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2024 - 2025

Tutor Guide

Level 4 Diploma in Life Coaching (LC-L4)

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

Qualification/learning aim number: 601/2608/5

Counselling & Psychotherapy Central Awarding Body (CPCAB)

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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 train to become an independent life coach. Successful completion of this course means that the candidates will be able to work as an independent life coach, or to seek employment as a life coach in a range of related sectors such as health and social care, advice and advocacy, mentoring and public services.

The qualification includes training on how to:

- » Work within an ethical framework for independent life coaching practice.
- » Support clients to develop their health, wealth and happiness.
- » Support clients to flourish.
- » Integrate a range of life coaching knowledge, skills and techniques in life coaching work.
- » Incorporate philosophy, theory and research in life coaching work.
- » Work as a reflective and self-aware practitioner.

See the [LC-L4 Specification](#) for more information on qualification purpose.

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](#).

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 [LC-L4 Specification](#).

The Learning Outcomes, Assessment Criteria and Guidance for Tutors can be found in [Appendix 1](#) of this document.

To achieve the qualification candidates must be internally assessed by you, the tutor, as **Proficient** in all 7 learning outcomes.

This qualification is eligible for fully in-person, or blended delivery. Up to 25% of the Guided Learning Hours (GLH) of this qualification can be delivered online. This qualification is not suitable for full online delivery. Please see [how to run CPCAB's qualifications online](#) for more information.

3. Standardisation of Tutor Assessment

As a tutor for LC-L4 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:

- [CPCAB's Terms and Conditions](#).
- [Further information](#) 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 [Guidance on How to Register your Candidates \(CR0\)](#).

When registering candidates please be aware of the need to complete a [Conflict of Interest Declaration \(CR10\)](#) 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 candidate¹. If in doubt, please contact CPCAB for further advice or information.

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.

¹ Please see the [Conflict of Interest Policy](#) on the CPCAB website for further guidance.

If registrations are below this number when you register your group you will be prompted by the CPCAB portal to provide 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 reduced 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

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, a self-review (see section below on tutor-assessed self-review), a case study, a client record (minimum of 30 one-to-one hours), a supervision record and a personal life coaching record (minimum of 6 hours by the end of the course). Your candidate must also include a review of 15-minute transcript of life

² Until this information is received, we will not be able to approve this registration. Please contact exams@cpcab.co.uk if your candidate group is smaller than the minimum requirements.

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.

coaching work⁴. Tutorial records (when written by the candidate) and notes on their personal development might also be included.⁵

2. **Tutor observation** – Your candidate must include records of tutor feedback on (a) their life coaching practice sessions (can be via an audio or video recording⁶) and (b) a case study presentation. Your candidate might also include tutorial records (when written the tutor), tutor feedback on group discussions (including contributions to seminars, groupwork and group training supervision).
3. **Testimony** – Your candidate must include records of peer feedback on their life coaching practice sessions and one supervisor report. They might also include, for example, peer feedback on case presentations and group discussions (including contributions to seminars, groupwork and group training supervision), and client evaluation/feedback.
 - See [LC-L4 Specification](#) for a 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, self-review
- Tutor observations: tutor feedback on life coaching practice.
- Testimony: peer feedback on life coaching practice, report from supervisor

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

CPCAB recommends that candidates attach a **Criteria Assessment Sheet (CAS)** 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.

Self-review

During the last third of the course candidates should be supported to complete a self-review of their learning. A template for this is available on the [CPCAB website](#). This is assessed by you the tutor to review their overall understanding of the Learning Outcomes to date. You can identify any areas for development on the self-review and outline what they should do to address this. This feedback might ask them to carry out additional learning activities, reflect in a piece of written work, undertake further practice hours, or attend a tutorial.

⁴ From a practice session with a peer.

⁵ Your candidate's personal development may result from insights gained from the course, other personal development work, tutorials or from personal life coaching or counselling.

⁶ In the case of the audio or video recording, you may choose to listen to (or watch) the recording rather than observe the candidate directly.

The self-review provides an opportunity for direct formative feedback on a candidate's progress towards the Learning Outcomes. It can also be used to highlight any areas of concern or potential contraindications prior to the final Internal Assessment result.

