

# 1st4sport Level 3 Certificate in Coaching Netball

Qualification Specification



## About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

**Our Mission:** To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

**Our Direction:** We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

## Qualification Specification

Title:	1st4sport Level 3 Certificate in Coaching Netball
Qualification Overview:	Gives learners the knowledge, skills and confidence to analyse netball performance, set goals, and design, plan and evaluate netball coaching programmes and practice. This product is mapped against the Coach (Occupation) Professional Standards as a CIMSPA Professional Standards Endorsed Qualification.
Qualification Code:	L3CCNBL
Qualification Regulation Number:	603/2902/6
Guided Learning Hours (GLH):	72
Total Qualification Time (TQT):	216
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/02/2018
Qualification Review Date:	31/10/2026
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to work as a netball coach in settings including county/regional academies, netball clubs, schools and community netball schemes.
Qualification Purpose:	Prepare for employment in a specific occupational area.

### Who is this qualification for?

The qualification is designed for experienced netball coaches who are looking to coach players over a prolonged period of time and who are responsible for developing the long term club coaching programme.

### Qualification Progression

The skills and knowledge developed through this qualification may also be used enable learners to progress to other industry-relevant qualifications in coaching other sports, supporting PE in school sport and sports development.

This qualification leads to paid or voluntary roles in coaching the sport of netball in a variety of settings including working in county/regional academies and national league clubs, as well as local junior/senior netball clubs, schools and local authority community netball scheme.

## Entry Requirements

Learners must be a minimum of 18 years old at registration and 18 years old at certification.

## Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 18 years of age
- be able to undertake this assessment in English or Welsh (if available)

## Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 3 of 6 mandatory units),
- Portfolio of Evidence (in 3 of 6 mandatory units),
- Practical Demonstration/Assignment (in 4 of 6 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

### Mandatory Units

Unit ID	Unit Title	GLH
H/616/8582	The role of the programme coach in netball	25
K/616/8583	Developing skills through netball coaching programmes	23
M/616/8584	Plan a netball coaching programme	23
T/616/8585	Deliver a netball coaching programme	17
A/616/8586	Review a netball coaching programme	9
F/616/8587	Technical coaching requirements for netball	10

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	The role of the programme coach in netball
Unit Aim	This unit assesses a programme coach's understanding of their role and responsibilities and the roles of others involved in netball coaching delivery, ensuring that their coaching is safe and inclusive.
Unique Unit Number	H/616/8582
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	Learners are required to complete a series of assessed tasks within their learner portfolio. These are externally set by 1st4sport and internally assessed by their assessor.

### Learning Outcome: 1. understand the role of the programme coach in netball

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 explain the role	<ul style="list-style-type: none"> <li>• The role of the lead/head coach in the implementation and management of the coaching programme and sessions</li> <li>• strategies to manage others in the coaching environment</li> <li>• how to promote, and coach within the boundaries of, the England Netball Code of Conduct for Coaches that impacts on the coach and others</li> <li>• how to promote the ethos of the participant-centred approach</li> <li>• how to produce a coaching philosophy</li> <li>• the importance of being a positive role model for participants and others</li> <li>• the importance of operating within own level of competence and experience</li> <li>• the importance of continued professional development for self and others</li> </ul>

### Learning Outcome: 2. understand the responsibilities of the programme coach in netball

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 analyse responsibilities related to rules and regulations	<ul style="list-style-type: none"> <li>• The overarching legal and netball-specific responsibilities of the role</li> <li>• the impact of organisational procedures on coaching practice</li> <li>• the netball rules and regulations required to enable the delivery of coaching programmes</li> <li>• the role of netball officials and the positive promotion of these</li> </ul>
2.2 analyse responsibilities related to duty of care	<ul style="list-style-type: none"> <li>• What constitutes acceptable relationships as a coach</li> <li>• the guidelines for safeguarding and protecting the following participant groups, adherence to these and maintaining confidentiality:               <ul style="list-style-type: none"> <li>- young people and children, including signs and symptoms of abuse</li> <li>- adults at risk                   <ul style="list-style-type: none"> <li>• participants who share protected characteristics</li> <li>• the importance of maintaining the confidentiality of participants' personal details</li> <li>• how to utilise others to support participant development and welfare</li> <li>• when to seek specialist advice from a competent person or agency on participants' needs and potential that cannot be met</li> </ul> </li> </ul> </li> </ul>

