

# **Netball UKCC Coach Education Programme Level 2 Coach Qualification**

## **Course Information Pack**

**Netball UKCC = Netball Scotland / Welsh Netball / England Netball**

## **Introduction**

The following pages will give you a clear overview of the new Netball Level 2 qualification, its content and how it is assessed.

### **What is the UKCC? What are the benefits and why the change?**

We have developed the UKCC for Netball to provide our players and coaches with the following advantages

- The Netball UKCC at Levels 1, 2 and 3 are recognised qualifications that will sit on the National qualifications Framework and will be comparable with other qualifications
- The qualifications will meet the UKCC endorsed quality standard
- The qualifications have been designed to meet the needs of our coaches and vitally our players at the appropriate level
- The length of the courses are appropriate to ensure we train our coaches effectively and offer better support
- Assessments have been integrated into the courses where appropriate to meet the needs our coaches
- The coach tutors, assessors and verifiers are fully trained and accredited to deliver the best quality course and learning environment
- A clearer coach pathway with increased opportunities for personal and career development
- Provides a benchmark for employers and deployers
- Supports coaches to develop 'core' coaching skills to support their players

## Overview of the UKCC Level 2 coaching qualification

### Role of a Level 2 coach

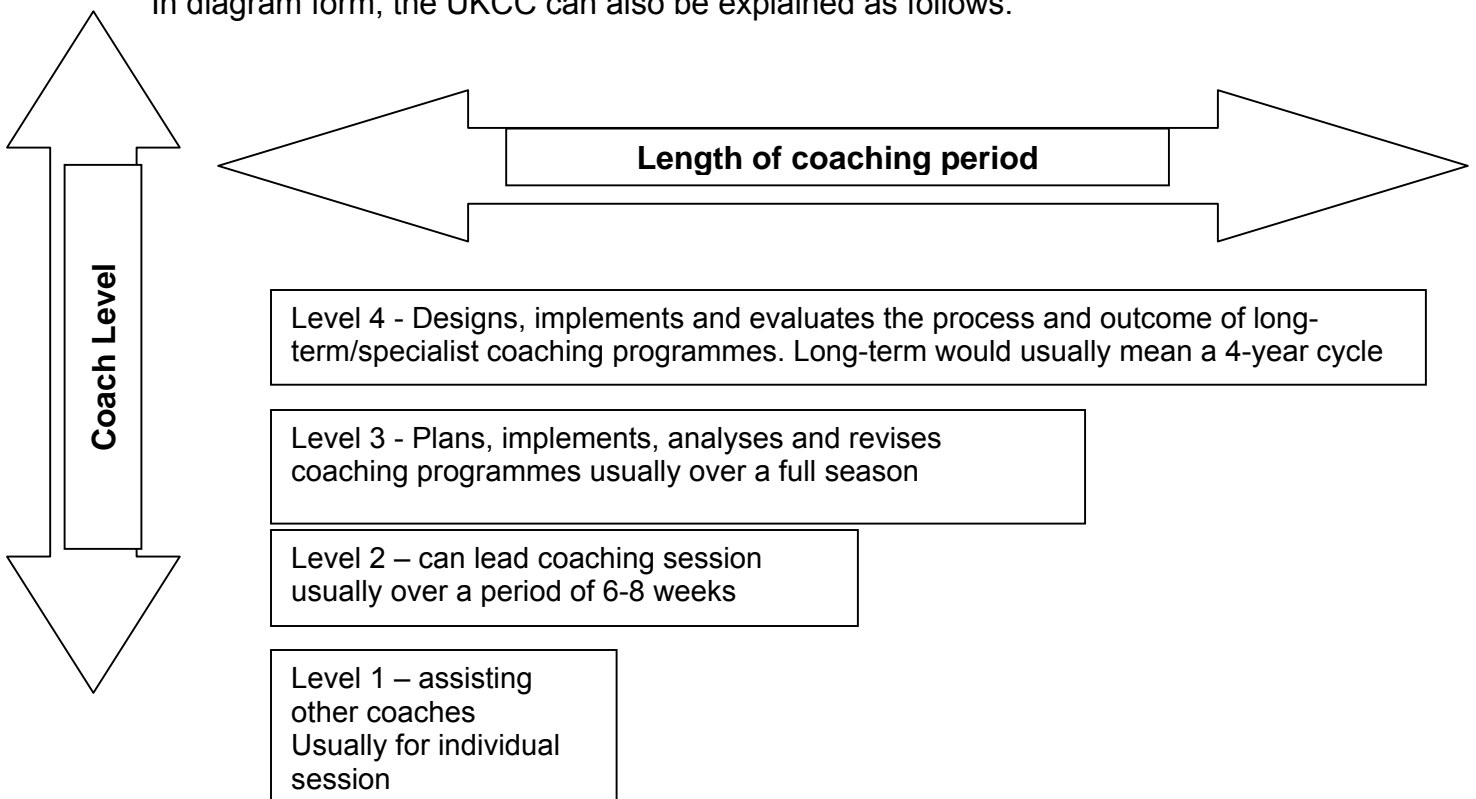
The UKCC aims to support coaches to develop the 'how to coach' skills. This means that we need to be clear about the role that coaches fulfil, how long the coaching programme lasts and what kind of knowledge, skills and experience coaches need to fulfil their role.

