



Australian Government

Department of Education, Employment and Workplace Relations

SISSRGL409A Teach advanced level Rugby League game skills

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach players Rugby League competition skills. It requires the ability to plan, conduct and evaluate drills, activities, and games which focus on the introduction and development of player skills to an advanced level according to the International Laws of Rugby League.

Application of the Unit

This unit applies to those coaches known as Senior Club Coaches who develop Rugby League skills to an advanced level for senior and experienced players who are involved in local, regional or state competitions using the International Laws of Rugby League. They operate with significant autonomy and supervise and mentor other coaches.

Senior Club Coaches include head coaches of all clubs, club coaching coordinators, coaches of senior representative Rugby League teams (city, country, division, group, ages), state junior representative teams (15-17 years) and junior Rugby League club teams (under 15, 17 and 19 years in first division).

Licensing/Regulatory Information

The Australian Rugby League (ARL) governs the game of Rugby League in Australia through its network of affiliated Leagues and Clubs. Clubs of any type must adhere to prescribed ARL policies in order to participate in Rugby League competitions at any level. Clubs are required to engage only coaches who are accredited through the ARL's National Coaching Accreditation Scheme (NCAS).

The ARL has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with the ARL, acting as the industry occupational registration body, to determine any specific requirements for courses, trainers and assessors and any partnership arrangements which could facilitate RPL for candidates to achieve coach registration status as a Senior Club Coach.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

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.

1. Plan advanced level Rugby League sessions.

- 1.1. Identify and assess ***participants' needs and characteristics*** to plan tailored Rugby League sessions.
- 1.2. Identify and assess participants' ***readiness*** and current knowledge of the international game of Rugby League to determine ***session aims and objectives***.
- 1.3. Develop a ***plan*** to meet senior team participants' needs in accordance with relevant ***regulations, organisational policies and procedures***.
- 1.4. Identify risks and incorporate ***safety procedures*** to manage the risks associated with advanced level Rugby League ***drills, activities and games***.
- 1.5. Access and select ***location, equipment and resources*** and check to ensure safety and suitability.

2. Brief senior team participants.

- 2.1. Communicate instructions and ***relevant information*** about the Rugby League session in a manner understandable to senior team participants.
- 2.2. Inform participants of known and anticipated ***risks***; safety procedures; responsible, safe and appropriate behaviours; and, the International Laws of Rugby League.
- 2.3. Discuss, clarify and establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games.
- 2.4. Advise procedures for dealing with emergency and non-routine situations.
- 2.5. Encourage participants to seek clarification, information and feedback during the briefing and the session.

3. Conduct advanced level Rugby League

- 3.1. Use ***teaching and coaching techniques*** appropriate to the needs of participants to develop players'

ELEMENT**PERFORMANCE CRITERIA**

sessions.

advanced skills of Rugby League in attack and defence and to impart *required player knowledge*.

3.2. Conduct the coaching session according to *accepted best practice in Rugby League coaching* and appropriate *endorsed standards promoted by sporting organisations*.

3.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury.

3.4. Monitor individual *participant's performance* and maintain effective communication during advanced level Rugby League drills, activities and games.

3.5. Provide positive encouragement and feedback to each participant throughout the session.

3.6. Observe participants during advanced level Rugby League drills, activities and games, and adjust or refine individual or group technique as required.

3.7. Allow time for, and conduct, cool down activities at the end of the session.

4. Complete post-session responsibilities.

4.1. Inform participants of opportunities to further develop their Rugby League skills to an advanced level.

4.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning.

4.3. Evaluate *relevant aspects* of the Rugby League session and review the level of learning achieved.

4.4. Identify areas of improvement for future advanced level Rugby League sessions.

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 an advanced level Rugby League session that meets their needs
 - fully brief participants in all aspects of the session
 - interact with participants to create a safe and positive team environment
 - provide detailed, proper and specific feedback
 - receive and evaluate feedback from participants
- Literacy skills to:
 - produce detailed written plans for Rugby League sessions
 - complete in-depth written post-session evaluation reports on the quality of player and self- participation in the session
 - complete any required forms to apply for permission or permits to use a suitable location or Rugby League field
- Numeracy skills to manage time within session timeframes when delivering a series of drills, activities and games
- Problem-solving skills to:
 - plan suitable Rugby League sessions according to participant's needs, characteristics and expectations
 - address participant difficulties in developing advanced level skills and techniques
 - anticipate and respond appropriately to non-routine situations
- Planning and organisational skills to:
 - source, allocate and coordinate resources, equipment and a suitable location
 - organise participants into manageable groups for Rugby League drills, activities and games
- Analytical skills to monitor and evaluate player and self progression
- Teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- Personal Rugby League skills, to a high level of technical correctness, to:
 - understand progressive skill acquisition
 - demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of private and public Rugby League facilities and gyms
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location

