



# Level 4 Diploma in Coaching (Health Practitioner)

Specification (For Centres)

September 2016

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## About QUALIFI

### Quality: The Assurance of Recognition and Rigorous Quality Standards

At the heart of QUALIFI's commitment to the creation and awarding of respected Qualifications is a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO). QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI are also recognised by the Qualifications in Wales (QiW) and the CCEA (in full) who are responsible for awarding organisation and the quality assurance in both Wales and Northern Ireland. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised awarding organisation, QUALIFI has a duty of care to implement good quality assurance processes. This is to ensure that centres that are approved for the delivery and assessment of QUALIFI's qualifications and awards. It will also safeguard the outcome of assessments and meet the national regulatory requirements.

QUALIFI's qualifications are developed as being accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and the learner is free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration are available for centre reference. Centres are responsible for reviewing the applicant's ability to successfully complete the training programme and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learners' entry requirements.

### Relevance

QUALIFI works with a growing number of sector skills councils, professional associations and employers to identify mission-critical learning requirements and assess outcomes of programmes to achieve a consistent and recognised professional and academic standards.

We have built a reputation for supporting relevant skills in a range of job roles and industries including Leadership, Enterprise and Management, Hospitality & Catering, Health and Social Care, Business Process Outsourcing and Public Services. Our portfolio includes nationally recognised Qualifications as well as bespoke Qualifications.

### Accessible

The result is a growing number of UK and internationally recognised Qualifications that reflect workforce and professional areas of needed competency.

We support our Approved Learning Centres with flexible approaches to learning assessment through classroom based study, blended learning and distance learning programmes. Our goal is to support learners by giving them access to current and relevant education and Qualifications that support their career aspirations. Learn more about online learning. The world is changing and QUALIFI has the innovative spirit and commitment to learners to change with it while maintaining high standards of integrity and credibility.

## **Ambition**

Our ambition is **“To enable all individuals to realise their true potential by achieving success through learning.”**

## **Student Commitment**

This represents a clear statement of QUALIFI Ltd and its partners’ intentions to deliver agreed standards for a range of academic and administrative services. It spells out what is expected of you as a student and the contribution that can be made to gain the most benefit from your study time through our courses. Students play an important part in the process of improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for students to feedback about the experience of teaching and learning.

Students will get the best out of their study time with QUALIFI centres if you are encouraged to:

- Prepare for classes and attending punctually
- Complete work to the best of their ability and submitting it on time
- Not committing plagiarism
- Keeping up to date with course information through email or other channels
- Using the feedback opportunities given to improve subsequent work
- Making appropriate use of teaching staff’s time
- Taking responsibility for personal development planning and skills development
- Treating staff, fellow learners and neighbours in the local community with respect at all times

## **Supporting Diversity**

QUALIFI Ltd and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

## Contents

Contents .....	4
1 Introduction .....	6
1.1 Why Choose QUALIFI Qualifications?.....	6
1.2 Employer Support for the Qualification Development .....	7
1.3 Qualification titles and codes .....	7
1.4 Awarding institution .....	7
2 Programme purpose.....	7
2.1 Reasons for the Qualifications .....	7
2.2 Rationale, aims and learning outcomes of the course.....	8
2.3 Aims of the Diploma .....	8
2.4 Learning Outcomes of the Diploma .....	8
3. Delivering the qualifications.....	9
3.1 Quality Assurance Arrangements.....	9
3.2 Access to study .....	9
3.3 Entry Criteria.....	10
4 Structure of the Qualification.....	10
4.1 Units, credits and Total Qualification Time (TQT) .....	10
4.2 Qualification structures .....	11
4.3 Progression and links to other QUALIFI Programmes .....	12
4.4 University exemptions.....	12
4.5 Recognition of Prior Learning .....	13
5 Guidance to teaching and learning .....	13
5.1 Expertise of staff.....	13
5.2 Learning and teaching methods.....	14
5.3 Study skills .....	14
5.4 Learning resources .....	14
5.5 Personal development planning .....	15
5.6 Career opportunities .....	15
6 Student Support .....	15
6.1 Learners with disabilities .....	15
6.2 Health and Safety .....	15
6.3 Conduct .....	16
6.4 Progression .....	16
6.5 Weekly timetable .....	16
6.6 Attendance Requirements .....	16
6.7 Data Protection .....	16
7. Assessment .....	17
7.1 Assessment Strategy .....	17
7.2 Assessment arrangements for learners with a disability .....	17
7.3 Verification .....	18
7.4 Marking.....	18
7.5 Marking Scheme .....	18
7.5.1 Pass Mark .....	18
7.5.2 Deferral after valid mitigating circumstances .....	18
7.5.3 Referral after failure .....	19

