



## Trainer / Coach Educator Newsletter

**Merry Christmas and a Happy New Year!**

### • Revisions to Level 1 Delivery

Welcome to the latest Coach Educator and Trainer Newsletter.

### • What happens if your licence lapses?

This edition will keep you up to date on latest developments to our delivery, and draw attention to a couple of focus areas for the next year.

### • Lessons from the 2010 round of CPD

Our Coach Education courses seem as popular as ever – numbers attending Level 1 and 2 have remained stable despite the economic downturn, hopefully testament to the quality of what we offer to coaches.

### • Trainer and Coach Educator CPD dates 2011

### • Reflections from Dick Mathews on adapting and delivering our Coach Educator Course to Fencing

Attendance at CPD courses is rising – we are changing the culture of coaching, and CPD attendance by coaches is becoming the expectation, not the exception. If the Coach Licence Pilot Scheme in Midlands East is a true representation of the effects of licensing when it becomes national, then demand will continue to grow and opportunities for you to extend your delivery will grow. The second phase of the pilot sees the Southern Region involved – looking forward to the feedback!

### • A reminder on effectively using QA, IV and Assessment forms

### • Safeguarding Children & Vulnerable Adults

### • CPDO contact details

### • Change of details pro forma

As many of you will know, the Level 1 course has been revised and both Level 1 and Level 2 now meet the requirements of the Qualification Credits Framework. In the newsletter some background is given, this will also be featured on your

next round of CPD.

You will receive this newsletter as a licensed Coach Educator to deliver in 2011 having met the criteria to maintain your licence in 2010. This year the licence will take the form of a small wallet – friendly card which will be despatched from Coachwise early in the New Year.

One reminder – please ensure that you have an up to date CRB check. We are being reminded by funding partners that all of our delivery team should have an up to date check. Although we no longer have under 18 year olds attending our courses, remember that we may have vulnerable adults on course.

Mentoring will soon be an option for Coach Educators as the old mentor programme is being reviewed to become accessible to a wider group of mentees – more detail from your CPDO shortly.

Finally, included in the newsletter is a piece by Dick Mathews on his experiences delivering the Coach Educator course to Fencing. Testament to the cross sport recognition of the quality of what we deliver.

Nick Scott



## Qualification Developments



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Some of you may already have delivered the revised Level 1 course. If so, the Working Group welcomes your feedback on the effectiveness of the revised course.

### Background

There has been a change in the qualifications environment, and our qualifications have been mapped to the Qualifications and Credit Framework, the new framework for accrediting qualifications in England, Wales and Northern Ireland. Most of our Level 1 and Level 2 courses satisfied most of the QCF requirements; however there were some gaps in our provision that needed to be addressed. A Working Group consisting of RFU, SRU and WRU staff, plus selected members of the Coach Educator workforce worked with Sportscoach UK to translate the QCF requirements into a course that works for Rugby.

### Main Changes

Changes in the course fall into the following areas

- A workbook to record a coaches

progress

- A Home Study Quiz
- Changes to Coaching Process and Game Sense delivery using a video
- Changes to Understanding the Game delivery, again using clips
- Core Values and Developing your Coaching Philosophy
- No written Laws Paper

### Workbook

It is hoped that this simple single document will replace the need for Coach Educators and candidates to hunt through the resource to sign off evidence in various different places. The workbook contains all of the requirements in an easy to follow format. (Remember, the work at the back relates only to candidates in Scotland, do not fill that in!). The workbook should be kept by the coach as a record of their achievement at the end of the course **unless** the coach is deemed NYC, or their work is required for sampling purposes. In those cases, the workbook should be retained, copied and sent later to the coach.



