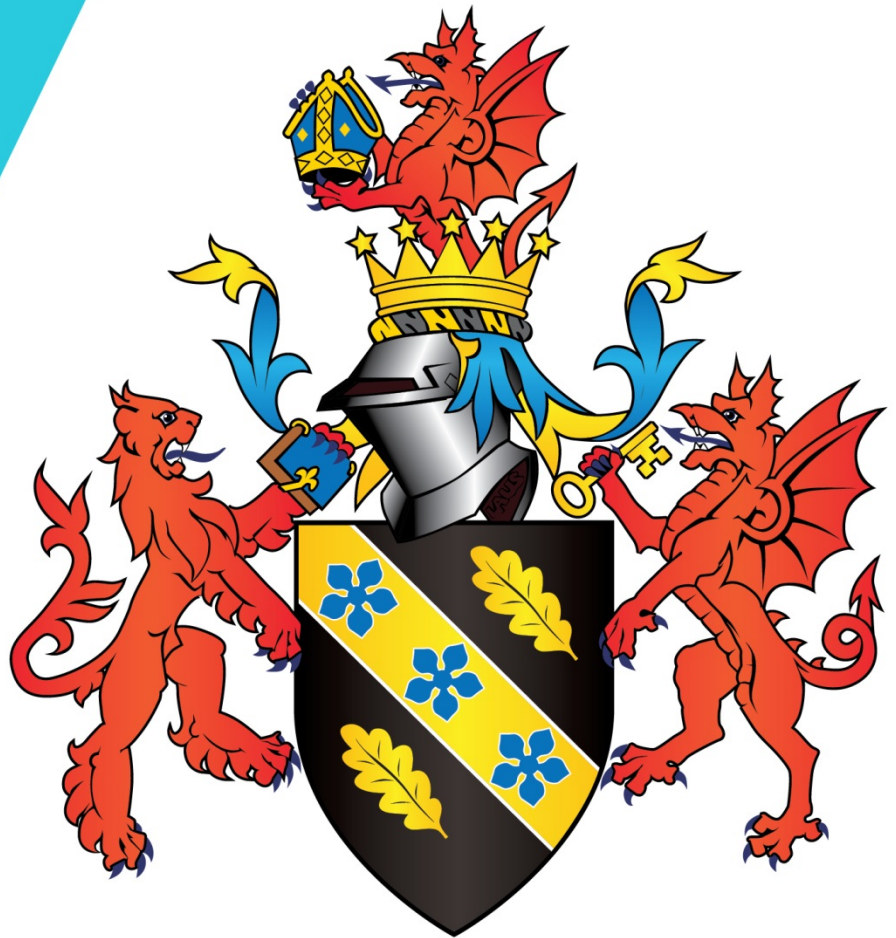




Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Sports Independent Project
Applied Portfolio
Hannah Lucia Esterina Chiappa
1809372

Student Name

Hannah Chiappa

Project Title

An online educational coaching resources for primary school teachers to improve their practical delivery of netball sessions for junior pupils.

Project Aim (1)

The design and production of online educational coaching resources for primary school teachers to improve their practical delivery of netball sessions for junior pupils.

Objectives (3/4)

1. Developing an effective proposal to engage primary school teachers to continue their professional development in the field of coaching.
2. Critical reflection of current coaching pedagogy and learning principles within netball.
3. To produce a collection of relevant videos for primary school teachers to assist their practical delivery of netball sessions for junior pupils.





Contents Page

Element 1:

Individual Presentation	Page 3
Gantt Chart	Page 3
Ethics Form	Pages 4-21

Element 2: Literature Review

1.0: Aims and Objectives	Page 22
2.0: Introduction	Page 23
2.1: Participation Rates of Primary School Children	Page 24
2.1.1: Health and obesity within the primary school environment	Page 25
2.2. Current Girls Participation	Page 26
2.2.1: Netball Participation Trends	Pages 27-28
2.3: Teaching Pedagogy	Page 28
2.3.1: Professional Development in teaching and coaching	Page 29
2.3.2: Teaching pedagogy and professional practice within netball	Page 30
2.4: Conclusion and justification	Page 31

Element 3: 30-minute Video

Reflection	Page 33
Conclusion	Page 34-35
Recommendations	Page 36-37
Reference List	Page 38-41
Bibliography	Page 42-45
List of images in order of element completion	Page 46- 48
Appendices	Page 49-50



Element 1 - Individual Presentation (5 minutes – Online)

For the completion of element one, the following YouTube channel was created. Below is a link to the channel and screenshot image of the YouTube page

Link to Element 1 video: <https://www.youtube.com/watch?v=eegHgF9rx9s>

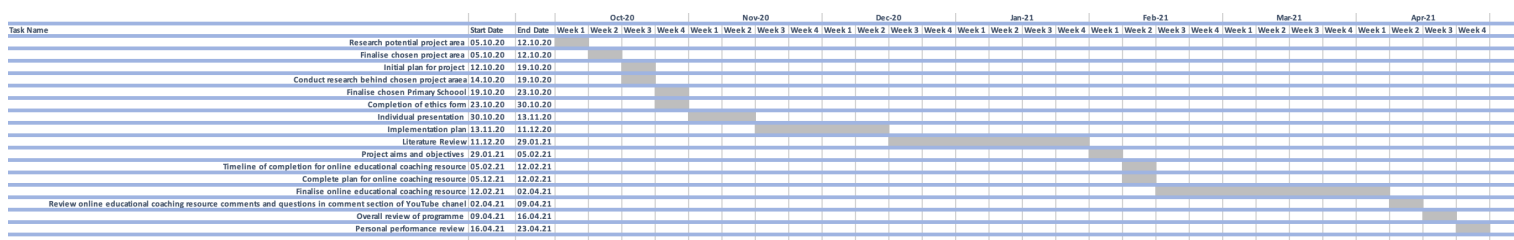
<https://www.youtube.com/watch?v=eegHgF9rx9s&list=PL8l9qntUM3MBz7AJLABRACpobynnC2vg>

Independent Project Applied portfolio Element 1
By Hannah Chiappa

Online Educational Coaching Resource for Primary School Teachers Undertaking Netball Sessions
Private hannah chiappa - 1 / 10

Independent Project Element 1 Applied Portfolio Introduction

Gantt Chart





Element 1 – Ethics Form (All Pages)

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: “creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications”. As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the “principal researcher”.

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

1	Full Name:	Hannah Lucia Esterina Chiappa			
2	Tick all boxes which apply:	Member of staff:	☐	Honorary research fellow:	☐
3	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
4	Institute/Academic Discipline/Centre:	University of Wales Trinity Saint David			
5	Campus:	SA1 Swansea Waterfront			
6	E-mail address:	Hannahchiappa@hotmail.co.uk			
7	Contact Telephone Number:	07746691260			
For students:					
8	Student Number:	1809372			
9	Programme of Study:	BA Hons Sports Management			
10	Director of Studies/Supervisor:	Andrew Thomas			



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
3		Institute Research Committee	☐		
4		Other (write in) Andrew Thomas	☒	29/10/2020	

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
1	UWTSD Research Ethics & Integrity Code of Practice ☒
2	UWTSD Research Data Management Policy ☒
3	☐

SECTION D: External Collaborative Research Activity

1	Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒	
2	If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
3	Institution					
4	Contact person name					
5	Contact person e-mail address					
6	Has this individual consented to sharing their details on this form?	YES	☐	NO	☐	
7	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
8	Is your research externally funded	YES	☐	NO	☐	
9	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
10		Employed	YES	☐	NO	☐
11	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐



12	Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☒	NO	☐
----	--	---	------------	-------------------------------------	-----------	--------------------------

Where research activity is carried out in collaboration with an external organisation

13	Does this organisation have its own ethics approval system?	YES	☐	NO	☒
14	If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

1	Indicative title:	Online Coaching Resource		
2	Proposed start date:	25/10/2020	Proposed end date:	23/04/2021
3	Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below: • <i>Purpose of Research Activity</i> • <i>Proposed Research Question</i> • <i>Aims of Research Activity</i> • <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain • <i>What the research activity will add to the body of knowledge</i> • <i>How it addresses an area of importance.</i>			
4	Purpose of Research Activity Adapting and advancing the technical delivery of netball sessions in primary schools through providing an online coaching resource that will be accessible to all primary school teachers to aid an increased understanding and knowledge of how to undertake a netball P.E. session. Ensuring that all teachers obtain a good level of understanding and knowledge of the sport and are able to execute sessions underlining the key aspects of a successful sports coach whilst coaching the key aspects of the sport and enhancing the pupil's performance whilst also emphasising enjoyment. The research activity will involve a programme in which a coach will share her expertise in netball and provide an online educational coaching resource to provide primary teachers with the underpinning knowledge and skills that will allow them to undertake a netball session. The online resource will be accessible through YouTube and will include coaching sessions, drills, warmups, and other activities.			
5	Research Question			



	How does an online educational coaching resource benefit primary school teacher when undertaking a P.E. session?
6	Aims of Research Activity • Design, produce, and manage an online coaching resource that will be accessible through YouTube, • Create opportunity for primary school teachers to undertake a P.E. session confidently • Create opportunity for primary teachers to increase their continued professional development • Assist in performance management • Preparing and supporting teachers through change • Supporting self-directed learning and development • Develop coaching skills and techniques
7	Objectives of Research Activity • Develop an effective proposal to engage primary school teachers to continue their professional development in the field of coaching, • Critical reflection of current coaching pedagogy and learning principles within netball, • To produce a collection of relevant videos for primary school teachers to assist their practical delivery of netball sessions for junior pupils, • Provide guidance and expertise, • Motivate teacher performance, • Develop skills and technique • Provide further training if required,
8	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.
9	A coach seeks to provide her expertise to primary school teachers with the aspiration of improving the practical delivery of P.E. netball sessions. The coach will also assist primary school teachers with their continued professional development in the field of coaching through providing knowledge and expertise on how to undertake a netball session for junior pupils. The design and production of online educational coaching resources for primary school teachers will provide the information, support and guidance required to undertake a netball session with little



Trinity Saint David	previous coaching experience. The online coaching resource will consist of example coaching sessions, drills and other helpful and fun activities. (this box should expand as you type)



10	Location of research activity Identify all locations where research activity will take place.
11	Online YouTube channel
12	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.
13	Due to no physical contact with participants, a DBS is not required to undertake this project. In addition to this, to consider the legal factors are considered throughout the coaching programme, the online resource will follow the rules and regulations that YouTube has in place.

