



# Professional ADHD Coaching Diploma

## Course Handbook

**Join a new national, accredited and professional coaching network.**

**Contact us :**



ADHDfoundation



[adhdfoundation.org.uk](http://adhdfoundation.org.uk)



Register Your Interest



# Introduction

The ADHD Foundation: The Neurodiversity Charity passionately presents this transformative two-year course leading to a Professional ADHD Coaching Diploma. Rooted in a deep understanding and respect for the lived experience of ADHD, this course is more than just a qualification; it's a mission to elevate the standard of ADHD coaching in the UK. Designed with the utmost care for ethical conduct, safety, and best practice, this course aims to empower you to make a genuine difference in the lives of individuals with ADHD.

## Certification

Upon completing this life-changing journey, you'll be accredited and certified by the ADHD Foundation, receiving a certificate in ADHD Coaching at the end of Year 1 and Professional Diploma in ADHD Coaching at the end of Year 2

Graduates will benefit from:

- Joining a regulatory body that will promote your service as a UK accredited ADHD Coach to potential customers across all business sectors.
- The option of joining a UK wide Professional Community of Practice.
- The option of the opportunity to meet online, monthly - networking that includes guest webinars and guest lectures.



# Expert Led



**Dr Tony Lloyd**  
CEO,  
ADHD  
Foundation



**Prof. Amanda  
Kirby**  
DoIT Profiler



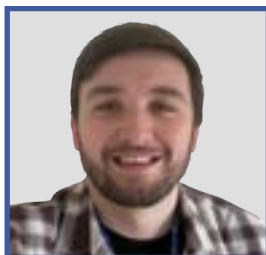
**Colin Foley**  
National Training  
Director,  
ADHD  
Foundation



**Jannine  
Perryman**  
ADHD Wise UK



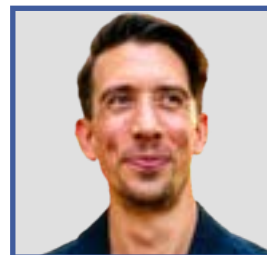
**Emma Weaver**  
Deputy CEO,  
ADHD  
Foundation



**Arron Hutchinson**  
Education  
Training Director,  
ADHD  
Foundation



**Stephanie Batey**  
Trainer & Coach,  
ADHD  
Foundation



**Tristan Hunt**  
Guest Lecturer  
- Tristan Hunt  
Coaching



**Jeannette  
Marshall**  
Guest Lecturer -  
Master Executive  
Coach, Chair &  
Founder of UCA



**Atif Choudhury**  
Guest Lecturer -  
Diversity and  
Ability



**Prof. Charlotte  
Valeur**  
Guest Lecturer -  
Institute of  
Neurodiversity  
(IoN)



**Catherine Millan**  
Guest Lecturer -  
Be What you See  
Consultancy

# Expert Led



**Tamsin Crook**  
*Guest Lecturer -  
Career Coach*



**Mavis  
Anagbosis**  
*Guest Lecturer  
- DEI Executive*



**Diane  
Portfield-  
Bourne**  
*Guest Lecturer  
- Bourne 2 Care*



**Tania Martin**  
*Guest Lecturer  
- EY*



**Polly Downes**  
*Guest Lecturer  
- Storm  
Coaching*



**Alina Kislenko**  
*Guest Lecturer  
- ADHD  
Interrupted*



**Prof. Sarah  
Garfinkel**  
*Guest Lecturer -  
University  
College London*



**Dr. Angela  
Cotellessa**  
*Guest Lecturer -  
Polymaths's  
Place*



**Nicola-Jayne  
Little**  
*Guest Lecturer  
- Celebrate  
Difference Ltd*



**Angela  
Prentner-Smith**  
*Guest Lecturer  
- This Is Milk*





# Assessing Critical Need

ADHD is an evolutionary adaptation of the diverse spectrum of human neuro-cognitive abilities and potential. Yet, the misunderstanding, stigmatisation, cultural and systemic inequalities in access to education, health care and employment, result in reduced life chances across a range of indices. Such disadvantage impacts on individuals with ADHD and their families through increased vulnerability to mental health problems and trauma. Coaches working with clients with ADHD, will find that trauma contributes to clients' experiences in progressing through their coaching objectives. This impact extends to both the coaching relationship and their personal and professional goals.

