



## Qualification Specification

GA Level 5 Diploma in Health Coaching

610/3470/8

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

This qualification is delivered exclusively by The College of Naturopathic Medicine (CNM).

## Section 1: Qualifications Overview

### 1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give candidates the skills to be active in the modern labour market and progress in their career and/or into higher level study.

This specification covers the GA Level 5 Diploma in Health Coaching.

This document provides centre staff, candidates and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

This qualification is regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and is part of the Regulated Qualifications Framework (RQF). All versions of this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

This qualification is not designed to replace an existing qualification.

### 1.2 Qualification Title, Qualification Number and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
GA Level 5 Diploma in Health Coaching	610/3470/8	22/11/2023	November 2028

### 1.3 Qualification Aims and Objectives

The GA Level 5 Diploma in Health Coaching aims to enable candidates to become health and wellness coaches using a naturopathic approach. The qualification aims to enable candidates to implement evidence-informed health coaching skills.

Candidates will explore human anatomy, physiology, and pathology, with a focus on understanding how bodily systems work together, and examine essential concepts within the field of nutrition, including food composition and the role of diet in both health and disease in various life stages.

Candidates will also develop their understanding of the concept of fitness for health and the importance of movement and exercise in disease prevention. Candidates will develop knowledge and understanding of the theories behind different exercise types, and the impact

of these on physiology within key body systems. Candidates will develop their understanding of underpinning theory and be able to successfully individualise exercise recommendations for clients.

The principles of successful health coaching business operations and an exploration of the theories and approaches to marketing, public relations and promotion are also included.

The qualification also aims to provide a thorough insight into the theories, models and practical uses of health coaching and how to support clients using a ‘whole health’ approach. Candidates will develop their practical skills, including case taking skills, as well as observing and being supervised by experienced health and wellness coaches.

### 1.4 Qualification Structure and Overview: Units, GLH, TQT, Level and Credit Value

The structure of this qualification is as follows:

GA Level 5 Diploma in Health Coaching (610/3470/8)					
Mandatory Units	Level	Unit Reference	Credits	GLH*	Study Time**
1. How the Body Works	4	Y/650/9213	12	48	72
2. Nutrition for Everyday Living	4	A/650/9214	12	48	72
3. Fitness and Health	5	D/650/9215	10	24	76
4. Health Coach Business, Marketing and Promotion	5	F/650/9216	10	32	68
5. Coaching and Health	5	H/650/9217	30	110	190
			<b>Total Credits</b> 74	<b>Total GLH*</b> 262	<b>TQT**</b> 740 (GLH + Study Time)

A number of Optional Units are also available, which learners may choose to undertake in addition to the mandatory units listed above. These are:

Optional Units	Level	Unit Reference	Credits	GLH*	Study Time**
6. Coaching for Gut Health	5	K/651/3204	5	14	36
7. Coaching for Female Health	5	L/651/3205	5	14	36
8. Coaching for Emotional Eating	5	M/651/3206	5	14	36
9. Coaching for Nutrition and Wellness	5	R/651/3207	25	130	120
10. Coaching for Behavioural Change	5	T/651/3208	10	28	72

Any Optional Units achieved will be listed on the candidate's certificate in the Unit Transcript.

#### \*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

#### \*\*Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by, but, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the '**Study Time**' above. This, including the GLH, provides the Total Qualification Time, or TQT, and represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of this qualification.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

## Level

The qualification within this specification is designated at Level 5 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that this qualification is considered by GA to lead to the outcome as follows:

Achievement at Level 5 reflects the ability to use practical, theoretical or technological knowledge and understanding of a subject or field of work to find ways forward in broadly defined, complex contexts and analyse, interpret and evaluate relevant information, concepts and ideas. It reflects an awareness of the nature and scope of the area of study or work and an understanding of different perspectives, approaches or schools of thought and the reasoning behind them. It also reflects the ability to determine, adapt and use appropriate methods, cognitive and practical skills to address broadly defined, complex problems, use relevant research or development to inform actions and evaluate actions, methods and results.

### 1.5 Rules of Combination

This qualification consists of five mandatory units. There are no optional units.

The mandatory units within the qualification are detailed in Section 1.4 above. Candidates must successfully demonstrate their achievement of all the learning outcomes and assessment criteria within the mandatory units.

The learning outcomes and assessment criteria for each unit are provided in Section 4 below.

There are no further rules of combination.

### 1.6 Intended Audience, Age and Entry Requirements

This qualification is designed for adult learners who work in, or intend to enter, a role in health coaching, where a detailed knowledge and understanding of anatomy, physiology and pathology, concepts of nutritional therapy, and fitness and health, alongside professional health coaching working practices, is required.

