

RSL Level 4 Diploma in Holistic Wellbeing Coaching

December 2020

Acknowledgements

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Introduction

The value of RSL qualifications

RSL advocates an open access approach to qualifications, providing a range of syllabuses, designed to accommodate a wide variety of candidates of different ages, experience and levels of achievement. RSL qualifications are listed on the Regulated Qualifications Framework (RQF) in England and Northern Ireland by the Office of Qualifications and Examinations Regulation (Ofqual), in Wales by Qualifications Wales and in Scotland by the Scottish Qualifications Authority. RSL is committed to maintaining and improving its reputation for excellence by providing high quality education and training through its syllabuses, examinations, published books and resources.

RSL Level 4 Diploma in Holistic Wellbeing Coaching

Purpose of this syllabus specification

This specification guide serves the following purposes:

- To provide regulatory information surrounding the qualification
- To provide an overview of qualification structure and content
- To provide content and assessment specification relevant to the qualification

Period of operation

This syllabus specification covers qualifications from December 2020

Qualifications covered by this syllabus specification

RSL Level 4 Diploma in Holistic Wellbeing Coaching - QAN CODE

For detailed information on all aspects of RSL qualifications visit [rslawards.com](https://www.rslawards.com).

Qualifications at a glance

Level 4 qualification titles

Level 4			
Qualification titles	Guided Learning Hours (GLH)	Total Qualification Time (TQT)	Credit
RSL Level 4 Diploma in Holistic Wellbeing Coaching (QAN CODE)	150	800	80

Assessment

Form of assessment	All assessment is conducted internally (i.e. staff in centres provide assessment opportunities for, and assess the work produced by, learners).
Unit format	Unit specifications contain the title, unit code, level, GLH, TQT and credit value, unit aim and content, learning outcomes (what has to be learnt), grading criteria (how the evidence of learning will be graded), and recommended methods of summative assessment.
Assessment bands	There are three bands of assessment (Pass, Merit and Distinction) as well as an Unclassified band for each unit. Overall grades for the qualifications are also banded Pass, Merit, Distinction and Unclassified. In order to achieve the minimum of a Pass grade learners must pass every individual learning outcome within every unit taken.
External quality assurance (EQA)	External quality assurance of internally assessed units ensures that all assessments are carried out to the same standard by objective sampling of learners' work. External Quality Assurers (EQAs) are appointed, trained and standardised by RSL.

1. Qualification summary

1.1 Qualification aim and broad objectives

Holistic Wellbeing Coaching at Level 4 aims to provide learners with the knowledge, skills and competencies to work as an independent wellbeing coach. This qualification is designed to equip learners to work as a self-employed wellbeing coaches in independent practise.

1.2 Qualification rationale

RSL Level 4 Diploma in Holistic Wellbeing Coaching has been designed to sit above the level 3 qualifications in Holistic Wellbeing (Certificate and Diploma). This qualification will give learners the opportunity to develop their coaching skills in relation to mental health and wellbeing. Creative sectors are documented to have a high rate of mental health and wellbeing issues that are often unaddressed. These qualification have been created with this in mind, with the goal of supporting the creative industries (and any other industry) that can benefit from mental health and wellbeing practitioners who are able to offer coaching to others.

The qualifications are aimed at candidates looking to progress into professional mental health and wellbeing practice, higher education, or to support their other areas of study or employment. This suite of qualifications has been designed to encourage the development of skills and self-reflection needed to navigate a unique and varied route through a complex landscape. Although creative sectors are in the forefront, the application of the Holistic Wellbeing Coaching qualification should not be limited by any particular sector or vocation.

1.3 Levels and final awards available

Levels available

The qualification is delivered at Level 4. The final qualification will be awarded upon successful completion of a specified number of Guided Learning Hours (GLH).

The types of final award available are:

- Diploma

Qualification flexibility

The qualification has been designed so learners can move through their study in a bespoke fashion. The content is broken into 10 units of equal weighting. This allows for different approaches to be taken in the delivery of the qualification and centres may choose to take a 'short and fat' approach, tackling one unit at a time, 'long and thin' when multiple units are run concurrently, or a mixture of approaches.

The assessment is also not dictated by the qualifications structure. Ongoing portfolios can be utilised to document the progression that lead to an end point of assessment once enough evidence has been collected throughout the learner journey. Equally, a centre may wish to tackle each unit square on following completion of delivery and assess as the end point of each unit. Many different assessment approaches are valid as long as the assessment allows the learner to directly link the content covered to the assessment that takes place.

1.4 Certification titles

The qualification will be shown on the certificate as the following:

RSL Level 4 Diploma in Holistic Wellbeing Coaching

1.5 Entry requirements and progression

Entry requirements

When reviewing the combinations of qualifications and/or experience held by the applicants applying for the qualification the following may be considered:

- 2 A-Levels at Grade C or above (64 UCAS points)
- Relevant Level 3 qualifications
- 4 GCSEs at Grade C or above
- IELTS 6.0 (5.5 minimum in each band)
- Strong understanding of learner's own skill set with supporting evidence
- Strong understanding of a specialism within the creative sector with supporting evidence

Progression routes

The units are designed to allow centres to shape and mould assessments to the individual needs of their learners and prepare them either progression within the industry or progressing onto further training or education.

