



Information for Applicants:

**Recognition of Prior Experiential
Learning (RPEL)**

For entry to the

**PG Cert Positive Psychology
Coaching
2019 - 20**

Validated by
The University of Worcester



Information for Applicants

Thank you for your interest in the Level 7 Postgraduate Certificate in Positive Psychology Coaching validated by the University of Worcester and taught at Iron Mill College in Exeter.

We recognise that many coaches and related professionals originally trained on vocational programmes that were not validated at Level 6, and therefore may not be able to meet the standard entry criteria for the PG Cert programme. This RPEL assessment process is therefore intended to provide an opportunity for qualified and experienced coaches and related professionals, who wish to apply for a place on the PG Cert Top-up programme when the standard Level 6 entry requirement cannot be evidenced.

Eligibility

You may apply to this programme through RPEL if you meet the following requirements:

- a) You hold full membership of one of the professional bodies for coaching, i.e. EMCC (i.e. Practitioner status), ICF (i.e. ACC status) or The Association for Coaching.

or

- b) You are an experienced coach who has a minimum of 2 years post-qualifying experience; or a professional who has used coaching as part of their role; or a related professional (e.g. in supervision, mentoring, management and leadership) who can provide the required evidence of relevant and transferable skills.

Overview of the RPEL process

Following your application to the PG Cert Positive Psychology Coaching Programme, you will be required to submit a portfolio of evidence demonstrating your experience and your active engagement in CPD activity. You will also be asked to answer to a short questionnaire, against EMCC Competency Criteria.

This portfolio, as well as the questionnaire will be assessed by the Programme Leader and moderated by both the University of Worcester Link Tutor and the Programme External Examiner. The outcome of this assessment, together with your interview, will determine whether you have evidenced the necessary level of experience and academic ability to be offered a place on the programme for your chosen year of entry.

Fee

The 2019 - 20 fee for the RPEL entry assessment is to be confirmed.

Important Dates for 2019-20 Entry

There are four RPEL assessment opportunities scheduled for the 2019-20 intake. You may submit your portfolio for assessment by one of the following dates:

Friday 14th June 2019
 Friday 12th July 2019
 Friday 9th August 2019

Due to the rigorous process of assessment and moderation, please note that it will take approximately four weeks from submission to receive notification of the outcome.

RPEL Assessment Criteria for PG Cert Positive Psychology Coaching

Requirements	Evidence	
1. Current Professional Practice		
1.1 Evidence of EMCC, ICF, Association of Coaching or another accreditation body (full membership). <input type="checkbox"/> If you are submitting evidence of being an accredited member of the EMCC, ICF (EMCC Practitioner or ICF ACC), or other coaching professional body, please go straight to section 3.4 of this table and omit sections 1.2 to 3.3.	Photocopy of current membership card*	
1.2 Evidence that you are currently or have been practicing coaching	Supervisor / line manager signed statement	
1.3 Evidence of relevant related professional activities if applicable (e.g. leadership, management, mentoring, supervision)	Supervisor / line manager signed statement	
2. Training - evidence that you have successfully completed and received an award for coaching practitioner training which:		
2.1 included at least 60 hours of tutor contact hours	Certificate or signed letter from college or coaching school*	
2.2 had a supervised placement, of 30 hours or more, as an integral part of the training	Certificate or signed letter from college or coaching school *	
2.3 covered theory, skills, professional issues and personal development	Certificate or signed letter from college or coaching school *	
3. or, relevant coaching or professional experience (3.1 or 3.2 + 3.3)		
3.1 You have been in practice as a coach for at least two years	Clients' testimonials and /or supervisor / line manager report	
3.2 You have relevant professional experience and transferable skills	Work evidences and or certificates	
3.3 Evidence of all CPD activities attended in the past three years	Photocopies of certificates*	