The UKCC is split into four levels and are described as follows:

Level	What the qualified coach will be able to do:
<b>Level 4</b>	Design, implement and evaluate the process and outcome of long-term/specialist coaching programmes
<b>Level 3</b>	Plan, implement, analyse and revise annual coaching programmes
<b>Level 2</b>	Prepare for, deliver and review coaching session(s). This will normally be a series of 6-10 coaching sessions in any one sequence.
<b>Level 1</b>	Assist more qualified coaches, delivering aspects of coaching sessions, normally under direct supervision.

The Netball learning programmes at each level have been designed to help you fulfil the roles above.

In diagram form, the UKCC can also be explained as follows:



**The role of the Level 2 coach is to:**

***'Prepare for, deliver and review coaching sessions'***

By successfully completing a Level 2 coaching qualification, as part of a UKCC endorsed coach education programme, coaches will be able to:

- **plan a series of coaching sessions**

To do this, coaches must be able to:

- review participants' needs
- produce plans for a series of sessions that support participants' development
- plan for an evaluation of the series of sessions

- **prepare the coaching environment for the delivery of coaching sessions**

To do this, coaches must be able to:

- establish a safe coaching environment
- prepare participants for the series of coaching sessions

- **deliver a series of coaching sessions to develop participant's performance**

To do this, coaches must be able to:

- establish and maintain working relationships with participants and others
- deliver coaching sessions
- develop participants' performance
- conclude sessions

- **monitor and evaluate coaching sessions and personal practice**

To do this, coaches must be able to:

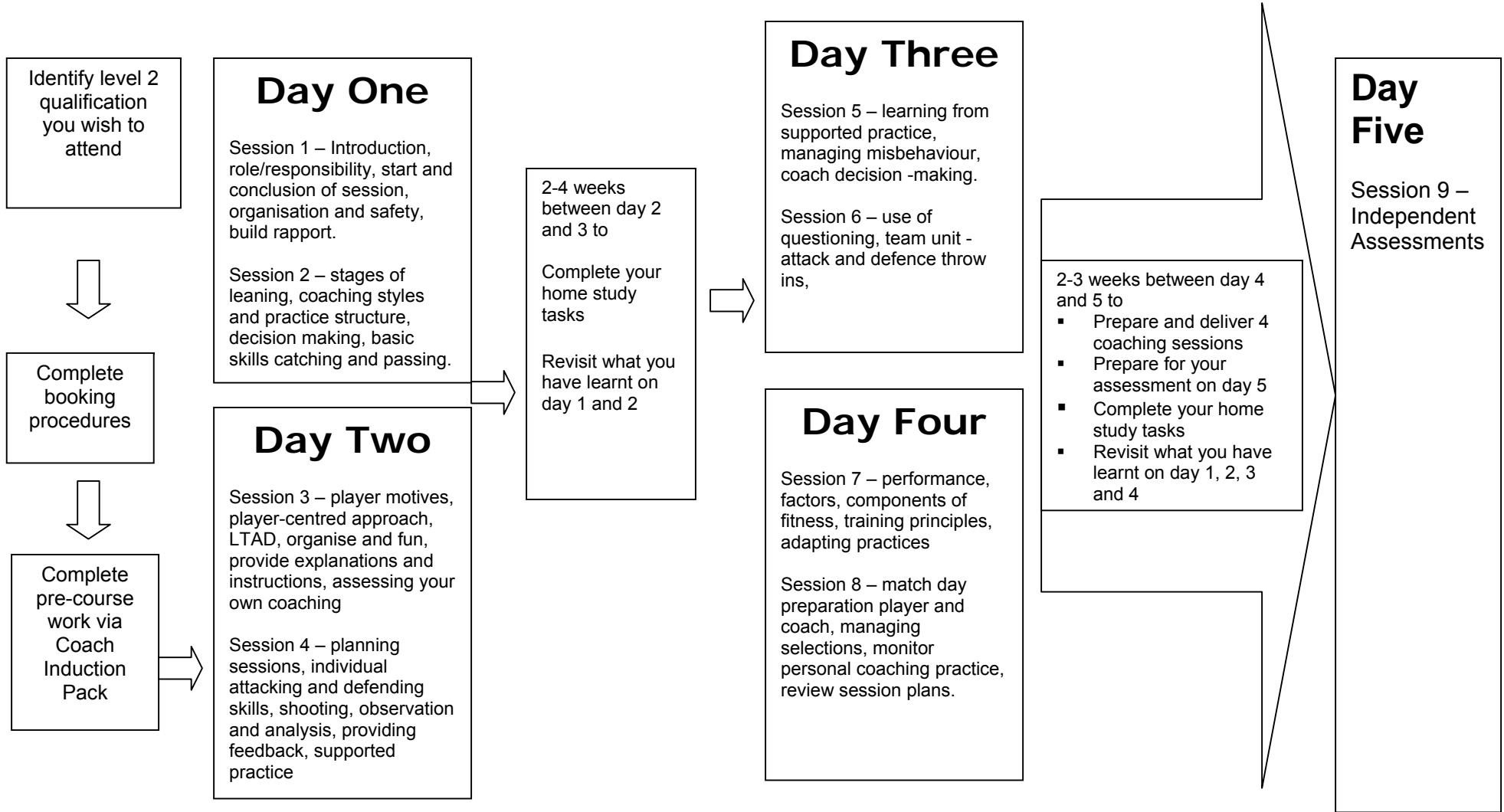
- evaluate participants' performance and the effectiveness of sessions
- monitor personal coaching practice

## **Knowledge and understanding of Level 2 qualifications**

Coaches must have the knowledge and understanding of:

- safe and ethical coaching practice
- the welfare of participants during coaching sessions and within the coaching environment
- the types of communication and methods of communication to establish effective working relationships with participants and others
- managing the coaching environment to encourage behaviour and practice that supports the safe and effective development of participants
- the types of information and sources of information required to inform the planning of coaching sessions
- dealing with injuries and illness, health and safety requirements and emergency procedures associated with coaching sessions
- the techniques and skills of a sport
- the tactical aspects of a sport
- the rules of a sport
- the physical fitness components of a sport and the training principles and methods to develop participants' performance
- nutritional requirements for healthy living and physical activity
- skill acquisition, learning styles and the methods to improve learning
- the methods to modify and adapt coaching sessions to meet participants' needs, abilities and stage of development
- sources of information and methods to evaluate coaching sessions and the coaching process
- the methods to reflect and improve personal coaching practice

**Netball UKCC Level 2 Coach Course – Learning programme model**



The sessions shown on the model on the previous page are further explained below

Day	Module	Outcomes
Day 1	<b>Session 1</b> (Introduction, role/responsibility, start and conclusion of session, organisation and safety, build rapport)	By the end you should be able to: <ul style="list-style-type: none"> <li>• know a little about others on the course</li> <li>• describe the structure of the course</li> <li>• identify the responsibilities of a L2 netball coach and the how 2 coach and what 2 coach skills needed</li> <li>• identify what should happen at the start and conclusion of a netball session</li> <li>• make safety checks at the start of a session</li> <li>• state how to build rapport with players and others</li> <li>• identify the rationale for and components of an effective warm-up and cool-down for adults</li> <li>• lead the mobility part of a warm-up</li> <li>• explain how to organise people, equipment and space and to ensure safety during a session</li> <li>• explain what is meant by core stability and lead activities to develop it</li> </ul>
	<b>Session 2</b> (stages of leaning, coaching styles and practice structure, decision making, basic skills catching and passing)	By the end you should be able to: <ul style="list-style-type: none"> <li>• introduce and develop catching (2-, 1-handed and turning in the air) and associated rules</li> <li>• introduce and develop passing (chest, bounce, shoulder) skills and associated rules</li> <li>• provide demonstration</li> <li>• explain stages of learning and develop skill</li> <li>• describe how to use different coaching styles and how to structure practice to help people learn</li> <li>• introduce decision-making practices</li> <li>• use appropriate stretching exercises to help improve flexibility and prevent injury</li> </ul>
Day 2	<b>Session 3</b> (player motives, player-centred approach, LTAD, organise and fun, provide explanations and instructions, assessing your own coaching)	By the end you should be able to: <ul style="list-style-type: none"> <li>• explain why people play netball (player motives) and the implications for how you coach</li> <li>• describe a player-centred approach to coaching</li> <li>• explain LTAD outline stages and the broad implications for netball coaches</li> <li>• adapt warm-up and cool-down for different LTAD stage players</li> <li>• organise and lead fundamental activities safely and in a fun way</li> <li>• provide explanations and instructions</li> <li>• assess your own learning and coaching</li> </ul>