1.6 The wider curriculum

RSL's Holistic Wellbeing Coaching qualification provides opportunities for learners to develop their understanding of spiritual, moral, ethical, social, legislative, economic and cultural issues, as well as sustainable development, health and safety considerations, and European developments, consistent with international agreements.

Spiritual, moral, ethical, social, legislative, economic and cultural issues

By its nature, involvement in mental health and wellbeing related subjects encourages learners to reflect on their achievement, explore spiritual issues, creative abilities and personal insights. It also encourages them to recognise and understand their own and others' worth. They may also explore moral values and attitudes and express their personal views about socially accepted codes of behaviour. There are opportunities to explore notions of community and society and their impact on individuals or groups.

Learners can explore the products of cultures other than their own, group identity and how cultural issues affect mental health perception and the support mechanisms available.

Consideration of issues relating to working in Wellbeing will inevitably help learners understand their rights and responsibilities, as well as gaining an insight into legal and democratic institutions and processes, roles of other bodies, economic development and environmental skills.

Sustainable development, health and safety considerations and European developments consistent with international agreements

Learners can be given the opportunity to become more sustainability literate through developing understanding of the interaction between economic, social and environmental systems. For instance, some courses of action can have positive impacts on building human and social capital, but have negative environmental and social impacts.

Since these are practical qualifications, issues relating to health and safety are encountered in many units. Much of the content of qualifications is applicable throughout Europe due to the equivalence of standards, technological advancements and industry processes.

2. Unit summary

2.1 Level 4 unit summary

Code	Unit title	GLH	TQT	Credit
HW 401	Coaching Principles	15	80	8
HW 402	Human Body	15	80	8
HW 403	Science Behind Thought	15	80	8
HW 404	Pillars of Holistic Wellbeing	15	80	8
HW 405	Personal and Professional Growth	15	80	8
HW 406	Challenges of Wellbeing and Growth	15	80	8
HW 407	Mindfulness	15	80	8
HW 408	Language	15	80	8
HW 409	Progress and Potential	15	80	8
HW 410	Professional Practise	15	80	8

3. Assessment information

3.1 Assessment methodology

The underlying philosophy for assessment is that learners should receive credit for achievement, and that everyone should be encouraged to reach their full potential in all aspects of the course. To this end, a wide variety of assessment methodologies can be used in the delivery of these qualifications. Tutors are encouraged to find modes of assessment which best suit learners in terms of their strengths, and which will best prepare them for their future activities within their industry, or in further study.

3.2 Internal assessment

Centres delivering these qualifications are encouraged to find creative and engaging ways to assess their learners. Assessment may involve various activities or types of evidence, and must be conducted in a way that ensures that all learners can access the assessment.

Types of evidence

In general, the types of evidence required from learners may include:

- Assignment and/or project work
- Reports identifying specific skill development
- Illustrations/screenshots
- Recorded discussions
- Presentations
- Tutor observation
- Filmed discussion
- Video
- Audio recordings
- Simulation
- Interactive web-based elements (such as blogs, vlogs and websites)
- Witness statements

3.3 Grading criteria

Summary

Grading criteria are specific to each unit and a detailed specification accompanies each unit, outlining what is expected to achieve each grade (Pass, Merit and Distinction). In order to achieve the minimum of a Pass grade, learners must pass each of the three learning outcomes within the unit.

How grades are awarded

All assessment is criterion referenced, based on the achievement of specified learning outcomes (LOs). If the work submitted is not all of an equal standard, the assessor team will select the grade corresponding to the majority of the work submitted for the unit – for example, if the learner achieves a Merit for two of the learning outcomes and a Distinction for the third, the grade awarded will be a Merit.

Unclassified grades

If work pertaining to one of the learning outcomes is Unclassified, the grade for the unit is also Unclassified, regardless of the grades awarded for the other learning outcomes.

Examples of possible combinations

Learning Outcome (LO)			Unit grade
L01	L02	L03	
Merit	Distinction	Distinction	Distinction
Pass	Distinction	Merit	Merit
Unclassified	Merit	Pass	Unclassified
Pass	Pass	Merit	Pass

3.4 Unit grade bands

The assessor teams are to apply the detailed grading criteria laid down in each unit as required. The grading criteria are 'banded' into the following categories:

Distinction

A Distinction grade will be awarded where a learner has excelled in all of the tasks contained within the unit. They will use a highly developed and extensive range of skills and be able to produce very convincing and memorable work. They will be capable of producing highly original material/ideas and of presenting them in a very effective way. They will show acute understanding of concepts, including relationships between areas of knowledge, select and successfully use a range of techniques/processes/skills and manipulate them as appropriate. They communicate ideas well and reflect on and review their work insightfully.

Merit

A Merit grade will be awarded where a learner has produced effective work in all of the tasks contained within the unit. They will produce original work and will be able to present this in an effective way. They will apply detailed knowledge appropriately in various contexts, use a wide range of sound techniques/processes/skills and know how to adapt these to suit their purposes. They review their work effectively and in detail.

Pass

A Pass grade will be awarded where a learner has demonstrated all criteria within the unit. They will be able to produce work that is structured and have some grasp of a core range of methods of presentation. They will demonstrate key areas of knowledge well and use techniques/process/skills appropriate to the learning outcome. They can make a clear but limited review of their own work.

