



**UNIVERSITY OF
CAMBRIDGE**

Institute of Continuing Education

Undergraduate Certificate in Coaching

2021-2022

Course code: 2122CCB421

COURSE GUIDE

Welcome to the **Undergraduate Certificate in Coaching**, a University of Cambridge award offered by the Institute of Continuing Education (ICE). The Certificate is taught and awarded at FHEQ level 4 (i.e. first-year undergraduate level) and attracts 60 credits. The award is completed in one academic year. For further information about academic credit please see our website: <http://www.ice.cam.ac.uk/studying-with-us/information-for-students/qualifications-that-we-offer>.

The course offers three termly units and a syllabus and reading and resource list for each of these units are included in this course specification.

The course provides students with the knowledge, skills and confidence required to conduct or undertake effective coaching in a range of environments. The course aims to:

1. provide students with the core knowledge, competencies, tools and critical skills to coach others in their chosen sphere of activity;
2. enable students to develop knowledge, skills and competence in a range of coaching approaches, and to be able to critically select and use appropriate techniques in different situations;
3. enable students to integrate conceptual and theoretical knowledge of coaching with practical application to the workplace and/or their chosen sphere of activity;
4. enable students to develop reflective knowledge, skills and practice which will enhance their ability to develop their coaching practice;
5. enable students to develop a clear understanding of coaching and mentoring, and understand their applications with other approaches, including training and counselling.

Transferable skills for further study and employability

1. The capacity for independent thought and judgement
2. The development of independent learning, study and time management skills
3. The deployment of skills in critical reasoning
4. The development of competence in using IT to support one's work
5. The ability to work with others, productively and equitably
6. The qualities necessary for employment requiring the exercise of some personal responsibility and the demonstration of high levels of motivation and personal commitment through part-time study

Study hours

The award of academic credit is a means of quantifying and recognising learning and within the UK, one credit notionally represents 10 hours of learning¹. Each of the units in this course attracts 20 credits so students should expect to need to study for approximately 200 hours in total to complete each unit successfully. However, it is recognised that students study at different paces and use a variety of approaches, so this is a recommendation, rather than a hard-and-fast calculation.

Course Accreditation

The Institute of Continuing Education is an Organisational Member and recognised coach training provider of the [Association for Coaching](#) (AC) and our course has been awarded the Accredited Certificate in Coaching Training (ACCT) status. Being enrolled on the Certificate in Coaching entitles you to one-year student membership with the AC giving you the support of the full range of AC services available to AC Affiliate Members. Benefits include Co-coaching forums, Group Supervision, and discounts on events, conferences and third-party services including insurance.

¹ 'Academic credit in higher education in England – an introduction'. The Quality Assurance Agency for Higher Education, 2009

Insurance

Students enrolled on the Certificate in Coaching are covered by the University's Professional Indemnity Insurance when undertaking coach practice as a requirement of the course. This only applies to students actively enrolled on the Certificate in Coaching, withdrawn or intermitting students who continue to undertake coach practice are not covered by the policy.

Teaching staff

Course Director: Ruth Hughes

With an extensive teaching and senior leadership career, mainly in education and the voluntary sector, Ruth now leads an award-winning coaching, training and consultancy company, specialising in supporting cultural transition and wellbeing. Provision includes coaching training for leaders and educators, team and career coaching, cultural transition coaching and supporting organisations to develop their leaders' coaching skills and embed a coaching approach.

Ruth concurrently holds a part-time role as Deputy Director for Student Experience on a world-renowned Applied Positive Psychology and Coaching Psychology Programme Master's Programme in addition to associate coaching and faculty roles in a number of specialist coaching and coach training companies and institutions. She works with a wide range of universities and organisations supporting education and international staff and students, mainly with senior leaders and leadership teams. She has a particular interest in supporting leaders through cultural transition, utilising strengths, emotional intelligence and a systematic approach to development and performance. At the University of Cambridge, Institute of Continuing Education, Ruth is Course Director for the Certificate in Coaching.