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 Completion Statement 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-indications⁷) 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, or via the self-review) alongside any agreed actions or support offered.

Tip:

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. Candidates will need to participate in the practical and experiential elements of the course, and demonstrate ethical practice, to enable the tutor to confirm their overall competence without any contraindications.

⁷ 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 including all placement hours.
2. **Not Proficient (NP)**⁸: 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, client hours or incomplete work to address contra-indications.

When recording candidate's internal assessment result centres will be required to state the number of completed placement hours in order to submit the result.

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 their portfolio work within three months beyond the end of the course.

Candidates registered for LC-L4 have up to **ONE** year after the end of their course to complete the required 30 hours (minimum) of client work. If a candidate is likely to exceed this one-year extension, then the core tutor must complete the [Extension Request for Candidates \(CR11\)](#) form for candidates completing client hours and send it to CPCAB before the 12 months have expired to request permission from CPCAB for a further extension.

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

It is important that centres ensure they submit accurate results. Premature claim of certification, before all qualification requirements (including placement hours) are met, is considered centre malpractice.

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.⁹

⁸ Candidates must have access to centre internal appeals procedures if they wish to contest an internal assessment decision.

⁹ This is particularly important in situations arising from complaints against internal assessment or breakdown in relationship between candidate and tutors.

Certification

Qualification certificates are automatically sent to your centre for all **non-deferred** candidates who are Proficient in internal 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.

7. 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. Centres should ensure that their IQA processes are sufficient to support tutors to assess at the correct level, across groups, and over time. CPCAB’s External Verifiers will review a centres IQA processes as part of ongoing quality assurance. 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](#).

8. External Verification

External Verification is a supportive, collaborative process where a CPCAB representative will visit the centre to understand more about the centre’s own processes, gain feedback from tutors, centre staff and candidates and review the centre’s system of internal assessment. All centres teaching LC-L4 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).

External Verifiers (EVs) are responsible for confirming that tutor assessment is at the correct level and feedback to candidates is detailed and constructive. To do this they examine the overall process of assessment by viewing a sample of candidate learning records (CLRs), portfolios and associated tutor assessment of those CLRs/portfolios. They will check that centre IQA is taking place and will also meet with the training team and a registered candidate group.

External Verifiers will offer advice and guidance to the centre while attending the visit. They also complete a feedback report to illustrate areas of good practice and identify actions to address areas for development.

There are no fees for external verification visits as these are included within the candidate registration fee. Should an additional support/visit be 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](#).

9. 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 regulators¹⁰, 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 if 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](#).

10. 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

¹⁰ Ofqual in England, Qualifications Wales in Wales and CCEA Regulation in Northern Ireland

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. Reasonable Adjustments in respect of Internal Assessment are provided by the centre.

Please see CPCAB's [Reasonable Adjustment Guidance for Centres](#).

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](#).

11. 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 and appeals procedure which is available to candidates. Candidates must address all appeals about internal assessment or complaints about 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.

12. Additional Qualifications Requirements

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

Client work as an independent life coach

Candidates are required to complete 30 hours minimum of one-to-one, **formally contracted** life coaching as an independent practitioner. 'Independent' means that the life coach must exercise autonomy in their role as life coach, for example as a life coach working for an external organisation (in the field of human resources for instance), a life coach working for an Employee Assistance Programme, or a life coach in private practice. As an independent practitioner the candidate would usually be expected to carry responsibility for client assessment. Clients must not be close friends or family. The life coaching sessions need to last for 1 hour and take place in a safe space.

Up to 49% of these life coaching placement hours can be conducted through online/telephone work and a minimum of 51% must be in-person coaching hours. Centres should ensure that candidates only

undertake work in a format in which they are prepared, competent and appropriately supported. Candidates should maintain records of the type of session in their client log.

