

**M10B**  
**Strengths-based Coaching – Application & Reflection**

1.	Short Code	M10B
2.	Title	Strengths-based Coaching – Application & Reflection
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	
	(ww) Pre-requisite	M10A, or you are concurrently enrolled on M10A (i.e. you are enrolled on both modules of the same topic)
	(xx) Programme Restriction	None
	(yy) Level restrictions	None
	(zz) Other restrictions or requirements	None
10.	Automatic deferral	No
11.	<b>Aims</b>	<ul style="list-style-type: none"> <li>• To enable students to use a theoretically sound and empirically tested model of strengths-based coaching at a practical level with their participants.</li> <li>• To encourage students to monitor their progress, evaluate their performance, do more of what is working and make appropriate changes.</li> <li>• To encourage students to celebrate their successes.</li> </ul>
12.	<b>Learning Outcomes</b>	<p><b>Knowledge</b></p> <p>On successful completion of this module, students will have:</p> <ol style="list-style-type: none"> <li>1. The ability to help their coachees set appropriate goals using the knowledge gained from M10A.</li> <li>2. Knowledge of their own strengths.</li> <li>3. Turned theory into practice.</li> <li>4. Gained insight into the process of coaching.</li> <li>5. Acquired information about their own strengths and areas of development as coaches.</li> <li>6. Gained further insight into how people actually make changes.</li> <li>7. Learnt about further development needs they have.</li> </ol> <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> This module encourages students to implement the strengths-based model of coaching at work so that they can translate theory into practice and start developing their coaching skills. The module will encourage students to monitor, reflect, review and improve their practical skills.</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 Application &amp; Reflection , the Learning Experiences are based around Practical activities that encourage the student to apply their learning in their workplace. These are supported by other 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 private messaging and forums.</li> <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> will cover the 11 learning outcomes, as follows (numbers in brackets refer to learning outcomes assessed):</p> <ul style="list-style-type: none"> <li>• <b>Reflective analysis (3000 words or equivalent):</b> Reflective journal of a number of coaching sessions carried out over time with a child or young person. This will build on the coaching that participants carry out in M09B. Students may, if appropriate, continue to work with the same child/young person. The reflective diary for this module will cover a larger number of coaching sessions over an extended period of time (1,3,6,8,9,10,11)</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Practice analysis (3000 words or equivalent):</b> Feedback and review of their coaching sessions, including a formal session review carried out with the child/young person and reflection about the next steps to be taken in order to integrate strengths based coaching into professional practice (2,4,5,7,11)</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>Biswas-Diener, R &amp; Dean, B (2007). <i>Positive Psychology coaching: Putting the science of happiness to work for your client</i>. New Jersey: John Wiley &amp; Sons Inc.</p> <p>Grant, A. M., &amp; Greene, J. (2001). <i>Coach yourself: Make real change in your life</i>. Harlow: Pearson Education.</p> <p>Linley, A. (2008). <i>Average to A+</i>. Coventry: CAPP Press.</p> <p>Prochaska, J. O. &amp; DiClemente, C. C. (1982). 'Transtheoretical therapy: Towards a more integrative model of change', <i>Psychotherapy: Theory, research and practice</i>, 20, pp.161-173.</p> <p>Seligman, M. E. P. (2007). 'Coaching and positive psychology', <i>Australian Psychologist</i>, 42, pp.266-267.</p> <p><u>Recommended</u></p> <p>Brockbank, A. (2009) <i>The role of reflective dialogue in transformational reflective learning</i>. Available at: <a href="http://www.brockbankmcgill.co.uk/publications/index.htm">http://www.brockbankmcgill.co.uk/publications/index.htm</a> (Accessed 26 June 2012).</p> <p>Cheminais, R. (2010) 'Leadership and development of staff: coaching and mentoring'. <i>Handbook for new SENCOs</i>. SAGE, pp.80-85.</p> <p>Linley, P. A. &amp; Harrington, S. (2006). <i>Strengths coaching: a potential guided</i></p>

	<p>approach to coaching psychology. <i>International Coaching Psychology Review</i>, 1, 37-46.</p> <p>Mourshed, M., Chinezi, C., and Barber, M. (Undated) <i>How the worlds most improved school systems keep getting better</i>. McKinsey &amp; Company. Available at: <a href="http://preview.tinyurl.com/3rejor4">http://preview.tinyurl.com/3rejor4</a> (Accessed: 26 June 2012).</p>
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