This qualification is intended for learners aged 18 and above.

Due to the nature of the qualification content, entry is through previous achievement of a minimum of 5 GCSEs at Grade 4 or above (A\* - C) including: English Language, maths and at least one science subject (A\* - C / Grade 4 or above), or equivalent.

If English is not the learner's first language, an English language level of International English C1 (CEFR) is required.

Learners who have not achieved secondary education-level qualifications in English, maths and science may have work experience which can count towards entry, e.g. through submission of a portfolio of evidence.

Applicants must demonstrate an ability to study at Level 5. It is therefore recommended that prior to commencing a programme of study leading to this qualification, learners receive detailed advice and guidance from the training provider in order to ensure the programme and qualification will meet their needs.

The application process for those entering the programme at Level 5 should include an interview, and recruitment processes must involve industry experts who understand health coaching and the needs of clients.

### **1.7 Recognition of Prior Learning and Transfer of Credits**

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA Unit or Units prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of the qualification, and GA will subsequently amend the requirements which a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient, the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s). The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

No transfer of credits is permitted.

## 1.8 Relationship to Other Qualifications & Progression Opportunities

The GA Level 5 Diploma in Health Coaching is an ideal qualification from which a learner might wish to:

- Work for a health coaching company - health coaching firms and wellness companies hire coaches to work with their clients. This also helps gives more experience working with real clients.
- Become a self-employed health coach or health and well-being coach - having a business and career which can fit around family life and personal commitments.
- Open a private practice - with experience and a client base, health coaches can open their own clinic providing consultations and helping people to improve their health. Alternatively, therapists could join an existing nutritional therapy or multidisciplinary health and wellness centre, and work as part of a team.
- Specialise in a particular area of health and well-being - pursuing specialised training to become a health coach focused on a specific area like nutrition, exercise, stress management, etc., to offer more targeted coaching, or pursuing further training to become an expert in areas like paediatric nutrition, nutrition for women's health, advanced immune nutrition etc., working with specific populations, commanding higher fees and building a strong reputation within the chosen area.
- Work for a supplement/nutraceutical or functional testing company and support fellow nutritional therapists with their clients.
- Partner with healthcare providers. Many doctors, clinics and health systems partner with health coaches to support patients. This creates referral opportunities.
- Teach health coaching or supervise trainees - with sufficient experience, health coaches can train aspiring coaches by creating courses or working for a health coaching training provider.
- Develop health coaching products or programmes - Those with expertise can create health coaching resources like books, e-books, courses, blogs, meal plans, retreats, etc. to establish themselves as thought leaders. A number of health coaches also go on to host their own podcasts and have television slots, whilst some have also become successful authors.

This qualification can also allow progression to higher level learning, for example a post-graduate programme of study, a bachelor's or master's degree, or other specialist areas of higher-level learning, such as those related to health and well-being research, corporate wellness, public health promotion and higher-level consulting.

## 1.9 Language of Assessment

This qualification is offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

### **1.10 Grading**

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved this qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

### **1.11 Qualification Availability**

This qualification is delivered exclusively by The College of Naturopathic Medicine (CNM). If you would like further information on offering this qualification, please contact us.

Our contact details appear on our website: [www.gatehouseawards.org](http://www.gatehouseawards.org)



## Section 2 – Qualification Delivery, Assessment Model and Certification

### 2.1 Teaching and Learning Requirements

Courses leading to this qualification may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Candidates must have suitable access to teaching and assessment staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential for all centres.

Further details and guidance on the content of teaching and learning for each unit can be found in the Unit Specifications in Section 4 below.

### 2.2 Assessment and Quality Assurance Model

This qualification is delivered in-centre, where learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. Centres operating this model are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

### 2.3 Registering Candidates & Unique Learner Numbers

Candidates must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be three years. Should a candidate not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

## 2.4 ID Requirements

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

## 2.5 Record Keeping

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality related to clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

## Section 3 – Centre Requirements: Assessment & Quality Assurance

Course providers offering these GA qualifications must ensure that they have the following resources in place.

### 3.1 Staff

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of this qualification will be considered during the approval and re-approval process and at External Quality Assurance Visits.

The course provider must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

The course provider must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of candidates and the qualification delivery.

### Requirements for Teachers and Assessors

Those delivering and assessing this qualification must hold relevant qualifications.

Teachers and Assessors must hold relevant qualifications and have relevant expertise and experience.

GA recommends that Assessors hold relevant teaching or assessing qualifications suitable to support the making of appropriate and consistent assessment decisions.