4. Evidence of ability to engage in study at Level 7		
<p>Write an essay to demonstrate your level of professional experience and learning. We will assess your work using the essay criteria (page 5), which are in line with the FHEQ Level 6 descriptor (page 7).</p> <p>For the essay you can choose one of these topics:</p> <ul style="list-style-type: none"> • Is optimism inherited or learned? • Is resilience an innate quality or a dynamic process? • What are some of the specific interventions by which positive psychologies might try to enhance wellbeing and what is the evidence that such procedures are effective? • Life Coaching and Positive Psychology Coaching: what is the difference? 	<p>Essay: 1,500 words max.</p>	
5. Reflective Statement of Learning		
<p>Write a reflective personal statement evaluating your accumulated learning and experience, and its impact upon your current practice and level of professional development. We will assess your statement with reference to the Level 6 Learning Outcomes listed on page 6 of this document.</p>	<p>Reflective Statement: 1000 words max.</p>	

*originals of your photocopied certificates will be required at interview.

How to submit your portfolio

Before submitting, please check that

- your portfolio of evidence is complete – we cannot accept pieces of evidence submitted separately
- the pages are bound together (treasury tags/staples/lightweight folder)
- your name is on each sheet
- your contact details (name, email, address, phone) are clearly stated on the front page
- the completed checklist (above) is at the front of your submission.

Please send your portfolio to:

Mark Farrall
 Core Lead PG Cert in Positive Psychology Coaching
 Iron Mill College
 Morwenstow
 7 Barnfield Crescent
 Exeter
 Devon
 EX1 1QT

We recommend recorded 'signed for' delivery, or delivery by hand, and it is important that you retain a full copy of your completed portfolio. We will notify you by email when we have received your portfolio so that you know it has arrived safely.

Questions?

We hope this document contains all the information you will need, but if you have any further queries you are welcome to contact us:

Course Leader: Andrea Giraldez-Hayes
Programme Administration: Amanda Murrell
Tel: 01392 219200
Email: enquiries@ironmill.co.uk
Website: www.ironmill.co.uk

RPEL Assessment: guidance documents

This section is for your information and guidance when writing your essay and reflective statement, and the level of work required. It contains:

1. **Essay Criteria:** the academic skills we need to see.
2. **FHEQ Descriptor** for a higher education qualification at level 6: Bachelor's degree with honours

1. Essay Criteria

These criteria are in line with the PG Certificate in Positive Psychology Learning Outcomes and the FHEQ Level 6 Descriptor. Within the essay, you should demonstrate you are able to meet these general requirements:

1. **Relevance:** it directly answers the question
2. **Understanding** of the topic is in depth, well researched and contemporary.
3. **Evidence** of the use of appropriate material (e.g. books, journal articles, etc.)
4. **Organisation** of material into a coherent structure: introduction, argument and evidence, conclusion.
5. **Clear style**, including accurate spelling, clear sentence construction and punctuation
6. **References**
7. **Bibliography**
8. **Use of own words**, except where directly quoting from another source
9. **Language:** professional language; avoidance of inappropriate slang, racist or sexist language
10. **Ability** to understand and to discuss critically abstract ideas, theories and concepts
11. **Argument** - well formulated, substantiated, and with evidence of critical and independent thought.

2. Descriptor for a higher education qualification at level 6: Bachelor's degree with honours

From: [The framework for higher education qualifications in England, Wales and Northern Ireland, August 2008](#)

The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 6 qualifications, including bachelor's degrees, graduate diplomas etc.

Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable contexts
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

36 Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries

of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

37 Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

38 Bachelor's degrees with honours form the largest group of higher education qualifications. Typically, learning outcomes for these programmes would be expected to be achieved on the basis of study equivalent to three full-time academic years and lead to awards with titles such as Bachelor of Arts, BA (Hons) or Bachelor of Science,

BSc (Hons). In addition to bachelor's degrees at this level are short courses and professional 'conversion' courses, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline, leading to, for example, graduate certificates or graduate diplomas.