

# **Netball UKCC Coach Education Programme Level 3 Coach Award**

## **Coach Information Pack**

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

## Welcome to the Netball Level 3 Coach Education Programme

Welcome to your Netball coach education programme. This course has been developed by the Netball UKCC Source Group, which is made up of England Netball, Netball Scotland and Welsh Netball.

The Level 3 Certificate in Coaching Netball is currently the highest level of qualification available in Netball across the UK.

You will all come with different backgrounds and experiences. Some may not have done a coach education course for some time, others may have completed a Level 2 more recently. Some of you will have strong experience of coaching children, others may have been involved with talent squads. Whichever, the programme has been designed to help you be successful.

This pack identifies:

<b>Section</b>	<b>Focus</b>
1	Role of a Level 3 coach
2	An Overview of the UKCC Level 3 and the Netball Learning Programme
3	Pre-Course Requirements
4	Mentored Practice and Mentors
5	Assessment of a Level 3 Coach
6	Cost and Commitment Required for the Programme
7	Other Useful Information <ul style="list-style-type: none"><li>▪ Contact details for further information</li></ul>

## Section 1: Role of a Level 3 Coach

Netball has spent significant time developing a programme that will support you and provide you with all the tools you will need to develop into a first class level 3 coach. The UKCC Level 3 Netball Programme will help you develop your:

- knowledge and skills about the netball techniques and tactics that are required in the modern game
- coaching skills: your ability to plan and monitor coaching programmes, to build relationships, to use questioning skills effectively as well as to continue to hone your basic interventional skills that help players in training and competition to develop as people and players (eg how to organise practice, explain, demonstrate, observe, analyse and provide feedback).

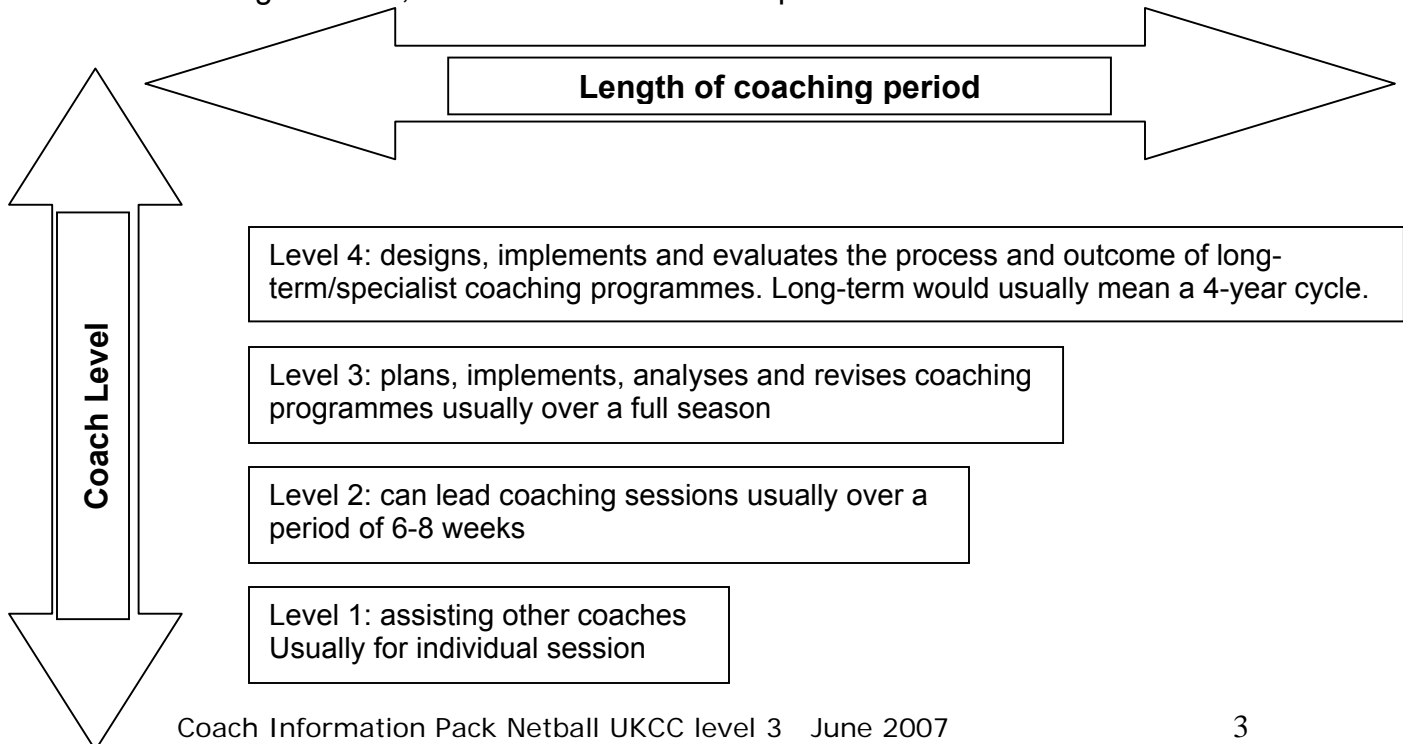
We are committed to providing the best quality coach education that we possibly can and with your help aim to improve the programme even more.

