



Focus Awards Level 2 Award in the Principles of Coaching Sport (RQF)

601/5482/2

Focus Awards, Silicon House, Farfield Park, Manvers,
Rotherham, S63 5DB

Qualification Summary

Key Information

Level	Sector	Qualification Type
2	Sport, Leisure and Recreation	Occupational
Total Qualification Time	Credit Value	Guided Learning Hours
153	9	63
Status	Methods of Assessment	Minimum Age
Available to learners	Portfolio of evidence	14



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Focus Awards Level 2 Award in the Principles of Coaching Sport (RQF)

QRN: 601/5482/2

GLH: 63

TQT: 153

Credit: 9

Qualification Purpose:

The Focus Awards Level 2 Award in the Principles of Coaching Sport (RQF) aims to provide learners with the necessary knowledge and skills in order to competently perform their chosen roles within a leisure facility.

The qualification covers essential coaching knowledge that can be used across any sport and provides learners with the fundamental skills and principles required to safely deliver sports coaching sessions

Age ranges

Entry is at the discretion of the centre. However, learners should be aged 14 to undertake this qualification

Geographical Coverage

This qualification is available in England and Northern Ireland.

Learner Entry Requirements

Focus Awards does not set any other entry requirements, but additional criteria may be requested or specified by the centre.

Reasonable Adjustments

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 wishing to progress from this qualification can undertake the following qualifications:

- Level 2 and Level 3 Qualifications in Sports Coaching
- Level 2 Certificate in Fitness Instructing
- Level 2 NVQ in Instructing Exercise and Fitness
- Level 3 Certificate for the Outdoor Industry
- Level 2 NVQ Certificate in Active Leisure, Learning and Well-being Operational Services

Supporting Material and Useful Websites

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

Qualification Structure

In order to successfully

Mandatory Units

Unit Title	Unit Ref	Level	Credit	GLH
Understanding the fundamentals of coaching sport	J/601/2101	2	3	22
Understanding how to develop participants through coaching sport	Y/601/2104	2	2	12
Supporting participants' Lifestyle through coaching sport	H/601/2106	2	2	16
Understanding the principles of safe and equitable coaching practice	M/601/2108	2	2	13

Units

Unit Title:	Understanding the fundamentals of coaching sport
Unit No:	J/601/2101
Level:	2
GLH:	22
Credit:	3

Unit details: This unit aims to develop the knowledge and skills to understand the role of a coach, participant(s)' learning styles, behavioural management and reflecting on a coaching session.

Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the role of a coach	<u>1.1</u>	Describe how to ensure that the participant is at the centre of the coaching process
		<u>1.2</u>	Explain how to empower participant(s)' choice, discovery of solutions and need to develop at their own pace
		<u>1.3</u>	Describe how to develop and maintain positive relationships with and between participant(s)
		<u>1.4</u>	Describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement
		<u>1.5</u>	Identify methods to develop participant(s)' confidence and self esteem
		<u>1.6</u>	Describe how to identify opportunities for the coach to reflect and develop their coaching practice
		<u>1.7</u>	List the different support personnel that can contribute to coaching sessions
		<u>1.8</u>	Describe how support personnel can be used to contribute to coaching sessions
		<u>1.9</u>	Explain the importance of positively promoting the role of officials in competition
		<u>1.10</u>	Define what is acceptable in terms of a coach: participant relationship
		<u>1.11</u>	Explain the consequences of not adhering to the principles of what is acceptable in terms of a coach: participant relationship
		<u>1.12</u>	Identify the components of a Code of Practice for coaching which allows high

			standards of personal conduct to be maintained and a positive image of the sport to be projected
		<u>1.13</u>	Outline the types of information that the coach should provide to participant(s) after a coaching session
2	Understand the coaching process	<u>2.1</u>	Outline how to identify participant(s)' needs
		<u>2.2</u>	List the sources of information that a coach can use when planning and preparing coaching sessions
		<u>2.3</u>	Identify the types of information about participants which should be treated confidentially
		<u>2.4</u>	Describe the stages and components of the coaching process
		<u>2.5</u>	Describe how to plan coaching sessions that meet participant(s)' needs
		<u>2.6</u>	Explain how individual coaching sessions support the aims of the wider coaching programme
		<u>2.7</u>	Explain the process of setting SMART goals/objectives
		<u>2.8</u>	Describe how to start and end a coaching session
		<u>2.9</u>	Explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session
		<u>2.10</u>	Describe different types of demonstrations that encourage learning
		<u>2.11</u>	Explain how to balance instruction, facilitation, and demonstration within sessions
		<u>2.12</u>	Describe how to use listening skills
		<u>2.13</u>	Describe how to select language that is appropriate to participant(s)
		<u>2.14</u>	List how the coach can establish the views of participant(s) about the coaching sessions
		<u>2.15</u>	Identify situations when a coach may need to change or adapt a session
		<u>2.16</u>	Describe how to give constructive feedback to participant(s)
		<u>2.17</u>	Identify how to cater for an individual's needs within group coaching

