



Level 5

Diploma in Coaching

(610/3079/X)



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ABOUT NQUAL

NQual provides high-quality vocational and occupational qualifications designed to meet the needs of learners and employers.

At NQual we are committed to certificating current and relevant qualifications that meet the demands of today's ever-changing industries. Our dedication to staying at the forefront of knowledge ensures that our qualifications reflect the latest trends in your field of interest.

QUALIFICATION SPECIFICATION

Qualification Specifications are used to inform and guide centres to deliver the qualification set out within this document. Information within this specification includes a qualification overview, unit breakdowns, assessment guidance and learning outcomes.

Alongside the specification, you will also find a qualification 'Fact Sheet'. These are used as handy tools to provide an overview of the qualifications.

QUALIFICATION INFORMATION

The NQual Level 5 Diploma in Coaching is regulated by Ofqual.

- Qualification Number: 610/3079/X

Overview

The Level 5 Diploma in Coaching aims to provide learners with an in-depth understanding of coaching principles, advanced coaching techniques, and the ability to apply coaching in various contexts. The qualification is designed for individuals who aspire to enhance their coaching skills within their current professional roles. This qualification will support progression within coaching roles.

The duration of the qualification may vary depending on the educational institution or training provider, but it typically spans several months to a year of part-time study. This qualification will support progression within all industries when up-skilling employees.

Entry Requirements

- Minimum age: 19

There are no formal entry requirements, however, learners should have a minimum of level 2 in literacy and numeracy or equivalent.

Progression Opportunities

- Level 5 Transformational Leadership
- Level 7 Strategic Leadership

Graduates of the Level 5 Diploma in Coaching may pursue careers as professional coaches, leadership coaches, or internal coaches within organisations. The qualification also provides a solid foundation for those wishing to pursue further studies at a higher level.

Unit Guidance

Learners must achieve all mandatory units. The total credit value for this qualification is 37.

Mandatory Units

Learners must achieve all mandatory units totalling 37 credits.

Unit Reference	Title	Level	GLH	Credit Value
L/650/8068	Introduction to Coaching	5	40	5
M/650/8069	Standards and Theories that Support Coaching	5	56	7
Y/650/8070	Coaching Models, Tools and Techniques	5	64	8
A/650/8071	Applying the Principles of Coaching	5	48	6
D/650/8072	Personal Development in Coaching	5	56	7
F/650/8073	Planning and Implementing a Coaching Programme For an Organisation	5	32	4

Guided Learning Hours

These hours are made up of contact time, guidance or supervision from course tutors, trainers, or training providers. The Guided Learning Hours for this qualification is 296.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of understanding required for the award of this qualification. This includes the Guided Learning Hours and time spent completing the independent study.

The Total Qualification Time for this qualification is 370.

Delivery Options

NQual allows qualifications to be delivered both online and face-to-face. Please check the additional requirements with your Centre EQA if delivering qualifications online.

Command Verbs

Please refer to NQual’s ‘Command Verb Guide’ for definitions of the command verbs used throughout this qualification.

Grading and Assessment

Assessment is used to measure a learner's skill or knowledge against the standards set in this qualification. This qualification is internally assessed and externally quality assured.

The assessment process is designed to evaluate both theoretical understanding and practical application of coaching skills.

The assessment consists of:

- An internally assessed Portfolio of Evidence and externally quality assured by NQal.

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- Appraisals
- PowerPoint Presentations
- Witness Statements
- Reflective Accounts
- Story Boards

Please note this is not an exhaustive list.

Learners must demonstrate at least 24 hours of active coaching practice, with a minimum of 2 Coachees. This can be demonstrated through evidencing contracts, planning documents, evaluation documents and Coachee feedback forms.

Approved Centre

To deliver any NQal qualification, each centre must be approved by NQal and meet the qualification approval criteria. The recognition process requires centres to implement policies and procedures to protect learners when undergoing NQal qualifications.

