



# Level 3

## Certificate in Coaching

(610/2897/6)



# C O N T E N T S

<b>About NQual</b>	<b>2</b>
<b>Qualification Specification</b>	<b>2</b>
<b>Qualification Information</b>	<b>2</b>
Overview	2
Entry Requirements	2
Progression Opportunities	2
Unit Guidance	3
Mandatory Units	3
Guided Learning Hours	3
Total Qualification Time	3
Delivery Options	3
Grading and Assessment	3
Approved Centre	4
Support From NQual	4
Initial Assessment	4
Reasonable Adjustment	4
Responsibilities	4
<b>Mandatory Units</b>	<b>6</b>
The Role of a Coach	6
Applying Coaching Practices	8

## 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 certifying 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 3 Certificate in Coaching is regulated by Ofqual.

- Qualification Number: (610/2897/6)

### Overview

This qualification is designed to provide learners with knowledge and skills relating to coaching, it will include an understanding of the main principles of coaching and how to apply coaching tools, techniques and skills in practice.

The purpose of this qualification is to provide individuals with the knowledge and skill set to practice coaching within an organisation.

### Entry Requirements

- Minimum age: 16

There are no further entry requirements for this qualification.

### Progression Opportunities

- Level 3 Certificate in Mentoring
- Level 5 Certificate in Coaching Practice

## Unit Guidance

Learners must achieve all mandatory units. The total credit value for this qualification is 13.

### Mandatory Units

Unit Reference	Title	Level	GLH	Credit Value
J/650/7580	The Role of a Coach	3	56	7
K/650/7581	Applying Coaching Practices	3	48	6

### 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 104.

### 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 independent study.

The Total Qualification Time for this qualification is 130.

### 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.

### 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 consists of:

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

A Portfolio of Evidence can contain:

- Observation Records
- Professional Discussion and/or Q&A records
- Written answers
- Coaching agreements
- PowerPoint Presentations
- Feedback forms
- Reflective Accounts
- Story Boards

Please note this is not an exhaustive list.

Learners must demonstrate at least 12 hours of active coaching practice. 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 support 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 complete some form of initial assessment. This will be used to inform the tutor/trainer of current knowledge and understanding.

### Reasonable Adjustment

NQal 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

#### Tutor/Trainer

Tutors/ Trainers who deliver NQal qualifications must possess a teaching qualification appropriate for the level they are delivering. Examples of these can include at least one of the following:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

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:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

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 3 Certificate in Coaching

Learners must complete all mandatory units for this qualification.

#### Unit: The Role of a Coach

Unit Code: J/650/7580

RQF Level: 3

<b>Learning Outcomes</b> <i>To achieve this unit a learner must be able to:</i>	<b>Assessment Criteria</b> <i>Assessment of these outcomes demonstrates a learner can:</i>
1. Understand the role of a coach	1.1 Explain the meaning of a 'coach' and outline their responsibilities 1.2 Explain the meaning of a 'coachee' and outline their responsibilities 1.3 Analyse the role of a coach 1.4 Explain the similarities and differences between a 'coach' and 'mentor'
2. Understand the skills and qualities needed to be a coach	2.1 Explain, with examples, the key skills and qualities required by a coach 2.2 Explain, with examples, the key behaviours coaches should display 2.3 Discuss the impact on coaching relationships if key skills, qualities and behaviours are not demonstrated effectively 2.4 Explain how emotional awareness can impact a coaching role 2.5 Discuss the communication skills required to be an effective coach
3. Understand the ethical considerations when coaching	3.1 Identify the use of ethical standards when coaching 3.2 Explain the benefits of confidentiality when coaching 3.3 Explain the importance of Safeguarding and GDPR policies when coaching 3.4 Explain additional ethical standards which should be taken into account as a coach
4. Understand the role of a coaching contract and its features	4.1 Explain the use of a coaching contract 4.2 Identify the fundamentals of a coaching contract 4.3 Outline the advantages and disadvantages of having a coaching contract in place to establish ground rules
5. Understand the impact of coaching	5.1 Explain methods of feedback and support when coaching 5.2 Explain methods of questioning when coaching 5.3 Analyse the benefits of coaching

	<p>5.4 Explain the impact coaching can have on:</p> <ul style="list-style-type: none"><li>• Individuals</li><li>• Teams</li><li>• Organisations</li></ul>
--	---



## Unit: Applying Coaching Practices

Unit Code: K/650/7581

RQF Level: 3

<p><b>Learning Outcomes</b> To achieve this unit a learner must be able to:</p>	<p><b>Assessment Criteria</b> Assessment of these outcomes demonstrates a learner can:</p>
<p>1. Be able to plan and prepare for coaching relationships</p>	<p>1.1 Demonstrate the use of a coaching contract 1.2 Ensure the coachee knows the process and set boundaries 1.3 Plan effective coaching sessions 1.4 Agree on success criteria for the coaching programme</p>
<p>2. Be able to apply coaching practices</p>	<p>2.1 Correctly apply appropriate tools, models and techniques relevant to the coachee's issues 2.2 Identify when best to provide feedback and support to a coachee 2.3 Follow ethical and professional standards appropriately 2.4 Deliver coaching sessions and maintain records</p>
<p>3. Be able to reflect and evaluate to demonstrate return on investment (ROI)</p>	<p>3.1 Use appropriate reflection and evaluates tools and techniques 3.2 Review the coachee's progress towards their agreed goals 3.3 Gather feedback and evaluate your own coaching practice 3.4 Evaluate the impact of coaching on the individual, team and organisation</p>
<p>4. Be able to demonstrate active involvement in CPD relating to coaching practices</p>	<p>4.1 Demonstrate effective CPD tracking, logging and planning 4.2 Identify the benefits of CPD as a coach</p>
<p>5. Be able to refer to other agencies or professionals when required</p>	<p>5.1 Identify sources of support to deal with issues that are outside of your own expertise</p>

nQual Ltd  
Unit 11 Penketh Business Park  
Liverpool Road  
Warrington  
WA5 2TJ  
UK

[admin@nqual.co.uk](mailto:admin@nqual.co.uk)  
[www.nqual.co.uk](http://www.nqual.co.uk)  
01925-931-684

