

# Specification

## BTEC Specialist qualifications

Edexcel BTEC Level 3 Certificate in Life Coaching Skills and Practice (QCF)

For first teaching September 2010



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Publications Code BA025229

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

## **Edexcel BTEC Level 3 Certificate in Life Coaching Skills and Practice**

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 3 Certificate in Life Coaching Skills and Practice    501/1535/2

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 3 Certificate in Life Coaching Skills and Practice (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 3 Certificate in Life Coaching Skills and Practice (QCF)

The BTEC Level 3 Certificate in Life Coaching Skills and Practice offers learners the opportunity to develop their life-coaching skills, knowledge and understanding using practice-based learning. It leads the learner through the different stages of the life-coaching process, and provides an introduction to the ethical and support issues surrounding life coaching. It also provides learners with a theoretical or psychological basis in the sector. This qualification acts as progression from the BTEC Level 2 Certificate in Introduction to Life Coaching, and offers learners the opportunity to progress into further training, qualifications or employment in the Advice and Guidance sector.

The BTEC Level 3 Certificate in Life Coaching and Practice is designed for use by 19+ learners in Further Education.

## 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 3 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 3 Certificate

The Edexcel BTEC Level 3 Certificate extends the work-related focus from the Edexcel BTEC Level 3 Award (QCF) and covers some of the knowledge and practical skills required for a particular vocational sector.

The Edexcel BTEC Level 3 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 3 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 3 Certificate in Life Coaching Skills and Practice (QCF)

The Edexcel BTEC Level 3 in Life Coaching Skills and Practice (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 3 Certificate in Life Coaching Skills and Practice is designed to provide:

- education and training for those working in a life-coaching capacity 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 in management, learning and development or counselling
- the knowledge, understanding and skills learners need to develop towards work as a life coach
- opportunities for learners to focus on the development of wider skills, such as improving their own learning and performance, problem-solving and working with others in a life-coaching context.

## National Occupational Standards

Where relevant, Edexcel BTEC Level 3 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 3 (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 3 Certificate in Life Coaching Skills and Practice (QCF) relates to the following NOS.

Coaching and Mentoring in a Work Environment.

# 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 3 qualifications

When combining units for an Edexcel BTEC Level 3 in Life Coaching Skills and Practice (QCF), it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### Edexcel BTEC Level 3 Certificate in Life Coaching Skills and Practice (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 3 Certificate in Life Coaching Skills and Practice (QCF)

The Edexcel BTEC Level 3 Certificate in Life Coaching Skills and Practice (QCF) is a 15 credit and 150 guided learning hour (GLH) qualification that consists of four mandatory units **plus** optional units that provide for a combined total of 15 credits

Edexcel BTEC Level 3 Certificate in Life Coaching Skills and Practice			
Unit	Mandatory units	Credit	Level
1	Initiating a Life Coaching Process	3	3
2	Managing and Maintaining a Life Coaching Process	3	3
3*	Conclusion, Review and Evaluation in a Life Coaching Process	3	3
4	Reflection and Personal Development for Life Coaching	3	3
Unit	Optional units		
5	Using Theoretical Models in Life Coaching	3	3
6	Introduction to Psychology for Life Coaching	3	3

\*This unit incorporates 12 hours of work experience practice with coachees.

On completion of this unit the learner must have undertaken a minimum of **12 live coaching hours, spanning no less than three clients with a minimum of one planned coaching relationship ending.** An "ending" could include a review of the relationship or a session and how this impacted on the coachee's ability to meet their identified objectives.

# Assessment

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All units within this qualification 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 3 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 3 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 3 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 3 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 3 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 3 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 3 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.

## 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 3 Certificate in Life Coaching Skills and Practice (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 3 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: Initiating a Life Coaching Process	17
Unit 2: Managing and Maintaining a Life Coaching Process	25
Unit 3: Conclusion, Review and Evaluation in a Life Coaching Process	31
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# Unit 1: Initiating a Life Coaching Process

Unit code: L/602/3522

QCF Level 3: BTEC Specialist

Credit value: 3

Guided learning hours: 30

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## Unit aim

This unit is about preparing to start work with coachees.

## Unit introduction

The unit defines the scope of life coaching and provides opportunities to practise appropriate skills within a safe environment.

The unit should be offered with *Unit 2: Managing and Maintaining a Life Coaching Process* and *Unit 3: Conclusion, Review and Evaluation in a Life Coaching Process*. This will ensure that learners are aware of the whole series of skills required in life coaching.

Defining what skills and knowledge are necessary to practise is important from an ethical point of view, to ensure learners are able to operate from an informed position and make appropriate judgments about their own practice. Tutors will identify an appropriate ethical framework for learners to relate to their work.

Effective communication skills are important for this unit, to ensure learners are able to communicate the available options to the coachee and understand what their requirements are.

## 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
<p>1 Understand how to integrate an agreed ethical framework into life coaching</p>	<p>1.1 Discuss how a selected ethical framework is appropriate for the work that will be undertaken</p> <p>1.2 Explain why records of life-coaching sessions should meet the requirements of the ethical framework</p>
<p>2 Be able to plan for a coaching session</p>	<p>2.1 Plan the physical requirements of a life-coaching session</p> <p>2.2 Create a life-coaching personal contract for use with a coachee</p> <p>2.3 Demonstrate how the personal contract meets the requirements of the selected ethical framework</p> <p>2.4 Demonstrate why the personal contract is appropriate for the work to be undertaken</p>
<p>3 Be able to explore outcomes and expectations with clients</p>	<p>3.1 Demonstrate the skills required to develop rapport, explore issues and identify expectations and goals</p> <p>3.2 Review factors that may affect a coachee's selection of expectations and goals</p> <p>3.3 Demonstrate how to help a coachee identify expectations and goals</p>

## Unit content

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### 1 Understand how to integrate an agreed ethical framework into life coaching

*Examples of ethical frameworks:* eg National Occupational Standards, British Association for Counselling and Psychotherapy Ethical Framework; framework appropriate in own work context