7.6 Dealing with difficulties in meeting assessment deadlines .....	19
7.7 Extenuating circumstances.....	19
7.7.1 Late submissions .....	20
7.8 Assessment Boards.....	20
7.9 Appeals .....	20
7.9.1 First Stage Appeal.....	20
7.9.2 Stage Two Appeal .....	21
7.10 Cheating and plagiarism .....	21
7.11 Referencing.....	22
7.11.1 Bibliographies .....	22
7.11.2 Direct quotations.....	22
7.11.3 Summary of Harvard/BJM style details:.....	22
7.12 Confidential material.....	23
7.13 Submission.....	23
8. Course Regulations.....	23
8.1 Course requirements.....	23
8.2 Classification of Awards.....	23
8.3. Student Voice .....	23
8.4 Module Evaluation Questionnaires .....	24
8.5 Complaints.....	24
9 Equality and Diversity .....	24
10. Further professional development and training .....	25
Appendices .....	26
Appendix 1: Unit Descriptors .....	26
Level 4 QUALIFI Diploma in Coaching .....	26
UNIT DCE401: Understand and Establish a Coaching Agreement .....	26
UNIT DCE402: Create Positive Coaching Relationships.....	27
Unit DCE403: Effective Communication in a Coaching Environment .....	28
Unit DCE404: Action Planning and Goal Setting for Coaching .....	29
UNIT DCE405: Manage Progress and Accountability in a Coaching Environment.....	30
UNIT DCE406: Meet Ethical and Professional Coaching Standards .....	31
Appendix 2 Student Assessment Cover Sheet .....	31
Appendix 3: Student Assessment Feedback Sheet .....	32
Appendix 4: Evaluation by Student .....	34

# 1 Introduction

## 1.1 Why Choose QUALIFI Qualifications?

This suite of Qualifications provides a realistic and broad opportunity for Learners seeking career and professional development. They will support Learners in realising their potential and by association the prospects of the organisations they work with or for.

The objectives of this suite of Qualifications is to:

- provide career path support to Learners who wish to develop their management, enterprise capabilities and opportunities in their chosen sector;
- improve understanding of the business environment, organisations and how they are managed and developed; and
- develop skills and abilities in Learners to support their professional development.

The suite of Qualifications provides a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast changing and complex business environment and different organisation's ability to stay resilient and respond positively to change and opportunities will be explored.

Management of a range of business operations and functions, the management of specific challenges for organisations will introduce Learners to management theory, practice and models that will provide valuable knowledge and know-how.

The issues and concepts dealt with as part of this suite of Qualifications are best explored through exposure to organisations, for any full time Learners work placements are encouraged so that genuine experience and insight can be gained. Problem solving and creativity are attributes encouraged and developed in Learners through all the Units.

The Qualifications will develop the Learner's ability to:

- apply analytical and evaluative techniques and to enhance those skills;
- investigate issues and opportunities;
- develop their awareness and appreciation of managerial, organisational and environmental issues;
- use management techniques and practices in imaginative ways;
- make use of relevant information from different sources;
- develop and encourage problem solving and creativity to tackle problems and challenges;
- exercise judgement, own and take responsibility for decisions and actions; and
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

## 1.2 Employer Support for the Qualification Development

The development of this Qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigour, validity and demand for the Qualifications.

Discussions and feedback has been taken during the duration of the development of the Qualification on content, the potential Learner audience for the Qualifications and assessment methods ensuring a valuable experience and recognised set of skills, knowledge and understanding are realised.

## 1.3 Qualification titles and codes

The Qualifications have been accredited to the Regulated Qualification Framework (RQF) and each Qualification has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the Qualification has its own RQF code. The QAN for these Qualifications are as follows:

QUALIFI Level 4 Diploma in Coaching (603/1280/4)

## 1.4 Awarding institution

QUALIFI LTD

# 2 Programme purpose

## 2.1 Reasons for the Qualifications

The Qualification has been created to develop and reward the coaches and managers of today and the future, and to continue to bring recognition and professionalism to the coaching sectors.

We hope that centres and learners take the opportunity to learn a great deal from this programme that will provide relevant new skills and qualities.

It is envisaged that this programme will encourage both academic and professional development so that you learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

The Diploma is accredited at Level 4 and has a total equivalence of 120 credits. Completing the Diploma is equivalent to a **Degree Year** and as such allows access to the second year at one of our University partners for a related Honours Degree.

## **2.2 Rationale, aims and learning outcomes of the course**

The rationale of the programmes is to provide a career path for learners who wish to develop their coaching capabilities within the health sector. The outcome of the Diplomas, which is a UK/EU recognised Qualification, is for Learners to develop the skills required by organisations globally.

A Health Coach is a supportive mentor and wellness authority who works with clients to help them feel their best through food and lifestyle changes. Instead of prescribing one diet or way of exercising, Health Coaches tailor individualised wellness programs to meet their clients' needs.

What makes a Health Coach unique?

Relationships, exercise, career, and spirituality are just as important to your health as the food you eat. Health Coaches understand this and take a holistic approach to supporting the whole person.