## Core Values & Developing your Coaching Philosophy Page 3 Re-entry into Coach Education if your licence lapses



### Core Values and Developing your Coaching Philosophy

It was recognised that we spend much of the course looking at “What” to coach, and “How” to coach, little time is spent on coaches recognise “Why” they coach, and what drives their motivation to coach. The session is designed to raise awareness of RFU core values, then to challenge the coaches into applying these in to their coaching. With skilful leading of the discussion, we can get a coach to really begin to examine where development/winning sits in their coaching behaviours and look at their relationships with players, coaches, officials and parents. It is an attempt to positively influence coaches at the start of their career.

### Laws Test

While the written Laws Paper often gave Coach Educators time to catch up on paperwork, it was a period of “dead” time on course. Given the excellent iRB online provision and their ability to test and produce certificates as evidence, it seemed an opportunity to link with the iRB and ask the coaches to bring along (by the end of the course) evidence of completion. Saving this time has allowed us to add in the important Core Values part of the course.

We are wary of making changes to our courses too often, but hope that using the QCF requirements we have been able to review and improve the course. The review gave us an opportunity to examine in detail all parts of our course and how we deliver. Feedback to your CPDO is welcome, and there will be opportunity to feedback formally during next year’s CPD round.



### *Re-entry into Coach Education if your licence lapses*

For a variety of reasons a Coach Educator or Trainer may not be able to maintain their licence in 2010 by satisfying the requirements– we have had some Coach Educators who have moved abroad, family circumstances or jobs may change which mean that temporarily they are unavailable to deliver on courses.

We understand this, and understand the considerable investment you have made in becoming accredited as well as the investment in you that we have made. We need a high quality workforce, so have developed the mechanism below for Coach Educators to re enter when their circumstances allow. I hope this is clear and transparent – again, communication with your CPDO is essential

*See below for a diagram explaining the process for regaining a lapsed licence*

*Also, an updated Coach Educator and Trainer Licence Terms and Conditions can be found on the website*