*Ethical framework should include:* boundaries of confidentiality in terms of any organisational policy; what the relevant national, local, professional and organisational requirements are relating to equal opportunities, discrimination, health and safety, security, confidentiality, data protection and the implications of non-compliance; why it is important to make the coachee aware of the limits of confidentiality; discussing, explaining, clarifying and agreeing the ethical framework; own role and responsibilities towards the coachee; how the work of the practitioner adheres to and conflicts with the frameworks; ethical boundaries of relationships with individuals and dealing with tensions between ethical and work requirements

*Records:* maintaining records of interactions in appropriate systems and formats; confidentiality of records

### 2 Be able to plan for a coaching session

*Physical environment:* what constitutes a safe and supportive environment for self and for the coachee; health and safety of self and coachee; ensuring accessibility and suitability of venue to assist interactions; how an adverse environment can affect the interaction; effect of interruptions; complying with relevant codes of practice, legislation, guidance and ethical practice, resources

*Establishing terms:* ensuring coachee understands the benefits and limitations of service; establishing the boundaries of the service; differences between life coaching and other services including counselling and social services; own strengths and limitations; sources of information and support for self and coachee; how to personally prepare for the life-coaching session

*Contract:* may include, eg types of boundaries, limits of confidentiality, data protection, type, frequency and duration of contact; limits of authority; agreement to record coaching sessions on audio or video tape if appropriate; resources required; adherence to ethical frameworks and practice standards, eg own, the coachee, the employer, the company; ensuring a personal contract between the coachee and the life coach which focuses on the development of the coachee, includes the personal boundaries of the relationship, strategies for ending each session and ending or redefining the relationship

### 3 Be able to explore outcomes and expectations with clients

*Skills:* rapport building techniques eg mirroring, matching, suitable openers, communication skills (verbal and non-verbal) and how to use these to project support and be non-threatening; appropriate questioning, empathic and active listening, summarising and reflection encouraging the coachee to express their expectations of the process; enabling the coachee to assess the likely benefits

of the process for them; how to adapt approaches to meet the needs of the coachee; own readiness for coaching

*Identifying outcomes and expectations:* how to support the coachee in their decision-making process; how the coachee's current position may affect achievement of their goals; encouraging the coachee to explore their decision-making process; encouraging coachee to express their aspirations and expectations; enabling the coachee to assess the realism of their goals and alternatives for achieving them; identifying progress and blocks towards achieving identified goals; how prior achievements, experience and learning influence current and future choices; what barriers could affect the coachee's decision-making; how to assist the coachee to identify barriers and potential ways of overcoming them; how to review the coachee's priorities in relation to the overall agreed outcomes; what the limits and boundaries of support are; identifying with the coachee their current position in relation to their proposed goals; which subjects are not appropriate for life coaching; own limitations and appropriate sources of support

## Essential guidance for tutors

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### Delivery

Group sessions exploring theoretical aspects, followed by trio work, (where learners are given an opportunity to identify their personal stance and then practise related skills) are seen as an ideal way of delivering this unit. These sessions could be delivered in a class environment or during workshops if the unit is being offered using distance-learning support.

There are a number of books, such as Tolan and Lendrum, which contain exercises, vignettes and cases studies which may assist tutors in presenting the unit. Tutors may wish to develop a range of scenarios for learners to work with in early practice groups, rather than have learners bring their own issues.

Through working together in trios and small groups, playing out vignettes, as a means of developing communication skills, learners will have opportunities to develop their rapport-building skills.

By recording the interactions for subsequent analysis using inter-process recall, observers and practice coachees can give feedback on their experience of these mini sessions. Periodically, the trios should be changed in order to give learners experience of working with a variety of people.

Because of the potential for learners to use their own issues when working in practice skills sessions, it is important that tutors are aware of the potential for some individuals to become distressed. Support should be available in these circumstances.

### **Work experience with coachees**

Learners may use evidence from the 12 hours of work experience required for *Unit 3: Conclusion, Review and Evaluation in a Life Coaching Process* for assessment of this unit.

In the early stages of this unit learners will be practising the skills with other learners. Tutors need to be able to judge the skills of learners to ascertain that they are competent to begin working with coachees.

Learners should ensure that the coachees they are practising with are aware that they are learning. If evidence of practice with coachees is used in assessment, learners will need to agree this with the coachees.

Learners are responsible for sourcing appropriate coachees, undertaking appropriate contracting, and providing the life coaching.

Unless learners have previous experience of working in this, or a closely related field, it is strongly recommended that they limit themselves to working with not more than three coachees at a time until they complete this qualification.

### Assessment

Good sources of evidence include physical evidence arising from coaching sessions, such as action plans, contracts and review documentation, audio and video recordings, observations, case histories and coachee witness statements are other good sources. If evidence is used that refers to coaches, then it must either be anonymised or the coachees' consent sought for its use. For the assessment criteria requiring explanations these could be included as part of the reflection in a personal

journal, or learners could write separate explanations, or take part in professional discussions.

Learners may use evidence from the 12 hours of work experience with coachees required for *Unit 3: Conclusion, Review and Evaluation in a Life Coaching Process*. Learners may also use simulated evidence if they have not yet progressed to the work experience requirement of Unit 3. Where assessment decisions are based on oral work conducted in the presence of the assessor then the assessor should complete individual Observation Records which provide sufficient detail to support the assessment decision.

It is recommended that learners complete a personal journal in which they record the process of initiating a life-coaching process, simulated or real, and their observations and reflections. Learners could attempt the assessment criteria at different stages as they cover the appropriate knowledge and skills. If learners do present a personal journal as part of their evidence, they should be aware that it will be subject to assessment.

### Essential resources

Not all of the resources listed below relate to life coaching but include resources which relate to interpersonal communication skills.

Because of the similarities between the communication requirements of life coaching and counselling, and the wider body of material available in the latter field, a number of the support materials listed relate to counselling.

The National Occupational Standards in Coaching and Mentoring in a Work Environment provide the basis for skills covered in this unit and are available from the ENTO website and LLUK.

