



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 5 Diploma in Health and Wellness Coaching

Qualification Specification

September 2022

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About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consults with a range of employers, providers, and existing centres where applicable, to ensure rigor, validity, and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

Qualification Title and Accreditation Number

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

Qualifi Level 5 Diploma in Health and Wellness Coaching 610/1538/6

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 5 Diploma in Health and Wellness Coaching

The aim of the QUALIFI Level 5 Diploma in Health and Wellness Coaching is to provide an in-depth qualification of health and wellness coaching, to develop the competencies and expertise of individuals further who are interested in health and wellness and who may have a complementary qualification in the health and wellness industry. This qualification will provide the necessary training to achieve competence and confidence in health and wellness coaching.

Successful completion of the QUALIFI Level 5 Diploma in Health and Wellness Coaching provides learners with the opportunity to progress to further study or employment.

Learning Outcomes of the QUALIFI Level 5 Diploma in Health and Wellness Coaching

The overall learning outcomes of the qualification are for learners to develop their knowledge and competence in the following:

- **The Foundations of Coaching** - the aim of this unit is to enable learners to understand the coaching profession and the influences that have shaped the developments as well as the various techniques and styles which are practised in coaching professions. This unit further explores communication as a core skill of coaching
- **The Foundations of Health and Wellness** - this unit is designed to equip learners with the health, nutrition and wellness knowledge needed in order to practise health coaching.
- **Health Coaching in Action** - this unit is to support learners to integrate the previous two units to deliver health coaching sessions to volunteers. This unit introduces all the coaching tools that learners need and provides supervision opportunities for competent and confident progression.
- **Building a Health Coaching Business** - the aim of this unit is to provide a framework for setting up a health and wellness coaching business. There is a distinct process

that leads the completion of a business blueprint that will serve as a comprehensive reference and inspiration for creating the practice.

The learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners. Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved centres are required to have in place qualified and experienced tutors and all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

Unless otherwise agreed, QUALIFI:

- sets all assessments
- moderates assessments prior to certification
- awards the final mark and issues certificates

Learner Induction and Registration

Approved centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook, a timetable and meet their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that if applicable appropriate pathways or optional units are selected to meet the learner's progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

Approved centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualification has been designed to be accessible without artificial barriers that restrict access, for this qualification applicants must be aged **18** or over. Learners are expected to have a minimum Level 4 qualification.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners 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.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or 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 valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI support its approved centres with training related to our qualifications. This support is available through a choice of training options offered through publications 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 learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 5 Diploma in Health and Wellness Coaching** will allow learners to progress to:

- QUALIFI level 7 Certificate in Health and Wellness Coaching.
- Directly into employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 5 Diploma in Health and Wellness Coaching is made up of 60 credits which equates to 600 hours of TQT.

Total Qualification Time (TQT): is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Examples of activities that can contribute to Total Qualification Time include guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work experience, unsupervised e-learning, unsupervised e-assessment, unsupervised coursework, watching a prerecorded podcast or webinar, unsupervised work-based learning.

Guided Learning Hours (GLH): are defined as the time when a tutor 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, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 5 Diploma in Health and Wellness Coaching

All Units are mandatory.

Unit Reference	Mandatory Unit	Level	TQT	Credits	GLH
D/650/4292	The Foundations of Coaching	5	130	13	85
F/650/4293	The Foundations of Health and Wellness	5	110	11	70
H/650/4294	Health and Wellness Coaching in Action	5	240	24	180
J/650/4295	Building a business as a Health/Wellness Coach	5	120	12	180
Total			600	60	515

Achievement Requirements

Learners must demonstrate they have met all assessment criteria for all units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

This qualification grading is **Pass/Fail**

All units will be internally assessed through written assignment, internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

QUALIFI will provide written assignments tasks which will include, short answers questions, long answer questions as well as reflective type questions for each Unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification.

The tasks will enable learners to draw on 'work-related' information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor: see 'Assessment Guidance' for further information.

The assessment tasks will require learners to draw on experiential learning or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include instructions and guidance on recruiting suitable case studies and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

QUALIFI provides a 'Candidate Workbook' for each unit that learners should use to record their answers and/or cross-reference any supporting evidence relating to a practical task. Approved centres should request a copy of the assessment workbook.

