



Level 2 Award in  
**Coaching Functional Fitness (RQF)**

610/1523/4

## Key Information

Level: 2

Sector: Sports, Leisure and Recreation

Qualification type: Occupational Qualification

Total Qualification time: 50

Credit Value: 5

Guided Learning Hours: 37

Status: Available to learners

Methods of Assessment: Portfolio of evidence

Minimum age: 16

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# Focus Awards Level 2 Award in Coaching Functional Fitness (RQF)

QRN: 610/1523/4

GLH: 37

TQT: 50

Credit: 5

## Qualification Purpose:

The aim of the Focus Awards Level 2 Award in Coaching Functional Fitness (RQF) is to provide learners with the understanding of the role and responsibility of a coach in Functional Fitness, to identify the key aspects of the role and responsibilities related to rules, regulations, duty of care and safe coaching practice and be able to prepare, deliver and evaluate Functional Fitness sessions for individuals and a group.

This qualification is aimed at those that wishing to gain experience in coaching Functional Fitness.

## Age Ranges:

Entry is at the discretion of the centre. However, learners should be aged 16 to undertake this qualification.

## Geographical Coverage:

This qualification is available in England.

## Learner Entry Requirements:

Learners should be competent in literacy and numeracy to help with elements of communication. This is at the discretion of the centre as they may decide to use diagnostic testing methods to ascertain how they can support learners.

## Reasonable Adjustments and Special Considerations:

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy'. A copy is available for download from the Focus Awards website at the following url:

<https://www.focusawards.org.uk/wp-content/uploads/2016/08/Reasonable-Adjustments.pdf>

## Assessment Methods:

This qualification is Internally Assessed. Each learner must create a portfolio of evidence that demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include some or all of the following:

- Assessor observation
- Witness testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

## Progression Routes:

Learners seeking progress from this qualification can advance their skills further through the following:

- Focus Awards Level 3 Certificate in Coaching Strength and Power (RQF)
- Focus Awards Level 2 Certificate in Coaching Weight Lifting (RQF)

## Supporting Material and Useful Websites:

- <https://focusawards.org.uk/supportingmaterials>
- <https://ofqual.gov.uk>

## Qualification Structure:

In order to successfully complete the Focus Awards Level 2 Award in Coaching Functional Fitness (RQF) learners must achieve a total of 5 credits from the 2 mandatory units.

## Mandatory Units:

Unit Title	Unit reference	Level	Credit	Guided Learning Hours
Coaching Practice in a Functional Fitness Setting	F/650/4248	2	3	27
Planning, Delivering and Evaluating Functional Fitness Training Programmes	L/650/4936	2	2	10

## Units

Unit Title:	Coaching Practice in a Functional Fitness Setting		
Unit No:	F/650/4248		
Level:	2		
GLH:	27		
Credit:	3		
Unit details: The aim of this unit is for learners to understand the role and responsibility of a coach in a functional fitness setting, including key safeguarding requirements and the importance of understanding and adhering to a code of conduct. Coaches will also understand how to create an inclusive environment while promoting behaviours to support health and wellbeing.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the role and responsibility of a coach in a functional fitness setting	1.1	Describe the roles of a coach in a functional fitness setting
		1.2	Identify the responsibilities of a coach in a functional fitness setting
		1.3	Identify the importance of adhering to a code of conduct
		1.4	Outline how a coach can adhere to a code of conduct
		1.5	Identify key safeguarding responsibilities for coaches working with children and adults at risk
		1.6	Identify professional boundaries of a coach in a functional fitness setting
		1.7	Identify individuals a coach may need to gain additional expertise to support participants
		1.8	Describe how individuals other than the functional fitness coach can support participants to achieve their training goals
2	Understand how a coach can create an inclusive environment while supporting the health and wellbeing of participants	2.1	Describe how a coach can adapt delivery to ensure that sessions are inclusive
		2.2	Outline the benefits encouraging participants to engage in a healthy lifestyle
		2.3	Describe how participants can improve their health and wellbeing outside of the functional fitness training environment
3	Understand the knowledge and skills required to coach effectively in a functional fitness setting	3.1	Explain the importance of a coaching philosophy
		3.2	Identify the different styles of coaching
		3.3	Describe how coaches can use different coaching styles to meet the needs of the participant
		3.4	Define what is meant by a participant-centred approach to coaching
		3.5	Explain how a coach can encourage participant retention in their coaching practice

Unit Title:	Planning, Delivering and Evaluating Functional Fitness Training Programmes		
Unit No:	L/650/4936		
Level:	2		
GLH:	10		
Credit:	2		
Unit details: The aim of this unit is to understand how to plan, prepare and deliver training sessions to enhance functional fitness.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Plan and prepare functional fitness training sessions to meet the needs of individuals and a group	1.1	Plan training schedules to meet needs of individuals and a group
		1.2	Design training programmes to concurrently develop a combination of physical fitness components
		1.3	Outline how to modify sessions to cater for individual needs within a group session
		1.4	Demonstrate effective time management in the planning and delivery of training sessions
		1.5	Create training sessions that are engaging, varied and progressive while meeting the overall needs of participants
		1.6	Plan an appropriate warm-up and cool-down
		1.7	Integrate group training constraints within a session
2	Ensure the safety and wellbeing of participants in a functional fitness environment	2.1	Identify how to effectively assess participant needs before engaging in a functional fitness programme
		2.2	Explain how a pre-exercise assessment may influence the fitness programme
		2.3	Prepare the functional fitness environment to meet the needs of the individual and group
		2.4	Identify correct procedures for dealing with incidents, accidents and emergencies
3	Provide correct advice on coaching a range of functional fitness exercises	3.1	Identify the key coaching points for a range of functional fitness exercises
		3.2	Describe how exercises can be progressed or regressed to meet the needs of the participant
		3.3	Assess individual(s) technical competency on a range of functional fitness exercises while providing appropriate feedback
4	Understand how to coach weightlifting derivatives in line with key coaching points derived from the BWL Technical Model	4.1	Identify the key positions in the snatch, clean and jerk in line with the BWL Technical Model
		4.2	Identify stable components of weightlifting technique in line with the BWL Technical Model
5	Understand how to coach effective barbell cycling	5.1	Identify different barbell cycling methods
6	Review own coaching to allow for continual development	6.1	Evaluate coaching performance to encourage continual development



