



<b>Title:</b>	Life and Workplace Coaching
<b>Award Type:</b>	Special Purpose
<b>Code:</b>	6S3153
<b>Level:</b>	6
<b>Credit Value:</b>	45
<b>Purpose:</b>	The purpose of this award is to enable the learner to acquire the knowledge skill and competence required to provide life and or workplace coaching in a variety of contexts
<b>Statements of Knowledge, Skill and Competence:</b>	Learners will be able to do the following (see below)
<b>Knowledge:</b> <i>Breadth:</i>	Demonstrate a broad range of knowledge of the theories and principles underpinning life and workplace coaching with a specialised knowledge in managing the coaching process
<i>Kind:</i>	Demonstrate an in depth knowledge of coaching ethics, models and strategies within a life coaching and workplace coaching context.
<b>Know How &amp; Skill</b> <i>Range:</i>	Apply a range of specialised skills and tools in coaching
<i>Selectivity:</i>	Develop appropriate responses to clients situations and learning styles.
<b>Competence:</b> <i>Context::</i>	Demonstrate a comprehensive range of specialised knowledge and skills within a range of coaching contexts.
<i>Role:</i>	Work independently with clients to explore and identify solutions appropriate to their needs adhering to professional ethics and codes of conduct.
<i>Learning to Learn:</i>	Reflect on own personal and professional development in the context of continuous professional development.
<i>Insight:</i>	Critically reflect on own personal and professional practice to inform self-understanding and continuous professional development and facilitate others in identifying development needs.
<b>Access</b>	The learning outcomes associated with this award are outlined in the associated Component Specifications (see below). To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal



	qualification or through relevant life and work experience.																
<b>Transfer:</b>	Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications.																
<b>Progression:</b>	Achievement of this award will enable the learner to progress to other appropriate programmes leading to awards at the next or higher levels of the National Framework of Qualifications.																
<b>Progression Awards:</b>	Learners who successfully complete this award may progress to a range of different awards.																
<b>Grading:</b>	Pass Merit Distinction The grade achieved will be determined by the grades achieved on the components																
<b>Certification:</b>	The total credit value required for this certificate is 45. This will be achieved by completing all of the following component(s):  <table border="1"> <thead> <tr> <th>Code</th> <th>Award</th> <th>Level</th> <th>Cr. Value</th> </tr> </thead> <tbody> <tr> <td>6N2925</td> <td>Professional Coaching Practice and Ethics</td> <td>6</td> <td>15</td> </tr> <tr> <td>6N2926</td> <td>Developing Emotional Intelligence</td> <td>6</td> <td>15</td> </tr> <tr> <td>6N3087</td> <td>Coaching Models of Practice</td> <td>6</td> <td>15</td> </tr> </tbody> </table>	Code	Award	Level	Cr. Value	6N2925	Professional Coaching Practice and Ethics	6	15	6N2926	Developing Emotional Intelligence	6	15	6N3087	Coaching Models of Practice	6	15
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6N2925	Professional Coaching Practice and Ethics	6	15														
6N2926	Developing Emotional Intelligence	6	15														
6N3087	Coaching Models of Practice	6	15														

## Specifications and Learning Outcomes of the three Component Awards

**Title:** Coaching Models of Practice

**Award Type:** Minor

**Code:** 6N3087

**Level:** 6

**Credit Value:** 15

**Purpose:** The purpose of this award is to equip the learner with the knowledge, skill and competence in the concepts and theories underpinning coaching models of practice to enable the learner to select and use effective coaching models to progress the clients agenda.

