and Mentoring Skills and Techniques
- Coaching and Mentoring, Management and Leadership
- Designing and Operating Coaching and Mentoring Schemes or Individual Development through Coaching and Mentoring

The Programme is delivered in such a way that students are encouraged to utilise their professional / work based context as a resource in which to practice and develop their skills in coaching and mentoring, and some of the module hours will be utilised as part of participants’ normal working practices.

Participants will be supported throughout the programme to develop appropriate ‘ground rules’, both in the learning context and the professional / work based context; to explore ethical issues; and in their planning for and reflections on how they engage with their employer in negotiating appropriate ground rules for the practice of mentoring and coaching in their professional / work based context where appropriate.

15-b Special features of the programme.

This programme is a practice-based course of study. It is underpinned by the emerging theory and practice of coaching and mentoring and it will be delivered using the principles of coaching and mentoring. This changes the programme from a pedagogic programme into an andragogic programme based on the principles of adult learning (Knowles, 1984), learner-centredness (Rogers, 1969) and experiential learning (Kolb, 1984).

16. Criteria for Admission

Candidates for entry to the Postgraduate Certificate Coaching and Mentoring programme must normally possess:

I. UK/EU students will be able to enter the programme directly in accordance with University entry requirements for MA programmes (a first degree achieved at Class 2:2 or above from an approved University or Institution) or possess an equivalent qualification.

II. In addition to the qualifications above, non-UK/EU students whose first language is not English will be required to achieve IELTS 7 or above with no less than Band 6 in writing skills, or equivalents accepted by the University.

Applicants will normally be required to take part in a selection interview and to provide two satisfactory references. The interview may be undertaken by telephone, where appropriate.

APEL

Where applicants do not meet the stated entry requirements above, the University APEL policy may be utilised for entry to the programme where necessary and appropriate. The programme may use this system to allow entry for post-experience professional who are over 21 years and
who have been in a work-based organisation for at least three years. This is likely to involve a submission of evidence of professional competence (an assignment to the Head of Programme) and an interview as part of the recruitment process.

**Decisions on applicants**
Decisions on individual applicants will be made by the Head of Programme in consultation with subject specialists, admissions and where appropriate with the international admissions officer facilitating this process.

York St John University actively promotes and celebrates equality and diversity and positively welcomes applicants regardless of race, gender, disability, sexuality, age, religion.

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### 17. Programme Aims

The programme aims to:

1. Develop critically reflective coaching and mentoring practitioners capable of working in a variety of settings;
2. Develop in participants a critical understanding of the role and function of coaching and mentoring within leadership and management;
3. Enable participants to develop and apply concepts and process to the design and implementation of coaching and mentoring schemes;
4. Create opportunities for participants to evaluate critically and through practice the concepts behind coaching and mentoring practice;
5. Develop in participants an understanding of the complex moral dimensions inherent in coaching and mentoring.

### 18-M YSJU Level M / NQF Level 7 / FHEQ M

#### 18-Ma Level M Programme Outcomes

**Knowledge and understanding**
Demonstrate a critical understanding of the roles and functions of coaching and mentoring in a variety of settings.
Demonstrate critical awareness of current issues in the delivery of coaching and mentoring, and in the design and implementation of coaching and mentoring schemes.

**Cognitive and thinking skills**
Deal both systematically and creatively with complex issues that arise in coaching and mentoring contexts, and make decisions in unpredictable situations.

**Practical/professional skills**
Demonstrate the effective practice of coaching and mentoring in a variety of settings
Demonstrate the effective practice of coaching and mentoring to develop leadership and enhance performance.

**Key transferable skills**
Be self-directed and able to act autonomously in tackling problems and planning and implementing solutions.
Take responsibility for continuing to develop their own knowledge and skills.

### 18-Mb Level M Programme Structure and Content

The Programme is strongly practice based. Participants on the programme will experience mentoring and coaching first hand and will learn about the theory and practice of coaching and mentoring. They will also explore the contribution that coaching and mentoring can make to individual and organisational performance, and approaches to, and issues related to, the design
and implementation of coaching and mentoring schemes.