Unclassified

An Unclassified grade will be awarded where the learner has failed to demonstrate every criteria within the unit.

3.5 Qualification grade

In order to be eligible for grading at Pass level or above, learners must pass all of the units contained within the qualification. The process for formulating an overall grade is given in the following section.

3.6 How the qualification grade is formulated

The grades given by tutors for each unit will be stored on the rslawards.com website, which will formulate an overall qualification grade.

Calculating unit scores

Each unit carries a unit score value, based on the size of the unit and the grade attained. For all of the Holistic Wellbeing units, the unit scores available are:

- Distinction = 8
- Merit = 6
- Pass = 4

Calculating the overall grade

The total unit scores are combined and divided by the sum of the total credits available for the qualification. This gives the total qualification score which can be made into a percentage. The pass bands for these qualifications are as follows:

- 87%–100% Distinction
- 62%–86% Merit
- 50%–61% Pass

3.7 Examples of qualification grade calculations

RSL Level 4 Diploma in Holistic Wellbeing

Unit	Credit	Grade	Unit Score
Coaching Principles	8	Merit	6
Human Body	8	Merit	6
Science Behind Thought	8	Distinction	8
Pillars of Holistic Wellbeing	8	Distinction	8
Personal and Professional Growth	8	Merit	6
Challenges of Wellbeing and Growth	8	Distinction	8
Mindfulness	8	Merit	6
Language	8	Distinction	8
Progress and Potential	8	Merit	6
Professional Practise	8	Distinction	8

In this example, the learner has achieved a total unit score of 70, from a total credit value of 80, giving an overall percentage of 88%, so their overall grade is Distinction:

- $(70 \div 80) \times 100 = 87.5$

3.8 Formative assessment

Centres are to ensure that work is assessed on a regular basis. A record of any formative assessment should be kept by the centre, which all relevant tutors and centre managers should have access to. If this is not possible then records of formative assessment should be kept organised and ready for external quality assurers to view should the need arise. External quality assurers will expect to see evidence of formative assessment having taken place, integrated with regular feedback to learners about their progress. This is to ensure that students are able to check their understanding during the learning process, and for teaching and learning to be adjusted accordingly. Evidence could take the form of two or three of the following methods:

• Observations

With notes taken during lessons reflecting on specific aspects of the student's learning and progress towards reaching the learning outcome, using spreadsheets/forms to record observations.

• Discussions

Enabling assessors to determine the extent to which learners are understanding concepts through open-ended questions and encouragement of creative and reflective thinking.

- **Exit slips**

Written responses to questions at the end of a session to assess understanding of key concepts, enabling the assessor to identify learners needing further help.

- **Learning logs**

For learners to make their own reflections on the material they are learning, the processes they undertake and any concepts requiring clarification.

- **Peer assessment**

Enabling learners to check the quality of work against the grading criteria, helping them to think about their own learning, articulate what they understand and what they still have to learn.

- **Practice projects/presentations**

Allowing learners to improve their skills at the same time as enabling the assessor to gauge level of understanding.

- **Visual representations**

Learners use graphic means such as mind maps to represent concepts, allowing assessors to assess depth of learning.

3.9 Retaking internal assessments

On receipt of summative assessment results, learners are permitted one further attempt at any or all learning outcomes within any internally assessed unit. This should be uncapped and is available to any learner, regardless of the original grade awarded.

3.10 External quality assurance (EQA)

EQA Process

A sample of the units which have been assessed internally by each centre is quality assured by an external team – appointed, trained and standardised by RSL. External quality assurance ensures that all assessments are carried out to the same standard by objective sampling of learners' work.

Centres will be notified of the external quality assurance processes on approval and thereafter at the beginning of each new academic year. All moderation of learner work will be undertaken by a professional mental health practitioner trained in the Maxcebo® method.

The main functions of external quality assurance are to:

- Sample learner evidence, to ensure that centres' assessment decisions are valid, reliable and fair, and consistent with the national standards for the qualification
- Provide feedback to RSL and centres on the outcome of the quality assurance activities
- Provide support and guidance for centres offering the RSL Holistic Wellbeing Coaching qualification

Action plans

In cases where certain issues arise during the quality assurance process, RSL will advise the centres what issues need to be addressed and make recommendations of how this may happen. Subsequent checks will be made to ensure that these action plans are being followed and that the centre is supported in their ongoing improvement.

3.11 Archiving learner work

Each centre should create an archive of learner work for the qualifications they offer. The archive should be kept a minimum of five years or for as long as the units remain valid. The purpose of archiving is to provide a record of learner work over time and to give external quality assurance teams a range of exemplars, which cover the full spread of learner abilities within each unit.

