

# Specification

## BTEC Specialist qualifications

### Edexcel BTEC Level 2 Certificate in Introduction to Life Coaching Skills (QCF)

For first teaching September 2010

Edexcel, a Pearson company, is the UK's largest awarding body, offering academic and vocational qualifications and testing to more than 25,000 schools, colleges, employers and other places of learning in the UK and in over 100 countries worldwide. Qualifications include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications from entry level to BTEC Higher National Diplomas, recognised by employers and higher education institutions worldwide.

We deliver 9.4 million exam scripts each year, with more than 90% of exam papers marked onscreen annually. As part of Pearson, Edexcel continues to invest in cutting-edge technology that has revolutionised the examinations and assessment system. This includes the ability to provide detailed performance data to teachers and students which helps to raise attainment.

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# **BTEC Specialist qualification titles covered by this specification**

## **Edexcel BTEC Level 2 Certificate in Introduction to Life Coaching Skills (QCF)**

This qualification has been accredited to the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website [www.education.gov.uk/](http://www.education.gov.uk/). The QCF Qualification Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Accreditation Number for the qualification in this publication is:

Edexcel BTEC Level 2 Certificate in Introduction to Life Coaching Skills (QCF) 501/1527/3

This qualification title will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

# Welcome to BTEC level 2 Introduction to Life Coaching Skills (QCF)

We are delighted to introduce our new qualification, which will be available for teaching from September 2010. This qualification has been revised and conforms with the requirements of the new QCF (Qualifications and Credit Framework).

## Focusing on the BTEC Level 2 in Introduction to Life Coaching Skills (QCF)

The BTEC Certificate in Introduction to Life Coaching Skills begins to develop a learner's skills, knowledge and understanding of life coaching. The qualification follows the life coaching process and encourages the learners to consider their communication, support and self-evaluation skills. It allows progression to the BTEC Level 3 certificate in Life Coaching Skills and Practice.

The BTEC Level 2 Certificate in Introduction to Life Coaching Skills has been designed for use in Further Education with adult learners.

## Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

## Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

## Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs — **in this case the Lifelong Learning UK (LLUK).**

## All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.



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# What are BTEC Level 2 Specialist qualifications?

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BTEC Specialist qualifications are qualifications at Entry Level to Level 3 in the Qualifications and Credit Framework (QCF) and are designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Specialist qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Specialist qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of a BTEC Specialist qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

Care needs to be exercised when registering learners as the titling conventions and titles for the revised QCF versions of the BTEC Level 2 Firsts and BTEC Level 3 Nationals have changed.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

## **Edexcel BTEC Level 2 Certificate**

The Edexcel BTEC Level 2 Certificate offers an engaging programme for those who are clear about the vocational area they want to learn more about. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or other related vocational or personal and social development qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the Edexcel BTEC Level 2 Certificate can extend their knowledge and understanding of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

### **Key features of the Edexcel BTEC Level 2 in Introduction to Life Coaching Skills (QCF)**

The Edexcel BTEC Level 2 in Introduction to Life Coaching Skills (QCF) has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Entry, Level 1, 2 or 3 vocationally-related qualification
- progress to employment in a particular vocational sector
- progress to related general and/or vocational qualifications.

The Edexcel BTEC Level 2 Certificate in Introduction to Life Coaching Skills has been developed to provide:

- education and training for those working with people or those wishing to develop their knowledge and skills in life coaching
- opportunities for full-time learners to gain a nationally-recognised vocationally-specific qualification to enter employment in the field of coaching, or to progress to further vocational qualifications such as the Edexcel BTEC Level 3 Certificate in Life Coaching Skills and Practice
- the initial knowledge, understanding and skills learners need when working towards becoming a life coach
- opportunities for learners to focus on the development of wider skills, such as improving own learning and performance, problem-solving, and working with others in a life coaching context
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

## National Occupational Standards

Where relevant, Edexcel BTEC Level 2 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel BTEC Level 2 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe B*.

The Edexcel BTEC Level 2 Certificate in Introduction to Life Coaching Skills (QCF) relates to the following NOS:

- Mentoring and Coaching in the Workplace.

# Rules of combination

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The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

## **Rules of combination for the Edexcel BTEC Level 2 qualifications**

When combining units for an Edexcel BTEC Level 2 in Introduction to Life Coaching Skills (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### **Edexcel BTEC Level 2 Certificate in Introduction to Life Coaching Skills (QCF)**

- 1 Qualification credit value: a minimum of 15 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 15 credits.
- 3 All credits must be achieved from the units listed in this specification.

## Edexcel BTEC Level 2 Certificate in Introduction to Life Coaching Skills (QCF)

The Edexcel BTEC Level 2 Certificate in Introduction to Life Coaching Skills (QCF) is a 15 credit and 150 guided learning hour (GLH) qualification that consists of four mandatory units.

Edexcel BTEC Level 2 Certificate in Introduction to Life Coaching Skills			
Unit	Mandatory units	Credit	Level
1	Communication Skills for Life Coaching	3	2
2	Introduction to Life Coaching Skills	6	2
3	Introduction to Ethics and Support in Life Coaching	3	2
4	Self-Development and Training in Life Coaching	3	2

# Assessment

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All units within this qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' a learner must have successfully passed **all** the assessment criteria.

## Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

## **Qualification grade**

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel BTEC Level 2 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

# Quality assurance of centres

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Edexcel BTEC Level 2 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering the Edexcel BTEC Level 2 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Edexcel.

The Edexcel quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Edexcel BTEC Level 2 qualifications and units
- **compulsory** Edexcel-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Edexcel of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

## Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

## Quality Assurance Guidance

Details of quality assurance for the Edexcel BTEC Level 2 qualifications are set out in centre guidance which is published on our website ([www.edexcel.com](http://www.edexcel.com)).



# Programme design and delivery

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## Mode of delivery

Edexcel does not normally define the mode of delivery for Edexcel BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

Edexcel BTEC Level 2 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

## **Delivery approach**

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel BTEC Level 2 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

## **Additional and specialist learning**

Additional and Specialist Learning (ASL) consists of accredited qualifications at the same level as, or one level above a 14-19 Diploma course of study, which have been approved under Section 96 of the Learning and Skills Act 2000. The ASL may include BTEC qualifications which are also available to learners not following a 14-19 Diploma course of study.

ASL qualifications are listed on the 14-19 Diploma Catalogue which is available on the Register of Regulated Qualifications ([www.ofqual.gov.uk](http://www.ofqual.gov.uk)). The catalogue will expand over time as more qualifications are accredited and approved.

Centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions and the 14-19 Diploma Catalogue for the latest information.

## **Work practice with coachees**

Learners are not expected to practise with coachees in order to complete this qualification. Evidence should be provided from simulated interactions. This is also the case in relation to experienced life coaches, who are also eligible for this qualification.

# Access and recruitment

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Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

## Restrictions on learner entry

The Edexcel BTEC Level 2 in Introduction to Life Coaching Skills (QCF) is accredited on the QCF for learners aged 19 and above.

## Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

## Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner 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.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and 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 sufficient, reliable and valid.

# Unit format

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All units in the Edexcel BTEC Level 2 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

## Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

## Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

## QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

## Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

## Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator 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. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

## Unit aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

## Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

## Assessment criteria

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

## Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

### **Relationship between content and assessment criteria**

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

## Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.





# Units

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Unit 1: Communication Skills for Life Coaching	19
Unit 2: Introduction to Life Coaching Skills	25
Unit 3: Introduction to Ethics and Support in Life Coaching	31
Unit 4: Self Development and Training in Life Coaching	39



# Unit 1: Communication Skills for Life Coaching

**Unit code:** H/602/3509

**QCF Level 2:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 30

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## Unit aim

Learners will develop an understanding of the communication methods used in life coaching, and the impact that these can have on the life-coaching process.

## Unit introduction

This unit provides an introduction to the communication skills related to life coaching, introducing the concepts of listening, verbal and non-verbal communication. In this unit, learners will consider different barriers to effective communication. They will explore ways to overcome these through the use of exercises and role play, with the emphasis on ensuring that any barriers encountered do not impede communication.

Underpinning this unit is the rationale that good communication is the fundamental building block upon which the coachee/coach relationship is built. An emphasis is therefore placed on developing the learner's capacity to build a rapport with the coachee.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Be able to demonstrate key communication skills	1.1 Plan key communication skills for a simulated life-coaching situation  1.2 Demonstrate appropriate communication skills in a simulated life-coaching situation
2 Know the barriers to effective communication	2.1 Identify the main potential barriers to effective communication for life coaching  2.2 Describe the potential barriers for different methods of communication used in life coaching
3 Understand ways of overcoming barriers to communication in life coaching	3.1 Explain how potential barriers to communication in life coaching can be overcome

## Unit content

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### 1 Be able to demonstrate key communication skills

*Key communication skills:* verbal communication: attending, active listening, use of empathy, reflection of content and reflection of feelings, paraphrasing, mirroring, clarification, summarising, efficient questioning, voice tone/tempo; non-verbal communication: body language, facial expressions, posture, touch or contact; recognising variation between cultures; the use of signs, symbols, pictures and writing; objects of reference; the use of human and technological aids to communication; communication closers and enhancers

### 2 Know the barriers to effective communication

*Main potential barriers:* sensory deprivation, foreign language, jargon, slang, dialect, use of acronyms, cultural differences, distress, emotional issues, disabilities, environmental factors, misinterpretation of messages, differing senses of humour, inappropriate behaviour, aggression, feelings of isolation

*Methods of communication:* face-to-face, telephone, internet, e-mail, written

### 3 Understand ways of overcoming barriers to communication in life coaching

*Ways of overcoming communication barriers:* identifying and overcoming barriers, eg adapting the environment, understanding language needs and preferences, using the individual's preferred spoken language, active listening, body language, eye contact, proximity, allowing sufficient time, repeating the message, getting individuals to repeat the message, confirming information; alternative forms of communication, eg sign language, lip-reading, use of signs, symbols, pictures and writing, technological aids to communication; human aids, eg advocates, interpreters, translators and signers; enabling coachee to overcome barriers; identification of coach's own communication style, understanding the difference between assertion and aggression, recognising the different levels of listening, identifying own listening traps, types of language behaviours that hinder communication

## Essential guidance for tutors

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### Delivery

It is envisaged that tutors will incorporate both formal and informal teaching styles into the delivery of this unit. Formal teaching methods may include straightforward information exchange in the form of lectures, guest speakers and handouts. More informal methods can incorporate interactive experiential groups where the relationships and communications between group members are explored, role play situations where the learned skills are applied and life-coaching scenarios where learners can experiment with different styles of communication.