Ruth's coaching approach is informed by an EMCC Senior practitioner accredited MSc (MAPPCP) in Applied Positive Psychology and Coaching Psychology and draws on a range of theoretical influences to produce a style which is informed, empathetic and very much tailored to the individual and/or team within their specific contexts. Her warm, collaborative style builds on establishing productive relationships and is underpinned by a supportive and challenging process where personal and professional growth, new perspectives and positive change can emerge.

Her teaching style combines evidence-based academic rigour with compassion, experiential learning and practical coaching skills development. Each student who attends the Certificate in Coaching is unique; motivation, previous experience, cultural background and so many other factors can vary widely. However, accompanying students on their challenging and fulfilling coaching development journey and watching their personal and professional growth as they expand their horizons, is always a delight.

Administrative staff

Course Coordinator	Liz Deacon	01223 746227	coaching@ice.cam.ac.uk
Administrator	Rhian May	01223 768952	coaching@ice.cam.ac.uk

Contact details of ICE

Institute of Continuing Education
University of Cambridge
Maddingley Hall
Maddingley
Cambridge
CB23 8AQ
T: 01223 746222
www.ice.cam.ac.uk

Please also refer to the the relevant Student Handbook for award-bearing courses for further information and guidance relating to all aspects of the course including study skills, assignments, assessment and moderation. The Course Information and Help and Guidance section of the VLE will also contain valuable information specific to your course.

Information correct as at 20/07/2021

Syllabus

Unit 1: Introduction to coaching: core skills and methodologies

Term start date	8 October 2021	Assignment deadline	5 January 2022
Study Days	8 October (induction), 14 & 15 October, 21 & 22 October		
Tutorials	28 October, 4, 11, 18 & 25 November, 2, 9 & 16 December (<i>1 hour session, group times tbc</i>)		
Tutors	Course Director plus a team of tutors whose expertise is shaped by both theoretical knowledge and practical experience		

Aims

This unit provides students with a thorough introduction to the subject of coaching and has the following interconnected aims:

1. to provide the foundations for effective coaching practice through a framework of academic coaching knowledge and practical experience;
2. to enable students to understand and apply concepts and theories that underpin coaching practice;
3. to compare and contrast coaching with other development approaches, including mentoring, training and counselling;
4. to equip students with the communication and inter-personal skills necessary for establishing effective and developmental coaching relationships;
5. to develop skills in the application of coaching approaches, and in selecting and using appropriate coaching techniques.

Content

This unit is designed to lay the foundations for coaching knowledge and practice. Practical skills are developed with reference to appropriate coaching authors such as Whitmore, Downey and Gallwey.

This unit is highly experiential and interactive. Core coaching skills such as effective listening, questioning and generating feedback are introduced, emphasising the importance of developing a trusting relationship. Students observe coaching in practice and then take part in practice sessions to develop their skills. The development of coaching is situated within and referenced against coaching theories and methodologies.

Starting with an exploration of coaching, students consider a range of coaching descriptions and definitions. From this basis, the unit proceeds to consider the qualities that might be seen in effective coaching and examines the different applications of coaching.

The application of core coaching skills develops into an exploration of coaching processes and introductory models, such as T-GROW, which are then applied in practice sessions. Emphasis is placed upon raising the students' awareness and responsibility when engaged in coaching. The value and benefits of critical thinking skills within coaching are also considered.

Presentation of the unit

The content, activities and interaction for the unit will be delivered remotely using video-based teaching platforms and an online course Virtual Learning Environment (VLE). Teaching and learning

for the unit are delivered through a combination of formal presentations by tutors, a range of interactive and participatory methods of teaching and learning and through reading and tasks to be undertaken individually by students outside the unit sessions. Such interactive and participatory methods of teaching and learning may include small and whole group practice sessions and exercises, case studies, structured seminar discussions, readings set through the VLE and oral presentations.