### Indicative resource materials

#### Textbooks

Bridges, W – *Managing Transitions: Making the Most of Change* (Nicholas Brearley 2009) ISBN: 1857885414

Clutterbuck, D – *Everyone Needs a Mentor: Fostering Talent in your organisation*, (CIPD, 2004) ISBN: 1843980541

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

Downey, M – *Effective Coaching: Lessons from the Coaches' Coach* (Texere, 2003) ISBN: 1587991721

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

Goleman, D – *Emotional Intelligence: Why it can Matter More than IQ* (Thorsons, 1996) ISBN 0747528306

Hardingham, A – *The Coach's Coach* (CIPD 2004) ISBN: 1843980754

Harrold, Fiona – *Be your own Life Coach: How to take Control of Your Life to achieve your Wildest Dreams* (Mobius, 2001) ISBN: 0340770643

Martin, C – *The Life Coaching Handbook*, (Crown House Publishing Ltd, 2001) ISBN 189983671-3

Mearns, D – *Developing Person-Centred Counselling* (Sage Publications Limited 2002) ISBN: 0761949690

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

Tolan, J. and Lendrum, S – *Case Material and Role Play in Counselling Training* (Routledge 1995) ISBN: 0415102154

Weafer, S – *The Business Coaching Revolution* (Adams Media Corporation, 2004) ISBN: 1593370784

Williams, P. and Thomas, L. J – *Total Life Coaching* (Norton 2005) ISBN 0393704343

Whitmore, J, Whitworth, L, Kimsey-House, H, Sandahl, Phil – *Co-active Coaching: New Skills for Coaching People Towards Success in Work and Life* (Davies-Black, 2007) ISBN: 0891061231

### Journals

*International Journal of Evidence Based Coaching and Mentoring* – free web journal published by Oxford Brookes University and available to download from the link below.

*Therapy Today* – British Association for Counselling and Psychotherapy

*The British Psychological Society journals*

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

*Training Journal* – Training Journal Ltd

### Websites

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

(Oxford Brookes University) - has a free academic web journal as described above. [www.business.brookes.ac.uk/research/areas/coachingandmentoring/?err404=research/areas/coaching&mentoring](http://www.business.brookes.ac.uk/research/areas/coachingandmentoring/?err404=research/areas/coaching&mentoring)

A wide range of free resources including relevant ones on learning [www.businessballs.com](http://www.businessballs.com)

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

Independent Standard Setting Body for National Occupational Standards in Coaching and Mentoring in a Work Environment [www.ento.co.uk](http://www.ento.co.uk)

Provides information on EQ (Emotional quotient) and EQ tools with the opportunity to use some tools without charge, or for groups of learners to become involved in research [www.jobeq.com](http://www.jobeq.com)





## Unit 2: Managing and Maintaining a Life Coaching Process

**Unit code:** R/602/3523

**QCF Level 3:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 30

### Unit aim

This unit allows learners to develop the skills associated with the management and maintenance of the life-coaching process, including creating, maintaining and reviewing an action plan.

### Unit introduction

This unit is integral to the life coaching process and should be offered at the same time as *Unit 1: Initiating a Life Coaching Process* and *Unit 3: Conclusion, Review and Evaluation in a Life Coaching Process*.

This unit allows learners to develop the skills associated with the management and maintenance of the life-coaching process.

Through a combination of practice sessions and casework, learners will have opportunities to:

- review objectives with coachees
- facilitate the development of focused action plans to meet goals identified by the coachee
- maintain the currency and appropriateness of action plans throughout the life-coaching process
- support coachees in meeting action-plan requirements
- make referrals

Learners can use evidence from the 12 hours of work experience with coachees required in *Unit 3: Conclusion, Review and Evaluation in a Life Coaching Process*; for the assessment of this unit.

## 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 develop an action plan with coachee	1.1 Prepare an action plan for a life-coaching session 1.2 Produce strategies for using the action plan during a life-coaching process
2 Be able to support coachee in implementing an action plan	2.1 Demonstrate skills required to support a coachee when implementing an action plan 2.2 Demonstrate how the support given contributes to the coachee meeting the goals and objectives identified in the action plan
3 Understand referral options for coachees	3.1 Discuss life-coaching and associated professions for a coachee 3.2 Review referral options within a suitable locality for a coachee 3.3 Compare referral options using case studies

## Unit content

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### 1 **Be able to develop an action plan with coachee**

*Plan development:* identify key issues including use of records of initial sessions; clarify and confirm issues; help coachee to explore different options to achieve their goals; help coachee identify impacts of potential courses of action; enabling coachee to choose a course of action; enable coachee to develop strategies to overcome obstacles; discuss the importance of coachee's ownership of action plan; assist coachee to identify the resources they need to implement the action plan

*Strategies for plan maintenance and use:* ongoing maintenance and adaptation; complying with agreements, including/referring to codes of practice, legislation for confidentiality and data protection; conducting periodic review of goals, targets and outputs; monitoring and evaluation techniques for giving positive feedback; working to strengths; encouraging and maintaining coachee's motivation; giving constructive feedback; addressing boundary and referral issues; encouraging coachee to give a rationale for any changes to the action plan

### 2 **Be able to support coachee in implementing an action plan**

*Skills required to support a coachee:* ways to put the coachee at ease including physical environment, communication, active listening; how to help establish priorities; enabling selection of effective options to meet goals; exploring with coachee any difficulties in achieving the action plan; reaching agreement for implementation to commence; systems for recording summaries, agreements and interactions; enabling coachee to reflect on chosen options; providing support for the coachee in implementing the action plan if appropriate; encouraging reflection on options and goals

### 3 **Understand referral options for coachees**

*Referral options:* life coaching, coaching, mentoring (defined within the National Occupational Standards in Coaching and Mentoring in a Work Environment), sports coaching, performance coaching, executive coaching, other definitions; counselling, psychotherapy, social services; in workplace, local, regional; private, public, voluntary etc

*Referral issues:* understanding limitations in own competence, issues that could arise in life coaching, how to deal with different situations, agreeing with coachee that life coaching is not appropriate and agreeing alternative support

## Essential guidance for tutors

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### Delivery

This unit focuses on learners working with coachees, initially in a simulated context and subsequently in a work environment. Therefore, it is recommended that tutors make time for one-to-one learner review and support sessions. There may be instances where learners feel out of their depth and need guidance, especially where unexpected issues arise. In this respect, it may be worthwhile making the limits and boundaries of teacher support explicit to the learners. One consideration may even be for learners to make external supervision or support arrangements. Tutors could be freed up to focus on teaching the unit.