Learners should be encouraged to reflect on their impact on others. To facilitate this, learners should be offering and seeking continuous feedback concerning their communication styles, from both within and outside the course. Use of feedback and self-analysis can be introduced through the concept of the JOHARI window (J Luft 1970).

The use of regular role-play situations is actively encouraged to enable learners to become familiar with, and to practise, the skills they are acquiring.

Learners should be encouraged to read around the subject and participate in self-reflection to enhance understanding and knowledge of their communication and relationship styles.

### Assessment

For learning outcome 1, learners are required to demonstrate appropriate communication skills in a simulated environment, which could be in pairs drawn from a class or workshop. If learners have begun Unit 2 they could simulate a life-coaching session. However, this may not be appropriate if they have not had experience of demonstrating/applying life coaching skills.

For AC1.2 learners need to demonstrate “appropriate” communication skills because it is recognised that different situations will require the use of different skills. A single interaction is required for learning outcome 1, but learners should be encouraged to practise the use of skills throughout the unit.

Methods of communication are highlighted in the content for learning outcome 2, AC2.2.

Evidence could be in the form of a personal journal that learners complete to meet the assessment requirements throughout the unit. Learners should be aware that the personal journal will be assessed and possibly sampled according to verification procedures.

The learner’s use of communication skills can be assessed in groups through the observation of role-play situations and video play-back with critical discussion.

**Essential resources**

Learners are encouraged to use their interaction with others outside the course as a resource to enhance self-reflection on their communication and relationship styles

Access to video equipment to enable critical analysis of the interpersonal skills used in role play would be an advantage.

**Indicative resource materials****Textbooks**

Dryden W – *Handbook of Individual Therapy* (Sage Publications Limited, 2002)  
ISBN 076196942 X

Geldard D – *Basic Personal Counselling* (Free Association Books, 1998)  
ISBN 185343 454 X

Luft J - *Group Processes; An Introduction to Group Dynamics, 2nd Edition 1970*  
(Mayfield, 1984) ISBN 0874845424

Martin C - *The Life Coaching Handbook* (Crown House Publishing Ltd, 2010)  
ISBN 9781899836710

Williams P and Thomas L J – *Total Life Coaching* (Norton Professional Books, 2005)  
ISBN 039370434-3

**Websites**

British Association for Counselling and Psychotherapy      [www.bacp.co.uk](http://www.bacp.co.uk)

British Psychological Society      [www.bps.co.uk](http://www.bps.co.uk)

ENTO – Support Body for Coaching and Mentoring      [www.ento.co.uk](http://www.ento.co.uk)

Lifelong Learning UK – Standards body for Coaching and Mentoring      [www.lluk.org](http://www.lluk.org)





## **Unit 2: Introduction to Life Coaching Skills**

**Unit code:** D/602/3511

**QCF Level 2:** BTEC Specialist

**Credit value:** 6

**Guided learning hours:** 60

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### **Unit aim**

This unit provides a systematic introduction to the fundamental skills used in conducting life-coaching sessions.

### **Unit introduction**

Learners will learn how to plan and conduct life-coaching sessions from initial contact through to the conclusion of the coaching interaction. Although the unit covers important theoretical models, the main focus is on the development of practical skills.

The skills model has been developed within the National Occupational Standards. Within this unit the skills are introduced with an emphasis on understanding, and it is envisaged that learners will practise the skills in a simulated environment. The application of the skills in life-coaching contexts can be further developed within Edexcel BTEC Level 3 Certificate in Life Coaching Skills and Practice.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know how to initiate life coaching	1.1 Describe the steps involved when initiating a life-coaching session
2 Know how to assist a coachee in clarifying goals or objectives	2.1 Describe how to clarify a coachee's goals or objectives
3 Know how to support a coachee in implementing a course of action	3.1 Describe how to support coachees in the achievement of their goals
4 Know how to conclude an interaction	4.1 Describe how a life-coaching session is concluded

## Unit content

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### 1 Know how to initiate life coaching

*Preparation:* what communication skills to use, what communication methods to use (see Unit 1); preparation of coachee; key issues for discussion, ensuring commitment; preparation of self; assessing own readiness, personal preparation eg, reaching 'peak state', ensuring own full commitment; importance of reading notes from previous sessions and clarifying aims of session

*Opening:* using communication skills, greeting, rapport-building techniques, eg mirroring, matching, suitable openers to conversation and responses, different opening techniques when using different communication methods

*Setting up the contract:* stating the boundaries, differences between coaching, counselling and other helping professions; introducing the coaching agreement/contract, agreeing methods of working, duration of sessions, how coaching will be reviewed, agreeing extent of confidentiality with coachee; emphasising empowerment of coachee

*Records:* techniques and practices for using concurrent note-taking and for writing up records after sessions, confidentiality as agreed in contract

