



Australian Government

Department of Education, Employment and Workplace Relations

SISSTOU202A Perform the intermediate tactics and strategies of Touch

Release: 2

SISSTOU202A Perform the intermediate tactics and strategies of Touch

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform the intermediate tactics and strategies of Touch. This unit focuses on the development and performance of Touch tactics and strategies at an intermediate level through the participation in activities, discussions and games.

Application of the Unit

This unit applies to current, junior or aspiring athletes who are competing in Touch at a local, state or national level. It may also apply to those in sports development programs.

Licensing/Regulatory Information

Refer to Unit Descriptor

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. Participate in pre-game preparation sessions.</p> | <p>1.1. Identify the <i>intermediate tactics and strategies</i> to be developed in consultation with the coach and other players.</p> <p>1.2. Determine appropriate <i>psychological methods and techniques</i> during pre-game preparation.</p> <p>1.3. Analyse <i>strengths and weaknesses</i> of individual opposition player or players and identify counter strategies.</p> <p>1.4. Identify individual and team <i>game plans</i>.</p> <p>1.5. Identify the <i>role of the coach</i> and support staff regarding tactics for training, team preparation, game situations and the Touch environment.</p> |
| <p>2. Implement tactics and strategies during a Touch game.</p> | <p>2.1. Apply agreed tactics and strategies to counter strengths and weaknesses of own player or players and opposition player or players.</p> <p>2.2. Implement identified <i>game plans in a safe manner, according to Touch rules, regulations and policies, relevant legislation and organisational policies and procedures</i>.</p> <p>2.3. Identify <i>statistics</i> for team and players and implement relevant adjustments where required.</p> <p>2.4. Maintain <i>effective communication</i> with team members and coach in order to develop own and team performance.</p> |
| <p>3. Participate in post-game analysis and follow-up.</p> | <p>3.1. Review tactics and strategies practiced throughout activities and games, and identify strengths and areas requiring improvement.</p> <p>3.2. Debrief on game and analyse <i>strengths and weaknesses of own player or players and opposition player or players</i> in relation to field positioning and match-ups for future referral.</p> <p>3.3. Record and analyse game and player or players</p> |

ELEMENT

PERFORMANCE CRITERIA

statistics, and use to inform future training and preparation for games.

Required Skills and Knowledge

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

Required skills

- communication skills on and off the Touch field to:
 - determine other player's intentions and movements
 - communicate with coaches and clarify positions, tactics and strategies
 - seek feedback and instructions from team members, coaches, support staff and referees
- teamwork skills to:
 - encourage and support team members
 - share the ball with others
 - respect other player's decisions
 - participate effectively in training activities
- language and literacy skills to access, interpret and apply information about the rules and regulations of Touch games and competitions
- problem-solving skills to:
 - read the play
 - predict the actions of other players
 - determine the strengths and weaknesses of the opposition,
 - respond with appropriate tactics and strategies during a game
- self management skills to:
 - review and reflect on own performance
 - organise time and priorities effectively
 - set short, medium and long term goals.

Required knowledge

- legislation and organisational policies and procedures to enable safe participation during Touch activities and games
- rules, regulations and policies of Touch, including laws of the game and best practice codes to participate appropriately
- *psychological methods and techniques* used in game preparation
- positions and players of Touch and their roles and responsibilities on the field, during games
- equipment used in Touch activities and games to enhance development of tactics and strategies
- communication systems used between players, coaches, support staff and referees during Touch activities and games
- self-reflection principles to enable effective self-evaluation for future improvement of tactics and strategies.

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:

- utilises knowledge and interpretation of tactics and strategies of Touch, and relevant rules, regulations and policies to develop and follow game plans, and apply the tactics and strategies applicable to different positions at an intermediate level
- determines strengths and weaknesses of individual player or players and teams and psychologically prepares to apply tactics and strategies accordingly
- communicates appropriately with team members, coach, referees and support staff throughout activities and games, and responds to feedback
- reviews own and team's Touch performance to identify strengths and areas requiring improvement or modifications.

Context of and specific resources for assessment

Assessment must ensure performance of tactics and strategies relevant to position and conditions on sufficient occasions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- Touch training and competition facilities, with marked out fields
- groups of players to play intermediate Touch
- a coach to instruct and address players
- suitably qualified referees
- support staff, such as trainers
- technological aids and Touch equipment, such as Touch balls
- rules and regulations such as the International Activity Organisation laws and best practice codes of conducts such as Australian Touch Association Incorporated Code of Conduct
- current relevant legislation and organisational

policies and procedures that impact on the conduct of drills, activities, games and competitions.

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 performance of intermediate tactics and strategies during activities and games
- oral or written questioning to assess knowledge of tactics and strategies and their application to the different positions of Touch
- third-party reports from coaches or referees detailing performance.

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

- SISSTOU201A Perform the intermediate skills of Touch.

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.

Intermediate tactics and strategies may include:

- set plays
- patterns and principles of play in attack:
 - going forward
 - speed of play
 - use of touch count
 - pressure
 - support the ball
- patterns and principles of play in defence:
 - wrap defence
 - ruck or rollball defence
 - switch pass defence
 - wing policy
 - ruck policy
- decision making
- match analysis
- game plans for team and individuals
- weather and ground condition
- communication.

Psychological methods and techniques may include:

- goal setting
- visualisation
- relaxation techniques
- motivation techniques
- focusing.

Strengths and weaknesses may include:

- height
- weight
- speed
- ability to successfully implement team plays
- ability to use deception and prediction.

Game plans may include:

- individual and team
- targeting opposition players
- style of play
- set plays
- identifying weaknesses in opposition team

- Role of the coach*** may include:
- situational plays.
 - individual and team preparation
 - identify strengths and weaknesses
 - develop strategies to improve weaknesses and strengths
 - developing an implementing tactics and strategies
 - performance assessment of team and opposition.
- Rules, regulations and policies*** may include:
- International Activity Organisation laws
 - Australian Touch Association Incorporated Code of Conduct
 - Australian Touch Association Incorporated Anti-doping policy
 - Australian Sports Commission Harassment-free Sport policy.
- Relevant legislation*** may include:
- occupational health and safety
 - authority or permission from land owners, local council and or Touch clubs.
- Organisational policies and procedures*** may include:
- occupational health and safety
 - conflict resolution
 - communication protocols
 - use, care and maintenance of equipment and field
 - training and scheduling commitments
 - code of ethics.
- Statistics*** may include:
- penalties
 - errors
 - team plays
 - touchdowns.
- Effective communication*** may include:
- calls
 - hand signals
 - eye signals
 - signs.

Unit Sector(s)

Sport

Competency Field

Touch Football