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The only awarding body
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for counsellors

2023 - 2024

Tutor Guide

Level 3 Certificate in Life Coaching Studies (LCS-L3)

This RQF qualification is regulated by Ofqual in England, Qualifications Wales in Wales and CCEA in Northern Ireland.

Qualification/learning aim number: 600/6961/2

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Please note that:

➢ This document can be downloaded from the CPCAB Website along with tutor support materials.

➢ Tutor resources to support your teaching are also available: shop, videos, YouTube

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1. Introduction for Tutors

This qualification is for candidates who:

- Want to take the first step in training to be an independent life coach.
- Want to use life coaching skills and techniques in a variety of settings and roles.

This qualification leads to employment in a broad range of settings including health and social care, human resources, mentoring and support. It provides additional skills for those already in employment and is likely to lead to increased opportunities for promotion and advancement and progression towards higher-level qualifications such as LC-L4.

See the LCS-L3 Specification for more information on qualification purpose.

Tip:

Just as the life coach works collaboratively with the client on the client's tasks and goals, your aim as tutor is to work collaboratively with the candidate to achieve the learning outcomes and criteria of the qualification.

2. Qualification Structure

The qualification is made up of 7 mandatory learning outcomes, each of which has associated assessment criteria. This structure is based on the 7 processes of the CPCAB's Model and CPCAB's Life Coaching Practitioner Model.

Life change factors/process	Learning outcomes
1. Safety	1. Work within an ethical framework for life coaching work
2. Relationship	2. Manage the life coaching alliance
3. Observed client factors	3. Work with client diversity in life coaching work
4. Inferred client factors	4. Support clients to reach their goals
5. Coach factors	5. Apply understanding of self to life coaching work
6. Theory and skills	6. Use life coaching skills and theory to enhance practice
7. Reflective practice	7. Reflect on practice to enhance life coaching work

Tip:

Encourage your candidates to think of the assessment criteria as 'learning tasks' which they complete and then record so that you can see they have achieved the task.

All the qualification information – including the **minimum assessment requirements** – is contained in the LCS-L3 Specification.

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The Learning Outcomes, Assessment Criteria and Guidance for Tutors can be found in <u>Appendix 1</u> of this document.

To achieve the qualification candidates must be (a) internally assessed by you, the tutor, as **Proficient** in all 7 learning outcomes and (b) externally assessed by CPCAB as **Proficient**.

This qualification is eligible for fully in-person, blended or online delivery. Please see <u>how to run CPCAB's qualifications online</u> for more information.

3.   Standardisation of Tutor Assessment

As a tutor for LCS-L3 you are required to attend one of the free CPCAB standardisation training days. For Life Coaching qualifications standardisation training is held once every two years and you will be required to attend these days when running.

Please see:
- <u>CPCAB's Terms and Conditions</u>.
- <u>Further information</u> including dates, venues and the booking form to book your place.

Important note:

- Failure to attend a standardisation training day may result in your internal assessment decisions being declared invalid.
- Where a training place has been reserved but the tutor does not attend on the day and has not informed CPCAB of the cancellation in advance the centre will be charged a non-attendance fee.

For further details please contact CPCAB via verification@cpcab.co.uk

4.   Candidate Registration

Candidates must be registered with CPCAB within six weeks of the course start date. Candidates who are not registered will not receive qualification certificates. Candidate registrations should be completed via the CPCAB portal and by the centre's exams department.
Please note that CPCAB has no responsibility for candidates who are not registered with CPCAB.
   ➤ Please see the CPCAB <u>Guidance on How to Register your Candidates (CR0)</u>.

When registering candidates please be aware of the need to complete a <u>Conflict of Interest Declaration (CR10)</u> form to inform CPCAB of any dual relationships/conflicts of interest likely to compromise the integrity of the assessment process e.g. if a tutor has any other personal/professional relationship with a prospective candidate[1]. If in doubt, please contact CPCAB for further advice or information.

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[1]   Please see the <u>Conflict of Interest Policy</u> on the CPCAB website for further guidance.