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:



## **Section 2 - Overview of the UKCC Level 3 coaching qualification**

**The role of the Level 3 coach is to:**

### **'Plan, implement, analyse and revise annual coaching programmes'**

By successfully completing a Level 3 coaching qualification coaches will be able to:

- **analyse participants' current and potential performance, needs and aspirations**

To do this, coaches must be able to:

- establish participants' current and potential needs and key performance factors
- involve participants in analysis of performance needs and aspirations

- **plan a coaching programme according to agreed goals**

To do this, coaches must be able to:

- design and plan a coaching programme that supports participants' needs
- plan for the use of resources to support the coaching programme
- plan an evaluation schedule for the coaching programme
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- **manage a safe and effective coaching environment**

To do this, coaches must be able to:

- establish and maintain a safe coaching environment for participants and others
- establish and maintain supportive working relationships with the participants and others
- manage participants and others behaviour to ensure a safe and effective coaching environment

- **deliver programme goals using a range of coaching styles and methods**

To do this, coaches must be able to:

- prepare participants and others for the coaching programme
- deliver the coaching programme
- develop participants' performance within the coaching programme
- conclude the coaching programme

- **monitor and evaluate the effectiveness of coaching programmes**

To do this, coaches must be able to:

- monitor, evaluate and refine the goals of the coaching programme
- monitor and evaluate participants' performance and development

- **manage and develop personal coaching practice**

To do this, coaches must be able to:

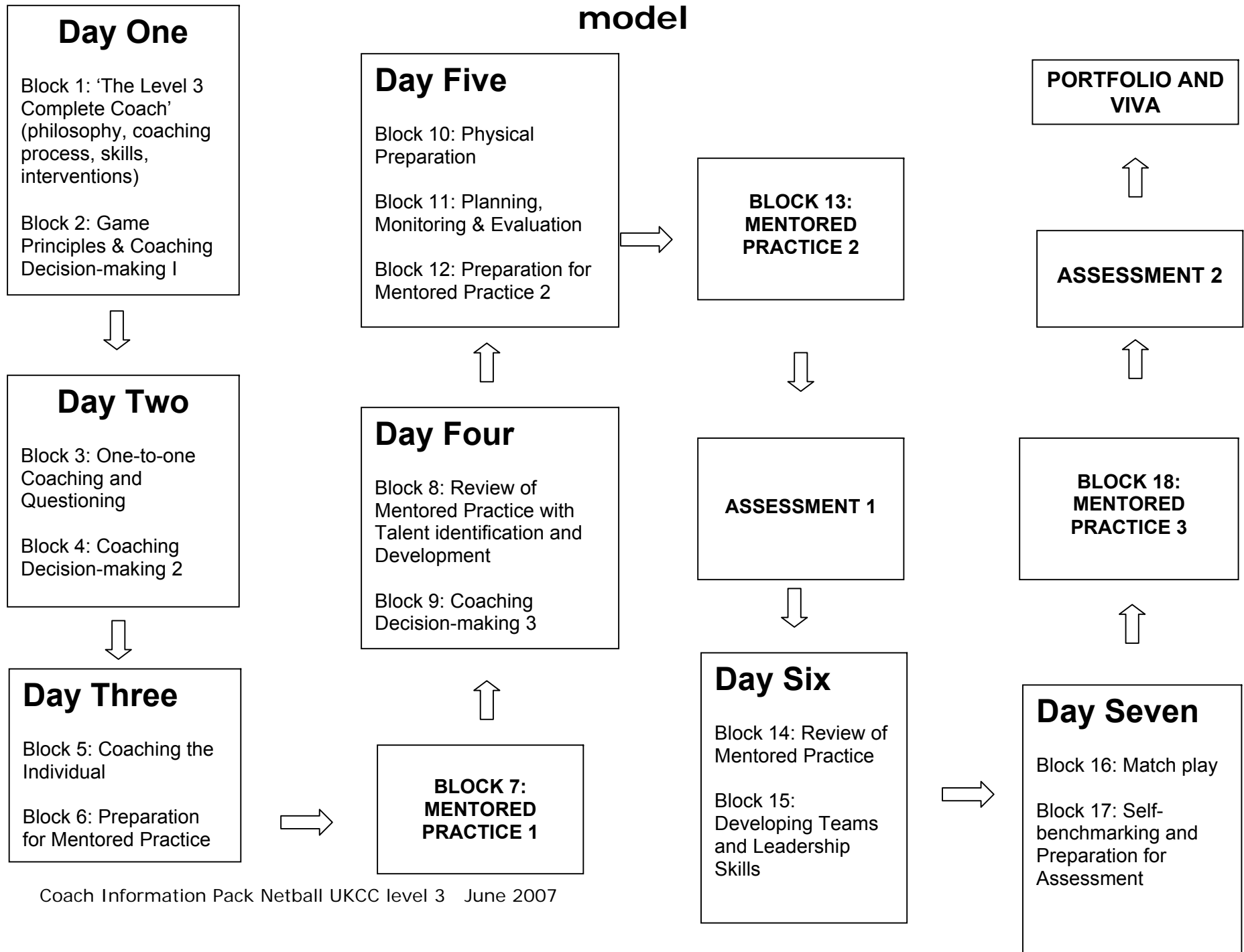
- develop personal coaching practice
- assist others to develop their own coaching practice

## **Knowledge and understanding of the Level 3 qualifications**

Coaches must have the knowledge and understanding of:

- safe and ethical coaching practice
- the welfare of participants and others during coaching programmes
- the types of communication and range of 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 and others
- the types of information and sources of information required to inform the planning of coaching programmes
- Managing injuries, illness and rehabilitation, health and safety requirements and emergency procedures associated with coaching programmes
- the techniques and skills of a sport
- the tactical aspects of a sport
- the rules of a sport
- applying coaching practice to meet the needs of differing coaching environments
- the physical fitness components of a sport
- the training principles to improve participants' performance in differing coaching environments
- a range of methods to develop participants' performance
- a range of methods to motivate participants and to develop participants' performance
- psychological aspects to develop and improve performance
- nutritional requirements for healthy living and physical activity
- skill acquisition, theories of learning, learning styles and the methods to improve learning to meet participants' needs
- the methods to modify and adapt coaching sessions and refine the programme to meet participants' needs, abilities and stage of development
- sources of information and a range of methods to evaluate coaching programmes
- the methods to reflect and improve personal coaching practice
- current developments within the coaching environment and sport
- advising and supporting others in their coaching practice