Learner assessments will be internally marked by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

Unit Specifications

Unit DHWC501: The Foundations of Coaching

Unit code: D/650/4292

RQF Level: 5

Unit Aim

The aim of this unit is to enable learners to understand the coaching profession and the influences that have shaped the developments as well as the various techniques and styles which are practised in coaching professions. This unit explores further communication as a core skill of coaching.

Learning Outcomes and Assessment Criteria

Learning Outcomes When awarded credit for this unit, a learner will:	Assessment Criteria Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the coaching profession and the influences that have shaped its development.	1.1 Analyse the origins and history of coaching.
	1.2 Distinguish between coaching and mentoring
	1.3 Characterise the psychology-based therapeutic practices that have influenced modern coaching
2. Understand the benefits of coaching and its related models and techniques.	2.1 Characterise the benefits of coaching
	2.2 Assess the benefits of using coaching models in coaching practice
	2.3 Evaluate the utility of using coaching questioning techniques to assess client motivation, commitment and confidence levels
	2.4 Evaluate the advantages and disadvantages of different coaching models
3. Be able to assess how unique client traits and personal coaching skills influence the coaching experience.	3.1 Assess how client personality traits influence a coach's choice of coaching techniques used
	3.2 Recommend coaching techniques and approaches that are appropriate to different personality types and learning styles

	3.3 Assess how coaches can incorporate multi-modal learning into sessions
4. Understand the role of coaching and communication skills.	4.1 Characterise the different techniques for building rapport in a coaching context
	4.2 Evaluate the impact of surface versus active listening on rapport
	4.3 Assess the utility of using coaching questions to assist clients in reaching their goals
	4.4 Characterise the different relationship skills that coaches can use to strengthen their relationship with their clients
	4.5 Develop strategies that enhance personal coaching relationship skills
	4.6 Evaluate the role and importance of unconditional positive regard and respecting diversity in a coaching context
	4.7 Provide constructive feedback using feedback frameworks
5. Understand the legal and ethical obligations that form part of the coaching profession.	5.1 Assess the benefits of contracts and agreements in a health coaching context
	5.2 Evaluate the role and importance of adhering to scope of practice limitations in the health coaching profession
	5.3 Evaluate the role and importance of upholding fitness to practise guidelines in the health coaching profession
	5.4 Assess the value of having a network of referral partners
	5.5 Analyse the impact of upholding legal and ethical requirements on a health coaching business

Indicative Content

Reflective practice in healthcare	The trust equation
Referencing for academic writing	Questioning including different types of questions
Different types of coaching	The role of suggestions
Definition of person-centred care	Benefits of effective questioning
Benefits of health coaching	Coaching relationship skills: empathy, intuition, respect, congruence, authenticity, unconditional positive regard, reflection, challenging, motivating and inspiring, curiosity, flexibility and courage, respecting diversity and timekeeping.
Understanding the world health crisis	Definition and purpose of feedback
Risk factors of non-communicable disease	SMART feedback
Statistics of non-communicable diseases	Feedback wrap
Definitions of coaching	How to give considerate feedback
Characteristics of coaching	Receiving feedback
Role of the coach	The importance of agreements and contracts
Coaching vs mentoring	The concept of commitment
Origins of coaching	The importance of discovery sessions and how to conduct them
Influences on coaching	Coaching progress and summary forms
Different types of coaching specialisations	When and how to terminate coaching relationship
Coaching models (including GROW)	Handling referrals
Key characteristics of coaching models	Scope of practice
Communication in coaching	Referral guidelines
Types of listening	The code of ethics and code of conduct for the profession
SMARTER goal setting	Fitness to practise
The HCA GREAT Coaching model	
The importance and benefits of scales in coaching	
Social Styles	
Different personality types	
Health and weight loss personality types	
Learning styles (VAK)	
Why learning styles are important and tips on working with each	
Understanding rapport	
The connection between rapport and trust	

Suggested Resources

Tony Stolfus, Coaching Questions; a coaches guide to powerful asking skills (2008)

Curly Martin, Life Coaching Handbook; everything you need to know to be an effective life coach (2001)

Nancy Kline, Time to Think; listening to ignite the human mind (2002)

Health Coaching Course material developed by The Health Coaches Academy (2020)

