NCFE Active IQ Level 3 Certificate in Health and Wellbeing Coaching
QN: 610/8286/7 DRAFT

NCFE Active IQ Level 3 Diploma in Health and Wellbeing Coaching
QN: 610/8287/9 DRAFT



Qualification Specification

Qualification summary: certificate

Qualification title	**NCFE Active IQ Level 3 Certificate in Health and Wellbeing Coaching**
Ofqual qualification number (QN)	610/8286/7
Guided learning hours (GLH)	175
Total qualification time (TQT)	250
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE Active IQ Level 3 Certificate in Health and Wellbeing Coaching (610/8286/7) • NCFE Active IQ Level 3 Diploma in Health and Wellbeing Coaching (610/8287/9)
Minimum age	16
Qualification purpose	This qualification is designed to develop knowledgeable, ethical and evidence-informed health and wellbeing coaches, who can apply person-centred, strengths-based coaching skills to support individuals in improving their health and wellbeing. This qualification equips learners with the knowledge, skills and professional behaviours required to facilitate sustainable behaviour change, and support individuals in achieving meaningful health and wellbeing outcomes.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality-assured portfolio of evidence
Work/industry placement experience	Work/industry placement experience is not required.
Occupational standards	This qualification content has been aligned with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Professional Standard: Health Navigator.
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/8286/7.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Qualification summary: diploma

Qualification title	**NCFE Active IQ Level 3 Diploma in Health and Wellbeing Coaching**
Ofqual qualification number (QN)	610/8287/9
Guided learning hours (GLH)	255
Total qualification time (TQT)	375
Nested suite	This qualification is part of a nested suite, including the following qualifications: • NCFE Active IQ Level 3 Certificate in Health and Wellbeing Coaching (610/8286/7) • NCFE Active IQ Level 3 Diploma in Health and Wellbeing Coaching (610/8287/9)
Minimum age	16
Qualification purpose	This qualification is designed to develop knowledgeable, ethical and evidence-informed health and wellbeing coaches, who can apply person-centred, strengths-based coaching skills to support individuals in improving their health and wellbeing. This qualification equips learners with the knowledge, skills and professional behaviours required to facilitate sustainable behaviour change, and support individuals in achieving meaningful health and wellbeing outcomes. Learners will also develop an understanding of effective partnership working and how to identify potential commercial opportunities within the sector.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality-assured portfolio of evidence
Work/industry placement experience	Work/industry placement experience is not required.
Occupational standards	This qualification content has been aligned with the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Professional Standard: Health Navigator.
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/8287/9.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

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Section 1: introduction

Please note this is a draft version of the Qualification Specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

Centres must ensure they are using the most recent version of the Qualification Specification on the NCFE website.

Aims and objectives

These qualifications aim to:

- focus on the study of health and wellbeing coaching within the health and fitness industry
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

The objectives of these qualifications are to:

- develop knowledge and understanding of health and wellbeing coaching principles and their application within the health and fitness industry
- apply person-centred coaching techniques to support individuals in setting, monitoring and achieving health and wellbeing goals
- design and deliver preventative, behaviour change-focused interventions to improve health and wellbeing in active leisure, workplace and community environments
- support self-awareness, motivation and sustainable behaviour change to enable individuals to adopt and maintain healthier lifestyles.

Support Handbook

This Qualification Specification must be used alongside the mandatory Support Handbook, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This Qualification Specification contains all the qualification-specific information you will need that is not covered in the Support Handbook.

Guidance for entry and registration

These qualifications are designed for learners aged 16 and over who are passionate about improving the wellbeing of others. They are suitable for health and fitness professionals wishing to extend their expertise into holistic coaching, as well as those seeking a career in health and wellbeing coaching across corporate, community, and private sectors.

They may also be useful to learners working or studying qualifications in the following sectors/areas:

- health, fitness and active leisure
- health and social care
- public health and health improvement
- community health and wellbeing

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- workplace health and wellbeing
- coaching and behaviour change.

Registration is at the discretion of the centre in accordance with equality legislation and should be made on the NCFE Portal.

There are no specific prior skills/knowledge a learner must have for these qualifications. However, learners may find it helpful if they have already achieved a level 2 qualification in a relevant area, such as health, fitness, active leisure, health and social care, or wellbeing.