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Minimum registration numbers

There is a minimum number of **6 candidates** that need to be registered per group.
The minimum numbers for candidate registrations per centre per year are:

- Levels 2 and 3: a total of 12 candidates per year

- Levels 4 to 6: a total of 9 candidates per year. (*CPCAB strongly recommends a minimum of 9 candidates per group when registering Year 1 of TC-L4).*

Please note that CPCAB reserves the right to refuse to register groups of fewer than 6 candidates. If registrations are below this number, in order for us to review if this registration can fulfil the qualification requirements, we would ask that you provide written details on how this group size will be managed to enable all core assessment activities to take place, and all relational and inter-personal aspects of the course to be fully experienced by all candidates involved. You should also note a contingency plan for what would occur if group numbers reduce further.[2]

Candidate registration fees

Please see the CPCAB Fees documents for candidate registration fees and any additional fees the centre may incur.

CPCAB minimum and maximum group size requirements

Please note that the **minimum** tutor numbers are **mandatory**:

Levels 2 and 3:

- minimum of one tutor involved in internal assessment
- maximum of 18 candidates with one tutor
- maximum of 24 candidates with two tutors

Levels 4 to 6:

- minimum of two tutors must be involved in internal assessment for higher level qualifications except LC-L4, CBT-L5 and OPCP-L5 which only require one.
- maximum of 16 candidates

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[2]   Until this information is received, we will not be able to approve this registration and the candidates will not be entered for any assessment. Please contact the exams department exams@cpcab.co.uk if your candidate group is smaller than the minimum requirements.

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5.   Internal Assessment

As the tutor you are responsible for carrying out internal assessment which is then internally moderated and verified at the centre and externally verified by CPCAB.

Candidates collect evidence of their learning in a portfolio and complete the Candidate Learning Record (CLR) found in the Candidate Guide, which is placed at the front of the portfolio to signpost the evidence for each criterion.

Candidates must give **two** pieces of evidence for each criterion. In addition, the CLR (when complete) must include references to the following three types of course work:[3]

1. **Documents** – Your candidate must include a learning and life change journal, plus 2 assignments consisting of a case study and a written presentation on a life coaching topic that they have researched. They could also include tutorial records (when written by the candidate) and notes on their personal development.[4]

2. **Tutor observation** – Your candidate must include records of tutor feedback on their life coaching practice sessions (this can be via an audio or video recording[5]). They might also include tutorial records (when written by the tutor), tutor feedback on presentations and group discussions (including contributions to seminars, group-work and group training supervision).

3. **Testimony** – Your candidate must include records of peer feedback on their life coaching practice sessions. They might also include, for example, peer feedback on case presentations and group discussions (including contributions to seminars, group-work and group training supervision), and client evaluation/feedback.

   ➢ See LCS-L3 Specification for summary of minimum assessment requirements.
   ➢ See the CPCAB film on How to build a student portfolio.

Tip:

It is a good idea to outline possible sections in the portfolio. For example:

➢ Documents: learning and life change journal.
➢ Tutor observations: tutor feedback on life coaching practice.
➢ Testimony: peer feedback on life coaching practice.

Make the portfolio requirements clear and encourage a consistent house style.

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[3]   Please note that if it is appropriate the candidate can reference the same section of their portfolio, or the same piece of work a number of times.

[4]   Your candidate's personal development may result from insights gained from the course, other personal development work, tutorials or from personal life coaching/counselling.

[5]   In the case of an audio or video recording, you may choose to listen to (or watch) a recording rather than observe the candidate directly.

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CPCAB recommends that candidates attach a <u>Criteria Assessment Sheet (CAS)</u> to any work they hand in for assessment. You can use the CAS sheets to indicate which criteria have been met and to offer formative feedback throughout the course.

> **Tip:**
>
> Meeting criteria is important, but the overall learning experience should not be criteria driven, achieving this balance is down to your skill as a tutor. You can also encourage candidates to be creative.

It is important to explain to candidates that the work that they include in their portfolios is assessable material and cannot be kept completely confidential. Not only will it be assessed by you the tutor, but it may also be seen by all those involved in the internal assessment process or any associated appeal or complaint. Such people will include the internal moderator and verifier as part of internal quality assurance (IQA) as well as the CPCAB external verifier.

6. Recording Final Results of Internal Assessment

At the end of the course you (the tutor) must look at the evidence referenced in the Candidate Learning Record (CLR) and assess whether the candidate has achieved all the learning outcomes and associated criteria (including referencing all three types of course work) and met all the qualification requirements. This final assessment is recorded on the <u>Completion Statement</u> at the end of the CLR.

