Level 7 Diploma in Professional Coaching and Psychology

Specification
October 2026

All QUALIFI materials, including assessment materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) QUALIFI Ltd and MUST not be distributed, sold, published, made available to others, or copied other than for your personal study use unless you have gained written permission to do so from QUALIFI Ltd. This applies to the materials in their entirety and to any part of the materials.

Contents

About QUALIFI

Qualification Title and Accreditation Number

Qualification Aims and Learning Outcomes

Delivering the Qualification

Programme Delivery Model

Centre Staffing

Progression and Links to other QUALIFI Programmes

Qualification Structure and Requirements

Assessment Strategy and Methods

Unit Specifications

Unit ICM-701: Foundations of Coaching Psychology and the Mastery Method

Unit ICM-702: Psychological Frameworks: Shadow Work, Projections and Transformation

Unit ICM-703: Somatic Psychology, Embodied Coaching and Emotional Mastery

Unit ICM-704: Applied Positive Psychology: Worth, Goals and Aligned Action

Unit ICM-705: Neuroscience of Change, Behaviour Transformation and Unconscious Processes

Unit ICM-706: Professional Coaching Practice, Ethics and Business Mastery

Assessment Guidance

Special Considerations and Reasonable Adjustments

Malpractice and Maladministration

Contact Details

About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards. This comprises centre approval, qualification approval and ongoing monitoring through our External Quality Assurance and annual centre monitoring processes.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and/or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop problem-solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for their decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consulted with a range of employers, providers and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality, Diversity and Inclusion (EDI)

QUALIFI qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality, diversity and inclusion across all aspects of the qualification process. Centres are required to implement the same standards of EDI and ensure teaching and learning are free from any barriers that may restrict access and progression. For further details please refer to QUALIFI's *Equality, Diversity and Inclusion Policy*.

Learners with any specific learning needs should discuss this in the first instance with their approved centre who will refer to QUALIFI's *Reasonable Adjustment and Special Consideration Policy*.

Qualification Title and Accreditation Number

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 within the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 7 Diploma in Professional Coaching and Psychology 610/8254/5

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 7 Diploma in Professional Coaching and Psychology

The aim of this qualification is to provide learners with an advanced, evidence-informed grounding in coaching psychology, human transformation, behavioural change and professional coaching practice. Drawing on established frameworks from positive psychology, somatic psychology, neuroscience and applied behaviour change, learners will develop the knowledge, skills and professional competencies to facilitate deep and lasting transformation in individual and group coaching contexts.

The qualification integrates theoretical understanding with extensive live practice, providing a rigorous academic and professional foundation for coaches who wish to progress to postgraduate university study or advance their professional coaching careers.

Successful completion may support progression to postgraduate study in psychology or a related discipline, subject to a university's written acceptance of this exact qualification and each learner's entry, credit and RPL requirements.

Learning Outcomes of the QUALIFI Level 7 Diploma in Professional Coaching and Psychology

On successful completion of this qualification, learners will be able to:

- Demonstrate advanced knowledge and application of coaching psychology frameworks including the ICM Mastery Method
- Apply psychological principles from positive psychology, somatic psychology and neuroscience to coaching practice
- Facilitate psychological transformation in clients across all three stages of the Mastery Method: Awareness, Acceptance and Aligned Action
- Work effectively with unconscious processes, embodied experience, emotional regulation and behavioural change
- Apply evidence-based goal-setting, accountability and aligned action frameworks in professional coaching contexts
- Demonstrate professional, ethical coaching practice aligned with ICF and professional coaching standards
- Design and manage a sustainable, ethical coaching business.

The learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Delivering the Qualification

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners and:

- have in place qualified and experienced assessors. All assessors are required to undertake regular continued professional development (CPD)
- access to the physical resources needed to support the delivery of the qualification and learner achievement.

Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved centres will be monitored by QUALIFI EQAs to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI, unless otherwise agreed:

- sets all assessments;
- quality assures assessments prior to certification;
- provides the criteria to award the final mark and issues certificates.

Programme Delivery Model

This qualification is delivered fully online in a cohort-based model combining live synchronous learning with self-directed asynchronous study. The programme runs across two academic years:

- Year 1, February to December: foundation teaching and supervised practice across all six units.
- Year 2, Advanced Coaching Collective: advanced teaching, supervised application, critical reflection and summative evidence across the same six units, using the core curriculum and collective-exclusive content. Learners deepen their work against each unit's outcomes. The proposed allocation is 40 GLH and 100 TQT per unit in each year, giving 80 GLH and 200 TQT per unit overall. Total programme allocation is 480 GLH and 1,200 TQT.