		<u>2.18</u>	Describe how to organise group coaching sessions
3	Understand participant(s)' learning styles	<u>3.1</u>	Outline different learning styles and needs
		<u>3.2</u>	Explain how to consider participant(s)' learning styles and needs when planning coaching sessions
		<u>3.3</u>	Describe the difference between the ways that adults and children learn
		<u>3.4</u>	Define the principles of monitoring and evaluating learning
		<u>3.5</u>	Describe how the coach can support participant(s) in taking responsibility for their own learning
		<u>3.6</u>	Describe how to manage different learning styles and learning needs, in group coaching
4	Understand behaviour management	<u>4.1</u>	Identify the principles of positive behaviour management
		<u>4.2</u>	Describe how to develop a behaviour management strategy for coaching sessions
		<u>4.3</u>	Outline ground rules for positive behaviour during coaching sessions
		<u>4.4</u>	Outline the methods of communicating and implementing ground rules
		<u>4.5</u>	Explain the importance of fair and consistent behaviour management
		<u>4.6</u>	Explain how to encourage and reward positive behaviour
		<u>4.7</u>	identify the types of behaviour by participant(s) and others that may cause emotional distress
		<u>4.8</u>	Explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress
		<u>4.9</u>	Describe how to respond to discriminatory behaviour
		<u>4.10</u>	Describe the procedures to be followed if a participant wants to complain about discrimination

5	Understand how to reflect on a coaching session	<u>5.1</u>	Identify valid sources of feedback from participant(s) and support staff
		<u>5.2</u>	Explain how to do each of the following as part of self-reflection: <ul style="list-style-type: none"> • make self-assessment of skill level • identify action to be taken • use different methods of self-reflection
		<u>5.3</u>	Outline how to use evidence of own performance
		<u>5.4</u>	List factors that impact on the ability to identify own development needs
		<u>5.5</u>	Identify methods for personal action planning and the prioritisation of such planning
		<u>5.6</u>	Describe how to measure each of the following: <ul style="list-style-type: none"> • the quality of the coaching experience • participant development <ul style="list-style-type: none"> • the quality assurance mechanisms used
		<u>5.7</u>	Describe how to use information taken from evaluations to improve the programme/session

Unit Title:	Understanding how to develop participants’ through coaching sport		
Unit No:	Y/601/2104		
Level:	2		
GLH:	12		
Credit:	2		
Unit details: This unit aims to develop the knowledge and skills to understand the principles of planning coaching sessions, evaluation and the participant (s) skills development.			
<u>1</u>	Understand the principles of planning coaching sessions	<u>1.1</u>	Identify the information required to plan coaching sessions
		<u>1.2</u>	Identify health and safety requirements that may impact on coaching sessions
		<u>1.3</u>	Describe how to establish goals for coaching sessions based on participant(s)’ needs
		<u>1.4</u>	Identify sport-specific technical content to be included in coaching session plans
		<u>1.5</u>	List a range of coaching styles
		<u>1.6</u>	Explain the use of different coaching styles
		<u>1.7</u>	Describe how fun and enjoyment in coaching sessions can impact on learning
		<u>1.8</u>	Describe the components of planning progressive coaching sessions
		<u>1.9</u>	Identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions
		<u>1.10</u>	Describe how coaching sessions might be adapted as a result of Unforeseen changes to the coaching environment or participant(s)’ needs
<u>2</u>	Understand the principles of skill development through coaching sessions	<u>2.1</u>	Define: <ul style="list-style-type: none">• skill coordination• motor skill learning• skill acquisition• skill retention• skill transfer
		<u>2.2</u>	Describe the basic methods of analysing participant(s)’ performance
		<u>2.3</u>	Identify factors that affect the development of participant(s)’ skills in sport
		<u>2.4</u>	Describe the organisational requirements for the delivery of coaching sessions
		<u>2.5</u>	Describe the different techniques available for developing participant(s)’ skill through coaching
		<u>2.6</u>	Identify methods to support participant development
		<u>2.7</u>	Identify sources of feedback which will support participant(s)’ development

		2.8	Explain the importance of gaining feedback from participant(s)
3	Understand how the stages of participant(s)' development impact on their coaching	3.1	Describe the progressive stages of development through maturity
		3.2	Identify how the participant(s)' stage of development affects the content of coaching sessions
		3.3	Identify how participant(s)' stage of development impacts on the coaching environment
		3.4	Identify what influence training and competition have throughout the different stages of development
4	Understand the principles of evaluation in coaching	4.1	Explain the principles of evaluating coaching sessions
		4.2	Identify a variety of evaluation methods that can be used to monitor participant(s)' development and learning
		4.3	Identify types of information that can be gathered to monitor participant(s)' development and learning
		4.4	Identify appropriate other people who can contribute to the evaluation of coaching sessions
		4.5	Describe how and when to gather information on current coaching practice from participant(s) and others
		4.6	Explain how the feedback from participant(s) and others should impact on future coaching practice
		4.7	Describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development

