



Level 7 Diploma in Health and Wellness Coaching

Specification (For Centres)

April 2021

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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.

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 this qualification 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 qualification 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 Titles and Codes

The 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 7 Diploma in Health and Wellness Coaching: 603/2953/1

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

This qualification has been created to develop and recognise the health and wellness coaches of today and the future, and to continue to bring recognition and professionalism to the health, wellness, coaching and nutrition 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 the postgraduate Level 7 and has 120 credits.

2.2 Aims of the Diploma

Level 7 qualifications are designed to develop the knowledge, understanding and skills learners need to deal with the complexities of leadership and strategic management in a business context, and to develop their ability to lead change in organisations.

The Level 7 Diploma in Health and Wellness Coaching is designed for learners with an advanced qualification that supports their development as coaches within the health, nutrition and wellness industries.

Learners at this level of education are able to display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or

professional activity, accepting accountability for related decision making, including the use of supervision.

The QUALIFI Level 7 Diploma in Health and Wellness Coaching aims to give learners the opportunity to:

1. Gain a recognised qualification from an internationally recognised Awarding Organisation
2. Learn from a curriculum supported by the most recent content relevant to a contemporary coaching environment
3. Be supported by a digital online platform and develop a personalised e-portfolio to improve the transparency and portability of the qualification
4. Progress along a pathway to gain a higher-level qualification
5. Apply health coaching skills in a variety of practice settings including hospitals, clinics, health educational facilities, private practice, corporations and schools
6. Understand and integrate the power of the mind/body connection within their practice
7. Build and sustain positive and trusting coaching relationships with clients
8. Use keen sensory skills so that, as coaches, they can observe symptoms as they may arise in their own bodies and to teach clients to do the same
9. Demonstrate a commitment to carrying out professional responsibilities and an adherence to the core competences and ethical principles of the profession.

2.3 Learning Outcomes of the Diploma

The overall learning outcomes of the Diploma are to:

1. Provide learners with language skills, listening skills and the opportunity of being with another as a means to encourage and free clients to attempt health generating changes.
2. Enable learners to demonstrate proficiency in working from a comprehensive health history to design and implement personalised plans with clients.
3. Enable learners to demonstrate the skills needed to inspire accountability in their clients to adhere to goals.
4. Enable learners to demonstrate proficiency in question posing as a means to develop client self-awareness.
5. Enable learners to demonstrate proficiency in active, reflective and empathetic listening skills.
6. Teach learners to understand behaviour change and to demonstrate application in motivating others.
7. Enable learners to demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles of the profession.

These are the overall learning outcomes in line with postgraduate programmes. 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 application and 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.

Please contact Qualifi for further information.

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 applicants will be expected to hold the following

- Level 6 Qualification or;
- First Degree.

In certain circumstances, managers 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 Health and Wellness Coaching is a Level 7 qualification made up of 120 credits.

The 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 learner 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. 120 credits equate to 1200 hours of TQT.

Examples of activities that 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 prerecorded 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 that 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 that 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

The overall structure of the course is based on 7 units that cover a number of topics relating to the learning outcomes.

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

Learners must complete all units successfully and achieve 120 credits before the Diploma can be issued.

QUALIFI Level 7 Diploma in Health and Wellness Coaching

The Level 7 Diploma focuses on developing understanding, skills and abilities to equip learners with the awareness and aptitudes to be an effective health and wellness coach.

Unit Reference	Mandatory Units	Level	Credit	TQT	GLH
M/616/8908	Health and Nutrition - Nutrition and Health Coach Practice	7	15	150	50
J/616/8929	Health Coaching - Behavioural Changes and Evidence-based Coaching	7	15	150	50
A/616/8930	Practice Management	7	15	150	50
F/616/8931	Adult Education	7	15	150	50
J/616/8932	Health Coach Ethics	7	15	150	50

Unit Reference	Mandatory Units	Level	Credit	TQT	GLH
L/616/8933	Professional Communication	7	15	150	50
R/616/8934	Capstone Research and Project	7	30	300	100

4.3 Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 7 Diploma in Health and Wellness Coaching** will allow learners to progress to:

- the QUALIFI Level 8 Diploma in Strategic Management and Leadership;
- a university partner to complete a further 60 credits to receive a full master's degree;
- 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.

The experience of teachers and assessors required to deliver this qualification has been identified in **3.1 Quality Assurance Arrangements**

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

This qualification is vocational as it 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.