All modules are compulsory for award. They are all 20 credit modules.

**Modules for the Programme**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Terms</th>
<th>Status of Module</th>
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</thead>
<tbody>
<tr>
<td>MCM001</td>
<td>Coaching and Mentoring Skills and Techniques</td>
<td>20</td>
<td>1,2,3</td>
<td>CA</td>
</tr>
<tr>
<td>MCM002</td>
<td>Coaching and Mentoring Management and Leadership</td>
<td>20</td>
<td>2</td>
<td>CA</td>
</tr>
<tr>
<td>MCM003</td>
<td>Designing and Operating Coaching and Mentoring Schemes</td>
<td>20</td>
<td>3</td>
<td>O</td>
</tr>
<tr>
<td>MCM004</td>
<td>Individual Development through Coaching and Mentoring</td>
<td>20</td>
<td>3</td>
<td>O</td>
</tr>
</tbody>
</table>

*Status of Module will be either:*  
**C:** Compulsory, **CP:** Compulsory for progression to the next level, **CA:** Compulsory for award, **O:** option or **E:** elective

Normally the modules will be delivered in the following pattern:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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<tbody>
<tr>
<td>MCM001 Coaching and Mentoring Skills and Techniques</td>
<td>MCM002 Coaching and Mentoring Management and Leadership</td>
<td>MCM003 Designing and Operating Coaching or MCM004 Individual Development through Coaching and Mentoring</td>
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MCM001 runs throughout the duration of the programme, allowing students the opportunity to practice, reflect and refine their practice. Modules MCM002 and MCM003/MCM004 will be delivered in discrete blocks.

**18-Mc Level M Teaching and Learning and Assessment Strategies**

The teaching, learning and assessment strategies, and the programme content, have been informed by the European Mentoring and Coaching Council (EMCC). The learning outcomes of the modules are based on the eight elements of the competency framework of the EMCC.

Whilst there are no QAA subject benchmark statements specifically for coaching and mentoring, nor are there QAA benchmark statements specifically addressing Postgraduate Certificate qualifications, the programme outcomes and assessment strategies have been influenced by QAA statements concerning Master's level study in Business and Management.

Students will be expected to learn both collaboratively and independently through the three modules. Students will experience learning opportunities facilitated and supported by tutors, and as adult learners, will be expected to learn independently. The programme aims to provide an environment in which students are encouraged to take responsibility for managing their learning and its outcomes. This will involve mutual practice in coaching and mentoring skills, and initially, a tutor led reflective and sense-making process with the main outcome that participants become confident experts in their own life and work by accessing the solutions that lie within them.

The assessment process extends the above philosophy. Formative assessment is on-going and constant. It is based on practice, observation of others’ practice and it focuses on giving and
receiving feedback – a particularly difficult skill for many people.

Overall, summative assessment is through individual written reports related to the learning objectives of the module. These will demonstrate critical reflection and appropriate integration of relevant theories with evaluation and reflections on the formative assessment experiences.

Alternative arrangements for assessment may be made for participants with disabilities i.e. visual or hearing impairment. These can be developed on a case by case basis to suit the individual.

19. Progression and Graduation Requirements

The University’s general regulations for postgraduate awards apply to this programme. These can be found in the Document Directory via the homepage.

In addition, the following specific programme regulations apply in respect of progression and graduation:

All modules must be passed (with a mark of 50 or more) in order to gain the award.

20. Internal and External Reference Points

This programme specification was formulated with reference to:

- University Mission Statement [see page two]
- QAA subject benchmark statements: Business Management
- National Qualification Framework
- European Mentoring and Coaching Council (EMCC) Competency Framework

21. Further Information

Further information on the programme of study may be obtained from:

- Admissions Entry Profile (Admissions)
- Programme validation document (Registry – Academic Standards)
- Regulations (Registry – Academic Standards)
- Student programme handbook (school)
- Module handbooks (school)

References


first delivery 2012