BRITISH DODGEBALL

LEVEL 1 AWARD IN COACHING DODGEBALL

Course Information

Duration:

8 hours

Course Outcomes:

1. Demonstrate good application of professional practice regarding conduct, ethics and key legislation.
2. Demonstrate knowledge of the official dodgeball ruleset and how to adapt this for recreational settings.
3. Demonstrate knowledge of dodgeball's key technical skills alongside a basic tactical understanding.
4. Plan a safe, inclusive and enjoyable dodgeball coaching session that is appropriate to the participant's rights and needs.
5. Deliver a safe, inclusive and enjoyable dodgeball coaching session that are appropriate to the participant's rights and needs.
6. Review the effectiveness of a dodgeball coaching session during and after, identify how to improve future sessions.

Course Content:

Module	Title	Type
1	Background & Ethics	Sport-Specific
2	Professional Practice	Generic
3	Rules	Sport-Specific
4	Technical Skills	Sport-Specific
5	Tactical Knowledge	Sport-Specific
6	Planning	Generic
7	Delivery	Generic
8	Review	Generic
9	End-Point Assessment	Assessment

For full course coverage details, please refer to pages 4-8: Level 1 Course Coverage.

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Level 1 - Online

Formats:

Online

Can be purchased by individuals or groups.

Course format:

- Sport-specific modules (1,3,4,5) completed online (3 hours)
- Generic modules (2, 6,7,8) completed online (3 hours)
- Module 9 (End Point Assessment) is completed in-situ and assignment submitted online (2 hours)

Blended

Can only be booked by groups of 10+ individuals who can supply their own venue. See closed course booking guide for more information.

Course format:

- Generic modules (2, 6,7,8) completed online (3 hours) before practical day.
- Sport-specific modules (1,3,4,5) completed on practical day (3 hours)
- Module 9 (End Point Assessment) is completed on practical day (2 hours)

Online - Recognition of Prior Learning (RPL)

Can be purchased by individuals or groups via a private link upon an successful application.
Successful applicants do not need to complete Generic modules of the Level 1. See RPL guidance for more information.

Course format:

- Sport-specific modules (1,3,4,5) completed online (3 hours)
- Module 9 (End Point Assessment) is completed in-situ and assignment submitted online (2 hours)

Assessment:

- **Modular:** Participants are assessed on knowledge and skills throughout the course via progress check quizzes. 80% or higher must be scored on these assessments to progress to subsequent modules.
- **Practical:** Participants will have the opportunity to demonstrate knowledge and skills practically and through answering targeted questions. Tutors will assess each candidate's performance relating to assessment criteria throughout the course.
- **End-Point Assessment:** This is a Plan, Do, Review task that involves designing a session plan, delivering the session and reflecting upon it's progress. Depending on the course format, this is assessed in-situ or online via submission of the plan, evidence of the session and a written reflective piece.

Pre-Requisites

- Aged 14 years old
- Meet RPL Requirements (if applying for the Level 1 RPL course)

Passing the Course

Once a candidate has demonstrated adequate understanding of the assessment criteria, they have successfully completed the Level 1 Award in Coaching Dodgeball. Candidates that do not satisfy all assessment criteria will not pass and must retake the course in the future.

Level 1 - Online

Conditional Pass

Tutors may decide that although certain candidates did not satisfy all criteria, they were very close to showing competencies in all areas. At their discretion, tutors may award a conditional pass - a pass on the condition that the candidate undertakes activities in order to develop an area of weakness. Further activity examples:

1. Shadow a qualified Level 2 coach for a number of sessions.
2. Write a 300-word reflection on specific aspects of their coaching and how you may apply these. The specific aspects should be linked to the criteria which the candidate has failed to satisfy during the course.
3. Complete a targeted post-course written task provided by British Dodgeball.

Reflections will be assessed at the tutor's discretion whilst an assignment will be marked by a tutor formally adhering to the mark scheme. A deadline of 28 days will be applied to any tasks which candidates are asked to undertake, and the tutor will provide an email address at which the candidate must send the work. Upon receipt of the task, the tutor will have a maximum of 28 days to assess and award a pass or fail decision.

Appeals

Candidates who are not awarded with a pass may appeal the decision. To do so, they must contact hello@britishdodgeball.com within 7 days of the fail decision with the following information:

- Course details
- Any reasons given for not awarding a passing grade
- Any relevant evidence such as a copy of further tasks completed should be attached
- Email contact details for a response

The decision will be taken by three British Dodgeball staff members. They will use information given within the complaint, and a statement from the tutor or other participants if relevant, to come to a decision to uphold the appeal or the original decision. A decision will be made within 28 days of the appeal being submitted.