8. Course Regulations

8.1 Course Requirements

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

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

8.2 Classification of Awards

These qualifications are pass/fail.

Decisions about the overall achievements 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 candidates' 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, 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 learner-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) 1158882323

Or email: support@QUALIFI-international.com

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

Appendices

Appendix 1: Unit Descriptors

Unit HC 505: Health and Nutrition – Nutrition and Health Coach Practice

Unit code: M/616/8908

RQF level: 7

Aim

In this unit, learners will have the opportunity to extend their learning of health and nutrition as it applies to the practice of health coaching. Learners will explore opportunities to learn a client-centered approach to disseminating evidence-based nutritional knowledge, integrating their prior learning in regard to concepts such as whole foods advocacy and principles of bio-individuality.

Learners will take into account all the challenges and obstacles clients encounter in contemporary life (popular media claims, adulterated or manufactured foods, etc.) and encouraged to engage in required readings, explore additional self-selected resources, and successfully participate in online discussions to exchange knowledge and understanding.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	Identify and Discuss the issues associated with nutrition and health coach practices.	1.1	Critically evaluate current issues relating to a range of nutritional topics.
		1.2	Analyse solutions to contemporary problems relating to nutrition and health coach practice and their impact on instructional design practice and/or research.
2.	Create a nutritional assessment plan appropriate for a chosen client.	2.1	Evaluate common theories and factors relating to the wellbeing of a client in relation to nutrition.
		2.2	Create a nutritional plan for a chosen client to include foods to avoid, sample menus and ideal eating behaviours.
3.	Connect popular media information to human nutrition and eating behaviour.	3.1	Analyse information presented in the media relating to nutrition and eating behaviour
		3.2	Evaluate and discuss a variety of media claims relating to improving health
		3.3	Analyse common perceptions of clients in relation to media claims about nutrition, eating behaviour and health.

4.	Identify the causal factors of and approaches to addressing significant nutrition and dietary challenges in contemporary societies.	4.1	Analyse factors affecting nutrition and dietary challenges in contemporary societies.
		4.2	Evaluate current initiatives to resolve poor nutritional behaviour in contemporary societies.

Suggested Resources

Prousky, J. (2013). *Textbook of Integrative Clinical Nutrition*. Toronto: CCNM Press. ISBN-10:897025459

Enders, G. (2015). *Gut: The Inside Story of Our Body's Most Underrated Organ*. British Columbia: Greystone. ISBN-10: 1771641495

Lipski, E. *Digestive Wellness, 4th Edition: Strengthen the Immune System and Prevent Disease Through Healthy Digestion*.

Unit HC 525: Health Coaching – Behavioural Changes and Evidence-based Coaching

Unit code: J/616/8929

RQF level: 7

Aim

In this unit, learners will advance their knowledge of and skills as a health coach. The aim of this unit is for learners to explore opportunities to learn and practice the evidence-based methodology of a client-centered coaching model built on positive psychology principles and the latest findings in neuroscience, motivation research, behaviour change theories, and integrative mind-body tools.

Learners will engage in required reading, explore additional self-selected resources, and successfully participate in online dyads, triads, online discussions, a coaching case study. Learners will also complete two coaching feedback evaluations for fellow learners.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	Connect the issues associated with behaviour change and evidence-based coaching methods.	1.1	Critically evaluate issues relating to a range of issues associated with behavioural changes.
		1.2	Analyse and discuss solutions to contemporary issues associated with evidence-based coaching methods.
2.	Plan solutions for sustainable healthier life changes for a selected client.	2.1	Asses a client's requirements for making a sustainable healthy life change.
		2.2	Develop a plan to help a client make a sustainable healthy life change.
3.	Demonstrate theoretical and practical competency in coaching skills and knowledge.	3.1	Evaluate different types of coaching techniques for use within coaching sessions.
		3.2	Provide feedback to fellow health coaches on client coaching sessions.

Suggested Resources

Arloski, M. (2015). *Wellness coaching for lasting lifestyle change* (2nd ed.) Duluth, MN: Whole Person.

Britton, J. (2010). *Effective group coaching: Tried and tested tools and resources for Optimum group coaching results*. New York: Wiley.

Jordan, M. (2013). *How to Be a Health Coach: An integrative wellness approach*. San Rafael, CA: Global Medicine Enterprises, Inc.