Life coaching supervision

Candidates are expected to have arrangements in place for their own external supervision and should aim to meet the supervision ratio requirements of their chosen professional membership association/ethical framework. This varies depending on the amount of client work undertaken and candidates should seek guidance from their professional membership association, placement agency (if applicable) and centre as to how these ratios are ethically achieved. For example, The Association for Coaching guidelines on supervision state that ‘best practice would be no less than quarterly and ideally monthly. Candidates who have lower case load may consider attending group rather than one-to-one supervision’. We would recommend that candidates have monthly supervision whilst training. (Candidates can gain membership of this organisation which has its own ethical framework).

The training centre holds responsibility for ensuring that appropriate supervision is taking place with regard to the candidate’s work. Candidates need to keep a log of their supervision hours. The supervisor is required to complete a report evidencing that the candidate is working appropriately. The supervisor needs to be a coach/counsellor with appropriate coaching training and at least 2 years’ experience of coaching as part of their practice.

Group training supervision

CPCAB expects group training supervision to be an integral and important part of the course. This can be linked to the requirement for a case study presentation. Candidates are expected to present their work, receive supervisory support and challenge from you and their peers, and learn from and challenge other candidates in the group. The emphasis here is on reflecting on all issues related to life coaching work as an independent practitioner. Group training supervision does not imply any responsibility for the client work being taken by the training centre. The group training supervision needs to relate to “real” clients and should not be used to focus on “peer” practice sessions.

Personal life coaching for candidates

Candidates need to have completed a minimum of 6 hours of personal life coaching during the course with an appropriately qualified life coach. It is a requirement for candidates to maintain a record of their personal life coaching hours.

Personal tutorials

To aid the retention and achievement of candidates, CPCAB strongly recommends that regular, individual personal tutorials are built into the programme 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 – these will be of use to the candidate as evidence for certain qualification criteria.

13. 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](#).

Appendix 1: LC-L4 Learning Outcomes, Assessment Criteria and Guidance for Tutors

LC-L4		
LEARNING OUTCOME:	1. Work within an ethical framework for independent life coaching practice	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
1.1 Apply a legal, ethical, and professional framework to life coaching work	<ul style="list-style-type: none"> • Explore ethical/legal/professional issues relating to life coaching work. • Recognise responsibilities to clients, employers, the coaching profession and wider society. • Show awareness of relevant legislation in all aspects of life coaching work including respect for human rights. • Apply an ethical framework to managing ethical dilemmas in life coaching work. 	<ul style="list-style-type: none"> ❖ Facilitate discussion under headings of 'ethical', 'legal', 'professional' and 'personal' – and explore how these overlap. ❖ Invite candidates to identify and apply relevant legislation (within the context of independent practice) – e.g. health and safety, data protection, equal opportunities / antidiscrimination etc. ❖ Present a range of ethical dilemmas for discussion. ❖ Assess via (for example) learning and life change journal review, structured role play, assignments, case study, homework exercises.
1.2 Work within personal and professional limits of competence	<ul style="list-style-type: none"> • Discuss meaning of limits of competence and fitness to practice. • Differentiate between personal and professional limits. • Communicate the personal and professional limitations of your practice. • Show that you understand how to protect clients physically and emotionally and manage risk in an independent life coaching practice. • Communicate to clients the limits of life coaching. 	<ul style="list-style-type: none"> ❖ Explore a range of situations/scenarios which could challenge the limits of life coaching. ❖ Identify own personal limits physically, emotionally and psychologically. ❖ Explore how supervision helps ensure appropriate and safe practice. ❖ Invite candidates to map their own support systems and identify any additional support needs through use of a spider diagram. ❖ Assess via (for example) life coaching skills practice sessions, group training supervision, contribution to group activity, case study and learning and life change journal, homework exercises.
1.3 Assess clients and refer where appropriate	<ul style="list-style-type: none"> • Assess clients' suitability for life coaching and how they might benefit from it. • Demonstrate ability to develop and make use of referral routes/other sources of help and/or work collaboratively with other professionals for clients as appropriate. • Support clients sensitively through the referral process. 	<ul style="list-style-type: none"> ❖ Highlight the role of supervision in client assessment and referral. ❖ Explore referral options e.g. counselling, self-help groups, health and social care settings. ❖ Introduce a range of role plays to support candidates to make appropriate referral. ❖ Assess via (for example) life coaching skills practice sessions, case study and learning and life change journal.
1.4 Show understanding of issues related to establishing and managing a life coaching practice	<ul style="list-style-type: none"> • Explore issues relating to setting up an independent life coaching practice. Consider practical aspects including premises, advertising/marketing, insurance, costs/fees, processes for client contact / appointments, record keeping and related systems. • Show that you understand how independent practice differs from other settings. • Prepare a life coaching publicity plan including, leaflet poster, advertising options and mailing list of potential business/client opportunities. 	<ul style="list-style-type: none"> ❖ Use learning group to identify relevant issues. ❖ Compare and contrast autonomous independent life coaching practice with other settings. ❖ Offer scenarios to prompt discussion of situations which could arise in independent practice. ❖ Assess via (for example) learning and life change journal and publicity plan.