*Communication skills:* importance of, definition of, when to use

*Questioning:* importance of questioning technique, useful questions to ask

*Words to avoid:* try, but, why, negative phrases, eg don't forget

### 2 Know how to assist a coachee in clarifying goals or objectives

*Model:* use of model eg GROWW (Goal, Reality, Options, Will and Way Forward), I-CAN-DO (Investigate, Current, Aims, Number, Date, Outcome)

*Clarifying goals:* identification and response to appropriate and inappropriate goals, too many goals, lack of commitment to goals, reviewing goals; summarising; importance and methods, recording all commitments

### 3 Know how to support a coachee in implementing a course of action

*Addressing change:* resistance to change, value of support when changing, impact of change on coachees' relationships, review of goals by coachee, review of contract

*Beliefs that can limit achievement of goals:* impact on performance, typical limiting beliefs, simple belief-changing techniques

*Methods of enhancing commitment to goals:* eg use of detailed action points and specific time scheduling, use of 1-10 scale questions to measure and enhance commitment, identification of coachees' potential and obstacles, follow-up of commitments by coach

#### **4 Know how to conclude an interaction**

*Ending an individual session:* clear steps agreed towards goals, arrangements for follow-up, verbal and non-verbal communication skills, records and confidentiality

*Ending the relationship:* dependency, encouraging autonomy and responsibility of coachee for decisions, importance of agreed end to relationship, summarising achievements and future aims of coachee compared to action plan

## Essential guidance for tutors

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### Delivery

The focus of this unit is the practical development of fundamental life-coaching skills. Learners would benefit from seeing these skills demonstrated by a skilled life coach, followed by opportunities to practise their own skills in simulated situations. It is envisaged that learners in a group could practise using these skills with one another.

The unit could be delivered via any mode, using a variety of media. If distance learning is used it could be supported by media-rich material so that learners can see and hear demonstrations of the techniques used. Distance learners would benefit from access to people with whom they can practise using the skills.

It is anticipated that most learners will have insufficient experience and knowledge to undertake real life coaching, so care should be taken to ensure that anyone with whom the learner practises understands that the learner is at an early stage in life coaching.

### Assessment

Learners could present their knowledge of good practice in life-coaching processes either in writing or orally. Learners at the beginning of their careers as life coaches are likely to benefit from repeated practice of these skills with review and feedback from an experienced practitioner before attempting a summative assessment activity. For the practical skills aspects it is intended that the evidence is drawn from simulations or from short practice sessions with an emphasis on skills rather than on issues.

Evidence could be in the form of a personal journal that learners complete to meet the assessment requirements throughout the unit. Learners should be aware that the personal journal will be assessed and possibly sampled according to verification procedures. Where evidence is used from oral activities that take place in the presence of the assessor then an Observation Records should be completed for each learner.

### Essential resources

Any accommodation should be suitable for carrying out demonstrations of life coaching. Learners would benefit from using video recordings to view and analyse both their own practise sessions and examples of different interactions. Demonstrations of skills by experienced life coaches would also be of benefit to learners.

## Indicative resource materials

### Textbooks

Martin C - *The Life Coaching Handbook* (Crown House Publishing Ltd, 2010)  
ISBN 9781899836710

Eaton J and Johnson R - *Coaching and Mentoring* (Dorling Kindersley, 2001)  
ISBN 0-7513-1214-2

Hardingham A - *The Coach's Coach* (Chartered Institute of Personnel and  
Development, 2004) ISBN 1-84398-075-4

*The Secrets of Success in Coaching: 12 ways to excel as a coach* (FT Press, 2010),  
ISBN 10-02732318X

Merlevede, P and Bridoux, D - *Mastering Mentoring and Coaching with Emotional  
Intelligence* (Crown House Publishing Limited, 2004), ISBN 190442408-2

### Journals

*Coaching at Work* – CIPD – see web link below.

### Websites

British Psychological Society has links to [www.bps.org.uk](http://www.bps.org.uk)  
articles on coaching

Offers a wide range of free resources [www.businessballs.com](http://www.businessballs.com)  
including relevant ones on learning and  
team development

Chartered Institute of Personnel and [www.cipd.co.uk](http://www.cipd.co.uk)  
Development

## **Unit 3: Introduction to Ethics and Support in Life Coaching**

**Unit code:** H/602/3512

**QCF Level 2:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 30

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### **Unit aim**

This unit develops the understanding and knowledge that learners need to ensure that they carry out life coaching in an ethical, professional and thoughtful way.

### **Unit introduction**

Recognition of the importance of an ethical framework to coaching activities is important within the sector. Issues such as qualifications, ethics, contracts and fees have become major themes as life coaching becomes a recognised profession. In this unit the learners will study the main features of ethical frameworks and how these affect coaching in practice. The learners will then go on to consider the legal constraints. Next they will learn about the boundaries of life coaching and how to deal with referring a coachee to another organisation before finding out about how life coaches receive support and supervision throughout their careers.

Life coaches may be supported by peers and colleagues, or through their own life coach in a relationship akin to supervision in counselling. This support is fundamental in development of practice.

The development of National Occupational Standards recognises the importance of ethics and support for coaching and mentoring.