Additional Support

Prochaska, J., Norcross, J.C., & Diclemente, C.C. (1994). *Changing for good: A revolutionary six-stage program for overcoming bad habits and moving your life positively forward*. Avon.

Lasley, M., Kellogg, V., Michaels, R., & Brown, S. (2011). *Coaching for transformation: Pathways to ignite personal and social change*. Troy, PA: Discover Press.

Moore, M., & Tschannen-Moran, B. (2010). *Coaching psychology manual*. Philadelphia: Wolters Kluwer.

International Coach Federation website: <http://coachfederation.org/http://coachfederation.org/>

National Consortium for Credentialing Health and Wellness Coaches
<http://www.ncchwc.org/http://www.ncchwc.org/>

Livingstone, J. & Gaffney, J. (2016). *Relationship power in health care: Science of behaviour change, decision making, and clinician self-care*. CRC Press.

Travis, J and Ryan, R. (2004). *Wellness Workbook*. 3rd Ed. Berkeley, CA: Celestial Arts. 2004.

Seligman, M. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press.

Online:

Sforzo, G. A. (2013). The Study of Health Coaching: The Ithaca Coaching Project, Research Design, and Future Directions. *Global Advances in Health and Medicine*, 2(3), 58–64.

<http://doi.org/10.7453/gahmj.2013.040>

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3833532/http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3833532/>

Health Coaches Help Family Physicians Improve Chronic Disease Management.

<http://www.aafp.org/news/practice-professional-issues/20150406healthcoach.html>
<http://www.aafp.org/news/practice-professional-issues/20150406healthcoach.html>

Health Coaching Dramatically Lowers Patients' Systolic Blood Pressure.

<http://www.aafp.org/news/practice-professional-issues/20120704annalshealthcoaches.html>

Unit HC 530: Practice Management

Unit code: A/616/8930

RQF level: 7

Aim

This unit integrates health coaching with consulting, adult teaching and essential management. In this unit, learners will use skills to solve real practice challenges of a reasonable scope. In doing so, learners will apply the principles of planning, analysis, design, production, evaluation, implementation and management.

The emphasis of this unit is on the development of internal and/or external consulting skills that facilitate the contracting, management and implementation phases of a health or wellness project.

Learners will evaluate how practice management can help them to develop a better idea of the kind of advanced health coach they want to be and, potentially, the type of influence they have on clients.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	Develop a professional-quality coaching solution for an identified problem across the phases of the consulting process.	1.1	Analyse the different phases of consulting and how to apply them in the context of a coaching solution for a client.
		1.2	Develop a contracting model to establish a business coaching relationship with a client.
2.	Discuss the factors that affect a health coach practice in a business context.	2.1	Create a project plan that incorporates a coaching/consulting model.
		2.2	Evaluate business tools for managing and budgeting consulting projects.
3.	Integrate the principles of coaching and adult education with the values of consulting.	3.1	Evaluate the processes required for facilitating meetings in a way that ensures engagement and commitment from clients and stakeholders.
		3.2	Analyse different coaching models used to develop a balanced (win-win) relationship between the coach and client.
		3.3	Analyse strategies used to deal with and overcome resistance to change.

Suggested Resources

Flawless Consulting (Third Edition), Peter Block, 2011. This book focuses on the consulting aspects of this course. ISBN: 978-0-470-62074-8. Additional Web Content:

<http://www.designedlearning.com/about-peter-block/flawless-consulting-expanded-book-content/>

Helping, How to Offer, Give and Receive Help, Edgar Schein, 2009. This book focuses on dynamics in One-to-One, Group and Organizational Relationships. ISBN: 1-60509-856-2

The Start Up of You, Reid Hoffman and Ben Casnocha, 2012. This book focuses on adaptation to the future, investing in yourself and transforming your career. ISBN: 978-0-307-88890-7

Unit HC 535: Adult Education

Unit code: F/616/8931

RQF level: 7

Aim

Learning is part of behavioural change. This unit presents an overview of learning theories and practices as they relate to adults. The focus of the unit is on the various approaches to learning, ranging from teacher-directed to self-directed in primarily formal settings.