14	Use of documentation not in the public domain: Are any documents <u>NOT</u> publicly available?	NO	☒
		YES	☐
15	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales. <i>(this box should expand as you type)</i>		

SECTION F: Scope of Research Activity

1	Will the research activity include:	YES	NO
2	Use of a questionnaire or similar research instrument?	☐	☒
3	Use of interviews?	☐	☒
4	Use of diaries?	☐	☒
5	Participant observation with their knowledge?	☐	☒
6	Participant observation without their knowledge?	☐	☒
7	Use of video or audio recording?	☐	☒
8	Access to personal or confidential information without the participants' specific consent?	☐	☒
9	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
10	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒



11	Investigation of participants involved in illegal activities?	☐	☒
12	Use of procedures that involve deception?	☐	☒
13	Administration of any substance, agent or placebo?	☐	☒
14	Working with live vertebrate animals?	☐	☒
15	Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☐	☒
16	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

1	Who are the intended participants:	YES	NO
2	Students or staff at the University?	☒	☐
3	Adults (over the age of 18 and competent to give consent)?	☐	☒
4	Vulnerable adults?	☐	☒
5	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
6	Prisoners?	☐	☒
7	Young offenders?	☐	☒
8	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
9	People engaged in illegal activities?	☐	☒
10	Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☒
11	Other – please indicate here: (this box should expand as you type)		

12	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
13	How many participants are expected?	1 coach - Numerous junior schoolteachers accessing the online educational resource on YouTube.



14	Who will the participants be?	The coach
15	How will you identify the participants?	The coach is providing an online educational resource through YouTube for primary school teachers. There will be no face-to-face or direct contact throughout the program. The participants will be the teachers.



16	Information for participants:	YES	NO	N/A
17	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
18	Will you tell participants that their participation is voluntary?	☐	☐	☒
19	Will you obtain written consent for participation?	☐	☐	☒
20	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐	☒
21	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
22	Will you tell participants that they may withdraw from the research at any time and for any reason?	☐	☐	☒
23	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒
24	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☐	☐	☒
25	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☐	☐	☒
26	If NO to any of above questions, please give an explanation			
27	Participation is voluntary and written consent is not required. <i>(this box should expand as you type)</i>			

28	Information for participants:	YES	NO	N/A
29	Will participants be paid?	☐	☒	☐
30	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
31	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
32	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
33	If YES to any question, please provide full details			
34	<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

1	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
2	Full risk assessment completed and appended?	Yes	☐
		No	☒
3	Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		



4	Trinity Saint David Risk to Participant: None of the risks stated above. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Participant N/A <i>(this box should expand as you type)</i>
5	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
	N/A <i>(this box should expand as you type)</i>	
6	Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to Investigator: None of the risks above	N/A
7	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to University: None of the risks above	How will you mitigate the Risk to University: N/A

8	Disclosure and Barring Service			
9	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
10	Does your research require you to hold a current DBS Certificate?	☐	☒	☐

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? This resource will be delivered online through YouTube, due to there being no face-to-face contact with the participants there will be no de-briefing or feedback required as the coach will not be undertaking any observations.
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	N/A



3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	This resource will be delivered online through YouTube, therefore the teachers can access the videos anonymously and the coach will not have access to any personal data or information from the participants.

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

1	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
	<i>"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.</i>	☐	X ☐
2	If YES, provide a description of the data and explain why this data needs to be collected:		
	<i>(this box should expand as you type)</i>		
3	Does it involve special category data (as defined by the GDPR)?	YES	NO
	<i>"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),</i>	☐	X ☐
4	If YES, provide a description of the special category data and explain why this data needs to be collected:		
	<i>(this box should expand as you type)</i>		
5	Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
6	Manual files (i.e. in paper form)?	☐	☒
7	University computers?	☐	☒



8	Private company computers?	☐	☒
9	Home or other personal computers?	☐	☒
10	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
11	"Cloud" storage or websites?	☐	☒
12	Other – specify:	☐	☐
13	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
	<i>(this box should expand as you type)</i>		
14	All Data Storage		
15	Will the research activity involve any of the following activities:	YES	NO
16	Electronic transfer of data in any form?	☐	☒
17	Sharing of data with others at the University?	☐	☒
18	Sharing of data with other organisations?	☐	☒
19	Export of data outside the European Union or importing of data from outside the UK?	☐	☒
20	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
21	Publication of data that might allow identification of individuals?	☐	☒
22	Use of data management system?	☐	☒
23	Data archiving?	☐	☒
24	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
	N/A <i>(this box should expand as you type)</i>		
25	List all who will have access to the data generated by the research activity:		
	The University and the coach.		
26	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	The University and the coach.		
27	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	Any data will only be stored until all research is complete, it will then be destroyed under the Data Protection Act (2018)		



Trinity Saint David

28	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	N/A <i>(this box should expand as you type)</i>		
29	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
		NO	☐
30	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
		NO	☐



31	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
	Signature of applicant:	H. Chiappa	Date: 29/10/2020

For STUDENT Submissions:

32	Director of Studies/Supervisor:	Hannah Chiappa	29/10/2020
33	Signature:	H. Chiappa	

For STAFF Submissions:

34	Academic Director/ Assistant Dean:	Andrew Thomas	Date: 29/10/2020
35	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☒	I have attached a copy of final/interim approval from external organisation (where appropriate)
☒	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:
<https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Research Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Institute procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Institutes**. Institutes will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Institute will refer these to the University Research Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

Notes for guidance in completion of this form

Section A: About You

Please complete all relevant sections

Section B: Approval for research activity

Research proposals must be approved in principle before applying for Ethical Approval. The proposal approval only becomes final when the ethical approval is received.

The process for proposal approval varies according the individual and programme of study:

- Research students, by application on form PG1 to the Research Degrees Committee
- Taught students by review of research proposal within Institutes (Institutes provide specific details of these processes)
- Staff, by agreement by the Academic Director/Assistant Dean

Section C: External Ethical Guidance materials

Many discipline areas are required to operate with the discipline specific codes of research ethics (for example health, psychology, education etc.), any such codes must be listed and you must tick to confirm that you have consulted with these.

Section D: External Collaborative Research Activity

Provide details of the external collaborative partners, where appropriate you might want to submit a copy of the external collaboration agreement with the Ethical Approval Form. If the partner requires the research to be subject to its own internal



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

Ethical approval process then please provide details of that process and a copy of any final (or interim) approvals received from the organisation.

Section E: Details of Research Activity

Remember that the individuals reviewing this Ethical Approval Form may not have seen your research proposal, and also may not be experts in the specific area of your research. The information provided should therefore be jargon free and clearly stated.

Indicative Title: please use the same title as used on the research proposal.

Purpose: the Ethical approval process will want to ensure that the methods you propose are adequate and appropriate to address the research aims and objectives. Excessive additional data collection can be seen as unethical.

Proposed Methods: the Ethical approval process seeks to ensure that you understand the methods that are intended, and that the implementation of those methods will be appropriate and without unnecessary impact on respondents. This section must explain how the methods described will lead to the collection of necessary and sufficient data, but not excessive data. Please be specific.

Location: this needs to mention geographical location and also local situation (for example, within Local Authority Offices in Cardiff, using a private room but close to other individuals). If you are collecting data within an organisational setting then you need to explain the permissions that you have obtained to do this.

Research Activity outside of the UK: please complete this section in detail, and note any guidance you have received. Also describe your own familiarity (or not) with the location that you will be utilising.

Section F: Scope of Research Activity

Please tick ALL of the research activities that might be undertaken. If any additional types of activity are intended then please add an extra box and describe these.

If you have answered no to all questions in F then sections G and I do not need to be completed. . Signatures are still required in section K.

Section G: Intended Participants

Please tick all categories that might apply.

Numbers & Source: if you are using a series of different methods or research activities please list numbers for each stage/phase. Be clear about how you will find respondents. Will you use intermediaries, and if so how? How will you ensure compliance with your sampling strategy?

Information for participants: all participants should be appropriately informed about the research, what is expected of them and what will happen to the information that they provide. The Ethical review process does not ask to see this documentation, but requires this to be reviewed and approved by the Director of Studies in the case of research students, the supervisor/module tutor in relation to students on taught programmes and the Academic Director/Assistant Dean in relation to staff research.



Section H: Anticipate Risks

All research carries some level of risk. The answers you provide to questions in this section will be reviewed to ensure that you have an appropriate understanding of the type of risks involved and how you can mitigate against these risks. If you have completed a full risk assessment, as required for example for laboratory work, field work, clinical tests, diving operations, or by a collaborative partner, you may append that to this form. In that case, please tick the box indicating this has been provided. You will not then be required to complete Section H.