On completion of this unit, learners will have gained an understanding of the issues of ethics and support, and how these may impact on them as future practitioners.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the importance of an ethical framework in life coaching	1.1 Describe the main principles of an ethical framework 1.2 Describe the impact of ethical practice on life coaching
2 Know the legal framework in which life coaching operates	2.1 Outline legislation that applies to life-coaching practice
3 Understand the boundaries of life coaching	3.1 Explain the boundaries of life coaching 3.2 Compare alternative types of services 3.3 Explain why a coachee may need to be referred to another service
4 Understand the importance of support or supervision to life coaching	4.1 Explain the kinds of support or supervision available as a life coach 4.2 Discuss reasons for seeking support or supervision



## Unit content

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### 1 Understand the importance of an ethical framework in life coaching

*Examples of ethical frameworks:* recognised frameworks, eg British Association for Counselling and Psychotherapy, Chartered Institute of Professional Development, within working context

*Importance of ethical framework:* addressing equality and diversity issues, working within key codes of practice and ethics to maximise trust and positive outcomes for coachee, contracting, promoting professional codes of conduct, eg political, social, organisational and their relation to practitioners using coaching skills in different contexts, accreditation issues, goal setting and achievement, dealing with conflicts

*Impact of ethical framework:* on relationships with other codes of practice relevant to learners, eg for mentors, for counsellors, for psychologists, and other helping professionals; on relationship between work requirements and ethical requirements, on support or supervision, when linking core values to ethical frameworks and coaching activities, on contracting and boundaries, on confidentiality, on core life coaching skills.

### 2 Understand the legal framework in which life coaching operates

*Overall legal framework:* legislation, eg health and safety at work, security, data protection, disability discrimination, mental health, human rights, sex discrimination and other relevant legislation; consumer protection; contract law; relevant employment rights

*Application to life coaching:* environmental conditions, contracting, psychological safety, recording systems, record keeping, (security of and consequences of not complying), note taking, hazards (physical and psychological), ethical requirements, legal or ethical limitations on confidentiality arrangements, professional indemnity insurance for personal liability

### 3 Understand the boundaries of life coaching

*Boundaries of life coaching:* difference from line management, organisational context, codes of conduct, organisational policies and procedures, conflict of interest, role conflict, differences from counselling and other forms of helping (professional, ethical, personal, contextual), limits of own expertise, client resistance, life coach resistance, confidentiality, appropriate depth of working

*Other services:* knowledge of services which are available (local, national, organisational), types of service, eg counselling, social services, health services; evaluation of other services, eg suitability, availability, accessibility, cost issues

*Reasons for referral:* organisational constraints, codes of practice, reasons for referral and links with client, ways of referral, client needs and contracting, links to goal setting and action planning, types of information needed, identification of stakeholders

#### **4 Understand the importance of support or supervision to life coaching**

*Definition of support or supervision:* linked to national occupational standards, eg contracts, patterns of support/supervision, emergency support/supervision

*Reasons for support or supervision:* eg self-development needs, client needs, 'sounding board', discussion of ethical dilemmas, cultural impacts, organisational impacts, codes of practice and possible conflict, limits of competence, to enable personal goal setting and achievement of goals, evaluation of achievement

*Kinds of support or supervision:* eg formal, informal, peer, group, with experienced life coach, with line manager, with networks eg ethical, developmental, supportive

## Essential guidance for tutors

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### Delivery

As the sector has not been long established, it is very important that learners begin to demonstrate awareness of the boundaries and ethical and legal frameworks in which life coaching operates. Tutors should link delivery of ethical issues to issues and experiences that learners may bring from their own working contexts. It is advised that the content is covered in the order of the learning outcomes, so that learners have an understanding of the ethical issues to enable understanding of legal and support issues.

Initially, for learning outcome 1, learners need to gain an understanding of ethical frameworks. For this, tutors might find a variety of ethical codes of practice useful, including any occupational codes that they and learners might be familiar with. It may be useful for learners to read and discuss the Key Values and Principles introducing the National Occupational Standards.

Learners are required to demonstrate an awareness of the legal framework in which life coaching operates. It is suggested that learners are made aware of the *application to life coaching* in the content of learning outcome two and then match these to the relevant pieces of legislation, eg a case study interaction could be discussed and the pieces of legislation that influence practice identified. The objective is for learners to begin to understand that life coaches operate within a legal context. Tutors should ensure that they themselves are aware of the most current legislation and that they keep abreast of developments.

Organisations such as the BACP, CIPD and the BPS have linked their codes of practice to the area of coaching. Tutors could, with good effect, extract sections of these codes and legal aspects to apply to specific examples of possible conflict, so that learners are able to apply codes and legal frameworks for themselves.

Learners are required to explain the concept of boundaries in life coaching with reference to the possible complex set of relationships involving other parties eg the coachee, the coachee's sponsoring organisation, the life coach's employer and the life coach's supervisor. Learners also need to start developing an understanding of where life coaching ends and other professions begin. Learners' understanding of boundaries will develop in their work for other units in the qualification, as they build their understanding of what life coaching is. Therefore, it is suggested that the content for learning outcome 3 is delivered at least midway through the course. Learners should develop an understanding of other services that exist in their locality, either in terms of their current work or where they may be practising as life coaches at a point in the future.

Learners could take part in simulations in order to begin to understand the importance of support and supervision in life coaching. Simulations could include methods of support, such as peer, group, supervision and network support, together with organisational guidelines and managerial support when appropriate. This will help learners in achieving learning outcome 4 AC4.2.

