

**COMHAIRLE NÁISIÚNTA NA
gCÁILÍOCHTAÍ GAIRMOIDEACHAIS**

**NATIONAL COUNCIL FOR
VOCATIONAL AWARDS**



Module Descriptor

Volleyball Coaching

Level 2 D20037

September 2001

www.ncva.ie

Level 2 Module Descriptor

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.ncva.ie .
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Foundation to Level 3.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin the NCVA approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain an NCVA award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While the NCVA is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	Module Title	Volleyball Coaching
2	Module Code	D20037
3	Level	2
4	Credit Value	1 credit
5	Purpose	<p>This module aims to enable students to coach volleyball in a competent and safe manner.</p> <p>On successful completion of the course, students would be at the equivalent of Level 1 in the National Coaching Development Programme.</p> <p>This module is an elective module for the National Vocational Certificate Level 2 Sport and Recreation award.</p>
6	Preferred Entry Level	National Vocational Certificate Level 1, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences and be 16 years or older.
7	Special Requirements	<p>Learners: Before being entered for assessment, learners must have demonstrated proficiency in core volleyball skills. The centre principal/director must attest to their proficiency on the approval form at the back of this module descriptor.</p> <p>Providers: Providers must obtain prior approval from the Volleyball Association of Ireland to offer this module. The approval form is available at the back of this module descriptor.</p>
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 develop basic individual volleyball skills</p> <p>8.2 understand how volleyball is played</p>

- 8.3 identify and develop the skills needed to be an effective coach
- 8.4 prepare athletes physically, mentally and technically for national competition at the lower levels
- 8.5 prepare teams for competition
- 8.6 plan and assess individual and team progress
- 8.7 organise volleyball at community, school, youth club or club level.
- 9 Units** **The specific learning outcomes are grouped into 12 units.**
- Unit 1** **Rules, Principles and Safety**
- Unit 2** **Tactics and Strategy in Volleyball**
- Unit 3** **History, Club and Playing Structure**
- Unit 4** **Technique and Skills of Volleyball**
- Unit 5** **Motives and Needs of the Volleyball Player**
- Unit 6** **Physical Fitness for Volleyball**
- Unit 7** **Mental Fitness**
- Unit 8** **Skill Development**
- Unit 9** **Planning and Appraisal**
- Unit 10** **The Role of the Coach**
- Unit 11** **Practice and Competition**
- Unit 12** **Volleyball Competence**
- 10 Specific Learning Outcomes**
- Unit 1** **Rules, Principles and Safety**
- Learners should be able to:*
- 10.1.1** explain the fundamental rules of volleyball
- 10.1.2** understand and explain the manner in which volleyball is played
- 10.1.3** explain the principles of volleyball and identify basic ways in which these principles can be developed through suitably structured activities
- 10.1.4** demonstrate an awareness of the safety aspects in volleyball.

Unit 2 Tactics and Strategy in Volleyball

Learners should be able to:

- 10.2.1** implement basic introductory coaching activities appropriate to volleyball
- 10.2.2** understand and explain basic match tactics and strategy and how to implement them.

Unit 3 History, Club and Playing Structure

Learners should be able to:

- 10.3.1** identify the contact mechanisms within the VAI for further coaching development
- 10.3.2** outline the workings of a volleyball club and the competition structure.

Unit 4 Techniques and Skills of Volleyball

Learners should be able to:

- 10.4.1** introduce the basic skills of the volley, forearm pass, serve, spike and block
- 10.4.2** outline the time scale involved in skill development and the need for repetition and reinforcement.

Unit 5 Motives and Needs of the Volleyball Player

Learners should be able to:

- 10.5.1** outline the major stages in growth and development for males and females
- 10.5.2** be aware of the developmental continuum as it applies to sports participation with reference to readiness and individual difference
- 10.5.3** be aware of the dangers of early specialisation and competition
- 10.5.4** understand and explain the reason why participants take part in sport
- 10.5.5** promote positive and enjoyable experiences for participants

- 10.5.6 help to promote the self image of participants
- 10.5.7 encourage and acknowledge individual progress
- 10.5.8 introduce participants to a healthy appreciation of the role which sport can play in their lives
- 10.5.9 motivate participants to become and stay involved in sport with a view to maximising their potential
- 10.5.10 understand and explain the basic factors which affect learning.