Approved centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, and processes in place to deliver and assess the qualification.

Once approved to offer this qualification, centres must register learners before any assessment takes place. Centres must follow NQal's procedures for registering learners.

Support From NQal

NQal supports all new and existing approved centres. We respond to all communication within 48 hours and hold regular information webinars. If you would like to book our next webinar, please visit the 'News & Events' section on our website.

Initial Assessment

It is part of the enrolment process by the approved centre to complete an initial assessment. Approved centres must ensure everyone undertaking an NQal qualification completes some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

Reasonable Adjustment

NQual is committed to providing fair and reasonable adjustments for learners to help reduce the effect of a disability or difficulty that places the learners at a disadvantage during an assessment. For more information on Reasonable Adjustments, please see our Reasonable Adjustments and Fair Access Policy.

Responsibilities

Assessor

It is important to note, that to assess qualification content, the assessor must be occupationally competent to assess skills-based competence and/or occupationally knowledgeable to assess knowledge-based content.

Assessors who deliver NQual qualifications must possess a qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- D32 Assess Candidate Performance and D33 Assess Candidate Using Differing Sources of Evidence
- A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
- Level 3 Award in Assessing Competence in the Work Environment (for competence/skills learning outcomes only)
- Level 3 Award in Assessing Vocationally Related Achievement (for knowledge learning outcomes only)
- Level 3 Certificate in Assessing Vocational Achievement
- HEI Certificate in Education
- Qualified Teacher Status Certificate in Education in Post Compulsory Education (PCE)
- Post Graduate Certificate in Education
- Teaching Certificate in Teaching in the Lifelong Learning Sector (CTLTS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- L&D9DI - Assessing workplace competence using Direct and Indirect methods (Scotland)
- L&D9D - Assessing workplace competence using Direct methods (Scotland)
- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Level 3 Learning and Skills Assessor Apprenticeship
- Level 5 Learning and Skills Teacher Apprenticeship

Examples of evidence for subject knowledge can include:

- Qualification at the same level or above, the qualification you are delivering
- Extensive experience at the same level or above, the qualification you are delivering

Internal Quality Assurer

Centre staff who complete Internal Quality Assurance for NQual qualification must possess or be working towards a relevant qualification. Examples of these can include at least one of the following:

- D34 Unit **Internally verify the assessment process**
- V1 Verifiers Award
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Examples of evidence for subject knowledge must include at least one of the following:

- Qualification at the same level or above, the qualification you are quality assuring
- Extensive experience at the same level or above, the qualification you are quality assuring

MANDATORY UNITS

Unit Breakdown: Level 5 Diploma in Coaching

Learners must complete all mandatory units for this qualification.

Unit: Introduction to Coaching

Unit Code: L/650/8068

RQF Level: 5

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the meaning of coaching	1.1 Define the role of a Coach 1.2 Define the role of a Coachee 1.3 Explain the purpose of a coaching relationship 1.4 Identify the roles and responsibilities of a Coach 1.5 Explain the benefits of coaching to both a Coach and a Coachee
2. Understand the differences between coaching and mentoring	2.1 Analyse the differences between a Coach, Councillor, Mentor and Trainer 2.2 Evaluate the benefits of coaching and mentoring
3. Understand the benefits of coaching to the organisation	3.1 Identify how coaching can be used within an organisation 3.2 Identify barriers to coaching within an organisation 3.3 Evaluate the benefits of coaching to an organisation

Unit Summary

Learners who complete this unit will gain a comprehensive understanding of coaching, distinguish between coaching and mentoring, and appreciate the organisational benefits as a result of coaching. The outcome will equip learners to differentiate coaching and mentoring and evaluate how coaching contributes to the overall success and effectiveness of an organisation.