The archive should cover the following, where possible:

- 20% of all learner work, including a sample of each grade category, where available
- All externally quality assured work
- Examples of each type of assessment method in each unit
- Examples covering each tutor in each unit

3.12 Authenticity of work

Tutors are expected to take all necessary steps to ensure that learners' work is authentic and original. It is accepted that tutors will supervise and guide learners who are undertaking work, which is internally assessed. However, for all internally assessed work, tutors must:

- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Be able to supply evidence of their continuing supervision and authenticate all work submitted for assessment

- Ensure that the work is completed in accordance with the programme requirements and can be assessed using the specified grading criteria and procedures
- Be satisfied that the work produced by the learner is their own
- Ensure that any material used which is not the learner's own creation is acknowledged/referenced

3.13 Presentation of work for submission

It is the centre's responsibility to ensure that all learner work is available for assessment and sampling. All work must be suitably labelled with the learner's name, unit code, unit title and centre name.

3.14 Submission of grades

Centres will access a secure registration and assessment website (rslawards.com), in which the grades will be entered. Centres are encouraged to update this on a regular basis to avoid a heavy workload at the end of the academic year. The final deadline for the completion of the database will be indicated in the key dates calendar for that academic year (this can also be found on the website).

RSL will use data provided on the database for achievement reporting and benchmarking purposes.

3.15 Results and certification

Centres will be able to check their learners' provisional results online upon completion of the assessment of their units. Results will be verified after the completion of the external quality assurance process and information on the verified results will be available online. All certificates will be issued after the formal completion of all quality assurance processes.

3.16 Accessing data and information

Centres will be able to review the progress of their learners' grades through the learner registrations. These are learner specific and can be accessed through a personal password system, which will allow a centre to look at their learners' records of unit registration and achievement. Centres will be able to view the information relating to all learners enrolled on each qualification at that centre through the operation of the same website and password system.

4. Programme delivery models

Centres are free to offer these qualifications using any mode of delivery that meets the needs of their learners. It may be offered through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever the mode of delivery, centres must ensure that learners have appropriate access to the resources required for high quality delivery of the course, and subject specialist staff.

The qualifications themselves are designed around the Maxcebo® method and centres are encouraged to familiarise themselves with this method or seek further training where possible. The Maxcebo® method is a registered trademark and developed by Parga Sims Personal Development. Further information on specific tutor training in the Maxcebo® method can be obtained via RSL or directly through info@parga-sims.com.

Further information on RSL VQ delivery can be found in the VQ Centre Handbook: rslawards.com/vocational/delivery-qualifications.

5. Centre approval

5.1 Centre approval application procedures

Centres must apply for approval by RSL prior to enrolling learners. All approval documentation can be found on the RSL website. Centres seeking approval should consult the VQ Centre Handbook for full details on the approval process and the documentation they are required to submit.

5.2 Approval criteria

In order to gain approval to offer any or all of the RSL qualifications, the following criteria must be met:

- **Management systems**
There are appropriate systems for managing the effective delivery of the qualifications (for example, regular team meetings and clear lines of responsibility)
- **Access to assessment**
The centre has a clear commitment to equal opportunities
- **Assuring standards of assessment**
There are arrangements for managing assessment which will ensure consistent standards across the centre
- **Assuring course quality**
The centre's teaching team have the commitment and the expertise to deliver the programme according to the learning schedules established by RSL
- **Induction and learning programme**
There is a commitment to providing effective induction and learning support for learner
- **Staff resources**
There is an appropriate staff development plan and appropriate provision to allow this to be implemented
- **Physical resources**
Each centre needs to have appropriate resources for the qualifications which they wish to offer to learners

6. Learner access and registration

6.1 Access and registration

This suite of qualifications will:

- Be available to everyone aged 18 or over at the time of registration who is capable of reaching the required standards
- Be free from any barriers that restrict access and progression
- Offer equal opportunities for all wishing to access the qualifications

At the point of application and/or interview, centres will ensure that all learners are fully informed about the requirements and demands of the qualification. Centres will take appropriate steps to assess each applicant's potential, and make a professional judgement about their ability to successfully complete the programme and achieve the qualification. This evaluation will need to take account of the support available to the learner within the centre during their programme of study, and any specific support which may be necessary to allow the learner to access the assessment for the qualification. RSL advise the use of initial assessment testing to verify the level of support needed by individual learners.

6.2 Recommended prior learning

Centres will need to review the combinations of qualifications and/or experience held by applicants progressing on to a Level 4 course. The experience/qualification profile of applicants wishing to study a Level 4 qualification may include one of the following:

- Minimum of two A-Levels grade C or above
- Related qualifications at level 3 or above
- Related industry experience
- Portfolio of industry activity, which will support Level 4 work

These are suggestions, which may help with the selection process. However, it should be remembered that in some cases, commitment and dedication may supersede a lack of experience or any obvious academic qualifications. RSL support the notion of open access to these courses, with appropriate guidance being given to the learner at all times throughout the application process.

6.3 Recognised prior learning (RPL)

RSL encourage centres to recognise learners' previous achievement and experience through recognised prior learning (RPL). Learners may have evidence that has been generated during previous study or in their previous or current employment or whilst undertaking voluntary work that relates to one or more of the units in the qualification.

RPL is the process of recognising a learner's previous achievement or learning experiences. It is of particular value to learners without formal qualifications who are either in employment, preparing to enter, or returning to employment. It may apply to, for example:

- RSL qualifications
- BTEC qualifications
- GCSEs in related subjects
- VCEs
- Key Skills
- NVQs

Approved centres will ensure that they have appropriate RPL advisory processes and personnel in place.