Leveraging over 200,000 years of human evolution, that understands and harnesses the potential of people with an ADHD neurotype, this training will enable you to become a highly effective and professional coach. It will enable you to enable your clients, to optimise the benefits of coaching. Acquire the skills, knowledge and experience needed to enable individuals to benefit from a neuro-inclusive coaching intervention.

ADHD, like autism, is a spectrum that co-occurs with dyslexia, dyscalculia, dyspraxia and other learning differences that fall under the umbrella of Neurodiversity. Our environments - the context in which we find ourselves, are unique; the complex interplay between our genetic potential and our lived experiences, play a key role in whether ADHD is an impairment to our self-actualisation, or indeed, an asset.

# Course Structure

## Year 1

**ADHD Coaching  
Certificate**

### Entry Criteria

Open to everyone who shares our enthusiasm for understanding and supporting ADHD.

**Fee**

**£2400**

## Year 2

**Professional  
Coaching for  
ADHD Diploma**

### Entry Criteria

Accessible to those who have successfully completed Year 1 and who are in a profession or industry whereby they work (including volunteering) or are engaged with people who have ADHD.

**Fee**

**£2800**

#### **Flexible Payment Option for Year 1:**

Deposit of £500 by 15th January 2024, followed by x7 monthly direct debits of £271.43 a month, beginning 1st Feb.

# Course Outline

## Year 1: ADHD Coaching Certificate

### Unit 1: Understanding ADHD and Neurodiversity

- What is neurodiversity?
- What is ADHD?
- Neurology, neurobiology, how environment impacts on genetic potential
- Safe practice, safeguarding and enabling the client to assess how ADHD impacts on them, employing self-assessment, psychometric and strength based cognitive profiling
- Explore the differences between coaching, counselling, mentoring and therapeutic relationships
- Trauma informed practice

### Unit 2: The Principles of Coaching

- Understanding the Basics of Coaching
- Goal Setting and Action Planning
- Effective Communication and Feedback
- Building Your Coaching Skills
- Framing your coaching skills through a neurodiversity lens and ADHD perspective
- Evaluating your practice, personal and external supervision

### Unit 3: The Power of Psychoeducation

- Unearth the principles of psychoeducation
- Harness this potent tool in ADHD management – Executive functioning skills
- Master the art of effective communication
- Self-care, personal agency and healthy lifestyle choices
- The Dignity Model.

### Unit 4: Psychological Landscape of ADHD

- Emotional dysregulation and its impact
- Co-occurring mental health conditions
- The hidden strengths and talents within the ADHD mind
- A coach is not a psychotherapist – what do you need to know about the various modalities of therapeutic relationships and which are most effective for clients with ADHD and why?
- Introduction to Looking at cognitive behavioural therapy, psychodynamic therapy, person centred therapy. transactional analysis, dialectical behavioural therapy and Eye Movement Desensitisation Reprogramming (EMDR)

### Unit 5: Safeguarding Ethics and Safety

- Navigate the ethical terrain with confidence.
- Safeguarding your clients as your utmost priority.
- Data protection and client confidentiality.
- Metrics for measuring progress and evaluation.
- How artificial intelligence and machine learning can inform your practice

# Course Outline

## Year 2: Professional ADHD Coaching Diploma

### Unit 1: Advanced Psychoeducational Mastery

- Why some psychological interventions are more effective with ADHD
- Sophisticated strategies for empowering change
- Cultivate an environment for informed choices.
- Is a medical model compatible with a neurodiversity paradigm?
- ADHD, identity, disability, labels and language – how we define ourselves.

### Unit 2: Nurturing Coaching Relationships

- Building rapport that lasts
- Creating a safe space for vulnerability and growth
- Understanding transference and countertransference & setting boundaries
- Acceptance and commitment therapy & reviewing the Dignity Model
- Coaching for ADHD and mental health
- Coaching for addictions
- When and how to refer on to a specialist

### Unit 3: Therapeutic Interventions and Referrals

- Utilise diverse approaches to coaching models.
- Know when and how to make appropriate referrals.
- Coaching through crises – when why and how
- Coaching in a multi-disciplinary context

### Unit 4: Measuring Progress

- Use psychometric tools for precise assessment
- Constantly refine your approach based on feedback