Suitable teaching and assessing qualifications may include:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 or 4 PTLLS, or above (i.e. CTLLS or DTLLS)
- Level 3 or 4 Award/Certificate in Education and Training, Cert. Ed or PGCE
- Degree in Education
- Level 3 or 4 NVQ in Training and/or Learning & Development.

Assessors may be working towards a relevant equivalent teaching/assessing qualification under the guidance of a suitably qualified, experienced Assessor and their Internal Verifier.

Where a Teacher or Assessor does not hold teaching or assessing qualifications, they must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing.

All staff involved with the delivery and assessment of this qualification must also be able to demonstrate ongoing professional development relevant to the sector subject area.

### **Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)**

Assessors may have one or several appointed Internal Moderators.

This qualification is assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

Internal Moderators therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint Internal Moderators.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- have up-to-date working knowledge and experience of the specific occupational field
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess candidate performance using a range of methods
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- hold one of the following internal quality assurance qualifications or their recognised equivalent:

- Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - V1 Conduct internal quality assurance of the assessment process
  - D34 Internally verify the assessment process
- show current evidence of continuing professional development in assessment and quality assurance.
  - In addition, Internal Moderators must be familiar with GA's qualification requirements.

Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator.

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing.

The knowledge and experience of Teachers, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### **External Moderation (also referred to as External Quality Assurance or EQA)**

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications.

### **3.2 Assessment of Candidates**

The centre must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of these GA qualifications.

Candidates are assessed on the evidence contained within their portfolio.

### **3.3 Portfolio Requirements**

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements.

### 3.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### 3.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of learners, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

### 3.6 External Moderation and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the GA *Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. These include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualifications, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualifications
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- administrative arrangements

- ensuring that any actions from moderation and wider quality assurance activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner's work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

### **3.7 Venue Requirements**

When training premises are used in the delivery of teaching and assessment of this qualification, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

### **3.8 Equipment**

Centres must ensure that all products and equipment used in the delivery and assessment of this qualification must be authorised by GA and confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### **3.9 Teaching and Learning Resources**

GA does not prescribe the use of set course books, workbooks or other materials but expects that centres providing such courses should use relevant and up-to-date, high-quality teaching and learning materials which allow candidates to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of candidates.

Please note, any references to books, journals, websites or other third-party materials and publications made by GA does not infer that GA's accepts responsibility for the content of such materials or any opinions expressed within them.



### 3.11 Results

Centres may make claims for certification via the Ark when learners successfully complete the qualification and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA). Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners within 10 working days, details of which will be visible to the centre in the centre's Ark account.

### 3.12 Certificates

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.

Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g., learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

### 3.13 Direct Claims Status (DCS)

Direct Claims Status is not available for this qualification.

### 3.14 Appeals and Enquiries

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

### 3.15 Ongoing Support

There are a number of documents on the GA website that centres and candidates may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org)

The website is updated regularly with news, information about all GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and candidates are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website [www.gatehouseawards.org](http://www.gatehouseawards.org).

## Section 4: Unit Specifications

### 4.1 GA Level 5 Diploma in Health Coaching (610/3470/8)

Mandatory Unit		GLH	Credits	Unit Reference
1	How the Body Works	48	12	Y/650/9213
<p>In this unit, learners will develop their knowledge and understanding of human anatomy, physiology and pathology and the links between health and disease.</p> <p>The symptomatic presentation of common diseases that health coaches are likely to encounter in practice are examined, as well as 'red flag' symptoms.</p> <p>In addition, learners will develop their understanding of how to appropriately refer clients to medical or specialist practitioners.</p>				
<b>Assessment Guidance</b>				
<p>Summative assessment for this unit should include:</p> <ul style="list-style-type: none"> <li>• short answer questions</li> <li>• longer answer questions / essays</li> <li>• case studies</li> <li>• application-focused questions</li> </ul>				

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1. Understand the components and functions of normal cells and tissues, and the cellular basis of genetics.	1.1 Outline cell structure, organelle function, and the structure and functions of different cells and tissues in the body.
	1.2 Outline the structure of DNA, the nature of chromosomes and the process of cell division.
2. Understand key pathologies and red flag symptoms relating to the	2.1 Explain the aetiology and pathophysiology of diseases of each of the body systems.

skeletal, muscular, cardiovascular, digestive, respiratory, endocrine, skin, lymphatic and sensory systems.	2.2 Identify key red flag symptoms of pathologies and when to refer.
	2.3 Describe conventional medical treatments for pathologies studied.
	2.4 Discuss the key relevant features of cancer.
3. Understand the anatomy and physiology of the skeletal, muscular, cardiovascular, digestive, respiratory, endocrine, skin, lymphatic and sensory systems.	3.1 Describe the structure of each of the body systems.
	3.2 Explain the functions of each of the body systems.
	3.3 Outline the integration of systems within the body as a whole.
	3.4 Name and locate major bones, muscles, blood vessels, organs, and glands in the human body.
	3.5 Apply the correct biochemical and medical language to the study of anatomy and physiology.