# Re-entry into Coach Education if your licence lapses Page 4

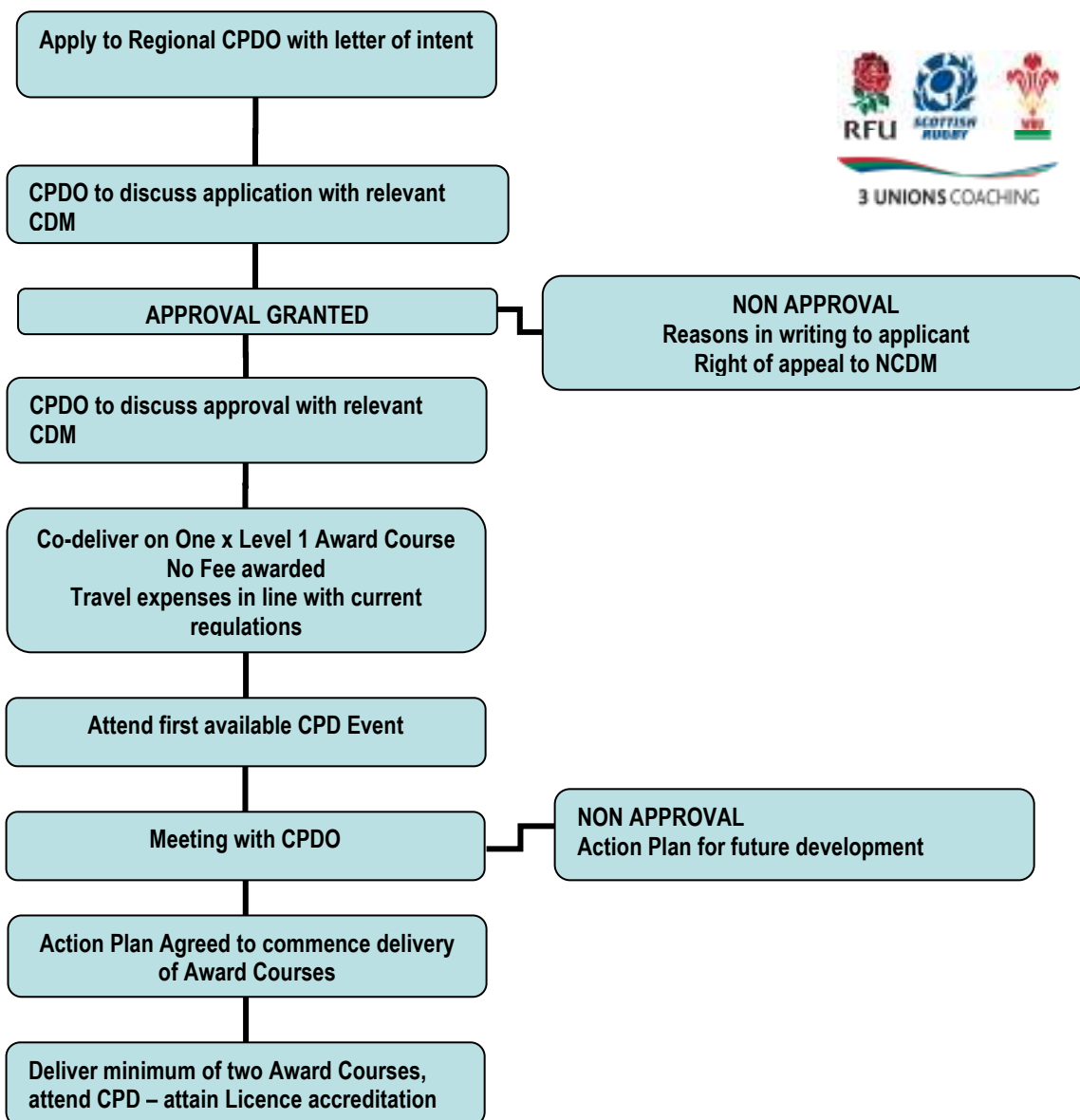


## 3 Union Trainers/Coach Educators

Process for re entry into RFU scheme after licence has expired. This process applies to Trainer/Coach Educators who have been out of the system for up to 1 year and wish to be reinstated. (Licence commences and is awarded on 1<sup>st</sup> January each year)

### RFU Coach Review Board (“CORB”)

If a licence has been withdrawn or suspended by the CORB then this process does not apply. Current terms and conditions of the licence scheme can be found on the RFU website or supplied by your Regional CPDO



**Note;**

Any Trainer or Coach Educator who has been out of the system for more than 12 months will be required to re train at their own expense. Application to be reinstated should be made in writing to the Regional CPDO who will then process the application through the relevant CDM. The Regional CPDO is the main point of contact and should be consulted in all cases from the outset.



## *Trainer Conferences and Coach Educator CPD Dates*

We understand that the quality and integrity of our Coaching Courses are reliant on the skills of our Coach Education workforce. Our ongoing investment in you is critical in maintaining and raising the standards we have set for ourselves. With that in mind, a small working group; Dick Mathews, Tony Robinson and Alan Huddleday have picked up on the work started by Jon Bates, John Lawn and led by Nick Scott; and put together a challenging and hopefully rewarding CPD programme for you this summer.

There will be opportunities to develop your presentation skills, as well as receive feedback and review on your Coach Educator skills.

The dates and venues are below – ***Remember, attendance at an appropriate CPD event is essential in order to maintain your Coach Educator or Trainer Licence. You will receive an invitation from your CPDO shortly.***

*Full details, including joining instructions, timings, venue will be confirmed by the regional Coach and Playing Development Officer.*

### ***Trainer & Coach Educator CPD 2011***

Region	Date	Venue
Southern	30/01/2011	TBC
West Mids	20/02/2011	Henley In Arden
West Mids	27/03/2011	Henley in Arden
South West	05/06/2011	Portway, Bristol
South West	21/08/2011	Launceston
South West	02/10/2011	Taunton
North West	06/02/2011	TBC
NE & York's	30/01/2011	Leeds Met University
NE & York's	11/07/2011	Ripon RUFC
NE & York's	22/08/2011	Gateshead RUFC
London North	13/02/2011	TBC
London North	03/07/2011	TBC
London North	11/09/2011	TBC
East Mids	23/01/2011	Wellbeck College
London South	30/01/2011	TBC



