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Empsy® (Empowerment Psychology) **Cambridge Coaching Psychology**

Module Handbook

Module Title: **Coaching Psychology**

Module Code: **EPN 7001**

Level 7

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1 Introduction

Welcome to the EPN 7001 Coaching Psychology module. This module is designed to provide the foundation for learners wishing to be specialised in becoming practising coaching psychologists and/or coach in their future career and professional development. On completion of this module, you would gain a better understanding of both the theories and practice which underpin coaching psychology; and how they differentiate themselves from other form of coaching and counselling.

Consequently, the module is designed around theories and practice that are relevant to the core competences of coaching psychologist. While the knowledge of psychology that you developed in your other studies (such as learning theories and human development) may also be applicable to coaching psychology, you will from this module learn more about the popular approach of coaching psychology and the psychological theories that underpin coaching practice.

Learning through practice is an important component in this module. In fact, the assessment requires you to demonstrate your reflective learning from the experience that you gain during the PowerPoint lectures, supervision, reading relevant literature and study guide as well as the practical exercises. Thus it is important for you to attend any lectures and supervision sessions (seminars) as recommended and completing the guided exercises described in the study guide and actively engage in the discussion during the seminars.

If you actively engage in the lectures and seminar sessions throughout this semester and follow up with additional studies and practice, you should be confident to meet all the learning outcomes for this module. Further information about assessment for this module is provided in this handbook. If you have any questions or experience any difficulties in doing your assessment, please let me know. One-to-one supervision sessions may be arranged as appropriate – this may be a face-to-face meeting or over an online platform/telephone).

Coaching psychology as a profession is a new and exciting field; I would appreciate your feedback on all aspects of this module throughout this semester.



Ho Law Prof. (Hons) PhD CPsychol FISCP(Accred) AFBPS FHEA
Honorary Professor of Research & Psychology
Founder, Empsy® Cambridge Coaching Psychology Group, UK

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2 Module Schedule

| Week | Activities |
|------|---|
| 1 | Induction Week: getting started, introductions |
| 2 | Section 1 – An Introduction to Coaching Psychology |
| 3 | |
| 4 | Section 2 – Foundation and Theoretical model of Coaching Psychology |
| 5 | |
| 6 | Section 3 – Coaching Psychology – its Research & Practice |
| 7 | |
| 8 | Section 4 – Techniques in Practice |
| 9 | |
| 10 | Section 5 – Applications of Coaching Psychology |
| 11 | |
| 12 | Section 6 – Evaluation. |
| | Conclusion and review; work on assessment |
| 13 | Complete and submit assessment for accreditation |

2.1 Managing your time

This module requires approximately 300 study hours in total. These are made up of:

- around 10-15 hours of reading and activities for Induction Week (for new you)
- around 25-30 hours of reading and activities for each of the five main sections
- around 25-30 hours of coaching practice
- your own private study, research, review and reflection
- time to complete your assessed work.

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2.2 Timetable

The table below gives an indication of how you may spend your time over a typical study period.

| Wk | Date starts | Weekly program | Seminar/Practical: | Coach / Supervisor |
|---|----------------|--|---|--------------------|
| 1 | | *Induction | | |
| 2 | | An Introduction to Coaching Psychology: Definitions | Discussion Ethical practice | HL |
| 3 | | Foundation and Theoretical model of Coaching Psychology Positive Psychology & learning theories | Strength based coaching & reflective log | HL |
| 4 | | Comparison of Theoretical models of Coaching psychology with Coaching models GROW & UIF | | HL |
| 5 | | | Develop your own coaching model/practice | HL |
| 6 | | Coaching psychology – Research & Practice | | HL |
| 7 | | Reading week | Optional Practical exercises | |
| 8 | | Applications of coaching psychology | Optional Practical exercises | HL |
| 9 | | Health Coaching and Personal/Life Coaching | | HL |
| 10 | | Case studies | Sharing of your own cases & review of reflective logs | HL |
| 11 | | Executive Coaching in organizations | | HL |
| 12 | 5 April | Submission of Reflective Log | | |
| Coach / Supervisor: Professor Ho Law (HL) | | | | |