Students are required to undertake pre-session activity in advance of the Study Days. Students are expected to participate actively in Study Day sessions and to fully engage in learning opportunities available on the VLE. Students are encouraged to identify and participate in supportive virtual learning groups with fellow students.

Course Structure

After the Study Days have finished, learning continues on the VLE and in tutorials. Relevant reading is uploaded to the VLE, with emphasis on coaching skills, methods and theories, and the differences between coaching and other developmental approaches as a preparation for completion of the assignment. Students are encouraged to form learning groups, take part in discussion forums and are encouraged to use these to share ideas and encourage learning. This also helps students to develop critical thinking assignment-writing skills. Keeping a reflective journal throughout the programme is encouraged.

Session	Topic	Indicative content
Study Day 1 8 October 2021	Induction	Introduction to the programme, introduction to each other & study skills
Study Day 2 14 October 2021	Introduction	An exploration of coaching and what makes an effective coach.
Study Day 3 15 October 2021	T-GROW Model	Introduction of core coaching skills and exploration of the T-GROW model of coaching. coaching demonstration and coaching practice.
Study Day 4 21 October 2021	Coaching applications	How coaching is different to alternative interventions. Introduction of the Johari Window and Inner Game.
Study Day 5 22 October 2021	Coach practice	Opportunity to coach, be coached and review the sessions. Introduction to reflective practice and coaching competences

Learning Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- demonstrate the core knowledge, critical skills, competencies and tools to coach others in their chosen sphere of activity;
- develop knowledge, skills and competence in a range of coaching techniques, and be able to critically select and use appropriate techniques in different situations;
- integrate conceptual and theoretical knowledge of coaching with practical application to the workplace and/or their chosen sphere of activity;
- develop reflective knowledge, skills and practice that will enhance their ability to develop their coaching practice;
- develop a clear understanding of coaching and compare and contrast it with mentoring, training, counselling and consulting.

Student assessment

Assignment (1): The purpose, role and application of coaching

Students are required to write one assignment of 3,000 – 3,500 words that covers the following:

- describe the purpose of coaching;
- compare and contrast coaching with one of the following: mentoring, training, counselling or consulting;
- critically review a coaching quality or skill;
- provide a reflective self-analysis of personal coaching competences at the start of this programme.

Closing date for the submission of assignment: 5 January 2022 by 12.00 (noon) GMT*

*Greenwich Mean Time

****CORE PROGRAMME TEXTBOOK** Available as an ebook via the University Library**

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Cox, E., Bachkirova, T. and Clutterbuck, D. eds.	2018	<i>The complete handbook of coaching.</i>	3 rd edition. London: Sage.

Peer reviewed journals	
<i>Coaching: An International Journal of Theory, Research and Practice</i>	http://www.tandfonline.com/toc/rcoa20/current Accessed 1 July 2020
<i>International journal of evidence based coaching and mentoring</i>	http://ijebcm.brookes.ac.uk/ Accessed 1 July 2020
<i>Coaching: An International Journal of Theory, Research and Practice,</i>	http://www.associationforcoaching.com/page/MemberProducAcc Accessed 1 July 2020
<i>Philosophy of coaching: An international journal</i>	https://philosophyofcoaching.org/ Accessed 1 July 2020

Unit 1 Reading and resource list

Core reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Cottrell, S.	2017	<i>Critical thinking skills: effective analysis, argument and reflection(Palgrave study skills)</i>	3 rd Edition. Basingstoke: Palgrave Macmillan.