Where skills development is still involved, a mixture of experiential learning and skills practice is seen as the best approach. Once again Tolan and Ledrum's book could be useful, as the vignettes are easily adapted to life-skills coaching scenarios.

Themes may arise where learners need additional support and guidance, and tutors should have resources to support learners in these circumstances.

### **Work experience with coachees**

Learners may use evidence from the 12 hours of work experience required for *Unit 3: Conclusion, Review and Evaluation in a Life Coaching Process* for assessment of this unit.

In the early stages of this unit learners will be practising the skills with other learners. Tutors need to be able to judge the skills of learners to ascertain that they are competent to begin working with coachees.

Learners should ensure that the coachees they are practising with are aware that they are trainees. If evidence of practice with coachees is used in assessment, learners will need to agree this with the coachees.

Learners are responsible for sourcing appropriate coachees, undertaking appropriate contracting and providing the life coaching.

Unless learners have previous experience of working in this, or a closely related field, it is strongly recommended that they limit themselves to working with not more than three coachees at a time until they complete this qualification.

### Assessment

Evidence to meet the assessment criteria may be generated from simulated life-coaching sessions, or from the 12 hours of work practice with coachees required for *Unit 3: Conclusion, Review and Evaluation in a Life Coaching Process* or from a mixture dependent on the progress of the learner.

In addition to physical evidence arising from coaching sessions, such as action plans, contracts and review documentation; audio and video recordings, observations, case histories and coachee witness statements are good sources of evidence. If evidence is used that refers to coachees then it must either be anonymised or the coachees' consent sought for its use.

A personal journal is a suitable way for learners to record their evidence and collate evidence that meet the assessment criteria. Learners should be encouraged to attempt the assessment criteria as they progress through the life-coaching processes.

Tolan and Ledrum's book could be a source of scenarios for meeting learning outcome 3 AC3.3 with two contrasting case studies being used.

### Essential resources

Due to the similarities between life-skill coaching and counselling, and the wide body of material available in the latter field, some of the support materials listed relate to counselling. Tutors should however, be mindful of the differences between the two professions.

### Indicative resource materials

#### Textbooks

Bridges, W – *Managing Transitions: Making the Most of Change* (Nicholas Brearley 2009) ISBN: 1857885414

Clutterbuck, D – *Everyone Needs a Mentor: Fostering Talent in your organisation*, (CIPD, 2004) ISBN: 1843980541

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

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**Websites**

The British Psychological Society site has links to articles on coaching	<a href="http://www.bps.org.uk">www.bps.org.uk</a>
(Oxford Brookes University) has a free academic web journal as described above	<a href="http://www.brookes.ac.uk/schools/education/ijebcm/home.html">www.brookes.ac.uk/schools/education/ijebcm/home.html</a>
A wide range of free resources including relevant ones on learning	<a href="http://www.businessballs.com">www.businessballs.com</a>
Chartered Institute of Personnel and Development	<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>
Support body for coaching and mentoring	<a href="http://www.ento.co.uk">www.ento.co.uk</a>
Standard setting body for coaching and mentoring National Occupational Standards (NOS)	<a href="http://www.lluk.org">www.lluk.org</a>
Provides information on EQ and EQ tools with the opportunity to use some tools without charge, or for groups of learners to become involved in research	<a href="http://www.jobeq.com">www.jobeq.com</a>

## Unit 3: Conclusion, Review and Evaluation in a Life Coaching Process

Unit code: Y/602/3524

QCF Level 3: BTEC Specialist

Credit value: 3

Guided learning hours: 30

### Unit aim

This unit completes the life-coaching process by introducing learners to the conclusion, evaluation and review stages, and emphasises the importance of these stages, both for the coachee and the life coach.

### Unit introduction

This unit is integral to the life-coaching process, and should be offered at the same time as *Unit 1: Initiating a Life Coaching Process* and *Unit 2: Managing and Maintaining a Life Coaching Process*.

It is through reflecting on real work experience with coachees that learners will develop the skills and understanding necessary to:

- identify changes in the life coaching process
- recognise when these changes indicate it is appropriate to discuss ending the process
- introduce ending to the life-coaching process, where coachees have not raised the subject
- review the life-coaching process
- enable coachee and life coach to learn from the relationship
- facilitate appropriate endings
- explore ways in which the coachee will maintain progress after the relationship has ended

On completion of this unit the learner must have undertaken a minimum of **12 live coaching hours; spanning no fewer than three clients with a minimum of one planned coaching relationship ending**. An “ending” could include a review of the relationship, or of a session, and how this impacted on the coachee’s ability to meet their identified objectives.

## 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 review the life coaching process	1.1 Carry out an analysis of the life-coaching process with their coachees  1.2 Review how own practice has developed as a result of life-coaching interactions
2 Be able to manage the conclusion of the life coaching process	2.1 Demonstrate how the end of a session or relationship would be recognised  2.2 Produce strategies for concluding a session or relationship
3 Be able to evaluate the outcomes with the coachee	3.1 Compare initial expectations and outcomes with the coachee  3.2 Consider why changes in expectations have occurred with the coachee



## Unit content

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### 1 **Be able to review the life coaching process**

*Review:* what the stages of coaching are; agreeing ways of working with coachees that maximise achievement and autonomy; comparing goals and expectations with outcomes throughout the process; recognising when the relationship may be approaching an end; how to review coachee inaction

*Own development:* being a reflective practitioner, assessing how coaching affects own skills development; how to take criticism constructively; integrating skills gaps in personal development

### 2 **Be able to manage the conclusion of the life coaching process**

*Ending the session or relationship:* enabling recognition of when it is time to end the relationship; requirement for referral; recognising when the coachee may want to end the relationship; recognising and dealing with increasing dependency of coachee; recognising increasing autonomy of coachee

