

# Trainer / Coach Educator Newsletter

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## Welcome to the Summer 2011 Coach Education Workforce newsletter

For most of you, the busy end of season delivery period is drawing to a close, and it is time to draw breath, reflect, and of course look forward to the start of the new rugby season. World Cup year of course offers some great opportunities to be innovative with icebreaker quizzes and debates on our courses.

From October this year England take on the role as RWC hosts. The build up to RWC 2015 gives us a huge opportunity to grow the game; a once in a generation chance to recruit and retain players of all ages. Players will be attracted to the game in larger numbers than we have seen before; to our clubs as well as more schools showing interest. We know that a club can have 100 new players show up enthused and engaged as part of a recruitment campaign; if the coaching experience they get at the club is not of good quality, then it is unlikely they will return week on week. The role of the coach is to build on that enthusiasm and engagement – the role of Coach Educators is to provide the coach with the knowledge, skills and attributes to be able to do this. With this in mind, we have been reviewing every aspect of what we deliver and have come up with some exciting changes to our courses and how they are delivered. These improvements have been research led, using a broad range of expertises from academia to consultation with coaches across the game.

Driving our changes has been the development of a Player Development Model; which in turn has informed a Coach Development Model. These models (explained in this newsletter) will drive the Coach Education process for the coming years. The models articulate and prioritise specific knowledge, behaviours and capabilities a coach should have in every coaching environment at all levels of expertise. Delivery of the revised courses will require the same high level of Educator skills as you currently use on course. However, some of the content and philosophy behind the courses will change, and it is important you understand and are aligned with these changes.

Nick Scott





## **The New Level 1**

**Some of you may have heard that a new Level 1 course is on its way next year driven by the Player Development Model and Coaching Development Model – see below for a briefing**

### **What?**

A course to replace the current UKCC Level 1, targeted directly at coaches who work with players between the ages of 6 and 12.

### **When?**

It will be piloted in selected locations between September and December and ready for delivery in February 2012.

### **Why?**

Those of you who currently deliver on Level 1 will recognise that while a large proportion of attendees are coaching children of that age, the course does not fully reflect the issues around coaching children – yet, for those coaching in the 15 a side game, again some key messages are not covered. The solution falling from the Coach Development Model is to produce a specialist Coaching Children Rugby Union course and a separate course for those coaching the 15 a side game.

### **What are the key changes?**

The emphasis will be on Coaching Children, rather than just Coaching Rugby Union. Coaches will be encouraged to develop the 5 C's in a child – Competence, Confidence, Creativity, Character and Connection (Teamwork). Development of Rugby skills and Fundamental movement skills will run alongside development of the Social and Personal skills of the child.

### **How will I learn to deliver this?**

In January you will be invited by your CPDO to attend a training day to acquaint you with the philosophy and content of the course.

### **What about coaches who coach at 13+ but have not a qualification?**

The RFU Level 2 will become the RFU Coaching Award. It will be aimed at those coaching the 15 a side game. Entry will be either through having Level 1 or through a set of prescribed CPD courses which will prepare the coach for the course. Description of this pathway will be available to all.





## *Rugby Ready*

Rugby Ready delivery continues to be a core part of our delivery. Numbers attending grow year on year, and the evaluations show that our delivery remains of high quality.

**However, there is evidence that coaches are attending Rugby Ready, feeling that they have fulfilled their obligations to their players by attending a coaching course, then not attending Level 1 or any other course.**

**On a Rugby Ready course, please ensure that you emphasise that Rugby Ready is a safety course, not a coaching course. In order to develop coaching skills the coaches should be encouraged on Rugby Ready to develop themselves further, not see Rugby Ready as an end in itself.**

For your interest, the IRB Rugby Ready online material has been through a significant rewrite; you should check out the changes on the IRB website so that you are familiar with it should on course questions arise.



## *Trainer Expectations - A Reminder*

We still remain the only sport to provide a Trainer as a Course Lead, which is essential if we are to maintain the highest possible standards. It is therefore imperative if we are to continue to use the Trainer in this capacity that the Trainer provides the best possible service in the role of Course Leader.

It is also important for us that you feel proud and respected in being part of a small group of RFU licensed Trainers and communicating on a regular basis is key to ensuring that together we can continue to provide a World Class Service.

I would like to remind Trainers of a couple of their duties (among the many others) which not all are fulfilling:

1. Return of RFU Award Course Candidate Evaluation Forms to 1<sup>st</sup> 4 sport.
2. Completion and return of College Enrolment Forms to Hartpury College.

Actions required:

### **Return of RFU Award Course Candidate Evaluation Forms to 1<sup>st</sup> 4 sport.**

1. This activity is the admin responsibility of Trainers leading a course. Currently only 20% of forms are returned to 1<sup>st</sup>4sport. Please check that you are provided with the forms from the admin centre, and that on completion of the course all forms are returned in the stamped addressed envelope (s.a.e.) provided back to 1<sup>st</sup> 4sport.

### **Return of College Enrolment Forms (LSC funding) to Regional Admin Centre.**

2. College Enrolment Forms will be provided to you by the Regional Centre. Trainers need to ensure that all forms are completed and signed by candidates and trainer; placed in the envelope provided and returned to the Regional centre. (Because the weight of the package will differ with each course it is not possible to supply a s.a.e.)

