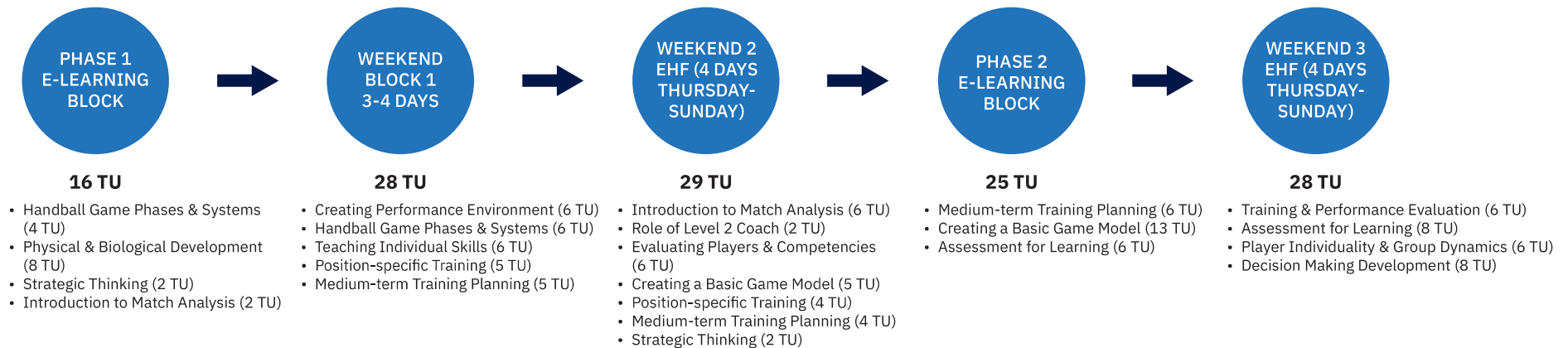


**EHF**  
**COMPETENCE  
ACADEMY &  
NETWORK**

**"RINCK" CONVENTION 2026**  
**EHF LEVEL 2 COACH COURSE**

# EHF LEVEL 2 COACHING COURSE



TU: Teaching Units

## Role of the Level 2 Coach

Role within structure; Coaching philosophies; Transition L1 to L2

2.6, 2.7

2 TU

### EDUCATION FORMAT

Classroom

### LEARNING GOALS

By the end of this module, the coach will be able to explain their role within the club/federation/structure, reflect on their coaching philosophy, and identify the competencies required at Level 2 compared to Level 1.

### CONTENT

Reflective group discussion resulting in generic role description; "Draw your perfect coach".

## Handball Game Phases & Systems

Offensive & defensive systems; Tactical principles; Match observation

2.1, 2.3

2.2

4 TU

E-Learning

By the end of this module, the coach will be able to analyse basic offensive and defensive systems, describe key game phases, and apply structured observation methods during match analysis.

Video-based system analysis - Intro to XPS.

Small group/individual tactical VA with observation checklist - players' behaviour related to the different systems and game phases - submission of the checklist as well as main characteristics of observed systems.

Offensive & defensive systems; Tactical principles

2.1, 2.3

2.2

6 TU

Classroom and group work / collaborative learning

By the end of this module, the coach will be able to identify key offensive or defensive principles in a defined game situation, analyse typical tactical problems through structured observation, and translate the analysis into appropriate exercise with clear progression and coaching points.

Participants in working groups explore offensive and/or defensive principles and cooperation structures and examine methodological progressions for developing team behaviour in specific game situations. The learning process moves from identifying key principles to designing exercise that develop these behaviours through a progression from individual actions to small-group cooperation and collective team organisation.

		EDUCATION FORMAT	LEARNING GOALS	CONTENT
<h2>Player Individuality &amp; Group Dynamics</h2>	<p><b>Individual differences; Team management; Communication strategies</b></p> <p>2.2</p> <p>2.4, 2.8</p> <p>6 TU</p>	Classroom & Workshop (in person)	By the end of this module, the coach will be able to adapt coaching behaviour to individual player needs, manage team dynamics effectively, and apply appropriate communication strategies.	<p>This module draws on theoretical approaches to facilitate a better understanding of what constitutes a good coaching practice, in relation to an effective understanding of Learning,</p> <p>Learning Climates, and Communication Techniques.</p> <p>Potential opportunity for role playing and scenario setting to promote engagement and meaningful discussion.</p>
	<p><b>Anatomy; Biomechanics; Position demands; Load monitoring intro</b></p> <p>2.4, 2.5</p> <p>2.3</p> <p>2.4</p> <p>8 TU</p>	Classroom (E-Learning)	By the end of this module, the coach will be able to explain physiological and biomechanical principles, recognise position-specific demands, and apply simple load monitoring principles (external and internal load monitoring).	<p>Introduction to external and internal load monitoring protocols. Internal load monitoring (e.g. RPE, Acute-Chronic ratio, wellbeing questionnaires, etc. Short written quiz - "relate characteristics to position."), external load monitoring (LPC - Local position system, Distance, jumps&amp;changes of direction, training volume). Development and presentation (group or individual) of basic load-monitoring protocols (XPS).</p>
<h2>Physical &amp; Biological Development</h2>	<p><b>Strategic goal-setting in team sport environments; defining team identity ; establishing macro tactical principles, competition demands and club philosophy; introduction to performance logic and strategic coherence.</b></p> <p>2.3</p> <p>2.5</p> <p>4 TU</p>	E-Learning	By the end of this module, the coach will be able to define and justify a strategic framework for a team, articulate its identity and core playing principles, and align these with contextual factors such as player characteristics, competition level and organisational philosophy.	Develop a basic Strategic Performance Framework - group presentation (assessed). - "macro principles define micro behaviour."
<h2>Strategic Thinking in Coaching</h2>				
Areas of Competence	Knowledge & Understanding	Planning & Organisation	Execution & Practice	Analysis & Evaluation