Where a candidate has not met the learning outcomes (either because of insufficient evidence or because you as tutor are aware of contra-indications[6]) this must be recorded on the Completion Statement at the final assessment. All possible steps should be taken to give candidates prior warning of any concerns likely to affect the final internal assessment decision. These concerns should clearly relate to specific learning outcome(s) and be documented (e.g. in tutorial records) alongside any agreed

> **Tip:**
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> It is important to emphasise to candidates at the beginning of the course that simply presenting evidence to meet assessment criteria may not be sufficient to meet the overall learning outcomes and/or qualification requirements.

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[6] Substantive evidence which you have observed as tutor which indicates that a specific assessment criterion or learning outcome has not been met despite the evidence submitted by the candidate.

The tutor's final internal assessment (IA) for the whole group must be recorded (by the centre) on-line via the CPCAB Portal. Please note that centres **do not** need to wait until the external verification visit before recording internal assessment results.

The IA must record one of the following final outcomes:

1. **Proficient (P):** the candidate has met all the assessment criteria, achieved all 7 learning outcomes and has met all the qualification requirements.

2. **Not Proficient (NP)**[7]: the candidate has **not** met the assessment criteria and/or has **not** achieved the 7 learning outcomes and/or has **not** met all the qualification requirements. Or contra-indications have been indicated.

3. **Left course:** the candidate left the course before completing internal assessment.

4. **Deceased:** the candidate died before completing the course.

5. **Deferred (D):** the candidate is being supported to complete internal assessment but has not yet met all the qualification requirements. Reasons might include incomplete portfolio work, or work to address contra-indications.

Centres may make explicit appropriate arrangements with candidates who have been **Deferred** to complete the qualification within a clear time frame. It is expected that candidates will complete within three months beyond the end of the course.

If a candidate is likely to exceed this then the tutor must complete the Extension Request for Candidates (CR11) form for candidates send it to CPCAB before the three months have expired to request permission from CPCAB for a further extension:

All requests must be sent to exams@cpcab.co.uk

Alternative arrangements

If any circumstances arise where the approved tutor(s) is unable to sign off the IA for a candidate, the centre must seek formal CPCAB approval for alternative arrangements in order to ensure that these meet CPCAB requirements for valid internal assessment.[8]

Certification

Qualification certificates are automatically sent to your centre for all **non-deferred** candidates who are Proficient in both internal and external assessment and have successfully completed all the qualification requirements.

➢ Please use form Certification Request for Deferred Candidates (CR5) to request certificates for deferred candidates once they have successfully completed all the qualification requirements.

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[7] Candidates have access to centre internal appeals procedures if they wish to contest an internal assessment decision.
[8] This is particularly important in situations arising from complaints against internal assessment or breakdown in relationship between candidate and tutors.

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7. External Assessment

For the LCS-L3 External Assessment candidates complete a **Reflective Review Paper**. This is completed independently by the candidate at home, over a set 1-week period. Candidates are asked to answer a set of questions based on the Learning Outcomes of the qualification and to reflect on their understanding of life coaching skills at this level. The purpose of this is to measure a candidate's knowledge and reflective skills.

For further information and full details of the external assessment process please see the LCS-L3 External Assessment Guide on our website. It is important that centres access this guide and understand the External Assessment facilitation process.

Candidates must have completed at least two-thirds of the course before undertaking external assessment.

The completed Reflective Review Papers and facilitation documents are sent to CPCAB for assessment, normally via your centre exams department.

If a candidate is absent from the external assessment, then they can be entered to sit at the next available window. Please contact exams@cpcab.co.uk to ensure that they are entered. This must be done at least 14 days before the external assessment window.

8. Internal Moderation, Verification, and Internal Quality Assurance (IQA)

During each teaching year an internal moderator must sample and confirm your assessments for this qualification – but not necessarily for each group you teach. During each teaching year an internal verifier/internal quality assurer must also verify that the centre's programmes are properly in place and operating effectively. Please contact your programme coordinator to find out what procedures operate at your centre.

  ➢ See the Guide to Internal Moderation, Internal Verification and Internal Quality Assurance for Centres.

9. External Verification

All centres teaching LCS-L3 are required to have two mandatory annual external verification visits, usually one early into the academic year (between August and December) and a second later in the academic year (between March and July).

