

## Liverpool John Moores University

Title: Fundamentals of coaching for developing health and social care practice  
Status: Definitive  
Code: **7123HEAL** (127173)  
Version Start Date: 01-08-2021

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Nursing and Allied Health

Team	Leader
Mireille Patrick	Y
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**Academic Level:** FHEQ7      **Credit Value:** 20      **Total Delivered Hours:** 40

**Total Learning Hours:** 200      **Private Study:** 160

### Delivery Options

Course typically offered: Runs Twice - S1 & S2

Component	Contact Hours
Seminar	13
Tutorial	2
Workshop	25

**Grading Basis:** 50 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	Portfolio	Portfolio (2500 words)	50	
Reflection	Case Study	Case study (2000 words)	50	

### Aims

*To develop a critical understanding of the underlying fundamental theory and principles of coaching within Health and Social Care.*

*To demonstrate a critically reflexive approach to synthesising coaching theory and*

*principles within the context of practice.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Critically explore the evidence based coaching theories, principles and models underpinning practice.
- 2 Demonstrate a critical awareness of the wider influence of coaching within an organisation.
- 3 Critically examine and evaluate the self as a coach and the influence of coaching theories, principles and models underpinning professional practice.
- 4 Critically evaluate the application of coaching in practice.

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

Portfolio	2	3	
Reflection	1	2	4

## **Outline Syllabus**

*The group members will determine the core topics as per their learning outcomes. The main topics will be on the following themes and will be addressed through resource sessions, group work, seminars and workshops.*

*Coaching theory and models underpinning practice.*

*Coaching skills and application to practice.*

*Coaching methods and tools required for practice.*

*Understanding of coaching techniques required for practice.*

*Identification of the influences and complexities of coaching in practice (including professional, legal and ethical)*

*Reflecting on self and others and influence on professional coaching practice.*

## **Learning Activities**

Seminars  
Workshops  
Critical reading  
online learning  
Role play

## **Notes**

The programme has taken account of the appropriate levels of the Frameworks for

Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) and is aligned to level 7 descriptors. This is reflected in the module learning outcomes. The programme has been informed by the most recent QAA Subject Benchmark Statement: Health Studies (QAA, 2019).

The module involves classroom attendance, which is further supported by a range of learning support tools. The module is part time and will run for 5 taught sessions, online activities and workbased learning. Sessions will be driven by student need. Learning logs and reflective journaling will inform group discussions to identify and develop areas of need. There will be guidance from the Lecturer and peer support in class. The module is assessed by a portfolio and reflective case study.

The criteria for admission to the module require the candidates will have evidence of ability to study at academic level 7, ideally applicants will have a minimum of a degree (level 6). Applicants will need to be in a workplace setting.

The final award is a Continuing Professional Development – Fundamentals of coaching for developing health and social care practice, 20 credits at Level 7.

The students will have access to a Virtual Learning Environment (VLE) site and the University's other range of electronic support such as access to the electronic library facilities. The module VLE site reflects contemporary reading lists, links to journal articles and study support materials covering areas such as critical writing and library support. The students also have access to the module leader through phone contact, emails and face to face meetings.

An Off-Campus Support Gateway is available for students who wish to access LJMU computing and information resources while off-campus. This is helpful for students who are working full time whilst undertaking this CPD.

The programme is assessed and run in line with the Academic Framework.

Attendance is required for taught sessions and students will be expected to engage with online activities, though they will be able to do this in their own time.

The methods for improving the quality and standards of learning are:

- Continuous Monitoring and Enhancement
- Liaison and feedback from the students
- Board of Studies for MA Nursing
- Reports from the External Examiner
- Programme team ensuring the module reflects the values of the current teaching and learning strategy
- Module leader updating knowledge and skills to ensure these remain current and relevant

This is a standalone CPD. A specific external examiner will be identified for the module.

The approved intake month(s) is Flexible.

The programme SIS code is 36384. The CPD forms part of the MA Nursing, MA Nursing Mental Health, MA Nursing Clinical Leadership and MA Nursing Clinical Education.