### Unit 5: Professionalism and Governance

- Evolve as a healthcare professional.
- Compliance with NHS governance and ethical standards.
- Commercial contracting – balancing funder requirements with client needs
- Coaching for leaders

### Unit 6 Optional Learning – Coaching in context

- Coaching those returning to employment.
- Coaching for teams
- Coaching for transitions
- Coaching young people under 18's
- Coaching in an educational context



# Recorded webinars

In addition, you will also have access to the following:

1. An Introduction to Neurodiversity
2. The Institute of Neurodiversity (ION) Global Alliance for a Paradigm Shift
3. Contributing to the Neurodiversity Movement: Being Part of the Wave of Change
4. ADHD and Dyslexia
5. ADHD and Dyspraxia
6. ADHD and Dyscalculia
7. ADHD and Autism
8. ADHD in Women and Girls
9. ADHD in Older Adults: A Panel Discussion
10. ADHD and Mental Health
11. ADHD and Relationships: Personal and Professional Dynamics
12. ADHD and Sleep: Addressing Challenges and Solutions
13. Mindfulness and ADHD: Strategies for Focus and Calm
14. ADHD and Nutrition: Dietary Considerations and Impacts
15. ADHD and Sensory Processing
16. ADHD and Motivation
17. ADHD and Financial Management: Understanding and Working Through the Pitfalls
18. ADHD & Polymathy
19. Medication and ADHD
20. ADHD and Addictions: Knowledge, Support, and Recovery Approaches
21. Stigma and ADHD: Challenging Misconceptions
22. Legal Rights and Advocacy for ADHD: Covering the Basics



# Recorded webinars

In addition, you will also have access to the following:

23. Research Evidence on Coaching as an Effective Intervention for ADHD
24. Intersectionality: ADHD in Minority Communities
25. Coaching Children and Young People
26. ADHD Coaching for Parents and Carers: Supporting Families
27. Coaching for Neurodiverse Parents
28. Executive Function Skills: Targeted Coaching
29. Coaching and Mentoring for University Students
30. Coaching for Those Returning to Work
31. Coaching Neurodiverse Clients through Personal Transitions
32. Coaching Neurodiverse Clients through Professional Transitions
33. Applying the Dignity Model to Coaching Neurodiverse Clients
34. Coming to Terms with a New Diagnosis
35. A Corporate Strategy for ADHD
36. ADHD and Self-Employment
37. Coaching for Leaders: Leadership that Maximises the Potential of a Diverse Workforce
38. Coaching for Line Managers: Building Effective Teams
39. Coaching for Healthy Lifestyles: Wellness and ADHD
40. ADHD and Time Management
41. Adaptive Technologies for Neurodiverse Learners
42. Enhancing Emotional Intelligence in Neurodiverse Individuals
43. Strategies for Effective Communication with Neurodiverse Individuals
44. Neurodiversity in the Creative Industries



# Course Requirements

- 2 hours of live streamed tutorials per week for 33 weeks for each year of the course (Tuesdays 6.30-8.30 – commencing on Tuesday 30th January 2024).
- An 80% minimum attendance is required at these tutorials
- 2 hour monthly group action learning sets arranged at convenience of your group of 6 people
- 2 hours of self-directed learning per week
- 4 x 30 minutes 1 to 1 tuition across the year
- 50 hours per year (100 hours in total to reach diploma level) of coaching hours practice





## TeamOptix Coaching Platform

Using the Team Optix Coaching Platform, we have created a unique, user friendly learning space for you to become an outstanding coach.

The platform uses psychometrics, as well as provides relevant resources to enhance and elevate your practice. It is an exceptionally useful tool to capture your clients' data to review their coaching progress, evaluate which skills to you need to develop as a coach, as well as incorporating constant self assessment, peer review, as well as your final assessment.



# TeamOptix

## **Team-Optix: Your Partner in ADHD Coach Training and Practice**

Welcome to a transformative journey with Team Optix, in partnership with the ADHD Foundation: The Neurodiversity Charity. As a participant in ADHD coach training, you are about to experience a unique blend of innovative learning and practical coaching application, all facilitated by Team-Optix's cutting-edge platform.