LEARNING OUTCOME:	2. Apply a relational approach to life coaching practice	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
2.1 Understand how the life coaching relationship contributes to the client's process of change	<ul style="list-style-type: none"> • Discuss how a life coach forms and maintains a relationship conducive to change. • Explore how the life coaching relationship can help or hinder the life coaching work. • Reflect on what elements of the relationship support client change. • Explore the differences between a relationship that hinders/harms and a relationship that helps/heals. 	<ul style="list-style-type: none"> ❖ Use experiential exercises to enable candidates to appreciate the value of the life coaching relationship in the process of change. ❖ Use role play and tutor demonstration to provide insights in how the life coaching relationship can hinder change and growth. E.g. through implicit criticism, judgements, disinterest etc. ❖ Invite candidates to reflect on the relationships in their life that have supported them to change. ❖ Assess via (for example) learning and life change journal, life coaching skills practice, homework exercises.
2.2 Establish, develop and end the life coaching relationship	<ul style="list-style-type: none"> • Establish the life coaching relationship. • Negotiate an agreement with the client that includes confidentiality and its limits, ethical framework, time and number of sessions, costs etc. • Discuss the nature and quality of the life coaching relationship with your client. • Use life coaching skills, techniques and interventions to manage the stages of the life coaching work. • Review the progress of the life coaching work with your client. • End the life coaching work sensitively and collaboratively. 	<ul style="list-style-type: none"> ❖ Use experiential exercises to enable candidates to practice establishing the life coaching relationship. ❖ Facilitate life coaching skills practice where candidates work together as life coach and client to agree the life coaching contract. ❖ Explore different types of therapeutic relationship e.g. counselling, life coaching, mentoring, teaching. ❖ Invite candidates to explore relevant literature and research on the life coaching relationship and integrate findings into life coaching work. ❖ Facilitate discussion on nature of endings and develop understanding of importance of endings in life coaching work. ❖ Facilitate candidates to negotiate a time frame and agreed ending for the work and to end appropriately and sensitively. ❖ Assess via (for example) observed case study, life coaching skills practice, homework exercises.
2.3 Work with breaks, difficulties and conflicts in the life coaching relationship	<ul style="list-style-type: none"> • Identify and consider a range of difficulties and conflicts that might arise in a life coaching relationship. • Demonstrate your ability to respond appropriately to challenges and conflicts relating to boundaries and ethics in life coaching work e.g. fees, gifts, becoming friendly with client, client impinging on time between sessions, confidentiality etc. • Understand the impact of interruptions and breaks on the life coaching work and relationship. • Make an inventory of personal challenges within the life coaching relationship e.g. maintaining certain boundaries, being too directive, being drawn into issues outside of life coaching remit. 	<ul style="list-style-type: none"> ❖ Explore (using discussion/case scenarios/workshops) a range of influences on the life coaching relationship. ❖ Differentiate between the implicit (unspoken, implied) and explicit (clearly evident) influences on the boundaries of the life coaching relationship. ❖ Discuss implications of not acknowledging these influences. ❖ Use vignettes or case discussion to explore conflicts and difficulties in maintaining boundaries in life coaching work. ❖ Explore how difficulties arise as a result of both life coach and client factors. ❖ Explore how to manage interruptions and breaks in the life coaching work/relationship. ❖ Assess via (for example) learning and life change journal, case presentation, homework exercises.