<p>2.3 analyse responsibilities related to safe coaching practice</p>	<ul style="list-style-type: none"> <li>• Health and safety management, knowing how to:             <ul style="list-style-type: none"> <li>- prepare the environment</li> <li>- conduct a risk assessment</li> <li>- minimise risk</li> <li>- put contingency plans in place                 <ul style="list-style-type: none"> <li>• emergency procedures; knowing how to follow:</li> </ul> </li> </ul> </li> <li>? correct procedures for dealing with accidents, emergencies and incidents</li> <li>? correct procedures for reporting issues             <ul style="list-style-type: none"> <li>• facility normal operating procedures (NOPs) and emergency operating procedures (EOPs)</li> <li>• management of others to ensure safety is maintained</li> </ul> </li> </ul>
<p>2.4 evaluate responsibilities related to inclusive coaching practice</p>	<ul style="list-style-type: none"> <li>• How to ensure coaching practice is equitable</li> <li>• inclusive delivery of coaching programmes and activities and where to gain information on this</li> <li>• assessing individual participants' needs to ensure coaching is inclusive (disability/impairment)</li> <li>• how to recognise and address possible barriers to participant development; when to make reasonable adaptations to programme design, delivery methods and coaching styles</li> <li>• how to communicate with a variety of participant types:             <ul style="list-style-type: none"> <li>- disabled and non-disabled people</li> <li>- children/youth/adults</li> <li>- those who share protected characteristics                 <ul style="list-style-type: none"> <li>• recognising that different participants learn in different ways</li> <li>• how different backgrounds and stages of participant development can impact on</li> </ul> </li> </ul> </li> <li>- age</li> <li>- skill development</li> <li>- emotional development</li> </ul>
<p>2.5 evaluate the benefits of using others to support coaching programmes</p>	<ul style="list-style-type: none"> <li>• How to operate within a coaching team</li> <li>• the breadth of roles in support of coaching, how to ensure positive relationships with, and the promotion:             <ul style="list-style-type: none"> <li>- officials</li> <li>- assistant coach</li> <li>- physiotherapist</li> <li>- nutritionist</li> <li>- psychologist</li> <li>- strength and conditioning specialist - physician</li> <li>- parents</li> <li>- club officials</li> <li>- administrators</li> <li>- grounds staff</li> <li>- facility staff                 <ul style="list-style-type: none"> <li>• how to share and agree roles and responsibilities of participants and others</li> </ul> </li> </ul> </li> </ul>



**Learning Outcome: 3. understand how to support participants' lifestyle through netball coaching programmes.**

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 evaluate factors contributing to participants' lifestyle	<ul style="list-style-type: none"> <li>• The role of the coach in encouraging the pursuit of a healthy lifestyle</li> <li>• the lifestyle issues that may affect programme participants</li> </ul>
3.2 review methods of maintaining the well-being of participants and others	<ul style="list-style-type: none"> <li>• How to encourage effective time management, supporting participants to plan and prioritise their own work and study commitments (eg training, competition, employment and academic studies)</li> <li>• the impact of participation in developing participants socially through improved confidence and self-esteem</li> <li>• the need for participants' to achieve a work-life balance</li> </ul>
3.3 explain the role of the coach injury prevention and management	<ul style="list-style-type: none"> <li>• How to work with others to prevent injury</li> <li>• how to support participants in recovering from injury, possibly with the support of others</li> </ul>
3.4 explain the overarching principles of nutrition and hydration related to sports performance	<ul style="list-style-type: none"> <li>• Understand the principles of good nutrition as it relates to netball performance</li> <li>• understand how best to achieve optimum nutrition and hydration levels before, during and after training and competition</li> </ul>
3.5 describe the principles of the use of drugs and supplements in sport and physical activity, and medical considerations	<ul style="list-style-type: none"> <li>• How to access information and prohibiting and understanding and other</li> <li>• the ethical issues surrounding drug taking in sport</li> <li>• how to identify and access sources of information on, including the consequences within sport and physical activity, of taking:               <ul style="list-style-type: none"> <li>- prescription medicines</li> <li>- supplements</li> <li>- performance-enhancing drugs</li> <li>- illegal substances</li> </ul> </li> </ul>



<b>Unit Title</b>	Developing skills though netball coaching programmes
<b>Unit Aim</b>	This unit assesses a programme coach's understanding of the impact of skill development on programme design for an annual, or periodised, netball coaching programme.
<b>Unique Unit Number</b>	K/616/8583
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to complete a series of assessed tasks within their learner portfolio. These are externally set by 1st4sport and assessed by their assessor.