## **2.3 Aims of the Diploma**

The programmes offered provide the opportunity for individuals to forge a career in business by seeking a greater knowledge and understanding of the coaching industry, and to support the individual's development. The course aims for the following:

1. To enable Learners to apply analytical and evaluative techniques to business in private and public coaching sectors
2. To enhance analytical and evaluative skills relating to coaching primarily across the health and well being sectors
3. To develop the Learner's ability to recognise and reflect on the process of personal learning and development which facilitates the enhancement of key personal, sociable and other transferable skills
4. To encourage the Learner's self-reflection, analytical, intellectual and transferable skills

## **2.4 Learning Outcomes of the Diploma**

The overall learning outcomes for all programmes are:

1. To understand and apply the principles of coaching in a health environment
- 2.
3. Review and apply the principles of coaching and health management within industry
4. To improve the employability of learners by allowing them to explore the relationship between management theories and their practical application in the business world.
5. Analyse problem solving techniques specific to business and industry
6. Select, collate, review and analyse information from a wide range of sources
7. Effectively use verbal and communication skills

8. Work independently and as part of a team
9. Manage one's own personal development and growth

These are the overall learning outcomes in line with foundation degree equivalences. The learning outcomes for each module are identified in Appendix 1 within the module descriptors.

## **3. Delivering the qualifications**

### **3.1 Quality Assurance Arrangements**

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support Learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved Centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that Learners are provided with appropriate learning opportunities and guidance. EQA's will ask to see and discuss a Centre's formative assessment plans. The suitability of plans will be agreed with the Centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor Centre's compliance. For assessment purposes QUALIFI can:

- appoints assignment setters, markers and moderators;
- sets and agrees assignments;
- marks and moderate's assignments;
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

### **3.2 Access to study**

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with lecturers and the centre support team.

All learners should be issued with the diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right Qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the Qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary Qualification and unit choices. When learners are recruited, you need to give them accurate information on the title and focus of the Qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

### 3.3 Entry Criteria

The Qualifications have been designed to be accessible without artificial barriers that restrict access and progression. Entry to the Qualifications will be through centre interview and the candidates will be expected to hold the following

QUALIFI Level 3 Certificate in Business Management:

- Learners who have demonstrated some ability and possess Qualifications at Level 3, for example 'A' Levels or vocational awards;
- Learners who have spent some time in an organisational role and shown they have capability and drive to develop
- Learners seeking further professional development and gain work related skills and know-how.

In certain circumstances, learners with considerable experience but no formal Qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be Academic.

## 4 Structure of the Qualification

### 4.1 Units, credits and Total Qualification Time (TQT)

The QUALIFI Diploma in Coaching (Health Practitioner) is a 4 Qualification made up of 120 credits.

All units are 20 credits in value. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

Each 20 credit unit approximates to a TQT of 200 hours incorporating 100 hours of Guided Learning.

Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

## **4.2 Qualification structures**

There are 6 mandatory units for the Qualification. All units cover a number of topics relating to learning outcomes. Each module has the equivalency of 20 credits.

Learners are required to complete 6 units at Level 4 to achieve the 120 credits required to gain the Level 4 Diploma in Coaching.

Learners will be expected to attend lectures and workshops that will introduce the subject matter.

Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas. Units require reflective exam sets and/or summative assessments for marking.

## Qualification Structure and Requirement

The Qualification is made up of 6 units. All units are mandatory and required by learners for the Level 4 Diploma in Coaching.

Ref:	Unit Title	Credit	TQT
DCE401	Understand and Establish a Coaching Agreement	20	200
DCE402	Create Positive Coaching Relationship	20	200
DCE403	Effective Communication in a Coaching Environment	20	200
DCE404	Action Planning and Goal Setting for Coaching	20	200
DCE405	Manage Progress and Accountability in a Coaching Environment	20	200
DCE406	Meet Ethical and Professional Coaching Standards	20	200

### 4.3 Progression and links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 4 Diploma in Coaching** will allow progress to:

- a QUALIFI Diploma, or
- the second year of undergraduate study in business management; or
- directly into employment in an associated profession.

### 4.4 University exemptions

QUALIFI has exemptions for learners to progress to a final year of an Honours degree at a number of Universities.

The pathways are an indication of the learner's progress towards a University degree and is based on the University's review of QUALIFI's learning programmes and outcomes. Further information is available here <http://www.QUALIFI.net/learning-pathways/>

## **4.5 Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or Qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to the QUALIFI's policy document on RPL.

## **5 Guidance to teaching and learning**

To ensure consistency and quality of delivery amongst centres QUALIFI has outlined a template to ensure the very best standards are available to learners. These include:

### **5.1 Expertise of staff**

Programmes of study are managed by a nominated course director within the centre and supported by an administrator responsible for the approved delivery and assessment team.

The team of educators and tutor associated with QUALIFI Ltd are, in typical UK University terms, the equivalent of senior academics and experienced practitioners.

All units will be delivered by an appropriately qualified tutor. The tutor responsible for each aspect of delivery and assessment is clearly identified within the module and assessment descriptors and will appropriate industry experience.

All tutors will be supported by a nominated administration person.

Administration and support for both technical and non-technical will be identified.

## **5.2 Learning and teaching methods**

The Diploma course deliveries lead themselves to blended learning. Blended Learning is an inclusive approach to a variety of differing learning styles and activities, enabling all learners to achieve successful outcomes.

