

## Postgraduate Diploma in Coaching Module Descriptors

### **Applied Psychology in Coaching (NQF 8, 14 credits)**

This module makes the research and wisdom of psychological theory accessible to coach practitioners as a basis for effective coaching. It explores the nature of psychology as a theoretical discipline and its relationship to and impact on coaching. It provides an understanding of the multiple perspectives that have emerged in psychology over the years with focus given to different schools of psychological thought, their conceptualisations of human behaviour and how various pertinent concepts are applicable within the scope of practice of a coach. In addition, the student undertakes a process of personal exploration through critically evaluating the application of these psychological theories, concepts and models within their own personal and/or professional journey. This self-reflection takes place through guided journaling activities. In addition, students have a lived experience of what it is like to be coached.

### **Coaching Foundations, Relationship and Communication Skills (NQF 8, 12 credits)**

This module introduces students to context-setting and interpersonal skills that are essential for an effective coaching relationship. It provides a comprehensive skills-base that is immediately applicable to the coaching relationship in a variety of coaching environments. Students learn how to effectively apply knowledge of interpersonal theory and a variety of coaching competencies by means of Peer Coaching, Observed Sessions with feedback and Mentor Coaching (individual and group sessions). In alignment with the International Coach Federation (ICF) core competencies, the skill areas focused on in this module are: Setting the Foundation, Co-Creating the Relationship and Communicating Effectively. The corresponding COMENSA competencies are also covered. Students explore the application of these competencies using a common coaching framework. This is the first of two modules that focus on core coaching competencies.

### **Applying Principles of Adult Learning and Change in Coaching (NQF 8, 14 credits)**

This module focuses on theories and models that describe the nature of adult learning and change, and their application within the context of coaching. Students explore coaching conversations as conversations for new learning as part of a client's journey towards desired change. They come to understand how effective coaching facilitates processes of adult learning and change according to the client's agenda. Furthermore, in this module students explore their own application of Egan's Skilled Helper Model as a structured coaching model to journey with coaching clients through their change processes. Reflective journaling and peer coaching practices aim to creating learning opportunities to generate change in their own personal and professional lives.

### **Facilitating Learning and Results in Coaching (NQF 8, 12 credits)**

Building on the module Coaching Foundations, Relationship & Communication Skills, this module explores further core coaching competencies needed for an effective coaching journey with a client. It provides an action-focused skills base that helps a coach to hold an effective results-based conversation with a client. In alignment with International Coach Federation (ICF) core competencies, the skill area focused on in this module is: Facilitating Learning and Results. The module builds a student's ability to create awareness, design actions, plan and set goals, manage accountability and progress, in collaboration with the client. The corresponding COMENSA competencies are also covered. The roles and responsibilities of coach and client are clearly explored, so that students understand the importance of being catalysts and empowering clients to make their own choices. Students learn how to apply these core coaching competencies effectively by means of Peer Coaching, Observed Sessions with feedback and Mentor Coaching (individual and group sessions). For those continuing their studies with us beyond this module, the two aforementioned modules culminate in a performance exam at the end of the year, which consists of a coaching demonstration reviewed by evaluators.

### **Ethics, Values and Diversity in Coaching (NQF 8, 14 credits)**

This module's primary aim is to expose students to current thinking about ethical practice and diversity within coaching. The student explores topics related to the needs of the client and the responsibilities of a professional practitioner coach. Ethical guidelines and codes of conduct are explored, with focus given to those of the International Coach Federation (ICF) and Coaches and Mentors of South Africa (COMENSA). The module aims to build understanding of scope and competency in the area of ethical matters associated with the role of a coach. Among the topics covered are the importance of boundaries, referral, professional conduct and supervision. Students examine how their own values and biases can impact the coaching relationship and those these might interplay with those of their client. An awareness of diversity in intercultural coaching and the rich dynamics that this brings to the coaching context in terms of team and group coaching are addressed.

### **Coaching Models, Methods and Tools (NQF 8, 14 credits)**

This module builds on students' experience with other coaching models in previous modules, namely the GROW model and Egan's Skilled Helper Model, as well as various tools from the *Applied Psychology in Coaching* module. It introduces students to further coaching models, methods and tools, which provides them with knowledge, critical understanding, insight and practice opportunities to build a sound theoretical and experiential understanding of their application in a coaching relationship. Students are exposed to a range of models, methods and the application thereof so that they can explore what resonates with their unique signature presence that they are in the process of discovering. Kolb (as a coaching model), Time to Think, Solution Focused Brief Coaching, the Integral Model and Systemic Coaching receive particular attention. Group and Team Coaching processes, dynamics and practices are further explored, building on what was introduced in the *Ethics, Values and Diversity in Coaching* module. Students select a model of particular interest to them, explore and review it in depth and then practice applying it with a client.

**Building your Coaching Model (NQF 8, 14 credits)**

This module provides an opportunity for students to explore their “signature presence”. It enables the student to synthesise the learning journey they have undertaken throughout the Postgraduate Diploma in Coaching, discovering for themselves resonance and congruence between who they are as a human being and the theoretical perspectives and application thereof in developing their own unique coaching approach. Attention is also given to knowledge and skills to point students in the direction of setting up and marketing their coaching business successfully.

**Practitioner Research Methods in Coaching (NQF 8, 10 credits)**

This module is designed to develop awareness and competency within practitioner research for coaches. It builds general research literacy and develops students’ understanding of the value of quantitative and qualitative approaches to represent information. Students engage in practical application, particularly focused on qualitative research, by implementing a practitioner mini-research project in which they engage with and conduct an ethically aligned practitioner research investigation intertwined with their Client Coaching Internship.

**Client Coaching Internship (NQF 8, 15 credits)**

This module offers students a comprehensive practical placement within an organisational setting. It spans over a period of 6 months, depending on the needs of the placement organisation and the availability of the student. SACAP has established relationships with organisations in the field and provides students with various options to undertake their internship. Students are also able to undertake their internship at their own place of work, if their organisation is willing to partner with SACAP and support the process. Students receive support through individual and group supervision throughout the duration of the internship. This module affords students with the opportunity to integrate their knowledge, skills, and personal mastery within an applied context, building their confidence and honing their coaching skillset for the work-place.

**Coaching Practitioner Research Paper (NQF 8, 10 credits)**

Refining the knowledge and competencies gained throughout the Postgraduate Diploma in Coaching, students synthesise their learnings in this practitioner research paper. Students implement practitioner research in relation to their coaching practice completed in their Client Coaching Internship, in which they coach a minimum of 8 clients. Students receive supportive research supervision, where they get collaborative input from their peers. A final Practitioner Research Paper is submitted at the end of the module for evaluation. Students must also deliver presentations about their research. This presentation is combined with their Client Coaching Internship presentation.