

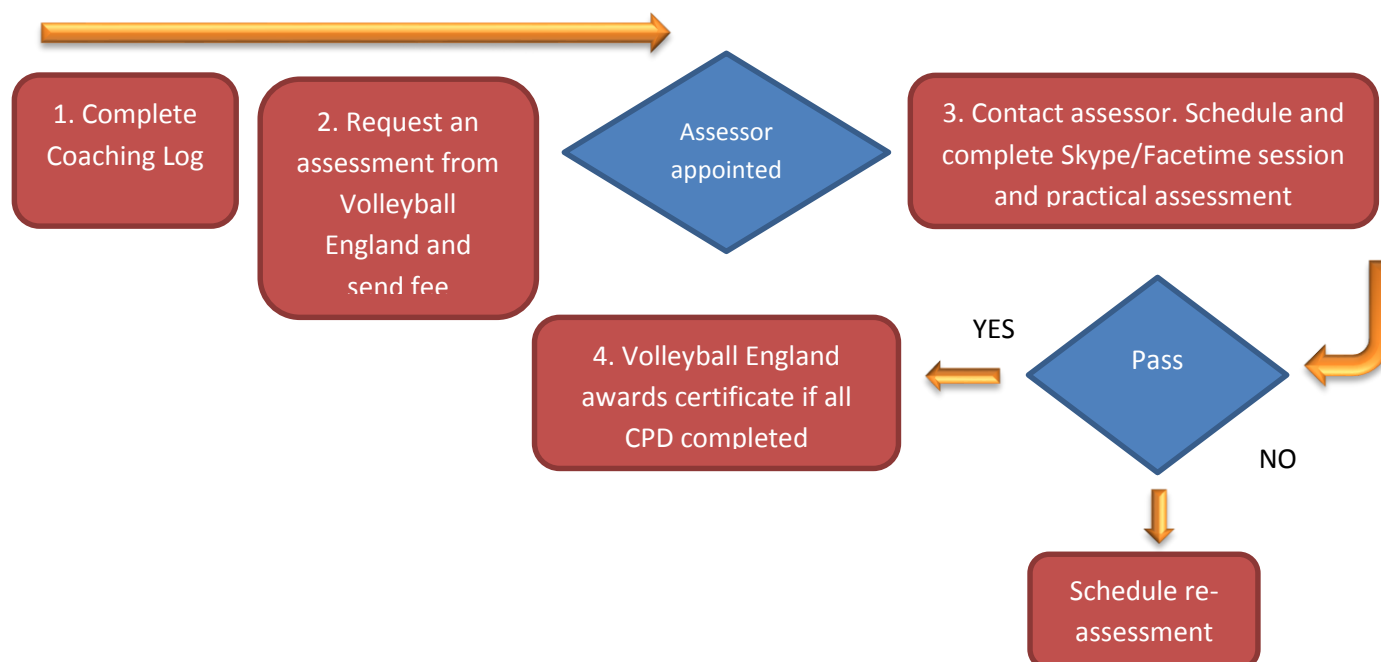
LEVEL 3 POST-COURSE ASSESSMENT

GUIDANCE NOTES



The Level 3 Volleyball Post Course Assessment includes:

- the completion and evaluation of a Volleyball Coaching Log
- the observation and assessment of one practical session



The Volleyball Coaching Log should include:

- A description of your coaching context (this should be a couple of paragraphs)
- Player data (PMTT for each player). This should be approximately one side of A4
- Completion of a yearly training & competition plan for a season (attachment)
- Evidence of properly structured written session plans (minimum 10 sessions) for the season, and evaluations
- Evidence of the season's match plans and match outcomes (for example, scouting, rotations, match ups etc.)
- Evidence of review and evaluation of your annual programme

The evaluation of your Volleyball Coaching Log will be a 45-minute discussion with an assessor, via Skype, Facetime) to discuss elements of your log and the impact on your coaching. This should take place **before** the practical observation.

Be prepared to discuss:

- Your team's performance goals/objectives and how these were selected and agreed with the players, considering players actual and potential performance levels and level of motivation
- How you planned the programme to meet your player's needs considering:

- identification and analysis of evidence and sources of information that you collated to design the programme
- analysis of players' current and desired levels of performance, including technical and tactical ability and physical conditioning and mental skills
- How you evaluate the programme
- How your practical session links to your yearly plan

The practical session will include:

- a 90-minute observation of part of a training session involving, under normal circumstances, your own team of not less than nine players
- a written session plan available for the assessor
- a personal action plan

The assessment will be a formal observation of your coaching practice using the assessment criteria on pages 6 - 8.

There will be professional discussion with the assessor to discuss how the session went and devise an action plan.

Your assessment will be completed by a Senior Staff Tutor or designated Level 3 Assessor who will complete the Practical Observation Form on pages 6 - 8.

How to request a Post-Course Assessment

- a. After successfully completing your Level 3 exam, you may request your assessment when you are ready.
- b. It is your responsibility to organise the facility and the players involved.
- c. Send your request to Volleyball England Head Office a minimum of six weeks before the proposed date, together with the appropriate assessment fee.
- d. You will be assigned a Volleyball England Assessor. You should contact them to arrange the date, time and venue for the practical observation. Send them your Coaching Log in advance and arrange a date and time when you can discuss it with them on the phone / Skype / Facetime).
- e. If you are unsuccessful you may re-sit the practical assessment after six months.