Downey, M	2014	<i>Effective modern coaching</i>	London: Lid Publishing
Dexter, J, Dexter, G. and Irving, J.	2010	<i>An introduction to coaching</i>	London: Sage Publications
Kline, N.	2002	<i>Time to think: listening to ignite the human mind.</i>	London: Cassell .
Rogers, J.	2016	<i>Coaching skills: the definitive guide to being a coach</i>	4 th edition. Maidenhead. Open University Press
Starr, J.	2016	<i>The coaching manual: the definitive guide to the process, principles and skills of personal coaching.</i>	4 th ed. Harlow: Pearson Education Limited.
Whitmore, J.	2017	<i>Coaching for performance: growing human potential and purpose.</i>	5 th ed. London: Nicholas Brealey Publishing.
Van Nieuwerburg, C.	2017	<i>An introduction to coaching skills.</i>	2 nd ed. London: Sage Publications
Whitworth, L., Kimsey-House, K., Kimsey-House, H. and Sandahl, P.	2018	<i>Co-active coaching: changing business, transforming lives</i>	4 th ed. Mountain View: Davies-Black.

Further reading

Students wishing to deepen their understanding of coaching will find the following useful:

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Whitworth, L., Kimsey-House, K., Kimsey-House, H. and Sandahl, P.	2018	<i>Co-active coaching: changing business, transforming lives</i>	4 th ed. Mountain View: Davies-Black.
Gallwey, T.	2003	<i>The inner game of work: overcoming mental obstacles for maximum performance.</i>	London: Texere
Gray, D., Garvey, B. and Lane, dD		<i>A critical introduction to coaching and mentoring</i>	London: Sage Publications.
Jones, G., and Gorel, R.	2018	<i>50 top tools for coaching.</i>	4 th edition. London: Kogan Page
Lee, G.	2003	<i>Leadership coaching: from personal insight to organisational performance.</i>	London: CIPD.
McMahon, G. and Archer, A.	2010	<i>101 coaching strategies and techniques.</i>	London: Routledge.
Neale, S., Spencer-Arnell, L. and Wilson, L.	2015	<i>Emotional intelligence coaching: improving performance for leaders, coaches and the individual.</i>	London: Kogan Page.
Nelson-Jones, R.	2006	<i>Life coaching skills: how to develop skilled clients.</i>	London: Sage Publications.

Palmer, S. and Whybrow, A. eds.	2018	<i>Handbook of coaching psychology: a guide for practitioners.</i>	2 nd ed. Hove: Routledge.
Parsloe, E. and Leedham, D.	2016	<i>Coaching and mentoring: practical techniques to improve learning and performance.</i>	3 rd edition. London: Kogan Page.
Passmore, J. ed.	2015	<i>Excellence in coaching: the industry guide.</i>	3 rd ed. London: Kogan Page.
Wilson, C.	2014	<i>Performance Coaching: A Complete Guide to Best Practice Coaching and Training</i>	London: Kogan Page.

Unit 2: Raising awareness in self and others

Term start date	5 January 2022	Assignment deadline	23 March 2022
Study Days	6 & 7 January, 13 & 14 January		
Tutorials	20 & 27 January, 3, 10, 17 & 24 February, 3 & 10 March (<i>1 hour session, group times tbc</i>)		
Tutors	Course Director plus a team of tutors whose expertise is shaped by both theoretical knowledge and practical experience		

Aims

This unit has the following interconnected aims:

1. to define and distinguish between different aspects of awareness - directed and undirected, awareness of the client and self, and the significance of awareness for the co-created reality within the coaching relationship;
2. to develop students' capability to coach within the psychological and emotional dimensions experienced in coaching;
3. to introduce different psychological approaches within coaching with an emphasis on their relative merits.

Content

Developing awareness of self, others and the co-created reality between coach and client provides the foundations for learning in this unit. It considers the themes of: directed awareness and undirected awareness; awareness of others; awareness of self in response to the other (as found in the coaching context); and how this might be used in coaching. Models examined include Gestalt and positive psychology, together with the concept of psychological mindedness.

Students identify, describe and explore personal values and, from this, reflect on how to work effectively with others' values.

Coaching roles and responsibilities are also examined within the context of creating a safe environment for both the client and the coach. Reference is made to relevant legislation and codes of practice. Using self-assessment, together with feedback from others, students are invited to critically reflect upon their personal learning and development as coaches.