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During your visits from the external verifier they will review the centre's system of internal assessment. To do this they examine the overall process of assessment, together with a sample of candidate learning records (CLRs), portfolios and associated tutor assessment and moderation of those CLRs/portfolios. They will also meet with the counselling training team and a registered candidate group.

There are no fees for external verification visits as these are included within the candidate registration fee but where additional support/visits are deemed necessary there could be an additional fee incurred by the centre.

Please see the CPCAB website for:

- CPCAB Fees for guidance on additional fees.
- CPCAB Guidance to External Verification Visits.

10. Annual Practising Certificate (APC)

When a centre first registers with CPCAB they will receive initial approval to run for one year. In order to meet the requirements of its regulators[9], to comply with UK law and to protect the interests of candidates CPCAB is obliged to obtain a further declaration of compliance from each of its recognised centres **every year**. This declaration is also intended to confirm that the information provided to CPCAB at the time of the centre's first approval remains accurate and up to date.

It must be signed by the person responsible for the quality assurance and management of CPCAB qualifications within the centre via the CPCAB portal at the beginning of each academic year. Once signed the portal will automatically generate your Annual Practising Certificate (APC) for the current academic year. This declaration will be requested before the first registration is made and may delay further registrations if not completed.

An APC can be withheld:

- Until the annual declaration of compliance has been signed.

- Following an external verification visit to the centre any serious concerns are identified. The APC will be withheld until these concerns have been rectified. CPCAB will offer appropriate support.

CPCAB reserves the right to refuse to register any further candidates or to delay candidate certification for qualifications where serious concerns have been identified. Failure to respond to the support offered and/or address areas identified as needing development may lead to deregistration. Deregistration may also result if a centre is involved in malpractice.

➢ Please view our policies on Sanctions, Malpractice & Maladministration, and Whistleblowing on the CPCAB Website.

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[9] Ofqual in England, Qualifications Wales in Wales and CCEA Regulation in Northern Ireland

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11. Equal Opportunities and Reasonable Adjustments

In order to make sure that assessment is fair to all candidates, CPCAB requires all recognised centres to have an appropriate candidate support system in place and to make appropriate arrangements to meet individual assessment needs. As a centre you are required to identify individual candidate assessment needs prior to enrolment in order to make arrangements for reasonable adjustments.

Please see CPCAB's policy for the Application of Reasonable Adjustments and Special Consideration.

Reasonable adjustments for External Assessments should reflect the kind of internal support that the centre is already giving the candidate. For External Assessment adjustments requiring prior agreement from CPCAB please submit applications to exams@cpcab.co.uk. These must be submitted at least **eight weeks** prior to the external assessment date. See Application for Reasonable Adjustments (CR3).

Special consideration is designed for candidates who face unexpected or unplanned difficulties at the time of the external assessment for example unexpected illness. See Application for Special Consideration CR3a).

Both CPCAB and centres are required to recognise and comply with both the spirit and the word of equal opportunities legislation. Previous Acts were amalgamated into the Equality Act 2010.

Please see CPCAB's Equal Opportunities Policy.

12. Appeals and Complaints

CPCAB are committed to maintaining standards across our recognised centres so that the public can have confidence in us and our qualifications. We provide our own complaints and appeals policies for the benefit of centres and candidates.

> ➢ Please view our policies on Complaints, Appeals, Sanctions, Malpractice & Maladministration, and Whistleblowing on the CPCAB website.

All CPCAB approved centres are required to have a complaints procedure which is available to candidates. Candidates must address all appeals or complaints about internal assessment or any aspect of their learning experience on the course via the centre's own internal complaints and appeals procedures. It is the centre's responsibility to make these procedures available to candidates. Candidates who contact CPCAB directly on these issues will normally be directed back to their centre.

For information relating to appeals against External Assessment results please see the External Assessment Guide for this qualification.

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13. Additional Qualification Requirements

In addition to meeting the assessment criteria and learning outcomes, candidates need to meet the following additional course requirements:

Group Training Supervision

Group training supervision is an important part of the course. This can be linked to the requirement for a case presentation. Candidates are expected to present their work from life coaching practice sessions, receive supervisory support and challenge from tutors and peers, and learn from and challenge other candidates in the group. The emphasis here is to reflect on and develop life coaching knowledge, skills and techniques. There is a requirement of 10 hours group training supervision.