Certification

An E-certificate will be issued upon notification of a candidate passing the course. This will be emailed out once the participant has passed the course providing any outstanding invoices have been paid. Any participants waiting for a certificate that have completed the steps outlined above should wait for up to 10 working days before emailing hello@britishdodgeball.com with any enquiries.

Cancellation & Refunds

Please refer to the British Dodgeball cancellation policy on the governance page of the website.

Data Handling

British Dodgeball will handle any data candidates provide in accordance with our Privacy Policy. This can be viewed from the footer on our website or in the British Dodgeball governance page.

British Dodgeball Course Terms & Conditions

Please access our Coaching Course & Workshop Terms and Conditions in the Course Information section of the British Dodgeball website.

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Level 1 Course Coverage

Module 1
Background & Ethics

Knowledge		
K1.1	Background	• Know general statistics of dodgeball participation within the UK.
K1.2	Ethics of dodgeball	• Explain the importance of embodying values such as fair play for the sport to work most effectively.
Skills		
S1.1	Ethics of Dodgeball	• Demonstrate values outlined the the British Dodgeball code of conduct and the Dodgeball Code.

Module 2
Professional Practice

Knowledge		
K2.1	Duty of care to participants	• Describe the Coach's role in the duty of care of the participant.
K2.2	Duty of care to themselves	• Explain the importance of a Coach emphasising their own safety, mental health and wellbeing.
K2.3	Professional conduct	• Describe how to conduct themselves and portray a professional image within the scope of the role.
K2.4	Key legislation and policy	• Summarise how current legislation and policy informs the duties, obligations and responsibilities of a Coach, within their own context.
K2.5	Ethics of coaching	• Consider how a coach's principles, morals and values impact upon their coaching behaviours, within their current scope of practice.
Skills		
S2.1	Professional practice	• Demonstrate good application of professional practice within the role of a coach regarding conduct, ethics and key legislation.

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Module 3
Rules

Knowledge

K3.1	Equipment	• Know what equipment is used in different age categories.
K3.2	Space	• Know the official court variations and how other spaces can be adapted for game play.
K3.3	Game Formats	• Know official personnel, timing and scoring information.
K3.4	Hits & Attempts	• Know official hit & attempt rules, including face shot, headshot and sacrifice play rules.
K3.5	Catches	• Know official catch rules.
K3.6	Blocking	• Know official blocking rules, including dispossession rules.
K3.7	Opening Rush	• Know official opening rush rules, including activation.
K3.8	Advantage	• Know official advantage rules, and how this can be adapted for recreational play.

Skills

S3.1	Rules	• Demonstrate good application of rules knowledge when leading sessions.

Module 4
Technical Skills

Knowledge

K4.1	Throwing	• Know basic technical points for coaching the throwing primary skill, including power & accuracy.
K4.2	Catching	• Know basic technical points for coaching the catching primary skill, including catch variations.
K4.3	Blocking	• Know basic technical points for coaching the dodging primary skill, including dodging types.
K4.4	Dodging	• Know basic technical points for coaching the blocking primary skill, including protective & directional considerations.
K4.5	Skill development	• Consider how the primary skills of dodgeball may be taught through skill development activities and conditioned games.

Skills

S4.1	Technical skills	• Demonstrate good application of basic technical skill knowledge when designing and delivering sessions.

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Module 5
Tactical Knowledge

Knowledge		
K3.1	Tactical understanding	• Understand basic tactical elements of dodgeball, including phases of the game and calling systems.
K3.2	Offensive	• Know basic offensive tactics, including group throws.
K3.3	Defensive	• Know basic defensive tactics, including the counterattack.
K3.4	Transitions	• Know basic transition tactics, including post-set play retreats
Skills		
S3.1	Tactical Knowledge	• Demonstrate good application of basic tactical knowledge when designing and delivering sessions.