# Netball UKCC Level 3 Coach Course – Learning programme model



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

Day	Module	Outcomes
Day 1	<b>Block 1</b> The Level 3 Complete Coach	Block outcomes: <ul style="list-style-type: none"> <li>▪ describe the outcomes and purpose of the learning block</li> <li>▪ state the expectations and requirements</li> <li>▪ articulate your coaching values and philosophy</li> <li>▪ use inputs from colleagues and players to describe your coaching style</li> <li>▪ identify your preferred learning style</li> <li>▪ explain an information processing model</li> <li>▪ describe the structure of the L3 programme</li> <li>▪ describe the role and responsibilities of a Level 3 coach</li> <li>▪ identify your responsibilities in relation to protecting children and vulnerable adults from abuse (attended course in last 2 years)</li> <li>▪ establish and maintain supportive working relationships with players</li> <li>▪ share your coaching philosophy and identify associated coaching behaviours</li> <li>▪ examine how well your coaching behaviours complement your philosophy</li> <li>▪ use an information processing model to explore how coaching decisions are made and to enhance your decision-making skills</li> <li>▪ develop your observation and decision-making skills through augmented peer coach questioning</li> <li>▪ apply and justify a range of intervention strategies and training methods to support participants' development</li> <li>▪ develop your observation and decision-making skills through reflection-in and on-action</li> <li>▪ identify and record your learning</li> <li>▪ action plan for further development</li> <li>▪ state assignment requirements</li> </ul>
	<b>Block 2</b> Game Principles and Coaching Decision Making 1	Block outcomes: <ul style="list-style-type: none"> <li>▪ describe the outcomes and purpose of the learning block</li> <li>▪ state the expectations and requirements</li> <li>▪ differentiate between how to coach and what to coach skills</li> <li>▪ state the coaching points for basic how to coach skills</li> <li>▪ state the learning block outcomes</li> <li>▪ describe the format of the learning block and the expectations and assessments</li> <li>▪ observe and explain the attacking and defending principles</li> <li>▪ identify the skills required to affect these principles in a game</li> <li>▪ identify and explain other perceptual factors that affect a player on the court</li> <li>▪ observe players and movements in a game</li> <li>▪ apply the first part of the Information processing model; what they notice / gathering information about the players</li> <li>▪ explain the effect of the perceptual factors on the attacking principles</li> <li>▪ describe a shooting strategy</li> <li>▪ help a coach analyse her own coaching behaviour</li> <li>▪ identify and record your learning</li> <li>▪ action plan for further development</li> <li>▪ state assignment requirements</li> </ul>

<b>Day 2</b>	<b>Block 3</b> One to One Coaching and Questioning	<p>Block outcomes:</p> <ul style="list-style-type: none"> <li>▪ describe the outcomes and purpose of the learning block</li> <li>▪ state the expectations and requirements</li> <li>▪ describe the principles underpinning an inner game approach to coaching</li> <li>▪ explain the difference between self 1 and 2</li> <li>▪ identify a skill for a practical session</li> <li>▪ maintain a safe coaching environment</li> <li>▪ assess and manage the associated risks with the coaching programme, players and equipment.</li> <li>▪ explain the use of procedures and practices for reporting the risks</li> <li>▪ recall the advantages and disadvantages of different coaching styles</li> <li>▪ experience a non-directive coaching style</li> <li>▪ explain the outcomes and purpose of the learning block</li> <li>▪ describe the format of the learning block, expectations and requirements</li> <li>▪ describe the principles underpinning inner game and player-centred coaching approaches</li> <li>▪ experience awareness-raising activities and the power of kinaesthetic feedback</li> <li>▪ experience what it's like to be coached in a totally player-centred way</li> <li>▪ practise using questions to develop performance</li> <li>▪ identify a range of purposes of questioning when coaching</li> <li>▪ phrase and structure questions to achieve purpose</li> <li>▪ experience using GROW model to mentor a coach</li> <li>▪ identify and record your learning</li> <li>▪ action plan for further development</li> <li>▪ state assignment requirements</li> </ul>
	<b>Block 4</b> Coaching Decision Making 2	<p>Block outcomes:</p> <ul style="list-style-type: none"> <li>▪ describe the outcomes and purpose of the learning block</li> <li>▪ state the expectations and requirements</li> <li>▪ check your ability to explain and apply practice principles</li> <li>▪ match practice principles with player situations</li> <li>▪ describe the structure, purpose, outcomes, format and assessment requirements of the learning block</li> <li>▪ identify the cues available to assist players in making choices</li> <li>▪ prioritise what they would select to coach within a game situation</li> <li>▪ observe and analyse a match to identify attacking and defending principles</li> <li>▪ analyse and make interventional decisions based on your observations</li> <li>▪ design and run a variable practice to develop decision-making skills based on specified attacking tactics</li> <li>▪ analyse the defence at the centre pass</li> <li>▪ explain the difference between the term quality and intensity</li> <li>▪ identify and record your learning</li> <li>▪ action plan for further development</li> <li>▪ state assignment requirements</li> </ul>