Students will reflect upon coaching models and integrate theory with their personal experiences as a way of strengthening their practice.

Students are invited to generate critical feedback with each other and to develop reflective practice to enhance their coaching.

Presentation of the unit

The content, activities and interaction for the unit will be delivered remotely using video-based teaching platforms and an online course Virtual Learning Environment (VLE). Teaching and learning for the unit are delivered through a combination of formal presentations by tutors, a range of interactive and participatory methods of teaching and learning and through reading and tasks to be undertaken individually by students outside the unit sessions. Such interactive and participatory methods of teaching and learning may include

small and whole group practice sessions and exercises, case studies, structured seminar discussions, readings set through the VLE and oral presentations.

Students are required to undertake pre-session activity in advance of the Study Days. Students are expected to participate actively in Study Day sessions and to fully engage in learning opportunities available on the VLE. Students are encouraged to identify and participate in supportive virtual learning groups with fellow students.

Course Structure

After the Study Days have finished, learning continues on the VLE and in tutorials. Relevant reading is uploaded to the VLE, with emphasis on coaching skills, methods and theories, values and the role of awareness-raising as a preparation for completion of the assignment. The VLE is also used to consider relevant codes of conduct, together with discussions about values and their impact on coaching. Students take part in learning groups and discussion forums and are encouraged to use these to share ideas and encourage learning. This also helps students to develop critical thinking and assignment-writing skills. Keeping a reflective journal throughout the programme is encouraged.

Students are also expected to conduct 5 hours of coaching sessions which they are required to record and reflect on.

Session	Topic	Indicative content
Study Day 1 6 January 2022	Raising awareness	Induction to psychological mindedness. Creating awareness in self and others. Assignment review and planning.
Study Day 2 7 January 2022	Values	Introduction to personal and organisational values and their role in coaching.Coaching practice sessions.
Study Day 3 13 January 2022	Core values in practice	Coaching demonstration session and development of a personal profile. Introduction to coaching supervision.
Study Day 4 14 January 2022	Psychological approaches and coach practice	Introduction to Gestalt and Positive Psychology and the opportunity to coach, be coached and review the sessions.

Learning Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- demonstrate further knowledge, critical skills, competencies and tools to coach others in their chosen sphere of activity;
- develop knowledge, skills and competence in raising awareness within the client;
- integrate conceptual and theoretical knowledge of coaching with practical application by focusing upon psychologically-based approaches;
- develop ‘psychological mindedness’ based upon self-awareness and critical self-review;
- critically reflect upon their personal development as a coach.

Student assessment

Assignment (2): Raising awareness through coaching

Students are required to write an assignment of 3,000-3,500 words that covers the following:

- analyse either the legal, ethical or diversity implications of coaching;
- explain the purpose and process of raising client awareness through coaching;
- critically review a core coaching value;

- provide a reflective summary of your personal learning and development as a coach including and cross referencing your 5 hours of coaching practice. Direct reference should be made to your coaching logs as evidence to support your summary.

Not included in the word count:

- provide evidence of 5 hours coaching beyond the programme (contributing to a total of 20 hours) in the form of a coaching log which includes a summary of reflections and how academic learning has been integrated into coaching practice.

Closing date for the submission of assignments: 23 March 2022 by 12.00 (noon) BST*

