1. Introduction

This guide has been produced to assist coaches within the clubs and schools of Hertfordshire. It has been produced to bring all the information about coaching into one booklet for all coaches, teachers and parents. This is the first edition of this book. I hope it is useful to all. If you have any questions or comments please contact me on david.roberts@hotmail.com.

Enjoy the season

Regards
David
2. What do I need to coach?

There are three main strands to developing your skills as a coach. One is Coach Education, the second is Coach Development and the third is actually coaching a side.

The three go hand in hand and to become a successful coach you will need to participate in all three activities.

**Coach Education courses** are the nationally recognised coaching awards. These all involve some form of assessment which will result in an RFU Coaching Qualification i.e. Level 1, Level 2, Level 3 etc.

**Coach Development Seminars** are designed to further your knowledge within a particular area, e.g. Line-out play or introducing contact. These courses are not assessed and do not result in a coaching qualification. Coach Development Seminars are designed to support the Coach Education process. These seminars will provide coaches with the technical knowledge or, 'What to Coach Skills,' needed to support the 'How to Coach Skills' gained from attending courses on the RFU Coaching Structure. A new addition to the coach development area is the introduction of specific courses aimed at the continuous professional development (C.P.D) of coaches within Herts. These courses are outlined on page no 7

Below is a simple guide to the coaching pathway

- New coaches at U7/8 – Introducing Tag Seminar - £100 per club.
- Under 7/8’s – Tag Award £30 per person + “Mini” CPD Events
- Under 8’s – Rugby Ready £20 + “Mini” CPD Events
- Under 9’s Upward – Level 1 + “Mini” CPD Events
- Under 9’s + – Rugby Ready refresh each season and CPD Events
- Under 13’s + – Level 2 (Encompasses senior game so exposure to 8 man scrum, support in line-out etc is a “Must”) Rugby Ready and CPD Events
- Level 3 – Coaches must be coaching a team throughout a season – advised senior school or adult

In terms of **coaching a side**, that’s simple just go out and do it, but remember the session itself must be fun, active, have a purpose and be safe. It might be useful to remember that all training sessions should be **Active, Purposeful, Enjoyable and Safe, A.P.E.S** for short
3. What are the coaching awards?

![UK Coaching Certificate Rugby Union Structure Diagram]

4. What are the coaching awards and what should I go on?

<table>
<thead>
<tr>
<th>Level</th>
<th>Coaching Certificate</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Coaching Certificate</td>
<td>Mini/Midi or 15 a side options, Open entry to any level of coach, Recognised as a qualification on the National Occupational Standards framework, Designed as an introduction to coaching for new or inexperienced coaches, Ongoing competency based assessment throughout the course, 23 hrs duration</td>
</tr>
<tr>
<td>Level 2</td>
<td>Coaching Certificate</td>
<td>Designed to increase knowledge and experience of level 1 qualified coaches, Recognised as a qualification on the National Occupational Standards framework, Ongoing competency based assessment throughout the course, 60 hrs duration</td>
</tr>
<tr>
<td>Level 3</td>
<td>Coaching Certificate</td>
<td>Designed for coaches of proven quality who seek to develop their ability to the highest level of the game, Recognised as a qualification on the National Occupational Standards framework, Course delivery over 5 days</td>
</tr>
<tr>
<td>Level 4</td>
<td>Coaching Certificate</td>
<td>Designed for selected coaches of proven ability operating at a high level of the game, 90 hrs contact time, course delivered over 18 months</td>
</tr>
<tr>
<td>Level 5</td>
<td>Coaching Certificate</td>
<td>Designed for selected coaches of proven ability operating at the highest level of the game, Delivered in partnership with Loughborough University, 140 hrs contact time – course delivered over 18 months</td>
</tr>
</tbody>
</table>

Continued professional development through seminars, non-award courses and coach education sessions is essential for all coaches, and most particularly for those who wish to progress to the next level.
5. Non Award Courses and CPD Courses

Foundation courses

Foundation courses have been established as an introduction to coaching. Both Tag and IRB Rugby Ready courses provide tips and advice on coaching in a non-threatening, informal and conducive environment and are delivered by qualified Coach Educators and Coach Developers. These courses are ideal for coaches with little rugby and/or coaching experience and can be delivered locally. The Rugby Ready course is an excellent pre-course for Level 1, and will form part of the Level 1 induction from September 2009. The online Rugby Ready questionnaire will form part of the induction to Level 1 from September 2008 (www.irbrugbyready.com).

Tag Rugby

<table>
<thead>
<tr>
<th>START COACHING TAG RUGBY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COST</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>COURSE AIM</strong></td>
</tr>
<tr>
<td><strong>COURSE OBJECTIVES</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>COURSE OUTLINE</strong></td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
</tr>
<tr>
<td><strong>PRE-REQUISITES</strong></td>
</tr>
</tbody>
</table>
## IRB Rugby Ready