### Learning Outcome: 1. understand the physical requirements of netball

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 assess the fundamental movement skills that underpin the technical, tactical and physical requirements netball	<ul style="list-style-type: none"> <li>• Fundamental movement (beyond A,B,C)</li> <li>- agility</li> <li>- balance</li> <li>- coordination</li> <li>- travel - jump</li> <li>- send</li> <li>- receive</li> <li>- strike                             <ul style="list-style-type: none"> <li>• the technical and tactical requirements of netball</li> <li>• the physical requirements of the netball</li> </ul> </li> </ul>
1.2 evaluate the physical capabilities required for netball	<ul style="list-style-type: none"> <li>• The physical capabilities required for netball</li> <li>• the skill-related aspects of netball in relation to physical fitness</li> <li>• the concepts of physical conditioning, its role in training and how to apply them to participants, including:                             <ul style="list-style-type: none"> <li>- aerobic endurance</li> <li>- muscular endurance</li> <li>- speed</li> <li>- flexibility</li> <li>- agility - strength</li> <li>- power</li> <li>- balance and coordination</li> <li>- core stability</li> <li>- functional strength</li> </ul> </li> </ul>

**Learning Outcome: 2. understand how to apply mental skills training within the netball coaching programme**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 evaluate the mental skills required in netball	<ul style="list-style-type: none"> <li>• The mental skills required for successful performance in netball including:                             <ul style="list-style-type: none"> <li>- confidence - mental toughness, self-confidence, belief</li> <li>- concentration - ability to maintain focus, intentional control</li> <li>- motivation - intention and desire to be effective/succeed</li> <li>- emotional control - ability to maintain emotional control regardless of distraction</li> <li>- cohesion - commitment/ability to continue working to agreed goals</li> <li>- growth mindset - self-motivated learner</li> <li>- psychosocial characteristics of developing excellence (PCDE) skills</li> <li>- resilience                                     <ul style="list-style-type: none"> <li>• the different stages of cognitive, emotional and social development</li> </ul> </li> </ul> </li> </ul>
2.2 illustrate how a coach can contribute to the development of participants' mental skills	<ul style="list-style-type: none"> <li>• How to develop participants' mental skills in netball including:                             <ul style="list-style-type: none"> <li>- confidence - mental toughness, self-confidence, belief</li> <li>- concentration - ability to maintain focus, intentional control</li> <li>- motivation - intention and desire to be effective/succeed</li> <li>- emotional control - ability to maintain emotional control regardless of distraction</li> <li>- cohesion - commitment/ability to continue working to agreed goals</li> <li>- growth mindset - self-motivated learner</li> <li>- psychosocial characteristics of developing excellence (PCDE) skills</li> <li>- resilience</li> </ul> </li> </ul>

**Learning Outcome: 3. understand how to apply skill development within the netball coaching programme.**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
3.1 illustrate the key factors of skill development	<ul style="list-style-type: none"> <li>• The concepts of:                             <ul style="list-style-type: none"> <li>- skill coordination</li> <li>- motor skill learning</li> <li>- skill acquisition</li> <li>- skill retention</li> <li>- skill transfer</li> </ul> </li> </ul>
3.2 illustrate the principal methodologies of skill development	<ul style="list-style-type: none"> <li>• The delivery style - pedagogy vs andragogy</li> <li>• the range skill development delivery methods:                             <ul style="list-style-type: none"> <li>- whole practice</li> <li>- part instruction</li> <li>- whole-part-whole instruction</li> <li>- shaping</li> <li>- chaining                                     <ul style="list-style-type: none"> <li>• the range of skill development coaching activities:                                             <ul style="list-style-type: none"> <li>- drills based</li> <li>- scenario based</li> <li>- small sided games</li> <li>- adapted games (rule changes/restrictions)</li> <li>- full games</li> </ul> </li> </ul> </li> <li>- differentiation (adaptations and progressions)                                     <ul style="list-style-type: none"> <li>• the range of coaching methods for skill development:                                             <ul style="list-style-type: none"> <li>- facilitation</li> <li>- instruction</li> <li>- demonstration</li> <li>- question and answer</li> </ul> </li> </ul> </li> </ul> </li> </ul>
3.3 analyse how coaching behaviours impact on participant skill development	<ul style="list-style-type: none"> <li>• How participants' learning preferences and the use of coaching style impact on skill development</li> <li>• how different backgrounds and stages of participant development can impact on skill development</li> </ul>