LEARNING OUTCOME:	3. Apply understanding of diversity to life coaching practice	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
3.1 Explore and respond appropriately to the social and cultural contexts of individual clients	<ul style="list-style-type: none"> Investigate the impact of client diversity on the life coaching process. Increase knowledge about different dimensions of diversity in different social and cultural contexts. Apply theory to understand the social and cultural contexts of individual clients. Apply insights (from understanding of client diversity) to enhance work with individual clients. Explore own resistance/reluctance to engage with client diversity. 	<ul style="list-style-type: none"> Explore concept of diversity in relation to clients. Introduce scenarios that challenge the values and attitudes of the group. Discuss the issues, difficulties and inner conflicts arising from this activity. Practice (in role play workshops) working with issues of difference and diversity. Assess via (for example) learning and life change journal, homework exercises and case study.
3.2 Use understanding of diversity to enhance empathic practice	<ul style="list-style-type: none"> Reflect on the relationship between developing empathy and understanding client diversity. Critically reflect how similarity and difference can both help and hinder empathic understanding in life coaching work. Evidence how challenging yourself and working with your own inner conflicts has increased your ability to work empathically. 	<ul style="list-style-type: none"> Explore at depth the relationship between judgement and empathy. Explore the relationship between identification and empathy. Reflect on origins of personal blocks to empathy and look at potential resolutions. Use stimulus material e.g. the poem by Thich Hanh Nhat, 'Call Me by My True Names'. Use frameworks such as the Churchill Framework to encourage candidates to explore how areas of diversity such as faith might impact the life coaching work Assess via (for example) learning and life change journal, life coaching skills practice, case study.
3.3 Reflect on issues related to widening access to life coaching	<ul style="list-style-type: none"> Identify a range of issues which may prevent clients accessing life coaching e.g. finance, lack of availability, distance, time constraints, language, culture, disability. Review own life coaching practice in relation to individual client needs. Use life coaching skills and techniques to problem solve the above blocks to accessing life coaching. Explore the pros and cons of alternative methods of offering life coaching e/g. internet, telephone. 	<ul style="list-style-type: none"> Discuss barriers to accessing life coaching. Invite candidates to use problem solving techniques to address the issues related to widening access to life coaching. Invite candidates to take part in life coaching skills practice sessions online and via telephone or text and to compare and contrast with face to face life coaching work. Assess via (for example) learning and life change journal, life coaching skills practice sessions.
LEARNING OUTCOME:	4. Support clients to cope with life's challenges and engage with opportunities to flourish	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
4.1 Support clients to reflect on themselves and their life goals together with the motivation to achieve those goals	<ul style="list-style-type: none"> Explore the positive psychology concept of flourishing. Explore the value of reflecting on self and life goals prior to defining goals. Use a range of life coaching questions and exercises to support the reflection process. Understand extrinsic and intrinsic motivation and use life coaching exercises to explore client motivation. 	<ul style="list-style-type: none"> Invite candidates to consider what "flourishing" means to them and how they might support themselves to flourish. Emphasise the value of reflection both as a life coach and as a tool for personal growth. Explore life coaching skills and techniques that would support clients to self-reflect. Introduce activities to life coaching skills practice aimed at measuring and utilising client motivation to change. Assess via (for example) life coaching skills practice, case study, and life coaching exercises.