Unit DHWC502: The Foundations of Health and Wellness

Unit code: F/650/4293

RQF level: 5

Unit Aim

This unit is designed to equip health and wellness coaches with the health, nutrition and wellness knowledge needed in order to practise health coaching.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the integrated nature of body systems and processes.	1.1 Assess the role and importance of maintaining homeostasis and decreasing allostatic load within the human body
	1.2 Assess the impact of imbalances in one body system on overall health
	1.3 Characterise the prominent diseases that can occur in each of the 11 body systems
2. Understand the role of macro and micronutrients in maintaining optimal health.	2.1 Assess the impact of varying levels of protein, fat, carbohydrate, antioxidant, phytochemical and zoochemical intake on the human body
	2.2 Assess the suitability of different food sources for optimal macro and micronutrient intake
	2.3 Evaluate the role of food quality in maintaining optimal health
	2.4 Assess the potential impact of antinutrients on nutrient levels in the human body

	2.5 Assess the differing nutritional requirements for optimal health during different life stages
3. Be able to analyse the lifestyle factors that contribute to good health.	3.1 Assess the role and importance of sleep, including adherence to circadian rhythms, in maintaining optimal health
	3.2 Characterise the lifestyle factors that interfere with and that contribute to good sleep
	3.3 Assess the role and importance of exercise to the functioning of various body systems
	3.4 Distinguish the different types of exercise that contribute to optimal health
	3.5 Assess the impact of the stress response on the human body
	3.6 Assess the negative effects of chronic stress on various body systems
	3.7 Characterise the positive impacts of stress reduction habits and relaxation techniques on mental, physical, emotional and relational health
4. Be able to evaluate different dietary models and the requirements of optimal diets.	4.1 Characterise the recent developments in nutritional research that have altered the dietary advice given in clinical practice fundamentally
	4.2 Characterise the criteria for a successful dietary model
	4.3 Evaluate the pros and cons of government dietary guidelines
	4.4 Characterise suitable alternative dietary guidelines from independent organisations

	4.5 Assess the pros and cons of a range of popular dietary models
	4.6 Assess the impact of intermittent fasting on health
	4.7 Characterise the guidelines for adopting a basic framework for healthy eating
	4.8 Analyse foods in terms of their nutritional value by interpreting their food labels
5. Be able to recommend practical nutrition and health principles to enable clients to transform their health.	5.1 Prepare communications for clients that are focused on dietary and lifestyle intervention recommendations for various diseases and/or client goals
	5.2 Characterise the considerations to be taken into account when recommending dietary and lifestyle interventions

Indicative Content

The human body in balance	structure, function and disease states
Homeostasis and allostasis	
Allostatic load	The lymphatic system: organs, structure, function and disease states
How the body maintains allostasis through feedback loops	
The cardiovascular system: organs, structure, function and disease states	The respiratory system: organs, structure, function and disease states
Blood pressure as an indicator of health	The urinary system: organs, structure, function and disease states
The digestive system: organs, structure, function and disease states	The musculoskeletal system: organs, structure, function and disease states
The microbiome	
The endocrine system: organs, structure, function and disease states	The integumentary system: organs, structure, function and disease states
Hormones and weight	
The nervous system: organs,	The reproductive system: organs, structure, function and disease

states
Environmental oestrogens
Macronutrients: Proteins,
Carbohydrates, Fats (structure,
types, functions, digestion process
and sources)
Micronutrients: Vitamins, minerals
Antioxidants and antinutrients
Food quality
Food processing
Nutrition for different life stages
Lifestyle factors: Sleep, connection,
movement, stress resilience,
relaxation and mindfulness
Blue light
Technology in health goals
Heart rate variability
Sound therapy

Mindful eating
Government food/eating guidelines
Criteria of optimal food plan
Current nutritional science vs
government guidelines
Why do we eat?
Different dietary models: high
carb/low fat, moderate carb, low
carb/high fat, low carb
Orthorexia
Types of fasting
Autophagy
Calorie restriction
Blood sugar balancing
Chronic inflammation
Food labels
Meal plans
Functional health care

Suggested Resources

Michael Pollan, *In Defence of Food; an eater's manifesto* (2008)

Dan Buettner, *The Blue Zones; lessons for living longer from the people who've lived the longest* (2010)

Mark Hyman, *The Blood Sugar Solution; the ultra healthy program for losing weight, preventing disease and feeling great now* (2014)

Health Coaching Course material developed by The Health Coaches Academy (2020)