Mandatory Unit		GLH	Credits	Unit Reference
2	<b>Nutrition for Everyday Living</b>	48	12	A/650/9214
<p>In this unit, learners will develop their knowledge and understanding of the role of nutrition in health and disease. The unit examines the key functions and benefits of food, and the impact on human biology.</p> <p>Learners will also develop their knowledge and understanding of the theoretical and practical implementation of providing food-based recommendations for coaching clients, in order to facilitate positive health related changes.</p>				
<b>Assessment Guidance</b>				
<p>Summative assessment for this unit should include:</p> <ul style="list-style-type: none"> <li>• short answer questions</li> <li>• longer answer questions / essays</li> <li>• case studies</li> <li>• application-focused questions</li> </ul>				

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand the key aspects of food composition, including key macronutrients and micronutrients.	1.1 Analyse foods in terms of their nutritional value by interpreting food labels.
	1.2 Evaluate the role of food quality in maintaining good health.
	1.3 Assess the suitability of different food sources for specific macro and micronutrient intakes.
	1.4 Compare sources of sugar and describe the harmful effects of sugar on health.

	1.5 Describe the benefits of common 'superfoods'.
2. Understand the role of nutrition for life stages and individual requirements.	2.1 Evaluate the different nutritional requirements during key life stages.
	2.2 Explain how food choices can impact immune health.
	2.3 Discuss the implications of nutrition for female health, including food choices during the menopause.
	2.4 Discuss the importance of adequate hydration for supporting health.
3. Demonstrate how to integrate food recommendations into a coaching session.	3.1 Demonstrate an ability to identify appropriate food-related recommendations for clients.
	3.2 Demonstrate an awareness and ability of how to overcome barriers to change within the context of food recommendations.
	3.3 Recommend dietary changes in order to facilitate positive changes in line with a client's set goals.

Mandatory Unit		GLH	Credits	Unit Reference
3	<b>Fitness and Health</b>	24	10	D/650/9215
<p>In this unit, learners will develop their knowledge and understanding of the role of movement and exercise in health and disease and examine the key theories behind exercise types and the impact on physiology within key bodily systems.</p> <p>Learners will also develop their knowledge and understanding of the theoretical and practical implementation of providing individualised exercise recommendations for coaching clients, through engaging with industry guidance on exercise requirements, considering the complexity of exercise recommendations in the context of the client's unique circumstances, including more complex, multi-system disorders/symptoms.</p>				
<b>Assessment Guidance</b>				
<p>Summative assessment for this unit should include:</p> <ul style="list-style-type: none"> <li>• short answer questions</li> <li>• longer answer questions / essays</li> <li>• case studies</li> <li>• application-focused questions</li> </ul>				

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand types of exercise, including the core concepts, physiological mechanisms and benefits, and key adaptations to support individual health	1.1 Evaluate the use of exercise and the different types of exercise to support health.
	1.2 Apply the core concepts of exercise to real life scenarios to demonstrate a practical understanding of exercise and movement.
	1.3 Discuss the physiological benefits of exercise to bodily systems.
	1.4 Critically evaluate industry guidelines for exercise in the context of personalising recommendations to address individual client needs.

2. Understand the role of nutrition in exercise performance and recovery.	2.1 Explain the energy production systems in the body and the relationship to food intake.
	2.2 Evaluate the impact of macronutrients and micronutrients on the body's ability to support exercise and performance.
	2.3 Discuss the implications of pre- and post-exercise nutrition.
	2.4 Discuss the importance of sleep and hydration for supporting physical performance.
3. Demonstrate how to work with clients on identifying goals, using physical activity as an essential part of coaching for health.	3.1 Demonstrate an ability to identify appropriate health goals with clients.
	3.2 Evaluate the role of motivation, accountability and adaptation whilst coaching individuals to improve levels of physical activity.
	3.3 Recognise and discuss the significance of exercise and movement as part of achieving health goals.
	3.4 Demonstrate an awareness and ability of how to overcome barriers to change within the context of physical activity recommendations.
4. Understand the role of exercise to support individuals with specific diagnoses and symptoms, including in more complex multi-system presentations.	4.1 Discuss general recommendations for exercise for specific diagnoses, symptoms and life stage requirement.
	4.2 Demonstrate the ability to safely adapt exercise recommendations in cases of more complex case presentations.