Personal life coaching or therapy for candidates

There is no requirement for personal life coaching or therapy work. However, it is strongly suggested that candidates do engage in their chosen form of external personal development. Some options for this might include workshops, group work, webinars, discussion forums, life coaching or counselling/therapy.

Personal tutorials

To aid the retention and achievement of candidates, CPCAB strongly recommends that regular, individual personal tutorials are built into the programmes GLH. Tutors should take the opportunity of tutorials to raise and document any concerns likely to affect the assessment of the candidate.

We recommend that clear tutorial discussion and outcome pro-forma are kept (in line with normal centre practice) and agreed between tutor and candidate.

14. Tutor Feedback

Your feedback is vital to CPCAB to ensure the ongoing quality of our qualifications. Feedback enables us to meet our requirements as a regulated Awarding Organisation and contributes towards our annual qualification review process. Please ensure that you complete the online feedback survey at the conclusion of each course delivery. Please click on this link to access the survey - Tutor feedback.

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Appendix 1: LCS-L3 Learning Outcomes, Assessment Criteria and Guidance for Tutors

LCS-L3		
LEARNING OUTCOME	1. Work within an ethical framework for life coaching work	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
1.1 Apply understanding of an ethical framework to practice	• Consider what ethics mean in relation to life coaching work. • Reflect on personal ethics in relation to life coaching. • Apply your code of ethics and practice to life coaching practice sessions.	• Use learning group to identify relevant ideas. • Consider personal and professional ethics in context. • Introduce ethical dilemmas and conflicts to provoke reflection and understanding. • Use life coaching practice sessions to practice implementing aspects of the framework. • Assess via (for example) learning and life change journal.
1.2 Differentiate the life coaching role from both friendship and other professional support roles	• Clearly distinguish the life coaching role from other support roles - e.g. counsellor, mentor, teacher. • Explain the differences between a friend and a life coach.	• Encourage candidates to clarify what they will be offering the client and how this differs from other forms of support. • Focus on the similarities and the differences of a range of personal and professional relationships - e.g. friend, relative, life coach, counsellor, teacher etc. • Assess via (for example) in the learning and life change journal.
1.3 Work within own limits of proficiency	• Explain why it's necessary to know your limits of ability. • Clarify the nature of life coaching work and its appropriateness to a range of life's issues, problems and emotional/psychological states. • Practice explaining your role in life coaching practice sessions.	• Link limits of proficiency to role and to ethical practice. • Review a range of presenting issues in relation to what life coaching offers. • Explore the risks to client and self of working outside limits of ability. • Assess via (for example) in the learning and life change journal and in life coaching practice sessions.
1.4 Identify vulnerable clients and assist them to find appropriate support	• Appreciate why life coaching may not be appropriate for all. • Understand the role and purpose of referral. • Identify and practise skills necessary to make a sensitive and appropriate referral where appropriate.	• Identify the limits of the life coaching role. • Draw up a list of appropriate agencies that clients could access or be referred to. • Cover the appropriate skills needed to make an appropriate and sensitive referral. • Assess via (for example) life coaching practice sessions and via the learning and life change journal.