In this unit learners will explore three interconnected learning domains – cognitive, affective, and physical – and how these pertain to educational practice. The unit introduces a foundational overview of learning in organisations for learners to explore in-depth, specific, relevant curiosities.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	Discuss theory associated with andragogy and its assumptions about adult learners.	1.1	Analyse major theories and concepts of adult learning to show progression and relationship to one another.
		1.2	Critically evaluate assumptions relating to andragogy and adult learners in the coaching context.
2.	Apply the characteristics and needs of the adult learner to the coaching context.	2.1	Explain the needs, motivations, capacities and characteristics of adult learners.
		2.2	Evaluate the effectiveness of applying motivation theory to the coaching context when working with clients.
3.	Examine the role of the facilitator in the adult-learning process.	3.1	Analyse the relationship between teaching, learning, coaching and facilitating.
		3.2	Evaluate the role of the health coach in facilitating adult learning.
4.	Integrate and apply learning theory to the coaching context.	4.1	Evaluate learning through the lens of behavioural, cognitive, humanistic and social cognitive theories.
		4.2	Evaluate the impact on learning of applying key concepts of the above theories directly to the coaching practice.
5.	Develop strategies for teaching and learning applicable to the coaching context.	5.1	Construct a philosophy, overall strategy, or model of teaching and learning in a coaching context based on adult learning theory and practice.

Suggested Resources

Biniecki, S.Y., & Conceicao, S.C.O., (2016). Using concept maps to engage adult learners in critical analysis.

Adult Learning, 27 (2). Doi: 10.1177/1045159515604148

Dirkx, J. M. (2006). Engaging Emotions in Adult Learning: A Jungian Perspective on Emotion and Transformative Learning. *New Directions for Adult & Continuing Education*, 2006(109), 15-26. doi:10.1002/ace.204

Fazel, P. (2013). Teacher-coach-student Coaching Model: A Vehicle to Improve Efficiency of Adult Institution.

Procedia - Social and Behavioural Sciences, 97 (The 9th International Conference on Cognitive Science),

384-391. doi: 10.1016/j.sbspro.2013.10.249

Gorges, J., and Kandler, C. (2012). Adults' learning motivation: Expectancy of success, value, and the role of affective memories. [Learning and Individual Differences \(Links to an external site.\)](#), 22 (5), 610-617.

Kolb, D.A. (1984). The Process of Experiential Learning. In *Experiential learning: Experience as the source of learning and development*, (pp. 20-38). Englewood Cliffs, NJ: Prentice Hall.

Merriam, S. B., and Bierma, L. L., (2013). *Adult learning: Linking theory and practice*.

San Francisco, CA: Jossey-Bass.

Rager, K. B. (2009). I feel, therefore, I learn: The role of emotion in self-directed learning. *New Horizons in*

Adult Education & Human Resource Development, 23(2), 22-33.

Suggested Supplemental Reading:

Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

Knowles, M. (1984). *The Adult Learner: A Neglected Species* (3rd Ed.). Houston, TX: Gulf Publishing.

Retrieved from <http://files.eric.ed.gov/fulltext/ED084368.pdf>

McGrath, V. (2009). Reviewing the Evidence on How Adult Students Learn: An Examination of Knowles' Model of Andragogy. *Adult Learner: The Irish Journal of Adult and Community Education*, 99-110.

Nicolaidis, A. and Marsick, V. J. (2016), Understanding Adult Learning in the Midst of Complex Social "Liquid Modernity". *New Directions for Adult and Continuing Education*, 2016: 9–20.

Unit HC 540: Health Coach Ethics

Unit code: J/616/8932

RQF level: 7

Aim

This unit is designed to provide insight and provoke thought regarding the learner's ethical and moral responsibilities as a health coach. The unit encourages learners to explore three major questions:

1. What is the reach and what are the limits of your profession as a nutrition health coach?
2. What framework(s) should you use for ethical decision making?
3. What are the related ethical guidelines and codes, and how do they apply to your practice?

This unit aims to build on the foundational coaching process learned and practised in previous units by giving the learner a deeper understanding of related ethical codes and responsibilities.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	Discuss and apply the health coaching scope of practice.	1.1	Evaluate current issues relating to a range of issues associated with the health coaching scope of practice.
		1.2	Analyse and discuss solutions to contemporary issues associated with the health coaching scope of practice.
2.	Assess the importance of communicating with a number of health professionals in different sectors and distinguish the various roles of each.	2.1	Evaluate how the practice of health coaching can relate to other health professions.
		2.2	Analyse the differences between a health coach, dietitian, nutritionist and other health professionals' scopes of practice.
3.	Demonstrate the process of ethical decision making.	3.1	Explain different situations that may not align to coaching strategies.
		3.2	Apply the 7 Steps of Ethical Decision Making to coaching scenarios.
4.	Explain the different components of a coaching agreement.	4.1	Evaluate the fundamentals of ethics and morality in coaching communications.
		4.2	Define a code of ethics differentiating between consent, waivers, disclaimers and coaching agreements and how and when to use them.