Risk to participants Think very carefully about how your actions/questions/discussions might affect the people you are involving as participants. You might identify the risk as small but it would still be a risk. Many types of question have the potential to make respondents less content with their life / job; you need to recognise and try to ameliorate any such effects. If these are business owners, time with you may reduce profit. In some locations physical risk is very real to both participants and yourself, please consider this.

Risk to you, the researcher Think about where you will meet people, if there are any dangers involved in the location. If you are meeting people as individuals think about using a public place. In general do not visit people in their own homes or remote locations. If you are talking to individuals about certain issues think about how their responses might affect you emotionally. What about the risk of collecting insufficient data?

Risk to the University When undertaking your research, you are acting as a member of the University (student or staff). Professionalism is important, so it is important to be well organised and well prepared. Punctuality, clarity etc. are all part of this. What will you do to ensure this? You must ensure you do not harm the good name of the University in any way and do nothing to undermine the reputation of the research it conducts and sponsors. Upholding high standards of conduct and integrity are vital in this regard. You must also conduct the research in such a way to minimise the potential for claims of negligence made against the University, its researchers and any collaborating individual or organisation. In this respect you should always comply with ethical, legal and professional frameworks, obligations and standards as required by statutory and regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice. Research misconduct in this respect can take many forms, including:

- fabrication: making up results or other outputs (eg, artefacts) and presenting them as if they were real
- falsification: manipulating research processes or changing or omitting data without good cause
- plagiarism: using other people's material without giving proper credit
- failure to meet ethical, legal and professional obligations: for example failure to declare competing interests; misrepresentation of involvement or authorship; misrepresentation of interests; breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research subjects or material
- improper dealing with allegations of misconduct: failing to address possible infringements such as attempts to cover up misconduct and reprisals against whistle-blowers

Adverse Outcomes. Think carefully about the possibilities, and cover here



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

Section I: Feedback, Consent and Confidentiality

Feedback to participants: outline your approach. Will interview transcripts be shared with respondents to check accuracy? Will summaries of questionnaire analysis be made available to respondents in some way? Will an overview report be provided? How and when?

Informed consent: Draft letter / e-mail / or heading (or footer) section of questionnaire must be approved by DoS/supervisor (if research student), supervisor/module tutor if taught student, or Academic Director / Assistant Dean if a member of staff.

Confidentiality/Anonymity. Explain clearly how you will ensure confidentiality and anonymity.

Section J: Data Protection and Storage

Before completing this section it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who will have access to your data, this will include supervisors and examiners. Also that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after completion then mention it here. If you will provide a copy of your findings, or intend to give a presentation, to a facilitating/ supporting/accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

In terms of storage of data please ensure security, and also mitigate against loss of data.

Section K: Declaration

Ensure the appropriate countersignatures have been provided

Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research



Element 2 - Literature Review (3000 words)

Element 2 – Literature Review
Hannah Chiappa
Independent Project
BMSM6003

1.0: Aims and Objectives

The following aims and objectives have been devised in order to emphasise the purpose of the portfolio.

Aim

The design and production of online educational coaching resources for primary school teachers to improve their practical delivery of netball sessions for junior pupils.

Objectives:

1. Developing an effective proposal to engage primary school teachers to continue their professional development in the field of coaching.
2. Critical reflection of current coaching pedagogy and learning principles within netball.
3. To produce a collection of relevant videos for primary school teachers to assist their practical delivery of netball sessions for junior pupils.



2.0: Introduction

Coaching is 'a process that enables learning and development to occur and thus performance to improve. To be successful, a coach requires a knowledge and understanding of process as well as the variety of styles, skills, and techniques that are appropriate to the context in which coaching takes place'. (Parsloe, Eric 1999) "Coaching"- partnering with Clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. (ICF - Code of Ethics, 2019) Sports coaches have the responsibility of sharing their knowledge, experience and expertise and positively influencing the development of players skills, techniques and overall performance. As coaches we can have a dramatic influence on the development and lives of those we coach (Smoll & Smith, 2002). What is considered to be successful coaching is dependent on how we develop our own skills and behaviours to meet athletes' needs. (Kidman, L & Hanrahan, S.J, 2011)

Netball is the largest team sport for women and is growing in popularity. Participation levels are at an all-time high, with 1.4 million women and girls taking to courts across the country in a typical week during the netball season. (Sport England, 2019). According to England Netball development officer, Pauline Knight "Netball is thriving, a lot of girls live and breathe netball" (BBC Sport Online, 2018) As stated in the Sport England Annual Report for the year 2018-19, 11,621 individuals were new to the sport and a number of 82 brand new clubs emerged as a result offering 1,083 programmes delivered. (England Netball, 2019). Due to the significant growth of the sport and to ensure that there will be a sustainable future for it, it is imperative that there is a greater amount of coaches available to encourage participation at grass-root and beginner level. This would prove beneficial as it would increase the rate of individuals undertaking the sport and continuing it over the years, furthermore tackling 'the gap' in participation, contributing to achieving the aims of Government policies and strategies for a more active nation such as 'The Wellbeing of Future Generations (Wales) Act 2015.'

At present, we are still tackling the global pandemic, COVID-19. Due to this, the coaching programme will be delivered virtually and will be accessible through a YouTube channel for teachers of all abilities, providing them with the necessary information they require to execute a netball coaching session to junior school pupils. Within the YouTube channel there will be a series of videos containing useful coaching tips, session plans and activities and how to coach them successfully.



2.1: Participation Rates of Primary School Children

When analysing participation rates within years 3-6 within primary schools in Wales, the School Sport Survey, 2018 provides us with evidence that “similar proportions of primary and secondary pupils participate in extracurricular or community sport three or more times per week – 47% of primary pupils in Years 3-6 and 48% of secondary pupils in Years 7- 11.” (School Sport Survey, 2018). It furthermore states that “There remains a gender difference in participation levels, with 50% of boys and 46% of girls participating in extracurricular or community sport at least three times per week.” (School Sport Survey, 2018). The statistics presented within the School Sport Survey enables the NGB of sport in Wales to strategically monitor participation, PE provision in schools and both the pupils’ and teachers’ attitudes towards sport and PE.

From investigating PE within the curriculum of junior school pupils, it is evident that across Wales, “...for primary school pupils in Years 3-6, there is an average of 99 minutes of PE per week.” (School Sport Survey, 2018). (See appendix 1). Despite these PE lessons providing children with the opportunity to participate in physical activity, this is still not a sufficient amount of exercise. The recommended rate of exercise that an individual should aim to achieve is for an average of at least 60 minutes of moderate intensity physical activity a day across the week (NHS Online, 2019).

As stated by The World Health Organisation, schools have unique opportunities to provide adequate physical activity for all young people on an equal basis through official compulsory physical education programmes as well as through school sport programmes and after school leisure-time physical activity initiatives. (Senedd Wales, 2019). The coaching programme in planning will support this statement as it provides teachers that have little to no experience in coaching, with the information and guidance to undertake a successful training session, increasing the opportunity for junior pupils to participate in a new sport and to develop their basic skills, expertise and enjoyment of netball.



2.1.1: Health and obesity within the primary school environment

Children who have obesity are more likely to become adults with obesity. Adult obesity is associated with increased risk of several serious health conditions including heart disease, type 2 diabetes, and cancer (Jensen, M, D., Ryan, D, H., Apovian C, M., et al. 2013)

If children have obesity, their obesity and disease risk factors in adulthood are likely to be more severe. (Bass, R., Eneli. 2014)

Current statistics provide evidence that obesity is a prevalent epidemic across the nation and within primary schools. As stated by Public Health Wales, during the year 2017/18, 12% of children in Wales are categorised as obese. (NHS Online, 2019). When analysing the rates by local authority for the year 2017/18, the prevalence of obesity is highest in Merthyr Tydfil where 15% of primary school children are categorised as obese with Denbighshire slightly behind with a percentage of 14.7%, both of these percentages are significantly higher than statistics generated from other locations in Wales such as Merthyr Tydfil at 7.1%. (NHS Online, 2019) (See Appendix 2).

These figures are concerning as research also suggests that obesity continues from childhood to adulthood: 40–60% of obese school-age children become obese adults. (Obesity, healthy eating and physical activity in primary schools, 2018). Each year, £4.2 billion of the NHS's expenditure is spent on obesity related costs and without urgent action, this figure is estimated to increase to £10 billion a year by 2050. (RSPH Online, 2019). To ensure that the demand on the NHS is decreased, a greater amount could be done in order to prevent the cause in oppose to funding the cure. This could be done through following Government initiatives such as The Wellbeing of Future Generations (Wales) Act 2015, emphasising the importance of healthy behaviours in children thus aiming to close the gap between policies and delivery.



2.2: Current Girls Participation

“Sport England’s focus is to close the gender gap in sport, by giving girls and women of all ages the chance to be active however they choose.” (Sport England, 2019). The Welsh Netball Annual Report for the year 2018/19 states that total membership increased by over 10% and the 2018 School Sport Survey figures revealed that 34% of young people between the ages of 7-16 years old are participating within the sport, with 51% of females in school years 3-11 taking part in extra-curricular or community setting. (Welsh Netball, 2019)

The School Sport Survey 2018/19 states only 46% of girls participate in extracurricular or community sport at least three times a week. (School Sport Survey, 2018). The survey also measures children’s attitude to sport in order to capture their confidence and enjoyment when participating. Within primary schools, 71% of females stated that they enjoy PE in the curriculum. It also reveals that 59% of females enjoy extra-curricular and 66% enjoy community sport. (School Sport Survey, 2018). (See appendix 3). Despite these figures indicating an overall positive attitude towards PE, the number of females who stated that they enjoy extra-curricular activities a lot was considerably lower than those who enjoy PE in the curriculum. This could be due to many reasons such as: confidence levels, a lack of non-competitive clubs and a lack of coaches.

