



Australian Government

SISSTNS410 Coach stroke production for intermediate tennis players

Release: 1

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Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Release	Comments
1	New unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coach stroke production for intermediate tennis players. It requires the ability to plan, conduct and evaluate activities which focus on player development of intermediate players.

Tennis Australia governs the sport of Tennis in Australia through its affiliated network of member associations.

Application of the Unit

This unit applies to those working as tennis coaches who operate in clubs and centres in metropolitan and regional areas. This may include those undertaking a role in the planning and implementation of tennis activities for players of all ages. Coaching may be conducted with groups or individual players. Intermediate players are those playing regular tennis competition at a club or association level and/or participating in local tournaments.

Licensing/Regulatory Information

Tennis Australia 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 Tennis Australia, acting as the industry occupational registration body, to determine any specific arrangements for courses, trainers and assessors and any partnership arrangements which will facilitate RPL for individuals to achieve Tennis Australia coach member status as a Club Professional Coach.

Pre-Requisites

SISSTNS309 Coach green stage tennis players

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. Plan sessions to develop stroke production for intermediate players.</p> | <p>1.1 Identify <i>developmental readiness</i> of players to plan tailored session.</p> <p>1.2 Identify the <i>intermediate tennis skills</i> to be developed.</p> <p>1.3 Identify <i>key aspects of stroke production</i> to be developed.</p> <p>1.4 Determine session <i>objectives</i>.</p> <p>1.5 Select an <i>organisational layout</i> to support maximum participation of players.</p> <p>1.6 Develop and document a <i>plan</i> to meet player needs.</p> <p>1.7 Identify risks and incorporate <i>safety procedures</i> to manage the risks associated with <i>activities</i> including <i>relevant legislation</i> and <i>organisational policies and procedures</i>.</p> <p>1.8 Access and select location, equipment and resources and check to ensure safety and suitability.</p> |
| <p>2. Conduct sessions to develop stroke production for intermediate players.</p> | <p>2.1 Communicate instructions clearly to players.</p> <p>2.2 Conduct warm-up activities for players.</p> <p>2.3 Demonstrate and explain intermediate tennis skills.</p> <p>2.4 Demonstrate and explain key aspects of stroke production for each intermediate tennis skill.</p> <p>2.5 Provide opportunities for players to practice stroke production.</p> <p>2.6 Link stroke production practice activities with tactical outcomes to facilitate progression to game situations.</p> <p>2.7 Use appropriate <i>coaching approaches</i> and <i>coaching styles</i>.</p> <p>2.8 Observe and monitor player progress and <i>modify</i> activities if required to ensure players are appropriately challenged.</p> |
| <p>3. Analyse and correct stroke production for intermediate players.</p> | <p>3.1 Select an appropriate <i>framework for analysis</i> of stroke production of individual players.</p> <p>3.2 Analyse stroke production of individual players using the framework.</p> <p>3.3 Use <i>training aids</i> and <i>technology</i> to assist in analysis of stroke production.</p> <p>3.4 Identify primary cause of errors in stroke production.</p> |

- 3.5 Implement corrective strategies to improve stroke production.
- 3.6 Provide specific constructive feedback for players to improve stroke production.
- 4. Review coaching sessions.
 - 4.1 Provide opportunities for players to identify personal progress and satisfaction with the session, and encourage feedback and questioning.
 - 4.2 Evaluate activities based on feedback from players, parents and personal reflection.
 - 4.3 Review own performance and identify potential improvements.

Required Skills and Knowledge

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

Required skills

- communication and interpersonal skills to:
 - interact and engage with players and parents
 - explain and demonstrate tennis skills and stroke production for intermediate players
 - provide instructions for activities for intermediate players
 - provide feedback to players
- observation skills to:
 - identify learning needs
 - identify developmental readiness of players
 - analyse movement, stroke production of tennis skills and tactical skills of intermediate players
 - monitor individual and group progress
 - select appropriate corrective strategies
- personal intermediate tennis skills to a high level of technical correctness to:
 - plan progressive skill acquisition
 - demonstrate and explain tennis skills and specific stroke production for intermediate players
 - feed balls and rally with intermediate players
- problem-solving skills to:
 - plan suitable activities for intermediate players according to player needs and characteristics
 - address player difficulties in developing tennis skills
 - modify coaching session to improve skills of players
- numeracy skills to support effective time management to deliver coaching activities within timeframes
- literacy skills to develop a session plan
- analytical skills to evaluate performance of players
- coaching approaches and coaching styles to suit a range of player needs, characteristics and learning styles
- technology skills to use vision capture equipment to record stroke production.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- technical, tactical, physical and psychological needs of intermediate tennis players to plan developmentally appropriate activities
- basic anatomy and physiology to enable understanding of stroke production analysis
- basic biomechanical and ball flights principles to enable the coaching of stroke production

for intermediate players

- basic biomechanics of stroke production for intermediate players
- relationship between tactics and stroke production for intermediate players
- progressions for stroke production development to determine next points of progression
- common causes and effects of tactical, technical, physical and psychological errors and related correction strategies or activities
- player positions and strategies relevant to singles and doubles
- equipment and resource requirements for intermediate players.