Module 6
Planning

Knowledge		
K6.1	The participant(s)	• Identify aspects about the individual participant(s) that the coach should know prior to a coaching session to ensure that their sessions are person-centred.
K6.2	Hazards	• Identify potential hazards which could relate to a coaching session.
K6.3	Visual risk assessment	• Describe how to undertake a visual risk assessment to minimise hazards.
K6.4	Planning coaching sessions	• Consider how to plan a series of safe, inclusive and enjoyable coaching sessions, including appropriate aims and objectives; appropriate resources/equipment; appropriate activities to meet the aims and objectives of the coaching session which inspire participant(s) engagement; appropriate timings; sequencing; and an appropriate range of intervention strategies to ensure participant(s) learning.
K6.5	Adapting sessions	• Explain how a coaching plan is dynamic and subject to change once the session is in progress.
Skills		
S6.1	Hazards and risk assessment	• Demonstrate appropriate action to deal with hazards based on the level of risk (risk assessment).
S6.2	Planning coaching sessions	• Develop an individual session plan a safe, inclusive and enjoyable coaching sessions, including appropriate aims and objectives; appropriate resources/equipment; appropriate activities to meet the aims and objectives of the coaching session which inspire participant(s) engagement; appropriate timings; sequencing; and an appropriate range of intervention strategies to ensure participant(s) learning.

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Level 1 Course Coverage

Module 7
Delivery

Knowledge

K7.1	Participant engagement	• Explain the importance of being accessible and approachable to participants, and building a positive rapport with the participants to inspire engagement.
K7.2	Communication	• Explain the importance of effective communication in the coaching session.
K7.3		• Describe how to adapt communication methods to meet the needs of participants from differing backgrounds, cultures or sport/activity experience.
K7.4	A safe coaching environment	• Describe what the key components of a safe coaching environment are.
K7.5		• Describe how to safely prepare and subsequently dismantle and store equipment following the coaching sessions.
K7.6	An inclusive coaching environment	• Describe what makes an inclusive coaching environment.
K7.7	An enjoyable coaching environment	• Describe the benefits of, and what the key components are, of enjoyable coaching environment.
K7.8	Starting and concluding sessions	• Describe the process of starting and concluding a session effectively
K7.9		• Explain the value and purpose of a warm-up and cool down
K7.10	Intervention strategies and adaptations	• Describe, and explain the importance of, a range of suitable intervention strategies for use within a coaching session to aid participant learning.
K7.11		• Explain the importance of adapting your sessions to meet the individual needs of the participants.

Skills

S7.1	Participant engagement	• Demonstrate a positive rapport with participants that supports enjoyable coaching sessions, inspiring participants to return to further sport and/or physical activity sessions.
S7.2	Communication	• Demonstrate effective two-way communication appropriate to the participant to support the participants learning and enjoyment of the coaching sessions.
S7.3	Safe, inclusive and enjoyable sessions	• Demonstrate the safety of participants and others throughout coaching sessions.
S7.4		• Demonstrate an ability to deliver enjoyable and inclusive coaching sessions.
S7.5	Professional demeanour	• Demonstrate a professional demeanour.
S7.6	Starting and concluding sessions	• Demonstrate safe assembly and/or setting out of equipment relevant to the coaching sessions, and safe dismantle aftwerwards.
S7.7		• Demonstrate effective starts and conclusions to sessions
S7.8	Intervention strategies and adaptations	• Demonstrate an effective use of intervention strategies to aid participant learning.
S7.9		• Demonstrate an ability to effectively adapt sessions, where required, to meet the needs of the participants.

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Module 8
Review

Knowledge		
K8.1	Participant feedback	• Explain the importance of gaining participant(s) feedback to inform future sessions.
K8.2		• Describe methods to obtain participant(s) feedback.
K8.3	Reflection of coaching sessions	• Describe how to reflect upon coaching sessions, to include: — reflecting on the effectiveness of coaching sessions whilst they are ongoing (during) to continually question: o if they are meeting the aims and objectives set o if the participants are engaged and learning o if they are meeting the participants individual needs — reflecting on own coaching practice following sessions to: o consider if the sessions met their aims and objectives o consider if the sessions met the participants' individual needs — identifying how to improve the planning and delivery of future coaching sessions.
Skills		
S8.1	Participant feedback	• Collect and collate participant(s) feedback to inform future sessions.
S8.2	Reflection of coaching session	• Reflect on coaching sessions whilst the coaching sessions are ongoing and after sessions have concluded, evaluating effectiveness.

Module 9
End-Point Assessment

Knowledge		
K9.1	Level 1 Knowledge	• Demonstrate knowledge learned throughout the Level 1 course in a plan, do, review task
Skills		
S9.1	Level 1 skills	• Demonstrate application of skills learned throughout the Level 1 course in a plan, do, review task