Content is provided with appropriate exercises and the learning is reinforced through lectures facilitated workshops and online.

Learners will be expected to attend all workshops and lectures and will be able to access subject matter through the delivery team and online.

Learners will develop academically by continually researching, evaluating, analysing theories and then testing out their findings in a simulated work environment.

## **5.3 Study skills**

The support team will assist learners that require further development of study skills.

Personal development skills that include time management, organisational and research methods will be encouraged at all times. Learners unable to manage their academic workload can seek assistant.

QUALIFI can provide further learning support that includes how to write effective essays this can be requested through your registered centre or emailing [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## **5.4 Learning resources**

Extensive resources and learning support materials are available to support studies provided by QUALIFI and our partner. The materials are designed to enable you to gain all the skills needed for research and study.

Core text and suggested further reading are identified in the module descriptors in Appendix 1.

QUALIFI Ltd may provide (where appropriate) access to a range of electronic resources – e-journals and databases, e-books, images and texts through their learning management system. Core text has been made available as part of the Qualifications offered by QUALIFI Ltd and their centre partners.

All learners will be given access to the platform that also records all formative exercises as a record of achievement.

## **5.5 Personal development planning**

Learners are encouraged to develop and achieve personal development plans. Personal tutors and administration staff will support all learners looking to set out a plan and realise their ambitions.

Personal development plans promote a sense of direction and assist with future objectives. The learning management system provides all learners with an e-portfolio. This will record all learning and achievements.

## **5.6 Career opportunities**

The learning experience is not only about achieving a chosen award, it is also about developing as a person and realising potential. QUALIFI encourages learners to gain the skills and attitudes that will help them achieve their goals and aspirations.

QUALIFI may offer a range of support for centres and learners including:

- career and employability advice and guidance
- access to voluntary opportunities and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- business start-up, freelance and self-employment advice
- your University Diploma/Certificate will formally recognise your employability and enterprise achievements.

## **6 Student Support**

Centres should continue to support learners and encourage appropriate behaviour. In addition:

### **6.1 Learners with disabilities**

If learners have a disability that may affect their studies, they should either contact a personal tutor or let one of the course team know as soon as possible. With a centre agreement information will be passed on to the course admin team. QUALIFI can make reasonable adjustments to accommodate their needs and to provide appropriate support for them to complete your study successfully. Where necessary, learners will be asked for evidence to help identify appropriate adjustments.

### **6.2 Health and Safety**

Learners are responsible for the safety of themselves and for others around them. They must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

### **6.3 Conduct**

Learners will be expected to abide by the Regulations for the Conduct of Learners in the centre of study. QUALIFI Ltd expects learners to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones/other devices off prior to attending classes.

If behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal oral warning and all QUALIFI partners will support staff by invoking formal procedures where necessary. Learners and centres can receive more information about our expectations in the regulations for the Conduct of Learners. This will be made available on request.

### **6.4 Progression**

Discussions about academic progression through the course should normally take place 3 months before the end of the Qualification. It is an opportunity for learners to make plans for further study over the next academic year and to identify progression to the University for a final year.

### **6.5 Weekly timetable**

A timetable must be provided from all centres of learning. Learners are encouraged to attend all workshops and lectures available or online. These will be followed by final assessments.

### **6.6 Attendance Requirements**

Learners are required to attend all timetabled learning activities for each unit. Notification of illness or exceptional requests for leave of absence must be made to the centre of study.

If learners have not gained the required authorisation for leave of absence, do not respond to communications from the course tutor or support team and if they are absent for four weeks or more, they may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

### **6.7 Data Protection**

All of the personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## **7. Assessment**

The Qualifications within this suite are vocational because they support a Learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through an assignment. Assignment tasks will be written in a way to make them realistic 'work-related' tasks wherever possible. Knowledge, understanding and application will be need to be demonstrated by Learners. Original thought, problem solving and recommendations on actions will also be asked for from the Learner where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the Qualification.

Assignments will contain a question strand for each of the given unit's Learning Outcomes. The assignment tasks will address the LO (Learning Outcome) and AC (Assessment Criteria) requirements. Within assignments there will always be requirements for Learner's to engage with important and relevant theory that underpins the subject area.

The assignment questions will require Learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning Centres are required to make sure that they include case studies of relevant organisations and wherever possible facilitate in-company opportunities for Learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time Learners will ideally be able to draw on their personal work experience too.

Centres are required to provide a programme of formative assessment that prepares the Learners for their final assessment.

Sample assignments are included as part of the Qualification Specification supplied to Centres.

### **7.1 Assessment Strategy**

All units include formative and summative assessments. Assignments are handed out by course tutors and marked in line with the marking processes.

Assessment is varied and may include; written reports, business plans, change management plans, presentations, group work, viva, a worked-based project and personal development plan.

All assessments are linked to the learning outcomes of each module identified in Appendix 1 module descriptors. Learners are encouraged to act on feedback from tutors and markers so that they can take as part of their own learning and development.

### **7.2 Assessment arrangements for learners with a disability**

Arrangements are made for learners who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the course tutor to advise.