### **Learning with Team-Optix: A Tailored Experience**

Our learning platform is designed to cater to your individual needs as a coach-in-training. Understanding the diverse challenges and strengths of the neurodiverse community, we've collaborated to provide an environment that meets diverse learning needs. As you progress through the course, the Team-Optix platform will serve as an invaluable resource, providing tailored insights and supporting materials that enhance your understanding and skills.

### **Transitioning to Practice: A Seamless Journey**

The journey doesn't end with learning. As you prepare to enter the world of ADHD coaching, Team-Optix stands by you. Our coaching platform is an extension of your training, offering a seamless transition from learning to practice. It's designed to help you apply your newly acquired skills in real-world scenarios, providing tools and insights that make your coaching sessions more effective and impactful.



# TeamOptix

## **Empowering Coaches, Enriching Lives**

Our dual-platform approach ensures that you are not just well-trained but also well-prepared. From understanding complex concepts during training to implementing strategies in your coaching practice, Team-Optix is your companion. We believe in the power of technology to enhance human connection, not replace it. Our platforms are built to empower you as a coach, allowing you to make informed, empathetic, and ethical decisions.

## **Inclusivity at the Core**

At Team-Optix, inclusivity is not an afterthought; it's at the core of what we do. Our team, comprising ex-coaches and educational professionals, has invested deeply in creating a platform that resonates with the needs of the neurodiverse community. We understand the unique challenges and strengths of this community, ensuring that our platforms are not just tools, but catalysts for positive change.

## **Join Us in Making a Difference**

As you embark on this exciting journey with the ADHD Foundation; The Neurodiversity Charity and Team-Optix, remember that you are not just learning a skill, you are becoming a part of a movement. A movement that values diversity, champions inclusivity, and believes in the transformative power of effective coaching. Let's work together to create a world where every individual, especially those with ADHD, can thrive and achieve their full potential.

# Course Overview



## 1. Code of Conduct for Coaches

As future coaches specialising in ADHD, you are expected to uphold a high standard of ethical conduct. This includes maintaining confidentiality, demonstrating respect in all interactions, and adhering to best practices in coaching. You are also required to engage in continuous professional development and self-reflection to ensure the highest quality of service to your clients. Violations of this code may result in disciplinary action, including removal from the program.

## 2. Safeguarding Policies

Our safeguarding policy is central to our commitment to creating a safe and supportive learning environment. It includes procedures for reporting concerns about the welfare of vulnerable individuals, including children and adults at risk. We provide training and resources to ensure all students and staff can identify and respond appropriately to safeguarding issues.

## 3. GDPR and Confidentiality


In our Professional ADHD Coaching Diploma we are committed to protecting and respecting the privacy of all our students and staff. This commitment is in strict compliance with the General Data Protection Regulation (GDPR) and reflects our dedication to maintaining the highest standards of confidentiality in every aspect of our operations.



## How We Handle Your Data

- **Collection:** We collect personal data necessary for the enrollment and administration of the course. This includes your contact details, educational background, and any other information required to facilitate your learning experience.
- **Usage:** Your data is used solely for the purposes of course administration, communication, and to enhance your learning journey. It is also used to provide support services and for regulatory reporting where necessary.
- **Storage:** We store your data securely, employing robust digital security measures to protect it from unauthorised access, alteration, or destruction.
- **Protection:** We regularly review our data protection policies and practices to ensure they meet the highest standards of security and compliance.

## Your Rights Under GDPR

- **Access:** You have the right to access the personal data we hold about you.
  - **Rectification:** If your personal data is inaccurate or incomplete, you have the right to have it corrected.
  - **Erasure:** Under certain conditions, you can request the deletion of your personal data.
  - **Restriction:** You can request the restriction of processing your personal data in specific circumstances.
  - **Portability:** You have the right to receive your personal data in a structured, commonly used format.
  - **Objection:** You can object to the processing of your personal data in certain situations, such as for direct marketing purposes.
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## **Confidentiality in Coaching Practice**

- As future coaches, you will be handling sensitive information related to your practice. It is imperative that you understand and uphold the principles of confidentiality:
- Always protect the privacy of your clients.
- Discuss client information only within the appropriate, professional context.
- Never disclose client information without explicit consent, unless required by law.

## **Reporting and Compliance**

- In case of any data breaches or security concerns, we have a protocol for prompt reporting and investigation.
- We ensure ongoing compliance with GDPR and data protection laws, adapting our practices as necessary to uphold our commitment to data protection and confidentiality.