Unit 6 Physical Fitness for Volleyball

Learners should be able to:

- 10.6.1 explain the need for warm up and cool down
- 10.6.2 implement well structured warm up and cool down sessions, including pre-stretching and post-stretching for major muscle groups
- 10.6.3 define the components of fitness which contribute to physical performance (endurance, strength, speed, flexibility)
- 10.6.4 be aware of the methods by which the components of fitness can be developed
- 10.6.5 apply the principles of frequency, intensity, time and type to the individual training needs of participants
- 10.6.6 implement basic activities for the development of flexibility, strength, speed and endurance.

Unit 7 Mental Fitness

Learners should be able to:

- 10.7.1 assist participants in setting basic goals
- 10.7.2 utilise sound principles of sports psychology related to motivation, arousal, mental rehearsal and relaxation.

Unit 8

Skill Development

Learners should be able to:

- 10.8.1** understand and explain the skill development framework (demo-do, focus, demo-do feedback)
- 10.8.2** explain the long term gradual nature of skill development.

Unit 9

Planning and Appraisal

Learners should be able to:

- 10.9.1** plan and conduct a coaching session effectively, recognising the need for participation, progress and enjoyment
- 10.9.2** outline the need for a positive and progressive approach to coaching, utilising skills of goal setting
- 10.9.3** recognise the need for short, medium and long term planning
- 10.9.4** take appropriate steps to protect against negligence claims.

Unit 10

The Role of the Coach

Learners should be able to:

- 10.10.1** have a positive approach to the concept of fair play
- 10.10.2** explain the role of the coach
- 10.10.3** identify the qualities which contribute to effective coaching
- 10.10.4** display awareness of his/her own personal strengths and approach to coaching
- 10.10.5** adopt a positive and progressive approach to coaching, utilising skills of goal setting
- 10.10.6** recognise the role of communication in the coaching process
- 10.10.7** explain the continuum of coaching styles
- 10.10.8** display awareness of the need to integrate participants with disability in to activities
- 10.10.9** display a knowledge of the basis for gender and social class imbalances in sport participation

10.10.10 show an awareness of the legal responsibilities associated with coaching

10.10.11 explain the main elements of the National Coaching Development Programme.

Unit 11 Practice and Competition

Learners should be able to:

10.11.1 outline the basic principles of instruction and demonstration

10.11.2 plan and carry out a basic coaching session

10.11.3 plan and conduct a coaching session effectively, recognising the need for participation, progress and enjoyment

10.11.4 instruct, observe and analyse and provide feedback on basic technique, skill and tactics at a basic level

10.11.5 develop a positive working and emphatic relationship with participants and their parents/supporters

10.11.6 display awareness of the major issues relating to safety and first aid

10.11.7 provide first aid for minor sports injuries and ensure that treatment is readily at hand for more serious injuries

10.11.8 identify and deal with potential risks in practice and competitive situations

10.11.9 implement an emergency plan.

Unit 12 Volleyball Competence

Learners should be able to:

10.12.1 become familiar with the basic skills of volleyball

10.12.2 participate in and apply the principles of volleyball

10.12.3 demonstrate the basic skills and principles of volleyball in a coaching situation.

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with NCVA regulations.

Assessment is devised by the internal assessor, with external moderation by the NCVA.

Summary	Skills Demonstration	40%
	Learner Record	30%
	Examination (Theory-Based)	30%

11.1 Skills Demonstration

In one or more skills demonstrations, candidates will be assessed in their ability to plan, conduct and evaluate a 20 minute coaching session.

As part of the skills demonstration(s), candidates will show evidence of:

- a session plan that includes a warm-up, introduction to skill(s), skill development activities, game activity and cool down
- a working understanding of the principles, rules and skills of the sport
- the skills of communication, group management, safety awareness, instruction, demonstration observation, feedback and attention to enjoyment and appropriate, safe participation while conducting a coaching session.

11.2 Learner Record

A personal logbook will be compiled by candidates.

The practical coaching required to complete the logbook will allow the student coach to develop the skills of coaching and the confidence to continue coaching on completion of the course. A minimum of 15 hours coaching or coaching contact must be logged.

The logbook will include evidence of an ability to plan and evaluate coaching instruction over a long period and maintain appropriate records. These records should include details of:

- session planning and evaluation
- session activities and methods of communication
- performance analysis and feedback
- injury prevention and treatment
- participants' motives, needs and progress
- reflection on the need for progression in the longer term development of skills, principles and fitness in the sport.

11.3 Examination

The internal assessor will devise a theory-based examination that assesses candidates' ability to recall and apply theory and understanding, requiring responses to a range of short answer questions. These questions may be answered in different media such as in writing or orally.

The examination will be based on a range of specific learning outcomes and will be 1 hour 30 minutes in duration.