*Conclusion strategies:* eg mutual agreement of ending strategy; using ending to enable coachee to understand goals, expectations and outcomes in context; using ending to recognise unresolved issues and possibilities for future resolution; recognising boundary issues and where to refer a coachee; dealing with dependency; encouragement of ownership of responsibility of decisions by coachee

### 3 **Be able to evaluate the outcomes with coachees**

*Comparing outcomes with expectations:* use of action plan; feeding back to coachee without criticising; discussing where modifications to the plan were made and the effects of these, assessing aspects that went well and aspects that did not go well, discussing what prevented the achievement of some outcomes, what benefits occurred that were not expected, encouraging ownership of decision making; planning for future

## Essential guidance for tutors

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### Delivery

While there should be some initial learning and development of ending, related skills, the majority of the unit focuses on facilitating learning from working with real coachees. As such, the focus will move from teacher led sessions, to learner presentations and reporting.

It is recommended that tutors make time for one-to-one learner review and support sessions. There may be instances where learners feel out of their depth and need guidance, especially where unexpected issues arise. In this respect, it may be worth making the limits and boundaries of teacher support explicit to the learners. One consideration may even be for learners to make external supervision or support arrangements. Tutors could be freed to focus on teaching the unit.

Where skills development is still involved, a mixture of experiential learning and skills development is seen as the best approach. Once again Tolan and Ledrum's book could be useful because the vignettes are easily adapted to life-coaching scenarios.

Time will need to be allocated for learners to reflect on their work with coachees. This may take a number of forms, including reviewing audio or video recordings of sessions, examination of session notes, personal reflection, review of a coaching journal, or examination of the life-coaching process with coachees.

### ***Work experience with coachees***

**A minimum of 12 coaching hours must be undertaken in order to successfully complete this unit. This must include at least three coachees and include a minimum of one planned coaching relationship ending.** An 'ending' could include a review of the relationship or the session and how this impacted on the coachee's ability to meet identified objectives.

Unless learners have previous experience of working in this or a closely related field, it is strongly recommended that they limit themselves to working with not more than three coachees at a time until they complete this qualification.

In the early stages of this unit learners will be practising their skills with other learners. However, they should progress to practising with coachees as they achieve competence in the skills. Tutors need to be able to judge the skills of learners to ascertain that they are competent to begin working with coachees.

Learners should ensure that the coachees they are practising with are aware that they are learning. If evidence of experience with coachees is used in assessment, learners will need to inform coachees of this intention and obtain their agreement.

Learners are responsible for sourcing appropriate coachees, undertaking appropriate contracting and providing the life coaching.

### Assessment

Evidence to meet the assessment criteria must be generated from the 12 hours of work experience with coachees.

Good sources of evidence include physical evidence arising from coaching sessions, such as action plans, contracts and review documentation, and other sources, such as audio and video recordings, observations, case histories and coachee witness

statements. If evidence is used that refers to coachees then it must be anonymised, or the coachees consent sought for its use.

A personal journal is a suitable way for learners to record their evidence and collate evidence that meet the assessment criteria. Learners should be encouraged to attempt the assessment criteria as they progress through the processes.

### Essential resources

Due to the similarities between life coaching and counselling, and the wider body of material available in the latter field, some of the support materials listed relate to counselling. Tutors should however, be mindful of the differences between the two professions.

### Indicative resource materials

#### Textbooks

Bridges, W – *Managing Transitions: Making the Most of Change* (Nicholas Brearley 2009) ISBN: 1857885414

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Mearns, D - *Developing Person-Centred Counselling* (Sage Publications Limited 2002) ISBN: 0761949690

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### Journals

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

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### Websites

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(Oxford Brookes University) has a free academic web journal as described above [www.brookes.ac.uk/schools/education/ijebcm/home.html](http://www.brookes.ac.uk/schools/education/ijebcm/home.html)

A wide range of free resources including relevant ones on learning [www.businessballs.com](http://www.businessballs.com)

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

Support body for coaching and mentoring [www.ento.co.uk](http://www.ento.co.uk)

Provides information on EQ and EQ tools with the opportunity to use some tools without charge, or for groups of learners to become involved in research [www.jobeq.com](http://www.jobeq.com)

## **Unit 4: Reflection and Personal Development for Life Coaching**

**Unit code:** D/602/3525

**QCF Level 3:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 30

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### **Unit aim**

This unit provides an overview of the ethical requirements of operating as a life coach. This includes the need for personal development as a life coach.

### **Unit introduction**

The importance of reflective practice to developing life-coaching skills, and devising a personal development plan, is emphasised throughout.

In order for life coaches to be effective they need to be able to continuously develop their coachees through a non-judgemental, empowering and supportive approach. It is, therefore, essential for those involved in life coaching to be able to reflect on the outcomes of their own life-coaching practice and skills and to be able to meet their own development needs.

This unit will provide learners with a structure to devise and implement a personal development plan based on the competences required to operate as a life coach. The development plan should be added to throughout the unit and thereafter.

## 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 Understand requirements for support and supervision for life coaching practice	1.1 Explain the requirements for support and supervision for life coaching practice 1.2 Assess own requirements for support and supervision for life coaching practice
2 Be able to reflect on the outcomes of own practice in life coaching	2.1 Compare own practice with ethical requirements 2.2 Compare own practice with legal requirements 2.3 Analyse the impact of self on a coaching interaction 2.4 Create development objectives
3 Be able to implement a personal development plan as a life coach	3.1 Devise a personal development plan to deliver own development objectives as a life coach 3.2 Assess the resources required to implement personal development plan as a life coach 3.3 Review progress against personal development plan as a life coach

## Unit content

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### 1 **Understand requirements for support and supervision for life coaching practice**

*Supervision as a life coach:* Support; purpose of support; formal, informal; peer, group; supervision, purpose of supervision; management; networks; agreeing outcomes and objectives, ethical dilemmas, understanding limits of competence, ethical framework