## **7.3 Verification**

The tutors will also act as assessors. This will contribute to the verification of the student submitting their own work and will act against cheating or plagiarism as the student will be known.

## **7.4 Marking**

The marking of the summative assignment will include comments on the text as well as an overall grade and feedback. The feedback will be based on the level of references and the quality of the interpretation of the question.

Marks will be deducted for transgressions, especially plagiarism and poor citation of sources:

- Assessors will make a judgement of minor transgressions not sufficient to require penalties.
- A warning will be issued and any further transgressions will result in marks being deducted.
- This will be in agreement with the course Director.
- Learners will pass the assignment to their respected tutors for assessment.

A marking scheme will be made available with all assignments. Guidelines are issued on plagiarism. Assessors are to be encouraged to avoid the use of borderline marks.

## **7.5 Marking Scheme**

### **7.5.1 Pass Mark**

A mark of at least 75% is required for a unit to be passed and the credit achieved. This same pass mark applies to all units that contribute to the Diploma. Once a unit pass mark has been agreed by and credit awarded, the student may not be re-assessed in that unit.

### **7.5.2 Deferral after valid mitigating circumstances**

Unit Assessment Boards may offer a deferral where it is considered that a valid claim for personal mitigating circumstances has been made. The nature of the deferral task and its timing is decided by the MAB. When the deferred student next presents her/himself for assessment the outcome will be judged as if for the first time, and the full module mark awarded.

### 7.5.3 Referral after failure

Unit Assessment Boards may offer one referral (= resit) opportunity to candidates who have failed a module. This 'second chance' is the right of the learner. The nature of the referral task and its timing is decided by the Assessment Board(AB). When the referred candidate next presents her/himself for assessment a maximum mark of 40% can be awarded by the AB, although it is best practice to inform the candidate of the un-moderated mark, which may be greater than 40%.

### 7.6 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief:

- **Assignments received up to 5 working days late will be eligible for a maximum mark of up to 40%. Submissions made later than 5 working days late will receive a fail grade;**
- **This is stated on the assignment submission sheet which should be electronically copied with each assignment.**

If learners anticipate that they will have difficulty in meeting assessment deadlines or have missed or are likely to miss in-semester tests they must report this at the earliest possible opportunity to the centre.

Authorisation of the late submission of work requires written permission. The centre is the only person authorised to give permission for one extension period of between 1 and 10 working days where evidence of circumstances has been accepted and where submission within this timescale would be reasonable taking into account those circumstances.

Centres should aim to inform learners of a decision about granting an extension within 5 days of the receipt of the request.

If learners are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, they may submit a case for consideration in accordance with the Extenuating Circumstances Procedure.

### 7.7 Extenuating circumstances

'Extenuating Circumstances' is a phrase which refers to exceptional factors outside of the student's control which have adversely affected their performance. These factors may prevent them from attending examinations or other timed assessments or caused them to miss assessment submission dates. Examples are illness, accidents or serious family problems.

Normally extenuating circumstances will relate to a change in their circumstances since they commenced your course, which have had a significant, adverse effect on their studies.

Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. Centres should not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time learners.

The normal work commitments of part-time learners would not constitute an extenuating circumstance.

A disability or learning difficulty does not constitute an extenuating circumstance. In determining assessment recommendations, Assessment Boards will consider properly submitted claims from learners who believe their performance has been adversely affected by extenuating circumstances.

**Note:** Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances.

### **7.7.1 Late submissions**

If a learner submits work late and unauthorised, a universal penalty will be applied in relation to their work:

- If a learner submits work within 5 working days following the published submission date they will obtain a maximum mark of 40% for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0%.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0%.

## **7.8 Assessment Boards**

The Assessment Board will meet to consider the percentage marks gained by the learners. The role is to moderate and agree module marks, award credits to learners who have achieved a pass mark, offer the federal opportunities to fail candidates who provided satisfactory evidence of mitigating circumstances.

## **7.9 Appeals**

If a student wishes to appeal a decision made by the board then the following two stage appeal process is available to them:

### **7.9.1 First Stage Appeal**

If, after being notified of results, a student considers that an appeal is justified, s/he must within 7 days of the notice of grades make a written submission of grounds for appeal to QUALIFI Ltd. This written appeal must state the grounds on which the appeal is sought and should be accompanied by appropriate documentary evidence.

QUALIFI Ltd will contact the student to discuss the matter. If it is not possible to resolve the issue a formal meeting will take place with the student having the right to bring a friend or colleague with them.

QUALIFI Ltd will make it clear to the appellant at the opening of the appeal that the decision could be one of the following options:

- (i) To uphold the appeal based on the evidence presented and either to refer the matter to a full meeting of the Assessment Board; or to request that the Chair of that Assessment Board take action;
- (ii) To turn down the appeal and to uphold the original decision of the assessment board;
- (iii) To postpone a final decision on the appeal, subject to seeking further clarification, evidence or advice as necessary. If the outcome is postponed, a second meeting will be necessary and must be conducted as an extension of the first meeting and be governed by the procedures pertaining to the appeal.