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3 Module specification

| | | |
|--|---|---|
| Module Title: Coaching Psychology | Module Code: CPN 7003 Level: 7 CATS Credit: 30 ECTS credit: 15 | Module Leader: Prof. Ho Law Additional Tutors: TBC |
| Pre-requisite: BA, BSc, or equivalent Level 6 qualification, in Health & Care Profession is desirable (e.g. Coaching, Counselling, Nursing, Psychology, or Psychotherapy) | | Pre-cursor: N/A |
| Possible Co-requisite: Health Coaching (Personal Coaching Psychology) | | Excluded combinations: N/A |
| Is this module part of the Skills Curriculum? Yes | | University-wide option: No |
| Location of delivery: Virtual Learning Environment (VLE) | | |

Aims of the module

The overarching aim of this module is to *introduce the theories and practice of coaching psychology in a wide range of contexts (personal, professional and organizational/community)*, thereby enabling learners to:

- develop a range of employability-related capabilities and attributes
- Promote confidence in their ability to reflect on and articulate these capabilities in a range of situations as part of their career and professional development.

In relation to the above aims and the learner's learning outcomes (see Section on learning outcomes, which also link to their assessment criteria); this module also aims to enable learners to:

1. *Understand the concept and purpose of coaching psychology in the organization & community.*
2. *Determine the use of coaching psychology as a tool in the development human potential.*
3. *Understand the relationship between coaching psychology and therapy.*

Main Topics of Study

1. Commonalities and differences between coaching, therapy and other activities
2. Research and Theoretical models of Coaching Psychology
3. Applications of learning theories and Positive Psychology within the coaching practice.
4. Specific skills, techniques and approaches.
5. Application of core coaching skills.

Learning Outcomes for the Module

At the end of this module, learners will be able to (in relation to the aims described above):

Knowledge

- 1.1 *Describe the purpose of coaching psychology in personal, professional organization and community development*
- 1.2 *Describe the role of a coach and coaching psychologist*
- 1.3 *Evaluate the effectiveness between coaching practices*

Thinking skills

- 2.1 *Evaluate the benefits of coaching*

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2.2 Explain the role of learning in coaching

3.1 Analyse the role of self as a coach and therapist.

3.2 Explain how coaching psychology is linked to individuals self identify

And to:

4. Reflect on and evaluate their own practice through 360 degree feedback and coaching/supervision practices.

Subject-based practical skills

5. Demonstrate familiarity with a range of coaching skills.

6. Recognise and observe boundaries and ethical issues.

Skills for life and work (general skills)

7. Reflect on the applicability of coaching psychology in their own life (personal, professional, and business/organizational development).

Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:

Lectures, demonstrations, workshops, experiential activities, discussions on VLE (e.g. zoom.us) and supervision.

Study guide, self study, reading and exercises, discussions on VLE and email and/or supervision

| Assessment methods which enable learners to demonstrate the learning outcomes for the module: | Weighting: | Learning Outcomes demonstrated |
|---|------------|--------------------------------|
| A reflective log (portfolio) of learner's personal development throughout the coaching practice that should also include critical analyses of relevant literature, theories and research, as well as reflections on their group work (up to 6000 words). | 100% | All |
| Professional standard – In addition to the above, learners are required to demonstrate and achieve certain behavioural standard that is expected within the profession of coaching psychology. This will be assessed in terms of: <ul style="list-style-type: none"> The way they interact with each other in the practical sessions, interaction and presentations. Observing the code of ethics, learning contract. | Pass/Fail | 4, 6, 7 |

4 Ethical practice and professional values

As a member of the British Psychological Society (BPS) and practitioner with a diverse range of interventions regulated by Health & Care Professions Council (HCPC) in the UK, we abide by the BPS code of ethics and conduct as the guidance for conducting our research and practices (see the Code of Human Research Ethics and Practice Guidelines respectively). See Figure 1 below:

www.bps.org.uk



Figure 1: the BPS Code of Ethics and Conduct

The above Code is based on the following four over-arching ethical Principles, which governs everything that we do ethically and professionally:

1. Respect – we respect the individual's right: autonomy, value and beliefs. When engaging with the learners/participants, will always seek their informed consent about our action/intervention that may affect them. We will work with compassion, empathy and are mindful about our power relationship in influencing their decision and action.
2. Competence – ensure that our staff, facilitators and supervisors have appropriate skills and knowledge to conduct our exercises, sessions, workshops and knowledge transfer.
3. Responsibility - ensure our staff, facilitators and supervisors are responsible for the welfare, health and safety of the learners, participants and the environment.
4. Integrity – ensure that we are all maintaining an attitude of fairness, honesty and openness with observation of our personal and professional boundaries at all time.