<b>Day 3</b>	<b>Block 5</b> Coaching the Individual	<p>Block outcomes:</p> <ul style="list-style-type: none"> <li>▪ explain the outcomes and purpose of the learning block</li> <li>▪ describe the format of the learning block, expectations and requirements</li> <li>▪ collect and analyse information in order to identify participants' current and potential performance</li> <li>▪ prepare themselves mentally and physically for the learning block</li> <li>▪ review your learning as L3 coaches to date</li> <li>▪ identify the ideal attributes of each playing position</li> <li>▪ identify the factors that differentiate one player from another</li> <li>▪ state the outcomes and format of the block</li> <li>▪ use learning models to explain what is meant by learning and the implications for your coaching</li> <li>▪ identify your learning preferences and the implications for your coaching</li> <li>▪ differentiate between extrinsic and intrinsic motivation and determine the implications for the way they coach</li> <li>▪ identify the factors that influence motivation</li> <li>▪ determine how to set the environment and structure sessions to enhance intrinsic motivation and help players take responsibility for your own actions</li> <li>▪ differentiate between performance, outcome and process goals</li> <li>▪ set appropriate goals with players and squads</li> <li>▪ conduct a profiling exercise with a player to identify technical, tactical, motivation and learning preferences</li> <li>▪ describe the characteristics of players with high, average and poor confidence, control, concentration and commitment</li> <li>▪ use simple exercises to develop positive attitude, concentration, imagery and relaxation in training sessions (within drills and outside these)</li> <li>▪ identify how to extend your player profiles</li> <li>▪ identify and record your learning</li> <li>▪ action plan for further development</li> <li>▪ state assignment requirements</li> </ul>
	<b>Block 6</b> Preparation for Mentored Practice	<p>Block outcomes:</p> <ul style="list-style-type: none"> <li>▪ reflect on your learning from the programme</li> <li>▪ identify the key areas to work on during the mentored practice and action plan for success</li> <li>▪ describe how they will work with your mentor</li> <li>▪ identify the assignments required during the mentored practice</li> </ul>
	<b>Block 7</b> Mentored Practice 1	<p>Block outcomes:</p> <ul style="list-style-type: none"> <li>▪ practice new skills and apply the learning from the first five learning blocks</li> <li>▪ complete the required assignments</li> <li>▪ work with a mentor to fulfil your action plan</li> <li>▪ maintain your portfolio of evidence</li> </ul>

