



IRISH LIFE COACH INSTITUTE

QQI Assessment Brief

Module Title: Coaching Models of Practice & Developing Emotional Intelligence

Module Code: 6N3087 & 6N2926

Level: 6

Assessment Technique: Writing Skills (Assignment)

Weighting: 20%

Title: Assignment 1: The Theory and Practice of Coaching (1000 words)

Guidelines:

- Plan, research and discuss the theory and practice of coaching and reference a range of coaching models. Include the Co-Active Coaching Model and the GROW Model and the theories that underpin them and detail core principles of coaching (to include non judgement, present and future focus, goal setting and outcome attainment). Use the criteria below to further inform your essay.

Assessment Criteria:

- Explore a range of coaching techniques (to include powerful questioning, reflecting, paraphrasing, summarizing, challenging and giving feedback to encourage client self-discovery)
- Articulate how coaching can positively impact upon individuals and within the workplace
- Examine key emotional intelligence concepts including self-awareness, self-management, social awareness, relationship management and empathy
- Demonstrate how beliefs, values and attitudes inform strategies and choices based on both theory and practice
- Appraise your use of personal intuition, humour and energy during coaching
- Assess the impact of own behaviours and thinking on the coach - client relationship
- Outline the characteristics of different levels of active listening required to fully attend to the words, non-verbal cues and body language of the client
- Layout, structure and word count criteria satisfied

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Module Title	Coaching Models of Practice & Developing Emotional Intelligence
Module Code	6N3087 & 6N2926
Level	6
Assessment Technique	Writing Skills (Assignment)
Weighting	20%
Title	Assignment 2: Critical Reflection of Coaching as an Observer and a Client (500 words)

Guidelines:

Write an assignment on your experience of coaching as an observer of two sessions and as a client for two sessions covering what you learnt about coaching and your increased knowledge and awareness of the key coaching skills and the impact they can have. Use the criteria below to inform your assignment.

Assessment Criteria:

- comprehensive summary of student's learning from the sessions as an observer and how their own coaching can be improved as a result
- evidence of the coaching skills used by the coach and the impact these made on the client, using specific examples from the coaching sessions as an observer
- refer to the range of relationship building methods used by the coach(s) you observed including building trust and rapport and the impact these had on the client's self-awareness
- insightful evaluation of the effectiveness of coaching as a client referencing increased self-awareness and changes made as a result.
- Assess the impact of the coaching relationship on your experience as a client

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QQI Assessment Brief

Module Title:	Developing Emotional Intelligence & Professional Coaching Practice & Ethics
Module Code:	6N2926 & 6N2925
Level:	6
Assessment Technique:	Writing Skills (Project)
Weighting:	60%
Title:	Keeping and Presenting a Learner Record

Guidelines:

Compile a detailed learner record highlighting the following three categories
(1) insights gained and increased self-awareness (2) a clear application of personal and professional learning and (3) increased confidence and competence in coaching. Include the evaluation of the theoretical basis of reflective practice mentioning the key principles upon which the practice is based. Use the criteria below to inform your record.

Assessment Criteria:

- display a willingness to address your inner blocks and limiting beliefs as they arise
- concrete examples of improvements in personal effectiveness both in personal and professional relationships
- evidence of openness to and application of feedback received as part of your learning and growth
- evidence of increased self-awareness in context of coaching and coaching skills
- Implement the learning identified through reflective practice in enhanced behaviours and capabilities
- Comprehensive exploration of lessons learned from your sessions as coach, client and observer
- Evaluation of the theoretical basis of reflective practice and how it has helped to increase your confidence and competence in coaching

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Module Title	Professional Coaching Practice and Ethics
Module Code	6N2925
Level	6
Assessment Technique	Writing Skills (Assignment)
Weighting	20%
Title	Assignment 1: Evaluation of Ethics in Coaching (750 words)

Guidelines:

- Evaluate the key professional standards and best practices for the coaching profession to include membership of professional associations, adherence to ethical guidelines and participation in supervision, continuous professional development (CPD) and contractual arrangements between coach and client. Use the criteria below to inform your assignment.

Assessment Criteria:

- Demonstrate a knowledge of ethical guidelines for the coaching profession to include laws and regulations that relate to the coaching profession
- Outline the characteristics of a contract to include how coach and client work together, confidentiality, practical arrangements and responsibilities
- Describe a range of contractual relationships to include individual, team, group coaching and multi-handed contracts
- Analyze the differences between coaching, psychotherapy, mentoring, consulting and other support professions and their role in personal and or workplace development
- Detail the essential components of a coaching agreement/contract
- Explore the essential components of a strategy for ongoing reflective practice including supervision and CPD
- Evaluate when a coaching client should be referred to another coaching professional or for mentoring, counselling or psychotherapy
- Articulate the benefits of CPD including supervision for coaches
- Layout, structure and word count criteria satisfied

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QQI Assessment Brief

Module Title	Professional Coaching Practice and Ethics
Module Code	6N2925
Level	6
Assessment Technique	Writing Skills (Assignment)
Weighting	20%
Title	Assignment 2: Critical Reflection of Coaching as a Coach (750 words)

Guidelines:

Write a critical reflection of your experience of coaching as a coach based on five sessions you completed and include the five completed coaching log forms with your assignment. The content of these forms will not be included in the word count. Use the criteria below to inform your assignment.