<p>4.2 Support clients to develop their health, happiness and well being</p>	<ul style="list-style-type: none"> • Explore concept of ‘well-being’ as being more than the absence of ill-health. • Jointly identify positive lifestyle goals and support clients to make and maintain changes. • Use a range of life coaching exercises to support different clients to explore and develop their happiness and well-being. 	<ul style="list-style-type: none"> ❖ Recap and facilitate activities to deepen candidates’ understanding of goal setting and achievement and the process of change. ❖ Explore candidates’ understanding of health, happiness and wellbeing. ❖ Develop and facilitate “happiness” workshops. Invite candidates to share what makes them or what would make them happy. ❖ Support candidates to apply their learning and understanding in life coaching work. ❖ Assess via (for example) case study, life coaching skills practice, life coaching exercises.
<p>4.3 Support clients to cope with personal, relational and life stage challenges</p>	<ul style="list-style-type: none"> • Show understanding of common challenges that people may face in themselves (e.g. developing self-confidence and self-esteem), in their relationships (e.g. recovering from the loss of a significant other) and at different life stages (e.g. parenting teenage children). • Use a range of life coaching skills and exercises to support clients to cope with personal, relational and life stage challenges. • Support clients to develop both their coping skills and their resilience in the face of life’s challenges. 	<ul style="list-style-type: none"> ❖ Introduce candidates to a range of theories of life stages. ❖ Blue sky the challenges and opportunities that may be relevant to each life stage. ❖ Invite candidates to reflect on the challenges that people may face within themselves and in their relationships. ❖ Explore the meaning of the words “cope” and “resilience”. ❖ Invite candidates to inventory their own coping skills. ❖ Invite candidates to incorporate learning into life coaching work using a range of life coaching skills and techniques. ❖ Assess via (for example) life coaching skills practice, case study, and life coaching exercises.
<p>4.4 Support clients to flourish as persons in relationships at particular life stages</p>	<ul style="list-style-type: none"> • Show understanding of common ways in which people may flourish within themselves (e.g. being true to themselves and “following their heart”), in their relationships (e.g. developing a stable, loving, mutually-supportive partnership) and at different life stages (e.g. finding meaning and satisfaction in their career). • Use a range of life coaching skills and exercises to support clients to engage with personal, relational and life stage opportunities to flourish. • Support clients to make positive choices and changes and engage with the opportunities to flourish. 	<ul style="list-style-type: none"> ❖ Blue sky with candidates the range of relationships someone might have e.g. family, friends, acquaintances, colleagues, neighbours. Discuss how each relationship might contribute to someone’s wellbeing. ❖ Invite candidates to explore significant relationships at each life stage. ❖ Explore with candidates the meaning of the word “flourish” and its relationship to “coping”. ❖ Facilitate life coaching skills practice where candidates support clients to make positive choices and take opportunities to flourish. ❖ Support candidates to incorporate learning into their life coaching work. ❖ Assess via (for example) life coaching skills practice, case study, and life coaching exercises.
<p>4.5 Support clients to develop self -help skills and use appropriate self - help resources</p>	<ul style="list-style-type: none"> • Understand the value of self-help and the variety of available resources. • Explore clients’ experiences of self-help. • Recommend appropriate self-help resources and evaluate usefulness with clients. 	<ul style="list-style-type: none"> ❖ Discuss the various types of self-help. ❖ Support candidates to work collaboratively with clients to incorporate and utilise self-help resources effectively. ❖ Assess via (for example) learning and life change journal, case study, life coaching skills practice.
<p>LEARNING OUTCOME:</p>	<p>5. Apply learning from self-development to enhance life coaching practice</p>	
<p>Assessment criteria</p>	<p>Candidate guidance to criteria</p>	<p>Notes for tutors (guidance only)</p>
<p>5.1 Reflect on self and life goals together with the motivation to achieve these goals</p>	<ul style="list-style-type: none"> • Use life coaching techniques to reflect on self, prior to defining goals. • Use life coaching questions and exercises to reflect on and develop own intrinsic motivation. 	<ul style="list-style-type: none"> ❖ Emphasise the value of reflection both as a life coach and as a tool for personal growth. ❖ Introduce exercises to support candidates to reflect on themselves and their life goals. ❖ Invite candidates to apply life coaching techniques to set personal goals and formulate a short and long term life plan. ❖ Facilitate candidates taking a personal inventory of motivation, both intrinsic and extrinsic. ❖ Assess via (for example) learning and life change journal, case study, life coaching exercises.