<table>
<thead>
<tr>
<th>RUGBY READY</th>
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</thead>
</table>
| **COST**    | £18 Includes resources (Booklet and DVD)  
Note: Minimum 14 coaches required to be registered for the course to run |
| **COURSE AIM** | IRB Rugby Ready has been developed to ensure greater awareness of all aspects of safety in the game through the provision of a common source of information and advice, for all levels and types of participation in the game. The course has been especially adapted to complement and enhance the needs of the RFU, SRU and WRU. |
| **COURSE OBJECTIVES** | Coaches are expected to be able to describe and illustrate principles of safe practice as they relate to, and may be applied in, playing, coaching, refereeing and any other aspect of administration or supervision of the game. Coaches will have an awareness of: |
| Injury prevention | • Pre-participation  
• Equipment, environment and emergency plan  
• Warm-up and cool-down  
• Physical conditioning  
• Lifestyle  
• Stability and posture |
| Technical aspects of the game | • Tackle  
• Taking the ball into contact  
• Scrum  
• Line-out  
• Maul  
• Ruck |
| Injury management | • On-field injury management  
• Emergency plan |
| **COURSE OUTLINE** | The workshop is 3 hours in duration, is modular and interactive in design and is intended to provide a minimum standard of awareness and good practice. The intended learning outcomes will only be achieved if and when all participants in the workshop follow through with implementation after the workshop is over and they return to their club or Union. In that sense, the Rugby Ready programme is about the ongoing implementation of safe practices, and continuous learning and improvement. |
| **ASSESSMENT** | There is no formal assessment and the course is delivered by an accredited deliverer. |
| **PRE-REQUISITES** | Applicants should be 16+ years of age, although anyone can complete the online questionnaire (www.irbrugbyready.com). |
Coach Continuous Development courses

As part of the RFU Coach Development programme, new Continuous Professional Development (CPD) modules have been produced and published. The list is shown below - in all there are 38 different courses to choose from.

Each course is a max of 2hours, the courses start with 30mins slide presentation to challenge convention and set the scene for the practical which will be of 90mins.

Practical Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuity</td>
<td>Mini, Youth, Adult</td>
</tr>
<tr>
<td>Maul &amp; Ruck</td>
<td>Mini, Youth, Adult</td>
</tr>
<tr>
<td>Line Out</td>
<td>Mini, Youth, Adult</td>
</tr>
<tr>
<td>Defence</td>
<td>Youth, Adult</td>
</tr>
<tr>
<td>Half back play</td>
<td>Mini, Youth, Adult</td>
</tr>
<tr>
<td>Kicking Strategies</td>
<td>Mini, Youth, Adult</td>
</tr>
<tr>
<td>Back Play</td>
<td>Adult Performance</td>
</tr>
</tbody>
</table>

Within Herts there will be two main venues for the youth and adult courses, OA’s RFC and Hertford RFC, whilst Harpenden RFC will act as the venue for the Mini courses.

Herts Rugby CPD Courses and Dates 2009/10

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>OA RFC</th>
<th>Hertford RFC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuity</td>
<td>Youth</td>
<td>7th Sept 09</td>
<td>18th Jan 10</td>
</tr>
<tr>
<td>Maul &amp; Ruck</td>
<td>Youth</td>
<td>5th Oct 09</td>
<td>15th Feb 10</td>
</tr>
<tr>
<td>Line Out</td>
<td>Youth</td>
<td>2nd Nov 09</td>
<td>19th Oct 09</td>
</tr>
<tr>
<td>Defence</td>
<td>Youth</td>
<td>7th Dec 09</td>
<td>21st Sept 09</td>
</tr>
<tr>
<td>Half back play</td>
<td>Youth</td>
<td>4th Jan 10</td>
<td>15th Mar 10</td>
</tr>
<tr>
<td>Kicking Strategies</td>
<td>Youth</td>
<td>1st Feb 10</td>
<td>18th Nov 09</td>
</tr>
<tr>
<td>Back Play</td>
<td>Adult Performance</td>
<td>1st Mar 10</td>
<td>21st Dec 09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Level</th>
<th>Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuity</td>
<td>Mini</td>
<td>Harpenden RFC 28th Sept 09</td>
</tr>
<tr>
<td>Ruck and Maul</td>
<td>Mini</td>
<td>Harpenden RFC 26th Oct 09</td>
</tr>
<tr>
<td>Line Out</td>
<td>Mini</td>
<td>Harpenden RFC 23rd Nov 09</td>
</tr>
</tbody>
</table>
6. Award Course Dates in Herts

Level 1 dates in Herts

<table>
<thead>
<tr>
<th>Course Dates</th>
<th>CB</th>
<th>Venue</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction Eve 9th September</td>
<td>Herts</td>
<td>North Herts College, Hitchin</td>
<td>9th August 2009</td>
</tr>
<tr>
<td>Practical Days 12th September &amp; 19th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induction Eve 7th October</td>
<td>Herts</td>
<td>Haileybury College</td>
<td>7th September 2009</td>
</tr>
<tr>
<td>Practical Days 10th &amp; 17th October</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induction Eve 11th November</td>
<td>Herts</td>
<td>North Herts College Hitchin</td>
<td>11th October 2009</td>
</tr>
<tr>
<td>Practical Days 15th &amp; 22nd November</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2010</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induction Eve 27th January</td>
<td>Hertfordshire</td>
<td>St Albans (The Woolhams)</td>
<td>27th December 2009</td>
</tr>
<tr>
<td>Practical Days 30th January &amp; 6th February</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induction Eve 17th March</td>
<td>Hertfordshire</td>
<td>North Herts College Hitchin</td>
<td>17th February 2010</td>
</tr>
<tr>
<td>Practical Days 21st &amp; 28th March 2010</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induction Eve 12th May</td>
<td>Hertfordshire</td>
<td>Haileybury College</td>
<td>13th April 2010</td>
</tr>
<tr>
<td>Practical Days 16th &amp; 23rd May 2010</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Level One induction evenings will usually run from 18:45 hours until 21:30 hours and the practical sessions usually run from 09:00 hours until about 17:00 hours; however times will be confirmed with coaches booked on courses nearer the course start date. You must attend the induction evening before attending any practical sessions.