### 2 **Be able to reflect on the outcomes of their own practice in life coaching**

*Reflect on own practice:* types of information to be recorded; importance of record keeping, eg ensuring records are accurate, systems and procedures required for recording, importance of keeping legible and clear records, structuring of records, amount of detail to include in records; provide a reflective record of life-coaching experience; difference between recording and reflecting

*Ethical and legal requirements:* compliance with ethical frameworks, legislation, codes of practice, guidelines, eg national, local, professional and organisational requirements that relate to equal opportunities, discrimination, health and safety, security, confidentiality and data protection; consequences of non-compliance

*Impact of self:* developing awareness of how own values, beliefs, attitudes and behaviours impact on practice; knowing limits and boundaries of own experience and competence, eg how this impacts on providing support, knowing when to refer to others

*Examine development objectives:* review the outcomes of reflection, analysis and impact of self upon practice, and formulate development objectives from this

### 3 **Be able to implement a personal development plan as a life coach**

*Personal development plan as a life coach:* carrying out a skills audit using appropriate self-assessment tools, identifying personal strengths, weaknesses, opportunities for improvement or progress, and threats to such progress (SWOT analysis); assessment against National Occupational Standards (NOS); identifying learning and development needs; setting objectives, identifying resources and support needed and available to meet these objectives, review and monitor development plan

## Essential guidance for tutors

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### Delivery

This unit is focused primarily on the importance of critical self-appraisal and self-development of the skills required to be an effective life coach. Learners will be encouraged to be reflective, and examine through a range of sources, how their own life-coaching skills impact on others. This should then be used as the basis for preparing and implementing a personal development plan.

Learners will use both formal and informal methods for obtaining feedback from stakeholders, both in the workplace and outside. Learners should be encouraged to seek continuous feedback on their performance, and review the most appropriate methods for obtaining this.

It is essential that life coaching practitioners operate within ethical frameworks to ensure the integrity of the process, and learners must be able to analyse the effect of their own values, beliefs, attitudes and behaviours on their practice. This will enable learners to readily take on board any constructive criticism from stakeholders and focus on the consequences of their own actions.

Learners will have the opportunity to conduct a self-analysis of their own strengths and weaknesses, identifying opportunities for development, and threats which may hinder their progress. Learners will be able to plan their own life-coaching learning and development needs through setting targets, developing and implementing the plan, and frequently reviewing and monitoring their personal development plan. This active planning approach encourages learners to take responsibility for their own learning and development and make the most of any opportunities that arise.

Learners will require opportunities to develop their skills, for example role-play for developing verbal communication skills, active listening and body language. These skills can be practised in both group and one-to-one situations, and learners should be encouraged to reflect on these when practising in a work environment or in workshops.

### Assessment

Assessment for this unit should be evidenced through a reflective report and personal development plan, which is monitored throughout the duration of the learning programme.

For practising life coaches, assessment should be based on their normal job roles, and evidence such as notes and records made of life-coaching session interactions. Witness testimonies and assessor observation could also be collected. For aspiring life coaches, or where there are barriers to work-based assessment, assessment could be based on simulation and role-play to review elements of practice.

Evidence may be used from the work experience requirement for *Unit 3: Conclusion, Review and Evaluation in a Life Coaching Process* for assessment of this unit.

In both situations the personal development plan and reflective record should be able to demonstrate the learner's ability to identify, agree, and monitor their progress and ensure regular reviews take account of changing practice.

Learners are required to demonstrate their knowledge and understanding of the factors which reflect adherence to, or conflict with, ethical frameworks. The



importance of compliance with all relevant national, local, professional, and organisational requirements that relate to equal opportunities, discrimination, health and safety, security, confidentiality, and data protection, should be linked to the learners' experience or occupational setting if appropriate. This can be evidenced through written reports, presentations, case studies or professional discussion. It is also important for learners to evaluate the impact on practice of non-compliance.

### Essential resources

Applying learning in a work environment is an essential part of this unit. However, learners should reflect on practice before they begin the 12 hours of practice required for *Unit 3: Conclusion, Review and Evaluation in a Life Coaching Process*.

### Indicative resource materials

#### Textbooks

Hardingham, A – *The Coach's Coach* (CIPD 2004) ISBN: 1843980754

Martin, C – *The Life Coaching Handbook*, (Crown House Publishing Ltd, 2001) ISBN 189983671-3

Starr J – *The Coaching Manual: The Definitive Guide to the Process and Skills of Personal Coaching* (Prentice Hall, 2002) ISBN 0273661930

Zeus P, Skiffington S – *Coaching Logic, The Guide to Business Coaching* (McGraw-Hill, 2000) ISBN 0074708422

Zeus P, Skiffington S – *Coaching at Work Toolkit* (McGraw-Hill, 2002) ISBN 0074711032

#### Journals

Coaching at Work – CIPD (People Management), bimonthly magazine

#### Websites

Chartered Institute of Personnel and Development online resource for coaching at work	<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>
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Online self-help and training and development resource	<a href="http://www.businessballs.com">www.businessballs.com</a>
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Chartered Management Institute	<a href="http://www.managers.org.uk">www.managers.org.uk</a>
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Support body for coaching and mentoring	<a href="http://www.ento.co.uk">www.ento.co.uk</a>
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# Unit 5: Using Theoretical Models in Life Coaching

**Unit code:** H/602/3526

**QCF Level 3:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 30

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## Unit aim

This unit introduces learners to some theoretical approaches that underpin the development of life coaching.

## Unit introduction

To fully develop as a flexible and resourceful life coach it is necessary to go beyond the skills acquired and begin to explore theoretical approaches and models. This unit seeks to introduce learners to some approaches that underpin the development of life coaching.

The learner is encouraged to consider:

- how theories have been developed
- how theories have been used in the creation of models of good practice.
- the importance of an evidence base to the further development of reliable practices
- the importance of an evidence base in enhancing the status of this emerging profession.

Ideally this unit should form the basis of the learner's ongoing exploration of developing practice.

The intention is that learners develop an understanding of theoretical models and theories of their choice.