It is crucial that this aspect of participation is tackled as the number of girls taking part in sport and PE decrease significantly as they transition from primary to comprehensive school. This is evident within statistics provided which declare that only 45% of females in secondary schools ‘enjoy PE a lot’, 43% enjoy extracurricular a lot and 60% enjoy community sport a lot. (School Sport Survey, 2018). (See Appendix 3).

The coaching program in planning will contribute to ensuring work is being done to combat this gap in participation as it is providing teachers with the relevant information and guidance required to coach netball and increase opportunity for children to attend a non-competitive environment where they can take part with friends for a feel good factor whilst developing their skills, knowledge and overall performance. This furthermore increases the chances of children continuing their participation outside of primary school, moving into comprehensive and in a community club setting as they have had past positive experience with the sport.



2.2.1: Netball Participation Trends

Interest surged after the 2018 Commonwealth Games, when Vitality Roses won the gold medal, with 130,700 women starting to play netball or playing more netball as a result of the success, and it's hoped the World Cup on home soil can have a similar impact. (Sport England, 2019). England netball membership has grown each year and the 2015-16 season in particular, which exceeded the 100,000 barriers for its number of affiliated members. This figure had grown to 103,000 members during the next season, a total increase of 3.42% increase on the previous year. (Coachwise Online, 2019).

Netball participation in Wales also surged during the 2018-19 season with 9,845 new members, a 10% total increase from the previous season. The Welsh Netball Annual Report of 2019 states "The start of the 2018/19 season saw a change in the junior age groups. As of April 2019, we recorded a 23% increase in Under 16's participating in our junior leagues across Wales. The change in age groups has seen a decrease in the drop-out rate of junior players." (Welsh Netball Annual Report, 2019). The success of the Swansea Bay Netball League organised by Neath Port Talbot Council's Physical Activity and Sport Service (PASS) could be a contributing factor to the growth of participation rates throughout the country due to its recent success. This league was developed with the aspiration of attracting more girls under the age of 11 into sport and healthier lifestyles. The league consists of 59 teams competing in nine different leagues beyond five venues across Neath Port Talbot, Swansea and Bridgend. (Jones, 2021)

Due to the success of this league, it is now committed to playing a major role in encouraging a greater number of girls involved in sport through providing children with the opportunity to participate for enjoyment to compete in a fun environment, increasing the chances of continued participation as they grow older.

To ensure there are players within the future, the importance of participation at grassroot level should be emphasised so that players are given the opportunity from a young age, so they have the basics skills and expertise to continue their playing outside of junior school. Welsh Netball also have a further programme 'Netball Tots', devised in July 2018 and aimed at children ages 3-6 years old. The delivery of these sessions is focussed on providing fun and engaging netball sessions to netballers beginning their journey within the sport. Welsh Netball believe that it is essential to develop netball players for the future and that all those



participating in the sport gain the confidence, physical skills and motivation for a 'lifetime enjoyment of sport'. (Welsh Netball Online, 2019). The Welsh Netball Annual Report 2018 states, 120 netball tots' deliverers were orientated throughout the year, providing greater opportunity to get more people involved in netball from a very young age to continue their participation. Over 150 young players taking part in the Celtic dragon's camps, increased attendance by 27% form 2018 (Welsh Netball Annual Report, 2019). This statement is evidence that the investment in grass-root participation plays a vital role in the development of players for the future through getting them hooked on the sport and ensuring that it will continue to grow within the future.

2.3: Teaching Pedagogy

Teaching pedagogy is concerned with the method in which an individual teaches – the theory and practice of educating, it can be defined as 'any conscious activity by one person designed to enhance learning in another' (Watkins and Mortimer 1993: 3). A pedagogy is sculpted by a teacher's individual experiences and beliefs regarding how teaching should take place. It is the relationship between culture and learning. Pedagogy is crucial to teachers as it contributes to improving the quality of their teaching practice and aids greater understanding of how students achieve deeper learning. Pedagogy encompasses the performance of teaching together with the theories, beliefs and policies and controversies that inform and shape it. (Alexander, R., 2008).



2.3.1: Professional Development in Teaching and Coaching

Continued professional development refers to any activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support (Coetzer, 2001:78). CPD is concerned with activities that develop an individual's skills, knowledge and expertise and other characteristics as a teacher. To have the greatest impact, professional development must be designed, implemented, and evaluated to meet the needs of particular teachers in particular settings (Guskey, 1995). Others emphasize the most successful programs are those guided by a clear vision that sees beyond the walls of individual classrooms and schools, since teachers and school-based individuals generally lack the capacity to conceive and implement worthwhile improvements on their own (Barth, 1991; Clune, 1991; Mann, 1986; Wade, 1984).

The purpose of CPD programmes should be to both enable and support teachers, wherever they teach or whatever their professional background is and to provide the best possible instruction so that they become excellent by gaining competence, confidence, commitment and a sense of the joy of teaching (Anderson, 2001:1; Day, 1999:148; Day & Sachs, 2004:22). The programme in planning is being designed to provide opportunity for junior schoolteachers to reconsider their pedagogy and recognise possible routes for continued professional development within their career such as coaching sport alongside teaching inside the classroom. Continued professional development stimulates teachers and coaches to control their individual learning through ongoing self-reflection, encouraging constant career progression from a larger perspective.

The programme in planning provides teachers with the opportunity to access resources that enable a development in their career though teaching all necessary information required to undertake a successful netball coaching session. The online coaching resources will demonstrate the foundations of executing a coaching session which the teacher can then apply to a range of different sports for further continued professional development within the future. Alongside CPD for the teachers, the programme will inspire greater participation through providing greater opportunity to access to the sport for junior school pupils, working towards achieving the aims of Government acts and policies such as the Wellbeing of Future Generations Act (2015) and the Creating an Active Wales (2010).



2.3.2: Teaching Pedagogy and Professional Practice Within Netball

Good coaches act like good teachers, as they care about those over whom they have a responsibility and constantly engage in reflection on what they do and how they do it (Gilbert and Trudel 2001) implying that 'athlete learning as opposed to mechanic performance is at the heart of coaching' (Jones 2006: 8) and the preparation of a successful coach should rely on and relate back to good pedagogic theory. A coach's pedagogical concepts inform their practice and as a result, increase their athletes learning and development.

In relation to netball, when a coach has developed a clear pedagogy, it informs further decision making such the learning theories, behaviours, models and styles that would be most beneficial to their overall practice and those they will be coaching. The programme in planning requires the teachers to understand the key roles and responsibilities of a sports coach and to understand the athlete's specific requirements to inform future planning and effective and beneficial delivery.

Coaching style is the manner in which a coach conducts him/herself while training, instructing, or advising his or her athletes (Mageau & Vallerand, 2003). It is essential that the teacher uses the correct approach when coaching as the athlete's motivation and performance is highly influenced by the coaching styles used within a session and can have both negative and positive impacts as a result.

The programme in planning is aimed at junior school pupils who are participating for enjoyment; therefore, the teacher must have a positive attitude and approach when undertaking a session to encourage the pupils and provide an enjoyable experience and motivates them to continue their performance. In the context of sport, intrinsically motivated athletes enjoy the process of improving, which aligns with their goals and values (Donahue, 2006). Athletes who show high levels of intrinsic motivation tend to engage in their sport with increased passion and a high work ethic (Horn, Bloom, Berglund & Packard, 2011). This emphasises the importance of a coach's professional practice when delivering a session as regardless of the age and ability of the group, if the practical delivery is unsuccessful and does not meet the groups requirements, it can negatively impact their motivation and performance.



2.4: Conclusion and Justification

To conclude, the programme in planning is being devised to provide junior schoolteachers with the resources required to plan and coach netball sessions to pupils up to the age of 11, regardless of the teacher's knowledge and experience. The aim of this being to provide greater opportunity for pupils to access the sport as there is an emphasis on grass-root level within netball and encouraging an increase in participation for both enjoyment and competition to secure players within the future as children will continue their engagement through the years, transitioning into comprehensive school and in a club environment where they can develop their passion and performance even further.

The programme also provides opportunity for the teachers within the school as it aids continuous professional development through challenging an expansion in their knowledge and expertise to address and benefit students learning. It will allow teachers to reassess their pedagogy, adjust their mindset and strengthen their overall skills and experience. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success. (Mizell, 2010).