Where the course venue/date is subject to change, applicants will be notified via email and offered an alternative course and/or full refund. The minimum number of applications required to run a viable course is 16; the RFU reserve the right to postpone or alter a course date where we receive less than 16 applications. If you are booked on a course and have not received your joining instructions within two weeks of the course start date, please do contact the RFU on the application form contact details.
Level 2 dates for Herts

For a level 2 award the candidates are expected to have completed the CPD program

<table>
<thead>
<tr>
<th>Course Dates</th>
<th>CB</th>
<th>Venue</th>
<th>Application Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; &amp; 6&lt;sup&gt;th&lt;/sup&gt; September Pt 1 2009 20&lt;sup&gt;th&lt;/sup&gt; &amp; 26&lt;sup&gt;th&lt;/sup&gt; September Pt 2 2009</td>
<td>Hertfordshire</td>
<td>North Herts. College</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; August 2009</td>
</tr>
<tr>
<td>12&lt;sup&gt;th&lt;/sup&gt;, 13&lt;sup&gt;th&lt;/sup&gt; June Pt 1 2010 20&lt;sup&gt;th&lt;/sup&gt; &amp; 27&lt;sup&gt;th&lt;/sup&gt; June 10 Pt 2 2010</td>
<td>Hertfordshire</td>
<td>Haileybury College</td>
<td>12&lt;sup&gt;th&lt;/sup&gt; May 2010</td>
</tr>
</tbody>
</table>

7. How do I book on these courses?

Within each club in Herts there are Coach Club Co-ordinators (CCC) who can help you book on the correct course. However if you want to book on these courses yourself please use the guidelines below:

1. Use the following website address: - [www.community-rugby.com](http://www.community-rugby.com)
2. When the site has loaded use the drop down menu on the left hand side of the screen place your cursor over: **Coach**
3. A new menu will appear, when this does, place your cursor over the **Courses and events**
4. Again a new drop down menu will load, when this has loaded select: **Courses and events**
5. When the drop down menu has loaded select: **London North**
6. A new web page opens up with the top part of the page which has a number of options
7. The top option lists the level one and level two course dates if you want to know about the course dates venues select the link and a new menu opens up, press “Open” and a Microsoft word document opens up
8. For an application form for the level one and level two courses: select “application forms” and again a new menu opens up select: “Open” and a Microsoft word document opens up, you need to complete all the form, and save it.
9. You then need to send the completed form to mattknight@rfu.com
10. For coaching courses FAQ’S highlight under the link
11. For non award dates scroll your cursor down to “Up and coming events – Herts”
12. There will be a number of non award and CPD dates presented choose which one you would like to participate in and then go up to the header entitled “Foundation and non award courses” select the “link application forms” and again complete the form and e-mail it off to the address shown.
8. Award course Details

Level 1 Certificate in Coaching Rugby Union

Introduction

The Level 1 Certificate in Coaching Rugby Union, (L1CCRU) has been developed in conjunction with the Scottish & Welsh Rugby Unions, together with 1st4sport Qualifications. It is a vocationally related qualification studying both practical and theoretical aspects of coaching rugby union. The L1CCRU is accredited on the National Qualifications Framework.

Qualification Aim

UKCC Level 1 Descriptor: - ‘Deliver aspects of coaching sessions under direction,’ e.g. Coach players with guidance from a Head Coach, Coaching co-ordinator or NGB scheme

Qualification Objectives

On successful completion of the L1CCRU, you should be able to:
- Demonstrate an ability to safely organise and supervise rugby union activities, including small and conditioned games
- Promote and establish working relationships and high standards of behaviour with players, coaches, parents and officials in the overall development of rugby union
- Demonstrate an understanding of:
  Generic coaching skills
  - Rugby specific coaching skills, including handling, tackling, contact & continuity, 5 ‘man-scrum,’ and line-out throwing & support techniques.
  - Coach and player development
  - Good practice in club management and coaching
  - Health and safety
  - Basic laws of the game of rugby union
  - Demonstrate an ability to identify and adapt rugby union activities and sessions for a variety of different age groups

Level 2 Certificate in Coaching Rugby Union

Introduction

The Level 2 Certificate in Coaching Rugby Union (L2CCRU) has been developed in conjunction with the Scottish & Welsh Rugby Unions, together with 1st4sport Qualifications. It is a vocationally related qualification studying both practical and theoretical aspects of coaching rugby union. The L2CCRU is accredited on the National Qualifications Framework

Qualification Aim

UKCC Level 2 Descriptor: - ‘Prepare for, deliver and review coaching session’s’ E.g. Coach a group of players – club coach/ teacher

Qualification Objectives

On successful completion of the L2CCRU, candidates should be able to:
- Develop an appreciation of the ethical coaching process, the needs of the player and related issues in sports science
- Plan, conduct and evaluate a series of rugby union coaching sessions in a systematic and progressive manner
- Coach the basic skills and techniques of rugby union including the scrummage, line-out, back-play, defence, continuity & counter-attack.
- Promote and establish positive working relationships and high standards of behaviour with – and among – players, other coaches, parents and officials
- Ensure the health and safety of players and others within the coaching environment and be able to respond to accidents and emergencies
- Develop greater responsibility for their own learning and development
- Promote the sport of rugby union in a positive and constructive manner
- Demonstrate an understanding of the principles of attack and defence through the use of practices and small-sided games

**Level 3 Certificate in Coaching Rugby Union**

**Introduction**

The Level 3 Certificate in Coaching Rugby Union (L3CCRU) has been developed in conjunction with the Scottish & Welsh Rugby Unions, together with 1st4sport Qualifications. It is a vocationally related qualification studying both practical and theoretical aspects of coaching rugby union. The L3CCRU is accredited on the National Qualifications Framework

**Qualification Aim**

UKCC Level 3 Descriptor: - ‘Plan, implement, analyse and revise annual coaching programmes,’ E.g. Head Coach of a team or programme
- Head of Rugby, Club Coach, and age grade representative coach – County / Region

This qualification is viewed as the ceiling for coaches within the Community Game.

