



Qualifi Level 4 Diploma in Coaching (Health Practitioner)

Specification (For Centres)

November 2018

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. 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 is also recognised by Qualifications in Wales (QiW) and the Council for the Curriculum, Examinations and Assessment (CCEA) who are responsible for Awarding Organisations and 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 quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be 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 ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully 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 learner's entry requirements.

Supporting Diversity

QUALIFI 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.

Learner Voice

Learners can play an important part in 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 feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

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1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide 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 organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner 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 and take responsibility for decisions and actions
- 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 these qualifications has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualifications on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Title and Code

This qualification has been accredited to the Regulated Qualification Framework (RQF) and 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 this qualification is as follows:

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

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

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 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 for the Diploma

The rationale for the programme 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 wellbeing 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 the programme are:

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

3. Delivering the Qualification

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. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these 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 compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates 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 tutors 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, centres 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 qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be expected to hold the following:

- demonstrated some ability and possess qualifications at Level 3, for example 'A' Levels or vocational awards;
- spent some time in an organisational role and shown they have capability and drive to develop;
- seeking further professional development and to 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 Level 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 Structure

There are six mandatory units for the qualification. All units cover a number of topics relating to learning outcomes. Each unit has the equivalency of 20 credits.

Learners are required to complete six 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.

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

Ref:	Mandatory Units	Level	Credit	TQT	GLH
DCE401	Understand and Establish a Coaching Agreement	4	20	200	100
DCE402	Create Positive Coaching Relationship	4	20	200	100
DCE403	Effective Communication in a Coaching Environment	4	20	200	100
DCE404	Action Planning and Goal Setting for Coaching	4	20	200	100
DCE405	Manage Progress and Accountability in a Coaching Environment	4	20	200	100
DCE406	Meet Ethical and Professional Coaching Standards	4	20	200	100

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **QUALIFI Level 4 Diploma in Coaching** can 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 number of universities to complete a master's degree. This generally requires completion of a dissertation only.

The pathways are an indication of a learner's progress towards a university degree and are 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 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 number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All 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 learner 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

7. Assessment

These qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners 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 learners 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.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure

- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

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 students 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. Learner Voice

Learners can play an important part in 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 is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises 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 that ensures as an effective, prompt and appropriate response as possible.

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

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI 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 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.

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 the 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 by 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)115 888 2323 or +44 (0)208 123 2946

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendix 1: Unit Descriptors

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	2.1 Analyse whether there is an effective match between a coaching method and the needs of the individual
	2.2 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	3.1 Differentiate between what is and is not appropriate in the coaching relationship
	3.2 Identify the responsibilities of the individual and of the coach
	3.3 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	1.1 Demonstrate genuine concern for the individual's welfare and future
	1.2 Demonstrates respect for individual's perceptions, learning style, personal being
	1.3 Evaluate the support required for new behaviors and actions, including those involving risk taking and fear of failure
	1.4 Analyse the most appropriate method to coach the individual
2. Demonstrate the ability to be fully present and create supportive relationship with the individual, employing a style that is open, flexible and confident	2.1 Use a range of methods to assist the individual in creating a description of their ideal vision of the future
	2.2 Identifies and reflects on the present situation, past history, previous successes and challenges, resources associated with the individual's vision
	2.3 Explores and evaluates the individual's readiness to progress toward the vision

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 agree results	1.1 Use a range of questioning techniques for a greater understanding, awareness and clarity of the individual needs
	1.2 Reflect, mirror back, reframe and summarise to ensure clarity and understanding of the individual's needs
	1.3 Evaluate broader models of perspectives to individuals to inspire commitment and new possibilities for action
2. Evaluate and analyse areas for learning and growth with the individual in a coaching environment	2.1 Evaluate the individual's readiness to progress toward their learning
	2.2 Analyse the individual's ability to identify and explore patterns, perspectives, and beliefs that may be limiting lasting change

Unit DCE404: Action Planning and Goal Setting for Coaching

Unit code: H/615/6058

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 a range of methods to assist the individual in establishing goals that will lead to the vision and create opportunities for ongoing learning	1.1 Identify actions that will enable the individual to demonstrate, practice and deepen new learning
	1.2 Analyse and evaluate a series of steps that will lead to the achievement of individual-selected goals
2. Evaluate individual successes and summarise capabilities for future growth	2.1 Apply the transtheoretical model to respond to the stages of change and employ appropriate strategies for each stage
	2.2 Evaluate setbacks and relapses with the individual and address next steps with understanding and realism
	2.3 Create a 3-month goal plan and create a first week of action steps
3. Develop and maintain an effective coaching plan with the individual	4.1 Analyse an individual's needs and capabilities to create a plan with SMART goals and results that are attainable, measurable, specific and have target dates
	4.2 Identify an individual's goals
	4.3 Identify and explain ways to access different resources for learning
	4.4 Evaluate a plan as warranted by the coaching process through analysis of changes in the situation

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.	2.1 Demonstrate an ability to assist the individual in articulating learning and insights gained in the change process
	2.2 Analyse the individual’s progress and readiness and develops a post-coaching plan to sustain changes that promotes health and wellness
	2.3 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	2.1 Critically evaluate an individual's personal needs
	2.2 Identify appropriate resources as needed for alternative support