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LEARNING OUTCOME	2. Manage the life coaching alliance	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
2.1 Work within professional boundaries	• Appreciate the role and purpose of professional boundaries. • Agree what boundaries are needed to ensure safe and effective practice. • Identify the risks of overstepping boundaries. • Reflect on the differences and similarities between personal and professional boundaries.	• Reflect on the role and purpose of professional boundaries. • Discuss what a relationship with no limits would look like. • Use vignettes or case discussion to explore conflicts and difficulties of maintaining boundaries in a life coaching session. • Invite candidates to reflect on areas they would find challenging when working within professional boundaries - e.g. when client continues talking after session ends, or client wanting to bring friend to a session etc. • Assess via (for example) life coaching skills practice, case study and the learning and life change journal.
2.2 Establish, develop and end the life coaching alliance	• Reflect on the aims and objectives of each of the 3 stages of the life coaching alliance • Describe and practice the knowledge, skills and qualities needed to negotiate each stage • Be aware of the risks of not managing each stage effectively	• Outline the 3 stages and identify knowledge, skills, qualities and techniques appropriate to each stage. • Invite candidates to identify the content and purpose of each stage of the life coaching alliance. • In skills practice session, practice beginning and ending a session appropriately. • Invite candidates to reflect on the risks of mismanaging a stage of the work - e.g. abrupt ending. • Assess via (for example) life coaching skills practice sessions and via the learning and life change journal.
2.3 Understand how to integrate life coaching within another role	• Show that you understand how to integrate life coaching in different roles. • Identify how you integrate life coaching knowledge, skills and techniques with your work with others. • Reflect on the benefits of incorporating life coaching in different settings.	• Invite candidates to identify a work role that could benefit from using life coaching knowledge, skills and techniques. • Repeat above for a personal relationship. • Blue sky the risks and benefits of incorporating life coaching skills within other roles. • Invite candidates to begin to incorporate their learning in "real" life situations and evaluate their effectiveness. • Assess via (for example) case study and the learning and life change journal.
LEARNING OUTCOME	3. Work with client diversity in life coaching work	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
3.1 Respond appropriately to client diversity	• Be aware of the ways people differ. • Explore the range of ways in which people experience discrimination. • Work towards developing own empathic understanding by identifying and exploring own blocks to empathy. • Appreciate how the qualities of understanding and acceptance promote the clients' well-being. • Take account of diversity issues when forming a life coaching alliance.	• Explore concept of diversity in relation to clients. • Explore the link between empathy and diversity. • Reflect on concepts of self-acceptance, understanding, uniqueness and difference. • Invite candidates to reflect on a time they have felt or been judged and/or discriminated against and how that felt and what they needed at that time. • Assess via (for example) the learning and life change journal, case study and life coaching practice sessions.

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3.2	Explore and challenge own issues, fears and prejudices concerning working with client diversity	• Honestly identify and explore personal prejudices and stereotypes. • Be aware of your own thoughts and feelings towards people who are different to you - e.g. different culture, colour, gender, sexuality. • Reflect on the risks of making assumptions. • Explore the role of fear in relation to diversity.	• Facilitate a discussion on who and why we judge. • Invite candidates to be honest and also to reflect on what prevents them being honest around their prejudices and stereotypes. • Make a list of "common" stereotypes and reflect on their origins. • Facilitate a debate on "Are stereotypes true?". • Role-play a life coaching session in which you as the life coach make numerous assumptions. Ask candidates to give you feedback. • Invite candidates to reflect on the role of fear in relation to difference and diversity. • Assess via (for example) the learning and life change journal.
LEARNING OUTCOME		**4. Support clients to reach their goals**	
Assessment criteria		**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
4.1	Agree goals and associated tasks for the life coaching work	• Understand the importance of finding out what's important to the client rather than coming from your own agenda. • Explore a range of goal setting techniques and styles and apply them where appropriate in life coaching practice sessions. • Support the client in prioritising what they want to achieve from the work (goals). • Support the client to identify specific tasks needed to achieve their goals.	• Demonstrate appropriate skills and interventions to agree the focus of the work. • Invite candidates to reflect on the risks of them deciding what the client needs to work on. • Facilitate an activity where candidates list their personal goals and then prioritise them. Invite them to begin to understand how values and beliefs impinge on how we prioritise. • Blue sky … "what's important to you"… and why. • Explore how to set and reach goals via a range of goal setting techniques. • Focus on the need for goals and tasks to be SMART (Specific, Measurable, Achievable, Realistic and Time –boundaried) and invite candidates to practice setting their own SMART goals and begin to integrate their learning in life coaching practise sessions. • Assess via (for example) the learning and life change journal, case study and life coaching practice sessions.
4.2	Work collaboratively with clients on their goals and tasks	• Understand what constitutes a collaborative relationship. • Identify and demonstrate a range of skills and techniques designed to support clients in reaching their identified goals. • Appreciate the need to stay focused without being directive. • Reflect on own and peers' experience to raise awareness of what can prevent or hinder goals and tasks being met.	• Invite candidates to work together to decide the skills and qualities needed to form a collaborative relationship. • Facilitate a goals and tasks workshop. Focus on why goals and tasks are achieved and why goals and tasks remain unmet. • Emphasise the need to review the work to maintain focus on the client's needs as the life coaching work unfolds, being mindful that goals and priorities may change. • Assess via (for example) life coaching practice sessions, the learning and life change journal, case study and research project.