**Qualification Objectives**

On successful completion of the L3CCRU, candidates should be able to:
- Analyse participants’ current and potential performance needs and aspirations
- Plan a coaching programme according to agreed goals
- Manage a safe and effective coaching environment
- Deliver a coaching programme using a range of coaching styles and interventions to meet participants’ needs
- Monitor and evaluate the effectiveness of coaching programmes to modify future plans and meet participants’ needs
- Manage and develop personal coaching practice
- Coach techniques & tactical concepts of rugby union
- Demonstrate an understanding of the units & sub-units and their contribution to team play and the principles of rugby union
- Demonstrate an understanding of the principles of attack and defence

**RFU Level 4 Rugby Union Coaching Award**

**Introduction**

The Level 4 Rugby Union Coaching Award has been developed to cover all the major needs of a high level coach. The RFU Level 4 course stresses the multi-disciplinary nature of coaching.

**Award Aim**

UKCC Level 4 Descriptor: - ‘Design, implement and evaluate the process and outcome of
long-term/specialist coaching programmes,’ E.g. Professional coach, Kicking coach to high performance players, Expert Developmental coach, Age Grade National coach.

Qualification Objectives

At level 4 the coaches extend their coaching practice skills and knowledge but now begin to refine, and integrate their own skills and attributes in relation to the coaching practice.

Coaches at this level:
- Develop a culture of excellence where learning and development can take place; by using integrated approaches within their coaching practice they maximise the performance of participants of any ability within specialist environments.
- Manage change consistently in a dynamic environment, utilising the right combination of personal attributes/skills such as: leadership, communication methods, decision-making and problem solving.
- Review and self reflect on their coaching planning and practice, and are aware of their impact on others.
- Use integrated approaches within their coaching process, and to develop a learning environment that maximises the performance of participants of any ability within selected specialist environments.
- Use an effective combination of personal attributes and skills in order to manage change within specialist environments.
- Be creative when problem-solving and decision-making within selected areas of coaching planning and practice, occasionally bringing ideas and solutions from a variety of sources within and external to coaching.
- Review and analyse their self-reflection skills to enable personal development to occur and further develop the coaching process within the wider environment.
9. Herts CB Playing Squad Standards

It is important that coaches know and understand what standards are expected from players and that you as coaches know what standards you should coach to in order that your players can be selected for the Herts Rugby squads.

All players that are selected have been put forward by their Coaches or Teachers as being players with above average playing qualities. What we are looking for at the School of Rugby and the CB Playing squads are players with:

1. The right attitude – towards coaching & developing as a player
2. Physical Potential – speed, strength/power, agility
3. Good Core Skills – in the basic areas of the game
4. Game Understanding

In more detail, these can be broken down into the following:

1. MENTAL ATTRIBUTES
   - Work Rate - Hunger. Effort. Frequency of involvement. Always in evidence. Looks for work if not coming his/her way during natural course of a game.
   - Courage - Makes personal sacrifices in favour of the team. Puts himself in physically exposed positions in matches and contact training.
   - Confidence - Trusts in his/her skills. Takes risks. Assertive in conversation.
   - Ambition - Wants to be the best player he/she can possibly be.

2. PHYSICAL ATTRIBUTES
   - On-field Physical Presence - quick, strong, powerful, agile and fit.

3. TECHNICAL SKILLS

   DEFENCE
   - Tackling Technique - Correct technique in executing a range of different tackles. Good footwork. Equally secure tackling off either shoulder or hand. Picks the right tackle for the situation. Picks the right player to tackle. Doesn’t get injured. Doesn’t miss.

   HANDLING
   - Passing Technique Puts the ball into the space where the support runner needs to go. Passes equally well off either hand. Support runner doesn’t have to check stride or over-reach. Chooses the right pass for the situation. Knows when not to pass. Doesn’t give hospital passes.
   - Pass Receipt - Good hand position to receive passes. Varies pass receipt to facilitate own passing variations. Doesn’t drop passes. Collects awkward passes without knocking on.

   CONTACT
   - Controlling the Contact Area Doesn’t spill the ball in contact. Carries in the correct hand going into contact. Makes sure the ball comes back on his/her side quickly. Goes forward on impact. Doesn’t get turned over.
   - Ball Presentation - Shows the ball for support runners to anticipate. Knows when to keep driving to re-cycle and not attempt to off-load.
   - Off-loading - Controls ball and keeps it clear of tacklers to get off-loads away before, during and after contact. Aware of where support is.
   - Secures Possession - Gets to ball carrier and secures ball that might otherwise be turned over.
• Clears Out - Reacts quickly to breakdowns. Clears out opposition players at rucks. Stays on feet. Shows good technique and body position.

RUNNING
• Evasion (Ball Carrier) - Beats opponents with variety of footwork: steps, spins, swerves, jinks, change of pace. Confuses opponents. Uses teammates as diversions. Changes direction equally comfortably off either foot.
• Into Space (as receiver) - Sees space and gets into positions to receive passes. Picks good running lines. Gives ball carrier options. Times runs into the attacking line. Doesn’t “force” forward passes.