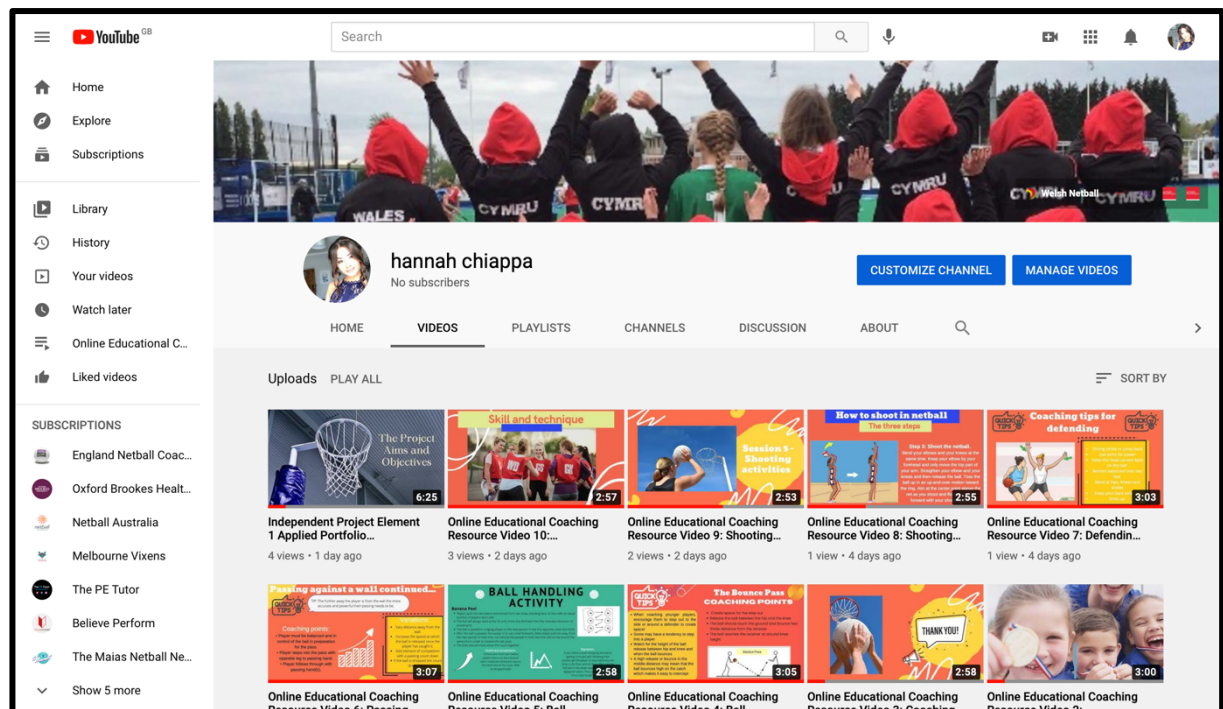
As previously stated, the coaching programme will support Government strategies and policies such as the Future of Wellbeing Generation (Wales) Act (2015) and the Creating an Active Wales - Climbing Higher (2009) that aspire to tackle participation rates and work towards achieving an active and healthy nation. If successful, the programme will increase the participation rates within junior schools and work towards decreasing the prevalence of childhood obesity through encouraging pupils to get active. The aim of the programme is the design and production of the online educational coaching resources for primary school teachers to improve their practical delivery of netball sessions for junior pupils through developing an effective proposal to engage primary school teachers to continue their professional development in the field of coaching and allowing teachers to critically reflect on their current coaching pedagogy and learning principles within netball. Within the final element of the portfolio, there will be a series of online video resources providing coaching plans, warmups, cool downs, activities and drills alongside extra guidance on how to demonstrate them, when this is completed successfully, the aim and objectives will have been achieved.



Element 3 – 5000 Word Document or 30-minute Video

For the completion of element three and to achieve my project aim, the following YouTube channel was created. Below is a link to the channel and screenshot image of the YouTube page.

<https://www.youtube.com/channel/UCiPzihHktVkRFQ3fvLoYaog>





Reflection / Conclusion / Recommendations (key learning points)

Reflection:

Through the guidance and support provided by my academic director, I was able to complete this project by firstly, researching the chosen topic area, visiting research databases and utilising relevant documents and articles in which I could download and access throughout conducting the project. To gain good understanding and knowledge of the chosen topic area that I could apply to the area, I ensued that I dedicated sufficient time to examining each resource. In order to structure the way in which I would undertake the project, I devised a Gantt chart to breakdown the tasks I had to complete and the timeframe in which I had to complete them in. This proved beneficial as it allowed me to stay on track and avoided falling behind.

The main challenge throughout this project was the breakout of the global pandemic, COVID-19. The initial plan for this project was to attend a chosen primary school to complete a coach mentoring program with the aspiration of improving junior teachers' practical delivery of PE sessions. Due to the schools closing and only allowing minimal contact and no face-to-face meeting this was no longer achievable. As a result of this, I had to return to the beginning, reconsider and alter my methodology and determine a new topic area that I would be able to base my project on regardless of the current situation. After finalising the new topic area, this issue was resolved as it was decided that my project would now provide an online educational coaching resource for primary school teachers undertaking netball sessions and was be carried out utilising the online resource, YouTube so attending a school was not necessary.

Despite the challenges faced throughout this project, there were also many positives associated with it. Firstly, after conducting the initial research, it was evident that this topic area was quite unique as finding a free and beneficial online educational coaching resource for teachers with little to no coaching experience was very difficult. This would benefit my project as there is no cost for teachers utilising it and it can be accessed at all times as it is online. The resource provides junior teachers with a background to the sport, the basic skills and the technique behind them and how to coach them, useful information and coaching tips and tricks and finally fun activities and drills to include in a session, meaning that if the individual obtained little to no experience in the sport and coaching it, they would have the resources they require to undertake a session and could also improve the practical delivery of sessions for those with basic knowledge and coaching experience.



Conclusion:

To conclude, I am overall content with the completion of the project and the resource that I have been able to provide regardless of the current situation. Furthermore, the aim of the project was the design and production of online educational coaching resources for primary school teachers to improve their practical delivery of netball sessions for junior pupils. To achieve this, the following objectives were also set:

1. Developing an effective proposal to engage primary school teachers to continue their professional development in the field of coaching.
2. Critical reflection of current coaching pedagogy and learning principles within netball.
3. To produce a collection of relevant videos for primary school teachers to assist their practical delivery of netball sessions for junior pupils.

I believe that each of these were achieved as I was able to provide an online educational coaching resource for primary school teachers through the online platform, YouTube. The resource included a series of ten, 3-minute videos providing all the information required to coach a netball session to junior pupil and how to execute them. The aspiration for this project was to improve the practical delivery of netball sessions in primary schools and this resource contributed to achieving this through providing the material and underpinning information allowing teachers to enhance their coaching abilities and undertake a successful and beneficial netball session.

In addition to the above, the program also provides great opportunity for the teachers within the school as it aids continued professional development through challenging an expansion in their knowledge and expertise to address and benefit students learning outside the classroom environment. The resource encourages and supports teachers who aspire to continue their professional development in the field of coaching. This was an objective that was set to achieve my project goal.

To support both my first and second objectives, within the literature review of the project, I conducted research into netball and critically reflected current girls' participation rates, netball participation trends, teaching pedagogy, professional development in teaching and coaching and teaching pedagogy and professional practice within netball. This proved beneficial as it enhanced my knowledge and understanding of the topic area and also provided the underpinning and supporting research behind the project and why I was conducting it.



When revisiting the informed research within the literature review of the project, it is stated that “There remains a gender difference in participation levels, with 50% of boys and 46% of girls participating in extracurricular or community sport at least three times per week.” (School Sport Survey, 2018). This programme contributes to targeting and tackling this figure as it provides primary school teachers with the necessary resources required to undertake enjoyable and non-competitive netball sessions, encouraging greater participation rates within young girls and inspiring a love for the sport. This low percentage of young girls participating in sport could be due to the exclusivities associated with PE in primary school such as the focus on winning and losing and also looking for talent at a young age, coming away from the fundamentals of sport and disregarding those players who aren’t as physically able and talented. Through providing greater opportunity to attend inclusive and enjoyable sessions that emphasise the importance of participating for a love for the sport, it encourages and motivates young player to get involved and have fun whilst developing transferrable skills that can be used in everyday life and tasks.

In addition to this, it is also discussed within the literature review of the project that the School Sport Survey 2018/19 states only 46% of girls participate in extracurricular or community sport at least three times a week. (School Sport Survey, 2018). This is a concerning figure as this is a number in which decreases further as children transition from primary to secondary school. A possible contributing factor to the low percentage of girls participating in extracurricular sport could be the lack of provision available to them due to a shortage of teachers with little to no experience in undertaking sports sessions and potentially a negative attitude amongst teachers towards doing so. This project provides all junior teachers with the resources and information required to increase understanding and knowledge regarding netball and how to undertake a netball session and supports them in continuing their professional development in the field of coaching. Each of the videos provided within the online educational coaching resource aims to encourage a greater number of teachers to undertake netball sessions for the junior pupils within their school, increasing the provision available to them and hopefully the number of pupils attending PE and extracurricular sessions, contributing to tackling the low percentage that is 46% of girls participating in extracurricular sport at least three times a week. Finally, this resource is ensuring there is a better future for girls’ sport within the primary school environment through emphasising the importance of participation, inspiring a love and passion for sport, increasing the provision available and avoiding this aspect of sport and physical activity getting progressively worse due to not having initiatives in place to avoid any further decreases or areas for concern.



Recommendations:

An initial future recommendation would be to provide further learning as this resource is a series of only ten 3-minute videos, aimed at beginner coaches providing the basic relevant information for primary school teachers undertaking netball sessions. Through providing the opportunity for additional learning, it can support junior schoolteachers with their continued professional development and allows them to grow and expand their expertise as a sports coach. Coaching is an excellent way of demonstrating passion and enthusiasm for sport, whilst having a positive influence on young people, their development and physical wellbeing. Further learning can enhance overall coaching ability, performance and expertise, providing a greater and more beneficial session and experience for those you are coaching. When your coaching performance increase, it benefits the participants as they are constantly learning and developing in a fun and healthy environment, A good coach can teach young children a solid foundation in many different skills that will help them transfer their abilities to other sports in the future.

Secondly, I would recommend that I could attend schools in order to provide face-to-face learning and potentially a coach mentoring programme to develop the practical delivery of netball sessions. Through face-to-face learning I would be able to provide demonstrations as a visual aid, closely assess how the coach undertakes their session and provide both positive and constructive feedback to help them understand their current coaching performance and devise clear aims of where they want to be. A coach mentoring programme would enable me to share my knowledge and expertise in order to assess others and assist in the teacher's

performance management, supporting them through change and self-directed learning. Each of these should contribute to an overall increase in the teachers coaching performance as it empowers personal development, helps to identify and achieve their future career goals and increases knowledge, understanding and confidence in which they can take forward and not only apply to their coaching to benefit the learners but also situations and tasks in everyday life.