All evidence presented for RPL must be mapped against RSL's assessment criteria. RPL must adhere to the assessment and internal verification processes of the centre and must be documented in order for RSL to moderate.

7. Complaints and appeals

RSL's Appeals and Complaints policies can be found on the website: [rslawards.com](https://www.rslawards.com)

8. Policies

The following policies and procedures can be obtained from the RSL website:

- Complaints and Appeals
- Equal Opportunities
- Sanctions
- Malpractice
- Centre Withdrawal
- Reasonable Adjustments and Special Considerations*

* Note that reasonable adjustment applications are the responsibility of the centre and will not be managed by RSL. Special consideration applications should be submitted directly to RSL.

9. Support, guidance and training

Centres wishing to provide these qualifications can obtain support and guidance from RSL through the following means:

- **Telephone support**
0345 460 4747
- **Email support**
vocational@rslawards.com
- **Syllabus document and unit specifications**
- **Ongoing curriculum, delivery and assessment support**
- **Help and support available on the RSL website (webinars, training videos, exemplars)**

10. Contacts

All email correspondence about these qualifications should be directed to:

vocational@rslawards.com

RSL
Harlequin House
Ground Floor
7 High Street
Teddington
Middlesex
TW11 8EE

rslawards.com

+44 (0)345 460 4747

11. Unit Specifications

Coaching Principles

Unit code: HW 401

Level 4

Credits: 8

TQT: 80

GLH: 15

Unit aim and content

This unit will cover topics such as:

- Ethics & Law
- Professional boundaries
- What is Holistic Wellbeing?
- The coaching process explained

Unit 1 is the foundation from which every successful coach can build, to ensure knowledge, understanding and boundaries are used professionally and ethically. Holistic Wellbeing coaching processes are explored and explained, leading learners towards the end goal or destination of understanding the role of a coach, and their potential to help coach others.

Learning outcomes

Through completion of this unit, learners will be able to:

1. Understand professional and ethical regulations
2. Recognize professional boundaries and how to put these in place
3. Explain holistic wellbeing and how the coaching method supports it
4. Work within an ethical framework for independent wellbeing coaching practise

Grading criteria

Distinction

To achieve a Distinction, learners will:

1. Demonstrate a comprehensive understanding of professional and ethical regulations
2. Show an astute recognition of professional boundaries and how to put these in place
3. Rigorously analyse how Holistic Wellbeing is supported by the coaching method
4. Work within a rigorous ethical framework for independent wellbeing coaching practise

Merit

To achieve a Merit, learners will:

1. Demonstrate a clear and detailed understanding of professional and ethical regulations
2. Show a well founded recognition of professional boundaries and how to put these in place
3. Thoroughly analyse how Holistic Wellbeing is supported by the coaching method
4. Work within a thorough ethical framework for independent wellbeing coaching practise

Pass

To achieve a Pass, learners will:

1. Demonstrate an understanding of professional and ethical regulations
2. Show recognition of professional boundaries and how to put these in place
3. Analyse how Holistic Wellbeing is supported by the coaching method
4. Work within an ethical framework for independent wellbeing coaching practise

Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of a demonstration of understanding of professional and ethical regulations
2. Lack of evidence to show recognition of professional boundaries and/or no evidence showing how to put these in place
3. Lack of evidence of an analysis of how Holistic Wellbeing is supported by the coaching method
4. Lack of evidence to show working within a rigorous ethical framework for independent wellbeing coaching practise

Human Body

Unit code: HW 402

Level 4

Credits: 8

TQT: 80

GLH: 15

Unit aim and content

Through study of this unit learners will explore topics such as:

- The human body
- The human mind
- How psychological & physical problems arise
- Why do we need holistic wellbeing?

Unit 2 provides insight into our physical, psychological and inner world of being human. Exploring the interconnectedness of our whole being and how psychological and physical problems arise, leads to a deeper understanding and awareness of how holistic wellbeing can create positive change that leads to positive, lasting results.

Learning outcomes

Through completion of this unit, learners will be able to:

1. Understand the different parts that make up the whole human being
2. Recognize how these individual parts interconnect with each other
3. Explain how physical and psychological issues arise

Grading criteria

Distinction

To achieve a Distinction, learners will:

1. Demonstrate a comprehensive understanding of the different parts that make up the whole human being
2. Show an astute recognition of how these individual parts interconnect with each other
3. Insightfully explain how physical and psychological issues arise

Merit

To achieve a Merit, learners will:

1. Demonstrate a clear and detailed understanding of the different parts that make up the whole human being
2. Show a well founded recognition of how these individual parts interconnect with each other
3. Explain clearly and in detail how physical and psychological issues arise

Pass

To achieve a Pass, learners will:

1. Demonstrate an understanding of the different parts that make up the whole human being
2. Show recognition of how these individual parts interconnect with each other
3. Explain how physical and psychological issues arise

Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence to demonstrate an understanding of the different parts that make up the whole human being
2. Lack of evidence to show recognition of how these individual parts interconnect with each other
3. Lack of evidence to explain how physical and psychological issues arise

Science Behind Thought

Unit code: HW 403

Level 4

Credits: 8

TQT: 80

GLH: 15

Unit aim and content

Through study of this unit, learners will explore

- The placebo and nocebo effect
- The power of belief
- Mind/body synergy
- Communication with self and others
- Awareness, Acceptance, Acknowledgement

Unit 3 investigates the science behind the placebo and nocebo effect and the power of belief. Examining the chemical process of thought, the mind/body connection and how we communicate with ourselves as well as others, demonstrates the influences behind choice and behaviour. A key area in achieving Holistic Wellbeing is introduced in this module with Awareness, Acceptance and Acknowledgement, the gateway to personal growth.