Centre Staffing

Centre staffing

Staff delivering this qualification should:

- be occupationally competent and/or technically knowledgeable in the area[s] they are assessing,

- have recent relevant experience in the specific area they will be assessing and quality assuring.
- hold, or be working towards, the relevant Assessor/ Internal Quality Assurers (IQAs) qualification (s).

Assessors are assessing learner performance in a range of tasks to ensure the evidence they produce meets the requirements of the unit assessment criteria. To do this effectively assessors need a thorough understanding of assessment and quality assurance practices, as well as in-depth technical understanding related to the qualifications they are assessing.

To support assessors and the centre's internal quality systems, IQAs must have appropriate teaching and vocational skills, knowledge and expertise and be familiar with the occupation and technical content covered within the qualification.

Continuing professional development (CPD)

Centres are expected to support the CPD of their staff to maintain current and up-to-date knowledge of the occupational area and ensure best practice in delivery, mentoring, training, assessment and quality assurance.

For the delivery of the QUALIFI Level 7 Diploma in Professional Coaching and Psychology the following centre requirements need to be in place:

Trainer Requirements

Trainers must be appropriately qualified and occupationally competent in the areas they are training. They must have:

- Relevant postgraduate qualification in coaching, psychology or a related discipline
- Minimum 5 years' experience in professional coaching practice
- Active ICF credential (ACC, PCC or MCC) or equivalent recognised coaching certification
- Commitment to ongoing CPD in coaching psychology and related fields.

Assessor Requirements

Assessors must be appropriately qualified and occupationally competent in the areas they are assessing. They must have:

- Appropriate qualification in coaching or psychology (minimum Level 5, preferably postgraduate)
- Experience in assessing coaching competency through observation and written evidence
- Hold or be working towards an Assessor qualification (or QUALIFI-awarded equivalent).

Internal Quality Assurer Requirements

Internal Quality Assurers (IQAs) must be appropriately qualified and occupationally competent in the areas they are internally quality assuring. They must have:

- Appropriate qualification at Level 7 or equivalent in a relevant discipline
- Experience in quality assuring assessment in a regulated qualification context
- Hold or be working towards an IQA qualification.

Quality assurance

Approved Centres must have effective quality assurance systems in place to ensure robust qualification delivery and assessment, which includes internal monitoring and review procedures.

Qualifi will appoint approved External Quality Assurers (EQAs) to monitor the assessment and internal quality assurance carried out by centres and ensure that assessment is valid and reliable. Please see QUALIFI's *External Quality Assurance Policy.*

Learner Recruitment, Induction and Registration

Recruitment

Approved Centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

For the QUALIFI Level 7 Diploma in Professional Coaching and Psychology the minimum age at entry is 20 years.

In the case of applicants whose first language is not English, centres may assess their level of language at the time of entry.

Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualifications will be through centre interview and learners will typically hold:

- A first degree (bachelor's level or equivalent) in any discipline, OR
- Significant relevant professional experience (5+ years) in coaching, psychology, personal development, healthcare or a related field, OR
- A Level 5 or Level 6 qualification in a related area.

Learner induction

Approved centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements of the qualification and that, if applicable, appropriate pathways or optional units are selected to meet the learner's progression requirements.

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 to support them in making the necessary qualification and unit choices.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI *Registration, Results and Certification Policy and Procedure*.

Recognition of Prior Learning

Qualifi recognises and accepts credit (s) from regulated awarding organisations and/or universities that are at the same level, or higher, and which can be mapped to the units in our qualifications. For our theory-based qualifications we will only accept a maximum of 70% of prior/existing credits and reserve the right to not accept any credit dependent on where it was earned. All claims for RPL must be supported by a certificate or transcript of achievement issued by the awarding organisation or university. No credit will be given without a certificate or transcript from a regulated awarding organisation or university.

There must be a minimum 70% overlap between units or learning outcomes for Qualifi to consider approving the request for exemption.

A maximum of 70% of units in a qualification can be submitted for exemption using this method. The remaining 30% (or more) need to be units completed in full and learning outcomes demonstrated using Qualifi's assessments.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

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 and may be made available to our regulators. 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

Learner Voice

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

Professional Development and Training for Centres

QUALIFI supports its approved centres 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.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Successful completion of this qualification will enable learners to progress to:

- Further QUALIFI qualifications at Level 7 or Level 8
- Continued professional practice as a certified coach with ICF credentials (ACC, PCC, MCC pathway)
- Employment or advancement in roles in life coaching, executive coaching, organisational psychology, HR, leadership development, and related fields.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

This qualification is made up of 120 credits, equating to 1,200 hours of Total Qualification Time (TQT), including a minimum of 480 Guided Learning Hours (GLH) across the two-year programme.