Further details and additional support can be found on the Society's website:

www.bps.org.uk

5 Reading and resources:

Core

- Law, H. (2013a). *Psychology of Coaching, Mentoring & Learning*. Second Edition. Chichester: John Wiley & Sons.
- Law, H. (2013b). *Coaching Psychology – a Practitioner’s Manual*. Chichester: John Wiley & Sons.
- Palmer, S. & Whybrow, A. (2019 Ed). *Handbook of Coaching Psychology*, Second Edition. East Sussex, UK: Routledge.

Recommended references

- Hefferon, K. & Boniwell, I. (2011). *Positive Psychology: Theory, Research and Applications*. Maidenhead: Open University Press
- Hall, L. (2015 Ed.). *Coaching in Times of Crisis & Transformation*. London: Kogan Page.
- Law, H. (2017). The Transpersonal power of stories: Creating a community of narrative practice. *Transpersonal Psychology Review*, 19(2), 3-11.
- Law, H. & Stelter, R. (2010) Multi story – coaching narrative. *Coaching at Work*. 5(2): 28-33.
- Palmer, S. & A. McDowall (Ed). *The Coaching Relationship*. East Sussex, UK: Routledge.
- Stelter, R. (2013). *A Guide to Third Generation Coaching: Narrative-Collaborative Theory and Practice*. Dordrecht Heidelberg: Springer.
- Stelter, R. & Law, H. (2010) Coaching – narrative-collaborative practice. *International Coaching Psychology Review*, 5, 2, 152-164.
- Wang, Q., Law, H. C., Li, Y., Xu, Z. & Pang, W. (2017). Awareness and Awakening: A Narrative-Oriented Inquiry of Undergraduate Students' Development of Mindful Agency in China. *Front. Psychol.*, 21 November <https://doi.org/10.3389/fpsyg.2017.02036>
- Whitmore, J. (1996). *Coaching for Performance*, London: N. Brealey Publishing.

6 Quality management – Assessment, evaluation & feedback

As an organization and training provider, we continue to strive for improvement of our performance and organizational excellence. To do this, we observe the following seven quality management principles (related to ISO 9001):

- QMP 1 – Customer focus – the term refers to learners/participants in our context
- QMP 2 – Leadership
- QMP 3 – Engagement of people
- QMP 4 – Process approach
- QMP 5 – Improvement
- QMP 6 – Evidence-based decision making
- QMP 7 – Relationship management

6.1 Learner focus

We recognize direct and indirect learning can take place outside traditional academic institutions and working collaboratively with the British Psychological Society as a learning Society and support both members and non-members throughout their continuing professional development (CPD) and ensure that those who registered their interest with us receive value from our programme. We seek to understand the learners current and future needs and expectations by carrying out training need analysis; where possible update the learning outcome of the programme in alignment to their needs and expectations. We plan, design, develop, produce and deliver a programme of CPD workshops to support these each year (training programme cycle).

6.2 Evaluation mechanism

To achieve the above, we continuously measure, monitor and evaluate the participants' satisfaction and take appropriate actions accordingly. For example, the formal application for the BPS's approval to issue the CPD Certificate as based on the demands from some of the participants' feedback. See the last year feedback report in a separate document.

7 Assessment - Reflective Log

Throughout the course of studying this module, you have been advised to keep a reflective log to record any significant coaching activities that you are engaged in under supervision (including the learning and exercises in the seminars). Select **six** reflective accounts (total **max. 6000 words**) for the assessment of this assignment. This component of assessment carries 100% of the marks for the Module.