*British Summer Time

Unit 2 Reading and resource list

Core reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Beisser, A.	1970	<i>The paradoxical theory of change. Gestalt therapy now</i>	[online] http://www.gestalt.org/arnie.htm Accessed 15 October 2018
Biswas Diener, R. and Dean, B.	2007	<i>Positive psychology coaching.</i>	New Jersey: Wiley and Sons
Cox, E.	2012	<i>Coaching understood: a pragmatic enquiry into the coaching process</i>	London: Sage Publishing.
Leary-Joyce, J.	2014	<i>The fertile void: gestalt coaching at work.</i>	St Albans: Academy of Executive Coaching Press
Iordanou, I, Hawley, R., Iordanou, C.	2016	<i>Values and ethics in coaching.</i>	London: Sage
Pelham, G.	2015	<i>The coaching relationship in practice</i>	London: Sage Publishing
Palmer, S. and Whybrow, A. eds.	2018	<i>Handbook of coaching psychology.</i>	2 nd ed. Hove: Routledge
Passmore, J., ed.	2013	<i>Diversity in coaching: working with gender, race, culture and age.</i>	London: Kogan Page
Passmore, J. ed.	2015	<i>Excellence in coaching: the industry guide.</i>	3 rd ed. London: Kogan Page.

Further reading

Students wishing to deepen their understanding of coaching will find the following useful:

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Biswas Diener, R.	2010	<i>Practicing positive psychology coaching: assessment activities and strategies for success.</i>	New Jersey: Wiley and Sons

Bluckert , P.	2006	<i>Psychological dimensions of executive coaching.</i>	Maidenhead: McGraw Hill
Bluckert, P.	2015	<i>Gestalt coaching: right here, right now.</i>	Maidenhead: Open University Press
De Haan, E.	2011	<i>Relational coaching: journey towards mastering one to one learning.</i>	London: Wiley
Hay, J.	2007	<i>Reflective practice and supervision for coaches.</i>	Maidenhead: Open University Press.
Illiffe-Wood, M	2014	<i>Coaching presence: building consciousness and awareness in coaching conversations</i>	London. Kogan Page
Passmore, J., ed	2012	<i>Psychometrics in Coaching: using psychological and psychometric tools for development</i>	2 nd edition. London. Kogan Page
Passmore, J., ed.	2014	<i>A complete psychological toolkit for advanced coaching.</i>	London: Kogan Page
Peltier, B.	2009	<i>The psychology of executive coaching: theory and application.</i>	2 nd ed. New York: Taylor and Francis Group.
Perls, F., Hefferline, R. and Goodman, P.	1994	<i>Gestalt therapy: excitement and growth in the human personality.</i>	London: Souvenir Press.
Rogers, C.	2004	<i>On becoming a person: a therapist's view of psychotherapy.</i>	Constable and Robinson: London.

Unit 3: Coaching applications and coaching practice

Term start date	28 March 2022	Assignment deadline	10 June 2022
Study Days	31 March & 1 April, 7 & 8 April		
Tutorials	14, 21 & 28 April, 5, 12, 19 & 26 May, 1 June (<i>1 hour session, group times tbc</i>)		
Tutors	Course Director plus a team of tutors whose expertise is shaped by both theoretical knowledge and practical experience		

Aims

This unit has the following interconnected aims:

1. to consider, compare and contrast different coaching applications and theoretical models, including life coaching and executive coaching and associated methodology;
2. to explore the implications of effective and safe coaching within two-way coaching relationships (often evident in life coaching) and three-way relationships (frequently experienced in executive coaching);
3. to review practical aspects of managing the coaching relationship including contracting, planning, monitoring, reviewing and closing;
4. to enable students to critically review their abilities as a coach.

Content

This unit compares and contrasts life and executive coaching, and the contrasting dynamics experienced in two-way and three-way relationships. It also explores differing coaching applications and techniques. The dynamics of the coaching relationship are considered through the application of the transactional analysis approach. The course explores theoretical models and methodologies that can be applied within both life and executive coaching practices.

The management of the coaching relationship is discussed from contracting at the outset, through to monitoring and review, and considering the conclusion of coaching relationships. Different contracting and record-keeping models are reviewed.

These practical factors are considered within the context of the 'co-created' reality that develops between the coach and client, referencing appropriate coaching and psychological models and theories. Students reflect upon their 'readiness' to coach others and how they can progress beyond the course with their personal and professional development.

