



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Special Purpose Specification NFQ Level 6

Life and Workplace Coaching 6S3153

1. Certificate Details

| | |
|--|---|
| Title | Life and Workplace Coaching |
| Teideal as Gaeilge | Cóitseáil Saoil agus san Ionad Oibre |
| Award Type | Special Purpose |
| Code | 6S3153 |
| Level | 6 |
| Credit Value | 45 |
| Purpose | The purpose of this award is to enable the learner to acquire the knowledge skill and competence required to provide life and or workplace coaching in a variety of contexts. |
| Statements of Knowledge, Skill and Competence | Learners will be able to: |
| Knowledge | |
| <i>Breadth</i> | Demonstrate a broad range of knowledge of the theories and principles underpinning life and workplace coaching with a specialised knowledge in managing the coaching process. |
| <i>Kind</i> | Demonstrate an in depth knowledge of coaching ethics, models and strategies within a life coaching and workplace coaching context. |
| Know How & Skill | |
| <i>Range</i> | Apply a range of specialised skills and tools in coaching. |
| <i>Selectivity</i> | Develop appropriate responses to clients situations and learning styles. |
| Competence | |

| | |
|--------------------------|---|
| <i>Context</i> | Demonstrate a comprehensive range of specialised knowledge and skills within a range of coaching contexts. |
| <i>Role</i> | Work independently with clients to explore and identify solutions appropriate to their needs adhering to professional ethics and codes of conduct. |
| <i>Learning to Learn</i> | Reflect on own personal and professional development in the context of continuous professional development. |
| <i>Insight</i> | Critically reflect on own personal and professional practice to inform self-understanding and continuous professional development and facilitate others in identifying development needs. |

The learning outcomes associated with this award are outlined in the associated Component Specifications.

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|---------------------------|---|
| Access | To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience. |
| Transfer | Achievement of this award will enable the learner to transfer to other appropriate programmes leading to awards at the same level of the National Framework of Qualifications. |
| Progression | Achievement of this award will enable the learner to progress to other appropriate programmes leading to awards at the next or higher levels of the National Framework of Qualifications. |
| Progression Awards | Learners who successfully complete this award may progress to a range of different awards. |
| Grading | Pass Merit Distinction The grade achieved will be determined by the grades achieved on the components |

2. Certificate Requirements

The total credit value required for this certificate is 45. This will be achieved by completing:

| Award Code | Title | Level | Credit Value |
|--|---|--------------|---------------------|
| All of the following component(s) | | | |
| 6N2925 | Professional Coaching Practice and Ethics | 6 | 15 |
| 6N2926 | Developing Emotional Intelligence | 6 | 15 |

3. Supporting Documentation

None

4. Specific Validation Requirements

There are no specific validation requirements

5. Europass Certificate Supplement

The Europass Certificate Supplement for this award can be accessed at: www.qqi.ie.

6. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), <http://www.nfq-qqi.com>. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for QQI awards are contained within the associated specifications:

| AWARD CLASS | STANDARDS | AWARDS |
|--------------------|--------------------------------|---|
| Major Award | Certificate Specification | Certificate (Levels 1 to 5) Advanced Certificate (Level 6) |
| Supplemental Award | Supplemental Specification | Supplemental Certificate (Level 3 to 6) |
| Special Purpose | Specific Purpose Specification | Specific Purpose Certificate (Levels 3 to 6) |
| Minor Award | Component Specification | Component Certificate (Levels 1 to 6) |

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and

providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

7. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

| NFQ Level | Major Awards Credit Values | Default Credit Values Minor Awards | Other Permitted Minor Award Credit Values | Special Purpose and Supplemental Award Credit Value Ranges |
|-----------|----------------------------|------------------------------------|---|--|
| 1 | 20 | 5 | 10 | |
| 2 | 30 | 5 | 10 | |
| 3 | 60 | 10 | 5,20 | >5 and <60 |
| 4 | 90 | 10 | 5,15,20 | >5 and <90 |
| 5 | 120 | 15 | 5,10,30 | >5 and <120 |
| 6 | 120 | 15 | 5,10,30 | >5 and <120 |

Guide to Level

Learning outcomes at this level include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

| Strand | Sub-strand | Nature of learning |
|------------------|-------------------|--|
| Knowledge | Breadth | Specialised knowledge of a broad area |
| | Kind | Some theoretical concepts and abstract thinking, with significant depth in some areas |
| Know How & Skill | Range | Demonstrate a comprehensive range of specialised skills and tools |
| | Selectivity | Formulate responses to well defined abstract problems |
| Competence | Context | Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts |
| | Role | Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups. |
| | Learning to Learn | Learn to take responsibility for own learning within a managed environment. |
| | Insight | Express an internalised, personal world view, reflecting engagement with others. |