In the log you should make use of learning theories in your reflection. The log should include:

1. **Description** – context, background to person & session; contracting, etc. Brief discussion of the session (stating what happened and/or you did) [20%]
2. **Cognition and emotion** - reflect on your thoughts and feelings. What were you thinking/feeling during the engagement? (If it were a coaching psychology session, what do you think about the coachee's/mentee's thoughts and feelings?) [10%]
3. **Analysis** – try to understand what happened and draw meaning from the experience. [20%]
4. **Evaluation** – assess the intended and unintended consequences of the experience. If a similar situation arose again, what would you do? What are you going to do to further improve and develop yourself/performance? [20%]
5. **Conclusion** – summarise the meaning and lessons learned; look for improvement. [10%]
6. **Action plan** – recommend a future plan of action for further learning and improvement. [20%]

We suggest that the coach (trainee) advises the coachee/mentee (client) that they are in training and seek consent to use material from the session in a reflective log. The coach should avoid revealing the identity of the coachee/mentee or their organisations in the log. The individual name and organisation should be changed for this purpose. The format for the log is the choice of the coach/mentor (trainee). However to guide the coach/mentor (trainee) we suggest you use the headings above. Each log should not however exceed 1000 words. You must ensure your Empsyr® membership number is clearly shown at the bottom of each page of the document.

Ethical issues:

Please ensure that you respect the confidentiality and identity of the individuals in your coaching psychology practice.

Deadline:

5th April in the following year after the enrolment

Submission: via email

A copy of your assignment must be emailed to your module leader.

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7.1 Layouts for the Reflective Logs

ID:
Date:

Venue:
Time:

Step 1: Description – identify a significant event; describe what happened (focus on the concrete experience). **[20%]**

1.1 Introduction – provide a brief description of the context of the event & the background including stakeholders.

1.2 Summary of the process – succinctly describe the process; stating what you did and why.

Step 2: Cognition and emotion – reflect on your thoughts and feelings. What were you thinking/feeling during the engagement? (If it were a coaching psychology session, what do you think about the coachee/mentee's thoughts and feelings?) **[10%]**

2.1 Mood (Describe the emotion. How did you feel? How did your coachee/mentee feel? Which emotion regulatory systems were being activated?)

2.2 Thought (What was going through your mind? What was your coachee/mentee thinking about?)

Step 3: Analysis – try to understand what happened and draw meaning from the experience. **[20%]**

Reflection 1: What sense can you make of the experience? How well do you think the process has been delivered? What went well and what did not go so well; how do you understand the beliefs, values and experiences of your coachee/mentee, yourself; how have these self values and concepts impacted on them during these interactions, how were these understood and managed, and how did they transform the coaching outcome?

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Step 4: Evaluation – assess the intended and unintended consequences of the experience [20%]

Reflection 2: From Reflection 1, would you have done it differently? What else could you have done? What have you learnt and what would you do differently in the future?

Step 5: Conclusion – summarise the meaning and lessons learned; look for improvement. [10%]

Reflection 3: On balance, what is your conclusion?

Step 6: Action plan – recommend a future plan of action for further learning and improvement. If a similar situation arose again, what would you do? What are you going to do to further improve and develop yourself/performance? [20%]

Provide a personal development plan as a result of the above learning.

And finally...

Mood now (Having achieved the above, how do you feel NOW? Which emotion regulatory system are you activating?)

References:

List any references that you use at the end...

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7.2 Feedback sheet – Reflective log

