



Australian Government

Department of Education, Employment and Workplace Relations

SISSVOL302A Teach the intermediate tactics and strategies of volleyball

Release: 2

SISSVOL302A Teach the intermediate tactics and strategies of volleyball

Modification History

Not Applicable

Unit Descriptor

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

Application of the Unit

This unit applies to individuals operating as indoor and 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. Determine participant's ***readiness*** and current knowledge of ***intermediate volleyball tactics and strategies*** in order to determine ***session aims and objectives***.
- 1.2. Develop a ***plan*** according to participant's ***needs and characteristics, relevant legislation, organisational policies and procedures*** and ***endorsed standards promoted by volleyball***.
- 1.3. Identify ***safety procedures*** associated with intermediate volleyball ***drills, activities*** and ***games*** according to organisational policies and procedures.
- 1.4. Select and access ***location, equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.

2. Brief participants.

- 2.1. Communicate instructions and ***relevant information*** about intermediate volleyball drills, activities and games in a manner appropriate to participants.
- 2.2. Encourage participants to seek clarification, information and feedback as required.
- 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and volleyball ***rules and regulations***.
- 2.4. Establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games.
- 2.5. Develop individual and team ***game plans which include*** tactics and strategies to counter strengths and weaknesses of own players and opposition players.
- 2.6. Prepare players ***psychologically*** for volleyball games played at an intermediate level.

3. Conduct drills, activities and games.

- 3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the

ELEMENT**PERFORMANCE CRITERIA**

- requirements of the tactics and strategies to be developed.
- 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational 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. Conduct ***in-game analysis*** and implement relevant adjustments where required.
- 3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their volleyball tactics and strategies.
4. Complete post session responsibilities.
- 4.1. Provide opportunities for participants to identify their personal progress and satisfaction with drills, activities and or game, and give feedback as required.
- 4.2. Analyse performances of individuals and the team, and develop relevant ongoing coaching strategies to enhance performance.
- 4.3. Evaluate ***relevant aspects*** of intermediate volleyball game and determine the level of learning achieved.
- 4.4. Identify potential areas of improvement for future intermediate volleyball games.

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, conduct and evaluate volleyball drills, activities and games that meet their needs
 - convey information about safety aspects
 - clarify positions, tactics and strategies
 - interact with participants to create a safe and positive team environment
- problem-solving skills to:
 - plan suitable volleyball drills, activities and games according to participant's needs and characteristics
 - determine player's intentions, movements, strengths and weaknesses
 - read and predict play
 - address participant difficulties in developing tactics and strategies
 - 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 short and long term progress
 - organise participants into manageable groups for intermediate volleyball drills, activities and games
- language and literacy skills to:
 - produce a plan for intermediate volleyball sessions
 - complete post-game participant and self-evaluations
 - give and receive feedback
- numeracy skills to deliver drills, activities and games within timeframes
- personal intermediate level volleyball tactics and strategies to a high level of technical correctness to demonstrate, explain and break down tactics and strategies for participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of intermediate volleyball to enable safe conduct of all activities
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the 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 modifications to coaching sessions according to the needs of participants

- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- intermediate indoor and beach volleyball tactics and strategies, such as attacking and defensive systems, and game plans for team and individuals, and how to implement these during a game
- drills, activities and games that promote the learning of tactics and strategies in individuals and groups
- communication systems used between players, coaches, referees and support staff during intermediate volleyball
- ***psychological methods and techniques*** used in game preparation
- positions and players of volleyball and their roles and responsibilities on the court, during games
- risks commonly associated with intermediate level volleyball, and ways to avoid or prevent these
- 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 to ensure volleyball 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 strategies of indoor or beach volleyball to an intermediate level
- uses and modifies coaching techniques, 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:

- resources and information regarding participants and location to accurately plan, coach and evaluate intermediate volleyball drills, activities and games for a variety of participants
- suitable indoor or beach locations and facilities
- a group of participants to take part in volleyball session or sessions and games
- equipment such as nets, volleyball, whistles, hats, spiking frame, teaching aids and uniforms.

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
- observation of safe coaching of volleyball tactics and strategies to an intermediate level and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of plans and self or player 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:

- SISSVOL301A Teach the intermediate skills 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.

Readiness may include:

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

Intermediate volleyball tactics and strategies may include:

- defensive skills
- attacking systems
- defensive systems
- formations
- indoor and beach aspects.

Session aims and objectives may include:

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

Plan may include:

- session aims and objectives
- date, time and duration
- location
- coach and participant ratios
- resources and equipment
- tactical and strategically-based technical or physical drills and activities
- evaluation
- safety requirements.

Needs and characteristics may include:

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

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 court
- training and scheduling commitments
- code of ethics.

Endorsed standards promoted by volleyball may include:

- the Australian Volleyball Federation Coaches Code of Conduct policy
- Australian Volleyball policies, such as anti-doping and blood policies
- Australian Sports Commission Harassment-free Sport policy.

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
- small group practices
- individual and team practices
- defensive skills
- attacking systems
- defensive systems
- warm-ups and cool-downs
- grid work.

Games may include:

- simulated game conditions
- coordinated positional plays
- practice matches.

Location may include:

- indoor court
- beach court
- inland 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:

- tactic and strategy focus
- equipment and resource requirements, selection and use
- objectives

- rules and regulations of volleyball
- responsible and safe behaviour.

Risks may include:

- injuries
- exhaustion
- dehydration.

Rules and regulations may include:

- local, national and international rules of volleyball
- approved Australian Volleyball Federation match protocol
- 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 and eye signals
- codes for players and plays

Game plans may include:

- individual or team
- set plays
- targeting opposition players
- style of play
- situational plays.

Psychologically may include:

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

Teaching and coaching techniques may include:

- demonstration
- explanation
- focusing on a single tactic
- breaking down and tactics
- progressing through and linking 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 tactics and strategies
- counteractive strategies encountered during competition
- basic biomechanical principles

- factors affecting acquisition of tactics and strategies.
 - team participation
 - speed and accuracy of performance
 - attitude and behaviour.
- Participant's performance*** may include:
- In-game analysis*** may include:
- game statistics
 - game performances
 - psychological and motivational wellbeing of players
 - tactical strengths and weaknesses.
- 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