Unit Guidance

LO1

Benefits: Multiple benefits should be explained, to both the Coach and Coachee

LO2

Benefits: Multiple benefits should be evaluated of both coaching and mentoring

LO3

Barriers: Multiple barriers should be identified

Organisation: Workplace/ business. Should be specific to their own organisation/workplace/business

Benefits: Multiple benefits should be evaluated of coaching in the organisation

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Assignments
- Reflection
- Feedback Forms
- Evaluation
- Organisation coaching policy/ process

Unit: Standards and Theories that Support Coaching

Unit Code: M/650/8069

RQF Level: 5

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand coaching standards and legislation	1.1 Evaluate coaching ethical standards, codes of conduct and coaching protocols 1.2 Explain how diversity, inclusion, bias theory and human values can impact behaviour 1.3 Summarise legislation which should be considered within coaching 1.4 Explain the importance of contracting and re-contracting within coaching
2. Understand theories to support coaching practice	2.1 Summarise basic schools of psychology and neuroscience 2.2 Analyse theories relating to emotional intelligence, increasing self-awareness and motivation levels 2.3 Analyse relationship and stakeholder management theories including power dynamics and transactional analysis
3. Understand theories of organisational culture	3.1 Explain different organisational cultures 3.2 Analyse a range of leadership styles and how they can impact individuals 3.3 Evaluate how organisational culture and values, and leadership styles can impact coaching

Unit Summary

This unit focuses on the exploration and comprehension of coaching standards and relevant legislation. It involves understanding the ethical guidelines, professional standards, and legal frameworks that govern coaching practices. This unit explores the various theories that form the foundation for effective coaching practices.

Each of these units aims to provide a solid foundation for individuals pursuing a career in coaching by combining theoretical knowledge with practical applications in real-world scenarios.

Unit Guidance

LO1

Coaching ethical standards, codes of conduct and coaching protocols: can relate to, but is not limited to, the International Coaching Federation Code of Ethics and the Association for Coaching Code of Ethics

Bias Theory: Can include, but is not limited to, unconscious bias, cognitive bias, and social bias

Legislation: 2 or more pieces of legislation should be summarised

LO2

Schools of Psychology: Behaviourism, cognitive psychology, psychoanalysis/psychodynamic, humanistic psychology, social psychology, biological/psychobiology/neuroscience

Neuroscience: Cognitive neuroscience, behavioural neuroscience, computational neuroscience, systems neuroscience, developmental neuroscience, clinical neuroscience

Key theorists can include, but are not limited to, B.F Skinner, Jean Piaget, Carl Jung, Sigmund Freud, Abraham Maslow, and Carl Rogers

Theories: 2 or more theories should be analysed

Power Dynamics: Ways in which power is distributed, can include but is not limited to, power structures, organisational structure

Transactional Analysis: ego states, transactions, interactions. Theorist- Eric Berne.

LO3

Range: 2 or more leadership styles to be analysed

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Assignments
- Reflection
- Coaching contracts
- Evaluation
- Organisational Codes of Conduct/Coaching Protocols

Unit: Coaching Models, Tools and Techniques

Unit Code: Y/650/8070

RQF Level: 5

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand coaching models and tools	1.1 Analyse recognised coaching models , identifying key themes and steps 1.2 Explain the tools to support coaching 1.3 Explain the tools to support progress towards Coachee goals, including goal-setting models
2. Understand questioning techniques	2.1 Describe a range of questioning techniques 2.2 Evaluate advanced questioning techniques
3. Understand feedback techniques	3.1 Analyse different feedback models 3.2 Explain the meaning of; <ul style="list-style-type: none"> • “unconditional positive regard” • “non-judgemental” • “non-directive” 3.3 Analyse evaluation methods relevant to coaching and models for measuring return on investment.
4. Understand methods of communication within coaching	4.1 Analyse methods of communication used to build rapport 4.2 Explain verbal and non-verbal communication and how it can impact coaching 4.3 Explain the importance of active listening

Unit Aim

This unit focuses on exploring and comprehending various coaching models and tools that serve as frameworks for effective coaching practices. The focus is on developing the skill of asking open-ended and powerful questions that stimulate critical thinking, self-reflection, and goal clarification. Learners will learn how to deliver feedback in a way that is specific, timely, and focused on the client's development goals. Learners will also examine the dynamics of communication in group coaching settings and the nuances of adapting communication styles to different personalities and cultural contexts.