In all cases, the student must be informed of the right of appeal to the second stage if dissatisfied with the outcome of the first stage appeal. QUALIFI Ltd will be responsible for preparing a report of the Stage One meeting. This report will be sent to the student and a copy retained by QUALIFI Ltd.

### **7.9.2 Stage Two Appeal**

If the appeal is not satisfactorily resolved at Stage One, a written appeal must be submitted by the student to the Managing Director of QUALIFI Ltd (or nominee) within 14 days of the first appeal meeting. This written appeal must state the grounds on which the appeal is sought and should be accompanied by appropriate documentary evidence.

Extenuating circumstances which have not been declared at either time of the Board meeting or the first stage appeal will not be considered at the second stage appeal.

However, a learner can still appeal on the grounds that s/he believes that the Board and/or the Chair of the Board did not give sufficient weight to the declared extenuating circumstances.

### **7.10 Cheating and plagiarism**

A learner may appeal against a decision in relation to an allegation of cheating or plagiarism. Information that will be provided to learners with their assignment briefs include.

QUALIFI Ltd regard with particular severity any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained.

Plagiarism is a particular form of cheating that QUALIFI and centres regard with concern. All work that is submitted for assessment must be genuinely a learner's own work and not the result of plagiarism. If they are quoting actual words from a published or unpublished source they must acknowledge that fact each time they do it by using quotation marks and citing the source.

Learners must not also pass work off as the result of individual efforts, if they have in fact colluded with other learners to prepare the piece of work jointly, or have copied each other's work. Clearly, it is also wrong to copy another learner's work without her/him knowing about it.

If there are any doubts on this important matter, centres and learners are advised to contact QUALIFI Ltd direct.

## 7.11 Referencing

The standard adopted by QUALIFI Ltd is the Harvard method, in the style used by the *British Journal of Management (BJM)*. It is strongly recommended that learners use *only* this style standard. However, if learners use another style of Harvard referencing correctly and consistently, they will not be penalised. They must not mix styles.

### 7.11.1 Bibliographies

In the Harvard/*BJM* system, bibliographies of works consulted are **not** to be used. Learners should list **only** the sources directly referred to in work in the references. The page(s) where they show these references should be entitled References, *not* Reference List or References Section.

### 7.11.2 Direct quotations

In the Harvard/*BJM* system, direct quotations are only rarely used. Learners should instead summarise the author's ideas in your own words and provide the appropriate reference in the body of work, followed by the full references in the list of References.

### 7.11.3 Summary of Harvard/*BJM* style details:

1. Show sources in brief in the body of your work. Instructions on how to do this follow.
2. Direct quotations should only be used rarely. Instead, summarise the ideas in your own words (paraphrasing) and show the source by indicating the author's/authors' name(s), the year of publication and the page number(s) on which the reference occurs.
3. Show full details of sources as References at the end of your work, but before appendices.
4. In the References section, show sources only for articles/books/etc. directly referred to in the body of your work.
5. Do not use footnotes to reference sources or number the references in the References list.
6. In the References section, list the works in alphabetical order by the author's surname.
7. Put all references in the same list. Do not list books, articles, websites etc. separately.
8. There is a standard order for listing publishing details in the References list. For individual references, the order is:
  - a. author(s)' surname
  - b. author(s)' initials
  - c. year of publication
  - d. title of the work (book, journal article, chapter in a book, name of the scholarly paper, etc.)
  - e. name of the journal or magazine (if not a book)
  - f. publishing details. The publishing details will vary depending upon whether it is a book, a journal or magazine, a conference paper or a website.

A full guide to referencing is available through your registered centre. You can request this through email to: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## **7.12 Confidential material**

Learners may encounter confidential information whilst on work placements or through their research for assignments.

Learners are reminded that there are ethical and legal responsibilities to respect confidentiality and maintain anonymity of individuals and organisations within their assignments. If learners are unclear of their responsibilities, they must contact their course tutor for further guidance.

## **7.13 Submission**

Please refer to Appendix 2 for the Assignment submission sheet and mailbox and refer to Appendix 3 for the Feedback sheet that will be used to mark assignments.

# **8. Course Regulations**

## **8.1 Course requirements**

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful learners through the registered centres.

## **8.2 Classification of Awards**

Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI, and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

## **8.3. Student Voice**

Learners can play an important part in the process of improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feedback about their experience of teaching and learning.

## 8.4 Module Evaluation Questionnaires

Module evaluation questionnaires provide one of the most important means for learners and centres to express your opinion about teaching and learning experiences. They capture feedback on experience within each unit and inform staff about where improvements could be made. A sample evaluation sheet is provided in Appendix 4.

## 8.5 Complaints

QUALIFI recognise that there may be occasions when learners and centres have cause for complaint about the service received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response.

For more information on our formal complaints procedure please contact in the first instance or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

## 9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation is unacceptable and that it is in the interests of the organisation and its employees to utilise the skills of the total workforce. It is the aim of the organisation to ensure that no employee or other representative of the organisation receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give of their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all in our employment.