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

Lastly, I could work in partnership with a sporting governing body to attend primary schools in a certain area of Wales, implementing a programme or workshop to enhance coaching for all primary school teachers to improve the practical delivery of their PE or sport session. This would prove beneficial as it raises awareness of the importance of providing provision for PE and physical activity within primary school through an environment that is encouraging and positive for teachers. This would also provide all primary school with the opportunity to continue their professional development in the field of coaching. When educators are introduced to new teaching strategies through professional development, it enables them to revisit their current teaching and coaching styles and techniques in order to re-evaluate them and alter them to meet the needs of their learners if necessary. Providing teachers with the opportunity for continuous development within the coaching environment, it can increase the efficiency in their overall performance and abilities as they are being exposed to new delivery methods and are able to learn from other experienced leaders to become effective leaders within the future themselves, furthermore providing their learners with the best and most beneficial experience possible.



Reference List

Anderson J 2001. The content and design of in-service teacher education and development. Paper presented at the National Teacher Education Policy Conference, Midrand, 20-21 October.

Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioural change. *Psychological review*, 84(2), 191.

Bandura, A. (1997). Self-efficacy: The exercise of control. New York: W. H. Freeman.
Barth, R. S. (1991). Restructuring schools: Some questions for teachers and principals. *Phi Delta Kappan*, 73(2), 123-128.

Bass R, Eneli I. Severe childhood obesity: an under-recognized and growing health problem. *Postgrad Med J*. 2015;91(1081):639-45. doi: 10.1136/postgradmedj-2014-133033.

BBC Sport, 2018. *Netball: The Sport Which Is Seeing A Big Boom In England*. [online] BBC Sport. Available at: <<https://www.bbc.co.uk/sport/netball/42140492>> [Accessed 17 January 2021].

Clune, W. H. (1991). *Systemic educational policy*. Madison, WI: Wisconsin Center for Educational Policy, University of Wisconsin - Madison.

Coachfederation.org.uk. 2019. *ICF - Code Of Ethics*. [online] Available at: <<https://www.coachfederation.org.uk/credentialing/icf-code-of-ethics>> [Accessed 17 January 2021].

Coachwise. 2019. *The Meticulous Participation Strategy Behind Netball'S Surge In Popularity - Coachwise*. [online] Available at: <<https://www.coachwise.ltd.uk/blog/meticulous-participation-strategy-behind-netballs-surge-popularity/>> [Accessed 21 January 2021].

Coetzer IA 2001. A survey and appraisal of outcomes-based education (OBE) in South Africa with reference to progressive education in America. *Educare*, 30:73-93.

Day B & Sachs J (eds). International handbook on the continuing professional development of teachers. Berkshire: McGraw-Hill Education.

Day C 1999. *Developing teachers: the challenges of lifelong learning*. London: Falmer.
Day C & Sachs J 2004. Professionalism, performativity and empowerment: discourses in the politics, policies and purposes of continuing professional development. In:

England Netball, 2019. *Annual Report 2018-19*. [online] England Netball. Available at: <<https://d2cx26qpfwuhvu.cloudfront.net/englandnetball/wp-content/uploads/2016/03/02155322/2018-19-Annual-Report.pdf>> [Accessed 18 January 2021].

England Netball. 2019. *Annual Report 2018-19*. [online] Available at: <<https://d2cx26qpfwuhvu.cloudfront.net/englandnetball/wp-content/uploads/2016/03/02155322/2018-19-Annual-Report.pdf>> [Accessed 21 January 2021].



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

Eric Parsloe, *The Manager as Coach and Mentor* (1999) page 8. Eric is a respected author and Director of the OCM

Gilbert, W. and Trudel, P. (2001) 'Learning to coach through experience: Reflection in model youth sports coaches', *Journal of Teaching in Physical Education*, 21: 16-34.

GOV.UK. 2020. *Childhood Obesity: Applying All Our Health*. [online] Available at: <<https://www.gov.uk/government/publications/childhood-obesity-applying-all-our-health/childhood-obesity-applying-all-our-health>> [Accessed 22 January 2021].

Guskey, T. R. (1995) Results-orientated professional development: In search of an optimal mix of effective practices, North Central Regional Educational Laboratory. Available at: http://www.ncrel.org/sdrs/areas/rpl_esys/pdlitrev.htm. Accessed on: 24/01/2021

Jensen MD, Ryan DH, Apovian CM, et al, for the American College of Cardiology/American Heart Association Task Force on Practice Guidelines; Obesity Society. 2013 AHA/ACC/TOS guideline for the management of overweight and obesity in adults: a report of the American College of Cardiology/American Heart Association Task Force on Practice Guidelines and The Obesity Society. *J Am Coll Cardiol*. 2014;63(25 Pt B):2985–3023. doi: 10.1016/j.jacc.2013.11.004.

Jones, R.L. (2006) '*How can educational concepts inform sports coaching?*', in R.L. Jones (ed.), *The sports coach as educator: Reconceptualising sports coaching*, London: Routledge

Jones, R., 2021. *Successful Netball League Drives Up Number Of Girls Taking Part In Sport*. [online] Business News Wales. Available at: <<https://businessnewswales.com/successful-netball-league-drives-up-number-of-girls-taking-part-in-sport/>> [Accessed 24 January 2021].

Mageau, G. A., & Vallerand, R. J. (2003). The coach-athlete relationship: a motivational model. *Journal Of Sports Sciences*, 21(11), 883-904.

Mann, D. (1978). The politics of training teachers in schools. In D. Mann (Ed.), *Making change happen* (pp. 3-18). New York: Teachers College Press.

Mizell, H., 2010. Why PROFESSIONAL DEVELOPMENT Matters. [online] p.19. Available at: <<https://learningforward.org/wp-content/uploads/2017/08/professional-development-matters.pdf>> [Accessed 25 January 2021].

Nhs.uk. 2019. *Every Child*. Child Measurement Programme 2017/18. [online] NHS Public Health Wales, p.7. Available at: <<http://www.wales.nhs.uk/sitesplus/documents/888/CMP%20report%20%28Eng%29.pdf>> [Accessed 20 January 2021].

NHS Digital, 2017. *National Child Measurement Programme - England, 2016-17*. [online] NHS Digital. Available at: <<https://files.digital.nhs.uk/publication/j/n/nati-chil-meas-prog-eng-2016-2017-rep.pdf>> [Accessed 20 January 2021].

Nhs.uk. 2019. *Physical Activity Guidelines For Children And Young People*. [online] Available at: <<https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/>> [Accessed 8 November 2021].



Nhs.uk. 2019. *Physical Activity Guidelines For Children And Young People*. [online] Available at: <<https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/>> [Accessed 20 January 2020].

Ofsted, 2018. *Obesity, Healthy Eating And Physical Activity In Primary Schools*. A thematic review into what actions schools are taking to reduce childhood obesity. [online] Ofsted, p.7. Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/726114/Obesity__healthy_eating_and_physical_activity_in_primary_schools_170718.pdf> [Accessed 22 January 2021].

Rsph.org.uk. 2019. *Childhood Obesity*. [online] Available at: <<https://www.rsph.org.uk/our-work/policy/obesity/childhood-obesity.html>> [Accessed 22 January 2021].

Senedd.wales. 2019. [online] Available at: <<https://senedd.wales/laid%20documents/cr-ld12369/cr-ld12369-e.pdf>> [Accessed 20 January 2021].

Smoll, F.L. & Smith, R.E. (Eds.) (2002). *Children and youth in sport: A biopsychosocial perspective*. Dubuque, IW: Kendall/Hunt.

School Sport Survey, 2018 State of the Nation. [online] p.5. Available at: <<https://www.sport.wales/files/be75d2ef7a9f0620a5bcbd371ba9c9ce.pdf>> [Accessed 21 January 2021].

School Sport Survey, 2018 State of the Nation. [online] p.5. Available at: <<https://www.sport.wales/files/be75d2ef7a9f0620a5bcbd371ba9c9ce.pdf>> [Accessed 21 January 2021].

Sport England, 2019. *Why We Invest In Netball | Sport England*. [online] Sport England. Available at: <<https://www.sportengland.org/news/netball-world-cup-2019>> [Accessed 17 January 2021].

Sport Wales. (2015). School Sport Survey. [online] Available at: Retrieved from: <http://sport.wales/research--policy/surveys-and-statistics/school-sport-survey.aspx> [Accessed 8 November 2020]

Wade, R. K. (1984). What makes a difference in inservice teacher education? A meta-analysis of research. *Educational Leadership*, 42(4), 48-54.

Watkins, C. and Mortimer, P. (1999) 'Pedagogy: what do we know', in P. Mortimer (ed.)/ *Understanding pedagogy and its impact on learning*, London: Paul Chapman.

Welshnetball.com. 2016. *About Club – Welsh Netball*. [online] Available at: <<http://www.welshnetball.com/about-club/>> [Accessed 8 November 2020].

Welshnetball.com. 2019. *Welsh Netball Annual Report 2018-19*. [online] Available at: <<http://www.welshnetball.com/wp-content/uploads/2019/07/Welsh-Netball-Annual-Report-2019.pdf>> [Accessed 21 January 2021].



Welshnetball.com. 2019. *Welsh Netball Annual Report 2018-19*. [online] Available at: <<http://www.welshnetball.com/wp-content/uploads/2019/07/Welsh-Netball-Annual-Report-2019.pdf>> [Accessed 21 January 2021].

Welshnetball.com. 2019. [online] Available at: <<http://www.welshnetball.com/wp-content/uploads/2019/10/National-Competition-Handbook-2019-20.pdf>> [Accessed 9 November 2020].