The format of the examination will be as follows:

Section A The Sport

5 short answer questions

Candidates will answer 4 (3 marks each).

Questions relating to the principles, rules, skills and tactics of the sport, and its background and structure.

Section B The Participant

4 short answer questions

Candidates will answer 3 (3 marks each).

Questions relating to growth and development, appropriate participation for young people, physical fitness, mental fitness and skill development.

Section C The Coach


4 short answer questions

Candidates will answer 3 (3 marks each).

Questions relating to planning for and evaluation of coaching and safe participation, the role and personal qualities of a coach and future development as a coach.

12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Individual Candidate Marking Sheet 1		Volleyball Coaching D20037 Skills Demonstration 40% Learner Record 30%
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Candidate Name: _____ **NCVA Candidate No.:** _____

Centre: _____ **Roll No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Skills Demonstration		
• comprehensive planning of a suitable coaching session	10	
• clear understanding and application of the principles, rules and skills of the sport	10	
• effective use of a range of core coaching skills	20	
Subtotal	40	
Learner Record		
• detailed evidence of ability to plan and structure coaching sessions over a period of time and to maintain appropriate records	15	
• clear understanding of the need for progression in the longer term development of volleyball skills, principles and fitness	15	
Subtotal	30	
TOTAL MARKS	70	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

Internal Assessor's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

Individual Candidate Marking Sheet 2		Volleyball Coaching D20037 Examination (Theory-Based) 30%
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Candidate Name: _____ **NCVA Candidate No.:** _____

Centre: _____ **Roll No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Section A: The Sport 5 short answer questions, answer any 4 (3 marks each) (Please indicate questions answered) Question No.:* _____ _____ _____ _____	 3 3 3 3	
Subtotal	12	
Section B: The Participant 4 short answer questions, answer any 3 (3 marks each) (Please indicate questions answered) Question No.:* _____ _____ _____ _____	 3 3 3	
Subtotal	9	
Section C: The Coach 4 short answer questions, answer any 3 (3 marks each) (Please indicate questions answered) Question No.:* _____ _____ _____ _____	 3 3 3	
Subtotal	9	
TOTAL MARKS	30	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

Internal Assessor's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

* The internal assessor is required to enter here the question numbers answered by the candidate.

Glossary of Assessment Techniques

Assignment *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

Examination

A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

Evidence of Approval

VOLLEYBALL ASSOCIATION OF IRELAND

D20037 Volleyball Coaching

A special requirement for this module is that the provider must secure the approval of the Volleyball Association of Ireland (VAI) before entering candidates for assessment. To apply for approval complete the form below and send it to the VAI. Once approved, the VAI will return a signed copy to you. The signed copy must be held in the centre as evidence of approval and be available for the NCVA external examiner. This process must take place in conjunction with the normal NCVA application procedure.

This form is evidence that the Volleyball Association of Ireland has approved this centre to run the module D20037 Volleyball Coaching.

To be completed by the Course Provider:

Centre Name	_____
Address	_____ _____
Centre Roll Number	_____ Tel. No _____ Fax No _____ E-mail _____
Name(s) of contact person	_____
Name and qualifications of module tutor(s)	_____ _____
Name and qualification of person who will assess the module <i>D20037 Volleyball Coaching</i> (this must be agreed with the VAI)	_____ _____
Number of candidates _____	Approximate date of practical assessment _____ (please note that the VAI requires a minimum of 1 month written notice of assessment dates)
All Candidates – Core Skills Requirements	
The following skills have been performed by all candidates to a level which enables them to appreciate the importance of these skills in volleyball and to demonstrate them in a coaching session.	
Game-Related Skills	Feeding Skills for each of the Game-Related Skills (Tactics)
Serve	Team line-up and rotation
Forearm pass	Defence
Volley	Attack
Dig	Cover
Hit	
Block	
Signature of Centre Principal/Director _____	Date _____

Volleyball Association of Ireland Contact and Address

Director of Coaching
Volleyball Association of Ireland
Unit 31, Crosbie Business Centre
Ossary Road, East Wall
Dublin 3 Tel.: 01- 8552993

Signature VAI _____ **Date** _____

NCVA Assessment Principles

- 1 Assessment is regarded as an integral part of the learning process.
- 2 All NCVA assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4 Assessment techniques in NCVA modules are valid in that they test a range of appropriate learning outcomes.
- 5 The reliability of assessment techniques is facilitated by providing support for assessors.
- 6 Arising from an extensive consultation process, each NCVA module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9 Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.

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