Total Qualification Time (TQT) includes: live guided learning, independent and unsupervised research/study, self-directed e-learning, watching pre-recorded course materials, supervised coaching practice, completion of assessments and assignments, and reflective journalling and portfolio work.

Total Qualification Time (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.

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, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 7 Diploma in Professional Coaching and Psychology

All 6 units are mandatory. Learners must complete and pass all 6 units to achieve the full Level 7 Diploma.

Unit Ref	Mandatory units	Level	TQT	Credits	GLH
R/652/4304	Foundations of Coaching Psychology and the Mastery Method	7	200	20	80
T/652/4305	Psychological Frameworks: Shadow Work, Projections and Transformation	7	200	20	80
Y/652/4306	Somatic Psychology, Embodied Coaching and Emotional Mastery	7	200	20	80
A/652/4307	Applied Positive Psychology: Worth, Goals and Aligned Action	7	200	20	80
D/652/4308	Neuroscience of Change, Behaviour Transformation and Unconscious Processes	7	200	20	80

Unit Ref	Mandatory units	Level	TQT	Credits	GLH
F/652/4309	Professional Coaching Practice, Ethics and Business Mastery	7	200	20	80
TOTAL			**1,200**	**120**	**480**

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue e-certificates directly to all successful learners registered with an approved QUALIFI centre.

Awarding Classification/Grading

This qualification is graded Pass/Fail

All units are internally assessed through written assignments, observed coaching evidence, coaching hour logs and a reflective practice portfolio, as detailed below. Assessment is subject to QUALIFI external quality assurance.

Assessment Strategy and Methods

Assessment for this qualification combines multiple evidence types to assess both theoretical knowledge and practical coaching competency. Assessment is internally marked by the ICM approved centre and subject to external quality assurance by QUALIFI.

Assessment Component	Description	Maps To
Written Assignments	Theory-based written assignments per unit demonstrating understanding of psychological frameworks and coaching methodology	All learning outcomes per unit
Teach Back Questions (TBQs)	200 multiple-choice questions across Modules 1–20; 80% pass mark required	Units ICM-701 to ICM-705
Open-Book Exam	Case study-based open-	Units ICM-701 to ICM-705

Assessment Component	Description	Maps To
	book exam; 85% pass mark	
Facilitation Videos	4 × 60-minute observed coaching sessions (2 with outside clients); assessed against ICM Judging Criteria rubric	All units — practical competency
Coaching Experience Hours	45 hours minimum (20 paid with outside clients); logged and submitted	Units ICM-703 to ICM-706
Reflective Practice Portfolio	Ongoing reflective log of learning, practice and development across the programme	All units

QUALIFI provides a user-friendly e-portfolio system for candidates to upload their assessment evidence and assignments for Assessors to mark and IQAs to quality assure. Approved centres should undertake the QUALIFI centre development courses to understand how to use the e-portfolio and the benefits to learners and the centre.

Learner assessments will be internally marked by the approved centre and will be subject to external quality assurance by QUALIFI prior to certification.

All learning outcomes and related assessment criteria must be demonstrated/passed in order to achieve the qualification. To achieve a 'pass' for each of the units, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standardsspecified by all assessment criteria.

1: Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study. Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades/pass-mark, at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt, so it has meaning and

context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. All records should be available for auditing purposes, as QUALIFI may choose to check records of formative assessment as part of our ongoing quality assurance. Formative assessments will not contribute to the overall mark/achievement of the units.

2: Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Quality Assurer (IQA) and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading/marking criteria so that they can understand the quality of what is required.

Formative Assessment	**Summative Assessment**
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded Pass / Refer

Evidence of both formative and summative assessment MUST be made available at the time of external quality assurance – EQA.

Unit Specifications

Unit ICM-701: Foundations of Coaching Psychology and the Mastery Method

RQF Level: 7

Credit Value: 20

Unit code: R/652/4304

Unit Aim

This unit introduces learners to the theoretical and applied foundations of coaching psychology through the ICM Mastery Method framework. Learners will develop an understanding of what coaching is as a profession, how the coach-client relationship operates, the psychological underpinnings of identity and self-awareness, and how mindfulness and presence function as core coaching competencies. Learners will examine the psychological model of ego and essence and begin applying foundational facilitation skills in live practice.