Welshnetball.com. 2019. *Netball Tots – Welsh Netball*. [online] Available at: <<http://www.welshnetball.com/tots/>> [Accessed 22 January 2021].



Bibliography

Acephysed.files.wordpress.com. 2017. *Basic Netball Skills*. [online] Available at: <https://acephysed.files.wordpress.com/2014/12/basic_netball_skills.pdf> [Accessed 11 April 2021].

Caena, F., 2011. Literature review Quality in Teachers' continuing professional development. [online] Available at: <https://www.researchgate.net/profile/Francesca-Caena-2/publication/344906256_Literature_review_Quality_in_Teachers%27_continuing_professional_development/links/5f988be5a6fdccfd7b84aa8c/Literature-review-Quality-in-Teachers-continuing-professional-development.pdf> [Accessed 5 February 2021].

Caena, F., 2011. Literature review Quality in Teachers' continuing professional development. [online] Available at: <https://www.researchgate.net/profile/Francesca-Caena-2/publication/344906256_Literature_review_Quality_in_Teachers%27_continuing_professional_development/links/5f988be5a6fdccfd7b84aa8c/Literature-review-Quality-in-Teachers-continuing-professional-development.pdf> [Accessed 10 October 2020].

Curry, C., 2012. *Why Public Primary Schools need specialist PE teachers*. [online] School of Education, University of Western Sydney. Available at: <<https://eclass.uoa.gr/modules/document/file.php/PHED153/4.%20ΘΕΜΑΤΑ%20%26%20ΒΛΙΟΓΡΑΦΙΑ%20ΓΡΑΠΤΗΣ%20ΕΡΕΥΝΗΤΙΚΗΣ%20ΕΡΓΑΣΙΑΣ/A7.%20ΠΕΡΙΕΧΟΜΕΝΟ%20ΜΑΘΗΜΑΤΟΣ%20Φ.Α.%20ΣΤΟ%20ΔΗΜΟΤΙΚΟ%20ΣΧΟΛΕΙΟ/7.%20Why%20Public%20Primary%20Schools%20need%20Specialist%20PE%20teachers.pdf>> [Accessed 2 March 2021].

E-thaksalawa.moe.gov.lk. 2010. *Let us play netball*. [online] Available at: <https://www.e-thaksalawa.moe.gov.lk/moodle/pluginfile.php/38744/mod_resource/content/1/Eg8_Hel_Chapter04.pdf> [Accessed 14 March 2021].

Garvey, D. and Garrett-Harris, R., 2008. The Benefits of Mentoring: a literature review. [online] Available at: <<https://www.coachmentoring.co.uk/blog/wp-content/uploads/2019/02/The-Benefits-of-Mentoring-a-literature-review.pdf>> [Accessed 29 December 2020].

2007. *Girls Participation in Physical Activity in Schools*. [online] Estyn. Available at: <https://dera.ioe.ac.uk/6764/1/Girls_participation_in_physical_activity_in_schools_July_07.pdf> [Accessed 17 November 2020].

2019. *Girls Active*. [online] Youth Sport Trust. Available at: <<https://www.youthsporttrust.org/system/files/Girls%20Active%20-%20Time%20for%20Change%20research%20report.pdf>> [Accessed 20 April 2021].



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

Grant, A., 2018. *UK Coaching - 10 Benefits of Multi-skills Coaching all Coaches Should Know*. [online] Ukcoaching.org. Available at: <<https://ukcoaching.org/resources/topics/expert-opinions/ten-benefits-of-multi-skills-coaching>> [Accessed 17 March 2021].

Google.com. 2014. *Netball Session Plans*. [online] Available at: <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjH5MftyozwAhXZg_0HHV0iBDkQFjAAegQIAxAD&url=https%3A%2F%2Fpdf4pro.com%2Fcdn%2Fnetball-session-plans-netball-alberta-3203d7.pdf&usq=AOvVaw3Zn5HuV9Z2QVByH1xSWb-O> [Accessed 13 February 2021].

Harris, J., Cale, L. and Musson, H., 2012. The predicament of primary physical education: a consequence of 'insufficient' ITT and 'ineffective' CPD?. *Physical Education & Sport Pedagogy*, [online] 17(4), pp.367-381. Available at: <https://www.tandfonline.com/doi/full/10.1080/17408989.2011.582489?casa_token=UBoqv8KXJkAAAAAA%3Ah2cUckvaJYbmv8dntYaiD9BwEg6voEvMZalZZbEI5vuavTtdUOUjtxEd9B2N7aM6Yqyf8ilaWk1mxDU> [Accessed 10 November 2020].

Houser, K., 2014. *Coaching Teachers-Promoting Changes That Stick: What I Learned - Ms. Houser*. [online] Ms. Houser. Available at: <<https://www.mshouser.com/instructional-coaching/coaching-teachers-promoting-changes-that-stick-what-i-learned>> [Accessed 22 March 2021].

Human Kinetics. 2021. *Convert technique to skill*. [online] Available at: <<https://us.humankinetics.com/blogs/excerpt/convert-technique-to-skill>> [Accessed 6 April 2021].

2ahUKEwjH5MftyozwAhXZg_0HHV0iBDkQFjAAegQIAxAD&url=https%3A%2F%2Fpdf4pro.com%2Fcdn%2Fnetball-session-plans-netball-alberta-3203d7.pdf&usq=AOvVaw3Zn5HuV9Z2QVByH1xSWb-O> [Accessed 13 February 2021].

Kay, J. and profile, V., 2015. *How can a netball player improve the effectiveness of play through passing?*. [online] Biomechanicsofnetballpasses.blogspot.com. Available at: <<http://biomechanicsofnetballpasses.blogspot.com/p/blog-page.html>> [Accessed 12 March 2021].

Martinović, D., Višnjić, D. and Petrović, J., 2019. GENDER DIFFERENCES IN SPORTS INVOLVEMENT AND MOTIVATION FOR ENGAGEMENT IN PHYSICAL EDUCATION IN PRIMARY SCHOOL. [online] Available at: <https://www.researchgate.net/publication/330655345_GENDER_DIFFERENCES_IN_SPORTS_INVOLVEMENT_AND_MOTIVATION_FOR_ENGAGEMENT_IN_PHYSICAL_EDUCATION_IN_PRIMARY_SCHOOL> [Accessed 22 November 2020].



Morgan, P. and Bourke, S., 2005. An investigation of preservice and primary school teachers' perspectives of PE teaching confidence and PE teacher education. [online] Available at: <<https://nova.newcastle.edu.au/vital/access/services/Download/uon:1531/SOURCE1>> [Accessed 13 October 2020].

Morgan, P. and Bourke, S., 2008. Non-specialist teachers' confidence to teach PE: the nature and influence of personal school experiences in PE. *Physical Education & Sport Pedagogy*, [online] 13(1), pp.1-29. Available at: <<https://www.tandfonline.com/doi/pdf/10.1080/17408980701345550>> [Accessed 25 March 2021].

Netballdorset.co.uk. 2013. *BALL SKILLS: CATCHING AND PASSING*. [online] Available at: <[http://www.netballdorset.co.uk/userfiles/file/5\)%20Practices%20-%20Ball%20Skills.pdf](http://www.netballdorset.co.uk/userfiles/file/5)%20Practices%20-%20Ball%20Skills.pdf)> [Accessed 12 March 2021].

Parslow, T., 2019. *Netball drills that parents and kids can practice together*. [online] Wdna.com.au. Available at: <https://www.wdna.com.au/wp-content/uploads/2020/04/Netball_Drills_for_Parents_to_Practice_at_Home_with_Their_Kids.pdf> [Accessed 17 March 2021].

Parslow, T., 2019. *Netball Drills That Parents and Kids Can Practice Together*. [online] Wdna.com.au. Available at: <https://www.wdna.com.au/wp-content/uploads/2020/04/Netball_Drills_for_Parents_to_Practice_at_Home_with_Their_Kids.pdf> [Accessed 14 April 2021].

Qnstux. 2021. *Importance of Prof Development for Educators | Queens Online*. [online] Available at: <<https://online.queens.edu/resources/article/professional-development-for-educators/>> [Accessed 10 January 2021].

Rainer, P., Cropley, B., Jarvis, S. and Griffiths, R., 2012. From policy to practice: the challenges of providing high quality physical education and school sport faced by head teachers within primary schools. *Physical Education & Sport Pedagogy*, [online] 17(4), pp.429-446. Available at: <https://www.tandfonline.com/doi/full/10.1080/17408989.2011.603125?casa_token=RFodwmqfTuoAAAAA%3AKpg6zlj0fbNnYd_AMM3u1W71iUQ1-E6Vt61YD4gCdVTIBQ_g8ROOEAMSt5jevW6okmbpmADOXGMu9s> [Accessed 8 February 2021].

Solomon, J. and Tresman, S., 1999. A model for continued professional development: knowledge, belief and action. *Journal of In-Service Education*, [online] 25(2), pp.307-319. Available at: <<https://www.tandfonline.com/doi/abs/10.1080/13674589900200081>> [Accessed 14 January 2021]

St-annes.stockport.sch.uk. 2018. *Netball Knowledge Organiser*. [online] Available at: <<https://www.st-annes.stockport.sch.uk/attachments/download.asp?file=120&type=pdf>> [Accessed 12 April 2021].



Tadayon Nabavi, R., 2012. Bandura's Social Learning Theory & Social Cognitive Learning Theory. *Theories of Developmental Psychology*, [online] Available at: <https://www.researchgate.net/profile/Razieh-Tadayon-Nabavi/publication/267750204_Bandura%27s_Social_Learning_Theory_Social_Cognitive_Learning_Theory/links/545914d90cf26d5090ad007b/Banduras-Social-Learning-Theory-Social-Cognitive-Learning-Theory.pdf> [Accessed 13 April 2021].