Mandatory Unit		GLH	Credits	Unit Reference
4	Health Coach Business, Marketing and Promotion	32	10	F/650/9216
<p>In this unit, learners will develop their knowledge and understanding of how to set up a health coach business as well as being able to appropriately promote and market a business to a specific target audience.</p> <p>Learners will develop their knowledge and understanding of the key requirements behind setting up a successful health coaching business, including planning processes and financial considerations.</p>				
<b>Assessment Guidance</b>				
<p>A range of summative assessment methods may be used for this unit, alongside the following assessment requirements:</p> <p>Learners will complete a <b>scenario-based timed assessment</b> that examines their ability to demonstrate key business skills which are important for establishing a successful health coaching business. The scenario is set by the centre and will provide learners with an opportunity to apply the theoretical knowledge gained and show how decisions are made for the benefit of business growth in the context of health coaching.</p> <p>The indicative timing for this assessment is 1 hour.</p>				

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1. Understand the different types of marketing channels and how to create a business presence.	1.1 Evaluate the different marketing channels, when to use them, and the expected outcomes for each.
	1.2 Discuss and show how marketing needs differ by marketing channel.
	1.3 Evaluate and apply use of communications and how to drive the desired result.

	1.4 Produce appropriate branding and content for a health coaching business website that would be suitable for a specific target audience.
	1.5 Develop an effective social media strategy for a health coaching business that will reach the specific target audience.
2. Understand the role of promotion and marketing, and its role in driving sales.	2.1 Explain and apply promotional strategies to business services as a health coach.
	2.2 Evaluate the role of a sales funnel and the elements required at each stage.
	2.3 Evaluate the suitability of different marketing strategies for a health coaching business.
3. Understand the suitability of different marketing strategies for a health coaching business.	3.1 Gather and evaluate information regarding target customers and practically apply findings in relation to a health coaching business.
	3.2 Demonstrate an ability to vary communication channels and approach via an understanding of customer needs and wants.
	3.3 Recognise and discuss the significance of targeted communications as part of a planned communication sequence.
4. Demonstrate how to plan, create and review all marketing and industry requirements for the set-up of a new business.	4.1 identify the key requirements for a new business and apply to own personal business direction.
	4.2 Create a business portfolio which includes business financial projections.
	4.3 Select an appropriate business name and brand based on market research.
	4.4 Design coaching programmes to suit the business needs, in line with market research.

Mandatory Unit		GLH	Credits	Unit Reference
5	Coaching and Health	110	30	H/650/9217
<p>In this unit, learners will develop their knowledge and skills in coaching techniques, modalities, theories and practical consultation with clients in varied coaching settings.</p> <p>The learner will examine the key theories, models and application of health coaching and the impact of these on physical and emotional health. The unit encourages health coaching using a holistic approach to support clients with their health goals.</p> <p>Learners are required to conduct their own one-to-one coaching sessions, supervised by qualified health and wellness coaches, where they are expected to gradually develop more autonomy and competently apply their knowledge.</p>				
<p><b>Assessment Guidance</b></p> <p>Learners must complete a <b>Practical Assessment</b> where they will work with a peer acting as a client and practice as a health coach, under direct supervision.</p> <p>The learner will work with a peer as a client to take a consultation and devise a coaching plan, where their ability to integrate coaching and behaviour change skills are examined. Assessors will assess the learner’s ability to build rapport, take appropriate client details, implement appropriate coaching tools in order to gain valuable insights to inform a suitable plan that is co-created with the client. The learner must also be able to provide a rationale for their decision-making and utilisation of specific coaching tools.</p> <p>The indicative timing for this practical assessment is 1 hour.</p> <p>Learners must meet the criteria specified in the ICF Core Coaching Competencies as follows:</p> <ul style="list-style-type: none"> <li>• when to refer</li> <li>• demonstrating ethical practice</li> <li>• embodying a coaching mindset</li> <li>• establishes and maintains the coaching agreement with clients</li> <li>• cultivating trust and safety</li> <li>• being fully present with the client at all times</li> <li>• active listening</li> </ul>				

- facilitating client awareness, education and growth.

**NOTE: Learners must pass the practical assessment before moving on to see their practice clients for their Clinic Case Assessments.**

Learners must then complete their **Clinic Case Assessments**, where they will see four different clients: two under supervised assessment conditions and two in their working environment.

Expected service times for all four Clinic Case Assessments: An initial 1 hour appointment, with a follow-up session of 30 minutes, per client.