Learning Outcomes and Assessment Criteria

Learning Outcomes — The learner will be able to:	Assessment Criteria — The learner can demonstrate that they:
1. Understand the theoretical foundations of coaching psychology and the Mastery Method framework	1.1 Analyse the distinctions between coaching and other helping professions (therapy, mentoring, consulting) from a psychological and professional standpoint
	1.2 Evaluate the Mastery Method as a psychological framework for human transformation
	1.3 Apply the model for coaching mastery to a live coaching context
2. Understand the psychology of identity, ego and essence in a coaching context	2.1 Analyse the psychological principle of ego versus essence and its relevance to personal transformation
	2.2 Evaluate how a client's sense of identity and wholeness influences their coaching goals and potential
	2.3 Apply self-awareness practices to facilitate deeper

Learning Outcomes — The learner will be able to:	Assessment Criteria — The learner can demonstrate that they:
	client engagement
3. Apply foundational coaching skills in practice	3.1 Demonstrate active listening as a core facilitation competency in live coaching sessions
	3.2 Evaluate the impact of presence and the holding of space on the coaching relationship
	3.3 Apply coaching skills to support clients in identifying and articulating their vision, values and purpose
4. Understand the psychological role of mindset and awareness in coaching	4.1 Analyse how mindset functions as a determinant of client outcomes
	4.2 Evaluate the relationship between mindfulness, awareness and change in a psychological and coaching context
	4.3 Apply awareness-building techniques to coaching conversations

Indicative Content

- The ICM Mastery Method: overview and philosophical foundations
- Coaching versus psychotherapy, mentoring, consulting and other helping professions
- What to do in a first coaching session: structure and psychological safety
- The principle of ego and essence: psychological and spiritual dimensions of identity
- How to hold space: presence, attunement, and relational depth
- Active listening as a psychological and coaching competency
- Introduction to mindfulness and its application in coaching
- Vision, values and purpose: psychological frameworks for goal clarity
- Awareness overview: levels of awareness and their role in transformation
- The secret success hack: mindset and its psychological basis
- Introduction to working with blocks: psychological and behavioural dimensions

Suggested Resources

- ICF Core Competencies Framework (International Coach Federation, current edition)
- Whitmore, J. (2017). Coaching for Performance. 5th ed. Nicholas Brealey Publishing.
- Siegel, D. J. (2010). Mindsight: The New Science of Personal Transformation. Bantam Books.
- Rogers, C. R. (1961). On Becoming a Person. Houghton Mifflin.
- Kabat-Zinn, J. (2013). Full Catastrophe Living. Bantam Books.
- ICM Programme Curriculum — Modules 1–4 (Alyssa Nobriga International, LLC, 2026)

Unit ICM-702: Psychological Frameworks: Shadow Work, Projections and Transformation

RQF Level: 7

Credit Value: 20

Unit code: T/652/4305

Unit Aim

This unit deepens learners' psychological understanding and coaching competency through the study and application of psychological frameworks related to blocks, projections, shadow integration, acceptance and personal power. Drawing on Jungian-influenced concepts, somatic awareness and cognitive-behavioural insight, learners develop the ability to work with the deeper psychological dimensions of client experience. Learners will examine case studies, apply transformational tools, and develop a reflective coaching practice.

Learning Outcomes and Assessment Criteria

Learning Outcomes — The learner will be able to:	Assessment Criteria — The learner can demonstrate that they:
1. Apply psychological frameworks for working with blocks and resistance	1.1 Analyse the psychological nature of limiting beliefs, blocks and resistance to change
	1.2 Evaluate strategies for using blocks as diagnostic and transformational tools in coaching
	1.3 Apply block-working frameworks to live coaching case studies
2. Understand projections and self-concept and apply feedback and reflection to support client self-awareness	2.1 Evaluate the principle of projections and positive projections in the context of self-concept and interpersonal dynamics
	2.2 Analyse the psychological concept of worldview and its influence on client perception and behaviour
	2.3 Apply feedback and reflection skills to support client self-

Learning Outcomes — The learner will be able to:	Assessment Criteria — The learner can demonstrate that they:
	awareness of projections, worldview and interpersonal dynamics
3. Apply shadow integration and reframing as tools for psychological transformation	3.1 Evaluate and apply the psychological framework of shadow integration and its application in a coaching context
	3.2 Apply reframing as a cognitive and psychological coaching tool
	3.3 Analyse concepts of personal power and their relationship to psychological self-determination
4. Apply acceptance-based psychological practices	4.1 Evaluate acceptance as a psychological principle underpinning behavioural and emotional change
	4.2 Apply acceptance-based psychological practices as a transformational coaching tool
	4.3 Analyse the psychology of fear of failure and its relationship to client action and avoidance

