

Leeds Metropolitan University		MODULE APPROVAL/DESCRIPTOR FORM FOR USE FROM November 2006		
1	Module Title	Personalised Learning through Coaching		
2	Short Module Title <i>(30 characters or less)</i>	PLC	3	Date of Approval
4	Version Number	1.6	5	Date of Version 15/09/09
6	Level	M	7	Credits 30
8	Status	Draft	9	Notional Hours 300
10	Course code (Banner)		11	CRN

12	Sponsoring Scheme/School/Subject Area/Teaching and Research Group	Personalised Curriculum Creation through Coaching (PC3) Project & Carnegie Faculty of Sport and Education
13	Subsidiary Business Centre (SBC) code	
14	Module Leader	Name: Professor Janet Finlay
15	Module introduced as: <i>(delete as appropriate)</i>	Minor Modification
16	Does this module replace any existing modules?	No
17	Programmes for which this module is core <i>(accurate approved titles and level)</i>	This is a module that will introduce students to a process that enables them to choose their own modules of study according to their needs.
18	Programmes for which this module is elective <i>(accurate approved titles and level)</i>	Programmes in the Leading Edge Scheme
19	Pre-requisites or co-requisites	None
20	Modules for which this module is a pre-requisite	None
21	Professional, statutory or regulatory body requirements	
22	Attendance requirements agreed at approval	There is a requirement of engagement in 5 coaching sessions, which may be accessed face to face, by telephone or electronically but will require synchronous communication.
23	Estimated student numbers	20 maximum in first instance
24	HESA Cost Centre	
25	JACS Code	
26	Delivery type(s)	D O C
27	Module delivery partner(s)	JISC funded PC3 project

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28	Module aims	<p>Rationale:</p> <p>The Personalised Curriculum Creation through Coaching (PC3) approach seeks to develop learners to become self-directed. In this context, self direction is defined by the personal autonomy a learner has over the control of their goals and purposes of their learning, so assuming ownership over their learning. Ultimately this forms the cornerstone of the personalised route students will take.</p> <p>Students will access a personal coach and a range of technologies that will support their development as a self directed learner choosing a personalised curriculum of study. Similar support will be available to the students throughout their consequent studies. They will need inducting into the coaching support, and use of PC3 technologies.</p> <p>Each student, as an individual, will bring with them a unique set of needs and experiences that impact on their readiness to learn, motivation, learning preferences, learning style and context in which they aspire to apply their learning. They will expect to be able to design their own curriculum, forming learning objectives or goals that can be met through their studies.</p> <p>Through coaching, diagnostics, examination and articulation of personal learning goals, students will construct an understanding of 'self' as a learner. They will develop a personalised rationale for their choice of studies, and mode(s) of learning, which will be captured as evidence of the investigative and reflective process each student will undergo.</p> <p>Aims:</p> <p>To develop self directed learners (1) who have actively engaged in a coaching process (2) and applied appropriate strategies to develop a personalised curriculum choice</p> <p>To induct students into the use of a range of technologies that will support their curriculum choice and learning, through the module and beyond.</p>
29	Learning outcomes	<ul style="list-style-type: none"> • Critically evaluate selected learning theory relating to self-direction. • Apply an intentional change model to personal change management • Critically reflect upon coaching principles and coachee attributes (i.e. those attributes needed in order to be coached) • Synthesize theory of self-directed change with personal experience of coaching. • Actively critique and analyse the effectiveness of the use of a technology to support these processes • Critically reflect on their chosen curriculum
30	Key Skills developed and/or assessed in the module <i>(Please specify which are developed and</i>	<ul style="list-style-type: none"> • Critical thinking, understanding theoretical concepts, models and key constructs (developed and assessed) • Coachee attributes (developed and assessed) • Communication (developed and assessed) • Critical employment of technology for learning enhancement (developed and assessed)

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	<i>which are assessed)</i>	<ul style="list-style-type: none"> • Organisation and planning (developed)
31	Indicative content	<ul style="list-style-type: none"> • Introduction to supporting technology and its potential. • Models of coaching • Reflective practice • Diagnostics and audits: self assessment and evaluation • Change theory (including intentional change model) • Personalised learning for adults • Principles/theory supporting self-directed learning in adults. • Intentional change theory • Concepts of professional learning and academic learning at masters level • Research process <p>This will be accessed through online learning units – using a variety of media reusable learning objects and activities – supported by coaching sessions.</p>
32	Teaching and Learning Strategies	<p>A student-centred approach focusing on face-to-face and/or distance coaching will underpin engagement in online learning activities.</p> <p>Online networking, facilitated online dialogues, small group work and interactive exercises will encourage participants to reflect on their experience and discuss these in the light of their own learning.</p> <p>An ePortfolio will be used to support critical reflection and evidence collection and synthesis for assessment.</p>
33	Assessment (Please detail all components)	<p>Formative assessment will be supported by a personal diagnostic outcome and the feedback loop of coaching.</p> <p>Summative assessment will take the form of a reflective journal or portfolio, collected throughout the course of the module in an ePortfolio and structured around the experiences of the coaching process together with a personalised curriculum choice and rationale for that choice.</p> <p>Coach session records (mutually agreed after each session) will act as evidence of active engagement in the coaching process, which will be a prerequisite for assessment.</p> <p>The evidence collection will assess the ability of a participant to undertake and reflect upon self-directed learning, development of learning goals, synthesize theory and practice and to evaluate personal practice.</p>