Unit Title	Plan a netball coaching programme
Unit Aim	This unit assesses a coach's ability to plan an annual, or periodised, netball coaching programme to meet the needs of participants. The coaching programme will cover a prolonged period of time such as a year or a season, depending on the nature of club environment the coach is operating within and will develop participants' netball performance.
Unique Unit Number	M/616/8584
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	Learners are required to: (i) profile the performance of a minimum of one centre-court player and one circle player (ii) design and plan a comprehensive netball-specific coaching programme for a minimum of one centre-court player and one circle player, which should be based on the outcome of the performance profile (iii) produce a detailed plan of a programme (macrocycle) and discrete cycle or phase (mesocycle and microcycles - minimum 8 weeks in total) associated with an aspect of the netball coaching programme (iv) produce a minimum specified number of coaching session plans within the discrete cycle or phase (minimum 8 sessions) associated with an aspect of the netball coaching programme (v) produce an evaluation schedule for the netball coaching programme.

**Learning Outcome: 1. understand the process of planning netball coaching programmes**

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 discuss the strategic overview of the coaching programme	<ul style="list-style-type: none"> <li>• Identify and define the overall aims of a coaching programme</li> <li>• measure the outcomes of the coaching programme</li> </ul>
1.2 explain the components and phases of a coaching programme	<ul style="list-style-type: none"> <li>• Identify the components of a coaching programme (periodisation):               <ul style="list-style-type: none"> <li>- macrocycle</li> <li>- mesocycle</li> <li>- microcycle                   <ul style="list-style-type: none"> <li>• describe the different phases within a coaching programme (periodisation):</li> </ul> </li> </ul> </li> <li>- preparation phase (general and specific)</li> <li>- competition phase</li> <li>- transition phase (active rest)               <ul style="list-style-type: none"> <li>• incorporate the principles and processes, in the context of netball, involved in planning a coaching programme</li> </ul> </li> </ul>
1.3 evaluate the factors to consider when developing a coaching programme	<ul style="list-style-type: none"> <li>• Identify the demands of netball to inform the programme design</li> <li>• identify and analyse evidence and sources of information that need to be collated to design the programme</li> <li>• plan the focus and priority of each phase of the coaching programme</li> <li>• identify appropriate recovery activities and strategies within seasonal, weekly training cycles and annual training programmes</li> <li>• integrate all training, competition/recreational and recovery activities effectively to ensure optimal training and performance programmes</li> <li>• embed skill acquisition effectively into the rest of the programme (ie constraint-led coaching)</li> </ul>

**Learning Outcome: 2. analyse participants' performance and stage of development; setting netball coaching programme goals**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 evaluate participants' stages of development and how this will determine the coaching programme	<ul style="list-style-type: none"> <li>• Explain how the coaching programme, session content and coaching environment is influenced by:                             <ul style="list-style-type: none"> <li>- participants' age</li> <li>- participants' stage of development</li> <li>- participants' physical readiness to participate</li> <li>- competition</li> </ul> </li> </ul>
2.2 justify specific physical testing protocols and recording methods for the coaching programme	<ul style="list-style-type: none"> <li>• Assess the risks involved in physical testing</li> <li>• monitor and refine the analysis at regular intervals throughout the programme</li> <li>• types of analysis, recording methodology and technology used</li> </ul>
2.3 perform physical tests to establish current performance levels	<ul style="list-style-type: none"> <li>• Analyse participants' current and desired levels of performance, including technical and tactical ability and physical conditioning</li> <li>• integrate performance analysis effectively into the programme</li> <li>• manage the risks involved in testing</li> </ul>
2.4 evaluate methods and sources of information available to design a coaching programme	<ul style="list-style-type: none"> <li>• Evaluate valid sources of information to take forward to the programme planning stage</li> </ul>