	<b>Session 4</b> (planning sessions, individual attacking and defending skills, shooting, observation and analysis, providing feedback, supported practice)	By the end you should be able to: <ul style="list-style-type: none"> <li>• plan sessions coach</li> <li>• introduce and develop individual attacking and defending skills</li> <li>• introduce and develop shooting skills</li> <li>• observe movement</li> <li>• analyse movement</li> <li>• generate and provide feedback</li> <li>• state the requirements of the supported practice</li> </ul>
<b>Day 3</b>	<b>Session 5</b> (learning from supported practice, managing misbehaviour, coach decision –making)	By the end you should be able to: <ul style="list-style-type: none"> <li>• share your learning from the supported practice</li> <li>• identify and use strategies to manage misbehavior</li> <li>• select and use different coaching styles</li> <li>• coach team/unit attack and defence</li> <li>• use questioning to raise awareness and help players make decisions</li> <li>• use games for understanding</li> <li>• coach decision-making skills and use questioning to raise awareness and help players think for themselves</li> </ul>
	<b>Session 6</b> (use of questioning, team unit - attack and defence throw ins)	By the end you should be able to: <ul style="list-style-type: none"> <li>• explain and demonstrate a centre pass attacking and defence strategy</li> <li>• use questioning to promote understanding</li> <li>• identify some set ups for effective side line and goal line throw in (attack and defending unit)</li> <li>• describe and apply the principles of play to the throw in</li> <li>• apply the observation and analysis principles when evaluating the side line and goal line throw ins</li> </ul>
<b>Day 4</b>	<b>Session 7</b> (performance, factors, components of fitness, training principles, adapting practices)	By the end you should be able to: <ul style="list-style-type: none"> <li>• identify and describe the factors that influence performance</li> <li>• identify and describe the components of fitness highlighting the importance of each</li> <li>• describe and apply the training principles</li> <li>• identify and describe mental factors that influence performance</li> <li>• adapt a practice to have a physical as well as technical/tactical benefit</li> <li>• adapt a practice to have a psychological as well as tactical benefit</li> </ul>



	<b>Session 8</b> (match day preparation player and coach, managing selections, monitor personal coaching practice, review session plans)	By the end you should be able to: <ul style="list-style-type: none"> <li>• prepare for match day</li> <li>• select players and manage the bench</li> <li>• evaluate match play</li> </ul>
<b>Day 5</b>	<b>Session 9</b> (Independent Assessments)	By the end you should be able to: <ul style="list-style-type: none"> <li>• deliver aspects of a coaching session on one occasion (minimum of 20 minutes duration)</li> </ul>

## Frequently Asked Questions

### ***How long does the course last?***

5 days attendance is required at the course itself. There is also a minimal amount of pre-course work to do and you will need to complete work between the 2 delivery weekends and the assessment day.

### ***What is the Timing of the course?***

9-6pm for all five days.

### ***Will I need to bring my own refreshments?***

Yes, please bring lunch, any snacks you may require and plenty to drink.

### ***Do I need to be actively involved in the course?***

Yes, you will need to take part as both a coach and during the practical elements as a player. If you have any concerns or questions about this please contact us at [coaching@englandnetball.co.uk](mailto:coaching@englandnetball.co.uk)

### ***Does the course include assessment?***

Yes, your course will include assessments, however the assessments are not pass or fail situations. The aim of assessment within these qualifications is to assess your competency as you develop your skills. This will be at different stages along your course according to your individual ability and readiness. Assessments can be retaken if necessary.

The course has been designed to support your learning of which assessment is just one part of this.