Volleyball England Level 3 Coaching Award

Volleyball Coaching Log – for assessor use only

To be completed during the phone / Skype call by the assessor. To be returned to Volleyball England with the practical observation form once completed during the visit. This is a record of your conversation.

Coach name:		Date:	
Assessor's name:			

Topics for discussion
<ul style="list-style-type: none"> • Selection of team's performance goals/objectives and goals
Assessor's comments
<ul style="list-style-type: none"> • How the programme was planned to meet the player's needs
Assessor's comments

- Programme evaluation

Assessor's comments

- How the practical session links to the yearly plan

Assessor's comments

Volleyball England Level 3 Coaching Award

Practical Observation Criteria – for assessor use only

Coach name:		Date:	
Assessor's name:		Session ---of---	
Session aim:		Venue:	

Coaching delivery. The assessor will consider how effectively you:		
Outcomes	Yes / No	Evidence / Questions for Coach
<p>Create and maintain an effective learning environment/culture:</p> <ul style="list-style-type: none"> clarify aims and objectives of sessions, set SMART/tangible goals and agree these with players implement good practice principles of starting and ending coaching sessions for physical and mental preparation – delivering warm-ups and cool-downs 		
<p>Demonstrate a variety of coaching techniques, adapting coaching and leadership styles to meet the needs of the players and others:</p> <ul style="list-style-type: none"> utilise a variety of communication methods with players utilise listening skills lead players and other staff in an effective and appropriate manner adopt coaching techniques relevant to players' needs deliver a balance of facilitation, instruction and demonstration ensure there is a balance of activities in the sessions 		
<p>Maintain player engagement during the session:</p> <ul style="list-style-type: none"> encourage and empower players incorporate a variety of coaching styles into delivery maintain regular communication with players and others 		
<p>Manage the behaviour of players and others in the session:</p> <ul style="list-style-type: none"> set and enforce ground rules for behaviour within sessions 		

<p>Manage the practice:</p> <ul style="list-style-type: none"> develop progression and intensity of practices taking into account the ability level of the players use game-based practices to reinforce purpose use effective time management, allowing for learning and reinforcement use effective feeding 		
Manage risk and maintain a safe coaching environment.		
<p>Developing player performance. The assessor will consider how effectively you; (You may have covered some of these in the discussion about the coaching log)</p>		
<p>Deliver technical and tactical requirements:</p> <ul style="list-style-type: none"> provide technical and tactical demonstrations and explanations that are correct apply appropriate communication methods in the provision of technical guidance 		
<p>Manage the implementation in sessions of skill acquisition, physical conditioning and mental skills development:</p> <ul style="list-style-type: none"> directly coach players in skill acquisition, physical conditioning and mental skills development provide support and feedback to others involved in coaching players in skill acquisition, physical conditioning and mental skills development monitor and refine the skill acquisition components of the coaching programme, including: <ul style="list-style-type: none"> skill coordination motor skill learning skill acquisition skill retention skill transfer 		
<p>Observe, analyse, intervene and provide feedback to players to improve performance:</p> <ul style="list-style-type: none"> observe players' performance analyse players' performance and current skill level provide constructive feedback to players 		
<p>Reviewing. The assessor will consider how effectively you;</p>		
<ul style="list-style-type: none"> concluded the session, allowing players and the assistant coach to summarise progress, achievements and key areas for future work 		
<ul style="list-style-type: none"> identified and proposed modifications for future activities 		
<ul style="list-style-type: none"> contributed to developing their personal action plan 		

Assessment Outcome and Action Planning

Post Session Discussion	
Points for discussion/clarification	Candidate response/comments

Personal Action plan
<ul style="list-style-type: none"> • • •

Candidate signature:		Date:	
Assessor signature:		Date:	
Assessment Decision			

Appendix 1

Annual Training & Competition Plan

The Excel planner you received on the Level 3 Course provides you with a powerful tool for planning and managing your team's competition schedule, training load, and training objectives. Before you begin, spend some time reflecting on the previous season from a training and competition point of view including how the team and individual players performed from a Tactical, Technical, Physical, Mental perspective. What were the strengths/successes and what were the weaknesses/failures of the coaching plan last year? How did the team and individuals perform around the key competitions/matches? At this point you may want to refer to any objective data you collected; statistics, test results, injury records etc.

Step 1 - Identify the start and finish dates of your competitive season. This is the basis for planning your season and defines the competition phase.

Step 2 - Identify the specific dates and opponents of all competitions during this phase.

Step 3 - Consider the period of time required for pre-season preparation and off season. You may decide to subdivide each of the phases further to reflect general/specific preparation, pre-competitive/competitive, recovery & regeneration/general conditioning etc.

Step 4 - Categorise competitions in terms of relative importance (friendly, exhibition, minor, regular, high) and then indicate the points in the calendar where you anticipate that performance needs to be at its peak (4 cells blocked out) and where peak performance is less critical (fewer cells blocked out e.g. during the off-season). It is likely that you will identify multiple peaks.

Step 5 - With peak performance in mind, consider the intensity and volume of training in each phase. As a rule during pre-season and competitive phases volume and intensity have an inverse relationship and as key events or periods of the season approach intensity tends to increase and volume decrease. Pay attention to the period surrounding key competitive events as you build towards a peak, reduce training load in the time before (taper) and then recover.

Step 6 - The relative contribution of tactical, technical, mental and physical components will change throughout the year. Think about each phase of training, what the objectives are (development, performance improvement, results) and block out cells to indicate where they are higher and lower

Step 7 - Summarise the technical/tactical/mental/physical training objectives for each phase.