Presentation of the unit

The content, activities and interaction for the unit will be delivered remotely using video-based teaching platforms and an online course Virtual Learning Environment (VLE). Teaching and learning for the unit are delivered through a combination of formal presentations by tutors, a range of interactive and participatory methods of teaching and learning and through reading and tasks to be undertaken individually by students outside the unit sessions. Such interactive and participatory methods of teaching and learning may include small and whole group practice sessions and exercises, case studies, structured seminar discussions, readings set through the VLE and oral presentations.

Students are required to undertake pre-session activity in advance of the Study Days. Students are expected to participate actively in Study Day sessions and to fully engage in learning opportunities available on the VLE. Students are encouraged to identify and participate in supportive virtual learning

groups with fellow students. Further coaching practice in addition to academic study is central to on-going professional development.

Course Structure

Through the exploration of the coaching relationship, students are encouraged to be critically aware of their cognitive and emotional responses that might contribute to or detract from the quality of the relationship. This is combined with the 'practicalities' of managing the relationship. The unit also considers awareness beyond the relationship – awareness not only of the self and the client, but also, if relevant, of the organisation (sponsor) and stakeholders. It considers the importance of the coach's integrity and the need for continuing professional development. There are opportunities for coaching supervision and students are encouraged to consider the contexts in which they may be coaching in the future.

Students are invited to continuously appraise their personal and professional development through reflective practice, and to link their experiences from practice with relevant academic concepts, models and theories of coaching.

After the Study Days have finished, learning continues on the VLE and in tutorials. Relevant reading is uploaded to the VLE, with emphasis on coaching skills, methods and theories as a preparation for completion of the assignment. Students take part in learning groups and discussion forums and are encouraged to use these to share ideas and encourage learning. This also helps students to develop critical thinking and assignment-writing skills.

The VLE is used to stimulate thinking about further theoretical approaches to coaching, additional coaching techniques and applications of coaching within specific contexts.

Students are expected to conduct, record and reflect on a further 15 hours of coaching outside of the workshop which supports professional development and the reflective elements of the assignment.

Session	Topic	Indicative content
Study Day 1 31 March 2022	Readiness as a coach	Exercises on personal readiness for coaching including coaching practice sessions.
Study Day 2 1 April 2022	Coaching relationships	Introduction to tools and processes to manage the coaching process and exploration of life/executive coaching
Study Day 3 7 April 2022	Tools and techniques	Using coaching tools and techniques in coaching practice sessions
Study Day 4 8 April 2022	Theories and models	Introduction of two coaching models for discussion. On-going self-assessment and personal development plan.

Learning Outcomes

As a result of the unit, within the constraints of the time available, students should be able to:

- develop further knowledge, critical skills, competencies and tools to coach others in their chosen sphere of activity;
- demonstrate knowledge, skills and competence in a range of coaching techniques, and to be able to critically select and use appropriate techniques for approaches such as life coaching and executive coaching;
- appropriately apply different coaching models and theories and integrate them with their coaching practice;
- develop reflective knowledge and evaluate academic knowledge to inform and enhance personal coaching practice. This will include a critical review of personal coaching knowledge, skills and competences. Reflections from all 20 hours (5 submitted in Unit 2 and 15 in Unit 3) of coaching beyond the course are required.

Student assessment

Assignment (3): Foundations for effective coaching practice

Students are required to write an assignment of 3,000-3,500 words that covers the following:

- describe and analyse two principles that will underpin your coaching practice within a specific application, for example, life coaching or executive coaching;
- provide a reflective and analytical personal coaching development commentary including a critical review of your personal strengths and weaknesses drawing on your reflections on your coaching practice and making explicit reference to evidence in your coaching logs;
- create a plan for your personal and professional development as a coach.

Not included in the word count:

- provide evidence of 15 hours coaching beyond the programme (contributing to a total of 20 hours) in the form of a coaching log which includes a summary of reflections and how academic learning has been integrated into coaching practice.