Suggested Resources

Jordan, M. (2013). *How to be a health coach: An integrative wellness approach*. San Rafael, CA: Global Medicine Enterprises, Inc.

Articles

- 1) Wolever, R.Q. Moore, M., & Jordan, M. Coaching in health care. In Bachkirova, R, et al. (Ed.)
- 2) Jordan, M., & Livingstone, J. (2013). Coaching versus psychotherapy in health and wellness: Overlap, dissimilarities and the potential for collaboration. *Global Advances in Health and Medicine*, 2(4): 44-51.
- 3) ICF Code of Ethics
- 4) NCCHWC Code of Ethics
- 5) Registered Dietitian Scope of Practice
- 6) IAHC Health Coaching: Your Right to Practice Guide
- 7) 7 Steps of Ethical Decision-Making

Unit HC 545: Professional Communication

Unit code: L/616/8933

RQF level: 7

Aim

The aim of this unit is for learners to examine the use of effective communication and communication theories for personal and professional development in the field of integrative health.

Learners will assess and develop guidelines and a communication plan for effective communication in three functional areas: (1) communication between health coaches and clients, (2) communication among coaches, practitioners, and other professionals in integrative health, (3) communication with the general public.

Learners will identify their personal strengths and opportunities for growth in different areas of communication.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	Apply communication theory in the context of health coaching.	1.1	Analyse the key aspects of a range of communication theories
		1.2	Evaluate how communication theory is applied in the context of health coaching.
2.	Discuss the importance of effective communication on personal and professional levels.	2.1	Analyse how health coaches help individuals communicate effectively with their healthcare teams
		2.2	Evaluate how health coaches contribute to effective professional communication in healthcare
3.	Develop a plan for effective communication among clients, practitioners, and the public.	3.1	Define the communication requirements of a client for a situation in a health coaching context, including between the client, practitioners and the public
		3.2	Analyse any barriers or obstacle to communication and how to overcome them
		3.3	Create a communication plan to meet the requirements of a client in a health coaching context

Suggested Resources

Tamparo, C., & Lindh, W. (2008). *Therapeutic Communications for Health Professionals, 3rd ed.* Clifton Park, NY: Delmar. ISBN-10: 1418032646

Additional online resources:

Owl Purdue Writing Lab. <https://owl.english.purdue.edu/owl/resource/560/01>

Medical Dictionaries: <http://www.nlm.nih.gov/medlineplus/mplusdictionary.html>
<http://www.medterms.com/script/main/hp.asp>

Medical Encyclopaedia: <http://www.nlm.nih.gov/medlineplus/encyclopedia.html>

Medical Literature Search: PubMed: www.ncbi.nlm.nih.gov/PubMed

Unit HC 550: Capstone Research and Project

Unit code: R/616/8934

RQF level: 7

Aim

The purpose of this unit is to engage learners in a capstone research project that will demonstrate ability in health coaching as a master practitioner. The capstone project will culminate in a report or significant document of professional study. The capstone research project demonstrates the ability to: identify and define a problem, identify and utilise source materials, conduct a literature review, collect and analyse data, evaluate results and develop defensible conclusions.

Through introduction to and application of key research concepts in the first eight-week segment, learners will build competency in the design of a qualitative research project. Implementation of the research project and the final report will be conducted and submitted in the subsequent eight-week segment.

Learning Outcomes and Assessment Criteria

Learning Outcomes. To achieve this unit a learner must be able to:		Assessment Criteria: Assessment of these outcomes demonstrates a learner can:	
1.	Create a framework within which to carry out research on a chosen project topic.	1.1	Conduct an extensive literature search for the chosen project topic.
		1.2	Apply a theoretical framework to guide research
2.	Employ appropriate data collection and analysis methods for qualitative research.	2.1	Analyse selected qualitative data to identify and discuss relevant themes.
		2.2	Use relevant data and literature to support research findings
		2.3	Mitigate ethical concerns in carrying out the research project
3.	Produce a formal academic research report following the tenets of academic writing and referencing.	3.1	Synthesise multiple sources to create a scholarly literature review
		3.2	Apply an academically recognised style for formatting and citing sources.
		3.3	Write proficiently in the context of an academic research project.