Indicative Content

- The psychology of blocks: cognitive, emotional and somatic dimensions
- Using blocks to build mastery: diagnostic frameworks for coaches
- Common blocks case studies: patterns of resistance in client work
- Powerful questions as a psychological and coaching intervention
- The principle of projections: Jungian and humanistic perspectives
- Positive projections and owning your greatness
- Worldview: how mental models shape client perception and experience
- How to give and receive feedback: psychological safety and growth
- How to integrate your shadow: Jungian shadow theory in coaching practice
- Reframing: cognitive restructuring as a coaching tool
- Personal power: self-efficacy, agency and psychological empowerment
- The Work (Byron Katie) as a cognitive inquiry method

- Acceptance overview: ACT-influenced frameworks in coaching
- Freedom in forgiveness: compassionate self-forgiveness as transformation
- Freedom from fear of failure: psychological underpinnings and coaching approaches

Suggested Resources

- Jung, C. G. (1953). Collected Works Vol. 7: Two Essays on Analytical Psychology. Princeton University Press.
- Dweck, C. S. (2006). Mindset: The New Psychology of Success. Random House.
- Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2011). Acceptance and Commitment Therapy. 2nd ed. Guilford Press.
- Katie, B., & Mitchell, S. (2002). Loving What Is. Harmony Books.
- Bandura, A. (1997). Self-Efficacy: The Exercise of Control. Freeman.
- ICM Programme Curriculum — Modules 5–8 (Alyssa Nobriga International, LLC, 2026)

Unit ICM-703: Somatic Psychology, Embodied Coaching and Emotional Mastery

RQF Level: 7

Credit Value: 20

Unit code: Y/652/4306

Unit Aim

This unit develops learners' theoretical and practical knowledge of somatic psychology and embodied approaches to coaching. Learners will study the relationship between body, mind and emotional experience from a psychological and neuroscientific perspective, and develop competencies in applying somatic work, breathwork, and embodied decision-making in coaching practice. The unit also covers emotional mastery frameworks for supporting clients in developing healthy emotional regulation and resilience.

Learning Outcomes and Assessment Criteria

Learning Outcomes — The learner will be able to:	Assessment Criteria — The learner can demonstrate that they:
1. Apply somatic coaching techniques to support client awareness and change	1.1 Analyse the theoretical basis of somatic psychology and its relationship to embodied experience
	1.2 Evaluate the paradox of transformation and its relevance to somatic coaching work
	1.3 Apply somatic techniques to coaching sessions to support client awareness and change
2. Apply somatic and presence-based intervention techniques for working with resistance and exploring what is present	2.1 Analyse the psychological nature of resistance and its relationship to growth and transformation
	2.2 Evaluate methods for working with resistance on physiological and psychological levels
	2.3 Apply somatic and presence-based interventions to support clients in exploring current emotional experience
3. Apply emotional mastery	3.1 Evaluate the psychology of emotional mastery and its

Learning Outcomes — The learner will be able to:	Assessment Criteria — The learner can demonstrate that they:
tools in coaching practice	relationship to behavioural outcomes
	3.2 Analyse the distinction between indulging and avoiding emotions as psychological patterns
	3.3 Apply emotional mastery tools to support clients in developing healthy emotional regulation
4. Apply advanced somatic and breathwork techniques in coaching	4.1 Evaluate breathwork as a somatic and psychological intervention in coaching practice
	4.2 Apply embodied decision-making frameworks to support client clarity and action
	4.3 Demonstrate safe and ethical practice when introducing advanced somatic and breathwork techniques

Indicative Content

- Introduction to somatic psychology: body-mind integration
- Embodiment and full potential: somatic theory and practice
- The paradox of transformation: psychological resistance and change
- How to use somatic work with clients: techniques and applications
- Working with resistance: physiological and psychological dimensions
- Exploring what is present: presence-based coaching techniques
- The art of emotional mastery: psychological frameworks for emotional regulation
- How to support clients with emotional mastery: coaching applications
- Indulging versus avoiding: emotional processing patterns
- Somatic 2.0: going beyond the body — advanced somatic approaches
- Embodied decision-making: integrating body wisdom in client work
- How to work with resistance on a deeper level
- Introduction to breathwork in 1:1 and group coaching contexts
- Safe practice guidelines for somatic and breathwork interventions

Suggested Resources

- van der Kolk, B. (2014). The Body Keeps the Score. Viking.
- Levine, P. A. (1997). Waking The Tiger: Healing Trauma. North Atlantic Books.
- Gabor, Mate (2008). When The Body Says No. Bantam Books.
- Kurtz, Ron. (2015). Body-Centred Psychotherapy: The Hakomi Method. Putnam.
- Porges, S. W. (2011). The Polyvagal Theory. W. W. Norton & Company.
- ICM Programme Curriculum — Modules 9–12 (Alyssa Nobriga International, LLC, 2026)