Assessment Criteria:

- Describe the necessary conditions to ensure effective and professional coaching to include planning for your sessions and maintaining appropriate records
- Implement professional standards in all aspects of coaching practice
- evidence of increased self-awareness, openness to feedback and actions identified for the enhancement of coaching skills and/or personal development as a result of this self- assessment.
- Manage the arrangements which support the coaching relationship effectively to include frequency, ground rules, cost, evaluation, monitoring, progress and ending of contract
- Assess the impact of your own behaviour and thinking on the coach-client relationship
- Comprehensive summary of learning from the sessions as a coach and the application of the learning in your own work as a coach
- Layout, structure and word count criteria satisfied

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QQI Assessment Brief

Module Title: Coaching Models of Practice

Module Code: 6N3087

Level: 6

Assessment Technique: Skills Demonstration (Skills)

Weighting: 24%

Title: **Foundation and Co-Creating the Relationship (24%)**

Guidelines:

In the skills demonstration the coach will display the skills of setting the foundation of the coaching contract and co-creating and developing the coaching relationship. In doing this the coach will ensure the client is aware of what coaching and how it will work and will create a safe and supporting environment for the client to express him or herself as fully as possible

Assessment Criteria:

- Explains what coaching is and is not and describes the process to the client
- Reaches agreement about what is and is not appropriate in the relationship, what is and is not being offered, and the responsibilities of the client
- Uses language appropriate and respectful to client and demonstrates respect for the client's identity, perceptions, style and language adapting one's coaching to the client
- Is sensitive to, and seeks to understand, clients' identity, environment, experiences, values and beliefs
- Partners with the client to establish an overall coaching plan and goals
- Partners with the client to identify or reconfirm what they want to accomplish in the session and what they need to address or resolve to achieve this
- Continues coaching in the direction of the client's desired outcome unless the client indicates otherwise
- Partners with the client to end the coaching relationship in a way that honours the experience
- Acknowledges and supports the client's expression of feelings, perceptions, concerns, beliefs and suggestions and shows support, empathy and concern for the client
- Demonstrates confidence in working with strong client emotions and manages own emotions, staying present during the coaching process
- Creates or allows space for silence, pause or reflection and is comfortable working in a space of not knowing
- Remains focused, observant, empathetic and responsive to the client demonstrating curiosity throughout session

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Module Title:	Coaching Models of Practice
Module Code:	6N3087
Level:	6
Assessment Technique:	Skills Demonstration (Skills)
Weighting:	20%
Title:	Communicating Effectively (20%)

Guidelines:

The Coach will display the coaching core competency of Listening Actively, focusing on what the client is and is not saying to fully understand what is being communicated in the context of the client systems and to support client self-expression. Also the core competency of Evoking Awareness, facilitating client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy

Assessment Criteria:

- Considers the client context, identity, environment, experiences, values and beliefs to enhance understanding of what the client is communicating
- Reflects or summarizes what the client communicated to ensure clarity and understanding
- Recognizes and inquires when there is more to what the client is communicating
- Notices, acknowledges and explores the client's emotions, energy shifts, non-verbal cues or other behaviours
- Integrates the client's words, tone of voice and body language to determine the full meaning of what is being communicated
- Asks questions about the client, such as their way of thinking, values, needs, wants and beliefs
- Asks questions that help the client explore beyond current thinking
- Invites the client to share more about their experience in the moment
- Helps the client identify factors that influence current and future patterns of behaviour, thinking or emotion
- Notices what is working to enhance client progress and supports client in reframing perspectives

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Module Title: Coaching Models of Practice
Module Code: 6N3087
Level: 6
Assessment Technique: Skills Demonstration (Skills)
Weighting: 16%
Title: **Cultivating Learning and Growth (16%)**

Guidelines:

In the skills demonstration the coach will display the coaching core competency of facilitating client growth which focuses on partnering with client to transform learning and insight into action. It also promotes client autonomy in the coaching process

Assessment Criteria:

- Works with the client to integrate new awareness, insight or learning into their worldview and behaviours
- Partners with the client to design goals, actions and accountability measures that integrate and expand new learning
- Acknowledges and supports client autonomy in the design of goals, actions and methods of accountability
- Supports the client in identifying potential results or learning from identified action steps
- Invites the client to consider how to move forward, including resources, support and potential barriers
- Partners with the client to summarize learning and insight within or between sessions
- Celebrates with the client's progress and successes
- Partners with the client to close the session

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