GAME UNDERSTANDING IN ATTACK & DEFENCE
• Communication - Communicates clearly and accurately. Says just enough.
• Decision Making - Strategic. Reads the game well. Relieves pressure.
• Support - Gets in the right place at the right time, in attack and defence.
• Leadership - Takes responsibility. Leads by example. Stands out when things go wrong. Encourages teammates. Players respect and respond to him/her.
• Knowledge of Laws - Learns from referee’s decisions. Appears ‘streetwise’. Able to play to the limit of the law and not get penalised.
Positional Skills Sheet

The table below is a quick guide to aid coaches in what the positional guidelines are for players aiming to be selected for the Herts playing squads

<table>
<thead>
<tr>
<th>Position</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| **Prop** | • Body position in set piece  
• Contact Skills (ruck & maul)  
• Leg Drive in contact  
• Work rate/mobility  
• Defence at breakdown  
• Handling skills |
| **No 8** | • Athletic Ability/work rate  
• Defence  
• Handing, offload & link skills  
• Contact Skills (ruck & maul)  
• Leg drive in contact  
• Leadership |
| **Wing** | • Speed, agility, footwork  
• Tackle / Contact Skills  
• Passing  
• Kicking  
• Jumping Skills  
• Tactical awareness |
| **Hooker** | • Throws ball straight and accurately  
• Strikes ball cleanly  
• Work rate/mobility  
• Body position in set piece  
• Handling Skills  
• Defence |
| **Scrum Half** | • Body position in set piece  
• Passing off both hands – all situations  
• Athletic ability, work rate, change of pace  
• Defence/tackle Awareness  
• Communicator  
• Kicking ability  
• Tactical awareness |
| **Full Back** | • Speed, agility, footwork  
• Tactical awareness  
• Running Lines  
• Kicking  
• Defence  
• Passing (range and type) |
| **Lock** | • Body position in set piece  
• Athletic/Jumping ability  
• Contact skills (ruck & maul)  
• Leg drive in contact  
• Defence at breakdown  
• Handling skills |
| **Fly Half** | • Speed, agility, footwork  
• Tactical awareness  
• Running Lines  
• Kicking  
• Defence  
• Passing (range and type) |
| **Centre** | • Running Lines  
• Contact skills (ruck & maul)  
• Defence  
• Tactical awareness  
• Speed, agility, footwork  
• Passing (range and type) |
| **Wing** | • Speed, agility, footwork  
• Tactical awareness  
• Running Lines  
• Kicking  
• Defence  
• Passing (range and type) |
| **Fly Half** | • Speed, agility, footwork  
• Tactical awareness  
• Running Lines  
• Kicking  
• Defence  
• Passing (range and type) |
| **Centre** | • Running Lines  
• Contact skills (ruck & maul)  
• Defence  
• Tactical awareness  
• Speed, agility, footwork  
• Passing (range and type) |
10. Herts Player development and England Pathway

There is often some confusion around the pathway for players and how the clubs and schools feed into the player pathway for the various representative teams and squads. The diagram below shows this pathway. The various team managers send out an e-mail at the start of the selection process to the listed Herts club youth and junior chairs. It is then up to the clubs to ensure that the various age group coaches receive the e-mail and nominate the stated number of players. At the same time all the nominated school contacts receive the same e-mail from the team managers, again it’s up to the schools to nominate players. It is therefore possible that the same player will be nominated by the club and their school. Depending on the age of the team they will play matches against other teams across the South-East. Only in the Herts School of Rugby is this different as these players do not play matches, as the Herts School of Rugby is focused on skill development of players.
11. Effective Coaching and Game Sense Coaching

The coach, at whatever age group, has a responsibility to develop the player. Effort and commitment are obvious to success. However they are not enough on their own, the player’s development depends upon your own coaching methodology and the effective delivery of game related knowledge and skills. The diagram below is a useful plan to follow.
An overview of effective coaching is shown below.

<table>
<thead>
<tr>
<th>PLANNING</th>
<th>MOTIVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Arrive early</td>
<td>- Set and agree goals with players</td>
</tr>
<tr>
<td>- Start on Time</td>
<td>- Praise effort as well as achievement</td>
</tr>
<tr>
<td>- Know your material</td>
<td>- Be positive</td>
</tr>
<tr>
<td>- Avoid Long pauses</td>
<td>- Provide positive feedback</td>
</tr>
<tr>
<td>- Build momentum into your session</td>
<td></td>
</tr>
</tbody>
</table>

**Coaching Process**

1. Plan what you are going to say before stopping purposeful activity
2. Gain Players attention before you start
3. Keep it simple
4. Question players to ensure they understand key points

1. Position yourself and demonstrating players so that others can see and hear
2. Focus attention on one or two key points
3. Repeat demonstration more than once
4. Question players to ensure they understand key points

**Explain and/or Demonstrate**

- Explain and/or
- Demonstrate

**Observe and analyse**

- Observe and analyse

**Questioning to Provide feedback**

1. Focus on one or two key factors at a time
2. Observe that actions several times from different positions
3. Compare observation with template you know to be correct to find mismatches
4. Determine action: build on the strengths, correct errors, praise

1. Question player(s) to generate self-reflection/feedback
2. Limit/Focus information to one or two points
3. Give specific, simple information
4. Keep it positive
Coaching Styles

Coaching style will vary from person to person and from time to time. Typically the art of coaching is a combination of telling (giving verbal information and instructions), showing (using demonstrations to reinforce those words), selling (persuading the players to see your point of view), asking (questioning the players on their successes and failures) and delegation (allowing players to make decisions for themselves). The diagram below shows the range of styles and the relative used of the tell/sell/ask/delegate pattern.