<p>5.2 Use mindfulness, creative approaches and self-development activities tools to cope with life's challenges and engage with opportunities to flourish</p>	<ul style="list-style-type: none"> • Develop a regular mindfulness practice. • Explore a range of creative approaches to life change. • Use for example a range of positive psychology self-development activities to: • Develop own health, happiness and wellbeing • Develop own relationships • Meet the challenges and opportunities of own life stage 	<ul style="list-style-type: none"> ❖ Introduce candidates to the art of mindfulness and make mindfulness practice a part of lessons. ❖ Facilitate workshops using a range of creative approaches to support candidates to flourish. ❖ Use for example positive psychology to develop self-development activities designed to support candidates to enhance their relationships and negotiate life's challenges and opportunities. ❖ Assess via (for example) learning and life change journal and life coaching exercises.
<p>5.3 Use mindfulness, self-awareness and insights from self-development to enhance practice</p>	<ul style="list-style-type: none"> • Explore examples of when you enhanced the life coaching process by intentionally applying awareness of self. • Commit to an ongoing personal development plan to enhance and increase self-awareness. • Apply insights and understanding to life coaching work. • Work self reflectively and mindfully. 	<ul style="list-style-type: none"> ❖ Discuss ways in which self-awareness can help and lack of self-awareness can hinder the life coaching process. ❖ Provide group training supervision opportunities to explore use of self-awareness. ❖ Adopt mindfulness and self-reflection as part of the learning process. ❖ Invite candidates to use life coaching models/techniques to set short and long term goals for self-development. ❖ Assess via (for example) observation, group supervision, and case presentation/case study.
<p>LEARNING OUTCOME:</p>	<p>6. Apply a coherent body of knowledge and skills to enhance life coaching practice</p>	
<p>Assessment criteria</p>	<p>Candidate guidance to criteria</p>	<p>Notes for tutors (guidance only)</p>
<p>6.1 Reflect on the philosophical foundations of life coaching</p>	<ul style="list-style-type: none"> • Reflect on philosophical approaches to understanding "the good life". • Reflect on Aristotle's concepts of "hedonia", "eudaimonia" and "practical wisdom". • Reflect on a philosophical approach to understanding the human condition e.g. existential. 	<ul style="list-style-type: none"> ❖ Introduce candidates to philosophical concepts related to life coaching work. ❖ Invite candidates to reflect on what "the good life" means to them. ❖ Explore the concepts of hedonic happiness and eudaimonic flourishing and invite them to reflect on their life in relation to each one. ❖ Discuss the role of phronesis (practical wisdom) in life coaching work. ❖ Introduce for example the existential approach and invite candidates to reflect on its relevance to life coaching practice. ❖ Assess via (for example) learning and life change journal, life coaching skills practice, case study.
<p>6.2 Use psychological theories and research findings to understand the person and their relationships across the life course</p>	<ul style="list-style-type: none"> • Use for example positive psychology theories and research findings to understand: • Self-esteem, human strengths, resilience, hope, happiness and well being • attachment, friendship, intimate relationships, trust, gratitude, forgiveness and love • life stages and transitions 	<ul style="list-style-type: none"> ❖ Introduce and discuss ideas from psychological theories and research findings about human experience and change. ❖ Discuss the importance of having a thorough understanding of the person, life stages and relationships grounded in positive psychology. ❖ Explore theoretical concepts of the person, relationships and life stages. ❖ Assess via (for example) learning & life change journal, assignments, case studies.
<p>6.3 Use theories of learning and change to inform life coaching work</p>	<ul style="list-style-type: none"> • Reflect on the nature of learning and change. • Appreciate the roles of learning and change in life coaching work. • Explore a range of learning and change theories. • Explore the role of motivation in learning and change. • Demonstrate how understanding of these theories has enhanced life coaching work. 	<ul style="list-style-type: none"> ❖ Explore the nature of learning and change processes. ❖ Introduce a range of learning and change theories and invite candidates to evaluate and reflect on each. ❖ Apply learning and understanding to life coaching sessions. ❖ Assess via (for example) learning and life change journal, skills practice, case study.

