



**The new coach education pathway aims to:**

1. Provide coaches the tools to enhance players' technical, tactical, physical and cognitive abilities.
2. Develop coaches' awareness and appreciation of the social context(s) which influence their action, including interaction with stakeholders.
3. Promote reflective and creative coaches.
4. Encourage the creation of coaches' communities of practice, which promote collaborative learning approaches.
5. Facilitate informal learning through a variety of approaches (which go beyond face-to-face or classroom methods; making use of technology, social media, and online resources).

## Learning Outcomes (LO) per Level:

L1	L2	L3
<p><b>The L1 course will aim to develop coaches' understanding of / or ability to:</b></p> <ul style="list-style-type: none"> <li>• Develop the coach's understanding of their role and responsibilities, particularly regarding their duty of care through safe and equitable practice.</li> <li>• Knowledge of the technical and tactical coaching requirements for volleyball</li> <li>• The fundamental pedagogical principles of Game-based Approaches (to coaching technical and tactical skills).</li> <li>• Develop coaches understanding of interpersonal interaction, through the Sources/Bases of Power theory (means to obtain other respect and collaboration).</li> <li>• To deliver and review coaching and be critical about own practice, in particular, how to observe, analyse and implement practice.</li> <li>• The value of engaging with communities of practice as a means to improve own practice.</li> </ul>	<p><b>The L2 course will aim to develop coaches' understanding of / or ability to:</b></p> <ul style="list-style-type: none"> <li>• Generically prepare coaches for employment as a volleyball coach: plan, deliver and evaluate a series of linked and progressive sessions independently.</li> <li>• Being able to promote safe and inclusive coaching practices.</li> <li>• Ability to plan, deliver and review sessions which meet the needs of participants.</li> <li>• Develop the coach's knowledge of the technical, tactical and mental coaching requirements for volleyball.</li> <li>• Develop a 'Coaching for Understanding' approach – (building on the Teaching Games for Understanding approach).</li> <li>• Develop coaches' understanding that they are part of a larger coaching team, including an understanding of their role and responsibilities and the roles of others.</li> <li>• Develop coaches understanding of interpersonal interaction and awareness of respective working environment, through the 'Discourse' and Identity theories (understanding how created environments influences others).</li> <li>• Critically evaluate the impact of self in sessions and team programme which encourage both individual and collective improvement.</li> <li>• Actively engaging with communities of practice as a means to improve own practice and become a more creative coach.</li> </ul>	<p><b>The L3 course will aim to develop coaches' understanding of / or ability to:</b></p> <ul style="list-style-type: none"> <li>• The role and responsibilities of the programme coach, including how to develop others and manage a volleyball coaching team.</li> <li>• The process of planning, reviewing and modifying volleyball coaching programmes, including evaluating progress with participant and other.</li> <li>• The responsibilities in developing a club environment which encourages safe and inclusive coaching practices.</li> <li>• Critically analyse participant skill development and understand the technical, tactical, physical and cognitive requirements of volleyball.</li> <li>• How to develop players' decision-making ability and creativity within games.</li> <li>• Interpersonal interaction and awareness of respective working environment, through the 'Orchestration' theory.</li> <li>• Critically evaluate the impact of self in the design, management and delivery of the coaching programme.</li> <li>• How to use and implement communities of practice as means to facilitate coach development within their clubs.</li> </ul>

## How LO at each level address the general pathway aims

General Pathway Aims	L1	L2	L3
<p>Provide coaches the tools to enhance players' technical, tactical, physical and cognitive abilities.</p>	<ul style="list-style-type: none"> <li>• Develop the coach's understanding of their role and responsibilities, particularly regarding their duty of care through safe and equitable practice.</li> <li>• Knowledge of the technical and tactical coaching requirements for volleyball</li> <li>• The fundamental pedagogical principles of Game-based Approaches.</li> <li>• To deliver and review coaching and be critical about own practice, in particular, how to observe, analyse and implement practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Generically prepare coaches for employment as a volleyball coach: plan, deliver and evaluate a series of linked and progressive sessions independently;</li> <li>• Being able to promote safe and inclusive coaching practices.</li> <li>• Ability to plan, deliver and review sessions which meet the needs of participants.</li> <li>• Develop the coach's knowledge of the technical, tactical and cognitive coaching requirements for volleyball.</li> <li>• Develop a 'Coaching for Understanding' approach – (building on the Teaching Games for Understanding approach).</li> </ul>	<ul style="list-style-type: none"> <li>• The role and responsibilities of the programme coach, including how to develop others and manage a volleyball coaching team.</li> <li>• The process of planning, reviewing and modifying volleyball coaching programmes, including evaluating progress with participant and others.</li> <li>• The responsibilities in developing a club environment which encourages safe and inclusive coaching practices.</li> <li>• Critically analyse participant skill development and understand the technical, tactical, physical and cognitive requirements of volleyball.</li> <li>• How to develop players' decision-making ability and creativity within games.</li> </ul>
<p>Develop coaches' awareness and appreciation of the social context(s) which influence their action, including</p>	<ul style="list-style-type: none"> <li>• Develop coaches understanding of interpersonal interaction, through the Sources/Bases of Power theory (means to obtain other respect and collaboration).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop coaches' understanding that they are part of a larger coaching team, including an understanding of their role and responsibilities and the roles of others.</li> </ul>	<ul style="list-style-type: none"> <li>• The role and responsibilities of the programme coach, including how to develop others and manage a volleyball coaching team.</li> <li>• Interpersonal interaction and awareness of</li> </ul>

interaction with stakeholders.		<ul style="list-style-type: none"> <li>• Develop coaches understanding of interpersonal interaction and awareness of respective working environment, through the 'Discourse' and Identity theories (understanding how created environments influences others).</li> </ul>	respective working environment, through the 'Orchestration' theory.
Promote reflective and creative coaches.	<ul style="list-style-type: none"> <li>• To evaluate and review coaching and be critical about own practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically evaluate the impact of self in facilitating both individual and collective improvement.</li> <li>• Develop a 'Coaching for Understanding' approach – (building on the Teaching Games for Understanding approach).</li> <li>• Actively engaging with communities of practice as a means to improve own practice and become a more creative coach.</li> </ul>	<ul style="list-style-type: none"> <li>• Critically evaluate the impact of self in the design, management and delivery of the coaching programme.</li> <li>• How to develop players' decision-making ability and creativity within games.</li> <li>• Interpersonal interaction and awareness of respective working environment, through the 'Orchestration' theory.</li> <li>• How to use communities of practice as means to facilitate coach development within their clubs.</li> </ul>
Encourage the creation of coaches' communities of practice, which promote collaborative learning approaches.	<ul style="list-style-type: none"> <li>• Understanding the value of engaging with communities of practice as a means to improve own practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively engaging with communities of practice as a means to improve own practice and become a more creative coach.</li> </ul>	<ul style="list-style-type: none"> <li>• How to use and implement communities of practice as means to facilitate coach development within their clubs.</li> </ul>

Learning will be facilitated through both formal and informal pedagogical methods using a variety of approaches (which go beyond face-to-face or classroom methods; making use of technology, social media, and online resources).