## **Conclusion**

- Our adherence to GDPR and dedication to confidentiality is not just a legal obligation, but a core value of our institution. We strive to create an environment of trust and respect, where personal data is handled with the utmost care and responsibility.

## 4. Assignment Submission and Grading Criteria

### Introduction to Inclusive Assignment Submission and Grading

In our commitment to being an inclusive learning provider, we offer flexibility in assignment submissions for the Professional ADHD Coaching Diploma. This section elaborates on the inclusive and fair criteria for assignment submission and grading, ensuring all students have the opportunity to excel and demonstrate their capabilities.

### Flexible Submission Formats

- **Diversity in Formats:** We accept a range of formats for assignment submissions, recognising the diverse learning styles and preferences of our students. Whether it's a written report, a presentation, or a video submission, we are open to various modes of expression.
- **Plagiarism Software Compliance:** All submissions must be compatible with plagiarism detection software. This ensures academic integrity and fair assessment for all students.

### Referencing and Source Crediting

- **Flexible Referencing Styles:** While we allow flexibility in referencing styles, consistency within each individual assignment is key. Choose a style that you are comfortable with and apply it consistently throughout your work.
- **Crediting Sources:** Properly crediting sources is crucial to avoid plagiarism. This demonstrates your ability to research and draw knowledge from a broad spectrum of resources.
- **Variety of References:** You are encouraged to use diverse sources, including non-academic references like media. However, at least 50% of your references should come from peer-reviewed sources, ensuring a solid academic foundation in your research.





## Action Learning Sets Assessment

- **Assessment against Skills and Knowledge Matrix:** A portion of your action learning sets will be assessed using our skills and knowledge matrix. This provides a comprehensive evaluation of your practical skills and theoretical understanding.
- **Demonstration of Competence:** You will be asked to identify sections in your action learning sets that showcase your competencies. These selected segments will be reviewed by our faculty to assess whether you meet the specific criteria.
- **Feedback and Growth:** If a criterion is not met, constructive feedback will be provided. This approach is designed to encourage reflective practice and continuous improvement in your coaching skills.

Our inclusive approach to assignment submission and grading is designed to cater to the unique strengths and preferences of each student. We aim to foster an environment where your academic and practical skills are recognized and nurtured. By offering flexible formats, diverse referencing styles, and practical assessments, we ensure that every student is given the opportunity to succeed and develop as a proficient ADHD coach.

## 5. Tutor Contact Hours and Support Availability

Our tutors are available to support your learning journey through scheduled contact hours. This includes one-on-one consultations, group discussions, and email support. We outline the best times and methods to reach your tutors and the expected response times, ensuring you receive timely and effective support.



## 6. Action Learning Sets

Action Learning Sets (ALS) are a key component of the Professional ADHD Coaching Diploma, offering a dynamic, peer-led learning experience. These sets are designed to facilitate a deep, reflective practice, allowing you to engage with real-life coaching scenarios and enhance your problem-solving skills in a supportive group environment.

### Structure and Purpose

- **Peer Collaboration:** In groups of around six, ALS provide a platform for collaborative learning. Here, you have the opportunity to learn from your peers, share experiences, and gain diverse insights.
- **Practical Application:** Focusing on real-life coaching situations, these sessions enable you to apply theoretical knowledge in practical contexts, bridging the gap between learning and doing.
- **Problem-Solving Development:** Enhance your problem-solving abilities, an essential skill for effective coaching, through group discussions and scenario analysis.



## Expectations and Student Autonomy

- **Student-Led Learning:** While we provide guidance and a framework for ALS, the emphasis is on peer and individual learning opportunities. This approach encourages you to take ownership of your learning process.
- **Selective Faculty Review:** Our faculty will review segments of ALS sessions as identified by you. This self-directed approach allows you to reflect on and showcase areas where you feel most competent or where you seek specific feedback.
- **Respecting the Learning Process:** We respect the autonomy of each ALS group, intervening only when necessary. This ensures a learning environment where you can freely explore and develop your coaching skills.



