



Australian Government

Department of Education, Employment and Workplace Relations

SISSVOL301A Teach the intermediate skills of volleyball

Release: 2

SISSVOL301A Teach the intermediate skills of volleyball

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the intermediate skills of volleyball. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of indoor and beach volleyball to an intermediate level.

Application of the Unit

This unit applies to individuals operating as indoor or beach volleyball coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

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 intermediate volleyball session or sessions.

- 1.1. Establish *participant's needs and characteristics*.
- 1.2. Determine participant's *readiness* and current knowledge of *volleyball* 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 and endorsed standards promoted by volleyball*.
- 1.4. Identify *safety procedures* associated with volleyball *drills, activities* and *games* according to organisational policies and procedures.
- 1.5. Select and access *location, equipment* and *resources* according to organisational policies and procedures.

2. Brief participants.

- 2.1. Communicate instructions and *relevant information* about the intermediate volleyball session in a manner appropriate to 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 intermediate volleyball *rules and regulations*.
- 2.4. Establish a suitable *communication system* to promote teamwork while participating in drills, activities and games.

3. Conduct intermediate volleyball session or sessions.

- 3.1. Apply clear and accurate *teaching and coaching techniques* to impart *required knowledge* and the requirements of the *intermediate skills of volleyball* to be developed.
- 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational

ELEMENT**PERFORMANCE CRITERIA**

- policies and procedures.
- 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 intermediate volleyball drills, activities and games.
 - 3.5. Observe participants during intermediate volleyball drills, activities and games, and adjust or refine individual or group techniques as required.
 - 3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their intermediate volleyball 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 intermediate volleyball session and determine the level of learning achieved.
 - 4.3. Identify potential areas of improvement for future intermediate volleyball 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 volleyball sessions that meet their needs
 - convey information about the safety aspects of the session
 - interact with participants to create a safe and positive team environment
- problem-solving skills to:
 - plan a suitable volleyball session according to participant's needs and characteristics
 - address participant difficulties in developing skills and techniques
 - anticipate and respond appropriately to non routine situations
- planning and organising skills to:
 - source, allocate and coordinate resources, equipment and a suitable location
 - monitor and evaluate progress
 - organise participants into manageable groups for volleyball drills, activities and games
- language and literacy skills to:
 - produce a plan for the volleyball sessions
 - complete post-session participant and self-evaluations
 - give and receive feedback
- numeracy skills to deliver drills, activities and games within session timeframes
- personal intermediate volleyball 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 location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of volleyball to enable safe conduct of sessions
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the indoor or beach location
- equipment types, characteristics and technology used for volleyball to enable safe conduct of sessions
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities to enable appropriate and effective conduct of sessions
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- intermediate level skills of beach and indoor volleyball and specific drills, activities and games that promote progressive skill acquisition in individuals and groups

- communication systems used between players, coaches, referees and support staff during volleyball
- risks commonly associated with intermediate volleyball, and methods of mitigating these risks
- emergency response and safety procedures appropriate for intermediate volleyball, to ensure risk minimisation to self and group.

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 for volleyball 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 skills of indoor and beach volleyball to an intermediate level
- uses and modifies teaching and coaching techniques and 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:

- suitable indoor or beach locations and facilities to conduct sessions
- a group of participants to take part in the intermediate volleyball sessions and games
- suitably qualified referees
- equipment such as nets, volleyball, witches hats, spiking frame, teaching aids and uniforms
- resources and information regarding participants and location to accurately plan, coach and document intermediate volleyball sessions for a variety of participants.

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:

- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of volleyball to enable safe conduct of all drills, activities and games during the sessions
- observation of safe coaching of volleyball skills to an intermediate level 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:

- SISSVOL302A Teach the intermediate tactics and strategies of volleyball.

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.

Participant's needs and characteristics may include:

- age
- cultural factors
- previous experience
- fitness level and physical capabilities
- injuries and illnesses.

Readiness may include:

- fitness levels
- motor performance factors
- compatibility between players in match situations
- level of arousal which will enhance performance.

Volleyball may include:

- indoor
- beach.

Session aims and objectives may include:

- progressive skill acquisition
- self-improvement
- fitness targets
- motivation.

Plan may include:

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

Relevant legislation may include:

- occupational health and safety (OHS)
- authority or permission from land owners, local council or volleyball clubs
- privacy
- working with children
- environmental regulations.

Organisational policies and procedures may include:

- OHS
- conflict resolution
- communication protocols
- use, care and maintenance of equipment and

- facilities
 - training and scheduling commitments
 - code of ethics.
 - Australian Volleyball Federation Coaches Code of Conduct policy
 - Australian Volleyball Federation policies, such as anti-doping and blood policies
 - Australian Sports Commission Harassment-free Sport policy.
- Endorsed standards promoted by volleyball*** may include:
- Safety procedures*** may include:
- group management in emergency situations
 - symptoms, treatment and prevention of common volleyball injuries
 - equipment checking and usage.
- Drills, activities*** may include:
- those described in Australian Volleyball Federation Level 2 Coaching Course
 - sequential progression of skills
 - modified skill drills
 - warm-ups and cool-downs
 - grid work
 - balance and motion drills.
- Games*** may include:
- modified games
 - practice matches.
- Location*** may include:
- indoor court
 - beach court
 - man-made sand court.
- Equipment*** may include:
- nets
 - volleyballs.
- Resources*** may include:
- teaching and coaching tools
 - video equipment
 - sports science testing equipment
 - first aid kit.
- Relevant information*** may include:
- skills focus
 - equipment and resource requirements, selection and use
 - safety procedures
 - rules and regulations of volleyball
 - responsible and safe behaviour.
- Risks*** may include:
- injuries
 - exhaustion
 - dehydration.
- Rules and regulations*** may
- local, national and international rules of indoor and beach volleyball

- include:
- Australian Volleyball Federation Code of Ethics
 - Australian Volleyball Federation Anti-doping policy
 - Australian Sports Commission Harassment-free Sport policy
 - age restrictions.
- Communication system*** may include:
- calls
 - hand signals
 - eye signals.
- Teaching and coaching techniques*** may include:
- demonstration
 - explanation
 - focusing on a single skill
 - breaking down skills and tactics
 - progressing through and linking skills and tactics
 - shaping and modelling approaches
 - reciprocal or peer tutoring
 - questioning, monitoring and observing progress
 - assessment and evaluation.
- Required knowledge*** may include:
- rules and regulations of volleyball
 - volleyball skills and positions
 - basic biomechanical principles
 - factors affecting skill acquisition
 - equipment selection, use and maintenance
 - communication systems used in volleyball.
- Intermediate skills of volleyball*** may include:
- lunging
 - jumping
 - diving
 - spiking
 - setting
 - passing
 - serving
 - blocking
 - indoor and beach aspects.
- Participant's performance*** may include:
- use of appropriate communication systems
 - team participation
 - performance and accuracy of skills
 - attitude and behaviour.
- Relevant aspects*** 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)

Sport

Competency Field

Volleyball