## 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 theoretical approaches used in life coaching	1.1 Describe two different approaches used in life coaching
2 Understand how to apply theoretical models in life coaching interactions	2.1 Assess how theoretical models can be applied in the life coaching process 2.2 Explain the strengths and weaknesses of using a chosen life coaching model in practice 2.3 Explain how a chosen theoretical model or approach has evolved
3 Understand the professional issues when using theory to support practice	3.1 Discuss how research supports the development of life coaching 3.2 Assess the professional issues of using research in life coaching

## Unit content

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### 1 Know theoretical approaches used in coaching

Theoretical approaches (two from):

- cognitive; Albert Ellis and Aaron Beck, Autopilots, assumptions, absolutes, auto-maps;
- affective; J A Russell, e-maps and Daniel Goleman, inner rudder or intuition;
- behavioural; Ivan Pavlov and B. F. Skinner, pro-active and re-active conditioning;
- neuro-linguistic programming (NLP); definition and roots in Grindler and Bandler's studies of excellent communicators, modelling a skilled other, key concepts such as pre-conditions or pre-suppositions for students of NLP, positive and negative states and technique of anchoring and use of triggers, influence of limiting beliefs, representational systems: auditory, kinaesthetic and visual; goals as a driving force, factors increasing effectiveness of goal setting;
- change; resistance to change, transitions, model of transitions such as W. Bridges or John Fisher's Grief and Loss Model;
- emotional intelligence (EQ); definition, role of coaching to develop EQ

### 2 Be able to apply theoretical models in life coaching interactions

*Tools, techniques and skills for coaching:* active listening, building rapport, levels of rapport as in Hardingham's, The Coach's Coach, questioning

*Models for basic structure of coaching session:* eg GROW (Goals, Reality, Outcomes, Will and Way Forward), I CAN DO (Investigate, Current, Aims, Number, Date, Outcome), SCORE (Situation, Causes, Outcome, Resources, Effect), COMET (Context, Outcome, Method, Effect, Tasks); how models assist the coach in putting theory into practice

*Strengths and weaknesses:* eg outcomes for coachee, outcomes for life coach, reliance on model, conflict with the 'here and now'

### 3 Understand the professional issues when using theory to support practice

*Origin of theories:* how theory evolves and is confirmed by empirical studies, requirements for research to conform to accepted good practice in order for findings to be considered valid, importance of evidence base for life coach and coachee to have confidence in methods, greater reliability of methods and models; different types of research: qualitative, quantitative and the advantages and/or disadvantages of these

*Emerging profession:* coaching as an emerging profession; importance of scientific evidence in enhancing credibility of practitioners; emerging and developing body of knowledge, importance of continuing professional development of practitioner.

## Essential guidance for tutors

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### Delivery

The timing of this unit, in relation to the other units, will depend upon the prior experiences and learning styles of learners. Learners who are comfortable with theory may welcome the opportunity to explore and understand how life-coaching techniques have developed before starting the practical units. Other learners may prefer to undertake the practical units first and then use the experiences gained to add meaning to the study of the theoretical approaches. Another option would be to run this unit concurrently with the practical units, in which case a co-ordinated approach would be recommended.

As for most vocational programmes, the links between theory and practice are vital. It is envisaged that use would be made of learners' own experiences, through mini-case studies, that scripts and video recordings of coaching sessions would be analysed and the techniques used traced back, to the theoretical concepts.

For the study of the origin of theories it is recommended that learners fully explore one or two empirical studies; the conditions under which they were carried out; the conclusions drawn, and how these have influenced life coaching practice, rather than build a superficial knowledge of many studies. Daniel Goleman's 1995 book, with its extensive referencing to studies, provides a useful example of the link between individual studies and the development of concepts.

Lastly, learners should be encouraged to question the evidence base behind assertions and concepts through reviewing and examining articles and literature.

### Assessment

In order to satisfy all the assessment criteria, the learners will need to use either their own experiences as life coaches, with the anonymity of the coachees protected, or to base their assessed work on case studies and simulations.

Work demonstrating achievement of the assessment criteria is likely to be written. However a professional discussion or oral presentation could be used. It is not expected that learners would undertake a full academic evaluation of the literature, but that they identify when work has been based on scientifically gathered evidence and begin to discriminate between well-founded models and those based on very little evidence.

Evidence for learning outcome 2, assessment criterion 1, may be generated through simulation or from the work experience requirement of *Unit 3: Conclusion, Review and Evaluation in a Life Coaching Process*

### Essential resources

There is a wide range of resources available for life coaching. Tutors and learners should be mindful of the variety and value of the sources available. The resources below are recommended for both tutors and learners.

## Indicative resource materials

### Textbooks

Bridges, W – *Managing Transitions: Making the Most of Change*  
(Nicholas Brearley 2009) ISBN: 1857885414

Coolican H – *Research Methods and Statistics in Psychology*  
(4<sup>th</sup> edition Hodder & Stoughton 2004) ISBN: 0-340-81258-3

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

Goleman, D - *Emotional Intelligence: Why it can Matter More than IQ*  
(Thorsons, 1996) ISBN 0747528306

Hardingham, A - *The Coach's Coach* (CIPD 2004) ISBN: 1843980754

Martin, C - *The Life Coaching Handbook*, (Crown House Publishing Ltd, 2001)  
ISBN 189983671-3

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

### Journals

*International Journal of Evidence Based Coaching and Mentoring* - free web journal published by Oxford Brookes University and available to download from the *Websites* link.

*Coaching at Work* – CIPD – see web link

*Training Journal* - Training Journal Ltd

### Websites

Academic web journal as described	<a href="http://www.brookes.ac.uk/schools/education/ijebcm/home.html">www.brookes.ac.uk/schools/education/ijebcm/home.html</a>
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British Psychological Society has links to articles on coaching	<a href="http://www.bps.org.uk">www.bps.org.uk</a>
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Offers a wide range of free resources including relevant ones on life coaching	<a href="http://www.businessballs.com">www.businessballs.com</a>
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Chartered Institute of Personnel and Development	<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>
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Provides information on EQ and EQ tools with the opportunity to use some tools without charge, or for groups of learners to become involved in research	<a href="http://www.jobeq.com">www.jobeq.com</a>
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## **Unit 6: Introduction to Psychology for Life Coaching**

**Unit code:** K/602/3527

**QCF Level 3:** BTEC Specialist

**Credit value:** 3

**Guided learning hours:** 30

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### **Unit aim**

This unit provides an introduction to the major perspectives within psychology and how these relate to life coaching.