## Guidelines for Effective Participation

- **Active and Respectful Engagement:** Active participation and respectful engagement with your peers are crucial. These elements foster a trusting and productive learning atmosphere.
- **Confidentiality and Respect:** Upholding confidentiality and mutual respect within the group is paramount, creating a safe space for open discussion and learning.
- **Preparation and Reflection:** Come prepared to each session and engage in reflective practice, considering how the discussions and activities align with your learning and development as a coach.

## What You Can Expect From Us

- **Support and Guidance:** While the learning is largely student-led, we provide continuous support and a structured framework to guide your ALS experience.
- **Focused Facilitation:** Our facilitators ensure that each session remains focused and productive, providing occasional input to steer discussions constructively.
- **Feedback and Development:** We are committed to your growth as a coach, offering feedback on the segments you highlight, with an aim to nurture and develop your coaching abilities.

Action Learning Sets are a crucial and distinctive aspect of your journey to becoming a proficient ADHD coach. They offer a unique blend of peer learning, practical application, and reflective practice, all within a supportive and respectful environment. Your proactive involvement in these sets will greatly enhance your learning experience and professional development.





## 7. Requesting Reasonable Adjustments

At the ADHD Foundation we strive to provide an educational environment that is inherently inclusive, with embedded support and assessment throughout our courses. This section details our approach to reasonable adjustments for assignments and attendance, ensuring each student can achieve success whilst maintaining the rigorous standards required for accreditation. Our commitment to inclusivity is underpinned by a recognition that true inclusivity requires flexibility and openness to change.

### Understanding Reasonable Adjustments

- **Definition and Scope:** Reasonable adjustments are the modifications or accommodations we make in our teaching, assessment methods, or attendance requirements. These are designed to support students with specific needs, ensuring no one is disadvantaged.
- **Inclusive by Design:** Our course has been developed to be inclusive from the outset, with built-in assessment and support mechanisms. However, we acknowledge that inclusive practice is not static but requires ongoing adaptation and responsiveness to individual needs.
- **Flexibility with Integrity:** We offer flexibility in demonstrating skills and knowledge, ensuring our approach remains rigorous and integral. Adjustments facilitate learning and assessment without compromising the quality and credibility of our accreditation.



### **Process for Requesting Adjustments**

- **Initial Assessment:** Students are encouraged to discuss their requirements with us at the earliest convenience, ideally at the course's start or upon identification of specific needs.
- **Documentation and Evaluation:** While proof of needs is not mandatory, access to relevant information can inform our approach. We are well-equipped to assess and accommodate a diverse range of needs and remain committed to evolving our understanding in this area.
- **Individualised Approach:** Every request for adjustments is considered individually, ensuring the core competencies and learning outcomes of the course are satisfactorily met.

### **Ensuring Rigour in Assessments**

- **Skills and Knowledge Matrix:** Students are assessed against a comprehensive skills and knowledge matrix to ensure high standards of competency.
- **Evidence-Based Assessment:** We employ various evidence-based methods for assessing competencies, maintaining the rigour and validity of our assessment processes.
- **Feedback and Development:** We provide continuous feedback, focusing on strengths and areas for improvement, to ensure all students reach the proficiency level needed for accreditation.

### **What Students Can Expect from Us**

- **Support and Understanding:** Our team is dedicated to understanding and addressing your needs, offering guidance throughout the adjustment process.
- **Transparency and Communication:** We maintain open communication, ensuring students are informed and involved in decisions regarding adjustments.
- **Commitment to Inclusivity:** We are committed to inclusivity, respect for diversity, and the creation of an equitable learning experience for all students.

Recognising that inclusivity requires flexibility and a willingness to adapt, we endeavour to balance these needs with the high standards necessary for professional accreditation.

Our approach to reasonable adjustments ensures that all students receive the support they need to succeed and effectively demonstrate their competencies.

## **8. Inclusive Practice and Assessment Throughout**

Our course employs inclusive teaching and assessment methods to cater to a diverse student body. This includes varied teaching styles, accessible learning materials, and multiple forms of assessment to suit different learning preferences. We regularly review and adapt our practices to ensure inclusivity and equity in the learning experience.



## 9. Complaints and Appeals Process

### Introduction to the Process

At the ADHD Foundation we are committed to upholding the highest standards of transparency and open communication. We understand that there may be occasions when you need to voice concerns or challenge decisions made. This section is dedicated to guiding you through our structured process for handling complaints and appeals, ensuring fairness and impartiality at every stage.