## Unit Guidance

**Identify the key coaching points for a range of functional fitness exercises**

Functional fitness exercises to include:

- Resistance training exercises (i.e., barbell, dumbbell, kettlebell)
- Weightlifting and weightlifting derivatives
- Plyometric training
- Callisthenics
- Monostructural exercises (i.e., cardiovascular modes)
  - Functional fitness exercises should include the following movement patterns:
    - Hinging
    - Squatting
    - Pushing
    - Pulling
    - Carries
    - Bracing

**Evaluate coaching performance**

Highlighting areas of strength, areas of development and actions to ensure continual development.

# Staff Requirements

## Requirements for Tutors/Instructors

Tutors delivering the qualification will be required to hold or be working towards a teaching qualification. This may include qualifications such as the Levels 3, 4 or 5 in Education and Training, or a Certificate in Education. Focus Awards will however; consider other teaching qualifications upon submission. Tutors must also be able to demonstrate that they are occupationally competent within the sector area.

## Requirements for Assessors

Assessors will be required to hold, or be working towards a relevant assessing qualification. This includes qualifications such as:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally-Related Achievement
- Level 3 Certificate in Assessing Vocational Achievement

Focus Awards will however; consider other relevant assessing qualifications upon submission.

Assessors who only hold the Level 3 Award in Understanding the Principles and Processes of Assessment will be required to complete an additional programme of study to achieve the relevant competency units required for one of the qualifications listed above.

Trainee assessors who do not hold an assessment qualification will require their decisions to be countersigned by a suitably qualified assessor.

Assessors must also be able to show they are occupationally competent within the sector area

## Requirements for Internal Quality Assurers (IQA)

Internal Quality Assurers should hold or be working towards the following an IQA qualification. This may include qualifications such as the V1 (previously D34), or the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice. Focus Awards will however; consider other relevant IQA qualifications upon submission. Trainee IQAs who do not hold an IQA qualification will require their decisions to be countersigned by a suitably qualified IQA. IQAs must be able to demonstrate occupational competence.

## Handy vocabulary of terms used in this specification

This table explains how the terms used in Focus Awards' Qualification Specification content are applied. Not all terms are necessarily used in this qualification.

Apply	Explain how existing knowledge can be used in new or different situations.
Analyse	Break the subject down into individual parts. Examine each, show how they fit together, whether they support each other and why they're important. Reference to current research or theory may add weight to your analysis.
Clarify	Clearly and concisely explain the information presented.
Classify	Organise in alignment with specified criteria.
Collate	Gather and organise information in a logical order (e.g., alphabetically, numerically, chronologically etc.).
Compare	Examine the subjects in detail to identify differences and similarities.
Critically compare	Similar to 'compare' above, but consider any positive aspects and/or limitations/restrictions arising from identified differences and similarities.
Consider	Think critically about a presented situation, problem, action or decision, and explain it. Also see 'explain' below.
Demonstrate	Describe or explain knowledge or understanding by providing examples or illustrations.
Describe	Write about the subject, presenting detailed information logically.
Develop...	Expand a plan or idea by adding more detail and/or depth of information.
Diagnose	Collate and consider appropriate evidence to identify the cause or origin of a situation or problem.
Differentiate	Identify the differences between 2 or more arguments, situations or subjects.
Discuss	Create a detailed account from a range of viewpoints, opinions or perspectives.
Distinguish	Explain the difference between 2 or more items, resources, pieces of information.
Draw conclusions...	Derive a reason or logic based decision or judgement.

Estimate	Use existing knowledge, experience and other relevant information to arrive at an approximate or 'best guess' opinion or judgement.
Evaluate	Examine strengths and weaknesses, consider arguments for and against, and/or similarities and differences. Assess any presented evidence from different perspectives and arrive at a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Present detailed information about the subject with reasons showing how or why it's included. Include examples to support these reasons where possible.
Extrapolate	Use existing knowledge and data to predict possible outcomes or results that might be outside the expected 'norm'.
Identify	Recognise and name the main points accurately. Additional description or explanation may be needed to aid clarity and attribute credibility.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Provide a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Create and record (list) a logical, organised sequence of information, required resources and actions/events that enable a concept or idea to be crystalised and communicated.
Provide	Identify and deliver detailed and accurate information related to the subject.
Reflect	Consider actions, experiences or learning and how these may impact practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes to improve clarity or better demonstrate understanding.
Select	Make an informed choice for a specific purpose or required outcome/result.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Provide the main points clearly in sentences or paragraphs.
Summarise	Convey the main ideas or facts concisely.

## Assessor Feedback

Student Name:	
Student Number:	
Course:	
Unit(s):	
Criteria:	
Date:	
Comments:	
Decision:	
Further Actions:	
Assessor:	
Position:	

<b>IQA Report</b>			
<b>Qualification:</b>			
<b>Assessor:</b>		<b>IQA:</b>	
<b>Candidate Name</b>	<b>Unit(s) Sampled</b>	<b>Assessment Methods</b>	<b>Comments</b>
		<b>IQA Signature</b>	
		<b>Assessor Signature</b>	