The course requires learners to engage in practical coaching activities where individual participation is essential; therefore, an appropriate level of physical fitness is necessary.

There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2.

Centres are responsible for ensuring that all learners are capable of achieving the units and learning outcomes (LOs) and complying with the relevant literacy, numeracy, and health and safety requirements.

Learners registered on these qualifications should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving these qualifications

Certificate

To be awarded this qualification, learners are required to successfully achieve **4 units** from the mandatory units (units 01 to 04).

Diploma

To be awarded this qualification, learners are required to successfully achieve **6 units** from the mandatory units (units 01 to 06).

Please refer to the list of units in Appendix A or the unit summaries in Section 2 for further information.

To achieve these qualifications, learners must successfully demonstrate their achievement of all LOs of the units as detailed in this Qualification Specification. A partial certificate may be requested for learners who do not achieve the full qualification but have achieved at least one whole unit; partial achievement certificate fees can be found in the Fees and Pricing document on the NCFE website.

Progression

Learners who achieve these qualifications could progress to the following:

- employment:
  - health and wellbeing coach
  - community or workplace wellbeing roles
  - self-employed health and wellbeing coach
- further education and professional development:

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  - higher-level qualifications in health, wellbeing or coaching
  - specialist training in areas such as mental wellbeing, nutrition or behaviour change
- professional membership:
  - relevant professional membership within the health and wellbeing coaching sector.

Progression to higher-level studies

Level 3 qualifications can support progression to higher-level study, which requires knowledge and skills different from those gained at levels 1 and 2. Level 3 qualifications enable learners to:

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems
- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods.

Resource requirements

There are no mandatory resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate LOs.

Realistic work environment (RWE) recommendation

The assessment of competence-based criteria should ideally be conducted within the workplace. However, in instances where this is not feasible, learners can be assessed in a realistic work environment (RWE) designed to replicate real work settings.

It is essential for organisations utilising an RWE to ensure it accurately reflects current and authentic work environments. By doing so, employers can be confident that competence demonstrated by a learner in an RWE will be translated into successful performance in employment.

In establishing an RWE, the following factors should be considered.

The work situation being represented is relevant to the competence requirements being assessed:

- The work situation should closely resemble the relevant setting.
- Equipment and resources that replicate the work situation must be current and available for use to ensure that assessment requirements can be met.
- Time constraints, resource access and information availability should mirror real conditions.

The learner's work activities reflect those found in the work environment being represented, for example:

- interaction with colleagues and others should reflect expected communication approaches
- tasks performed must be completed to an acceptable timescale

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- learners must be able to achieve a realistic volume of work as would be expected in the work situation being represented
- learners operate professionally with clear understanding of their work activities and responsibilities
- feedback from colleagues and others (for example, customers or service users) is maintained and acted upon
- account must be taken of any legislation, regulations or standard procedures that would be followed in the workplace.

How the qualifications are assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

These qualifications are internally assessed and externally quality assured.

The assessment consists of one component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality-assured by NCFE (internal quality assurance must still be completed by the centre as usual).

Learners must be successful in this component to gain either the Level 3 Certificate in Health and Wellbeing Coaching or the Level 3 Diploma in Health and Wellbeing Coaching.

Learners who are not successful can resubmit work within the registration period; however, a charge may apply in cases where additional external quality assurance visits are required.

Unless otherwise stated in this Qualification Specification, all learners taking these qualifications must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

If a centre needs to create their own internal assessment tasks, there are four essential elements in the production of successful centre-based assessment tasks; these are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

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Section 2: unit content and assessment guidance

This section provides details of the structure and content of these qualifications, including grading, level and guided learning hours (GLH).

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

The explanation of terms explains how the terms used in the unit content are applied to these qualifications. This can be found in Section 3.