Unit ICM-704: Applied Positive Psychology: Worth, Goals and Aligned Action

RQF Level: 7

Credit Value: 20

Unit code: A/652/4307

Unit Aim

This unit applies positive psychology principles to coaching practice, focusing on the psychology of self-worth, goal-setting, aligned action and conscious goal achievement. Learners will study theories of wellbeing, motivation and human flourishing and apply these to the design and delivery of coaching programmes. The unit draws on evidence-based frameworks including positive psychology, self-determination theory, and solution-focused coaching to support learners in facilitating profound and lasting client change.

Learning Outcomes and Assessment Criteria

Learning Outcomes — The learner will be able to:	Assessment Criteria — The learner can demonstrate that they:
1. Apply worth-work techniques in coaching	1.1 Evaluate the psychological importance of inherent worth work in the coaching process
	1.2 Analyse self-worth on ego and essence levels and its relationship to client outcomes
	1.3 Apply worth-work techniques to coaching conversations with clients
2. Understand the psychological foundations of aligned action and goal achievement	2.1 Evaluate aligned action as a psychological and behavioural coaching framework
	2.2 Analyse the role of check-ins, reviews, appreciation and acknowledgement in sustaining client motivation and momentum
	2.3 Apply time management and flexibility frameworks to support client progress

Learning Outcomes — The learner will be able to:	Assessment Criteria — The learner can demonstrate that they:
3 Evaluate goal-setting psychology and positive psychology tools in coaching	3.1 Evaluate conscious goal-setting frameworks from the perspective of positive and motivational psychology
	3.2 Evaluate the future self-process as a positive psychology intervention in coaching
	3.3 Analyse strategic 90-day goal frameworks and their psychological basis in behaviour change
4. Apply psychological concepts of mastery of the past	4.1 Analyse psychological approaches to helping clients gain clarity and resolution in relation to their past
	4.2 Evaluate the concepts of parts and patterns from a psychological perspective
	4.3 Apply compassion-based healing frameworks to support client integration and growth

Indicative Content

- The importance of worth work: self-worth psychology and its coaching applications
- Doing worth work with clients: techniques and frameworks
- Worth on ego and essence levels: psychological dimensions
- Worth and the paradox of transformation
- Aligned action overview: psychological models of action and inertia
- Check-ins and reviews: accountability structures in coaching psychology
- Appreciation and acknowledgement: positive reinforcement in coaching
- Time management and flexibility as coaching competencies
- How to use accelerated manifestation: goal psychology and visualisation
- How to create conscious goals: frameworks from positive psychology
- The future self-process: psychological basis and coaching application
- Strategic goals and best practices: 90-day goal frameworks
- Mastering your past: psychological approaches to resolving past experience
- Parts and patterns: internal systems models in coaching
- Connecting through compassion: empathy and healing in coaching

- Healing with the Higher Self: transpersonal psychology in coaching

Suggested Resources

- Harville Hendrix, Helen Hunt (2007) Getting the Love You Want: A Guide for Couples: Third Edition.
- Deci, E. L., & Ryan, R. M. (2000). Self-Determination Theory. Psychological Inquiry, 11(4).
- Locke, E. A., & Latham, G. P. (2002). Building a Practically Useful Theory of Goal Setting. American Psychologist, 57(9).
- Frederick S. Perls (1951) Gestalt Therapy: Excitement and Growth in the Human Personality. Crown Publishers.
- Neff, K. (2011). Self-Compassion: The Proven Power of Being Kind to Yourself. William Morrow.
- ICM Programme Curriculum — Modules 11–16 (Alyssa Nobriga International, LLC, 2026)

Unit ICM-705: Neuroscience of Change, Behaviour Transformation and Unconscious Processes

RQF Level: 7

Credit Value: 20

Unit code: D/652/4308

Unit Aim

This unit provides learners with an understanding of the neuroscientific and psychological underpinnings of behavioural change, habit formation, and unconscious processing. Drawing on research from neuroscience, cognitive psychology and behaviour change science, learners will develop the ability to apply brain-based coaching tools that support sustained client transformation. The unit covers the science of change, habit frameworks, brain-based techniques, unconscious reprogramming, and the integration of all levels of the Mastery Method.