| Learner's number: | | Assessor's mark: | | Moderator's mark: | | Agreed mark: | |
|--|--|--|--|--|---|--------------|--|
| <i>Module code: EPN7001 Reflective log</i> | | | | | | | |
| Weightings | Distinction (70-100%) | Merit (60 – 69%) | Pass (50 – 59%) | Borderline (40-49%) | Fail (0-39%) | | |
| Description (20%) | The section is well structured and succinctly describes the situation and offers clear and concise information about the stakeholders and their roles. | The section gives a short but concise and clear overview of the situation, stakeholders and their role. | The section gives a short overview of the situation and stakeholders' role. It may however leave the reader with questions about the situation or their roles. | The section gives a short overview. It leaves out substantive aspects about the situation or stakeholders' roles. | The section fails to provide any context for the situation or background. | | |
| Cognition and emotion (10%) | Both components are comprehensively/ critically covered for both coachee and self. | Good coverage of both components. | Both components covered, but one limited. | Limited coverage of both components. | Insufficient/missing coverage of at least one component. | | |
| Analysis (20%) | The analysis provides critical reflection on the coachee's and learner's own behaviour and outcome, and makes connections with learning theory. The analysis shows insight and meaning, where appropriate, may also make reference to cross cultural themes. | The analysis provides adequate reflection on the coachee's and learner's own behaviour, and shows some insight and meaning of the outcome. | The analysis provides some reflection on the coachee's and learner's own behaviour, but shows limited insight and meaning of the outcome. | The analysis provides uncritical reflection and limited on one's own behaviour, with no insight into the meaning or the outcome. | Insufficient entries. | | |
| Evaluation (20%) | The section shows deep understanding and learning. | The section shows an adequate amount of understanding and learning. | The section shows some understanding and learning. | The section shows a limited amount of understanding and learning. | The section shows neither understanding nor learning from the reflection. | | |
| Conclusion (10%) | The section succinctly summarises the key learning points; easy to read, clear, fluent and engaging. | The section adequately summarises the key learning points with a good clear writing style. | The section clearly summarises the key learning points. | Unclear, but sufficient for understanding. | Difficult to understand. | | |
| Action plan (20%) | The section succinctly summarises the key points of action; shows evidence in other log entries that some of the actions have been followed up. | It adequately summarises the key points of action; but shows limited evidence in other log entries that some of the actions have been followed up. | It summarises the key points of action; but shows no evidence in other log entries that some of the actions have been followed up. | It superficially summarises the key points of action. | Insufficient or no action plan. | | |

Comments:

*All the possible marks are: 0, 15, 25, 35, 42, 45, 48, 52, 55, 58, 62, 65, 68, 75, 89, 90, and 100

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8 Professional standard – Record & Feedback sheet

| | |
|--|--|
| Member number: | Supervisor: Dr Ho Law |
| Module code: EPN7001 Integrative Professional standard | |
| Addressing the question <i>Please give each statement a mark from 1 to 10 - 1 being the lowest mark and 10 the highest.</i> | Comment |
| Self awareness 1. Did the learner attend the supervision/mentoring meetings regularly and punctually. | <input type="checkbox"/> |
| In relation to others 2. Did the learner respect the supervisor/mentor and other learners/coachees/mentees? 3. How well did the learner observe the learning contract? 4. How well did the learner observe the code of ethics? | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| In relation to learning 5. Did the learner appear interested in the subject and/or learning in general? 6. Did the learner give helpful comments during the interaction? 7. Did the learner relate course material to their current issues and practice? 8. Did the learner take additional initiatives? 9. How well did the learner present during the semester? 10. How well did the learner learn their subject? | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| In relation to Learning Outcomes <input type="checkbox"/> Were you satisfied with the overall behavioural standard of the learner? | Overall Assessment: Pass/Fail |

Active engagement

If you attend actively participate all module activities, then you will get the most out of your studies, you will maximise your chances of success, and you will find the relationships you build up in your supervision/mentoring meeting support you in your achievements.

9 Complaints and appeals

If there are any concerns during the workshop, you should raise them immediately with the facilitator or a member of staff with the aim of resolving the problem directly. If your concerns cannot be satisfactorily resolved informally (for example disagreement with the mark that you obtain from your assignment, you can make a formal complaint in writing by completing a complaint form in Appendix 1 and email to the Programme Director (contact details on Page 1). Your personal data will be protected in accordance with the Data Protection Act 2018 & General Data Protection Regulation (GDPR). See <https://ico.org.uk/> for more info.

You can expect to receive an acknowledgement of your complaint within 7 working days of receipt. We may contact you for further information if necessary. We will notify you with estimated timescales for resolution.

If you are not satisfied with the response, you can appeal against the decision on the outcome in writing, with any further documentary evidence where appropriate explaining the reasons why you wish to appeal to the Programme Director within 10 days of receiving the written response.

Your appeal will be responded to within 7 working days, informing you of the estimated timescales for the review. Your case will be considered and a further investigation may be carried out if necessary. This may include interviews with you, any staff involved, and witnesses. You will be notified about the outcome of the review with details of any action taken. The decision on the outcome of the appeal will be final.