<b>Day 4</b>	<b>Block 8</b> Review of mentored Practice with talent Identification and Development	<p>Block outcomes: reflect upon your mentored practice and identify an action plan for future development</p> <ul style="list-style-type: none"> <li>▪ describe what is meant by the term: talent, talent identification, selection and development</li> <li>▪ identify the factors which contribute to talent development</li> <li>▪ identify the abilities that underlay all successful sports performance</li> <li>▪ describe the essential components that should be used when identifying talent</li> <li>▪ identify and select coaching strategies to apply when working with a talented individual</li> <li>▪ use the netball performance standards and the abilities to evaluate the current performance and potential of an individual within the session</li> <li>▪ plan and deliver a 20 minutes session to work on an identified aspect of performance requiring further development</li> <li>▪ review and evaluate your coaching observations, decision-making and performance</li> <li>▪ observe any changes in the performance of the individual following the intervention</li> <li>▪ review the outcomes of the session and complete a self-reflection</li> </ul>
	<b>Block 9</b> Coaching Decision Making 3	<p>Block outcomes:</p> <ul style="list-style-type: none"> <li>▪ explain what high quality feedback looks like</li> <li>▪ describe the principles that underpin frequency of feedback</li> <li>▪ explain the outcomes and purpose of the learning block</li> <li>▪ describe the format of the learning block, expectations and requirements</li> <li>▪ describe the learning block format, outcomes, requirements and expectations</li> <li>▪ explain how feedback will affect an outcome</li> <li>▪ coach a task and generate and provide feedback to assist a player to cope with a situation on court</li> <li>▪ observe, analyse and reflect on how the observed coaching sessions develop the players' ability to make choices in a given situation</li> <li>▪ reflect on your coaching performance and the players responses in conjunction with your appointed mentor in your home environment</li> <li>▪ use video feedback and delayed feedback to coach the players in a skill development situation</li> <li>▪ set your feedback so players are able to use the coach's input to maximise your performance</li> <li>▪ identify and record your learning</li> <li>▪ action plan for further development</li> <li>▪ state assignment requirements</li> </ul>
<b>Day 5</b>	<b>Block 10</b> Physical Preparation	<p>Block outcomes:</p> <ul style="list-style-type: none"> <li>▪ describe the outcomes and purpose of the learning block</li> </ul>

	<b>Block 11</b> Planning, Monitoring and Evaluation	Block outcomes: <ul style="list-style-type: none"> <li>▪ describe the outcomes and purpose of the learning block</li> <li>▪ state the expectations and requirements</li> <li>▪ explain planning phases and periodisation</li> <li>▪ prepare mentally and physically for forthcoming learning block</li> <li>▪ divide the training year into phases</li> <li>▪ identify the factors which contribute to the effective planning of a training programme</li> <li>▪ describe the main purpose of each training phase</li> <li>▪ explain the key principles of periodisation</li> <li>▪ develop an annual plan</li> <li>▪ specify and integrate the training components to be developed</li> <li>▪ identify the specific content of your training in each phase</li> <li>▪ identify the appropriate volume and intensity of training in each phase</li> <li>▪ allocate macro and microcycles to the phases</li> <li>▪ identify your learning within this module and note any areas for further development</li> </ul>
	<b>Block 12</b> Preparation for Mentored Practice 2	Block outcomes: <ul style="list-style-type: none"> <li>▪ reflect on your learning from the programme</li> <li>▪ identify the key areas to work on during the mentored practice and action plan for success</li> <li>▪ describe how they will work with your mentor</li> <li>▪ identify the assignments required during the mentored practice</li> </ul>
	<b>Block 13:</b> Mentored Practice 2	Block outcomes: <ul style="list-style-type: none"> <li>▪ practice new skills and apply the learning from the previous learning blocks</li> <li>▪ complete the required assignments</li> <li>▪ work with a mentor to fulfil your action plan</li> <li>▪ maintain your portfolio of evidence</li> </ul>
<b>Assessment 1</b>		
<b>Day 6</b>	<b>Block 14</b> Review of Mentored Practice	Block outcomes: <ul style="list-style-type: none"> <li>▪ use a peer mentor to help them reflect on your learning from the mentored practice</li> <li>▪ identify the key areas to work on during the mentored practice and action plan for success</li> <li>▪ describe how they will work with your mentor</li> <li>▪ identify the assignments required during the mentored practice</li> </ul>
	<b>Block 15</b> Developing Teams and Leadership Skills	Block outcomes: <ul style="list-style-type: none"> <li>▪ describe the outcomes and purpose of the learning block</li> <li>▪ state the expectations and requirements</li> <li>▪ identify the behaviours of respected former leaders</li> <li>▪ identify your leadership style</li> <li>▪ describe current practice in team building</li> <li>▪ identify some of the factors that contribute to effective leadership</li> <li>▪ differentiate between managing, leading and coaching</li> <li>▪ state the outcomes and format of the learning block</li> <li>▪ develop teamwork skills</li> <li>▪ identify the characteristics of a quality team culture</li> <li>▪ identify how to create a quality team culture</li> <li>▪ identify and grow leadership and captaincy skills in players</li> <li>▪ create a leaderful team</li> <li>▪ assess your leadership skills and draw up a plan to develop your skills</li> <li>▪ assess the strength of your teamwork in and around your team and draw up a development</li> <li>▪ state assignment requirements</li> </ul>