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Unit 01 Foundations of health and wellbeing coaching (D/652/4407)

Unit summary
This unit introduces the principles of health and wellbeing coaching, including the role of the coach and the wider factors that influence health and wellbeing. It explores lifestyle behaviours, physical, psychological and social activity, health inequalities, and their impact on wellbeing and access to support. Learners will also understand the key legislation, policies and professional requirements relevant to safe and responsible coaching practice.
Assessment
Internally assessed and externally quality-assured portfolio of evidence

Mandatory (Certificate and Diploma)	**Achieved/not yet achieved**	**Level 3**	**30 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the principles and concepts of health and wellbeing coaching	1.1 Explain the purpose of health and wellbeing coaching
	1.2 Outline the **responsibilities** of a health and wellbeing coach
	1.3 Outline the roles of key **individuals, services and organisations** involved in supporting health and wellbeing
	1.4 Describe the interconnections between physical, mental, emotional, and social health
2. Understand the wider influences on health and wellbeing	2.1 Discuss the **key determinants** of health and wellbeing at an individual and population level
	2.2 Outline **current guidance and recommendations** relating to various lifestyle behaviours
	2.3 Describe the impact of lifestyle behaviours on health and wellbeing
3. Understand the impact of physical, psychological and social activity on health and wellbeing	3.1 Describe types of physical, psychological and social activities that can support health and wellbeing
	3.2 Explain the **benefits** of physical, psychological and social activities
	3.3 Outline the potential risks of not participating in physical, psychological and social activities
4. Understand potential inequalities in a health and wellbeing context	4.1 Outline the national and regional variations in health and wellbeing outcomes
	4.2 Summarise the impact of stigma, cultural norms, and systemic barriers on people's health and wellbeing
	4.3 Describe how health and wellbeing inequalities affect access to support
	4.4 Explain how health and wellbeing inequalities impact wellbeing outcomes
5. Understand key legislation, policies and procedures relevant to the role of a health and wellbeing coach	5.1 Outline relevant **legislation, policies and procedures** relating to the coaching role
	5.2 Describe how to manage records and documentation **securely**
	5.3 Explain the need for maintaining appropriate insurance and licensing

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Range
1. Understand the principles and concepts of health and wellbeing coaching
1.2 Responsibilities The learner must include: • health promotion • prevention and early intervention • behaviour change support • self-management • personal development. **1.3 Individuals, services and organisations** The learner must include: • health and wellbeing coaches • healthcare professionals • social prescribers and link workers • public health organisations • professional bodies • community-based organisations.
2. Understand the wider influences on health and wellbeing
2.1 Key determinants The learner must include the following influences: • social • economic • environmental. **2.2 Current guidance and recommendations** The learner must include: • physical activity • nutrition and hydration • sleep and recovery • mental wellbeing   ○ Five ways to wellbeing (New Economics Foundation (NEF)) • smoking cessation • alcohol consumption • weight management.

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Range
3. Understand the impact of physical, psychological and social activity on health and wellbeing
3.2 Benefits The learner must include: • short term • medium term • long term.
5. Understand key legislation, policies and procedures relevant to the role of a health and wellbeing coach
5.1 Legislation, policies and procedures The learner must include: • equality and diversity • safeguarding • health and safety • information governance. **5.2 Securely** The learner must include: • compliance with legislation.

Delivery and assessment guidance
AC1.2 The learner could consider how the coaching cycle can support the role and responsibilities of a health and wellbeing coach. AC4.2 The learner should be aware of the risk of certain groups being less active, for example, older adults, people with disabilities, ethnic minority groups, people from lower socio-economic backgrounds.

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Unit 02 Professional practice when working with clients (F/652/4408)