10 Booking and cancellation policy

Our terms and conditions of the booking and cancellation policy are in alignment with those of the BPS as follows:

1. When you submit the booking form to us, this does not mean we have accepted your booking. Our acceptance of the booking will take place when we issue you with a written confirmation of the booking, following receipt of payment or invoicing instructions. If you do not receive a written confirmation within 2 weeks of submitting the booking form to us, you should contact us in writing. You are advised not to incur any expenses in relation to the event until you have received written confirmation of your booking.
2. The price for the event is set out on our website in force at the time we confirm your booking. Payment in full must be received by us in advance of the event in cleared funds. Payment sent independently of the booking form must state the details of the event and the name of the person attending and/or membership number. Where an invoice is required before payment can be made, you must request this in writing at least six weeks before the event with a completed booking form and purchase order. You must pay our invoice in cleared funds within 30 calendar days of the date of invoice.
3. If you do not pay us for the event as set out in paragraph 2 above, you will not be permitted to attend the event and will not be able to book onto any other event held by us until payment in full has been received.
4. You may change the name of a booking up to the booking deadline by contacting us in writing. You will be required to pay a £15 administration charge and any difference in booking fees paid if the original fee was lower than that applicable to the new attendee. You may not share an event package with any other individual.
5. Our prices may change at any time, but price changes will not affect a booking that we have confirmed with you. All prices include VAT at the point of sale. However, if the rate of VAT changes between the date of the booking and the date of the event, we will adjust the rate of VAT that you pay, unless you have already paid for the event in full before the change in the rate of VAT takes effect.
6. Our cancellation rights:
 - (a) We may have to cancel an event due to an event outside our control; the unavailability of key personnel or key materials; or low booking numbers for an event. We will notify you of such a cancellation as soon as reasonably possible.
 - (b) If we have to cancel an event for any of the reasons set out in clause 6(a) above and you have made any payment in advance for the event, we will, at our sole option, either refund these amounts to you or offer to transfer you to a different event.
 - (c) For the purposes of this clause 6, events outside our control means any act or event beyond our reasonable control, including without limitation: strikes, lock-outs or other industrial action by third parties, civil commotion, riot, invasion, terrorist attack or threat of terrorist attack, war (whether declared or not) or threat or preparation for war, fire,

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explosion, storm, flood, earthquake, subsidence, epidemic or other natural disaster, or failure of public or private telecommunications networks.

8. Your cancellation rights:

- (a) You may cancel any booking by giving us notice in writing.
- (b) If you cancel within 7 working days of submitting your booking, you will receive a full refund of any monies paid in advance. We will refund you on the credit card or debit card used by you to pay. If you have paid by cheque we will credit the money to a bank account specified by you.
- (c) If you cancel after 7 working days of submitting your booking, you will incur a £15 administration charge and a cancellation fee will be charged based upon the date of notification as follows:
 - (1) Less than 2 calendar months and more than 1 calendar month prior to the event start date – 30% of the price charged for the event
 - (2) Up to 1 calendar month prior to the event start date – 100% of the price charged for the event
- (d) Such cancellation fees are to cover costs incurred by us as a result of your cancellation which will not be recoverable by us.

9. Our liability to you:

- (a) If we fail to comply with these Terms, we are responsible for loss or damage you suffer that is a foreseeable result of our breach of the Terms or our negligence, but we are not responsible for any loss or damage that is not foreseeable. Loss or damage is foreseeable if it was an obvious consequence of our breach or if it was contemplated by you and us at the time we confirmed your booking.
- (b) We have no liability to you for any loss of profit, loss of business, business interruption, or loss of business opportunity in connection with or in any way arising out of your booking with us.
- (c) We do not exclude or limit in any way our liability for:
 - (i) death or personal injury caused by our negligence or the negligence of our employees, agents or subcontractors; or
 - (ii) fraud or fraudulent misrepresentation.