**Learning Outcome: 3. be able to design netball coaching programmes to meet participants' needs**

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 evaluate the overall aims of the coaching programme	<ul style="list-style-type: none"> <li>• Identify the technical and tactical requirements of netball</li> <li>• categorise:               <ul style="list-style-type: none"> <li>- participant types</li> <li>- participant aims and aspirations                   <ul style="list-style-type: none"> <li>• review analysis of participants'</li> </ul> </li> <li>- level of development</li> <li>- actual and potential performance levels</li> <li>- level of motivation</li> </ul> </li> </ul> <p>and explain the importance of these when planning a coaching programme</p> <ul style="list-style-type: none"> <li>• design and initially agree coaching programme aims for, and with, participants to include:               <ul style="list-style-type: none"> <li>- physical skill development</li> <li>- mental skill development</li> <li>- technical and tactical skill development                   <ul style="list-style-type: none"> <li>• set out and agree coaching programme goals with participants and others</li> </ul> </li> </ul> </li> </ul>
3.2 justify the focus and priority of each stage of the coaching programme	<ul style="list-style-type: none"> <li>• Plan the programme in relation to:               <ul style="list-style-type: none"> <li>- recreation</li> <li>- competition</li> <li>- training cycles</li> <li>- level of participation (recreational, competitive league etc)                   <ul style="list-style-type: none"> <li>• design and agree the goals for the (periodisation) cycles of the programme for participants</li> <li>• explain to others their roles and responsibilities</li> </ul> </li> </ul> </li> </ul>
3.3 plan the coaching programme to meet participants' needs	<ul style="list-style-type: none"> <li>• Select and plan activities and resources that facilitate the achievement of coaching programme goals and enhance participant development:               <ul style="list-style-type: none"> <li>- skill acquisition</li> <li>- physical conditioning</li> <li>- mental skills                   <ul style="list-style-type: none"> <li>• explain methods of enhancing and maintaining performance</li> <li>• prepare participants for competition</li> <li>• justify and apply the components of physical conditioning in the programme</li> </ul> </li> </ul> </li> </ul>
3.4 evaluate resources required for the coaching programme	<ul style="list-style-type: none"> <li>• Ensure the required resources and facilities are available to participants and others involved in the programme and in line with good practice</li> <li>• assess and manage the risks involved</li> </ul>
3.5 justify how and when to evaluate the programme	<ul style="list-style-type: none"> <li>• Identify when to regularly evaluate and review participants' progress throughout the coaching programme</li> <li>• plan a schedule for the evaluation of the coaching programme, and share with participants and others</li> </ul>





<b>Unit Title</b>	Deliver a netball coaching programme
<b>Unit Aim</b>	This unit assesses the coach's ability to implement and deliver a netball coaching programme, overseeing other coaching staff, where appropriate. The coaching programme must be progressive in nature and meet the needs of the participants.
<b>Unique Unit Number</b>	T/616/8585
<b>Unit Assessment Method(s)</b>	- Portfolio of Evidence - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to: (i) evidence the delivery of 8 (minimum) coaching sessions within the discrete cycle or phase within their normal coaching environment (off-course) (ii) be observed by an appropriately qualified assessor delivering a minimum of two coaching sessions to participants. The assessor observation should be a minimum of 120 minutes; generally through the observation of two 60-minute sessions. Observations will ideally take place within the coach's normal coaching environment, however simulation is acceptable with an appropriate rationale.

**Learning Outcome: 1. manage the implementation of the netball coaching programme**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
1.1 agree roles and responsibilities of participants and others involved in the programme	<ul style="list-style-type: none"> <li>• communicate information about the programme to participants and others</li> <li>• provide information to participants</li> </ul>
1.2 lead the implementation of the coaching programme including: <ul style="list-style-type: none"> <li>• skill acquisition</li> <li>• physical conditioning</li> <li>• mental skill development</li> <li>• holistic programme development.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement coaching programmes that incorporate the technical and tactical requirements of netball</li> <li>• directly coach participants with a periodised programme:               <ul style="list-style-type: none"> <li>- macro (annual) planning</li> <li>- mesocycle</li> <li>- microcycle</li> </ul> </li> <li>• use the principles of skill development in their coaching</li> </ul>