Learners will be supervised by an experienced health coach who will assess their ability to effectively implement appropriate coaching skills, tools and models, following the ICF Core Coaching Competencies outlined above, with two clients.

In the work environment, learners will complete their Clinic Case Assessments, with all associated paperwork assessed by an experienced health coach. Learners are expected to utilise health coaching case taking forms and coaching plans.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1. Understand the theory underpinning evidence-based approaches to coaching and the encouragement of behaviour change.	1.1 Evaluate the concept of health coaching to support the whole health of clients from a holistic perspective.
	1.2 Explain the role and code of a health coach and effectively communicate this to support clients on their health journey.
	1.3 Review theories and practical models aligned to health coaching.
	1.4 Evaluate the benefits of health coaching.
2. Demonstrate the ability to safely and effectively implement a variety of coaching approaches by facilitating a process of self-	2.1 Analyse and be able to effectively identify red flags during consultations, with appropriate management of referrals where necessary.
	2.2 Discuss and effectively implement the scope of practice for health coaches.

discovery, in order to support behaviour change.	2.3 Apply the coaching concepts to case scenarios to demonstrate a flexible approach and practical understanding of health coaching.
	2.4 Distinguish between the coach and expert approach.
3. Use coaching tools to build relationships, rapport and gain valuable insights to be able to support clients in their health journey.	3.1 Analyse and apply coaching tenets of goal setting, identifying and overcoming barriers to change through effective listening, rapport-building and flexible communication skills.
	3.2 Demonstrate the ability to take an initial and follow-up coaching case, and co-create a coaching plan with a client.
	3.3 Reflect upon clinic case taking to inform and grow skills and knowledge to support future clinic work.
	3.4 Evaluate the impact of active listening on rapport and the quality of insights gained.
	3.5 Evaluate the use of coaching questioning techniques to assess client motivation and commitment to making life changes.
4. Apply and adapt health coaching skills in a variety of settings.	4.1 Evaluate the nuances of how coaching for health can apply and create change in varied settings.
	4.2 Effectively implement coaching skills in a one-to-one, face-to-face and online situation.
	4.3 Demonstrate the ability to effectively adapt the coach approach for group sessions, working within organisations and healthcare settings.
5. Understand the role of commitment, motivation, accountability and progress tracking in client goal attainment.	5.1 Evaluate the significant role of accountability in making lifestyle changes.
	5.2 Describe the benefits and methods of tracking progress to ensure that clients stay on track with their health goals.

	5.3 Analyse the role and sources of motivation in an individual case.
	5.4 Evaluate the impact of mindset on the attainment of health goals.
6. Structure a coaching plan that is appropriate to the needs of an individual or group.	6.1 Evaluate the necessary steps and processes when beginning and ending a coaching programme.
	6.2 Demonstrate the ability to adapt to the changing terrain of a coaching relationship.
	6.3 Produce a professional and appropriate coaching plan that is updated in follow-up coaching sessions as needed.

Optional Unit		GLH	Credits	Unit Reference
6	Coaching for Gut Health	14	5	K/651/3204

In this unit, learners will develop their knowledge of the relationships between gut health and overall well-being, and develop their skills in coaching individuals towards making lifestyle modifications in order to support digestive system balance.

The learner will examine the digestive system components and functions, the gut-brain connection, causes of digestive imbalance and ways to support the gut biome.

The learner will also examine the role of the health coach in supporting clients with digestive imbalance and coaching for digestive balance.

### Assessment Guidance

Learners must complete a **Case Study** on a health coaching client case they have seen, where the problems involve digestive imbalance.

The case study must include a summary of the case, along with the coaching techniques implemented with an appropriate rationale. There should be a clear understanding of the role of a health coach in this particular area, ensuring that the scope of practice is followed appropriately.

The indicative Word Count for the case study is 1,500 words.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1. Understand the key components of gut health and common factors affecting gut function.	1.1 Understand the components and functions of the digestive system.
	1.2 Explore the gut-brain axis and the role of the gut in supporting physical and emotional health and well-being.
	1.3 Explain factors contributing to digestive imbalances.

2. Understand the role of a health coach in supporting gut health.	2.1 Describe the role of a health coach with clients experiencing digestive imbalances.
	2.2 Recognise the scope of practice of a health coach in relation to digestive imbalances.
3. Effectively implement digestive-focused coaching strategies with appropriate rationale.	3.1 Implement appropriate coaching skills and lifestyle strategies to support individuals experiencing digestive disturbances.



Optional Unit		GLH	Credits	Unit Reference
7	Coaching for Female Health	14	5	L/651/3205

In this unit, learners will develop their knowledge of female health, specifically female hormones and the endocrine system and the female reproductive system. Learners will also develop their knowledge of how the menstrual cycle, fertility and the key reproductive life stages, including pregnancy and menopause, are impacted by hormonal imbalance.