### **Assessment**

As part of the assessment, learners could participate in discussions concerning the importance of ethics, support, possible boundaries and referral services.

Evidence for learning outcomes 1 and 2 could be generated after discussion or reading about the National Occupational Standards and other ethical frameworks and their relevance to life coaching. Ethical issues can be covered by use of life-coaching related scenarios where learners can link an understanding of the importance of the ethical framework to examples of life coaching practice.

For learning outcome 2 it would be beneficial to briefly review, the application of legislation in context and for learners to match the application to the legislation. This could form the basis of an assessment activity.

Evidence for learning outcome 3 may be generated in the form of role-plays, assignment and projects linked to the life coaching process. Learners could carry out role-play exercises and complete feedback sheets to show that they understand boundaries and referrals.

Evidence for learning outcomes 3 and 4 could be generated by learners undertaking a brief survey of local services that could be available for referrals or a brief survey of support or supervision options in their life-coaching context.

### **Essential resources**

There is a wealth of websites and books that learners can access. However, these come with a warning that life coaching has experienced a rapid growth in the last 10 years. Because of this, learners need to be aware that not all literature or website information is of a standard that meets the ethical and legal frameworks covered in this unit. References that are given for this unit are not, therefore, all directly related to life coaching. However, they are from organisations representing similar professions that have built up standards over a period of time, for example the BACP website. A clear distinction should be made between the roles of life coaches and counsellors.

## Indicative resource materials

### Textbooks

Caplan J - *Coaching for the Future: How Smart Companies use Coaching and Mentoring* (CIPD, 2003) ISBN 0852929587

Downey M - *Effective Coaching* (Texere, 1999) ISBN 1587991721

Harrold Fiona - *Be your own Life Coach: How to take Control of Your Life to Achieve your Wildest Dreams* (Coronet Books, 2000) ISBN 0340770643

Weafer S - *The Business Coaching Revolution* (Black Hall, 2001) ISBN 1842190304

### Journals

Counselling and Therapy Journal (BACP)

Personnel Today (Reed Business Information Ltd)

### Websites

The following websites may be useful

British Association for Counselling and Psychotherapy [www.bacp.co.uk](http://www.bacp.co.uk)

British Psychological Society [www.bps.co.uk](http://www.bps.co.uk)

Chartered Institute of Professional Development [www.cipd.co.uk](http://www.cipd.co.uk)

ENTO – Support Body for Coaching and Mentoring [www.ento.co.uk](http://www.ento.co.uk)

Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk)



## Unit 4: Self Development and Training in Life Coaching

**Unit code:** K/602/3513

**QCF Level 2:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 30

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### Unit aim

The unit helps learners to identify and plan to meet their own personal development.

### Unit introduction

This unit is intended to develop learners' abilities to reflect upon their own attitudes and beliefs, explore their own development needs and understand how to progress their personal development and training. The unit will ensure that learners are aware that their development as life coaches will require them to attend to their own personal growth so that they increase their safe practice and effectiveness. It is important that learners recognise that they should commit to be willing to reflect on their own attitudes and beliefs.

This unit links closely to *Unit 3: Introduction to Ethics and Support in Life Coaching* with reference to ethical and legal frameworks. Within both units, learners are encouraged to look at life coaching as a holistic process.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes required. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand the impact of attitudes and beliefs on interactions	1.1 Explain own attitudes and beliefs for a selected issue 1.2 Review the impact attitudes and beliefs could have on interactions
2 Be able to assess own development needs	2.1 Assess personal development needs, using appropriate methods 2.2 Demonstrate why personal development is important for a life coach
3 Be able to plan for personal development and training	3.1 Devise SMART personal objectives



## Unit content

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### 1 Understand the impact of attitudes and beliefs on interactions

*Attitudes and beliefs:* issues, eg equal opportunities, discrimination, religion; exploring attitudes and beliefs, exploring feelings about own and others' attitudes and beliefs, awareness of bias

*Impacts upon interactions:* when establishing and maintaining trust, when using communication and life coaching skills; personal qualities, reactions with own beliefs and attitudes and those of coachee, supervisor, colleagues

### 2 Be able to assess own development needs

*Current development needs:* understanding self, individual issues, reflecting upon development needs (personal circumstances that may affect performance, ability to identify goals, role definition, availability of time, opportunities for feedback, organisational setting, and boundaries); skills audit, (appraisal and performance reviews, individual and group reflection); application of needs to development plan (ethical framework, supervision issues, application to practice, key purposes of coaching); exploration of self (links to attitudes and key values and beliefs)

*Investigation of methods:* personal methods, eg relaxation, stress management, using coaching approaches to clarify goals and aspirations, setting personal objectives, appraising own performance, goal setting, SMART targets, problem solving techniques, mind maps, force field analysis, thought showers, reflective exercises; contribution of others who can help, eg supervisor, tutor, peers, other professionals, friends, family and other support systems, eg training courses (on and off the job), informal training, feedback (self, peer, tutor, observer, client), learning logs, personal development planning

### 3 Be able to plan for personal development and training

*Plan for personal development and training:* eg identification of training requirements, formal versus informal training, links between personal development and training, methods used in a plan (problem-solving techniques, mind maps, force-field analysis, thought showers, reflective exercises), links with ethical codes and codes of practice, supervision as a means of exploring personal development and training needs, training opportunities, personal development planning

*Setting personal objectives:* purpose of ensuring objectives are specific and time-bound; appropriate level of difficulty; realistic versus stretching.