- the primary components of occupational health and safety legislation in order to monitor OHS practices as a supervisory coach function. This would include the basic aspects of the club's responsibilities to comply with relevant state or territory OHS laws, especially its requirement to:
 - consult with players and other coaching staff
 - identify hazards, conduct risk assessments and control risks
 - keep records of any incidents
 - provide OHS information and safety training to players and other coaching staff
- the full content of the organisation's OHS policies, procedures and reporting processes, in order to supervise their implementation and the legal ramifications of failure to observe these
- risks associated with training for, and playing, Rugby League according to the International Laws of Rugby League and techniques to manage these risks
- emergency response and rescue procedures, appropriate for Rugby League, to ensure risk minimisation to self and group
- the complete content of endorsed standards promoted by sporting organisations
- the complete content of organisational policies and procedures for conducting coaching sessions
- the complete content of the International Laws of Rugby League
- the roles and responsibilities of all player positions for Rugby League competitions using the International Laws of Rugby League
- the key features of Rugby League-related injuries, a range of physical and motor performance abilities and appropriate player fitness levels to analyse the readiness of participants to engage in progressive skills acquisition
- formats; styles for, and inclusions of complex plans used by Rugby League advanced level coaches and the organisation in particular
- the essential features and usage of accepted best practice techniques for coaching Rugby League including K-O-O-C (knowledge-organising-observing-coaching) and D-E-P-E (demonstration - explanation-participation-evaluation)
- the intricacies and usage of teaching and coaching techniques and practices applicable to a range of learning abilities and advanced level participants of 15 years and over
- the intricacies and usage of Rugby League skills at an advanced level and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- the essential features and use of equipment and technological aids used in the development of Rugby League skills to an advanced level
- the intricacies and appropriate usage of communication systems used between players, coaches referees and support staff during advanced level Rugby League drills, activities and games using the International Laws of Rugby League

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:

- conducts multiple and diverse safe drills, activities and games that reflect the needs and characteristics of a diverse range of participants at an advanced level that are of sufficient duration and breadth to demonstrate competency and consistency of performance
- plans and delivers precise relevant information, explanations and demonstrations for advanced level Rugby League 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 player skills in Rugby League to an advanced level
- uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles and player differences
- 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 access to:

- resources and information on participants and location to accurately plan, coach and document Rugby League sessions for participants at an advanced level using the International Laws of Rugby League
- Rugby League training and competition facilities
- equipment such as senior Rugby League balls, uniforms, appropriate footwear and personal protective equipment
- groups of advanced level Rugby League players to take part in the Rugby League sessions
- support staff, such as first aiders, physiotherapists, other medicos and experienced and qualified assistants
- referees qualified to manage a match using the

International Laws of Rugby League

- International Laws of Rugby League
- current relevant regulations, policies, procedures and codes that apply to coaching teams in advanced Rugby League skills.

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 talking with senior team participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant rules, regulations and policies
- observation of safe Rugby League coaching at an advanced level and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of portfolio of session plans and player and self -evaluations
- evaluation of third-party reports, e.g. from a supervisor, detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSRGL410A Teach advanced level Rugby League tactics and game strategy.

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.

Participants' needs and characteristics may relate to :

- age
- maturity for age
- preferences or protocols of different cultures, nationalities and religions
- player motivation for participation
- compatibility between players in match situations.

Readiness may involve:

- previous experience in team sports, especially Rugby League
- level of current Rugby League skills and knowledge of applicable laws
- emotional capability to deal with playing a competitive game at an advanced level
- fitness levels and physical capabilities
- motor performance factors
- past, current or recurring injuries and illnesses.

Session aims and objectives may include:

- progressive skill acquisition during drills, activities and games
- improvement of individual player skills
- improvement of teamwork skills
- improvement of player fitness
- management of player injury.

Plan may include:

- session aims and objectives
- date, time and duration
- location
- coach and participant ratios
- resources required
- equipment required
- tailored drills, activities and games.

Regulations may relate to:

- occupational health and safety (OHS) legislation
- permits from land management authorities or local councils
- authority or permission from Rugby League clubs or associations

Organisational policies and procedures may involve:

- privacy legislation
- working with children checks
- environmental protection regulations.
- risk management
- safety
- management of players' past, current or recurring injuries and illnesses
- conflict resolution
- communication protocols
- use, care and maintenance of equipment and field
- training and scheduling commitments
- coach to participant ratios
- codes of safety, conduct and ethics
- harassment-free sports policies.

Safety procedures may include:

- group management in emergency situations
- prevention and first aid treatment of common Rugby League injuries
- management of players' past, current or recurring injuries and illnesses
- equipment checking and usage
- field safety
- safe and clear communication systems.

Drills, activities may involve:

- developing skills to an advanced level through appropriate sequencing of skills
- progressive skill acquisition
- breaking down complex skills
- modifying skill drills
- grid work
- coordinated positional plays
- warm-ups and cool downs.

Games may include:

- those using the ARL International Laws of Rugby League
- simulated games
- competition games
- games, modified from a variety of sources, to meet specific player and team needs
- practice matches to develop skills to an advanced level.

Location may include:

- Rugby League fields
- open fields
- off-field locations such as gyms and other facilities where coaching may occur.

Equipment may include:

- ARL-approved training and match Rugby League balls
- uniforms
- appropriate footwear
- personal protective equipment
- approved and safe ankle braces and thigh protectors
- tackle bags
- stop watches
- whistles
- cones and other approved and appropriate organisational aids.

Resources may include:

- teaching and coaching tools
- visual media equipment
- food and water and approved and safe containers
- first aid kit.

Relevant information may include:

- objectives of the session
- skills focus of the session
- equipment and resource requirements, selection and use
- responsible and safe behaviour

Risks may include:

- collisions
- injuries including:
 - fractures
 - dislocations
 - sprains
 - strains
 - concussions
- exhaustion from exposure to extreme heat or cold weather
- dehydration.

Communication systems may include:

- calls
- hand and eye signals
- facial expressions
- signs
- nods
- gestures.

Teaching and coaching techniques may include:

- six levels of learning as identified by the Australian Rugby League
- demonstration
- breaking down complex and advanced level

skills into appropriate components

- progressing through, and linking, skills
- monitoring and observing progress
- fault detection
- assessment of participants' skills
- providing positive reinforcement and feedback during and after drills, activities and games.

Advanced skills of Rugby League skills may include:

- game sense and decision making at an advanced level
- body protection
- running:
 - with and without the ball
 - in and out of traffic
- ball handling:
 - catching
 - passing left and right
 - draw and pass
 - spin and pass
 - running with and without the ball in possession
 - playing the ball
 - ruck plays
 - withholding the ball
 - feigning and dummying
- passing:
 - hit, spin and pass
 - standing pass
 - from the ground
 - on run
 - long
 - short
 - quick
 - spiral
 - reverse
 - run around
 - scissors, handing off
 - receiving
 - controlling
 - timing
- kicking:

- drop kicks
- place kicks
- punt kicks
- deception kicks
- scrummaging:
 - forming and binding
 - feet placement
 - pushing
 - breaking
 - safe scrumage play according to SafePlay codes
- attack skills:
 - attacking moves in all stationary and dynamic environments
 - anticipation
 - dummy half plays and ploys
 - evasion
 - sidestep
 - swerve
 - feint
 - change of pace
 - creating a gap
- defence skills:
 - forming defensive patterns
 - executing defensive plays
 - broken play defence
 - from kicks
 - ruck defence
- tackling:
 - upright at contact (tackler or tacklee)
 - side-on
 - front-on (blocking and driving)
 - from behind
- spatial awareness
- field positioning
- positional skills
- the International Laws of Rugby League
- when to use different Rugby League skills
- role of all-13 player positions
- basic biomechanical principles

Required player knowledge may include:

Accepted best practice in Rugby League coaching may include:

- strengths and weaknesses of opposition and own team
- equipment selection, use and maintenance
- communication systems used in Rugby League
- safety and risk management.
- positive role modelling
- good sportsmanship
- preventative practices to minimise safety risks and hazards
- positivity in providing feedback on player performance.

Endorsed standards may include:

- Australian Sports Commission Harassment-free Sport policy
- Australian Sports Commission Junior Sport policy
- Australian Rugby League Anti-doping Policy
- Australian Rugby League Code of Conduct
- Australian Rugby League SafePlay Code.

Participant's performance may include:

- use of appropriate communication systems
- speed and accuracy of skill
- team participation
- attitude and behaviour
- ability to link, and use, the skills of Rugby League to an advanced level.

Relevant aspects may include:

- the quality of own performance in the coaching session
- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to, or by, participants
- initial and final assessment of participants' abilities
- validity and reliability of coaching and assessment tools.

Unit Sector(s)

Sport

Competency Field

Rugby League