Unit DHWC503: Health and Wellness Coaching In Action

Unit code: H/650/4294

RQF level: 5

Unit Aim

The aim of this unit is to integrate the previous two units to deliver health coaching sessions to volunteers. This unit introduces all the coaching tools that are needed and provides supervision opportunities in order to develop learners' competence and confidence.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the bidirectional impact of health on other areas of life.	1.1 Assess the value and importance of 'whole life coaching'
	1.2 Assess when to use specific current situation coaching tools
	1.3 Assess the importance of assisting a client in achieving 'small wins' in multiple areas of their life
	1.4 Use GREATER coaching framework and tools to support the client to determine a SMARTER action
	1.5 Hold the coaching space to facilitate the client to identify areas for lifestyle improvement
2. Understand the principles of sustainable, lasting change.	2.1 Assess why change is difficult for clients
	2.2 Evaluate the efficacy of total immersion coaching

	2.3 Assess the necessity of taking on different roles as a health coach to assist clients in moving forward
	2.4 Formulate motivational speeches using Motivating Language Theory techniques
	2.5 Collaborate with the client to help them to understand their reasons and motivation for change
	2.6 Evaluate the role and importance of drawing on personal strengths as a source of motivation
3. Understand the role of clearly defined personal values and a clear vision in reaching health goals.	3.1 Distinguish between core and specific values
	3.2 Assess the role and importance of being aware of core values when setting goals
	3.3 Evaluate the impact of incongruence between core values and goals on goal attainment
	3.4 Discover clients' personal health-related values through collaboration with them
	3.5 Formulate clients' personal health & wellness vision through collaboration with them
	3.6 Evaluate the impact of defining values and a health & wellness vision on motivation to pursue health goals
4. Understand how goal setting and planning assists in goal attainment.	4.1 Assess the role and value of setting a combination of 'away from' and 'towards' goals
	4.2 Evaluate the importance of setting SMARTER goals across different facets of health

	4.3 Evaluate the efficacy of planning tools and techniques in assisting clients to reach their goals
	4.4 Recommend planning tools to clients that are based on their needs
5. Understand the role of commitment, accountability and progress tracking in goal attainment.	5.1 Assess the benefits of using progress tracking techniques to stay on track with goals
	5.2 Assess the benefits of incorporating regular rewards into a health coaching programme
	5.3 Analyse the efficacy of challenging clients on their goals to ensure they are ready, willing and able to take on those goals
	5.4 Evaluate the role of accountability in a successful health transformation
6. Understand the impact of habits, personal barriers and mindset on goal attainment.	6.1 Distinguish between the different types of barriers that clients can encounter whilst pursuing their health goals
	6.2 Evaluate the efficacy of interrupting the 'habit loop' in engraining new habits
	6.3 Analyse how perceived disadvantages of achieving goals can hinder progress
	6.4 Evaluate beliefs and mindsets in order to reframe unhelpful beliefs in a more positive light
	6.5 Assess the most appropriate coaching tools and techniques for assisting a client in overcoming his or her personal barriers to reaching his or her goals
	7.1 Assess ways that are appropriate to celebrate client successes

7. Understand the steps and processes to follow when ending a coaching programme.	7.2 Evaluate the role and importance of maintenance plans to ensure good health over the long-term
	7.3 Assess the effectiveness of health coaching in assisting clients to attain better health
	7.4 Prepare a post-contract summary email to outline client achievements, set out maintenance steps and bring closure to the coaching relationship
	7.5 Assess the value of gathering and applying client feedback

Indicative content

Process of change frameworks	Coaching to strengths
Why people come to health coaches	Values: core and specific
The different between the GREAT and GREATER model	Link between values, purpose and vision
Current situation coaching	Health: a multifaceted construct
When to use different coaching tools	Health and wellness vision
Respecting coaching boundaries	Countering negativity
How to navigate emotions	Planning tools
How, why and when to use questionnaires	Goals
What is whole life coaching	Motivational triad
The power of immediate need	Gratification
Barriers to change	Time as a barrier
Conscious competence matrix	Commitment and accountability
Johari window	Volatility comparison
Blind spots and unconscious drivers	Tracking progress
The importance of time in change	Rewards
Total immersion coaching	Food diaries
The importance of social circles in coaching	Habits
Breakthrough coaching	The habit loop
The five fundamental roles of health coaching	6 types of barriers
Motivation and purpose	Strategies for dealing with barriers
Motivating language	Importance of remaining in coaching space
	Limiting beliefs and negative self-talk
	Re-framing