Learning outcomes

Through completion of this unit, learners will be able to:

1. Research the placebo and nocebo effect
2. Analyse the chemical process of thinking
3. Understand how to influence choice and behaviour

Grading criteria

Distinction

To achieve a Distinction, learners will:

1. Rigorously research the placebo and nocebo effect
2. Rigorously analyse the chemical process of thinking
3. Demonstrate a comprehensive understanding of how to influence choice and behaviour

Merit

To achieve a Merit, learners will:

1. Thoroughly research the placebo and nocebo effect
2. Thoroughly analyse the chemical process of thinking
3. Demonstrate a clear and detailed understanding of how to influence choice and behaviour

Pass

To achieve a Pass, learners will:

1. Research the placebo and nocebo effect
2. Analyse the chemical process of thinking
3. Demonstrate an understanding of how to influence choice and behaviour

Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence of research into the placebo and nocebo effect
2. Lack of evidence of an analysis of the chemical process of thinking
3. Lack of evidence to demonstrate an understanding of how to influence choice and behaviour

Pillars of Holistic Wellbeing

Unit code: HW 404

Level 4

Credits 8

TQT: 80

GLH: 15

Unit aim and content

Through study of this unit learners will learn about the pillars of wellbeing:

- Belief
- Expectation
- Intention
- Narrative
- Gratitude

Unit 4 reveals the five pillars of the Maxcebo® method that strengthen an individual to maximise their potential for positive outcomes. The importance of beliefs, expectations, intentions, narrative (inner dialogue), and gratitude are discussed, and how the holistic effects of these key areas in our daily lives can lead to increased happiness levels and overall well-being. Key techniques and practical exercises underpin this module.

Learning outcomes

Through completion of this unit, learners will be able to:

1. Understand key areas of thought and their cause and effect
2. Explain the connections between thought patterns and wellbeing
3. Demonstrate coaching techniques and practical exercises

Grading criteria

Distinction

To achieve a Distinction, learners will:

1. Demonstrate comprehensive understanding of thought and their cause and effect
2. Insightfully explain the connections between thought patterns and wellbeing
3. Demonstrate accomplished coaching techniques and practical exercises

Merit

To achieve a Merit, learners will:

1. Demonstrate a clear and detailed understanding of thought and their cause and effect
2. Explain clearly and in detail the connections between thought patterns and wellbeing
3. Demonstrate effective coaching techniques and practical exercises

Pass

To achieve a Pass, learners will:

1. Demonstrate an understanding of thought and their cause and effect
2. Explain the connections between thought patterns and wellbeing
3. Demonstrate coaching techniques and practical exercises

Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence to demonstrate an understanding of thought and their cause and effect
2. Lack of evidence to explain the connections between thought patterns and wellbeing
3. Lack of evidence to demonstrate coaching techniques and practical exercises

Personal and Professional Growth

Unit code: HW 405

Level 4

Credits: 8

TQT: 80

GLH: 15

Unit aim and content

Learners studying this unit will encounter new concepts such as:

- Creativity and Flow
- Understanding and developing purpose
- Identity and Authenticity
- Self-Acceptance
- Effective Questioning
- Growth

Unit 5 inspires a reconnection with self and the creative mind. Exploring theories and practical exercises to develop flow are presented as well as an in depth look at the self, psychological theories of identity and authenticity and how effective questioning leads to change and growth.

Learning outcomes

Through completion of this unit, learners will be able to:

1. Understand the creative mind
2. Analyse psychological theories
3. Discuss coaching questions that enable communication and growth
4. Apply a coherent body of knowledge and skills to enhance wellbeing practise

Grading criteria

Distinction

To achieve a Distinction, learners will:

1. Demonstrate a comprehensive understanding of the creative mind
2. Rigorously analyse psychological theories
3. Insightfully discuss coaching questions that enable communication and growth
4. Apply a coherent body of comprehensive knowledge and accomplished skills to enhance wellbeing practise

Merit

To achieve a Merit, learners will:

1. Demonstrate a clear and detailed understanding of the creative mind

2. Thoroughly analyse psychological theories
3. Discuss clearly and in detail coaching questions that enable communication and growth
4. Apply a coherent body of detailed knowledge and effective skills to enhance wellbeing practise

Pass

To achieve a Pass, learners will:

1. Demonstrate an understanding of the creative mind
2. Analyse psychological theories
3. Discuss coaching questions that enable communication and growth
4. Apply a coherent body of knowledge and skills to enhance wellbeing practise

Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence that demonstrates an understanding of the creative mind
2. Lack of evidence of an analysis of psychological theories
3. Lack of evidence of discussion of coaching questions that enable communication and growth
4. Lack of evidence that shows a coherent body of detailed knowledge and effective skills to enhance wellbeing practise has been applied

Challenges of Wellbeing and Growth

Unit code: HW 406

Level 4

Credits: 8

TQT: 80

GLH: 15

Unit aim and content

Through study of this unit learners will explore the various challenges faced when promoting and engaging with wellbeing and growth. These challenges include:

- Fear
- The comfort zone
- Mindset of lack (confidence, motivation, focus)
- Excuses and blocks
- Faulty goal setting

Unit 6 deals with the potential challenges or limits that humans tend to put there themselves. Identifying self-sabotaging thoughts and behaviour is key here as well as an emphasis on techniques and practical exercises to acknowledge and release any blockages that could be preventing balance and well-being.