Unit Guidance

LO1

Models: Models can include, but are not limited to, GROW, STEPPA, FUEL, and CLEAR. Evidence should include 2 or more

Tools: Can include but is not limited to, Nancy Kline, Jelly Baby Tree, and Wheel of Life. Should include 2 or more

Goal-Setting Models: Can include but is not limited to, SMART targets, WOOP goals

LO2

Advanced Questioning Techniques: Can include but is not limited to, Funnelling, probing, reinforcing, and refocusing. Should include 2 or more.

LO3

Feedback Models: This can include but is not limited to, EEC, CEDAR, and 360-degree feedback model. Should include 2 or more.

Evaluation Methods: This can include but is not limited to, Kirkpatrick Model, Kaufman's Model of Learning Evaluation, Anderson's Model of Learning Evaluation, and The CIRO Model. Should include 2 or more.

LO4

Methods of Communication: Can include, but is not limited to, Formal communication, informal communication, listening, digital communication, and verbal and non-verbal communication.

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Assignments
- Reflection
- Coaching contracts
- Evaluation
- Feedback records
- 360 Feedback
- Session notes/ write-ups

Unit: Applying the Principles of Coaching

Unit Code: A/650/8071

RQF Level: 5

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Be able to plan and Facilitate coaching sessions	1.1 Effectively schedule, plan and keep records of coaching sessions 1.2 Contract with clients and relevant stakeholders , considering ethical practices and levels of confidentiality 1.3 Communicate the roles and responsibilities within the coaching relationship
2. Be able to Facilitate coaching sessions	2.1 Build trusting relationships with clear boundaries to ensure non-dependence 2.2 Identify and address emerging themes and limiting beliefs 2.3 Offer non-judgmental, non-directive Feedback that is impactful to the Coachee. 2.4 Use of a range of recognised coaching models, tools and techniques, chosen to support learning for the Coachee 2.5 Use effective questioning techniques 2.6 Meet diverse needs through inclusive practice, adapting style in response to individual needs
3. Be able to support outcomes from coaching	3.1 Manage stakeholder relationships and show consideration of stakeholder priorities 3.2 Enable clear goal setting for Coachees with review mechanisms and set timescales for completion 3.3 Re-contract with clients and stakeholders where required

Unit Aim

This unit focuses on the Foundational skills required to plan and Facilitate effective coaching sessions. Learners will acquire the ability to set clear objectives for coaching sessions, considering the goals and needs of the coachee. This unit explores the practical aspects of Facilitating coaching sessions. Learners will acquire and practice key Facilitation skills, such as active listening, building rapport, and creating a safe and supportive coaching environment.

Unit Guidance

LO1

Records: Can include coaching contracts, email examples, scheduling platforms

Relevant Stakeholders: Clients/ line managers/ leaders, internal and/or external stakeholders

Role and Responsibilities: Of the Coach and the Coachee

LO2

Clear Boundaries: Professional boundaries, can link to ethical standards

A Range of: 2 or more to be used

LO3

Stakeholder Relationships: Professional connections, internal and external stakeholder relationships

Review Mechanisms: Tools used to review progress and achievement of goals

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Assignments
- Reflection
- Coaching contracts
- Evaluation
- Observation records
- Feedback records
- Scheduling tools
- 360 Feedback
- Session notes/ write-ups

Learning outcomes which instruct 'be able to', should be physically demonstrated through practical assessment methods.