### Understanding Complaints and Appeals

- **Definition:** A complaint can be any expression of dissatisfaction regarding our services, course delivery, or interactions with staff or peers. An appeal is a formal request to review a decision made by us, particularly in relation to assessments or disciplinary actions.
- **Our Commitment:** We are dedicated to treating all complaints and appeals seriously, addressing them promptly and fairly.

### Process for Lodging Complaints

- **Initial Contact:** You are encouraged to raise any concerns informally with the relevant staff member or tutor initially. Often, issues can be resolved at this stage through direct communication.
- **Formal Complaint:** If the issue is not resolved informally, you can submit a formal complaint in writing, detailing the nature of the dissatisfaction.
- **Acknowledgement and Review:** We will acknowledge receipt of your complaint within 5 working days and initiate a review process, aiming to resolve the matter as swiftly as possible.





## Appeals Procedure

- **Grounds for Appeal:** You may appeal against an academic decision, such as assessment results, or any disciplinary action taken. The appeal must be based on specific grounds, such as procedural errors or new evidence.
- **Submitting an Appeal:** Appeals should be made in writing, clearly stating the reasons for the appeal and any supporting evidence.
- **Investigation:** An independent panel not previously involved in the matter will review the appeal. They will consider all aspects impartially.

## Timelines and Expectations

- **Response Times:** We aim to resolve complaints and appeals as quickly as possible. However, the complexity of some issues may require extended investigation. We will keep you informed of the progress.
- **Outcome Communication:** Final decisions on complaints and appeals will be communicated in writing, detailing the reasons for the decision and any actions to be taken.

## Impartial Review Mechanism

- **Independent Review:** In cases where you are dissatisfied with the outcome, you may request an independent review. This will be conducted by a party not previously involved in the process.
- **Final Decision:** The outcome of the independent review is final, and we will take appropriate steps to implement any recommendations.

## Support During the Process

- **Guidance and Assistance:** Our staff are available to guide you through the process, ensuring you understand each step.
- **Confidentiality:** All complaints and appeals will be handled with the utmost confidentiality and respect for your privacy.

Our complaints and appeals process are designed to ensure that your voice is heard and your concerns are addressed fairly and transparently. We are committed to maintaining an environment where issues can be raised without fear of prejudice or reprisal, ensuring the integrity and excellence of our course.





## 10. Continuing Professional Development Opportunities

The journey of learning and professional enhancement does not end with the completion of your Professional ADHD Coaching Diploma. We, at the ADHD Foundation are dedicated to providing ongoing opportunities for your growth and development as an ADHD coach. This section outlines the myriad of avenues available for you to continue advancing in your professional life.

### Overview of CPD Opportunities

- **Advanced Workshops:** Delve deeper into specific areas of ADHD coaching with our range of expert-led workshops. These sessions are designed to build upon the knowledge and skills acquired during your diploma course.
- **Seminars and Webinars:** Regular seminars and webinars will be hosted, featuring leading experts in the field of ADHD and neurodiversity. These events offer insights into the latest research, strategies, and trends in ADHD coaching.
- **Networking Events:** Engage with a vibrant community of ADHD coaching professionals through our networking events. These gatherings provide an excellent platform for sharing experiences, best practices, and making valuable connections.

### Accessing CPD Opportunities

- **Membership Benefits:** As a graduate, you are entitled to membership of our professional network, granting you access to a range of CPD events, and a community of practitioners.
- **Regular Updates:** Stay informed about upcoming events and opportunities through our newsletters and member-exclusive communications.
- **Online Portal:** Our dedicated online portal lists all available CPD opportunities, allowing you to register and participate in events that align with your professional interests.



## Benefits of Engaging in CPD

- **Staying Current:** CPD ensures that you remain knowledgeable and up-to-date with the evolving field of ADHD coaching.
- **Enhanced Skills:** Ongoing learning and development contribute to your growth as a well-rounded professional, equipped to tackle diverse challenges in coaching.
- **Professional Recognition:** Active participation in CPD is a mark of your commitment to professional excellence and can enhance your reputation and credibility as an ADHD coach.