## Essential guidance for tutors

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### Delivery

This unit can be delivered through a combination of group and individual activities. A number of factors need to be considered.

Learners should first work towards exploring their attitudes and beliefs and link these with the notion of continuous professional development. An example of how this topic could be introduced would be to carry out a variety of self-evaluation exercises, followed by self, tutor and peer feedback. Learners would then have the opportunity to begin to link their self-awareness to their impact upon others. These introductory exercises would need to be set up sensitively. It may be helpful to use exercises such as the JOHARI window (Luft, 1984) to encourage learners to link self-awareness with a visual activity for ease of understanding. Following a variety of role-play interactions, learners could be encouraged to be reflective and consider how their own attitudes and beliefs impact on others within the context of life coaching.

Once learners have identified their attitudes and beliefs, and the impact these can have on an interaction, they are then able to explore their own development. This is an important area for the developing practitioner, and learners should be encouraged to begin to see this as a lifelong journey. Learners can be introduced to the concept of identifying goals and linking these to actions.

Learners should be able to demonstrate awareness of the impact that their own attitudes and beliefs may have on the life-coaching process and of their responsibilities as potential practitioner in the area of life coaching. Learners could be encouraged to investigate workplace environments and training establishments in order to gain an awareness of how these organisations develop their staff. Learners could link their personal development plan to the work or educational setting that they are in.

Self-development and the training of life coaches could be referenced to the National Occupational Standards. Learners could be made aware of the National Occupational Standards in Coaching and Mentoring in a Work Environment.

The notion of continuous professional development is an important theme in other support professions. Examples of professional development in other professions are available from BACP, BPS and CIPD. Although the hours and criteria vary, common themes may be identified. Learners could use these established recommendations in devising their own personal development and training.

## Assessment

Learners are required to demonstrate that they have taken an active part in self-reflection, exploring their development needs and linking these into their personal development plan. Self-development activities require internal and external feedback so that learners can compare their self-reflection with that of their impact upon others. For this reason it is suggested that evidence for learning outcome 1 could consist of a personal journal completed throughout the unit.

In producing evidence for learning outcomes 2 and 3, learners could produce a personal development plan which includes a brief identification of their own self-development needs, including the methods used to identify these. The plan should be a working document that is developed throughout the course.

## Essential resources

If learners are linked into work environments, these will provide opportunities for the development and demonstration of methods for personal development and training. In the area of coaching, suitable work environments such as schools and business organisations, can support learning. Learners should be clear that they are laying the foundations for their own development prior to undertaking the next level of coaching qualification.

An experienced group facilitator who is a qualified and experienced life coach should teach this unit.

## Indicative resource materials

### Textbooks

Clutterbuck D – *Everyone needs a Mentor: Fostering talent at Work*, (CIPD 2001) ISBN 0852929048

Covey S R – *The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change* - (Running Press, 2000) ISBN 0762480332

Flaherty J – *Coaching: Evoking Excellence in Others*. (Butterworth-Heineman, 2005) ISBN 0750679204

Harrold Fiona – *Be Your Own Life Coach: How to Take Control of Your Life to Achieve your Wildest Dreams* (Coronet Books, 2000) ISBN 0340770643

Luft J – *Group processes; an introduction to group dynamics*. (Mayfield, 1984) ISBN 0874845424

Whitmore J, Whitworth L, Kimsey-House H and Sandahl P – *Co-active Coaching: New Skills for Coaching People Towards Success in Work and Life* (Davies-Black, 2003) ISBN 0891061231

Waters Michael – *The Element Dictionary of Personal Development* (Element Books Publications Limited 1996) ISBN 1 85230 834 6

Wilkins Paul – *Personal and Professional Development for Counsellors* (Sage Publications Limited, 1996) ISBN 0803974639

### Websites

Learners need to be made aware that there are numerous websites on coaching but that they need to understand the standards and ethics underpinning the course in order to evaluate these.

British Association for Counselling and Psychotherapy	<a href="http://www.bacp.co.uk">www.bacp.co.uk</a>
British Psychological Society	<a href="http://www.bps.co.uk">www.bps.co.uk</a>
Chartered Institute of Professional Development	<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>
ENTO – Support Body for Coaching and Mentoring	<a href="http://www.ento.co.uk">www.ento.co.uk</a>

## Further information

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For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website ([www.edexcel.com](http://www.edexcel.com)).

## Useful publications

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Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

### How to obtain National Occupational Standards

#### London Office

Lifelong Learning UK  
8th Floor, Centurion House  
24 Monument Street  
London  
EC3R 8AQ

Telephone: 0300 303 8077  
Fax: 020 7375 9301

# Professional development and training

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Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

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

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

The national programme of training we offer can be viewed on our website ([www.edexcel.com/training](http://www.edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

# Annexe A

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## Wider curriculum mapping

Study of the Edexcel BTEC Level 2 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

### **Spiritual, moral, ethical, social and cultural issues**

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

### **Citizenship**

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

### **Environmental issues**

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

### **European developments**

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

### **Health and safety considerations**

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

### **Equal opportunities issues**

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.