<table>
<thead>
<tr>
<th>Coach-centred approach</th>
<th>Player-centred approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires authority from the coach</td>
<td>Invites creativity from the players</td>
</tr>
<tr>
<td><strong>Tell</strong></td>
<td><strong>Sell</strong></td>
</tr>
<tr>
<td>Coach makes the decision and tells the players what to do</td>
<td>Coach makes the decision and persuades the players that it is the right thing to do</td>
</tr>
</tbody>
</table>

The important thing is that as a coach you develop a range of styles, beyond your preferred or comfortable one, in order that you handle the different range of situations you will encounter in helping your players to learn techniques and skills.

Game sense approach to coaching

Game sense coaching is the style and method that Herts Rugby coaching wants all coaches and clubs/schools to use to develop players. This approach to coaching uses games as a learning tool to increase the motivation of players and develop tactical awareness, as well as develop skills.

This approach to coaching and teaching is "game centred" rather than "technique centred". Traditionally technique has been the focus of training sessions – often taught in isolation, without having players to think and bearing little resemblance to the skill required in a game. For example undertaking numerous scrum half passes.

**Why use game sense?**

People prefer to play games. The game sense approach promotes maximum participation. The game sense approach teaches the player firstly to understand what the game (or conditioned game) is about, this is in contrast to the highly structured coach-centred approach. It also promotes long-term learning in that if players discover things for themselves, then they are more likely to learn from the experience and retain the information longer. This is better for developing thinking, tactically aware players.

**So when do you focus on technique?**

Traditional training sessions have focussed on the development of technique, often overlooking "why" and "where" the technique fits into the game. An alternative approach to structuring training is as follows:

- Players are introduced to a game requiring skills that are both tactical (what to do) and technical (how to do it)
- The players develop an understanding of the game and identify the technical and tactical skills required
- If necessary the coach, or teacher may intervene to assist players with technical skills or discuss tactical aspects
- Players again practice the skills in conditions that relate to the game
**When should you correct technique?**
Before attempting to make technique changes you should consider the following
- Player confidence as well as physical readiness (i.e. is the player mentally ready to accept change as well as physically ready?) Whether changing the techniques will actually affect the end result.

<table>
<thead>
<tr>
<th>Traditional approach</th>
<th>Game-sense approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use drills primarily to practice technical skills</td>
<td>Uses drills that are closely aligned with the game to teach technical and tactical skills</td>
</tr>
<tr>
<td>Teaches the specific aspects of the game and then combines them into the whole</td>
<td>Teaches the whole game and then refines the parts</td>
</tr>
<tr>
<td>Coach centred (the coach uses direct instructional methods that may or may not consider the players needs)</td>
<td>Player centred (the player creates a learning environment that focuses on the players needs using a variety of teaching methods)</td>
</tr>
<tr>
<td>Practices are often boring and therefore un-motivating to the players</td>
<td>Practices are fun, relevant and challenging and therefore increase intrinsic motivation</td>
</tr>
<tr>
<td>Players become highly dependant upon the coach for decisions and feedback</td>
<td>Players develop increasing independence from the coach by being actively involved in the learning process</td>
</tr>
<tr>
<td>Through extensive drilling, coaches strive to develop automatic responses that promote mindlessness when playing</td>
<td>Practices are designed to develop the thinking, understanding and decision making skills that are required to play well</td>
</tr>
<tr>
<td>Players provide little or no input to the coach who makes most of all the decisions</td>
<td>Players have considerable input to the coach and help the coach make decisions</td>
</tr>
<tr>
<td>Players are not encouraged to help each other to master the skills of the sport</td>
<td>Players are encouraged to help each other master the skills of the sport</td>
</tr>
<tr>
<td>Preferred approach of command-style coaches</td>
<td>Preferred approach of co-operative style coaches.</td>
</tr>
</tbody>
</table>
12. Referee Development

Some may view referees as a “necessary evil”, but did you know that rugby is the only team sport in the world that within its Laws requires there to be an appointed official? No Referee = No game.

Since the launch 3 years ago, over 400 people within Hertfordshire have achieved ELRA accreditation – but what can be done to continue the development of referees within Hertfordshire and more, specifically, at your club, school or college?

Current ELRA Courses - details from the Paul Freestone paulfreestone@rfu.com can also be viewed via the RFU website www.rfu.com/referee then select “Course Calendar” from the top referee downloads box. Use Please also make contact with Paul if you would like to run a course at your own club.

Hertfordshire Society of Rugby Football Union Referees, now in its 50th season, provides assistance and a pathway (as illustrated below) to assist those wishing to progress up the ladder. It will always support the development of those who wish to referee only for their clubs.

Contact details: website www.hertsrefs.co.uk email secretary@hertsrefs.co.uk

The RFU “People & Places” initiative for the next 2 years is to assist clubs to create their own ‘Referee Sections’ and appoint a Club Referee Coordinator (CrefC). They in turn will be supported by a Club Referee Developer who will deliver the CRDA Modules to individual or ‘cluster’ Club Referee Sections.

Law updates and current interpretations. Players and coaches can benefit from being fully conversant with the Laws www.irblaws.com an interactive site, Law changes, refereeing directives and interpretations! These will be automatically distributed to CRefCs but are also available at www.irb.com/lawregulations.

Another local initiative is the formation of a “Hertfordshire Schools Referee Academy” for pupils. This has been promoted as a result of the numbers of pupils not only completing ELRA as part of their curriculum but also successfully officiating at games within their own schools and at County and Regional Emerging Schools Festivals. The will be launch to teachers will be at the start of at the start of the 2009/2010 season with an inaugural meeting planned for October. Wayne Barnes has agreed to be the Patron.