**Learning Outcome: 2. deliver the netball coaching programme.**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 create and maintain, an effective learning environment/culture	<ul style="list-style-type: none"> <li>• Identify the key aspects of an effective coaching environment</li> <li>• clarify aims and objectives of sessions, set SMART/tangible goals and agree these with participants</li> <li>• implement good practice principles of starting and ending coaching sessions for physical and mental preparation - delivering warm-ups and cool-downs</li> </ul>
2.2 demonstrate a variety of coaching techniques, adapting coaching and leadership styles to meet the needs of participants and others	<ul style="list-style-type: none"> <li>• Utilise a variety of communication methods with participants and others</li> <li>• utilise listening skills</li> <li>• lead participants and other staff in an effective and appropriate manner</li> <li>• adopt coaching techniques relevant to participants' needs</li> <li>• deliver a balance of facilitation, instruction and demonstration</li> <li>• ensure there is a balance of activities in the sessions</li> <li>• adapt their coaching and style of leadership to meet the needs and varied learning styles of participants and others</li> </ul>
2.3 maintain participant engagement in sessions	<ul style="list-style-type: none"> <li>• Encourage and empower participants</li> <li>• incorporate a variety of coaching styles into delivery</li> <li>• maintain regular communication with participants and others</li> </ul>
2.4 manage the behaviour of participants and others in sessions	<ul style="list-style-type: none"> <li>• Manipulate the rules and regulations of netball to enable the delivery of coaching sessions</li> <li>• set and enforce ground rules for behaviour within sessions</li> </ul>
2.5 manage risk and maintain a safe coaching environment	<ul style="list-style-type: none"> <li>• Manage risk, and monitor participants and others according to the health and safety requirements of the programme and netball</li> <li>• organise the setting up, taking down and managing of equipment required for sessions</li> </ul>

### Learning Outcome: 3. develop participant performance during the coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 deliver technical and tactical requirements for coaching sessions	<ul style="list-style-type: none"> <li>• Identify the technical and tactical requirements of netball provide technical and tactical demonstrations and explanations that are correct</li> <li>• apply appropriate communication methods in the provision of technical guidance</li> </ul>
3.2 manage the implementation in sessions of skill acquisition, physical conditioning and mental skills development	<ul style="list-style-type: none"> <li>• Directly coach participants in skill acquisition, physical conditioning and mental skills development</li> <li>• provide support and feedback to others involved in coaching participants in skill acquisition, physical conditioning and mental skills development</li> <li>• monitor and refine the skill acquisition components of the programme, including:               <ul style="list-style-type: none"> <li>- skill coordination</li> <li>- motor skill learning</li> <li>- skill acquisition - skill retention</li> <li>- skill transfer</li> </ul> </li> </ul>
3.3 observe, analyse, intervene and provide ongoing feedback to participants to improve performance within sessions	<ul style="list-style-type: none"> <li>• Observe participants' performance</li> <li>• analyse participants' performance and current skill level</li> <li>• provide constructive feedback to participants</li> <li>• offer information to participants after coaching sessions and different stages of the programme.</li> </ul>

## Learning Outcome: 4. Monitor participant development during the netball coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 review and evaluate progress with participant and others at agreed points during the programme	<ul style="list-style-type: none"> <li>• Develop methods for evaluating performance that are safe, valid and reliable</li> <li>• continually monitor and review the programme at intervals required by netball</li> <li>• work with participants to regularly evaluate and review progress throughout the programme, developing action plans when required</li> <li>• provide support and feedback to others involved in the programme</li> </ul>
4.2 adapt programme goals for participants based on: <ul style="list-style-type: none"> <li>• observation</li> <li>• feedback</li> <li>• progress</li> <li>• circumstances</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and refine the programme as it develops, using contingency plans where appropriate</li> <li>• manage change effectively within the programme.</li> </ul>
4.3 modify the coaching programme to ensure sessions continually meet participants' needs and programme goals	<ul style="list-style-type: none"> <li>• Implement the principles of needs-led coaching, and understand how this can impact on programme and session goals</li> <li>• modify the coaching programme to ensure sessions meet the programme goals</li> </ul>

Unit Title	Review a netball coaching programme
Unit Aim	This unit assesses the coach's ability to monitor, review and modify the netball coaching sessions, phases and overall netball coaching programme. Learners will also reflect on their own and others' coaching practice, identifying areas or development.
Unique Unit Number	A/616/8586
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	Learners are required to: (i) evaluate of all aspects of the netball coaching programme, cycles and delivered sessions (ii) evaluate coaching practice of self and others involved in the netball coaching programme and identify areas for development (iii) produce a personal development plan and review and update this at regular intervals.