Importance of ongoing support
Overcoming challenges
Recognising success
Reflections on client needs

Accountability in coaching
Maintenance plans
Requesting feedback

Suggested Resources

Michael Arloski, Wellness Coaching for Lasting Change (2014)

Michael Arloski, Masterful Health and Wellness Coaching; deepening your craft (2021)

James and Janice Prochaska, Changing to Thrive; using the stages of change to overcome threats to your health and happiness (2016)

Health Coaching Course material developed by The Health Coaches Academy (2020)

Unit DHWC504: Building a Health and Wellness Coaching Business

Unit code: J/650/4295

RQF level: 5

Unit Aim

This unit aims to provide a framework for setting up a health and wellness coaching business. There is a distinct process that leads the completion of a business blueprint that will serve as a comprehensive reference and inspiration for the practice that the practitioner wants to create.

Learning Outcomes, and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the planning processes around setting up a business.	1.1 Clarify the business purpose, vision and mission
	1.2 Assess whether the business vision aligns with personal core values
	1.3 Assess the impact of business activities on time and plan a balanced approach to work and other responsibilities
	1.4 Draft documentation to effectively plan and track business finances
2. Understand how to develop consistent business branding.	2.1 Select an appropriate business name, slogan, brand colours and logo based on marketing best practices
	2.2 Evaluate the best target market for their business
	2.3 Prepare personal signature marketing messages to use in marketing communications

3. Understand how to select revenue streams and service offerings.	3.1 Assess the benefits of multiple revenue streams
	3.2 Evaluate which revenue streams are most appropriate for the health coaching business
	3.3 Design 1:1 coaching programmes to suit the business and clients' needs
	3.4 Evaluate the suitability of different pricing options for their coaching programmes
4. Be able to use communication channels effectively for marketing health coaching services.	4.1 Draft a sales script to use during phone or in-person meetings to explain the coaching process and benefits to prospective clients
	4.2 Write content and decide on a design for the health coaching business website that would resonate with client and their needs
	4.3 Develop a social media strategy for the health coaching business that will reach the determined ideal client
	4.4 Create an effective email marketing strategy to encourage client take up of the health coaching services offered
5. Be able to use live events and strategic partners to build a health coaching business.	5.1 Assess which types of talks would be most appropriate for them
	5.2 Develop a script for signature marketing talks that conveys the ideal client, the pain points they might experience and how health coaching programmes can assist
	5.3 Assess which strategic partners would be most suitable for the business to work with
	5.4 Draft an email to send to potential strategic partners, to explore the opportunities and mutual benefits of collaboration

6. Understand the marketing strategies for attracting new health coaching clients.	6.1 Evaluate the suitability of different marketing strategies for the health coaching business
	6.2 Create a plan for implementing the chosen marketing strategies for the business that takes into account financial goals, time restraints and business vision

Indicative Content

Assess and evaluate what you want from your health and wellness coaching business

Determine how you will package your programmes in your health and wellness coaching business

Create communication to explain and convey what you offer

Decide on methods to achieve your determined outcomes

Suggested Resources

Simon Sinek, *Start With Why*; how great leaders inspire everyone to take action (2011)

John Berardi, *Change Maker*; Turn your passion for health and fitness into a powerful purpose and a wildly successful career (2019)

Seth Godin, *This is Marketing*; you can't be seen until you learn to see (2018)

Health Coaching Course material developed by The Health Coaches Academy (2020)

Assessment Guidance

For the assessment of knowledge and understanding criteria, learners are required to provide written responses to the questions in this workbook, providing examples drawn from the workplace or case studies where possible. It is a requirement that learners are able to analyse and demonstrate their understanding by use of theories, principles, and models relevant to the subject matter.

The assessment of the following competency criteria by completion of a practical task:

Unit 3 Learning outcomes 1-6 will be assessed in four practical supervised coaching sessions, the last of which will be a pass/fail opportunity. Only if a learner achieves a pass will the learner be allowed to proceed to case study section to deliver health and wellness coaching programmes in the following format:

- 3 case studies that sign up for a 4 session programme
- 2 case studies that sign up for a 6 session programme
- 1 case study that signs up for an 8 session programme

Contact Details

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