The learner will examine the role of the health coach in supporting female clients' health, including the use of nutrition, exercise and lifestyle to support hormonal balance in female health and well-being.

### Assessment Guidance

Learners must complete a **Case Study** on a female coaching client they have seen, where the problems involve women's health and hormonal imbalance.

The case study must include a summary of the case, along with the coaching techniques implemented with an appropriate rationale. There should be a clear understanding of the role of a health coach in this particular area, ensuring that the scope of practice is followed appropriately.

The indicative Word Count for the case study is 1,500 words.

Learning Outcomes The learner will be able to	Assessment Criteria The learner can
1. Understand the key components of hormones and common factors affecting female health.	1.1 Understand the functions of key hormones and endocrine glands.
	1.2 Explore nutritional requirements to support physical and emotional health and well-being through the menstrual cycle as well as during perimenopause and menopause.
	1.3 Explain factors contributing to hormonal imbalances.

2. Understand the role of a health coach in supporting female health.	2.1 Describe the role of a health coach with female clients experiencing hormonal imbalances.
	2.2 Recognise the scope of practice of a health coach in relation to female health.
3. Effectively implement hormone-focused coaching strategies with appropriate rationale.	3.1 Implement appropriate coaching skills and lifestyle strategies to support individuals looking to improve their fertility.
	3.2 Implement appropriate coaching skills and lifestyle strategies to support individuals experiencing female hormonal disturbances.

Optional Unit		GLH	Credits	Unit Reference
8	<b>Coaching for Emotional Eating</b>	14	5	M/651/3206
<p>In this unit, learners will develop their knowledge of emotional eating, including the causes and triggers of emotional eating and the concept of mindful eating.</p> <p>The learner will examine the role of the health coach in supporting clients struggling with emotional eating.</p>				
<b>Assessment Guidance</b>				
<p>Learners must complete a <b>Case Study</b> on a client they have seen, where the problems involve emotional eating.</p> <p>The case study must include a summary of the case, along with the coaching techniques implemented with an appropriate rationale. There should be a clear understanding of the role of a health coach in this particular area, ensuring that the scope of practice is followed appropriately.</p> <p>The indicative Word Count for the case study is 1,500 words.</p>				

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand emotional eating and common factors affecting clients with emotional eating issues.	1.1 Understand the types of emotional eating and their impact on health and fitness.
	1.2 Explore the root causes and triggers of emotional eating.
	1.3 Explain key concepts of food-related behaviours and belief systems.
2. Understand the role of a health coach in supporting clients with	2.1 Describe the role of a health coach with clients experiencing emotional eating.

<p>issues relating to emotional eating.</p>	<p>2.2 Recognise the scope of practice of a health coach in relation to emotional eating.</p>
<p>3. Effectively implement emotional eating-focused coaching strategies with appropriate rationale.</p>	<p>3.1 Implement appropriate coaching skills and lifestyle strategies to support individuals struggling with emotional eating and poor relationships with food.</p>

Optional Unit		GLH	Credits	Unit Reference
9	<b>Coaching for Nutrition and Wellness</b>	130	25	R/651/3207
<p>In this unit, learners will develop their knowledge of the essential concepts within nutrition, including food composition, macronutrients, micronutrients and phytonutrients. Learners will explore the role of diet in both health and disease across various life stages. Learners will also explore the role of nutrition in weight management, and energetic concepts of food.</p> <p>The learner will also develop their knowledge and understanding of the role of the health coach in supporting clients to improve their nutritional intake.</p>				
<b>Assessment Guidance</b>				
<p>Summative assessment for this unit should include:</p> <ul style="list-style-type: none"> <li>• short answer questions</li> <li>• longer answer questions / essays</li> <li>• case studies</li> <li>• application-focused questions</li> </ul>				

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Understand key aspects of food composition, including key macronutrients and micronutrients.	1.1 Analyse the nutritional value of foods by interpreting food labels.
	1.2 Evaluate the role of food quality in maintaining good health.
	1.3 Assess the suitability of different food sources for specific macro and micronutrient intakes.
	1.4 Describe the potential harmful effects of ultra-processed food on health.
	1.5 Describe the potential benefits of common 'superfoods'.