# Annexe B

## National Occupational Standards

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Specialist qualification in Introduction to Life Coaching Skills (QCF) against the underpinning knowledge of the National Occupational Standards in Coaching and Mentoring in the Workplace.

### KEY

# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4
CM1: Establish communication with stakeholders and agree contract	#			
CM2: Establish the working relationship with coachee or mentee	#	#		
CM3: Work within an ethical framework			#	
CM4: Prepare for the coaching session		#		
CM7: Explore goals and options with coachee or mentee		#		
CM8: Enable coachee or mentee to progress towards goals		#		
CM10: Review progress and achievements with coachee or mentee		#		
CM11: Manage and reflect on the coaching or mentoring process		#		#
CM12: Conclude and evaluate the coaching or mentoring process		#		
CM13: Enable coachee or mentee to access alternative services		#	#	
CM14: Interact with coachee or mentee using a range of media	#			
CM15: Reflect on and develop own coaching or mentoring practice				#
CM16: Make use of supervision in coaching or mentoring practice			#	
CM19: Ensure your own actions reduce the risks to health and safety at work			#	



# Annexe C

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## Unit mapping overview

BTEC Level 2 short course in Introduction to Life Coaching Skills legacy (specification end date 31/08/2010)/new QCF versions of the BTEC Level 2 Specialist qualifications in Introduction to Life Coaching Skills (QCF) (specification start date 01/09/2010) – the Level 2 BTEC Certificate in Introduction to Life Coaching Skills (QCF).

Old units New units	Unit 1	Unit 2	Unit 3	Unit 4
Unit 1	F			
Unit 2		F		
Unit 3			F	
Unit 4				F

### KEY

- P – Partial mapping (some topics from the old unit appear in the new unit)
- F – Full mapping (topics in old unit match new unit exactly or almost exactly)
- X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))



## Annexe D

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### Glossary of accreditation terminology

The following information about this qualification can also be found on the Edexcel website – see: 'National Database of Accredited Qualifications (NDAQ)':  
[www.accreditedqualifications.org.uk/index.aspx](http://www.accreditedqualifications.org.uk/index.aspx)

<b>Accreditation start/end date</b>	The first/last dates that Edexcel can register learners for a qualification.
<b>Certification end date</b>	The last date on which a certificate may be issued by Edexcel.
<b>Credit value</b>	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
<b>Guided Learning Hours (GLH)</b>	Guided learning hours are defined as all the times when a tutor, trainer or facilitator 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. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
<b>Learning Aims Database</b>	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
<b>Learning Aim Reference</b>	Unique reference number given to the qualification by the funding authorities on accreditation.
<b>Level</b>	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
<b>Qualifications Accreditation Number (QAN)</b>	Unique reference number given to the qualification by the regulatory authorities on accreditation.
<b>Register of Regulated Qualifications</b>	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.

<b>Section 96</b>	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.
<b>Section 97</b>	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
<b>Title</b>	The accredited title of the qualification.

## Annexe E

### BTEC Specialist and Professional qualifications

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
<b>BTEC Level 7 Advanced Professional Qualifications</b> BTEC Advanced Professional Award, Certificate and Diploma	<b>7</b>	<b>BTEC Level 7 Professional Qualifications</b> BTEC Level 7 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 6 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>6</b>	<b>BTEC Level 6 Professional Qualifications</b> BTEC Level 6 Award, Certificate, Extended Certificate and Diploma	
<b>BTEC Level 5 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>5</b>	<b>BTEC Level 5 Professional Qualifications</b> BTEC Level 5 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 5 Higher Nationals</b> BTEC Level 5 HND Diploma
<b>BTEC Level 4 Professional Qualifications</b> BTEC Professional Award, Certificate and Diploma	<b>4</b>	<b>BTEC Level 4 Professional Qualifications</b> BTEC Level 4 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 4 Higher Nationals</b> BTEC Level 4 HNC Diploma
<b>BTEC Level 3 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>3</b>	<b>BTEC Level 3 Specialist Qualifications</b> BTEC Level 3 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 3 Nationals</b> BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

BTEC qualifications on the NQF	Level	BTEC Specialist and Professional Qualifications on the QCF	BTEC qualification suites on the QCF
<b>BTEC Level 2 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>2</b>	<b>BTEC Level 2 Specialist Qualifications</b> BTEC Level 2 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 2 Firsts</b> BTEC Level 2 Certificate, Extended Certificate and Diploma
<b>BTEC Level 1 Qualifications</b> BTEC Award, Certificate, Extended Certificate and Diploma	<b>1</b>	<b>BTEC Level 1 Specialist Qualifications</b> BTEC Level 1 Award, Certificate, Extended Certificate and Diploma	<b>BTEC Level 1 Qualifications</b> BTEC Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	<b>E</b>	<b>BTEC Entry Level Specialist Qualifications</b> BTEC Entry Level Award, Certificate, Extended Certificate and Diploma	<b>BTEC Entry Level Qualifications (E3)</b> BTEC Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

**NQF** = National Qualifications Framework

**QCF** = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
<b>Award</b>	1-12 credits
<b>Certificate</b>	13-36 credits
<b>Diploma</b>	37+ credits



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