Unit summary			
This unit develops understanding of person-centred health and wellbeing coaching, including effective communication, professional relationships, ethical practice, and the importance of respecting each client's autonomy, dignity and individual needs. Learners will also explore reflective practice and continuing professional development (CPD), identifying their own strengths and areas for growth, and creating a CPD plan to support effective and continually improving coaching practice.			
Assessment			
Internally assessed and externally quality-assured portfolio of evidence			
Mandatory (Certificate and Diploma)	**Achieved/not yet achieved**	**Level 3**	**45 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand the requirements of a person-centred approach in health and wellbeing coaching	1.1 Define what is meant by a person-centred approach
	1.2 Discuss the benefits of a person-centred approach to health and wellbeing coaching
	1.3 Explain the importance of inclusion, autonomy, and dignity in health and wellbeing coaching
	1.4 Describe the **techniques** used in a person-centred approach
2. Understand the importance of effective communication in health and wellbeing coaching	2.1 Identify the key skills used to support effective communication in a health and wellbeing coaching role
	2.2 Explain the importance of effective communication skills in a health and wellbeing coaching role
	2.3 Describe potential communication barriers in a health and wellbeing coaching role
	2.4 Outline possible strategies to overcome communication barriers in a health and wellbeing coaching role
3. Understand how to build effective professional relationships with clients in health and wellbeing coaching	3.1 Explain the importance of **respecting and acknowledging an individual's decisions** in health and wellbeing coaching
	3.2 Explain how communication skills are used to support building client relationships
	3.3 Explain the barriers to developing effective working relationships with clients
4. Understand professional standards for health and wellbeing coaching practice	4.1 Describe the **scope of practice** of the health and wellbeing coach
	4.2 Explain codes of conduct and ethical practice relevant to the role of health and wellbeing coach
5. Understand the importance of continuous improvement in a health and wellbeing coaching role	5.1 Explain the importance of **applying reflective practice** in a coaching role
	5.2 Outline methods of keeping knowledge and skills up to date
	5.3 Discuss the benefits of continuing professional development (CPD)
	5.4 Describe strategies to support own health and wellbeing
6. Be able to plan for continuous improvement in health and wellbeing coaching practice	6.1 Identify personal strengths, values, and areas for growth
	6.2 Create a CPD plan aligned with wellbeing coaching values and evolving client needs

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Range
1. Understand the requirements of a person-centred approach in health and wellbeing coaching
1.4 Techniques The learner must include: • identifying preferences • shared decision-making • setting boundaries • signposting and referral • identifying barriers • autonomy.
3. Understand how to build effective professional relationships with clients in health and wellbeing coaching
3.1 Respecting and acknowledging an individual's decisions The learner must include: • non-judgemental practice • informed choice.
4. Understand professional standards for health and wellbeing coaching practice

4.1 Scope of practice
 	
The learner must include:
 	
• supporting individual/group health and wellbeing
• maintaining confidentiality
• managing conflict of interest
• signposting
• duty of care
• beyond scope of practice:
  ○ diagnosing
  ○ prescribing
  ○ providing specialist clinical advice beyond professional competence
  ○ counselling.

5. Understand the importance of continuous improvement in a health and wellbeing coaching role
5.1 Applying reflective practice The learner must include the following reflective models: • Gibbs • Kolb.

Delivery and assessment guidance
AC4.2 The learner could consider codes of conduct and ethical practice, such as EMCC Global or UK & International Health Coaching Association (UKIHCA) Pillar D.

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Unit 03 Coaching for positive behaviour change (H/652/4409)

Unit summary			
This unit develops understanding of behaviour change theories, models and techniques, and how these can be used to support individuals to make and sustain positive changes to their health and wellbeing. Learners will explore readiness to change, barriers and motivators, and apply person-centred approaches to understand individual influences, gather relevant information, and support client-led action planning and commitment.			
Assessment			
Internally assessed and externally quality-assured portfolio of evidence			
Mandatory (Certificate and Diploma)	**Achieved/not yet achieved**	**Level 3**	**50 GLH**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand theories and models of behaviour change and their application to health and wellbeing coaching	1.1 Outline the **key theories and models** that underpin behaviour change and improvement in health and wellbeing
	1.2 Explain how behaviour change models can be used to support individuals
2. Understand how techniques can be used to enhance behaviour change in health and wellbeing coaching	2.1 Identify the types of techniques used to support behaviour change
	2.2 Describe how techniques are used to support and sustain behaviour change
3. Understand the importance of motivational support in health and wellbeing coaching	3.1 Explain the role of **positive psychology and habit formation** in supporting and sustaining behaviour change
	3.2 Outline the concept of readiness to change
	3.3 Identify barriers and motivators to living a healthy lifestyle
	3.4 Explain the importance of **contact** on client motivation
	3.5 Explain the use of progress data for client motivation
4. Be able to apply behaviour change theories and techniques in a health and wellbeing context	4.1 Discuss factors influencing an individual's choices, behaviours and decisions
	4.2 Use a person-centred approach to gather information and provide relevant support
	4.3 Carry out **client-led action planning**

