



Australian Government

Department of Education, Employment and Workplace Relations

SISSMAR503A Teach the high performance skills of martial arts

Release: 1

SISSMAR503A Teach the high performance skills of martial arts

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to teach the high performance skills of martial arts. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of a chosen martial art or discipline to a high performance level. No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	This unit applies to individuals intending to pursue a career as a coach of a chosen martial art or discipline at a state, national or international level. This includes observing high performance martial arts athletes to determine the level of instruction required, and planning, conducting and evaluating high performance individualised and group-based training programs and games or competitions. This may involve supporting athlete's psychological preparation, liaising with other coaches and specialists, and conducting post-competition analysis of both performance and strategy.
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	Nil	

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan high performance martial arts sessions.	1.1. Establish participant's needs and characteristics. 1.2. Assess participant's readiness and current knowledge of the chosen martial art or discipline in order to determine session aims and objectives. 1.3. Develop a plan according to participant's needs and characteristics, relevant legislation, organisational policies and procedures, endorsed standards and best practice principles promoted by martial arts. 1.4. Identify safety procedures associated with drills, activities and games of the chosen martial art or discipline, according to organisational policies and procedures. 1.5. Select and access facility, equipment and resources according to organisational policies and procedures. 1.6. Identify and analyse the high performance skills in relation to the elements and qualities of the chosen martial art or discipline and break the skills into components. 1.7. Determine biomechanical principles in the context of high performance skills and core movements relevant to the chosen martial art or discipline and identify observable body movements in priority of importance when performing the skills. 1.8. Identify the biomechanics for the production of force and power and apply to the chosen martial art or discipline.
2. Brief participants.	2.1. Communicate instructions and relevant information about the chosen martial art or discipline session and philosophy in a manner appropriate to the participants. 2.2. Encourage participants to seek clarification, information and feedback as required during the session. 2.3. Inform participants of known and anticipated risks, safety procedures, appropriate behaviour and rules, regulations and policies of the chosen martial art or discipline. 2.4. Establish a suitable communication system to use while participating in drills, activities and games. 2.5. Prepare participants psychologically for performing combinations and sequences of high performance

ELEMENT	PERFORMANCE CRITERIA
	techniques, solo and with a partner.
3. Conduct high performance martial arts sessions.	3.1. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures. 3.2. Conduct warm-up and introductory activities for participants, to reduce the risk of injury. 3.3. Apply clear and accurate teaching and coaching techniques to impart required knowledge and the requirements of the high performance skills of the chosen martial art or discipline to be developed. 3.4. Monitor individual participant's performance and maintain effective communication during drills, activities and games. 3.5. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their martial art or discipline skills.
4. Complete post-session responsibilities.	4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required. 4.2. Evaluate relevant aspects of high performance session and determine the level of learning achieved. 4.3. Identify potential areas of improvement for future high performance martial art or discipline sessions.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult with participants to plan a high performance sessions that meets their needs
 - convey information about the safety aspects and philosophy of the session
 - interact with participants to create a safe and positive environment
- problem-solving skills to:
 - plan a suitable session according to participant's needs and characteristics
 - address participant difficulties in developing high performance skills and

REQUIRED SKILLS AND KNOWLEDGE

- techniques
 - anticipate and respond to non-routine situations
- planning and organising skills to:
 - source, allocate and coordinate resources, equipment and a suitable facility
 - observe, monitor and evaluate progress
 - prepare participants psychologically
 - organise participants into manageable groups for drills, activities and games
- language and literacy skills to:
 - produce a plan for the chosen martial art or discipline session
 - complete post-session participant and self-evaluations
 - give and receive feedback
- numeracy skills to deliver drills, activities and games within session timeframes
- personal high performance martial art or discipline skills to a high level of technical correctness to understand progressive skill acquisition and demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the facility and chosen martial art or discipline.

Required knowledge

- legislation, organisational policies and procedures, endorsed standards, best practice principles, and rules, regulations and policies of martial arts to enable safe and non-discriminatory conduct of sessions
- facility-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the facility
- equipment and resources used to teach the high performance skills of a chosen martial art or discipline
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities to enable safe and effective instruction
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- high performance skills, biomechanical principles and core movements of chosen martial art or discipline and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- human physiology related to breath control while performing the base movements of the chosen martial arts
- elements and qualities associated with chosen martial art or discipline
- communication systems used between participants, coaches, officials and support staff during the chosen martial art or discipline
- risks associated with the chosen martial art or discipline, and methods of mitigating these risks
- emergency response and safety procedures appropriate for chosen martial art or discipline, to ensure risk minimisation to self and group.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - plans and delivers information, explanations and demonstrations throughout the sessions to ensure activities are conducted safely according to participant's needs and characteristics - observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the high performance skills and core movements of the chosen martial art or discipline - uses and modifies teaching and coaching techniques, drills, activities and games to cater for a range of individual learning styles - evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conduct of safe drills, activities and games that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to: - a training facility suitable for the safe conduct of the martial art or discipline - a group of participants to take part in chosen high performance martial art or discipline sessions - equipment for the chosen martial art or discipline such as mats, martial arts weapons and protection - information regarding participants and facility to plan, coach and document high performance sessions - current legislation, organisational policies and procedures, endorsed standards, best practice principles and rules, regulations and policies of chosen martial art or discipline that impact on conduct of high performance drills, activities and

