Unit 1 for the Level 2 Coach Role

Guidance for: Understand the role and responsibilities of the coach.

This Guidance is designed to support awarding organisations aspiring to develop sport-specific coaching qualifications, in partnership with a recognised governing body of sport aspiring to UKCC endorsement, to ensure that the appropriate breadth of knowledge is considered in the development of assessment.

In the development of sport-specific coaching qualifications utilising the above unit, awarding organisations, in partnership with a recognised governing body of sport, should contextualise and customise the underpinning knowledge below to create a sport-specific Knowledge Syllabus relevant to the sport and the environment in which the coach will be expected to operate. The resultant knowledge should be assessed by valid means.

### Guidance: Underpinning Knowledge

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<th>A – Role and Responsibilities</th>
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**The learner should understand:**

A.1 the role of the fully independent sports coach and their responsibilities.
A.2 their responsibilities working with others such as leaders, coaching assistants.
A.3 promote sport-specific and general codes of conduct, and set and agree ground rules.
A.4 how to be a role model.
A.5 how to abide by the rules and regulations of the sport.
A.6 how to positively promote the role of officials.
A.7 what constitutes acceptable relationships as a coach.
A.8 how to encourage and reward positive behaviour.
A.9 how to respond to discriminatory behaviour.
A.10 how to behave in a fair, consistent and ethical manner.
A.11 how to manage resources and information for, and about, participants.
A.12 how to identify the requirements and motivations of the participant groups.
A.13 about duty of care, safeguarding children, young people and adults at risk, and maintain confidentiality.
A.14 how to deal with a variety of participant types – disabled and non-disabled people, children/youth/adults.
A.15 how to assist with meeting the needs of participants who share protected characteristics.
A.16 manage health and safety by preparing the environment and conduct a risk assessment.
A.17 gather information about lifestyle, previous experience, and the needs of different participant groups.

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<th>B – Inclusive Coaching</th>
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**The learner should understand:**

B.1 how to ensure delivery of coaching activities is inclusive.
B.2 where to gain information on how to coach participants who share protected characteristics.
B.3 how to communicate with a variety of participant types (disabled and non-disabled people, children/youth/adults).
B.4 how to recognise that different participants learn in different ways.
B.5 how to identify different backgrounds and stages of participant development in relation...
Guidance: Underpinning Knowledge

to age, skill and emotional development.

C – Personal and Social Needs

*The learner should understand:*
C.1 the role of the coach in encouraging the pursuit of a healthy lifestyle, including an awareness of nutrition, hydration and social and performance-enhancing drugs.
C.2 the principles of weight management in relation to the sport.
C.3 how to cater for individual needs within group coaching.
C.4 how to deal with accidents, emergencies and incidents, minimise risk and understand where to report any issues.
C.5 the ways adults and children learn.

D – Stages of Development

*The learner should understand:*
D.1 the stages of development and how they affect learning and the coaching environment.
D.2 how training and competition may be influenced by different stages of development.
D.3 how the physical and mental capabilities of participant(s) will influence the content and structure of the session.

E – Physical Components

*The learner should understand:*
E.1 the components of physical fitness and how they link directly to the sport.
E.2 the physical capabilities required for a sport.
E.3 basic anatomical and biomechanical demands of sport-related activity.
E.4 how to prevent injury and assist a participant returning from injury.

F – Mental Skills

*The learner should understand:*
F.1 the mental capabilities required for a sport-related activity.
F.2 the key methods for improving participant(s)’:
  * connection
  * confidence
  * concentration
  * motivation
  * emotional control
  * cohesion.
F.3 the different stages of cognitive, emotional and social development.
F.4 how to develop participants’ mental skills in sport.