Learning Outcomes and Assessment Criteria

Learning Outcomes — The learner will be able to:	Assessment Criteria — The learner can demonstrate that they:
1. Understand the neuroscience and psychology of behavioural change	1.1 Analyse the neurological and psychological mechanisms underlying human behaviour change
	1.2 Evaluate the habit formula and its application as a coaching and behaviour change tool
	1.3 Assess left-brain and right-brain strategies to support sustainable client transformation
2. Apply brain-based coaching tools and techniques	2.1 Evaluate brain-hacking as a neuroscience-informed coaching approach
	2.2 Apply rating scales and the embodiment rating scale as behavioural and psychological coaching tools
	2.3 Analyse the role of intuition, silence and conscious communication in the coaching relationship

Learning Outcomes — The learner will be able to:	Assessment Criteria — The learner can demonstrate that they:
3. Apply frameworks for working with unconscious processes with clients	3.1 Analyse the psychological nature of unconscious blocks and their impact on client behaviour and outcomes
	3.2 Evaluate strategies for working on the unconscious level in a coaching context
	3.3 Apply unconscious reprogramming techniques to address upper limits and self-sabotage patterns
4. Demonstrate integrated coaching practice focused on the Mastery Method	4.1 Evaluate the three stages of the Mastery Method (Awareness, Acceptance, Aligned Action) as an integrated psychological framework
	4.2 Apply SEMBU and other foundational ICM tools across all stages of a coaching engagement
	4.3 Demonstrate professional coaching competency in live coaching sessions assessed through observed practice

Indicative Content

- The science of change: neuroplasticity and psychological mechanisms of behavioural transformation
- Updating approaches that no longer work: cognitive flexibility and schema change
- The habit formula: cue, routine, reward — neuroscience and behaviour change
- Intuition as a psychological resource in coaching
- The value of silence in coaching practice
- Brain hacking: applied neuroscience tools for coaches
- How to brain-hack existing tools: practical applications
- The potency of rating scales as psychological and behavioural coaching tools
- Embodiment rating scale: playing full out
- Conscious communication: psychological foundations
- Unconscious blocks: psychological frameworks for understanding self-sabotage
- Strategies to work on the unconscious level
- Clearing unconscious programming: techniques and applications

- Busting beyond upper limits: Gay Hendricks framework and applications
- Integrating all levels: the Mastery Method as a complete psychological system
- Review of SEMBU: the ICM core framework
- Coaches corner case studies: applied practice and professional reflection

Suggested Resources

- Duhigg, C. (2012). The Power of Habit. Random House.
- Doidge, N. (2007). The Brain That Changes Itself. Viking.
- Hendricks, G. (2009). The Big Leap. HarperOne.
- Dispenza, J. (2012). Breaking the Habit of Being Yourself. Hay House.
- Mark Wolynn (2017) It Didn't Start with You: How Inherited Family Trauma Shapes Who We Are and How to End the Cycle
- ICM Programme Curriculum — Modules 17–20 (Alyssa Nobriga International, LLC, 2026)

Unit ICM-706: Professional Coaching Practice, Ethics and Business Mastery

RQF Level: 7

Credit Value: 20

Unit code: F/652/4309

Unit Aim

This unit develops learners' professional identity, ethical practice, and the practical business skills necessary to establish and sustain a professional coaching practice. Drawing on ICF ethical standards and professional competency frameworks, learners develop the skills to build a client base, design coaching offers, market their services, manage professional boundaries, and scale their coaching practice with integrity. The unit equips learners with the professional and commercial foundations required for independent practice as a certified coach.

Learning Outcomes and Assessment Criteria

Learning Outcomes — The learner will be able to:	Assessment Criteria — The learner can demonstrate that they:
1. Understand the professional and ethical standards governing coaching practice	1.1 Evaluate the legal and business frameworks relevant to establishing a professional coaching practice
	1.2 Analyse professional standards, ethical codes and professional boundaries in coaching
	1.3 Analyse boundaries, burnout prevention and balance frameworks to sustain long-term professional practice
2. Understand marketing and client acquisition strategies for a coaching practice	2.1 Evaluate marketing pathways (online and offline) and niche identification for professional coaches
	2.2 Apply client acquisition strategies using digital and social media platforms
	2.3 Analyse the psychology of selling through serving and its ethical application in a coaching context

Learning Outcomes — The learner will be able to:	Assessment Criteria — The learner can demonstrate that they:
3. Design professional coaching offers and business models	3.1 Evaluate business model design, pricing psychology and income goal-setting, and design a viable professional coaching business model
	3.2 Create 1:1 packages, group programmes, retreats and online courses using offer design frameworks
	3.3 Analyse conversion strategies and email marketing in the context of an ethical coaching practice
4. Demonstrate advanced sales skills	4.1 Apply the 7-step clarity session framework to conduct professional discovery conversations
	4.2 Demonstrate the ability to effectively navigate the yes, no, and maybe responses in a discovery conversation
	4.3 Evaluate strategies for re-enrolling clients, generating referrals and growing professional reach