## *Lessons from CPD 2010*

Following the trials and tribulations of the previous year's CPD themes – CTS, CVIPS & IAPS accreditation, 2010 saw a return to a more practically based agenda for both Trainers and Coach Educators. Again the Coaching department objective remained the same:

**“To establish a world-leading coaching development system at national, regional and local levels, with the aim of investing in, and improving the quality of our coaches and coaching.”**

Trainers worked on the new Quality Assurance forms, which are now in use on all Award courses, and then returned to the practical requirements of the Trainer role in supporting our Coach Educator workforce in the field. Coach educators focussed on indoor presentations as requested in the feedback given at previous CPD sessions as well as practical Coach Education opportunities, in using the review process and how to deal with other anomalies of delivery identified in the evaluation of past events.

From the departments perspective and in true Coaching process style, the reflections and current evaluations of the workforce on – “what is being done well, what needs to be worked on and what could be added to enhance our work?” are crucial to our continuing development and to achieving our core objectives.

Our Trainers celebrated the fact that the Trainer Conferences were an excellent opportunity to catch up and share best practices. The discussion and interaction allowed reflection as a trainer on ideas and philosophies from elsewhere in the Division and also the ability to then collectively problem solve.

Areas to be improved upon seemed consistently to revolve around the for the content of the Trainer Conference to be at all times relevant to the delivery of the Level 1 & 2 courses and indeed to the performance of our Coach Educator workforce. The use of real

life content, more specific role play (incorporating DVD exercises where possible), and indeed working practically with both Coach Educators and coaches were all suggested as possible improvements to be made.

Finally as anticipated, the Trainer workforce had some sound ideas of how our CPD days could be enhanced. The most common suggestions follow:

- Best practice in running courses from an administration viewpoint.
- Workshop Innovating ways of delivering indoor Modules of a Level 1 course (as experienced by the Coach educators
- Discussions on current issues and a review of Level 1/2 course updates & including new Level 1 workbooks
- More sharing of good practice and realistic practices related to the QA forms – pre-during-post course role
- Learning styles workshop

Our Coach Educators were also very helpful in sharing how we improve as a workforce and also in outlining positives and “work-ons” in our current delivery. The consistency in delivery and structure of our courses was applauded. The workforce also noticed a huge impact in the enhancement of our Level 1 courses through the addition of the induction evening and the pre-requisite of a practical Rugby ready course. The new workbook and on-line laws test were seen to be a great help in time management, organisation and consistency of assessment, but it was felt needed further explanation.



## Lessons from CPD Safeguarding Children & Vulnerable Adults



### *Lessons from CPD 2010 Cont*

The CPD days allowed CEs some confidence in delivering indoor modules. The practical sessions saw models of good practice of Level 1 delivery shared with the workforce and the opportunity to ensure consistency of delivery and use of the Review process were maintained.

It was felt that above all, the following areas needed to be considered for the next CPD days:

- Presentation skills workshops – this area still needs work
- More on the Micro REVIEW and when to start using it on course
- Workshop to help C/Eds. with difficult candidates – perhaps supply a bank of phrases or actions.

So all in all a very satisfactory round of CPD events – some great endorsements from you – the work force and indeed some areas that we need to ameliorate if we are to continue to strive for our key objective. These and the other areas of enhancement suggested will be discussed by the working party responsible for coach education prior to the next delivery of CPD events for both Trainers and Coach Educators.

Once again many thanks for your attendance, your input and continued support.



### *Safeguarding Children & Vulnerable Adults*

The RFU takes the safeguarding of vulnerable people in our sport very seriously. We were awarded the NSPCC Advanced Standards in January 2009, acknowledging our safeguarding practice and procedures in relation to children. We support a countrywide network of CB Safeguarding Managers and Club Safeguarding Officers through CRB checking, training courses and guidance– We also deal with incidents and issues as they arise in a swift and effective way, maintaining confidentiality, and supporting clubs who have experienced these difficulties.