<b>Day 7</b>	<b>Block 16</b> Match Play	<p>Block outcomes:</p> <ul style="list-style-type: none"> <li>▪ describe the outcomes and purpose of the learning block</li> <li>▪ state the expectations and requirements</li> <li>▪ produce a schedule to represent the activities and actions that need to be addressed prior to the competition day</li> <li>▪ describe the role of support staff in relation to the activities in the pre-competition phase</li> <li>▪ collect and analyse information on the opposition's current and potential performance to aid in strategic planning</li> <li>▪ prepare an appropriate practice schedule leading up to a competition</li> <li>▪ analyse data from a match</li> <li>▪ set goals for the team, units and individual players</li> <li>▪ identify and prepare a game plan based on good principles</li> <li>▪ select a team based upon good practice principles and acquired evidence</li> <li>▪ identify the match analysis procedures to be adopted in the match</li> <li>▪ plan a schedule for match day</li> <li>▪ describe how individual differences in the squad need to be considered on match day</li> <li>▪ manage the pre-match phase on the day</li> <li>▪ deliver team talk to mentally prepare the squad for the competition</li> <li>▪ outline the roles and behaviour expected of those on the bench</li> <li>▪ identify good practice and strategies for leading a team talk during an interval</li> <li>▪ devise and deliver a team talk</li> <li>▪ identify the importance of self-reflection and manage the post match phase</li> <li>▪ provide feedback to the team and individuals</li> <li>▪ review match statistics to evaluate performance</li> <li>▪ identify your learning about match play</li> <li>▪ action plan to make improvements</li> <li>▪ determine how and when to meet the assignment requirements</li> </ul>
	<b>Block 17</b> Self Benchmarking and Preparation for Assessment	<p>Block outcomes:</p> <ul style="list-style-type: none"> <li>▪ self-benchmark against the L3 competencies</li> <li>▪ use a peer mentor to identify what needs to be done prior to final assessment</li> </ul>
	<b>Block 18:</b> Mentored Practice 3	<p>Block outcomes:</p> <ul style="list-style-type: none"> <li>▪ practice your coaching skills and apply learning from the programme</li> <li>▪ complete the required assignments</li> <li>▪ work with a mentor to fulfil your action plan</li> <li>▪ complete your portfolio of evidence</li> <li>▪ prepare for your final assessment</li> </ul>
<b>Assessment 2</b>		

The level 3 qualification will take a minimum of 15 months and a maximum of 3 years will be allowed for you to complete the qualification.

When the entire programme has been delivered and assessed in total, a minimum of 216 hours are recommended to complete the delivery, the directed coach activities and the internal and independent assessment of the qualification.

As a guide, these hours are made up of:

<b>Number of hours</b>	<b>Type of learning activity</b>
56 hours (approx. 28%)	course of training
146 hours (approx. 66%)	home study, mentored practice, directed activities and/or support prior to independent assessment
14 hours (approx. 6%)	two assessments of coaches managing and delivering a coaching programme, one of which will be independent



### **Section 3 - Pre-Course Requirements**

The Level 3 programme is not only designed for those working with talented and performance based athletes. It is appropriate for anyone working with a squad of players over a full season (a season is usually known as Sept/October to March/April the following year).