11 About the contributors

Professor Ho Law is an internationally renowned consultant in counselling and coaching psychology, psychotherapy, research & development with over 35 years' experience and conducted 100s of training workshops in the UK and abroad (the East and West: over 15 countries and 50 cities). He was one of the first equality advisors to the Assistant Permanent Under Secretary of State as a senior scientist in the UK Home Office (1988-2003), then senior lecturer at the University of East London (2009-2015) and Programme Advisor to Coaching at the University of Cambridge (2015-2016); is a Chartered Psychologist; Registered with Health & Care Professions Council, Registered Applied Psychology Practice Supervisor, Research Lead, BPS Counselling Psychology Division (2018-2021), Founding Chair (2016-17) of the BPS East of England Branch; Chair (2014-15) BPS Psychotherapy Section; Founding Member & Chair (2010-11) of the BPS Special Group in Coaching Psychology; Founding Director of the International Society for Coaching Psychology (ISfCP) and Empsy® Cambridge Coaching Psychology Group, Fellow of the Higher Education Academy; ISfCP; Associate Fellow of British Psychological Society (BPS) & Life Fellow of the Royal Society of Medicine; Founding Director of the International Society for Coaching Psychology and Empsy® (Empowerment Psychology) Cambridge Coaching Psychology Group; Chair & Convenor of Mindfulness & Psychotherapy Workshops, which run quarterly each year in London. Ho values diversity in people, respects their cultures and believes in equal opportunities for all. Ho is passionate about empowering people to develop their talents and achieve their full potential through psychological approaches. As a chartered and registered psychologist, he works in accordance to the professional code to uphold the standards of conduct, performance and ethics of the profession.

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Annex: Sample Consent Form

To Participant

Empsy® coaching psychology training

Thank you for agreeing to participate as a coachee/mentee while I am engaged in training. As part of the training I am required to complete a reflective log and would like to use the material which we cover in the coaching sessions, as part of the log.

While I will make reference to the issues which we discuss, I will identify you in the log as 'A' and your organisation as 'Z' to ensure your anonymity which we discussed at the start. I will not reveal any specific information in the log which enables you to be personally identified.

You are free to withdraw from the coaching session at any time and can also ask me to either exclude all or part of what we discuss. I will ensure that these items are not included in the log.

If you wish to see a copy of the log which relates to our coaching sessions, I would be happy to provide this.

A copy of the log will be supplied to my mentor/supervisor for assessment. The log may also be seen by other Empsy® members for the education purposes (peer supervision). These individuals are bound by confidentiality. The information will not be released to third parties or published in any form without permission (e.g. additional consent form for publication is signed).

Please sign below to indicate your consent to proceed on these terms:

I agree to the terms specified in this consent form:

Signature:

Name:

Dated:

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Appendix 1: Complaint Form

Your name:

Membership number (where appropriate):

Address:

Email address:

Telephone number:

Full details of your concerns:

Continue with additional pages if necessary...

Any relevant document attached:

Date:

Locations:

Witnesses (as appropriate):

The consequences of the concerns for you as a result:

Continue with additional pages if necessary...

The remedy you are seeking:

EPN 7001 Coaching Psychology

Continue with additional pages if necessary...

Signature:

Have your say! Help to shape **Empsy®** now and in the future!

During the course of the year you will have opportunity to give feedback about your course and other aspects of your training experience.

Whether you are a member or non-member, If you are on Empsy® CPD training programme and Workshops, then please tell us what you think by taking part in the Post-workshop Survey: <https://www.surveymonkey.co.uk/r/6LWRWYW>

It would only take two minutes of your time to answer a few questions. The feedback and surveys are important as they help Empsy® training to evolve and improve the member experience for all our participants.

Look out for the publicity on our website and have your say – your opinion counts!

Keep in touch & Further Support!

One-to-one or small group support:

Individual tuition/supervision can be provided if needed. Appointments can be arranged on a mutually convenient basis.

There are plenty of ways to keep in touch with what's happening at **Empsy®** Network. You can:

- follow us on Twitter: [@empy](#)
- join our [Facebook](#) group:
<https://www.facebook.com/groups/19570042648>
- LinkedIn group:
<https://www.linkedin.com/groups/2680307>
- Check out membership page to connect with other members and their activities – <http://empy.com/members.htm>

Correspondence

The QR code below will take you to the orcid.org website:

<http://orcid.org/0000-0003-0734-8678>



or you can go direct to the training tab on:

<http://www.empy.com/>

Professor Ho Law Prof. (Hons) PhD CPsychol FISCP(Accred) AFBPS FHEA

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Chartered Psychologist, Registered Psychologist, Registered Applied Psychology Practice Supervisor (APPS) and Coaching Psychologist, Associate Fellow of British Psychological Society (BPS), Fellow of the Higher Education Academy; International Society for Coaching Psychology (ISfCP) & Life Fellow of the Royal Society of Medicine