Range
1. Understand theories and models of behaviour change and their application to health and wellbeing coaching
1.1 Key theories and models The learner must include a minimum of three of the following: • Self-Determination Theory (SDT) • Broaden-and-Build Theory • COM-B Model • Transtheoretical Model (TTM) • Health Belief Model (HBM)

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Range
• Biopsychosocial Model • PERMA Model.
3. Understand the importance of motivational support in health and wellbeing coaching
3.1 Positive psychology and habit formation The learner must include: Positive psychology: • strengths • positive emotions • self-efficacy • positive reinforcement. Habit formation: • cues/triggers • behaviour - reward cycle • repetition • automaticity. **3.4 Contact** The learner must include: • purpose • frequency • duration • method of contact • communication format.
4. Be able to apply behaviour change theories and techniques in a health and wellbeing context
4.3 Client-led action planning The learner must include: • client-led goals • a realistic action plan • agreed commitment techniques.

Delivery and assessment guidance
AC2.2 The learner should be aware of the use and importance of areas and terms, such as decisional balance, sustaining adherence, relapse prevention, incentives and rewards.

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Unit 04 Lifestyle programming, design and implementation (L/652/4410)

Unit summary			
This unit explores how to plan, deliver and review personalised health and wellbeing coaching programmes based on individual needs, preferences, goals and motivators. Learners will carry out client consultations, set appropriate goals, monitor progress and adapt programmes using assessment information, client feedback and reflective practice to support sustainable, long-term change.			
Assessment			
Internally assessed and externally quality-assured portfolio of evidence			
Mandatory (Certificate and Diploma)	**Achieved/not yet achieved**	**Level 3**	**50 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1 Be able to carry out a personalised coaching consultation in a health and wellbeing context	1.1 Prepare for a **professional client consultation**
	1.2 Explain the role of the wellbeing coach in the client's journey
	1.3 Identify client requirements and motivators
	1.4 Develop SMART goals with client
	1.5 Identify the appropriate review points to monitor client progress
	1.6 Select and use appropriate health and wellbeing assessment tools
2. Be able to design tailored, flexible health and wellbeing programmes	2.1 Plan the inclusion of client preferences and goals in programme design
	2.2 Select appropriate activities to achieve required outcomes
	2.3 Plan contingency for flexibility and compassion for setbacks within programme design
	2.4 Provide signposting to credible and appropriate sources of information to support client progress
3. Be able to implement a health and wellbeing programme	3.1 Identify fluctuations, barriers and achievements with the client
	3.2 Implement sustainable strategies to support long-term change
	3.3 Monitor progress using agreed tools and wellbeing metrics
4. Evaluate and adapt a health and wellbeing programme using client data	4.1 Provide **feedback** on the client's progress at the end of each session
	4.2 Assess and track goal progress collaboratively
	4.3 Request feedback from the client about their satisfaction with the session, programme and overall wellbeing service
	4.4 Adapt coaching approaches based on client feedback and experience
	4.5 Apply reflective practice to coaching approach

Range
1. Be able to carry out a personalised coaching consultation in a health and wellbeing context

1.1 Professional client consultation
 	
The learner must include:
 	
• environmental considerations:
  ○ access
  ○ privacy
  ○ inclusivity

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Range

• paperwork:
  ○ informed consent
  ○ risk assessment
  ○ pre-participation screening (for example, PAR-Q)
  ○ lifestyle questionnaire
• resources.

4. Evaluate and adapt a health and wellbeing programme using client data
4.1 Feedback The learner must include the following types of feedback: • objective • subjective.

Delivery and assessment guidance
AC2.4 The learner should be aware that information may require adaptation for individual clients relating to, for example, age, gender, medical conditions. AC3.3 The learner could consider tracking tools, such as logs, wellbeing check-ins, wearable data.