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 ability to:

- plan and deliver information, explanations and demonstrations for tennis sessions to ensure activities are conducted safely according to the needs and characteristics of intermediate players
- structure sessions to provide appropriate skill development for individuals and groups
- use and modify coaching approaches, coaching styles and activities to cater for a range of individual learning styles and improve player stroke production
- observe and monitor player progress and modify activities if required to ensure players are appropriately challenged
- analyse player performance and determine appropriate corrective strategies
- evaluate and reflect on own coaching performance to identify areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure:

- coaching of a minimum of three sessions for intermediate players that are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also include access to:

- individual and group sessions with players to take part in intermediate tennis activities
- a tennis venue with courts suitable for the conduct of tennis activities
- equipment for tennis activities.

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 explaining and demonstrating stroke production for intermediate players
- observation of monitoring player stroke production and modifying activities where required
- oral or written questioning to assess knowledge of

stroke production technical fundamentals

- portfolio of session plans and self-reflections
- oral or written questioning to assess knowledge of the application of legislation and organisational policies and procedures required to maintain participant safety
- third-party reports from a supervisor or leader detailing performance
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

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

Industry has determined that this unit should be assessed with the following unit:

- SISSTNS411 Coach tactics for intermediate tennis players.

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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Developmental

readiness may include:

- gender
- age
- ability
- personality
- stage of learning
- previous tennis experience
- developmental characteristics (e.g. physical, cognitive, psychological, social).

Intermediate tennis

skills may include:

- movement
- serve (topspin, slice, flat)
- differentiate between first and second serve
- return of serve (first and second serve)
- forehand groundstroke (topspin)
- backhand groundstroke (topspin and slice)
- transition to net
- volley (forehand, backhand, drive)
- overhead
- lob
- drop shot
- between point routine.

Key aspects of stroke

production may include:

- grip
- stance
- footwork
- preparation
- swing
- contact
- follow through.

Objectives may include:

- cognitive
- psychomotor
- affective
- social.

Organisational layout

may include:

- set-up of activities on court
- position of players and coach
- role of coach (feeding, roaming, rallying)
- type of activity (whole group, partner, station or combination).

- Plan** may include:
- session plan
 - session objectives
 - date, time and duration
 - coach and player roles
 - resources required
 - equipment required
 - activities.
- Safety procedures** may include:
- court set up
 - prevention, symptoms and first aid treatment of common tennis injuries
 - sunsmart procedures
 - equipment checking and usage
 - court safety
 - safe and clear communication systems.
- Activities** may involve:
- warm-ups and cool downs
 - progressive skill acquisition
 - whole or part skill drills
 - technique-centred drills
 - game-centred rallies
 - whole group
 - station work
 - partner
 - coach
 - cooperation
 - competition
 - singles
 - doubles.
- Relevant legislation** may include:
- Occupational Health and Safety (OHS) and Work Health and Safety (WHS)
 - working with children
 - equal opportunity
 - privacy
 - environmental regulations.
- Organisational policies and procedures** may include:
- work health and safety
 - risk management
 - communication protocols
 - supervision requirements
 - use and maintenance of equipment and procedures
 - first aid procedures
 - code of ethics.
- Coaching approaches**
- on continuum from technique-centred to game-centred
 - combination of technique centred and game-centred.

may include:

Coaching style may include:

- on continuum from direct (i.e. coach makes most of the decisions and learner makes limited decisions, such as command) to indirect (i.e. learner makes most of the decisions and coach makes limited decisions, such as discovery)
- combination of direct and indirect.

Modify may include:

- regress activities by simplifying equipment and/or environment (low compression balls, reduce playing space); break down skill into parts and progressively add more parts; reduce decision-making related to tactical outcomes
- progress activities by changing equipment and/or environment (change ball, increase playing space); encourage use of whole skill; increase decision-making related to tactical outcomes.

Framework for analysis may include:

- analysis of movement and stroke production:
 - from ground up
 - from contact point back to ground
 - from ball flight back to contact to ground
 - from key aspects of stroke production (e.g. shoulder trunk on forehand ground stroke).

Training aids may include:

- cones
- buckets
- drop down markers
- extended net poles
- ropes
- balls of different compressions
- medicine balls.

Technology may include:

- video using camera or phone or tablet
- analysis software (e.g. dartfish).

Unit Sector(s)

Sport

Competency Field

Tennis