EVIDENCE GUIDE	
	games.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of planning processes, such as consulting with participants to determine their needs and characteristics • oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, endorsed standards, best practice principles, and rules, regulations and policies of the chosen martial art or discipline to enable safe conduct of all drills, activities and games during the sessions • observation of safe coaching of the high performance skills of a chosen martial art or discipline and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses • portfolio of session plans and self-evaluations • third-party reports from a supervisor detailing performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SISXCAI507A Plan and implement high-performance training programs.
Guidance information for assessment	

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

RANGE STATEMENT	
<i>Participant's needs and characteristics</i> may include:	• age • cultural and situational factors • previous experience • fitness level and physical capabilities • injuries and illnesses.
<i>Readiness</i> may include:	• fitness levels • motor performance • psychological factors.
<i>Martial art or discipline</i> may include:	• Aikido • Arnis • Brazilian Jiu Jitsu • Hapkido • Jujitsu and Do systems • Karate • Kendo • Kobudo • Kung Fu • Judo • Muay Thai • Ninjutsu • Qigong • Taekwondo • Tai chi • Takemusu Aiki • Yong Chun Pai • Wing Chun.
<i>Session aims and objectives</i> may include:	• self-improvement • fitness targets • motivation.
<i>Plan</i> may include:	• session aims and objectives • date, time and duration • location and facilities • coach and participant ratios • equipment and resources • drills, activities and games • safety requirements.
<i>Relevant legislation</i> may include:	• occupational health and safety • licensing to possess martial arts weapons • permission from local council or martial arts

RANGE STATEMENT	
	- clubs - duty of care - working with children - privacy.
Organisational policies and procedures may include:	- occupational health and safety - conflict resolution - communication protocols - use, care and maintenance of equipment - training and scheduling commitments - code of ethics.
Endorsed standards may include:	- Martial Arts Industry Association Code of Practice for martial arts centres and martial arts instructors - Martial Arts Industry Association Instructors Code of Ethics - Australian Coaching Council's Coaches Code of Conduct policy - the culture of the martial art or discipline - Martial Arts Industry Association Anti-doping policy - Australian Sports Commission Harassment-free Sport policy.
Best practice principles promoted by martial arts may include:	- preventative practice to minimise risks - coaches and or instructors code of conduct policies - national activity organisation regulations and guidelines.
Safety procedures may include:	- group management in emergency situations - symptoms, treatment and prevention of common martial arts injuries - safe handling of martial arts weapons - communication systems.
Drills, activities and games may include:	- those described in relevant martial art or discipline handbook - sequential progression of high performance skills and core movements - warm-ups and cool-downs - modified games and activities - solo combinations - sequences of high performance techniques with a partner

RANGE STATEMENT	
	individual or group competitions.
Equipment may include:	- mats - padded martial arts weapons - wooden or blunt martial arts weapons - protective equipment - training aids.
Resources may include:	- teaching and coaching tools - video equipment - first aid kit.
High performance skills may include:	- snapping type movements - round or circular movements - thrusting type movements - stance and manoeuvring.
Elements may include:	- physical and mental energies - relaxed state of 'no mindedness' - fighting and striving spirit - continuous improvement.
Qualities may include:	- low centre of gravity and balance - speed and power - rhythm and timing.
Biomechanical principles may include:	- balance and centre of gravity - force and power - footwork - use of elastic energy - use of body segments to produce force - injury prevention.
Core movements may include:	- falling techniques - body movements - blocking - punching - kicking.
Relevant information may include:	- skills focus and objectives - equipment and resource requirements - breath control techniques - rules, regulations and policies - responsible and safe behaviour.
Risks may include:	- injuries - exhaustion - poor technique

RANGE STATEMENT	
	• using excessive force • inappropriate behaviour.
<i>Rules, regulations and policies</i> may include:	• international rules of chosen martial art or discipline.
<i>Teaching and coaching techniques</i> may include:	• demonstration • explanation • focusing on a single skill • breaking down skills into components • progressing through and linking skills • monitoring and observing progress • assessment and evaluation.
<i>Participant's performance</i> may include:	• use of appropriate communication systems • attitude and behaviour • performance and accuracy of high performance martial art or discipline skills and core movements.
<i>Relevant aspects</i> may include:	• effectiveness of the teaching and coaching session • suitability of teaching and coaching methods • feedback provided to or by participants • initial and final assessment of participant's abilities.

Unit Sector(s)

Unit sector	Sport
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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