4.3 Facilitate client hope and motivation	• Define hope and its role in life coaching work. • Reflect on your own relationship with hope. • Understand the need to foster hope in life coaching work without creating false expectations. • Reflect on the difference between motivating and "rescuing" or "enabling". • Reflect on the role and nature of motivation and how to use life coaching skills to optimise motivation and focus.	• Facilitate a workshop on hope and its role in life coaching and life as a whole. Clarify the difference between "hope" and "false hope". • Use current research findings around the role of hope to support the learning and life coaching work. • Differentiate between intrinsic and extrinsic motivation and facilitate candidates to reflect on their own motivation and what drives it. • Facilitate a range of motivational techniques to enrich candidates' learning experience. • Assess via (for example) case study, research project, life skills practice sessions and the learning and life change journal.
4.4 Identify and work with client strengths	• Identify a range of human strengths. • Reflect on why an appreciation of own and others' strengths and weaknesses is important when setting and working towards goals. • Use appropriate life coaching skills and strategies to identify and work with client strengths.	• Explore the role of affirmation, self-awareness and self-knowledge. • Invite candidates to appreciate how the client's uniqueness in terms of strengths and weaknesses impacts on success and achievement. • Explore a number of human strengths from a positive psychology perspective. • Assess via (for example) life coaching skills practice and case study.
LEARNING OUTCOME	5. Apply understanding of self to life coaching work	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
5.1 Use personal development tools to understand own personality, relationships and personal history	• Identify a range of personal development tools and activities. • Commit to learning more about yourself, your relationships and personal history. • Choose and commit to personal development activities that suit your own learning style.	• Invite candidates to work towards understanding their own lives, relationships and personality through a variety of methods. • Facilitate self-awareness workshops and invite them to pursue their own chosen forms of personal development. • Invite candidates to share with the group how they have developed self-awareness and insight. • Assess via (for example) the learning and life change journal.
5.2 Identify and implement own healthier lifestyle choices	• Reflect on personal lifestyle and identify areas that could be improved. • Set and work towards manageable personal lifestyle goals. • Explore any blocks to achievement and reflect on how to move towards a healthier lifestyle. • Practice being your own life coach.	• Blue sky what constitutes a healthy lifestyle. • Facilitate a workshop on "What harms and what heals" in relation to lifestyle. • Invite candidates to compile a personal action plan in relation to lifestyle choices. • In opening and closing circles, evaluate progress and outcomes and/or blocks to achievement. • Assess via (for example) the learning and life change journal, life coaching practice sessions and tutor observation of group sharing.
5.3 Use self-awareness in life coaching work	• Understand the important of self-awareness when working with others. • Understand how hidden aspects of yourself could impinge on the life coaching work. • Stay mindful and present in life coaching practice sessions.	• Explore and discuss with candidates the importance of working on own personal issues in order to be present and empathic with others. • Blue sky how hidden aspects of the life coach's self could impinge on the coaching work - e.g. projection, assumption, judgement. • Use personal development activities to raise candidate's awareness - e.g. Johari's Window. • Assess via (for example) the learning and life change journal, case study and life coaching practice sessions.

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LEARNING OUTCOME	6. Use life coaching skills and theory to enhance practice	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
6.1 Use listening and responding skills to enhance practice	• Identify, and use appropriately, skills that facilitate a life coaching session. • Choose and use skills to move an interaction forward from beginning to middle stage and then to a conclusion. • Explore a range of questioning techniques and implement as appropriate. • Use challenge appropriately.	• Introduce candidates to a range of listening and responding skills relevant to life coaching work. • Discuss the role of questioning within life coaching work. • Emphasise the importance of using skills that are conducive (rather than coercive) to change and discuss the difference. • Assess via (for example) life coaching practice sessions and case study.
6.2 Use understanding of theories of change to facilitate change	• Understand a range of theories and models on the process of change. • Apply understanding of change to life coaching work. • Increase your range of skills to support the client in finding ways to implement change. • Reflect on your own experiences of change.	• Introduce a range of theories and models of the process of change. • Identify skills designed to promote change. • To enhance their life coaching work, invite candidates to reflect on their own relationship with change and their own change process. • Facilitate a group discussion looking at how the group differs in terms of individual relationships with change, barriers to change and the challenges in maintaining change. • Assess via (for example) the learning and life change journal, research project and case study.
6.3 Apply understanding of healthy lifestyles to practice	• Explore what constitutes a healthy lifestyle. • Reflect on the benefits of a healthy lifestyle. • Identify the barriers to living a healthy lifestyle.	• Introduce, for discussion and review, current research findings on healthy lifestyles. • Use the learning from *Learning Outcome 5* to enhance candidates' life coaching approach. • Invite candidates to "practice what they preach!". • Assess via (for example) the learning and life change journal and research project.
6.4 Use understanding of human strengths, relationships and the life course to inform practice	• Understand the role of theory in life coaching work. • Apply understanding of human strengths, relationships and the life course in life coaching practice sessions. • Investigate relevant research findings. • Reflect on the meaning of well-being.	• Invite group to explore what role theory plays in life coaching work and what its purpose is. • Introduce candidates to a range of theories that explain the nature of human strengths, relationships and the life course. • Introduce relevant research findings and discuss and evaluate. • Assess via (for example) the learning and life change journal, case study and research project.
LEARNING OUTCOME	7. Reflect on practice to enhance life coaching work	
Assessment criteria	**Candidate guidance to criteria**	**Notes for tutors (guidance only)**
7.1 Use professional development tools to reflect on and enhance practice	• Reflect on the role/importance of CPD in professional development. • Identify your own professional development needs. • Develop a plan for meeting your professional development needs.	• Discuss role of CPD as part of maintaining professional standards. • Invite candidates to compile a CPD action plan using a specific method. • Discuss how to use CPD to enhance practice. • Assess via (for example) the learning and life change journal.