Suggested Resources

Required Reading/References:

- Anderson, C. (2010). Presenting and Evaluating Qualitative Research. *American Journal of Pharmaceutical Education: (74) 8*, 1-7. doi: 10.5688/aj7408141
- Aveyard, H. (2010). *Doing A Literature Review in Health and Social Care*. Berkshire: McGraw-Hill Education.
- Holloway, I., & Wheeler, S. (2009). *Qualitative Research in Nursing and Healthcare*. (3rd ed.), John Wiley & Sons, Incorporated.
- Meyer, J. (2000). Using qualitative methods in health-related action research. *Qualitative Research in health care, BMJ (320)*, 178-181.
- Oliver, P. (2010). *Student's Guide to Research Ethics*. Maidenhead: McGraw-Hill Education.
- Vallenga, D., Grypdonck, M., Hoogwerf, L., & Tan, F. (2009). *Action research: What, why and how?*

Optional Reading and References:

- Bloor, M. & Wood, F. (2006). *Keywords in qualitative methods*: SAGE Publications Ltd doi: 10.4135/9781849209403
- Brace, I. (2008). "Objectives in Writing a Questionnaire," in *Questionnaire design*. Kogan Page, 7-21.
- Connelly, L. M. (2014). Use of theoretical frameworks in research. *Medsurg Nursing, 23(3)*, 187-8.

Other Resources/Media:

- APA Citation Basics. Albany State University. You Tube. Retrieved from <https://www.youtube.com/watch?v=uVIsbN99LIQ&feature=youtu.be>
- English Composition II. Saylor Academy. Retrieved from <https://learn.saylor.org/course/view.php?id=44>
- Interview as a method for qualitative research. YouTube. Retrieved from <https://www.youtube.com/watch?v=hNNKCD2f4qw>
- Online Writing Lab. Excelsior College, New York. Retrieved from <http://owl.excelsior.edu>

Online Writing Lab. Purdue University, Indiana. Retrieved from
<https://owl.english.purdue.edu/owl/resource/560/01/>

Organizing Your Social Sciences Research Paper: Theoretical Framework, University of Southern California. Retrieved from <http://libguides.usc.edu/writingguide/theoreticalframework>

Research Terminology, Quizlet. Retrieved from Research Terminology
<https://quizlet.com/214925360/qualitative-research-terminology-flash-cards/?et=eyJ0eXAiOiJKV1QiLCJhbGciOiJub25lIn0.eyJlbWFpbCI6InRpbmFAaWhjdS5jb20iLCJ0YWciOiJzaGFyZV9zZXRfZW1haWwifQ>.

Sample Literature Review. Retrieved from
https://s3.amazonaws.com/educ599/toolbox_resources/Worked+example+Writing+a+short+lit+review.pdf

Using APA for references and citations. Union College. Retrieved from
https://www.youtube.com/watch?v=10eg_GB_A9E&feature=youtu.be

What Does Coding Look Like? Qualitative Research Methods. YouTube. Retrieved from
<https://youtu.be/phXssQBCDIs>

Writing a Literature Review. University of New England. Retrieved at
https://www.une.edu.au/_data/assets/pdf_file/0018/12177/WE_Writing-a-literature-review.pdf

Suggested Resources for Further Study:

Coghlan, D., & Brannick, T. (2014). *Doing action research in your own organization* (4th ed.). London: Sage Publications Ltd.

Coghlan, D., & Brydon-Miller, M. (Eds.). (2014). *The SAGE encyclopaedia of action research*. London: Sage Publications, Ltd.

Creswell, J.W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (5th ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Gillham, B. (2005). *Research interviewing: The range of techniques*. New York, NY: Open University Press/McGraw-Hill.

Krueger, R. A. & Casey, M. A. (2015). *Focus groups: A practical guide for applied research* (5th ed.). Thousand Oaks, CA: Sage Publications.

Kuhne, G. W., & Quigley, B. A. (1997, Spring). Understanding and using action research in practice settings. *New Directions for Adult and Continuing Education*, 73, 23–41.

McNiff, J., & Whitehead, J. (2011). *All you need to know about action research* (2nd ed.). London: Sage Publications, Ltd.

Rapley, T. (2007). *Doing conversation, discourse and document analysis*. Thousand Oaks, CA: Sage Publications.

Stringer, E. T. (2014). *Action research* (4th ed.). Thousand Oaks, CA: Sage Publications.