Ukcoaching.org. 2021. *UK Coaching - Girls' Participation in Sport: When Does the Drop-off Begin?*. [online] Available at: <<https://www.ukcoaching.org/resources/topics/expert-opinions/girls-participation-in-sport-when-does-the-drop-of>> [Accessed 18 November 2020].

Wdna.com.au. 2018. *101 Guide to Netball*. [online] Available at: <https://www.wdna.com.au/wp-content/uploads/2020/04/Netball_Drills_for_Parents_to_Practice_at_Home_with_Their_Kids.pdf> [Accessed 14 April 2021].



Prifysgol Cymru

Y Drindod Dewi Sant

University of Wales

Trinity Saint David

List of images in order of element completion

All images used in video resources were sourced from Canva standard image bank. URL for Canva image bank:

<https://www.canva.com/design/DAEcMeW2UJk/SUvHkSWnid7wdoJ5JBlomQ/edit>

Element 3 - Video 3: Netball court dimensions:

<https://thesportskioskt.wordpress.com/tag/netball/>

<https://www.daviessports.co.uk/blog/question-of-sport/where-can-i-go-on-the-netball-court/>

<https://static1.squarespace.com/static/567cb2fb69492e5c0a1d3486/t/586bb877579fb3ccd8adddf4/1483454599521/ANZ+Netball+Nation+101+Guide+to+Netball.pdf>

<https://www.canva.com/design/DAEcMeW2UJk/SUvHkSWnid7wdoJ5JBlomQ/edit>

Element 3 - Video 4: Ball Handling diagrams

<https://www.thetimes.co.uk/article/netball-explained-shooting-passing-and-how-we-train-733nw5hd7>

<https://workoutlabs.com/exercise-guide/medicine-ball-chest-pass/>

https://www.e-thaksalawa.moe.gov.lk/moodle/pluginfile.php/38744/mod_resource/content/1/Eg8_Hel_Chapter04.pdf

<http://biomechanicsofnetballpasses.blogspot.com/p/blog-page.html>

<https://www.twinkl.ae/illustration/shoulder-pass-netball-sports-pe-secondary-bw-rgb>

<https://www.canva.com/design/DAEcMeW2UJk/SUvHkSWnid7wdoJ5JBlomQ/edit>

Element 3 - Video 5: Session Plan 1

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjH5MftyozwAhXZg_0HHV0iBDkQFjAAegQIAxAD&url=https%3A%2F%2Fpdf4pro.com%2Fcdn%2Fnetball-session-plans-netball-alberta-3203d7.pdf&usq=AOvVaw3Zn5HuV9Z2QVByH1xSWb-O

<https://www.canva.com/design/DAEcMeW2UJk/SUvHkSWnid7wdoJ5JBlomQ/edit>



Element 3 - Video 6: Session Plan 2

[http://www.netballdorset.co.uk/userfiles/file/5\)%20Practices%20-%20Ball%20Skills.pdf](http://www.netballdorset.co.uk/userfiles/file/5)%20Practices%20-%20Ball%20Skills.pdf)

[http://www.netballdorset.co.uk/userfiles/file/5\)%20Practices%20-%20Ball%20Skills.pdf](http://www.netballdorset.co.uk/userfiles/file/5)%20Practices%20-%20Ball%20Skills.pdf)

<https://www.canva.com/design/DAEcMeW2UJk/SUvHkSWnid7wdoJ5JBlomQ/edit>

Element 3 - Video 7: Session Plan 3

<https://www.themummytoolbox.com/netball-defence-drills/>

<https://www.themummytoolbox.com/netball-defence-drills/>

<https://www.wikihow.com/Defend-in-Netball>

<https://www.canva.com/design/DAEcMeW2UJk/SUvHkSWnid7wdoJ5JBlomQ/edit>

Element 3 - Video 8: Session 4 (Shooting)

<https://www.wikihow.com/Shoot-in-Netball>

<https://www.wikihow.com/Shoot-in-Netball>

<https://www.wikihow.com/Shoot-in-Netball>

<https://www.wikihow.com/Shoot-in-Netball>

<https://www.canva.com/design/DAEcMeW2UJk/SUvHkSWnid7wdoJ5JBlomQ/edit>

Element 3 - Video 9: Session 4 (Shooting activities)

<https://www.sportplan.net/drills/Netball/Shooting/Popping-over-n1100010.jsp>

<https://www.sportplan.net/drills/Netball/Shooting/Weave-and-Shoot-Relay-Race-NA0000005.jsps>

[https://www.wdna.com.au/wp-content/uploads/2020/04/Netball Drills for Parents to Practice at Home with Their Kids.pdf](https://www.wdna.com.au/wp-content/uploads/2020/04/Netball%20Drills%20for%20Parents%20to%20Practice%20at%20Home%20with%20Their%20Kids.pdf)

<https://www.canva.com/design/DAEcMeW2UJk/SUvHkSWnid7wdoJ5JBlomQ/edit>



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Element 3 - Video 10: Technique and Skill

Images used in video resources were sourced from Canva standard image bank. URL for
Canva image bank:
<https://www.canva.com/design/DAEcMeW2UJk/SUvHkSWnid7wdoJ5JBlomQ/edit>



Appendices

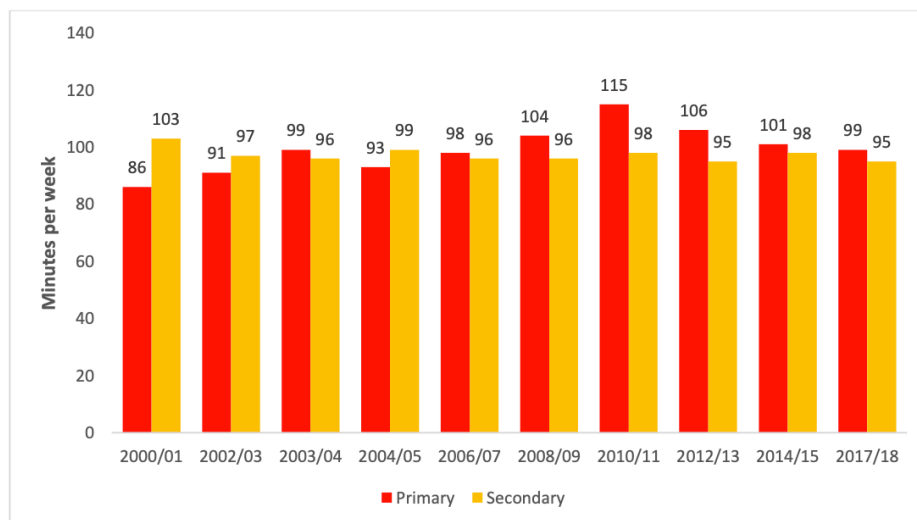
Appendix 1: Sport Wales – School Sport Survey 2018

Average minutes of curricular PE per week – by survey year

Available at: <https://www.sport.wales/files/be75d2ef7a9f0620a5bcbd371ba9c9ce.pdf>

Accessed on: 15/01/2021

Figure 1. Average minutes of curricular PE per week – by survey year.



Appendix 2: NHS Wales – Every Child – Child Measurement Programme 2017/18

Obesity at local authority level, single year

Available

<http://www.wales.nhs.uk/sitesplus/documents/888/CMP%20report%20%28Eng%29.pdf>

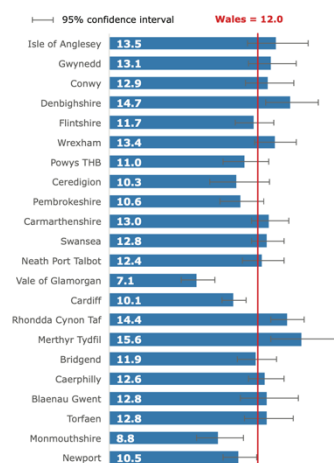
Accessed on: 17/01/2021

at:

Figure 3 – obesity at local authority level, single year

Percentage of children, aged 4 to 5 years, who are obese, local authorities 2017/18

Produced by Public Health Wales Observatory using CMP data (NWIS)





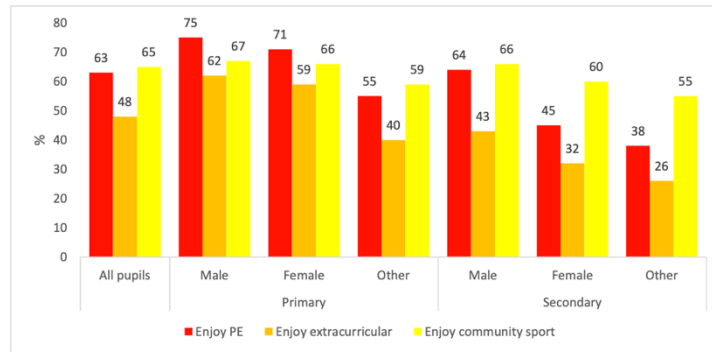
Appendix 3: School Sport Survey

Enjoyment of Sport – percentage of pupils who answered, ‘a lot’.

Available at: <https://www.sport.wales/files/be75d2ef7a9f0620a5bcbd371ba9c9ce.pdf>

Accessed on: 20/01/2021

Figure 2. *Enjoyment of sport – percentage of pupils who answered ‘a lot’*



Primary school pupils are more likely to enjoy PE and sport in and outside of school. 'Other' secondary school pupils are least likely to enjoy PE, and extracurricular and community sport.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

UWTSDSPORT

Sports Management Portfolio

Independent Project