The programme does require a level of experience and this is deemed as follows

Coaches should:

- be at least 18 years of age
- be coaching and training the same team in a club/team environment with regular training sessions and have competitive matches on a regular basis
- have experience of coaching the same group of players for a full Netball season within the past 3 years
- have experience of coaching a variety of players at more than one element of the player pathway and at a variety of age groups
- IT literate and be able to access the www (support can be provided here if necessary)

It is highly recommended that coaches have attended a Level 2 Certificate in Coaching Netball or equivalent.

You will be asked to demonstrate how you meet these requirements on the application form.

### **Section 4: Mentored Practice and Mentors**

A high proportion of the qualification programme is self-directed; in other words you will be responsible for ensuring you practice what you learn during the taught programme and that you complete the tasks you are set.

There are 3 mentored practice blocks built into the programme and these are designed to give you time to develop your skills knowledge and experience in preparation for both the ongoing 'internal' assessment and the 'independent assessment' towards the end of the programme.

To help you do this we strongly suggest that you identify someone that can help you with this; someone you may refer to as a 'mentor'. You may choose to have more than one mentor depending on who is available to support you and it may be worth considering ensuring that you have access to someone who has a Netball background and has understanding of match play.

Your mentor does not need to have any specific qualifications but does need to be able to help you in your learning and development throughout the course of the programme. Ideally, your mentor will have some of the following experience and qualities:

- experience of coaching a team over a season
- willing to give some time
- good observation and listening skills
- be open-minded and willing to follow your agenda rather than stick to their own
- be hungry for new learning for themselves so it becomes a win-win situation

We recognise that it is important that we help your mentor understand about the programme and where they may be able to help you. To do this we would like to offer your mentor the opportunity to attend a workshop with one of our Level 3 Tutors during one of the days of the programme. There will be no extra cost for this and your mentor is more than welcome to attend, in fact we would strongly encourage them to do so. We can then help your mentor to understand the programme and ensure they are best placed to help you as much as possible and equally learn and develop their own skills.

### **Section 5: Assessment of a Level 3 Coach**

During your Level 3 qualification you will need to be assessed against the UKCC Level 3 competences to determine whether or not you are competent and can qualify as a Level 3 coach and/or to identify areas where you need further support, practice or guidance. Our trained team of tutors and assessors will help and support you through this and explain to you exactly how the assessment will work. During Day 1 of the programme we will explain the assessment in much more detail and provide you with further information and tools to help you.

### **Section 6: Cost and Commitment Required**

Full payment for the course is £1,200

For this cost you will receive the following

- All Awarding Body fees paid for the registration and certification of your qualification
- 7 days of quality tutoring by our fully qualified and experienced tutors to support your learning and development
- Assessment by fully qualified assessors
- The course will be Internally Verified
- A full resource pack including Netball Learning Guides, relevant Awarding Body information and candidate pack to support your learning and development
- Qualification certificate upon successful completion of your programme
- Lunch will be provided

### **Your commitment**

The level 3 programme is an intensive course that requires your full commitment over a sustained period of time. Your commitment will need to be as follows:

- You will need to meet the pre-requisite requirements as outlined earlier in this pack
- Attend all 7 days of the programme
- Undertake both assessments
- Complete all pre-course reading
- Complete all course activities and tasks
- Work with an approved mentor throughout the programme

## **Section 7: Other Useful Information**

### **Active Involvement**

You will need to take a full and active part in the learning programme. You will be required to think as a coach throughout and you will be involved in micro-coaching activities, both as a coach and a player. If there is any reason why you may not be able to be actively involved, please let us know and we can work together to identify a solution.

### **Contact Details / More Information**

If you require any further information or have any queries, please do not hesitate to contact Angela Wrangles at England Netball on 01462 442344 or email [angelaw@englandnetball.co.uk](mailto:angelaw@englandnetball.co.uk)