Learning outcomes

Through completion of this unit, learners will be able to:

1. Understand the psychological challenges of wellbeing
2. Identify psychological limits and blocks
3. Apply coaching techniques to aid growth and wellbeing
4. Demonstrate understanding of diversity to wellbeing coaching practise

Grading criteria

Distinction

To achieve a Distinction, learners will:

1. Demonstrate a comprehensive understanding of the psychological challenges of wellbeing
2. Astutely identify psychological limits and blocks
3. Apply accomplished coaching techniques to aid growth and wellbeing
4. Demonstrate a comprehensive understanding of diversity to wellbeing coaching practise

Merit

To achieve a Merit, learners will:

1. Demonstrate a clear and detailed understanding of the psychological challenges of wellbeing

2. Identify well founded psychological limits and blocks
3. Apply effective coaching techniques to aid growth and wellbeing
4. Demonstrate a clear and detailed understanding of diversity to wellbeing coaching practise

Pass

To achieve a Pass, learners will:

1. Demonstrate an understanding of the psychological challenges of wellbeing
2. Identify psychological limits and blocks
3. Apply coaching techniques to aid growth and wellbeing
4. Demonstrate understanding of diversity to wellbeing coaching practise

Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence to demonstrate an understanding of the psychological challenges of wellbeing
2. Lack of evidence of identification of psychological limits and blocks
3. Lack of evidence of the application of coachgin techniques to aid growth and wellbeing
4. Lack of evidence to demonstrate an understanding of diversity to wellbeing coaching practise

Mindfulness

Unit code: HW 407

Level 4

Credits: 8

TQT: 80

GLH: 15

Unit aim and content

Through study of this unit learners will engage in the following topics:

- Making room for mindful practice
- Learning from the past, living in the present and lining up skills for the future
- The breath
- The role of meditation
- Building inner resilience

Unit 7 introduces the principles of Mindfulness (MBSR), living in the moment and how everyday mindful living can springboard us towards the Holistic Wellbeing and reduce stress and anxiety. Practical exercises as well as knowledge underpin this unit.

Learning outcomes

Through completion of this unit, learners will be able to:

1. Explain what mindfulness is
2. Demonstrate mindful living
3. Evaluate mindful practice, connecting it to wellbeing and personal growth

Grading criteria

Distinction

To achieve a Distinction, learners will:

1. Insightfully explain what mindfulness is
2. Give an accomplished demonstration of mindful living
3. Insightfully evaluate mindful practice, connecting it to wellbeing and personal growth

Merit

To achieve a Merit, learners will:

1. Explain clearly and in detail what mindfulness is
2. Give an effective demonstration of mindful living
3. Evaluate clearly and in detail mindful practice, connecting it to wellbeing and personal growth.

Pass

To achieve a Pass, learners will:

1. Explain what mindfulness is
2. Give a demonstration of mindful living
3. Evaluate mindful practice, connecting it to wellbeing and personal growth

Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence to explain what mindfulness is
2. Lack of evidence of a demonstration of mindful living
3. Lack of evidence of an evaluation of mindful practice, connecting it to wellbeing and personal growth

Language

Unit code: HW 408

Level 3

Credits: 8

TQT: 80

GLH: 15

Unit aim and content

Through study of this unit learners will explore:

- The use of language patterns
- Reframing
- Meaning and Interpretation
- E + R = O (Event + Response = Outcome)
- Visualisation Techniques

Unit 8 takes a look at how language is used and how interpretation and meaning is understood and conveyed. Practical exercises such as visualisation techniques and choice of words are also explored and how they can create meaning and empower an individual towards positive change and growth.

Learning outcomes

Through completion of this unit, learners will be able to:

1. Understand how language influences communication
2. Demonstrate the use of language techniques to reframe meaning and interpretation
3. Influence outcomes through choice of words

Grading criteria

Distinction

To achieve a Distinction, learners will:

1. Demonstrate a comprehensive understanding of how language influences communication
2. Give an accomplished demonstration of the use of language techniques to reframe meaning and interpretation
3. Convincingly influence outcomes through choice of words

Merit

To achieve a Merit, learners will:

1. Demonstrate a clear and detailed understanding of how language influences communication
2. Give an effective demonstration of the use of language techniques to reframe meaning and interpretation
3. Effectively influence outcomes through choice of words

Pass

To achieve a Pass, learners will:

1. Demonstrate an understanding of how language influences communication
2. Demonstrate the use of language techniques to reframe meaning and interpretation
3. Influence outcomes through choice of words

Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence to demonstrate an understanding of how language influences communication
2. Lack of evidence to demonstrate the use of language techniques to reframe meaning and interpretation
3. Lack of evidence of the influence of outcomes through choice of words

Progress and Potential

Unit code: HW 409

Level 4

Credits: 8

TQT: 80

GLH: 15

Unit aim and content

Through study of this unit learners will develop their forward thinking skills. This unit will cover topics such as:

- Goal setting and small steps to success
- Affirmations and Afformations
- Client journaling and measuring progress
- Art of choosing
- Responsibility and Accountability

Unit 9 is centred around how to develop a forward-thinking plan of action, setting goals, including practical exercises and techniques to enable a positive outcome. Responsibility and choice are discussed in depth and how they influence a person's well-being and happiness levels.