Unit Title:	Supporting participants' lifestyle through coaching		
Unit No:	H/601/2106		
Level:	2		
GLH:	30		
Credit:	4		
Unit details: This unit aims to develop the knowledge and skills to understand basic nutrition and hydration, physical conditioning, mental preparation and support participant (s) awareness of drugs in sport.			
<u>1</u>	Understand basic nutrition and hydration principles for sports performance	<u>1.1</u>	Identify the five different food/nutritional groups
		<u>1.2</u>	Describe the principles of good nutrition as it relates to sports performance
		<u>1.3</u>	Describe the principles of hydration
		<u>1.4</u>	Identify the signs and symptoms of dehydration
		<u>1.5</u>	Describe the principles of weight management as appropriate to specific sports
		<u>1.6</u>	Explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition
<u>2</u>	Understand physical conditioning for sport	<u>2.1</u>	Identify the components of physical and skill-related fitness
		<u>2.2</u>	<ul style="list-style-type: none">Describe the physical capabilities required for a sport
		<u>2.3</u>	Describe the principles of injury prevention in training
		<u>2.4</u>	Describe how to support participant(s) in the management of injury
		<u>2.5</u>	Identify methods of training different physical components in participant(s)
		<u>2.6</u>	Identify the basic anatomy and biomechanical demands of a sport related activity
		<u>2.7</u>	Identify specific physical testing protocols for a sport related activity
		<u>2.8</u>	Identify methods to enhance participant recovery time from session to session
<u>3</u>	Understand principles of mental preparation in sport	<u>3.1</u>	Identify the mental capabilities required for a sport related activity
		<u>3.2</u>	Identify key methods for improving participant(s)': <ul style="list-style-type: none">confidenceconcentration

			<ul style="list-style-type: none"> • motivation • emotional control • cohesion
		3.3	Describe the principles of participant(s)' development at the different stages of cognitive, emotional and social development
		3.4	Outline how a coach can profile participant(s)' mental skills
		3.5	Describe the basic coach intervention techniques for developing mental skills for training and competition
4	Understand how to support participant awareness of drugs in sport	4.1	Outline the ethical issues surrounding drug taking in sport
		4.2	Identify sources of information on drugs in sport
		4.3	Outline the consequences for participant(s) in taking supplementation or prescription medicines

Unit Title:	Understanding the principles' lifestyle through coaching sport		
Unit No:	H/601/2106		
Level:	2		
GLH:	13		
Credit:	2		
Unit details: This unit aims to develop the knowledge and skills to ensure participants (s)' safety during coaching session and ensuring equitable coaching of sport specific activities.			
<u>1</u>	Understand how to ensure participant(s)' safety during sport-specific coaching sessions	<u>1.1</u>	Describe the health and safety requirements that are relevant to planned sport-specific activities and competition
		<u>1.2</u>	Describe how to structure coaching sessions to minimise the risk of injury to participant(s)
		<u>1.3</u>	Explain how to plan for contingencies to coaching sessions as a result of external influences
		<u>1.4</u>	Explain how to implement contingencies to coaching sessions as a result of external influences
		<u>1.5</u>	Describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition
		<u>1.6</u>	Outline the main rules/regulations of the sport/activity appropriate to the level of the participant(s)
		<u>1.7</u>	Explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s)
		<u>1.8</u>	Describe the coach's duty of care responsibilities for participant(s), including children
		<u>1.9</u>	Outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately
		<u>1.10</u>	Describe the following requirements for ensuring the protection of children from abuse: <ul style="list-style-type: none">• legal requirements• sport-specific requirements
		<u>1.11</u>	Describe the insurance requirements on a coach operating in a coaching environment
<u>2</u>		<u>2.1</u>	Describe the following requirements impacting on equitable coaching:

Understand how to ensure equitable coaching of sport-specific activities		<ul style="list-style-type: none"> • legal requirements • sport-specific requirements
	2.2	Explain the purpose of sport-specific Codes of Practice for coaching
	2.3	Explain how sport-specific Codes of Practice for coaching impact on coaching behaviour
	2.4	Describe methods to minimise barriers to participant development
	2.5	Explain what information is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations
	2.6	Describe the nature of impairments and how their implications may affect aspects of the coaching process
	2.7	Describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment
	2.8	Describe how and when to involve support staff to ensure participant(s)' needs are provided for within the coaching activity
	2.9	Describe how to adapt and progress activities and sessions
	2.10	Describe how to prepare athletes for competition
	2.11	Identify types of performance enhancing drugs and illegal substances
	2.12	Explain how a coach can discourage the use of performance enhancing drugs and any illegal substances

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 particular 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:	

FOCUS AWARDS 