



Australian Government

Department of Education, Employment and Workplace Relations

SISSRGL410A Teach advanced level Rugby tactics and game strategy

Release: 2

SISSRGL410A Teach advanced level Rugby tactics and game strategy

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop overarching game strategy and player tactics to an advanced level. It requires the ability to plan, conduct and evaluate drills, activities, and games which focus on player development of the advanced tactics of Rugby League.

Application of the Unit

This unit applies to those coaches known as Senior Club Coaches who develop advanced level Rugby League tactics and game strategy skills 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.

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|--|---|
| <p>1. Develop a game strategy and plan player and team tactics</p> | <p>1.1. Identify and assess <i>participants' needs, characteristics</i> to plan a tailored game strategy and player tactics.</p> <p>1.2. Develop a <i>game strategy</i> suitable for advanced level players which targets the <i>strengths and weaknesses</i> of the team and individual players.</p> <p>1.3. Plan the use of individual and team <i>tactics</i> to counter strengths and maximise weaknesses of opposition players.</p> |
| <p>2. Plan Rugby League sessions to develop player tactics and game strategy to an advanced level.</p> | <p>2.1. Identify and assess participants' <i>readiness</i> and current knowledge of Rugby League game strategy and tactics to determine <i>session aims and objectives</i>.</p> <p>2.2. Develop a <i>session plan</i> to meet the needs of players at an advanced level in accordance with relevant <i>regulations, organisational policies and procedures</i>.</p> <p>2.3. Identify risks and incorporate <i>safety procedures</i> to manage the risks associated with Rugby League <i>drills, activities</i> and <i>games</i>.</p> <p>2.4. Select and access <i>location, equipment</i> and <i>resources</i> according to organisational policies and procedures, and check to ensure safety and suitability.</p> |
| <p>3. Brief players in game strategy and tactics.</p> | <p>3.1. Communicate instructions and <i>relevant information</i> in a manner clearly understandable to participants at an advanced level.</p> <p>3.2. Inform participants of known and anticipated <i>risks</i>, safety procedures, responsible, safe and appropriate behaviour and the International Laws of Rugby League.</p> <p>3.3. Discuss, clarify and establish a suitable <i>communication system</i> to promote teamwork while participating in drills, activities and games.</p> <p>3.4. Advise procedures for dealing with emergency and</p> |

ELEMENT**PERFORMANCE CRITERIA**

- non-routine situations.
- 3.5. Prepare players for advanced Rugby League games by using effective and appropriate *psychological techniques* for advanced level players.
- 3.6. Encourage participants to ask questions and seek feedback during the briefing and the session.
4. Conduct Rugby League drills, activities and games to develop player tactics and game strategy to an advanced level.
- 4.1. Use *teaching and coaching techniques* appropriate to the needs of participants to develop senior players' tactical skills in advanced attack and defence activities and to impart *required player knowledge*.
- 4.2. Conduct the coaching session according to *accepted best practice in Rugby League coaching and appropriate endorsed standards promoted by sporting organisations*.
- 4.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury.
- 4.4. Monitor individual *participant's performance* and maintain effective communication during advanced Rugby League drills, activities and games.
- 4.5. Observe participants during advanced Rugby League drills, activities and games, and adjust or refine individual or group technique as required.
- 4.6. Conduct *in-game analysis* and implement relevant adjustments where required.
- 4.7. Allow time for, and conduct, cool down activities at the end of the session.
5. De-brief players and evaluate the success of the session.
- 5.1. Inform team participants of opportunities to further develop their player tactics to an advanced level and improve participation in the game strategy.
- 5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning.
- 5.3. Evaluate the *relevant aspects* of each advanced Rugby League session and review the level of learning achieved.
- 5.4. Analyse individual and team performance and identify areas for improvement in developing game strategies and players' tactical performance.

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 Rugby League tactical session that meets their needs and expectations
 - read play and predict player's intentions and movements for own and opposition team members
 - convey information about the effective use of various game strategies and player and team tactics
 - fully brief players on the implementation of overarching game strategy, team and individual player tactics for Rugby League games
 - discuss and clarify the International Laws of Rugby League and how game strategies and tactics impact on compliant play
 - interact with participants to create a safe and positive team environment
 - seek feedback from team members, support staff, and referees
 - provide detailed feedback on self and team performance in game strategy and player tactics
- literacy skills to:
 - produce in-depth written game strategies and plans for Rugby League sessions
 - complete detailed 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 field
- numeracy skills to:
 - calculate and effectively use all available time during drills, activities and games
 - calculate the time remaining to implement or adjust game strategy and tactics during games
 - interpret detailed statistics
- problem-solving skills to:
 - plan suitable advanced level Rugby League drills, activities and games according to participants' needs and characteristics
 - address participant difficulties in developing tactics and understanding game strategies
 - determine the strengths and weaknesses of the opposition and respond with appropriate tactics during a game
 - respond appropriately to changing conditions during training and game situations
 - resolve disputes related to the conduct or outcome of a game
- planning and organising skills to:

- source, allocate and coordinate resources, equipment and a suitable location
- monitor and evaluate short and long term player progress
- organise participants into manageable groups for advanced Rugby League drills, activities and games
- monitor and plan player and self- progression
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- analytical skills to discuss and evaluate strengths and weaknesses of opposition team, self, own team players and to monitor team progression in the use of tactics
- first aid and emergency response skills appropriate to the location.

Required knowledge

- regulations that apply to the use of all private and public Rugby League facilities
- 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:
 - 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 International Laws of Rugby League and techniques to manage these risks.
- emergency response and rescue procedures appropriate for advanced 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 International Laws of Rugby League and how game strategies and tactics impact on compliant play
- the on-field roles and responsibilities of all senior Rugby League positions, their interrelationships in game strategy and the tactics that apply to particular positions
- the key features of Rugby League-related injuries, a range of physical and motor performance abilities and the appropriate player fitness levels to analyse the readiness of participants to engage in progressive skill acquisition
- formats, styles, for and inclusions of, complex plans used by international Rugby League game 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 senior team participants of 15 years and over
- the intricacies and usage of overarching game strategies, such as patterns of play in attack and defence , to counteract the strengths of opposition teams and maximise the strengths of own team
- the intricacies and usage of team and player tactics and the use of different tactics to meet differing advanced competition game conditions
- the intricacies and usage of specific advanced level drills, activities and games that progressively develop advanced skills in game strategy for teams and tactics for individual players and teams
- specific drills, activities and games that progressively develop advanced skills in game strategy for teams and tactics for individual players and teams
- ***the key elements of psychological methods and techniques*** used in game preparation
- the essential features and use of equipment and technological aids used in the development of advanced level tactical Rugby League skills
- the intricacies and appropriate usage of communication systems used by players, coaches, support staff and referees to interact during the implementation of game strategy and tactics in advanced Rugby League play
- the key characteristics and use of detailed Rugby League game statistics.

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 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 to ensure all 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 attacking and defending tactics and game strategies to an advanced level
- uses and modifies coaching techniques, drills, activities and games to cater for a range of individual learning styles and player differences
- evaluates and reflects on own coaching performance, game strategy and tactics to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must also ensure access to:

- resources and information on participants and location to accurately plan, coach and document Rugby League sessions for advanced level participants of games using the International Laws of Rugby League
- Rugby League training and competition facilities
- equipment such as 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 game strategy and tactical Rugby League activities to an advanced level.

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 participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant laws, regulations and policies and how game strategies and tactics impact on compliant play
- observation of safe advanced level Rugby League coaching and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of a portfolio of game strategies and training session plans, self or player evaluations
- evaluation of reports, from a supervisor, detailing performance.

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

- SISSRGL409A Teach advanced level Rugby League game skills.

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.

Game strategy may involve:

- roles of individual players in the game strategy
- advanced patterns of play in attack and defence, e.g:
 - up and in
 - slide
- adjusting attacking systems of play quickly according to field zones
- appropriate defending systems of play in each field zone
- set team plays:
 - orthodox
 - unorthodox
 - spacial concepts of width and depth
- situational plays, e.g. following turnovers
- positional plays where unequal match-ups occur
- kicking games - long, short, into goal zones
- percentagefootball
- identifying strengths and weaknesses of opposition game strategies and tactics and the development of coping counter tactics.

Strengths and weaknesses may relate to:

- fitness components:
 - speed
 - agility
 - balance
 - endurance
 - strength

Tactics may involve:

- power
- flexibility
- height
- weight
- ability to successfully implement set team plays
- ability to use deception and predication
- skills in attack and defence .
- attack and defence considerations in different field zones
- impulse plays
- phases of play coming off incomplete structured plays
- moving the ball wide: how wide and how quickly
- tackling types and duties of each tackler
- scrummaging tactics and set plays from a scrum
- positional play in line of attack
- positional play in defensive line
- field positioning in to generate a try in the attacking zone
- field positioning to generate a field goal
- use of angles and switch plays
- use of fast or slow paced play-the-balls
- plays to maximise perceived weaknesses in opposition team plays
- plays to counter strengths in "frequently used" opposition team plays
- counter tactics to diminish or negate opposition player skill or fitness strengths.

Readiness may involve:

- current knowledge of advanced Rugby League game strategies
- current Rugby League tactical skills
- knowledge of the International Laws of Rugby League and various interpretations
- fitness levels and physical capabilities
- emotional capability to deal with competing in a fast-moving advanced tactical game
- motor performance factors
- history of current or recurring injuries and illnesses

Session aims and objectives may

- progressive acquisition of skills in Rugby

include: League tactics and game strategy during drills, activities and games

- improvement of individual player tactical skills
- improvement of teamwork tactical skills
- improvement of player motivation and confidence in game strategy and tactics
- improvement of player fitness
- management of player injury

Session 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 designed to develop team game strategy and player tactics.

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
- privacy legislation
- working with children checks
- environmental protection regulations.

Organisational policies and procedures may involve:

- 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
- 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

Drills, activities may involve:

- field safety
- safe and clear communication systems.
- advanced drills performed consistently at speed
- developing tactical skills through appropriate sequencing of skills
- progressive skill acquisition in Rugby League tactics
- progressive development of team game strategy
- breaking down game strategy and tactical skills
- coordinated positional plays
- modifying game strategy and tactical skills
- warm-ups and cool downs
- grid work.

Games may include:

- those using the ARL International Laws of Rugby League
- simulated games to develop advanced tactical skills and game strategy
- competition games
- modified games to meet specific player and team needs
- practice matches to develop advanced tactical skills and game strategy.

Location may include:

- Rugby League fields
- open fields
- any off-field location 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

Relevant information may relate to:

- food and water and approved and safe containers
- first aid kit.
- the game strategy
- tactics to be developed and used
- tailored drills, activities and games designed to develop team game strategy and player tactics.
- objectives 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 signals
- eye signals
- signs
- nods
- gestures
- codes for different plays.

Psychological techniques may include:

- goal setting
- visualisation
- imagery
- relaxation techniques
- intrinsic motivation
- extrinsic motivation
- motivation techniques
- focusing and concentration

Teaching and coaching techniques may include:

- six levels of learning as identified by the Australian Rugby League
- demonstration
- explanation
- use of diagrams and drawings
- reciprocal or peer tutoring

- focusing on the game strategy as a whole
- focusing on single or multiple tactics
- breaking down game strategy and tactics into components
- breaking down complex tactics
- 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.

Required player knowledge may include:

- International Laws of Rugby League
- the essential features of game strategy
- the characteristics of Rugby League tactics and when to use various tactics
- role of player positions
- basic biomechanical principles
- strengths and weaknesses of opposition and own team
- equipment selection, use and maintenance
- communication systems used in Rugby League
- safety and risk management.

Accepted best practice in Rugby League coaching may include:

- 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 Codes of Conduct
- Australian Rugby League SafePlay Code.

Participant's performance may include:

- use of appropriate communication systems
- speed and accuracy of skill
- implementation of the overall game strategy
- participation in team and individual tactics
- attitude and behaviour
- ability to link and use the tactics and cooperate with other team members.

- In-game analysis*** may include:
- playing statistics for own team and opposition:
 - penalties
 - errors and turnovers
 - completion rates
 - tries scored and manner in which tries are scored
 - tackle counts
 - psychological and motivational wellbeing of players
 - strengths and weaknesses of own and opposition players.
- 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