## Learning Outcome: 1. evaluate the netball coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Monitor, review and modify the coaching programme	<ul style="list-style-type: none"> <li>• Work with participants to regularly review and evaluate their progress throughout the coaching programme</li> <li>• complete evaluations of individual coaching sessions and cycles</li> <li>• monitor and refine the programme as it develops, using contingency plans where appropriate</li> <li>• manage change effectively within the programme</li> <li>• complete an evaluation of a complete coaching programme to include:               <ul style="list-style-type: none"> <li>- analysis of performance evidence from the programme, cycles and sessions</li> <li>- the short- and long- term effectiveness of physical and mental conditioning</li> <li>- coaching contributions from others</li> <li>- feedback from participants</li> <li>- feedback from others                   <ul style="list-style-type: none"> <li>• explain how the analysis of the evidence from the monitoring and review process informs the evaluation results</li> <li>• justify any modifications, made to the coaching programme</li> </ul> </li> </ul> </li> </ul>
1.2 evaluate the impact of self in the design, management and delivery of the programme	<ul style="list-style-type: none"> <li>• Review and justify the methods selected and understand their importance and impact during the planning of the programme</li> </ul>
1.3 evaluate the contributions of others involved in the coaching programme and identify development needs	<ul style="list-style-type: none"> <li>• promote a culture of continuing professional development</li> <li>• explain the importance of taking account of organisational objectives when evaluating and developing others</li> <li>• identify coaching roles, career progressions and pathways in netball</li> <li>• assist with the development of others involved in the coaching programme</li> </ul>
1.4 evaluate findings and recommendations for current and future programmes	<ul style="list-style-type: none"> <li>• Ensure the outcomes of the evaluation are recorded effectively and communicated to participants and others</li> <li>• report and implement recommendations for improvement from the evaluation process</li> </ul>



**Learning Outcome: 2. create a personal development plan.**

<b>Assessment Criteria</b> The learner can:	<b>Indicative Delivery Content</b>
2.1 define the skills, knowledge and organisational requirements for planning and delivering coaching programmes	<ul style="list-style-type: none"> <li>• Explain the importance of taking account of organisational objectives when evaluating own performance and performance of others</li> <li>• appreciate the importance of continuing professional development for those involved in the coaching programme</li> </ul>
2.2 analyse own development needs using self-reflection and feedback from others	<ul style="list-style-type: none"> <li>• Take responsibility for own development</li> <li>• explain the importance of taking account of organisational objectives when evaluating and developing self</li> <li>• self-reflect on own performance</li> <li>• critically analyse and identify personal development needs</li> <li>• obtain valid feedback on own performance from participants and others</li> <li>• write a SMART personal development plan</li> </ul>
2.3 source developmental opportunities that will meet identified development needs	<ul style="list-style-type: none"> <li>• Source opportunities for continuing professional development</li> </ul>
2.4 evaluate and update personal action plan continually throughout the programme	<ul style="list-style-type: none"> <li>• Record evidence of continual updating, and recording of personal action plans</li> </ul>

<b>Unit Title</b>	Technical coaching requirements for netball
<b>Unit Aim</b>	This unit aims to develop the assistant coach's ability to be able to coach a range of skills to support the development of netball players.
<b>Unique Unit Number</b>	F/616/8587
<b>Unit Assessment Method(s)</b>	- Coursework - Practical Demonstration/Assignment
<b>Assessment Specification</b>	Learners are required to demonstrate their ability to coach netball sessions in a practical coaching assessment (either in their workplace or in a simulated environment). The demonstration must be a minimum of 120 minutes in duration either in the form of two 60 minute sessions or a series of shorter sessions.