	1.6 Describe the functions, benefits and wider considerations of vitamins, minerals, orthomolecular nutrients and phytonutrients.
	1.7 Describe the potential nutritional benefits provided by key mushroom species.
2. Understand the role of nutrition for life stages and individual requirements.	2.1 Explain the different nutritional requirements an individual might have depending on differing life stages.
	2.2 Explain the role of food energetics in relation to individual nutritional requirements.
	2.3 Describe nutritional requirements for children and older adults.
	2.4 Describe nutritional requirements for lactation and the approaches to weaning.
3. Understand the considerations of different popular dietary models.	3.1 Compare the potential advantages and disadvantages of popular dietary models.
	3.2 Explain fasting methods including preparation, the advantages, disadvantages and potential health benefits.
	3.3 Explain traditional dietary models including the Blue Zone diet.
4. Understand the process of digestion, absorption and utilisation of nutrients.	4.1 Describe the process of digestion in each section of the digestive system.
	4.2 Explain the process of digestive tract absorption in relation to macronutrients.
	4.3 Explain the role of the gut microbiome in relation to health
	4.4 Describe the process of liver detoxification and the nutrient requirements.
	4.5 Describe the causes and implications of poor digestion on health.

5. Understand the role of nutrition in energy metabolism and weight management.	5.1 Describe the key considerations of cellular energy production.
	5.2 Describe the factors involved in regulating human body metabolism and food intake.
	5.3 Describe the role of insulin in metabolic health and weight gain.

	Optional Unit	GLH	Credits	Unit Reference
10	Coaching for Behavioural Change	28	10	T/651/3208
<p>In this unit, learners will develop their knowledge of advanced coaching skills to build upon the previous coaching module.</p> <p>The advanced coaching concepts taught provide individuals with a more comprehensive toolkit of effective coaching techniques and key theories relating to behaviour change. This includes the facilitation of online coaching programmes, and group coaching initiatives.</p>				
<p><b>Assessment Guidance</b></p>				
<p>Learners must complete a <b>Practical Assessment</b> where they will work with a client and practice as a health coach, under direct supervision.</p> <p>The learner will undertake a consultation and devise a coaching plan, where their ability to integrate the targeted and advanced coaching techniques in this unit are examined.</p> <p>Assessors will assess the learner’s ability to build rapport, take appropriate client details, implement appropriate coaching tools in order to gain valuable insights to inform a suitable plan that is co-created with the client.</p> <p>The learner must also be able to provide a rationale for their decision-making and utilisation of specific coaching tools.</p> <p>The indicative timing for this practical assessment is 1 hour.</p> <p>Learners must meet the criteria specified in the ICF Core Coaching Competencies as follows:</p> <ul style="list-style-type: none"> <li>• when to refer</li> <li>• demonstrating ethical practice</li> <li>• embodying a coaching mindset</li> <li>• establishes and maintains the coaching agreement with clients</li> <li>• cultivating trust and safety</li> <li>• being fully present with the client at all times</li> <li>• active listening</li> <li>• facilitating client awareness, education and growth.</li> </ul>				



Learners will be supervised by an experienced health coach who will assess their ability to effectively implement appropriate coaching skills, tools and models.

In the work environment, learners will complete their practical assessment with all associated paperwork assessed by an experienced health coach. Learners are expected to utilise health coaching case taking forms and coaching plans.

<b>Learning Outcomes</b> The learner will be able to	<b>Assessment Criteria</b> The learner can
1. Effectively implement a variety of advanced coaching methods to support positive behaviour change.	1.1 Demonstrate approaches to behaviour change for clients who may need more support, whilst tracking progress and providing accountability and motivation.
	1.2 Apply motivational interviewing as a behaviour change technique to harness a client's intrinsic motivation.
	1.3 Apply coaching techniques such as design thinking, vision development, mirroring and powerful questioning, providing a rationale for doing so.
	1.4 Inspire a client to cultivate change without stepping beyond the role of a coach.
2. Demonstrate how to apply coaching techniques in client scenarios.	2.1 Effectively demonstrate and implement emotional intelligence in a coaching session to support goal development and support change.
	2.2 Adapt and guide clients, with careful consideration of cultural diversity.
3. Understand the application of coaching skills in developing and delivering online coaching and group coaching programmes.	3.1 Explain how to facilitate group coaching sessions, considering different personalities and learning styles.
	3.2 Explain how to effectively adapt coaching approaches to facilitate an online coaching programme.

## Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

### 3.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

### 3.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification*.

### 3.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

### 3.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

### 3.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

### 3.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as '**CRAVES**'

- **Current:** the work is relevant at the time of the assessment
- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the learner's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### 3.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

### 3.8 Producing a Sampling Plan

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

### 3.9 Completing a Sample Record

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

Document Specification:					
Purpose:	To detail the specifications of the range of the GA Level 5 Diploma in Health Coaching (610/3470/8) qualification.				
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