		EDUCATION FORMAT	LEARNING GOALS	CONTENT
<b>Position–Specific Training</b>	<b>Position-based session planning</b>	Practical Session	By the end of this module, the coach will be able to plan and implement position-specific training sessions.	Participants design and coach a short position-specific training task addressing a defined tactical or technical objective. The micro-session includes task explanation, exercise progression and coaching interventions, followed by peer and tutor feedback.
	<div style="display: flex; gap: 10px;"> <div style="background-color: #2c5e8c; color: white; padding: 5px 10px; border-radius: 5px;">2.5</div> <div style="background-color: #ffc107; padding: 5px 10px; border-radius: 5px;">2.1, 2.2</div> </div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 5px;">9 TU</div>			
<b>Medium–Term Training Planning</b>	<b>Mesocycle planning; Progressive development; Align to game model</b>	Classroom & Group Work (Live - presencial + online with self-paced task)	By the end of this module, the coach will be able to design a structured medium-term training plan aligned with team objectives and demonstrate progressive development principles.	Design, submit and present a 4–6 week mesocycle. Participants present a segment of a planned training session derived from their medium-term training plan and explain how the exercise supports the training objectives. Selected elements of the session may be briefly demonstrated or coached and discussed with peers and tutors.
	<div style="background-color: #ffc107; padding: 5px 10px; border-radius: 5px; display: inline-block;">2.2, 2.3</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 5px;">15 TU</div>			
<b>Teaching Individual Skills</b>	<b>Teaching &amp; correcting skills; Feedback techniques; Technique execution</b>	Practical Session	By the end of this module, the coach will be able to teach and correct individual handball skills and provide targeted feedback.	Participants coach a short technical exercise focusing on the teaching and correction of an individual skill. The task emphasises demonstration, task organisation, and effective corrective feedback during the micro-coaching segment.
	<div style="background-color: #dc3545; color: white; padding: 5px 10px; border-radius: 5px; display: inline-block;">2.1, 2.3, 2.9</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 5px;">6 TU</div>			

		EDUCATION FORMAT	LEARNING GOALS	CONTENT
<b>Decision–Making Development</b>	<b>Game-based learning; Decision-making training; Perception-action coupling</b>	Practical Session	By the end of this module, the coach will be able to design exercises that enhance players’ decision-making.	Participants design and coach a small-sided game or task aimed at developing decision-making in a specific tactical situation. The micro-session focuses on task constraints, player decision opportunities and appropriate coaching interventions.  Discussion/reflection in groups on the structure of the exercises and its variations.
	2.2, 2.3 8 TU			
<b>Creating a Basic Game Model</b>	<b>Structuring the operational game model across game phases, tactical principles, training content; aligning weekly planning with the game model; adapting structure to team composition and individual characteristics.</b>	Classroom & Workshop (in person)	By the end of this module, the coach will be able to construct a basic coherent operational game model and align training content, positional roles and weekly planning to ensure effective implementation of defined tactical principles (e.g. in offence phase: avoiding technical mistakes, fast-paced passing and/or creating numerical superiority on one side).	The participants create a basic game model across the different game phases.
	2.5, 2.6 18 TU			
<b>Creating Performance Environment</b>	<b>Performance environment; Ethics; Athlete wellbeing</b>	Classroom & Discussion (in person)	By the end of this module, the coach will be able to establish a performance-oriented training environment.	Reflective group discussion on coach behaviours, ethics in sport and the tension between process and outcome. Lectures on key factors for athletes’ development (tactical, technical, physical, mental, social).
	2.3 2.7 6 TU			

		EDUCATION FORMAT	LEARNING GOALS	CONTENT
Introduction to Match Analysis	Basic tactical analysis; Simple statistics	Classroom (in person) & E-Learning	By the end of this module, participants learn to precisely define the scope of match statistics, clearly specify events within specific objectives, and understand the benefits and limitations of quantitative tactical analysis.	Participants analyse a short match clip to identify a key tactical problem, explain the underlying game principle, and design an exercise that addresses the issue. The task requires participants to connect match analysis with coaching practice by proposing an exercise progression and identifying key coaching interventions.
	2.2			
Evaluating Players & Competencies	Player evaluation; Identify strengths & needs	Group Work / Collaborative Learning	By the end of this module, the coach will be able to evaluate individual competencies and define development priorities.	Develop, apply and complete a player evaluation template - justify development priorities in written format.
	2.3			
Training & Performance Evaluation	Evaluate training effectiveness; Monitoring tools	Classroom (in person)	By the end of this module, the coach will be able to evaluate training effectiveness using basic monitoring tools.	Develop and implement a training evaluation report using monitoring templates and reflective tools.
	2.1			
Assessment for Learning	Application in Coaching Practice	Classroom (in person) & Practical Session	Design, deliver and reflect on a structured handball training session based on a defined game principle or tactical situation, demonstrating effective coaching behaviour, clear task progression, and measurable impact on player learning in a safe and well-organised environment.	Participants design and deliver a 20–30 minute coaching session based on a defined game principle or tactical situation, followed by a 15-minute reflection explaining objectives, exercises progression, key points and possible variations. Assessment is based on exercise design and progression, coaching behaviour with interventions as an umbrella term (including coaching points and corrective feedback), learner impact shown through player or team improvement.
	All			
	All			
	All			
	14 TU			
Areas of Competence	Knowledge & Understanding	Planning & Organisation	Execution & Practice	Analysis & Evaluation

# LEVEL 2