**Learning Outcomes:** Learners will be able to:

- 1 Evaluate a range of coaching models to include co-active coaching and GROW models and the theories that underpin them
- 2 Outline the characteristics of different levels of active listening required to fully attend to the words, non-verbal cues and body language of the client
- 3 Detail the core principles of coaching to include unconditional positive regard, present and future focus, goal setting and outcome attainment
- 4 Describe necessary conditions to ensure effective coaching to include planning for sessions and maintaining appropriate records



- 5 Explore a range of coaching techniques to include powerful questioning, reflecting, paraphrasing, summarising, challenging and giving feedback to encourage client self-discovery
- 6 Evaluate different learning styles to include active, reflective and theoretical styles
- 7 Articulate how coaching can positively impact upon individuals and within the workplace
- 8 Assess the clients learning style to best facilitate the coaching process
- 9 Manage the arrangements which support the coaching relationship effectively to include frequency, ground rules, cost, evaluation, monitoring, progress and ending of contract
- 10 Select a coaching model, and style that works best for the client
- 11 Employ a coaching strategy which holds the client responsible for their own process
- 12 Demonstrate how beliefs, values and attitudes inform strategies and choices based on both theory and practice
- 13 Facilitate the client in the generation of goals and outcomes from the coaching process
- 14 Guide the client in exploring positive alternatives and in challenging assumptions.

**Title:** Developing Emotional Intelligence

**Award Type:** Minor

**Code:** 6N2926

**Level:** 6

**Credit Value:** 15

**Purpose:** The purpose of this award is to equip the learner with the knowledge, skill and competence in the concepts and theories underpinning emotional intelligence to enable the learner to develop their own emotional intelligence and use it to support the development of self and others.

**Learning Outcomes** Learners will be able to:

- 1 Examine key emotional intelligence concepts including self-awareness, self-management, social awareness, relationship management and empathy
- 2 Evaluate the theoretical basis of reflective practice to include the key principles upon which the practice is based
- 3 Define key terms including reflective cycle, beliefs, values, personality types, continuous professional development (CPD), supervision, emotional intelligence
- 4 Explore the essential components of a strategy for ongoing reflective practice including supervision and CPD
- 5 Appraise the use of personal intuition, humour and energy during coaching
- 6 Assess the impact of own behaviours and thinking on the coach client relationship
- 7 Exhibit a coaching style that makes appropriate links between the beliefs, values and internal rules that guide decision-making
- 8 Guide a client through an appropriate process of self –reflection based on their needs
- 9 Implement the learning identified through reflective practice in enhanced behaviours and capabilities
- 10 Demonstrate a range of relationship building methods including building trust and rapport so that the client can develop self-awareness and insight
- 11 Exhibit a coaching style that facilitates an open, flexible style of communication between coach and client.



**Title:** Professional Coaching Practice and Ethics

**Award Type:** Minor

**Code:** 6N2925

**Level:** 6

**Credit Value:** 15

**Purpose:** The purpose of this award is to equip the learner with the knowledge, skill and competence in the principles and ethics underpinning the role of a professional coach to enable the learner to operate independently to high professional and ethical standards as a coach within a life or workplace coaching context.

**Learning Outcomes** Learners will be able to:

- 1 Evaluate key professional standards for the coaching profession to include membership of professional associations, adherence to ethical guidelines and participation in supervision and continuous professional development (CPD)
- 2 Demonstrate a knowledge of ethical guidelines for the coaching profession to include laws and regulations that relate to the coaching profession
- 3 Outline the characteristics of a contract to include how coach and client work together, confidentiality, practical arrangements and responsibilities
- 4 Describe a range of contractual relationships to include individual, team, group coaching and multi-handed contracts
- 5 Analyse the differences between coaching, psychotherapy, mentoring, consulting and other support professions and their role in personal and or workplace development
- 6 Diagnose, with client what is of importance and the desired outcomes from a coaching session
- 7 Design a coaching agreement to clarify the coaching process
- 8 Manage a coaching session to include planning and evaluation
- 9 Advocate opportunities for ongoing learning and self-discovery for the client
- 10 Evaluate when a coaching client should be referred to another coaching professional or for mentoring, counselling or psychotherapy
- 11 Employ substantial personal autonomy in establishing and maintaining high professional and ethical standards
- 12 Implement professional standards in all aspects of coaching practice
- 13 Articulate the benefits of CPD including supervision for coaches
- 14 Display adherence to a high standard of ethical and professional practice throughout the coaching process
- 15 Manage operational and organisational challenges which may impact effective coaching in a wide range of contexts.