Unit: Personal Development in Coaching

Unit Code: D/650/8072

RQF Level: 5

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the importance of continuous development	1.1 Assess methods for personal development 1.2 Evaluate a range of known learning styles and how they support personal development 1.3 Analyse models for reflective practice and assess relevance to own learning style 1.4 Justify the value of supervision and feedback for personal development
2. Understand personal development activities	2.1 Evaluate your own skills against the requirements of an effective Coach, identifying development areas 2.2 Evaluate how your own development plan reflects individual learning and behaviour preferences
3. Be able to undertake personal development activities	3.1 Seek supervision and feedback , to identify and reflect on development opportunities 3.2 Undertake reflective practice and evaluate the effectiveness of your own coaching 3.3 Create a meaningful personal development plan

Unit Aim

This unit focuses on the significance of ongoing personal and professional development. Learners will explore the reasons why continuous development is crucial in the dynamic and ever-changing work environment. In this unit, learners will explore various personal development activities that contribute to their overall growth. This unit moves beyond theoretical understanding to practical application. Learners will develop the skills needed to plan, implement, and evaluate personal development activities.

Unit Guidance

LO1

Methods: 2 or more methods to be included

Learning Styles: Can include but is not limited to, VARK learning styles/ Kolb's Four learning styles. Should include 2 or more.

Reflective Practice: Can include but is not limited to, Gibbs' Reflective Cycle, Kolb's Experimental Learning Cycle, Johns' Model of Structured Reflection

LO3

Seek Supervision and Feedback: On your own performance

Reflective Practice: Can include but is not limited to, Gibbs' Reflective Cycle, Kolb's Experimental Learning Cycle, Johns' Model of Structured Reflection

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Assignments
- Reflection
- Coaching contracts
- Evaluation
- Observation records
- Feedback records
- Scheduling tools
- 360 Feedback
- Supervision documentation
- Session notes/ write-ups
- Personal/ Professional Development Plans

Learning outcomes which instruct 'be able to', should be physically demonstrated through practical assessment methods.

Unit: Planning and Implementing a Coaching Programme for an Organisation

Unit Code: F/650/8073

RQF Level: 5

Learning Outcomes <i>To achieve this unit a learner must be able to:</i>	Assessment Criteria <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the considerations when introducing a coaching programme into your organisation	1.1 Identify the benefits of introducing a coaching programme into your organisation 1.2 Explain ways of communicating your coaching programme to stakeholders 1.3 Explain factors to be considered when implementing a coaching programme 1.4 Evaluate the outcomes and impact of coaching for individuals, stakeholders and the wider organisation
2. Be able to implement a coaching programme into your organisation	2.1 Advertise coaching services within your organisation 2.2 Plan, schedule and carry out coaching sessions with individuals referred through your programme 2.3 Review feedback and make improvements to your coaching programme 2.4 Highlight the benefits of your coaching programme to stakeholders

Unit Aim

This unit focuses on the strategic and practical considerations involved in the introduction of a coaching programme within an organisation. The unit aims to provide a comprehensive understanding of the factors influencing the successful integration of a coaching programme into an organisational context. Building upon the understanding gained in the First unit, this unit is more action-oriented. Learners will develop the practical skills necessary to plan, implement, and manage a coaching programme within their organisation.

Unit Guidance

LO1

Benefits: Multiple benefits should be identified

Stakeholders: Can include internal and/or external stakeholders

Factors: Can include, but are not limited to, stakeholder involvement, leadership support, client selection and matching, organisational culture etc.

LO3

Benefits: Multiple benefits of the coaching programme should be highlighted

Assessment Requirements

Portfolio evidence can include, but is not limited to:

- Assignments
- Reflection
- Coaching contracts
- Evaluation
- Observation records
- Feedback records
- Scheduling tools
- 360 Feedback
- Supervision documentation
- Session notes/ write-ups
- Personal/ Professional Development Plans

Learning outcomes which instruct 'be able to', should be physically demonstrated through practical assessment methods.



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