Details can be obtained by email to schools@hertsrefs.co.uk
This diagram only indicates the key levels of progression as per Coaching Pathway.
### 13. Who’s Who in Herts Rugby Coaching

The following are members of the Herts Rugby Development Partnership’s Coaching Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Roberts</td>
<td>Chair of Herts Rugby Coaching Development, Award Tutor and Herts U15 Lead Coach. Contact No: 07734 059295</td>
</tr>
<tr>
<td>Tony Robinson</td>
<td>RFU Coach Development Officer and Senior Trainer. Contact No: 07894 783339</td>
</tr>
<tr>
<td>Peter Engledow</td>
<td>RDO Herts; Award Trainer and Senior Club Coach (Bishops Stortford). Contact No: 07764 960407</td>
</tr>
<tr>
<td>Tim Bonnett</td>
<td>Herts School of Rugby Manager, CCC Rep and Herts Safeguarding Manager Contact No: 07894 489783</td>
</tr>
<tr>
<td>Colin Johnson</td>
<td>Award Tutor and School of Rugby Lead Coach</td>
</tr>
<tr>
<td>Ed Panting</td>
<td>Herts U14 Lead Coach</td>
</tr>
<tr>
<td>Steve Robins</td>
<td>Herts U16 Lead Coach. Schools Rep and School of Rugby Lead Coach</td>
</tr>
<tr>
<td>Glen Townsend</td>
<td>Herts U18 Lead Coach</td>
</tr>
<tr>
<td>Mike McKay</td>
<td>Herts U17/U18 Manager and CCC Rep and Senior Club Coach.</td>
</tr>
<tr>
<td>Dave Hesketh</td>
<td>Award Tutor, Lead Coach School of Rugby, Oakland’s College Rugby Programme lead</td>
</tr>
<tr>
<td>Rob Hardwick</td>
<td>Chair of Herts Rugby Development Partnership</td>
</tr>
<tr>
<td>Brian Clarke</td>
<td>Mini Club Chair and Coach</td>
</tr>
<tr>
<td>Simon Shutler</td>
<td>Herts U18 Girls Lead Coach and Herts Girls and Women’s rep</td>
</tr>
<tr>
<td>Mike Clement</td>
<td>Senior Club Coach and CCC Rep</td>
</tr>
<tr>
<td>Steve John</td>
<td>Award Tutor and Schools Rep</td>
</tr>
<tr>
<td>Harry Harrison</td>
<td>Community Rugby Coach Contact No: 07894 489249</td>
</tr>
<tr>
<td>Sam Carpenter</td>
<td>Community Rugby Coach Contact No: 07872 827151</td>
</tr>
<tr>
<td>Tom Coleman</td>
<td>Community Rugby Coach Contact No: 07894 489752</td>
</tr>
</tbody>
</table>
14. Rugby Coach Resources

There is a wide variety of resources available to coaches at all age groups and coaching and playing levels, below are some of the more popular items.

**DVD'S**
- Coaching Core Technical Skills for High Performance - Training to Compete  
  Product Code RF626441
- Core Rugby Skills (for coaches and players)  
  Product Code RF626440
- RFU Top Coaches DVD Vol 1 to 9  
  Product Code RFSET4

All obtained from the RFU, web address: [www.communityrugbyshop.com](http://www.communityrugbyshop.com)

- Better rugby coaching DVD’s from [www.Rugbycoachingvideos.com](http://www.Rugbycoachingvideos.com)

**Web-sites**
- [www.irbrugbyready.com](http://www.irbrugbyready.com)
- [www.irbcoaching.com](http://www.irbcoaching.com)
- [www.bettermrugbycoaching.com](http://www.bettermrugbycoaching.com)
- [www.coachingtoolbox.co.nz](http://www.coachingtoolbox.co.nz)

**Books**
- Think Rugby by Jim Greenwood
- Total Rugby by Jim Greenwood
- 101 Youth Rugby drills by Chris Sheryn
- SAQ Rugby by Alan Pearson
- Coaching Rugby 7’s by Marcus Blackburn
- RFU Guide to coaching Positional skills by Gary Townsend

**Coach Development Workshops**

Herts. Sports Partnership run a number of generic courses for coaches, including

- Safeguarding & Protecting Children
- Equity In Your Coaching -
- First Aid for Appointed Persons
- Coaching Children & Young People.
- How to Coach Disabled People in Sport
- Coaching Disabled Performers

For all details please use the following web-site  
[http://www.sportinherts.org.uk/workshops-courses/](http://www.sportinherts.org.uk/workshops-courses/)
15. Injury Management

If you get injured during a training session, or during a game, it is important that you get some treatment from a qualified physiotherapist as soon as possible, to improve the rate of recovery and ensure that no permanent damage is caused. Always listen to the advice of whoever is treating you and follow any rehabilitation programmes TO THE LETTER!

Basic Injury Management consists of 6 principles:

1. **PREVENTION**: Try to stay injury free by following the strength and conditioning programmes, always do DYNAMIC stretches before and after training, keep your core muscles working well and REHYDRATE after every session.

If you are injured follow these basic principles for the first 72 hours.

2. **REST**: keep the injured area still for the first 24hrs, then gradually and gently get it moving over the next 48hrs. **DO NOT PUSH THROUGH THE PAIN**

3. **ICE**: apply ice the area for 15 minutes every 2-3 hours for the first 72hrs

4. **COMPRESSION**: apply a compression bandage to the area. Remove the bandage before you go to bed and then reapply in the morning.