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Unit 05 Working with other professionals to support health and wellbeing (M/652/4411)

Unit summary			
This unit develops understanding of how to work effectively with the wider professional community to promote health and wellbeing, including partnership working, integrative approaches, referral and signposting. Learners will explore how to build and maintain effective professional relationships, work within appropriate boundaries, maintain confidentiality and share information appropriately to support person-centred outcomes.			
Assessment			
Internally assessed and externally quality-assured portfolio of evidence			
Mandatory (Diploma)	**Achieved/not yet achieved**	**Level 3**	**35 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand how to engage with the wider professional community to promote health and wellbeing	1.1 Identify organisations and professionals who support the promotion of health and wellbeing within the sector
	1.2 Explain the value of working with the wider professional community to promote health and wellbeing
	1.3 Describe methods of engaging with individuals, groups and organisations within the wider professional community to promote health and wellbeing
	1.4 Analyse barriers that may affect wider professional community engagement in health and wellbeing initiatives
	1.5 Explain how partnerships with wider professional community organisations and services can support access to health and wellbeing provision
2. Understand the concept of integrative health and wellbeing	2.1 Define integrative health and wellbeing
	2.2 Explain how integrative health and wellbeing can support person-centred care and positive outcomes
3. Understand the importance of signposting in health and wellbeing coaching	3.1 Explain when to refer or signpost a client to other professionals
	3.2 Explain how **professional boundaries** influence decisions to refer or signpost clients
	3.3 Summarise potential referral pathways to support health and wellbeing
	3.4 Describe how to support the client to access relevant services or resources
4. Understand how to build and maintain an effective relationship with other professionals supporting health and wellbeing	4.1 Explain the importance of maintaining accurate information relating to other professionals to support signposting
	4.2 Describe ways to protect confidentiality when working with other professionals
	4.3 Explain how client progress can be appropriately shared with other professionals
	4.4 Discuss ways to evaluate the impact of partnership working
	4.5 Explain how respect and reliability help support effective professional relationships

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Range
3. Understand the importance of signposting in health and wellbeing coaching

3.2 Professional boundaries
 	
The learner must include:
 	
• informed consent requirements
• scope of practice
• integrity of referral:
  ○ suitability
  ○ cost
  ○ competency.

Delivery and assessment guidance
AC1.3 The learner could consider methods of engagement, such as community steering groups, mixed-method feedback loops. AC3.2 The learner should be aware of the importance of trauma-informed practice when considering professional boundaries and referrals.

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Unit 06 Commercial opportunities in health and wellbeing coaching (R/652/4412)

Unit summary			
This unit focuses on how to create, position and grow a sustainable, ethical and inclusive health and wellbeing coaching offer. Learners will explore commercial opportunities, target markets and business models, and develop their understanding of marketing, customer insight, partnerships and digital promotion to support client growth and long-term business success.			
Assessment			
Internally assessed and externally quality-assured portfolio of evidence			
Mandatory (Diploma)	**Achieved/not yet achieved**	**Level 3**	**45 GLH**

Learning outcomes (LOs) The learner will:	**Assessment criteria (AC)** The learner can:
1. Understand how to develop a health and wellbeing coaching offer	1.1 Explain the concept of productising a health and wellbeing offer
	1.2 Identify success factors for sustainable, ethical, and inclusive businesses
	1.3 Explain how health and wellbeing coaching offers can be structured into scalable services or products
2. Understand the commercial opportunities in the health and wellbeing sector	2.1 Identify current and emerging trends in the health and wellbeing sector
	2.2 Identify potential target markets and audience for a health and wellbeing offer
	2.3 Describe the importance of innovation to create business advantage
3. Be able to design an inclusive and scalable health and wellbeing coaching offer	3.1 Describe **operational business structures**
	3.2 Create a **business summary** based on identified commercial opportunities for a health and wellbeing offer
	3.3 Outline **business requirements** for a health and wellbeing coaching offer
4. Understand how to develop a marketing and growth plan that aligns with health and wellbeing values	4.1 Describe different research methods to identify the needs and expectations of existing and potential customers
	4.2 Describe methods of collecting customer and market insight to inform future growth
	4.3 Identify potential partnerships, affiliate and network-building strategies to support growth
	4.4 Describe how to position a health and wellbeing coaching offer ethically in a competitive market
	4.5 Summarise the key objectives of a marketing campaign
	4.6 Describe ways to gain and retain clients
	4.7 Describe how a digital profile could be used to promote a business
	4.8 Describe the importance of reviewing and monitoring business performance against key performance indicators (KPIs)

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Range
3. Be able to design an inclusive and scalable health and wellbeing coaching offer
3.1 Operational business structures The learner must include: • sole trader • partnership • private limited company • public limited company • social enterprise • limited liability partnership. **3.2 Business summary** The learner must include: • identified commercial opportunity • target audience • customer need • proposed health and wellbeing offer • value proposition • delivery approach • consideration of accessibility and inclusion • approach to income generation. **3.3 Business requirements** The learner must include: • resources • delivery methods • pricing • technology • legal, ethical and professional considerations.