34	Rationale for assessment and relationship of assessment methods to learning outcomes	<p>The teaching and learning strategy is designed to be highly flexible in order to allow students to personalise their learning; however there are core components of the teaching and learning strategy that are designed to ensure evidence is collated in a structured manner suitable for the assessment processes.</p> <p>The diagnostic used at the outset of this module will support the assessment of</p>
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		<p>individual students learning needs, which they will pursue as a personalised curriculum on completion of the module.</p> <p>The coaching package is designed to support the student to take charge of their own learning through goal setting, exploring curriculum choices and negotiating their final chosen curriculum. The consequent learning about the coaching support (model, process and theory) will be collated through the use of an ePortfolio.</p> <p>Group work (face-to-face and/or online) will further aid students to explore collaboratively the theoretical underpinning of this module and, in turn, the outcomes of this learning will be collated as further evidence for assessment on an individual basis.</p> <p>The personalised curriculum will take the form of an agreed study plan. Each student will need to structure and give a rationale for the choices they have made. This requires self analysis and self reflection skills. The ePortfolio will be used to structure and support the outcomes of this reflective learning process as a collection of evidence assessment.</p>
35	Indicative sources (texts / web based)	<p>Boyatzis, R., & McKee, A. (2005). <i>Resonant Leadership</i>. Boston: Harvard Business School Press.</p> <p>Covey, S. R. (2004). <i>The Seven Habits of Highly Effective People</i>. London: Simon and Schuster.</p> <p>Goleman, D. (1996). <i>Emotional Intelligence</i>. London: Bloomsbury.</p> <p>Goleman, D., McKee, A., & Boyatzis, R. (2002). <i>The New Leaders: Transforming the Art of Leadership into the Science of Results</i>. London: Little, Brown .</p> <p>Knowles, M., Holton, E. F., & Swanson, R. A. (2005). <i>The Adult Learner, Sixth Edition: The Definitive Classic in Adult Education and Human Resource Development</i> (6th Edition). Oxford: Elsevier Science & Technology Books.</p> <p>Kolb, D. A. (1984). <i>Experiential Learning</i>. New Jersey: Prentice Hall.</p> <p>McKee, A., Boyatzis, R., & Johnstone, F. (2008). <i>Becoming a Resonant Leader</i>. Boston: Harvard Business School Publishing.</p> <p>Rogers, J. (2007). <i>Adults Learning</i> (5th edition). Maidenhead: Open University Press (McGraw Hill).</p> <p>Rogers, J. (2008). <i>Coaching Skills: A Handbook</i> (2nd Edition). Berkshire: Open University Press (McGraw Hill).</p> <p>Schon, D. (2007). <i>The Reflective Practitioner</i>. Aldershot: Ashgate.</p> <p>Senge, P. M. (2006). <i>The Fifth Discipline</i> (2006 Edition). London: Random House (Doubleday)</p> <p>Whitmore, J. (2002). <i>Coaching for Performance</i> (3rd Edition). London: Nicholas Brealey.</p> <p>Various online resources on technology platform.</p>
36	Other resource needs essential for delivery of this module	Access to module descriptors – this is to enable students to search through modules available to them in order to personalise their curriculum choice
37	Has the library been informed of resource	Key resources are already available in library or will be provided online.

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needs?	
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The following sections 38-40 are to be completed for one delivery of this module only, which will be the delivery set up on the Banner system

38	Campus, College or other location	Headingley Carnegie
39	Delivery type	Distance/Blended
40	Part of term (When is delivery scheduled)	Second Semester

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41-42 for completion by RSO only				
41	Email received by RSO from Dean or nominee confirming approval	Yes / No	Date	
42	Checked against duplicate module titles and set up on Banner by RSO	Yes / No	Date	

43 Non-Module Title Modification Tracking				
Version	Details of modification	Date of modification	Nature of modification	Relevant course leaders informed
2				
3				
4				
5				
6				
7				

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FOR COMPLETION BY FACULTY FOR MINOR MODIFICATION PURPOSES.

44	Rationale for the change	
45	Nature of change	
46	Proposed by	Print name Margaret Christian, Tam Mason, Nick Sutcliffe Signature, designation & date
47	Discussed at course committee/ review meeting on	Name of course(s) – Leaders in Learning Date(s)
48	Agreed with all relevant course Leaders	Talk with Nick Sutcliffe Course leader signatures & date(s)
49	Approved by T and R group Leader	T&R group leader signature & date
50	Dispatched to Faculty Office by	Print name Signature & date
51	Received and endorsed by FBASC	Signature of chair & date
52	Entered on Faculty database and revised module descriptor confirmed Proposal and approval form filed.	Print name & designation Signature & date
53	Revised module descriptor dispatched to relevant course registry office by	Print name Signature and designation
54	Relevant course administrative team • up-date definitive documentation • dispatch up-dated descriptor to module box • up-date BANNER • Module handbook framework up-dated.	Print name Signature & date