5. **ELEVATION**: elevate the limb so that any swelling can drain back down into the trunk. Try to elevate the limb for 30 minutes every 2 hours if it is swollen

6. **REHABILITATION**: most simple injuries should resolve through natural healing but you will need to do some rehabilitation exercises to ensure that you are strong and fit and the injury will not happen again. **Therefore you must see your physiotherapist.**

If you injury yourself during a game and you have no physiotherapy cover you have to decide whether to continue or not. Give your self 1 minute to recover from the shock of the injury then assess the problem.

If you have any of the following you should remove yourself from the training or game session IMMEDIATELY:

Head pain/Back pain or Neck pain.
Vision Problems
Nausea/Vomiting/Dizziness
Pins and Needles or numbness Pain in your neck or back that travels down your arms/legs
Inability to put weight on the area (e.g. if it is an ankle you should feel comfortable standing on one leg)
PARENT AND PLAYER INFORMATION

WHAT TO DO FOLLOWING CONCUSSION

This information is designed to help you manage a player who has suffered from a mild concussion.
In simple terms concussion is a mild brain injury which manifests as reduced function - including reduced reaction time, poor concentration and memory.

Common symptoms associated with a mild concussion are:
headache, feeling dazed or “in a fog”
balance problems, dizziness
hearing problems/ringing in ears
vision problems
nausea or vomiting
confusion
drowsiness
feeling slowed down, low energy
more emotional/irritable than usual
difficulty concentrating and/or remembering

“don’t feel right”

If a player has any of these symptoms they should NOT continue to play.
Following a head injury or concussion, further serious problems can arise over the first 24 hours:
The player should not be left alone and should be monitored regularly. This includes being woken up at least once in the night to ensure that their symptoms haven’t deteriorated.
Players must always consult their doctor following a suspected concussion.
Symptoms may worsen with exertion.
A player who has been concussed MUST NOT play for a minimum of three weeks (unless over 19 and cleared to do so by an approved doctor competent in managing concussion)
AND should not return to play or training until symptom free.
AND should only return to play or training with medical clearance.
This applies to all club/school sides a player belongs to. It is his or her/parents responsibility to advise other clubs/schools of the concussion.

“When in doubt, sit out”

FURTHER CONCUSSION ADVICE

Drowsiness
After a knock to the head, it is then quite common for the player (especially children) to want to sleep for a short while. This is normal, if they want to sleep, let them.
Drowsiness means they cannot be roused. If you have a concern, wake them up after an hour or so. They may be grumpy about being woken up, but that is reassuring. You can then let them go back off to sleep again. You can do this a few times during the night if there is particular concern.
When asleep, check to see that he or she appears to be breathing normally and is sleeping in a normal position.

Headache
It is normal after a knock to the head to have a mild headache. Sometimes there is also tenderness over bruising or mild swelling of the scalp. Do not take any pain killers as it is important to monitor the headache. If the headache continues to worsen then they should be reviewed by a doctor or taken to A+E as soon as possible.

If you have any doubt it is advisable to take the player to hospital to get assessed / reassessed by a doctor
18. **Injury Reporting**

In order to simplify the reporting process and ensure that the injury data that is collated by the RFU is valid, clubs and schools need only report the Reportable Injury Events defined below. Detailed injury surveillance data will be collected independently from a representative sample of nominated clubs and schools.

**Reportable Injury Events**

These are defined as:

- An injury which results in the player being admitted to a hospital (this does not include those that attend an Accident or Emergency Department and are allowed home from there).
- Deaths which occur during or within 6 hours of a game finishing.

**Reportable Injury Event Protocol**

In the event of a serious injury occurring which fulfils the above definition, the following protocol is to be followed as laid down by the RFU:

1. Provide immediate first aid and arrange transport by ambulance to the hospital.

2. A club or school representative must phone the Sports Injuries Administrator Helpline 0800 298 0102, as soon as the seriousness of the player's condition is confirmed and certainly within 48 hours of the game or training session.

3. Please have a pen and paper, and details of the incident ready to provide. Out of working hours there will be a recorded message that provides contact details of the Injured Player Welfare Officer (IPWO). You will be asked to email or fax a Reportable Injury Event report form, which can be downloaded or printed off.

4. The IPWO will then establish contact with the club and player or their family in order to confirm the injury, initiate the Pastoral Support Programme, and collect additional information about the injury.

5. The club/school must notify their insurers. The RFU insurers are Marsh Sports Group (Claims), Tel: 0131 311 4254, Fax: 0131 343 6667, email: Susan.J.Thomson@marsh.com

6. Record witness statements. Where a potential insurance or personal injury claim may arise, clubs and schools are advised to retain on file witness statements. These statements must confine themselves to the facts and not include opinion or hearsay, or apportion or infer blame. They must be signed and dated by the person making them.

If you have any queries, you can also contact either the Sports Injuries Administrator

**Guidance to CBs, Clubs and Schools on Serious Injury Management**

Serious injuries in rugby are rare. In the event of a serious injury occurring in rugby it is vitally important that an appropriate response is initiated which primarily addresses the needs of the injured individual, their next of kin, and those involved, but also secondarily, protect the assets and reputation of the club, the RFU and the game of rugby football.
The below web link leads to a document that outlines the procedures to be followed in the event of a serious injury.


It is important that this document is read and understood by the people responsible for injury management within your club or school. This could be the head of each age group or squad or a committee member, but should include your first aiders and any physios or doctors working or volunteering with players.

**Sports Injuries Administrator (SIA)**

Community Rugby, Rugby House, Rugby Road, Twickenham, TW1 1DS

Tel: 0800 298 0102, Fax: 0208 892 4446

email: sportsinjuriesadmin@therfu.com
17. Notes pages for coaches