Delivery and assessment guidance
AC4.1 The learner could consider examples of primary, secondary, qualitative and quantitative research methods. AC4.4 The learner could consider how a health and wellbeing coaching offer can be differentiated from competitors while maintaining ethical and professional standards. This could include accurate and transparent communication, responsible claims about benefits, professional boundaries, and avoiding misleading or unfair comparisons with competitors.

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NCFE assessment strategy

The key requirements of the assessment strategies or principles that relate to units in these qualifications are summarised below.

The centre must ensure that individuals undertaking assessor or quality assurer roles within the centre conform to the assessment requirements for the unit they are assessing or quality assuring.

Knowledge LOs

- Assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions.
- Internal quality assurers (IQAs) will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

Competence/skills LOs

- Assessors will need to be both occupationally competent and qualified to make assessment decisions.
- IQAs will need to be both occupationally knowledgeable and qualified to make quality assurance decisions.

The centre with which the learners are registered will be responsible for making all assessment decisions. Assessors must be **contracted** to work directly with the centre, contributing to all aspects of standardisation. The centre must ensure a process of training is followed, including during induction and quality assurance activities. Occupationally competent and qualified assessors from the centre must use direct observation to assess practical skills-based outcomes.

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Section 3: explanation of terms

This table explains how the terms used at **level 3** in the unit content are applied to this qualification (not all verbs are used in this qualification).

Adapt (approaches)	Modify, adjust, make suitable for purpose.
Analyse	Break down the subject into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Apply	Explain how existing knowledge can be linked to new or different situations in practice.
Assess	Consider information in order to make decisions.
Clarify	Explain the information in a clear, concise way.
Classify	Organise according to specific criteria.
Collate	Collect and present information arranged in sequential or logical order.
Compare	Examine the subjects in detail and consider the similarities and differences.
Critically compare	This is a development of 'compare' where the learner considers the positive aspects and limitations of the subject.
Consider	Think carefully and write about a problem, action or decision.
Create	Make or produce an artefact as required.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding by describing or applying knowledge in a practical context.
Describe	Write about the subject giving detailed information in a logical way.
Develop (a plan/idea)	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Identify the cause based on valid evidence.
Differentiate	Identify the differences between two or more things.
Discuss	Write a detailed account giving a range of views or opinions.
Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions	Make a final decision or judgement based on reasons.

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Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Recognise and name the main points accurately (some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Monitor	Maintain regular surveillance.
Outline	Set out the main points.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
Select	Make an informed choice for a specific purpose.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.
Test	Complete a series of checks utilising a set procedure.
Use	Take or apply an item, resource or piece of information as asked in the question or task.

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Section 4: support

Support materials

The following support materials are available to assist with the delivery of these qualifications and are available on the NCFE website:

- learning resources
- Qualification Factsheet.

Other support materials

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Products to support the delivery of these qualifications may be available. For more information about these resources and how to access them, please visit the NCFE website.

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Contact us

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*
Email: customersupport@ncfe.org.uk
Website: www.ncfe.org.uk

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DRAFT/Version 1.0 November 2026
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Appendix A: units

To simplify cross-referencing assessments and quality assurance, we have used a sequential numbering system in this document for each unit.

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH	Certificate	Diploma
Unit 01	D/652/4407	Foundations of health and wellbeing coaching	3	30	✓	✓
Unit 02	F/652/4408	Professional practice when working with clients	3	45	✓	✓
Unit 03	H/652/4409	Coaching for positive behaviour change	3	50	✓	✓
Unit 04	L/652/4410	Lifestyle programming, design and implementation	3	50	✓	✓
Unit 05	M/652/4411	Working with other professionals to support health and wellbeing	3	35		✓
Unit 06	R/652/4412	Commercial opportunities in health and wellbeing coaching	3	45		✓

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

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