## Encouragement for Lifelong Learning

We strongly encourage you to view professional development as a continuous journey. The field of ADHD coaching is dynamic, and there is always more to learn and explore. Engaging regularly in CPD activities will not only enrich your professional life but also significantly impact the lives of those you coach.

Your graduation marks the beginning of an exciting path of ongoing professional development. We are here to support and facilitate your growth every step of the way. Embrace these opportunities to expand your horizons, refine your skills, and stay at the forefront of ADHD coaching.



## 11. Professional Network and Community Engagement

### Introduction to the Professional Network

- As you conclude your journey with the Professional ADHD Coaching Diploma, you're not just completing a course – you're stepping into a groundbreaking movement. By joining our professional network, you become part of a pioneering community dedicated to ADHD coaching across various sectors, from educational settings to boardrooms, and everything in between.

### Building a New Profession

- **A Community of Innovators:** This network is your gateway to a collective of professionals who are shaping the future of ADHD coaching. We are not just teaching a course; we are creating a new profession, one that recognises and harnesses the unique talents and perspectives of individuals with ADHD.
- **Collaboration and Mentorship:** The network fosters opportunities for collaboration, mentorship, and mutual support. As a member, you'll have access to a wealth of knowledge and experience, offering a platform to both learn from others and contribute your insights.

### Engagement in Professional Activities

- **Community Events and Webinars:** We encourage you to stay actively involved through various events, webinars, and forums. These activities are designed to keep you engaged with the latest developments in the field and provide opportunities for professional growth.
- **Ongoing Professional Support:** Our commitment to your development continues beyond the diploma. The network is a source of ongoing support, helping you navigate your professional journey in ADHD coaching.



## Frequently Asked Questions:



### **Do you offer financial support?**

Not at this moment in time.

### **Can I pay the deposit in instalments?**

No, the £500 deposit will need to be paid in one go, but the rest can be paid in instalments.

### **Can I jump straight to Year 2 if I have relevant qualifications?**

No, we require all students to complete both years to obtain the diploma.

### **What qualification will I receive if I just complete Year 1?**

You will receive an ADHD Coaching Certificate, but not the Diploma.

### **If I defer until the next enrolment, do I need to complete another application form?**

Yes.

### **When is the next enrolment for Year 1 of the course?**

Autumn 2024. If you wish to be informed, email our Coaching Diploma Coordinator, Stephanie – [coaching@adhd.foundation.org.uk](mailto:coaching@adhd.foundation.org.uk)

### **Can I catch up with any missed sessions? Are they recorded?**

Sessions will be recorded, but 80% live attendance is required as sessions will be interactive. A register will be taken.

### **What academic level is the Diploma equivalent to?**

Across both years of the course, it will be between levels 4 and 6, with elements of a level 7.

### **Does this course carry any HE accreditation?**

This is something we are planning for in the future.

### **Do you offer any advice or help on setting up a coaching business post qualification?**

This is something we will look to develop but we cannot give people independent career or business advice. It is a coaching diploma.

### **Is this course regulated by Ofqual?**

No. The ADHD Foundation Neurodiversity Charity is the accrediting body. As the largest Neurodiversity Charity in Europe, we are proud to be addressing a critical need in the UK, as a new, professional body for ADHD Coaching. Students will be automatically enrolled in our professional body – The Association of UK ADHD and Neurodiversity Coaches, and have further opportunities to develop, including monthly meetings and optional guest lectures.

# Contributing to Social Change

**Not-for-Profit Vision:** The Professional ADHD Coaching Diploma is more than an educational programme; it's a social mission. As a not-for-profit initiative, any profits are channelled back into providing charitable services for families impacted by ADHD.

**Your Role in Wider Impact:** Your participation in this diploma extends beyond personal achievement – it contributes to a larger cause. You are directly supporting initiatives that make a real difference in the lives of individuals and families living with ADHD.





## A Call to Action

As you embark on your professional path, remember that you are at the forefront of a transformative movement. You are not just a coach; you are an advocate, a leader, and a change-maker. We invite you to embrace this role wholeheartedly, actively participate in our network, and contribute to the ongoing development of this vital profession. Together, we are not only advancing our careers but also shaping a more inclusive and understanding world for individuals with ADHD.





**DARE TO THINK  
DIFFERENTLY!**



Neurodiversity is a triumph of lived experience over ignorance; challenging misconceptions about intelligence, ability and employability.