



Australian Government

Department of Education, Employment and Workplace Relations

SISSRGL511A Teach high performance 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 development of player skills to a high performance level according to the International Laws of Rugby League.

Application of the Unit

This unit applies to those coaches known as High Performance Coaches who develop Rugby League skills to a high performance level for semi-professional and professional players who are involved in state or national competitions using the International Laws of Rugby League. They operate with complete autonomy and supervise and mentor other coaches.

High Performance Coaches include head coaches of National Rugby League (NRL) professional club teams, national and state coaching directors and coaches of national and state representative teams.

In this unit professional team participants also refers to semi-professional high performance players.

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 High Performance 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 high performance 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 ***professional*** 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 high performance 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 professional team participants.

- 2.1. Communicate instructions and ***relevant information*** about the Rugby League session in a detailed manner understandable to professional 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 suitably cooperative ***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 high

- 3.1. Use ***teaching and coaching techniques*** appropriate

ELEMENT**PERFORMANCE CRITERIA**

performance Rugby League sessions.

to the needs of participants to develop players' **high performance 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 specific warm-up and introductory activities for participants to reduce any escalation of injury or the risk of new injury.
- 3.4. Monitor individual **participant's performance** and maintain effective communication during high performance Rugby League drills, activities and games.
- 3.5. Liaise with other **coaches and specialist staff** to monitor and deliver high performance Rugby League drills, activities and games.
- 3.6. Provide positive encouragement and feedback to each participant throughout the session.
- 3.7. Observe participants during high performance Rugby League drills, activities and games, and adjust or refine individual or group technique as required.
- 3.8. Allow time for, and conduct, adequate 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 a high performance 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 high performance 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 a high performance Rugby League session that satisfies 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, in-depth written plans for Rugby League sessions
 - complete full 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 high performance 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 very 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 coach management 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:
 - develop systematic OHS practices inclusive of policies and procedures
 - 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 manage 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 Rugby League, to ensure risk minimisation to self and group
- the complete content and intricacies of endorsed standards promoted by sporting organisations
- the complete content of organisational policies and procedures for conducting coaching sessions
- the complete content and intricate interpretations 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 at this high level
- formats, styles for and inclusions of complex plans used by high performance Rugby League coaches and the organisation in particular
- the essential features and usage of accepted best practice techniques for coaching Rugby League to players at a high performance level.
- the intricacies and usage of adult teaching and coaching techniques and practices applicable to a range of learning abilities and adult, or near adult, aged professional team participants
- the intricacies and usage of Rugby League skills at a high performance 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 a high performance level
- the intricacies and appropriate usage of complex communication systems used between players, coaches, referees and support staff during high performance Rugby League drills, activities and games using the international rules of the game 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 a high performance 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 high performance 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 a high performance 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 a high performance level 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 high performance 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 all support staff
- referees qualified to manage a high performance

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 high performance 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 participants at a high performance level 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 high performance level and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of portfolio of session plans and self-evaluations
- evaluation of 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:

- SISSRGL512A Teach high performance 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 at an advanced level
- level of current Rugby League skills and knowledge of applicable laws
- emotional capability to deal with competitive emotional stability at a professional and high performance game level
- fitness levels and physical capabilities
- motor performance factors
- history of 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.

Professional team participants also refers to:

- semi-professional high performance players

Plan may include:

- session aims and objectives
- date, time and duration
- location
- coaches, participants and squad ratios
- required:
 - resources
 - assistants
 - equipment
- 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
- privacy legislation
- working with children checks applicable to players under the age of 18
- 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
- coaches, participants and squad 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 and recurring injuries and illnesses
- equipment checking and usage
- field safety
- safe and clear communication systems.

Drills, activities may involve:

- developing skills to a high performance level through appropriate sequencing of skills
- progressive skill acquisition
- breaking down complex skills
- modifying skill drills
- grid work
- coordinated positional plays
- speed and accuracy skills training
- weight, strength and conditioning training
- warm-ups and cool downs.

Games may include:

- those using the ARL International Laws of Rugby League
- simulated games

- Location** may include:
- high performance level competition games
 - modified games to meet specific player and team needs
 - practice matches to develop skills to a high performance level.
- Equipment** may include:
- Rugby League fields
 - open fields
 - any off-field location such as gyms and other facilities where coaching may occur.
- Resources** 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.
- Relevant information** may include:
- teaching and coaching tools
 - visual media equipment
 - food and water, as advised by nutritionists, and approved and safe containers
 - first aid kit.
- Risks** may include:
- objectives of the session
 - skills focus of the session
 - equipment and resource requirements, selection and use
 - responsible and safe behaviour.
- Communication systems** may
- collisions
 - injuries including:
 - fractures
 - dislocations
 - sprains
 - strains
 - concussions
 - exhaustion from exposure to extreme heat or cold weather
 - dehydration.
 - calls

involve:

- hand signals
- eye signals
- signs
- nods
- gestures
- electronic communication media used by various coaches
- messages delivered on field by trainers.
- six levels of learning as identified by the Australian Rugby League
- demonstration
- breaking down high performance skills into 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.

Teaching and coaching techniques may include:

High performance skills in Rugby League may include:

- game sense and decision making at a high performance level
- body protection
- running with and a without ball
- running in and out of traffic
- ball handling:
 - catching
 - passing left and right
 - draw and pass
 - running with the ball in possession before contact
 - quick playing of the ball
 - ruck play
 - holding and controlling the ball
- passing:
 - hit spin and pass
 - standing pass in static and dynamic situations
 - off ground
 - on run - in clear and in traffic
 - long
 - short
 - quick

- spiral
- reverse
- run around
- scissors
- receiving and controlling the ball
- timing
- kicking:
 - drop kicks
 - place kicks
 - punt kicks
 - deception kicks
- line kicks
- scrummaging:
 - forming and binding
 - feet placement
 - steadying and stability for safety
 - breaking
 - safe post-scrummaging plays
- attack skills:
 - attacking moves in stationary and dynamic environments
 - attacking
 - anticipation
 - dummy half
 - evasion
 - sidestep
 - swerve
 - feint
 - change of pace
 - creating a gap
- defence skills:
 - defensive patterns
 - anticipation
 - situational defence
 - at or near goal line
 - from broken play
- tackling:
 - contact (tackler or tacklee)
 - side on
 - front-on (blocking and driving)

- from behind
 - multiple players in tackle
 - spatial awareness
 - timing
 - field positioning
 - positional skills.
- Required player knowledge*** may include:
- the International Laws of Rugby League
 - when to use different Rugby League skills
 - role of player positions
 - basic biomechanical principles
 - strengths and weaknesses of opposition and own team
 - equipment selection, use and maintenance
 - communication systems used in high performance Rugby League games
 - 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 Code of Conduct
 - Australian Rugby League SafePlay Code.
- Participant's performance*** may include:
- use of appropriate communication systems
 - team participation
 - attitude and behaviour
 - ability to link and use the skills of Rugby League to a high performance level.
- Coaches and specialist staff*** may include:
- assistant and specialist coaches
 - trainers
 - medical assistants
 - biomechanics and science specialists
 - strength and conditioning specialist.
- 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