Indicative Content

- Business mastery orientation: marketing paths, legal and technical foundations
- Niche identification: psychology of positioning and professional differentiation
- Business models, pricing and money mindset: psychological and practical frameworks
- Designing offers: 1:1 packages, VIP days, group programmes, retreats and online courses
- Strategic 90-day goals for business: planning and accountability frameworks
- Selling through serving: the psychology and ethics of coaching sales
- The 7-step clarity session framework: discovery and enrolment conversations
- Building your audience: social media, content and copywriting
- Email marketing, opt-ins and launch strategy
- Sales 2.0: owning your power in sales; the Enneagram and sales style
- Growing your reach: PR, testimonials and raving fans
- Boundaries, burnout and balance: professional sustainability

- Business boundaries: professional and ethical dimensions
- Productivity frameworks for professional coaches
- Scaling with team: hiring, onboarding, automation and management
- ICF credentialing: CCE hours, credential pathways and ongoing professional development

Suggested Resources

- ICF Code of Ethics (International Coach Federation, current edition)
- Cialdini, R. B. (2006). Influence: The Psychology of Persuasion. Harper Business.
- Gerber, M. E. (1995). The E-Myth Revisited. HarperCollins.
- Osterwalder, A., & Pigneur, Y. (2010). Business Model Generation. Wiley.
- Pink, D. H. (2012). To Sell Is Human. Riverhead Books.
- ICM Programme Curriculum — Modules 21–34 (Alyssa Nobriga International, LLC, 2026)

Assessment Guidance

For the assessment of knowledge and understanding criteria, learners are required to complete written assignments for each unit, drawing on theoretical frameworks covered in the programme and illustrating their understanding with reference to real coaching case examples from their own practice.

Practical competency is assessed through observed facilitation videos, where assessors evaluate learners' ability to apply the Mastery Method and ICM tools in live coaching sessions. The ICM Video Submission Judging Criteria rubric is used for this assessment.

Coaching experience hours must be logged and submitted using the ICM Certification Tracker. A minimum of 45 hours is required, including 20 paid hours with at least 2 outside clients.

Special Considerations and Reasonable Adjustments

This qualification and its assessments have been designed to best support accessibility and inclusion for all learners. In the design and development of qualifications and assessment Qualifi complies with the requirements of the Equality Act 2010 and the appropriate Ofqual general conditions of regulation. In some instances individuals will have diverse learning needs and need reasonable adjustments to be able fully participate in the qualification and have fair access to assessment. Reasonable adjustments, including additional time or alternative evidence formats, are intended to enable learners with individual needs to demonstrate their skills and knowledge without changing the demands of the assessment. Centres are responsible for making sure that learners can access the requirements of the qualification at the start of a programme of learning.

Special consideration can be given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. Special considerations can be in relation to the amount of time given for evidence to be provided or the format of the assessment as long as this is equally valid. However, centres must not agree to the use of alternative forms of evidence to those stipulated in a unit, or to the omission of any assessment criteria when judging attainment.

For further details please see QUALIFI's *Reasonable Adjustment and Special Consideration Policy* and *Access to Fair Assessment Policy and Procedure.*

Malpractice and Maladministration

Centre or learner malpractice undermines the integrity and validity of assessment and/or the certification of qualifications and can arise or be suspected in relation to any unit or type of assessment within the qualification.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Centres will investigate the allegation in compliance with their own published and QUALIFI approved policy and procedures.
Incidents of maladministration, unintentional errors in the delivery or assessment of QUALIFI qualifications that may affect the assessment of learners, should also be reported in the same way.

QUALIFI may conduct an investigation if we believe that internal assessment and/or internal quality assurance is not being carried out in line with our policies. QUALIFI reserves the right to withhold the issuing of results and/or certificates while an investigation is in progress.

For further details regarding malpractice and how to report suspected malpractice please see QUALIF's *Malpractice and Maladministration Policy* and *Plagiarism, Collusion and Cheating Policy.*
Where centres have concerns about learner use of Artificial Intelligence (AI) please refer to the QUALIFI *Guidance statement to centres on the risk of AI.*

Contact Details

Customer service number: +44 (0) 333 335 6263

Email: info@qualifi-international.com
Website: www.QUALIFI.net www.QUALIFI-international.com