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7.2 Use feedback to reflect on and enhance practice	• Identify constructive feedback provided by peers and tutors which has informed your learning and practice. • Work towards accepting constructive feedback. • Practice applying others' feedback suggestions in life coaching practice sessions and evaluate their effectiveness. • Identify occasions where feedback has enhanced your practice.	• Facilitate a workshop around giving and receiving constructive feedback. Explore both the barriers to giving and receiving and how feedback can be used to inform practice. • Assess via (for example) life coaching practice sessions.
7.3 Use feedback skills to provide constructive feedback to others	• Understand the nature and purpose of constructive feedback. • Demonstrate your ability to give effective feedback. • Explore your personal blocks to giving honest feedback to peers and colleagues.	• Role play a life coaching practice session and invite candidates to give you constructive feedback. Invite them to explore why they might be too soft or too punitive with their feedback and the barriers to being objective and honest. • Use DVD and other media to invite constructive feedback from candidates. • Assess via (for example) life coaching practice sessions.

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Appendix 2: Example Completion Statement for LCS-L3

Completion statement for Candidate Learning Record Level 3 Certificate in Life Coaching Studies (LCS-L3)			
Learning outcome		Contra-indications present Y/N	Tutor signature if learning outcome has been achieved
1	Work within an ethical framework for life coaching work		
2	Manage the life coaching alliance		
3	Work with client diversity in life coaching work		
4	Support clients to reach their goals		
5	Apply understanding of self to life coaching work		
6	Use life coaching skills and theory to enhance practice		
7	Reflect on practice to enhance life coaching work		

To be completed by tutor:

Where the learning outcome has <u>not</u> been achieved please:

(a) State clearly which learning outcome this relates to.
(b) Give specific and relevant reasons why the learning outcome has not been achieved.
(c) Record proposed course of action agreed between tutor and candidate to address/remedy concerns.

Learning outcome	Details of relevant contra-indications	Proposed course of action

I declare this Candidate Learning Record to be a true and authentic record of evidence submitted in my portfolio:

Candidate name: .... Candidate signature: .... Date: ....

I declare that this Completion Statement is a true record of the candidate's achievement:
I declare that this candidate has achieved all the above qualification requirements for LCS-L3:

Tutor name: .... Tutor signature: .... Date: ....

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Appendix 3: Criteria Assessment Sheet (CAS)

Candidate: ....   Group: …………………………………………………………...

Qualification: ....   Coursework: ……………………………………………………….

Candidates:	In the table below, identify the criteria evidenced in the assignment concerned and cross-reference these in the relevant page margin of your assignment.
Assessors:	Grade the robustness of the evidence identified by the candidate against the Assessment Criteria: YES (achieved) or NO (not yet achieved).

For completion by the candidate: Candidate reference to coursework			For completion by the tutor: Tutor assessment	
Unit (TC-L4 only)	Criteria number	Page number	YES/NO	Tutor feedback

General comments:

Tutor name: Date:

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