

**M10A**  
**Strengths-based Coaching – Skills & Knowledge**

1.	Short Code	M10A
2.	Title	Strengths-based Coaching – Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special Educational Needs and Disability: coaching psychology
7.	Module Leader	Dr Sima Patel
8.	Accredited by	
9.	Module Requisitions	
	(ss) Pre-requisite	None
	(tt) Programme Restriction	None
	(uu) Level restrictions	None
	(vv) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	<b>Aims</b>	<ul style="list-style-type: none"> <li>• To equip students with an understanding of why coaching plays an important role in today's educational environment.</li> <li>• To introduce students to the field of coaching psychology and its wide range of behavioural and cognitive techniques which enable individuals to reach their capabilities through self-directed learning and personal growth as well as enhancing their well-being.</li> <li>• To introduce the role of Positive Psychology which is concerned with the study of psychological strengths and positive emotions including resilience, mental flexibility and creativity and how scientifically proven techniques from this field can impact on the well-being of children and young people in education.</li> <li>• To provide students with a theoretically sound and empirically tested model of strengths-based coaching that has combined the best of coaching psychology and positive psychology. Students will then learn to use this particular model of coaching to implement the process of coaching at a practical level with their students.</li> <li>• To make students aware of the need to measure the impact of coaching on goal attainment.</li> </ul>
12.	<b>Learning Outcomes Knowledge</b>	<p>On successful completion of this module, students will have:</p> <ol style="list-style-type: none"> <li>1. An understanding of why knowing about children and young people's values and needs is important as part of preparing them for the coaching process.</li> <li>2. An understanding of why a focus on human strengths is an essential ingredient in strengths-based coaching.</li> <li>3. An understanding of the behavioural and cognitive techniques that underpin a strengths-based model of coaching.</li> <li>4. An understanding of the change process.</li> <li>5. The knowledge behind how to enable others to set attainable goals.</li> <li>6. Knowledge of a specific model of coaching that provides a comprehensive coaching process.</li> <li>7. An understanding and knowledge of how to measure progress towards goal</li> </ol>

	<p>attainment.</p> <p><b>Skills</b></p> <p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> <li>8. Enable children and young people to set attainable SMART goals.</li> <li>9. Have a discussion with children and young people about their strengths and how strengths can be used to attain goals.</li> <li>10. Deliver coaching using a collaborative, solution-focused, results-orientated systematic process, in which the coach facilitates the coachee to play to their pre-identified character strengths in a way that allows optimal functioning and performance in the pursuit of goals, through self-directed learning and personal growth.</li> <li>11. Measure the impact of coaching on goal attainment.</li> </ol>
13.	<p><b>Syllabus</b></p> <p>Informing students about the empirical research carried out in the field of coaching in education to date and exploring why coaching is therefore important in the field of education today; thereby enabling coaching to move from a stage of relative infancy to a mainstream strategy for bringing about positive change in the lives of children and young people.</p> <p>The module goes on to cover the knowledge and skills outlined above (section 12)</p>
14.	<p><b>Learning and teaching</b> will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> <li>• Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.</li> <li>• Allows students to manage and track their progress through the activities and assessments.</li> <li>• Enables students to submit their evidence and assignments, and receive feedback from their tutors.</li> </ul> <p>As this module is focused on Skills &amp; Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.</p> <p>These activities include:</p> <ul style="list-style-type: none"> <li>• Reflection on practice, structured through 'learning log' online entries.</li> <li>• Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales.</li> <li>• Problem-based learning scenarios.</li> </ul> <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> <li>• Directed reading of selected papers, book chapters, specialist online materials.</li> <li>• Use of case study examples, videos and other learning materials.</li> </ul> <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> <li>• Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.</li> <li>• Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via</li> </ul>

	<p>private messaging and forums.</p> <ul style="list-style-type: none"> <li>Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.</li> </ul> <p><b>Assessment strategy</b></p> <p>Assessment is through two activities, both of which assess all 12 learning outcomes and consisting of:</p> <ul style="list-style-type: none"> <li><b>Critical analysis (3000 words):</b> A choice of titles will be given, all of which will assess learning outcomes 1-7.</li> <li><b>Reflective analysis (3000 words equivalent):</b> A reflective diary of a strengths-based coaching input with a child or young person, carried out over a period of time. This will assess learning outcomes (8-11).</li> </ul> <p>Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.</p>
15.	<b>Assessment Weighting</b>
	Seen examination %
	Unseen examination %
	Coursework (no examination) 100%
	Seen examination %
16.	Timetabled examination required No
17.	Length of exam N/A
18.	<p><b>Learning materials</b></p> <p><u>Essential</u></p> <p>The online module guide contains the learning materials and instructions and this is supplemented by web based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include:</p> <p>Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: <a href="http://www.education.gov.uk/lamb/">www.education.gov.uk/lamb/</a></p> <p>Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: <a href="http://www.education.gov.uk/complexneeds/">www.education.gov.uk/complexneeds/</a></p> <p>Directed use of appropriate legislation, Government guidance and reports.</p> <p>The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment.</p> <p>The resource bank area of the module website.</p> <p>Grant, A. M., &amp; Greene, J. (2001). <i>Coach yourself: Make real change in your life</i>. Harlow: Pearson Education.</p> <p>Green, L. S., Oades, L. G., &amp; Grant, A. M. (2006) 'Cognitive-behavioural, solution-focused life coaching: Enhancing goal striving, well-being, and hope', <i>The Journal of Positive Psychology</i>, 1, 142-149.</p> <p>Green, S., Grant, A. M., &amp; Rynsaardt, J. (2007) 'Evidence-based life coaching for senior high school students: Building hardiness and hope', <i>International Coaching Psychology Review</i>, 2 (1), 24-32.</p> <p>Linley, A. (2008). <i>Average to A+</i>. Coventry: CAPP Press.</p> <p>Peterson, C. (2006). <i>A primer in positive psychology</i>. New York: Oxford University Press.</p> <p>Seligman, M. E. P. (2007). 'Coaching and positive psychology', <i>Australian</i></p>

*Psychologist*, 42, 266-267.

Recommended journals

*Journal of Positive Psychology*

*International Coaching Psychology Review*

*Applied Psychology*

Indicative Reading

Linley, P. A. & Harrington, S. (2006) 'Strengths coaching: a potential guided approach to coaching psychology', *International Coaching Psychology Review*, 1, 37-46.

Linley, P. A., Neilson, K. M., Wood, A. M., Gillett, R., & Biswas-Diener, R. (2010) 'Using signature strengths in pursuit of goals: Effects on goal progress, need satisfaction, and well-being, and implications for coaching psychologists', *International Coaching Psychology Review*, 5, 8-17.

*Mentoring and Coaching CPD capacity Building Project: National framework for mentoring and coaching*. Available at: <http://preview.tinyurl.com/bm7xsfj>

Passmore, J. (Ed.) (2006). *Excellence in Coaching*. Great Britain: Kogan Page.

Short, E., Kinman, G., & Baker, S. (2010) 'Evaluating the impact of the peer coaching intervention on well-being among psychology undergraduate students', *International Coaching Psychology Review*, 5, 27-35.

Sue-Chan, C. & Latham, G. P. (2004) 'The relative effectiveness of external, peer, and self-coaches', *Applied Psychology*, 53, 260-278.

Tolhurst, J. (2010). *The Essential Guide to Coaching and Mentoring*. 2nd Ed. Harlow: Longman.