All employees and other related representatives, whether part-time, full-time or temporary, will be treated fairly and with respect. Selection for entry on to learning programmes and selection for employment, promotion, training or any other benefit will be on the basis of aptitude and ability. All employees will be helped and encouraged to develop their full potential and the talents and resources of the workforce will be fully utilised to maximise the efficiency of the organisation.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In

addition, full account will be taken of any guidance or Codes of Practice issued by the Equality and Human Rights Commission, any Government Departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or making contact with QUALIFI.

## **10. Further professional development and training**

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 161 818 9904

Or email: [support@QUALIFI-international.com](mailto:support@QUALIFI-international.com)

Website: [www.QUALIFI.net](http://www.QUALIFI.net) [www.QUALIFI-international.com](http://www.QUALIFI-international.com)

# Appendices

## Appendix 1: Unit Descriptors

### Level 4 QUALIFI Diploma in Coaching

#### UNIT DCE401: Understand and Establish a Coaching Agreement

Unit code: R/615/6055

RQF level: 4

#### Learning Outcomes and Assessment Criteria

Learning Outcome	Assessment Criteria
To achieve this unit a learner must be able to:	Assessment of these outcomes demonstrates a learner can:
1. Effectively discuss the guidelines and specific parameters of the coaching relationship with an individual.	1.1 Identify the coaching process 1.2 Evaluate if the individual is a candidate for coaching
2. Evaluate and analyse why coaching is sought from the individual with their desired outcomes, priorities, personal strengths and challenges	1.1 Analyse whether there is an effective match between a coaching method and the needs of the individual. 1.2 Determine if the individual is a candidate for coaching.
3. Evaluate the individual's motivation for coaching and assesses the individual's readiness to change or enter a coaching relationship and make positive changes in their life.	1.1 Differentiate between what is and is not appropriate in the coaching relationship. 1.2 Identify the responsibilities of the individual and of the coach. 1.3 Create a coaching agreement that includes roles, expectations, practice-specific processes, fees, and frequency, mode and length of sessions.

## UNIT DCE402: Create Positive Coaching Relationships

Unit Code: Y/615/6056

RQF level: 4

### Learning Outcomes and Assessment Criteria

Learning Outcome	Assessment Criteria
To achieve this unit a learner must be able to:	Assessment of these outcomes demonstrates a learner can:
1. Demonstrate the ability to create a safe, supportive environment that produces ongoing mutual respect and trust.	<ul style="list-style-type: none"><li>1.1 Demonstrate genuine concern for the individual's welfare and future.</li><li>1.2 Demonstrates respect for individual's perceptions, learning style, personal being.</li><li>1.3 Evaluate the support required for new behaviors and actions, including those involving risk taking and fear of failure.</li><li>1.4 Analyse the most appropriate method to coach the individual.</li></ul>
2. Demonstrate the ability to be fully present and create supportive relationship with the individual, employing a style that is open, flexible and confident.	<ul style="list-style-type: none"><li>1.1 Use a range of methods to assist the individual in creating a description of their ideal vision of the future.</li><li>1.2 Identifies and reflects on the present situation, past history, previous successes and challenges, resources associated with the individual's vision.</li><li>1.3 Explores and evaluates the individual's readiness to progress toward the vision.</li></ul>

## Unit DCE403: Effective Communication in a Coaching Environment

Unit code: D/615/6057

RQF level: 4

### Learning Outcomes and Assessment Criteria

Learning Outcome	Assessment Criteria
To achieve this unit a learner must be able to:	Assessment of these outcomes demonstrates a learner can:
1. Evaluate and analyse multiple sources of information, and make interpretations that help the individual gain awareness and achieve agreed results.	<ul style="list-style-type: none"><li>1.1 Use a range of questioning techniques for a greater understanding, awareness and clarity of the individual needs.</li><li>1.2 Reflect, mirror back, reframe and summarise to ensure clarity and understanding of the individual's needs.</li><li>1.3 Evaluate broader models of perspectives to individuals to inspire commitment and new possibilities for action.</li></ul>
2. Evaluate and analyse areas for learning and growth with the individual in a coaching environment.	<ul style="list-style-type: none"><li>1.1 Evaluate the individual's readiness to progress toward their learning.</li><li>1.2 Analyse the individual's ability to identify and explore patterns, perspectives, and beliefs that may be limiting lasting change.</li></ul>

## Unit DCE404: Action Planning and Goal Setting for Coaching

Unit code: H/615/6058

RQF level:

### Learning Outcomes and Assessment Criteria

Learning Outcome	Assessment Criteria
To achieve this unit a learner must be able to:	Assessment of these outcomes demonstrates a learner can:
1. Evaluate a range of methods to assist the individual in establishing goals that will lead to the vision and create opportunities for ongoing learning.	<p>1.1 Identify actions that will enable the individual to demonstrate, practice and deepen new learning.</p> <p>1.2 Analyse and evaluate a series of steps that will lead to the achievement of individual-selected goals.</p>
2. Evaluate individual successes and summarise capabilities for future growth.	<p>1.1 Apply the transtheoretical model to respond to the stages of change and employ appropriate strategies for each stage.</p> <p>1.2 Evaluate setbacks and relapses with the individual and address next steps with understanding and realism.</p> <p>1.3 Create a 3-month goal plan and create a first week of action steps.</p>
3. Develop and maintain an effective coaching plan with the individual.	<p>1.1 Analyse an individual's needs and capabilities to create a plan with <b>SMART</b> goals and results that are attainable, measurable, specific and have target dates.</p> <p>1.2 Identify a individual's goals.</p> <p>1.3 Identify and explain ways to access different resources for learning.</p> <p>1.4 Evaluate a plan as warranted by the coaching process through analysis of changes in the situation.</p>

## UNIT DCE405: Manage Progress and Accountability in a Coaching Environment

Unit code: K/615/6059

RQF level: 4

### Learning Outcomes and Assessment Criteria

Learning Outcome	Assessment Criteria
To achieve this unit a learner must be able to:	Assessment of these outcomes demonstrates a learner can:
1. Use a range of methods to help the individual hold attention on what was planned or agreed upon and delegate responsibility to the individual to take action.	1.1 Analyse the “big picture” of where the individual is heading and set a context for where the individual wishes to go. 1.2 Facilitate the individual’s ability to track his or her own progress, addressing what was learned, and reflecting on experiences. 1.3 Evaluate and agree on the individual’s commitment to and accountability for specific steps.
2. Evaluate success in taking steps and achieving individual goals and make modifications based on personal decisions and progress made.	1.1 Demonstrate an ability to assist the individual in articulating learning and insights gained in the change process. 1.2 Analyse the individual’s progress and readiness and develops a post-coaching plan to sustain changes that promotes health and wellness. 1.3 Assist the individual in articulating learning and insights gained in the change process.

## UNIT DCE406: Meet Ethical and Professional Coaching Standards

Unit code: D/615/6060

RQF level: 4

### Learning Outcomes and Assessment Criteria

Learning Outcome	Assessment Criteria
To achieve this unit a learner must be able to:	Assessment of these outcomes demonstrates a learner can:
1. Research applicable laws and regulations and accepted professional standards within the coaching scope of practice.	1.1 Evaluate the International Coach Federation (ICF) ethical guidelines. 1.2 Create a plan for a continuous process of training and education in coaching.
2. Review and evaluate the distinctions between coaching, consulting, psychotherapy and other support professions.	1.1 Critically evaluate an individual's personal needs. 1.2 Identify appropriate resources as needed for alternative support.

### Appendix 2 Student Assessment Cover Sheet

<b>Learner Reference Number</b>	
<b>Unit Level and Title</b>	
<b>Assignment Number</b>	
<b>Name of Tutor</b>	
<b>Date Submitted</b>	
<b>Essay/Assignment Question</b>	

Any piece of student's work without a declaration **will not be accepted** for marking.

#### Declaration

1. This assignment is the product of individual work.
2. I am aware of what plagiarism is and the penalties that I/we would suffer if I am found to have committed plagiarism.

3. The work submitted is the product of my original work and where material and ideas have been taken from the published and unpublished work of others, reference to all original sources has been made in the text and via the reference, bibliography or notes sections, or by some other means.
4. I understand that 3% points are deducted for each day of late submission.

*Instructions to Student:*

Assignments should be no longer than 1,500 words. Appendices, references and tables are not part of the word count. Ideally assignments should include an executive summary of key points, clarification of the question set and a critical perspective on the question based around course material. External sources should be referenced and wherever possible case examples included in the answer. Ensure that you provide a conclusion to the discussion that shows the balance of the argument.

The marking criteria are:

- Understanding of question and topic;
- Clarity and structure of argument;
- Use of sources and citation;
- Critical analysis and discussion of arguments.

Assignments should be submitted electronically to (insert address) using the Learner Reference Number. Do not write your name on the document.

***Attach this cover sheet to all your assignments for submission and email the Course Administrator at (insert email address)***

### **Appendix 3: Student Assessment Feedback Sheet**

<b>Name of Tutor</b>	
<b>Assignment Number</b>	
<b>Essay/Assessment Question</b>	

#### **Marking Criteria**

<i>Understanding of question and topic.</i>	
<i>Clarity and structure of argument.</i>	
<i>Use of sources and citation.</i>	

<i>Critical analysis.</i>	
<i>Conclusions and recommendations.</i>	
<b>General Comments</b>	

<b>Grade Issued</b>			
<b>1<sup>st</sup> Marker</b>		<b>Date</b>	
<b>2<sup>nd</sup> Marker</b>		<b>Date</b>	

## Appendix 4: Evaluation by Student

Qualification Title:

Name	
Date	
Tutor	
Module title(s)	
Assessment/Learning Period	

**In the following sections please provide any information that will help us to improve the programme**

<b>Curriculum design, content and organisation</b>

<b>Teaching, learning and support</b>

<b>Assessment methods and feedback</b>

**Student achievement (to what extent have you met the learning outcomes)**

**Any further comments**