Coach Educators will be aware that there are slides dedicated to safeguarding children in the Level 1 course and that there are several pages dedicated to the subject in the course handbook. The RFU is about to publish its revised Safeguarding Policy in early Spring 2011. This Policy will highlight the needs of vulnerable adults in our sport as well as children and gives some basic guidance on the do's and don'ts, should and shouldn't, and may just make coaches think twice in a potentially difficult situation.

The Level 1 course answers some of the questions a coach may have. However, we all know they often end up fulfilling a multitude of roles in the sport; therefore, a little guidance can go a long way. The key points for Coach Educators to consider when delivering the safeguarding elements of a course are:

- Coaches working with under 18s must hold a current enhanced CRB disclosure processed by the RFU (they are breaching regulations if they don't)
- Coaches should speak to their Club Safeguarding Officer or CB Safeguarding Manager for advice
- Coaches should speak to the RFU Safeguarding Team for advice if necessary – 0208 831 7454
- Coaches should be signposted to the handbook pages and the RUSafe pages on RugbyFirst - <http://clubs.rfu.com/Clubs/portals/RUSafe/>
- Coaches should attend a Safeguarding Workshop for further guidance on keeping vulnerable people, and themselves, safe

It can take a lot of effort to recruit people into our sport and only a moment to lose them. Taking safeguarding seriously helps keep more people in rugby union for life.



### *Transferable skills, common units, coaching pathways and Migration to the Qualifications Framework - Rugby and Fencing by Dick Matthews.*

All sounded fine until Nick Scott emailed "British Fencing would like someone to deliver a Coach Education programme for them and by the way would like the Certificate of Tutoring in Sport and the Introduction to Assessment Practice in Sport thrown in as well". "When" I asked? "Three weeks" was the reply "it would be great if Rugby could be seen to help a smaller sport".

Three weeks later I found myself in a Nottingham Hotel standing in front of Fencing's finest:- an Epeeist, an Armourer a few Foilists not to mention an Olympic Sabreist. The preparation was a piece of cake! Take the RFU Coach Education Programme, transcripts and competencies, and change them to fencing; easy, until you meet Word and Publisher and Adobe all in different formats and all read only. Solve that one but what about the video clips? Can't change those, just have to hope Jon Bates and Gary Townsend go down well, not forgetting Nick Scott's cameo.

Then the master stroke, successfully persuade ace Coach Educator, Ian Minto, to come along and help.

The weekend went well, I think, we were certainly made very welcome. I just about got away with changing "coach the scrum half pass" to "coach the parry in epee". The competencies, the transcripts and the assessments all matched across perfectly. Despite my initial worries, and helped by an icebreaker copied from Tony Robinson, delivering to a different sport presented no problems. It was clear to see how transferable the skills and attributes of a Coach Educator are. It also made me realise how far we have come in Rugby, and how far many other sports have to go. It really was straight forward delivering to a keen and receptive audience.

As a highly trained Coach Educator I of course "reflected" on the weekend:-

- I spent a long while changing the Rugby Coach Education Programme to a Fencing Coaching Programme; I should have changed it to a Sports Coach Education Programme; ready for the next time Nick Scott calls!
- I couldn't have managed without Ian Minto
- In all seriousness we could welcome candidates from other sports onto our Coaching courses; the How to Coach Skills are the same.
- We do need to change those videos.



### *Keeping Track!*

To ensure that we can track you, keep you informed and pay your delivery fees as efficiently as possible please keep your records up to date. Please notify us of any change of address, including e-mail and telephone number.

Please ensure that your Regional CPDO is made aware of any changes. Changes will be sent by your CPDO to [judyweavers@rfu.com](mailto:judyweavers@rfu.com) using the form attached to this newsletter for input onto Rugby First and to insert relevant changes to the front page of your personal transcript.