### **Unit introduction**

The unit is designed to review specific areas of psychological knowledge and theory and establish links with life-coaching practice. Underpinning the unit is the importance of considering the causes of the behaviour and how they can impact on interactions and relationships.

The unit provides a foundation for understanding interpersonal behaviour. There is the opportunity to focus on behavioural theory to provide underpinning knowledge relevant to assisting individuals to manage their behaviour, and to reflect upon the behaviour of others. A focus on groups, social-influence processes and attitudes may provide a basis for exploring the social factors that influence interpersonal perception and behaviour, and consequently social interactions. The unit is designed with the flexibility to allow learners to study a specific perspective.

## 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 Understand the key concepts of psychological perspectives	1.1 Explain the key features of three major psychological perspectives
2 Understand the contribution of a psychological perspective to life coaching practice	2.1 Assess how a psychological perspective can inform life coaching practice  2.2 Explain how knowledge of a psychological perspective could inform own practice.

## Unit content

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### 1 **Understand the key concepts of psychological perspectives**

Major psychological perspectives: psychodynamic, cognitive/behavioural, humanistic; the main features and characteristics; usefulness and limitations; historical perspective on the nature of psychology

### 2 **Understand the contribution of a psychological perspective to life coaching practice**

*Application of psychological perspectives:* eg social psychology, recognition that behaviour is the product of individual personalities and how it is influenced by social situations; social cognition; social and self-perception; social influence, including persuasion; group behaviour; romantic relationships; aggressive behaviour; helping behaviour; applied social psychology

*Attitudes, prejudice and stereotyping:* the nature of attitudes and beliefs; relationship between attitudes and behaviour, stereotypes and discrimination, the importance of social context

*Implications for life coaching:* boundaries and ethical issues to be considered, eg confidentiality, limits of own expertise, coachee resistance; approaches to life coaching interventions; integration of psychological models in life-coaching practice; developing own emotional, intelligence and cognitive systems

*Behaviour management:* establishing baselines, observation and monitoring, the importance of client involvement in implementing strategies, types of strategy available, eg conditioning, behaviour modification

## Essential guidance for tutors

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### Delivery

This unit is focused on the major psychological perspectives and how these relate to life-coaching practice. Learners should be encouraged to examine these perspectives and how they are applied to understanding individual behaviour. These concepts could be discussed in pairs or trios, thereby providing the opportunity for peer assessment before feedback to the group.

As this unit underpins all the other units of the qualification, and the subject of psychology is vast, tutors should be mindful that a 30-hour unit can only provide an overview of the theoretical concepts. Tutors should briefly cover the main perspectives, but focus on a perspective of their choice, highlighting links with life-coaching practice. Learners should be encouraged to become reflective practitioners when working on other units, and apply the learning from this unit to life coaching practice.

Learners will have the opportunity to examine the causes behind individual behaviour, especially in a social context, and this can be enhanced by learners conducting analyses of their own behaviour.

### Assessment

Evidence may be in the form of written assignments, case studies, group discussions and/or presentations, video recording of group discussions/debates, or role plays accompanied by process notes. Learners may produce a piece of informal work illustrating aspects of their personal history connected to the major psychological perspectives.

Where oral evidence is used the assessor should complete individual Observation Records for each learner, including sufficient detail to support the assessment decision.

When explaining how psychological theory informs own practice for learning outcome 2, learners are likely to use evidence generated for *Unit 1: Initiating a Life Coaching Process*, *Unit 2: Managing and Maintaining a Life Coaching Process* and *Unit 3: Conclusion, Review and Evaluation in a Life Coaching Process*.

### Essential resources

Learners will need access to a range of psychology texts and library resources which might include video or CD-Rom material.

### Indicative resource materials

#### Textbooks

Cash A - *Psychology for Dummies* (Hungry Minds Inc, USA, 2002)  
ISBN 0764554344

Colman A - *What is Psychology* (Routledge, 1999) ISBN 041516902X

Gross R - *Psychology – The Science of Mind and Behaviour* (Hodder Arnold, 2005)  
ISBN 0340900989

Vaughan G, Hogg M - *Social Psychology* (Prentice Hall, 2004) ISBN 0273686992

**Journals**

*Coaching at Work* – CIPD (People Management), bimonthly magazine

*The British Psychological Society* journals

**Websites**

The British Psychological Society which has national responsibility for the development, promotion and application of psychology [www.bps.org.uk](http://www.bps.org.uk)

Online self-help and training and development resource [www.businessballs.com](http://www.businessballs.com)

Chartered Institute of Personnel and Development online resource for coaching at work [www.cipd.co.uk](http://www.cipd.co.uk)

Support body for coaching and mentoring [www.ento.co.uk](http://www.ento.co.uk)

Chartered Management Institute [www.managers.org.uk](http://www.managers.org.uk)



## 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

Tel: 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

Edexcel BTEC Level 3 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 3 Specialist qualifications in Life Coaching Skills and Practice (QCF) against the underpinning knowledge of the National Occupational Standards in Coaching and Mentoring in a Work Environment.

#### KEY

# indicates partial coverage of the NVQ unit

a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4	5	6
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	#	#	#			
CM21: Use evidence based theory, research and practice					#	#



## Annexe C

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### Unit mapping overview

BTEC Level 3 short course in Life Coaching Skills and Practice legacy (specification end date 31/08/2010)/new QCF version of the BTEC Level 3 Specialist qualification in Life Coaching Skills and Practice (specification start date 01/09/2010) – Level 3 BTEC Certificate in Life Coaching Skills and Practice (QCF).

Old units \ New units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Unit 1	F				
Unit 2		F				
Unit 3			F			
Unit 4				F		
Unit 5					F	
Unit 6						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>Performance tables</b>	This/these qualifications is/are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
<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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Publications Code BA025229 - October 2010

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Edexcel Limited. Registered in England and Wales No. 4496750  
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