Closing date for the submission of assignments: 10 June 2022 by 12.00 (noon) BST

Unit 3 Reading and resource list

Core reading

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Day, I. and Blakey, J.	2012	<i>Challenging coaching.</i>	London: Nicholas Brealey
Martin, C.	2002	<i>The life coaching handbook: everything you need to be an effective life coach.</i>	Carmarthen: Crown House Publishing
Neale, S., Spencer-Arnell, L. and Wilson, L.	2010	<i>Emotional intelligence coaching: improving performance for leaders, coaches and the individual.</i>	London: Kogan Page
Nelson-Jones, R.	2007	<i>Life coaching skills: how to develop skilled clients.</i>	London: Sage Publications
O'Connor, J. and Lages, A.	2004	<i>Coaching with NLP.</i>	London: Harper Collins
Neenan, M. and Dryden, W.	2013	<i>Life coaching – a cognitive behavioural approach</i>	2 nd ed. Hove: Routledge
Rogers, C.	1967	<i>On becoming a person: a therapist's view of psychotherapy.</i>	Constable: London
Whitworth, L., Kimsey-House, K., Kimsey-House, H. and Sandahl, P.	2018	<i>Co-active coaching: changing business, transforming lives</i>	4 th ed. Mountain View: Davies-Black.

Further reading

Students wishing to deepen their understanding of coaching will find the following useful:

Author / editor	Year of publication	Book title OR chapter in book, page numbers & book title and editors	Publisher and place of publication
Brann, A.	2017	<i>Neuroscience for coaches.</i>	2 nd ed. London: Kogan Page
Covey, S. R.	2004	<i>The 7 habits of highly effective people: powerful lessons in personal change.</i>	London: Simon and Schuster
Garvey, R., Megginson, D., and Stokes, P.	2017	<i>Coaching and mentoring: theory and practice</i>	3 rd edition. London. Sage Publications
Greene, J. and Grant, A.	2006	<i>Solution-focused coaching: managing people in a complex world</i>	CIPD.
Goleman, D.	2004	<i>Emotional intelligence and working with emotional intelligence:</i>	London: Bloomsbury
Hall, E	2013	Mindful Coaching: how mindfulness can transform your coaching practice	London. Kogan Page
Pemberton, C.	2015	Resilience: a practical guide for coaches	Maidenhead. Open University Press
Nelson-Jones, R.	2007	<i>Life coaching skills: how to develop skilled clients.</i>	London: Sage Publications
Peltier, B.	2001	<i>The psychology of executive coaching: theory and application.</i>	New York: Taylor and Francis Group
Passmore, J. ed	2015	<i>Leadership coaching: working with leaders to develop elite performance.</i>	London: Kogan Page
Passmore, J., ed.	2014	<i>A complete psychological toolkit for advanced coaching.</i>	London: Kogan Page
Sandler, C.	2011	<i>Executive coaching: a psychodynamic approach.</i>	Maidenhead: Open University Press
Western, S.	2012	Coaching and mentoring: a critical text.	London: sage Publications.

TIMETABLE

Unit 1: Introduction to coaching: core skills and methodologies

Unit start date	8 October 2021
Study Days	8, 14, 15, 21 & 22 October 2021
Tutorials	28 October 2021 4, 11, 18 & 25 November 2021 2, 9 & 16 December 2021
Assignment deadline	5 January 2022

Unit 2: Raising awareness in self and others

Unit start date	5 January 2022
Study Days	6, 7, 13 & 14 January 2022
Tutorials	20 & 27 January 2022 3, 10, 17 & 24 February 2022 3 & 10 March 2022
Assignment deadline	23 March 2022

Unit 3: Coaching applications and practice

Unit start date	28 March 2022
Study Days	31 March 2022 1, 7, & 8 April 2022
Tutorials	14, 21 & 28 April 2022 5, 12, 19 & 26 May 2022 1 June 2022
Assignment deadline	10 June 2022

Whilst every effort is made to avoid changes to this programme, published details may be altered without notice at any time. The Institute reserves the right to withdraw or amend any part of this programme without prior notice.