6.4 Integrate knowledge, skills and techniques in life coaching work	<ul style="list-style-type: none"> • Study and practise life coaching skills and techniques. • Demonstrate how understanding of life coaching informs use of skills and techniques for the benefit of the client. • Evaluate the effectiveness of your choice of skills and techniques in life coaching work. • Reflect on feedback from peers to enhance life coaching work. 	<ul style="list-style-type: none"> ❖ Enable candidates to learn and practice a range of life coaching skills and techniques personalised to each client. ❖ Facilitate life coaching skills practice sessions and give tutor observed feedback. ❖ Challenge candidates to explain their choice of skills and techniques. ❖ Utilise the BACP Coaching Competence Framework or similar frameworks to explore the range of skills and techniques offered by a life coach. ❖ Assess via (for example) supervisors report, life coaching skills practice sessions, case study.
6.5 Describe and evaluate own life coaching approach	<ul style="list-style-type: none"> • Formulate a coherent life coaching approach. • Provide a rationale for choice of approach. • Evaluate the effectiveness of own life coaching approach across a range of life coaching client outcomes. • Review own approach against competence frameworks such as the BACP Coaching Competence Framework to evaluate own progress. 	<ul style="list-style-type: none"> ❖ Support candidates to arrive at their own life coaching approach. ❖ Challenge and test their choice of approach. ❖ Discuss the importance of a coherent approach. ❖ Encourage candidates to review their approach against competence frameworks such as BACP Coaching Competence Framework. ❖ Assess via (for example) case study, life coaching skills practice and learning and life change journal.
LEARNING OUTCOME:	7. Use reflective practice to develop and inform life coaching work	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
7.1 Reflect on life coaching sessions and apply insights to subsequent work	<ul style="list-style-type: none"> • Critically reflect on life coaching sessions. • Identify areas for personal and professional development. • Apply insights into life coaching work to enhance practice. • Critically evaluate feedback from others. 	<ul style="list-style-type: none"> ❖ Discuss the nature of reflective practice. ❖ Regularly facilitate reflection on practice. ❖ Enable candidates to critically reflect on feedback from others. ❖ Assess via (for example) life coaching skills practice sessions, self-review.
7.2 Use life coaching supervision to inform, support and enhance practice	<ul style="list-style-type: none"> • Reflect on role/importance of supervision to you as a life coach. • Identify what you need from supervision. • Integrate learning and insights from supervision to develop life coaching practice. • Show how you have evaluated your use of supervision in order to meet your developing needs as an independent life coach. 	<ul style="list-style-type: none"> ❖ Discuss how supervision supports both life coach & client. ❖ Discuss use of supervision to meet individual life coach's developing need. ❖ Suggested activity: invite candidates in groups to devise an evaluation proforma for assessing how effectively they each have prepared for and used their own supervision. Debrief and develop individual action plans. ❖ Assess via (for example) supervision report, supervision record, group training supervision and self-review.
7.3 Use client feedback, personal life coaching and CPD to develop and support practice	<ul style="list-style-type: none"> • Use feedback from a range of sources to inform life coaching work. • Reflect on the role/importance of CPD in professional development as a life coach. • Identify own development needs with reference to experience as an independent life coach. • Develop a plan for meeting own CPD needs. 	<ul style="list-style-type: none"> ❖ Invite candidates to identify a range of feedback sources and how that feedback can be obtained and utilised. ❖ Explore the pros and cons of client feedback to inform life coaching work. ❖ Discuss role of CPD as part of maintaining professional standards. ❖ Assess via (for example) individual CPD plans and learning and life change journal.

Appendix 2: Example Completion Statement for LC-L4

Completion statement for Candidate Learning Record Level 4 Diploma in Life Coaching (LC-L4)			
Learning outcome		Contra-indications present Y/N	Tutor signature if learning outcome has been achieved
1	Work within an ethical framework for independent life coaching practice		
2	Apply a relational approach to life coaching practice		
3	Apply understanding of diversity to life coaching practice		
4	Support clients to cope with life's challenges and engage with opportunities to flourish		
5	Apply learning from self-development to enhance life coaching practice		
6	Apply a coherent body of knowledge and skills to enhance life coaching practice		
7	Use reflective practice to develop and inform life coaching work		

To be completed by tutor:

Where the learning outcome has not been achieved please:

- State clearly which learning outcome this relates to.
- Give specific and relevant reasons why the learning outcome has not been achieved.
- 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 LC-L4

Tutor name: Tutor signature: Date: