



Australian Government

Department of Education, Employment and Workplace Relations

SISSRGL512A Teach high performance Rugby League tactics and game strategy

Release: 2

SISSRGL512A Teach high performance Rugby League 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 a high performance level. It requires the ability to plan, conduct and evaluate drills, activities, and games which focus on player development of the high performance tactics of Rugby League.

Application of the Unit

This unit applies to those coaches known as High Performance Coaches who develop Rugby League tactics and game strategy 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. Not Applicable

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 elite <i>participants' needs and characteristics</i> to plan a tailored game strategy and player tactics.</p> <p>1.2. Develop a <i>game strategy</i> suitable for high performance level players which is underpinned by 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 a high performance 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 a high Performance 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>locations, 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 a high performance 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> |

ELEMENT**PERFORMANCE CRITERIA**

- 3.4. Advise procedures for dealing with emergency and non-routine situations.
- 3.5. Prepare players, individually and as a team, for high performance Rugby League games by using effective and appropriate **psychological techniques** which meet the ongoing needs of high performance players.
- 3.6. Encourage participants to seek clarification, information and feedback during the briefing and the session.
4. Conduct Rugby League drills, activities and games to develop player tactics and game strategy to a high performance level.
- 4.1. Use **teaching and coaching techniques** appropriate to the needs of participants to develop players' tactical skills in high performance 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 **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 high performance Rugby League drills, activities and games.
- 4.5. Observe participants during high performance Rugby League drills, activities and games, and adjust or refine individual or group technique as required.
- 4.6. Liaise with other **coaches and specialist staff** to develop players' tactical skills in attack and defence to a high performance level.
- 4.7. Liaise with other **coaches and specialist staff** to monitor and deliver high performance Rugby League drills, activities and games.
- 4.8. Conduct **in-game analysis** and implement relevant adjustments where required.
- 4.9. 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 a high performance 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 **relevant aspects** of high performance Rugby League session and determine the level of

ELEMENT**PERFORMANCE CRITERIA**

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 a high performance Rugby League tactical session that meets their needs and expectations.
 - from on-going play, 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 detailed 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 all 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 use during drills, activities and games
 - calculate the time remaining to implement or adjust game strategy and tactics during games
 - interpret complex statistics
- problem-solving skills to:
 - plan suitable high performance level Rugby League drills, activities and games according to participant's 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 high performance 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
- personal high performance level tactical skills in attack and defence to a high level of technical correctness to:
 - plan progressive skill acquisition
 - demonstrate, explain and break down game strategy and tactical 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 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 high performance 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 differing interpretations of International Laws of Rugby League and how game strategies and tactics impact on compliant play
- the on-field roles and responsibilities of all professional Rugby League positions,

their interrelationships in game strategy and the tactics that apply to particular positions

- the key features and effects of Rugby League related injuries, a range of physical abilities, fitness and motor performance to ensure 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 at the 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 participants
- 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 high performance game conditions
- the intricacies and usage of specific drills, activities and games that progressively develop high performance skills in game strategy for teams and tactics for individual players and teams
- ***the key elements of effective psychological methods and techniques*** used in game preparation
- the essential features and use of equipment and technological aids used in the development of tactical Rugby League skills to a high performance level
- the intricacies and appropriate usage of complex communication systems used by players, coaches, referees and support staff to interact during the implementation of game strategy and tactics in high performance Rugby League play
- the key elements 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 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 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 a high performance 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 high performance 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 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
- 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 game strategy and tactical Rugby League activities to a high performance 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 high performance 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 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:

- SISSRGL511A Teach high performance 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
- attacking systems of play in different field zones
- defending systems of play in different field zones
- set team plays:
 - orthodox
 - unorthodox
 - spatial concepts of width and depth
- situational plays, e.g. following turnovers
- positional play where unequal match-ups occur
- kicking games - long; short; into goal zones
- percentage football
- identifying strengths and weaknesses of opposition game strategies and tactics and development of counter tactics.

Strengths and weaknesses may relate to:

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

- flexibility
- height
- weight
- ability to successfully implement set team plays
- ability to use deception and predication
- skills in attack and defence .

Tactics may involve:

- 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 tacklers
- scrummaging tactics and set plays from a scrum
- positional play in line of attack
- positional play in defensive line
- speed to position and moving forward
- field positioning in attacking zone to generate or negate a try
- field positioning to generate a field goal
- use of angles and switches of play
- use of fast or slow paced play-the-balls
- plays to maximise observed weaknesses in opposition team plays
- plays to counter perceived strengths in opposition team plays
- counter tactics to diminish or negate opposition player skill or fitness strengths.

Readiness may involve:

- current knowledge of high performance Rugby League game strategy
- 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 high performance tactical game
- motor performance factors
- history of past, current or recurring injuries and illnesses.

Session aims and objectives may include:

- progressive acquisition of skills in Rugby League tactics and game strategy during drills, activities and games
- improvement of individual player tactical skills
- improvement of teamwork tactical skills
- improvement of team game strategy
- improvement of player motivation and confidence in game strategy and tactics

- improvement of player fitness
- management of player injury.

Professional team participants also refers to:

- semi-professional high performance players

Session plan may include:

- session aims and objectives
- date, time and duration
- location
- coaches, participants and squad 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
- field safety
- safe and clear communication systems.

Drills, activities may involve:

- high performance drills performed 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 high performance tactical skills and game strategy
- high performance level competition games
- modified games to meet specific player and team needs
- practice matches to develop high performance 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
- food and water, as advised by nutritionists, and approved and safe containers
- first aid kit.

Relevant information may relate to:

- 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
- electronic communication media used by various coaches
- messages delivered on field by trainers.

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 the 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.
- 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.
- Coaches and specialist staff*** may include:
 - assistant and specialist coaches
 - trainers and other medicos
 - biomechanics and science specialists
 - strength and conditioning specialist
- 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