***Please see attached form***



## Using the QA/IV and Assessment Forms

Probably the most important role a trainer can have on course is the support of their Coach Educators. This is done through the use of two forms. The QA/IV form, which essentially looks at the CEs ability to apply PRICELESS and deliver an effective REVIEW, and the Assessment Valid form. Feedback from External Verification (EV) is that our assessment process needs development and could be more rigorous.

It is therefore recommended that Trainers should concentrate on the Assessment Valid form as this is not being used as effectively as the QA/IV form. The main points to concentrate on are:

- Use previous action plan to populate observational focus box
- Trainer to observe each CE on 3 separate occasions
  - Observing one candidate twice(1a and 1b on form)
  - Observing a separate candidate once(2a on form)
- ‘Description by Trainer’ box only has to be filled in if assessment method is different to the Assessment Method options in drop down menu
- Trainer to complete all drop down boxes
  - **Explain and negotiate the assessment process** – Has the CE set a task that supports the candidate in achieving their action plan? Is the action plan highlighted to the candidate before the session commences.
  - **Select fair and reliable assessment opportunities** – clear assessment plan in line with course structure.
  - **Complete and agree and assessment plan according to requirements** – ensure tutor notes are followed by CE.
  - **Use specified documents for recording assessments** – CE to use candidate workbook.
  - **Confirm success to the candidate as soon as evidence was valid and sufficient** – CE gives workbook back to candidate at appropriate time.
  - **Give and record evaluative feedback as soon as practicable** – transcript in workbook updated by CE
  - **Agree further action with candidate, where appropriate** – action plan from REVIEW recorded on transcript in workbook and signed by the candidate.
  - **Record evidence and assessment decisions according to verification requirements** – CE to complete in candidate workbook
  - **Use valid and sufficient questions to infer competence** – from REVIEW and 1 to 1 at end of course. Are questions open and challenging? Are follow up questions used where appropriate?
- **FAMILIARISATION WITH THE NEW WORKBOOK, DELIVERY NOTES AND RESOURCES IS ESSENTIAL TO COMPLETE A VALID, AUTHENTIC, CURRENT AND SUFFICIENT ASSESSMENT.**

## Using the QA/IV and Assessment Forms – Cont Page 10 External Verification

### *Using the QA/IV and Assessment Forms - cont*

- **All trainers need to ensure CEs are fully briefed and familiar with work book in pre-course meeting.**
- **The CE action plan should practice what we preach i.e. focus on the main 1 or 2 points that will improve the CEs assessment.**
- **Trainer Action Plan does not need to go to CE, but it is the trainers choice depending on the relationship with the CE.** This section needs to be filled out, and sent to CPDO, in order that future Trainer CPD can meet Trainers needs.

By doing all the above we will ensure candidates are fully supported to the best of our ability. This will be done by giving candidates clear guidance of what they have achieved on course, and direction for how they become a competent coach on the course. The process will also support the development of Coach Educators and Trainers alike. The action plans returned to CPDOs will shape Coach Educator and Trainer CPD in the future and help us achieve our objective of “establishing a world leading coach development system.”

**Please see attached form.**

### *External Verification*

External Verification plays an important part in maintaining and developing standards relating to pre and post course administration, venue quality, delivery styles and assessment methods and processes. One in 4 courses will now be externally verified, and approximately 50% of all EVs will be conducted as desk based reviews. Verifiers will be paying particular attention to assessment evidence presented by the Coach Educators. Session observation notes, competency scripts and action plans, should provide evidence that support the assessment decisions made on the candidate's performance throughout the course.

The quality and presentation of the evidence submitted for EV through the candidate sampling process can and does indicate best practice; unfortunately, it can also indicate deficiencies. The second point is particularly relevant in the case of a disputed assessment decision and or subsequent complaint; detailed evidence of a candidate's performance can and does validate the assessment decisions that are made and reinforces the high quality support you provide to coaches and coaching.





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