Learning outcomes

Through completion of this unit, learners will be able to:

1. Set achievable goals
2. Take responsibility for their own wellbeing
3. Coach others to take responsibility for their wellbeing, making choices that lead to positive outcomes
4. Demonstrate the implementation of a healthy mental and physical routine that promotes personal wellbeing

Grading criteria

Distinction

To achieve a Distinction, learners will:

1. Comprehensively set achievable goals
2. Take a convincing level of responsibility for their own wellbeing
3. Show accomplished skill in coaching others to take responsibility for their wellbeing
4. Demonstrate convincing implementation of a healthy mental and physical routine that promotes personal wellbeing

Merit

To achieve a Merit, learners will:

1. Set clear and detailed achievable goals

2. Take an effective level of responsibility for their own wellbeing
3. Show effective skill in coaching others to take responsibility for their wellbeing
4. Demonstrate effective implementation of a healthy mental and physical routine that promotes personal wellbeing

Pass

To achieve a Pass, learners will:

1. Set achievable goals
2. Take a level of responsibility for their own wellbeing
3. Show skill in coaching others to take responsibility for their wellbeing
4. Demonstrate the implementation of a healthy mental and physical routine that promotes personal wellbeing

Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence to show the setting of achievable goals
2. Lack of evidence showing a level of responsibility for their own wellbeing has been taken
3. Lack of evidence to show skill in coaching others to take responsibility for their wellbeing
4. Lack of evidence of a demonstration of the implementation of a healthy mental and physical routine that promotes personal wellbeing

Professional Practise

Unit code: HW 410

Level 4

Credits: 8

TQT: 80

GLH: 15

Unit aim and content

Through study of this unit learners will engage in:

- Reflection, evaluation and progression (assessment focussed)
- Be-Do-Have concept
- Self-Actualisation

Unit 10 cements all previous learning and looks at further theories that strengthen Holistic Wellbeing. Reflection and evaluation as well as a look at professional development are discussed and encouraged in this final module.

Learning outcomes

Learners will be able to:

1. Explain Holistic Wellbeing and the methods of coaching
2. Demonstrate the principles outlined for professional development
3. Understand how to build a professional coaching practice
4. Use reflective practice to develop and inform wellbeing coaching work

Grading criteria

Distinction

To achieve a Distinction, learners will:

1. Insightfully explain Holistic Wellbeing and the methods of coaching
2. Give an accomplished demonstration of the principles outlined for professional development
3. Strategize astutely on how to build a professional coaching practice
4. Use reflective practice astutely to develop and inform wellbeing coaching work

Merit

To achieve a Merit, learners will:

1. Explain clearly and in detail Holistic Wellbeing and the methods of coaching
2. Give an effective demonstration of the principles outlined for professional development
3. Strategize well founded ways on how to build a professional coaching practice
4. Use reflective practice effectively to develop and inform wellbeing coaching work

Pass

To achieve a Pass, learners will:

1. Explain Holistic Wellbeing and the methods of coaching
2. Give a demonstration of the principles outlined for professional development
3. Strategize how to build a professional coaching practice
4. Use reflective practice to develop and inform wellbeing coaching work

Unclassified

Unclassified learners may exhibit some or all of the following:

1. Lack of evidence to explain Holistic Wellbeing and the methods of coaching
2. Lack of evidence of a demonstration of the principles outlined professional development
3. Lack of evidence of a strategy on how to build a professional coaching practice
4. Lack of evidence to show that reflective practice has been used to develop and inform wellbeing coaching work

12. Glossary

The following texts have been selected to help inform discussion on established and developing knowledge in the fields in, and associated with, wellbeing. Inclusion of texts is not a wholesale endorsement of all content presented, but will help learners develop a wider understanding of the wellbeing landscape.

Core Texts

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Braden, G (2007) *The Divine Matrix*. 1st edn. London. Hay House Inc.

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Dispenza, J (2014) *You Are the Placebo. Making Your Mind Matter*. London. Hay House Inc.

Kabat-Zinn, J (2005) *Wherever You Go, There You Are. Mindfulness Meditation for Everyday Life*. 2nd edn. London. Hatchette

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McGee, P (2015) *S.U.M.O. Shut Up, Move On, The Straight-Talking Guide to Succeeding in Life*. 10th edn. Chichester. John Wiley and Sons Ltd.

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Secondary Texts

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Goleman, D (2013) *Focus: The Hidden Driver of Excellence*. New York: HarperCollins

Walton, D (2013) *Introducing Emotional Intelligence: A Practical Guide*. London: Icon Books Ltd.

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