**Learning Outcome: 1. Know how to coach netball skills within a netball coaching programme**

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Identify the key elements of netball skills.	<ul style="list-style-type: none"> <li>• attacking                             <ul style="list-style-type: none"> <li>? Principles</li> <li>? Skills/small-sided games</li> <li>? coaching points</li> <li>? perceptual factors</li> <li>? strategy</li> <li>? tactics</li> </ul> </li> <li>• defending                             <ul style="list-style-type: none"> <li>? principles</li> <li>? coaching points</li> <li>? perceptual factors</li> <li>? strategy</li> <li>? tactics</li> </ul> </li> <li>• shooting                             <ul style="list-style-type: none"> <li>? principles</li> <li>? coaching points</li> <li>? strategy</li> <li>? tactics</li> </ul> </li> <li>• game principles - centre passes</li> </ul>

- ? attack tactics
  - ? defence tactics
    - players
  - ? qualities of each playing position – technically and tactically
  - ? motives and motivations for playing and training
  - ? behaviours
  - ? learning preferences
  - ? goal setting
  - ? mental skills
  - ? different types of intervention on memory retention
  - ? decision making
  - ? feedback
  - ? effective leadership – skills and qualities
  - ? captaincy skills
    - talent identification/development
  - ? talent
  - ? talent identification
  - ? selection
  - ? development/differentiation strategies
  - ? evaluating performance and potential of a player
  - cont. over page
    - training programme
  - ? dividing into phases
  - ? planning principles
  - ? factors to effective planning
  - ? periodisation
  - ? develop an annual plan
  - ? specify and integrate the training components to be developed
  - ? content, volume and intensity of each phase
  - ? macro- and micro- cycles
- physical preparation
- ? plan, deliver and evaluate an annual fitness programme
  - ? plan, deliver and evaluate a fitness training session
  - ? prevent and manage injuries, and rehabilitation
  - ? advise on hydration pre-, during and post-training/competition
  - ? advise on appropriate nutrition for players in training
- teamwork
- ? planning and developing teamwork skills
  - ? characteristics of a team
  - ? qualities of a team
  - ? create a leaderful team
- competition
- ? role of support staff
  - ? planning and scheduling pre-competition
  - ? analyse data from matches
  - ? set goals for the team, units and individuals
  - ? prepare game plans
  - ? select a team
  - ? manage – pre- and post-match phases
  - ? team talks – pre-, during and post-

	<ul style="list-style-type: none"> <li>? behaviours on the bench</li> <li>? self-reflection</li> <li>? provide feedback to team and individuals</li> <li>? review match statistics to evaluate performance</li> </ul>
<p>1.2 Identify the key coaching points of netball skills.</p>	

## Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

## Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

### Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

The recognised centre is required to recruit and deploy an England Netball licensed tutor who, as a minimum:

- hold the 1st4sport Level 2 Certificate in Coaching Netball or equivalent as recognised by England Netball, and ideally holds, or is working towards, the 1st4sport Level 3 Certificate in Coaching Netball

Tutors are responsible for the delivery of the learning programme developed by England Netball. They must have attended the England Netball qualification induction.

### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below.

The recognised centre is required to recruit and deploy an England Netball licensed assessor who as a minimum:

- hold the 1st4sport Level 2 Certificate in Coaching Netball or equivalent as recognised by England Netball, and ideally holds, or is working towards, the 1st4sport Level 3 Certificate in Coaching Netball

They must have attended the England Netball qualification induction.

Where an assessor has either been involved in the delivery of the qualification and/or carried out internal assessments, they may not perform the independent assessment element of the qualification on that course.

### Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

The recognised centre is required to recruit and deploy an England Netball licensed internal quality assurer who, as a minimum:

- hold the 1st4sport Level 2 Certificate in Coaching Netball or equivalent as recognised by England Netball, and ideally holds, or is working towards, the 1st4sport Level 3 Certificate in Coaching Netball
- hold a Level 3 Award in Assessing Vocational Related Achievement, a Level 3 Award in Assessing Competence in the Work Environment, the 1st4sport Introduction to Assessment Practice in Sport (IAPS) or a recognised equivalent

They must have attended the England Netball qualification induction.

### Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.

In addition further qualification specific requirements are:

All training and/or assessment sites must include the following facilities and equipment:

- one indoor netball court (minimum confirmed size of four badminton courts, including a full-sized shooting circle of 4.9 m) of uniform construction and even surface.
- a minimum of 10 size 5 netballs
- a minimum of 2 netball posts
- a minimum of two full sets of netball bibs, in two different colours
- 50 flat marker cones

This qualification is regulated by Ofqual (603/2902/6) and QiW (C00/1305/8 - Regulated). This product is mapped against the Coach (Occupation) Professional Standards as a CIMSPA Professional Standards Endorsed Qualification

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