From 1<sup>st</sup> January 2010 Trainers have received an extra £10 (gross) per course to cover the cost of postage and in recognition of any inconvenience.



## The Player Development Model

### A GUIDE FOR COACHES, PARENTS AND PLAYERS

The vast majority of players in Rugby Union play for enjoyment and recreational purposes. Only 0.1% of adult players are likely to play professional rugby, and 0.05% at International level.

It remains an important aspect of Player Development in Rugby Union that all players are provided with the opportunity to achieve, and perform to, their potential, whilst understanding that a very few will play at the highest levels.

The Player Development Model has been designed to provide guidance for coaches, parents and players on the areas of primary focus for each stage of the player's development. The physical and emotional maturity of children and young people varies from individual to individual, and is not necessarily chronological (i.e. not all 8 year olds are at the same level of physical or emotional development). This has important implications for coaches and parents as the expectations for each player should differ, with players developing at vastly different rates.

The Player Development Model (Table 1 and 2) has been partitioned into 3 year age bands, based on playing (i.e. the rules of the game and game development). This has been further sectioned into the following categories:

- Personal & Social
- Physical & Movement
- Game Understanding (Tactics)
- Skill Focus (Technical)

These are self explanatory, and have been sectioned for ease. However it is important to note that they are far from stand alone and all should be integrated for the development of the individual on a holistic basis. Personal and Social Development is all encompassing with the development of the person being of paramount importance. Confident, well adjusted people are better able to develop into confident, well adjusted rugby players, and this should be an aim for all coaches.

Setting a good learning environment, encouraging players to take responsibility (for themselves and others); to be confident; to be creative; to work within a team; to accept decisions; to be able to

self-reflect and set goals; to accept mistakes as an important part of the learning process is at least equal to developing rugby skills and game understanding - and for children especially (but not exclusively) is the most important aspect of their development.

The model provides guidance on the focal areas of development for each age band, whilst understanding that the 'boundaries' are permeable and whereas not all children will achieve all of the skills, knowledge, behaviours and attributes outlines, some will exceed them, and may progress to the next 'level'. The coaches role is to provide the opportunities for the players to develop in all of the areas.

Table 1 has been divided into two distinct areas

- The Sampling Years
- The Participation Years

#### **The Sampling Years 7 - 12**

It is important that children participate in a variety of sports during the sampling years, which may decrease as they become older and begin to specialise. This enables them to develop all round skills, spatial awareness, decision making and game understanding.

It is equally essential that children are involved in a good deal of deliberate play. Deliberate play is unstructured activity usually led by the participants themselves and engaged in with fun as the intention. Children should engage in large quantities of deliberate play activities (designed to maximize enjoyment, and regulated by flexible age-adapted rules) during the sampling years

**What are we trying to establish in Rugby Union for children?**

Develop a grounding in the core values of the game – enjoyment, respect, discipline, teamwork, sportsmanship through the:

- Participation in a range of sports/activities other than rugby
- Focus of the sport for all – everyone “plays” – not based on the child’s ability to perform but on their ability to participate.
- Promotion of the social aspect of sport and multi-positional play & activity
- Development of confidence & self esteem
- Celebration of success as the learning of new skills and understanding
- Enjoyment and engagement of the player in low-organisation games, and less drill type activities
- Child first approach and the coaching of fundamentals

**The Participation Years U13 to Adult**

Players in the Participation Years are involved in rugby mainly for recreational purposes and will remain involved because they see rugby as an outlet where they can have fun, be challenged and enjoy competition at a ‘local’ level.

Provision should be made for the players to have opportunity to mix socially and experience friendship, camaraderie and social support. “Playing with my mates” is as important a reason to participate as athletic development.

**What we are trying to develop in Rugby Union for adolescents and adults?**

Develop a grounding in the core values of the game – enjoyment, respect, discipline, teamwork, sportsmanship through the:

- Provision of opportunity for social interaction, (eg teamwork, camaraderie)
- Self assessment of skills (in a safe environment) for long-term sport involvement throughout adolescence and adulthood
- Provision of opportunity for and encouragement of players to have fun and compete at their optimum level
- Promote the development of fitness and health-related physical activities
- Support and encourage personal and social attributes through rugby



		THE SAMPLING YEARS			THE PARTICIPATION YEARS	
		U7 – U9	U10 – U12	U13 – U15	U16 - Adult	
<b>Social &amp; Personal</b>	Enjoy activity Be confident Be a team player Play fairly Follow instructions	Take on different roles Give & take feedback Set personal goals Be creative Work effectively with others as part of a team	Direct & organise others Make a positive contribution to the group (team/unit/sub unit) Self motivate Approach new skills/game developments/activities as an exciting challenge	Analyse quality of performance (own and others) Accept role within the team/unit/sub unit Seek opportunities to improve Lead & Motivate Demonstrate determination, resilience and creativity		
<b>Physical &amp; Movement</b>	Move with agility & balance – Coordinate actions – Perform a single skill with control Link two skills together with control Perform a range of skills with some control and consistency	Perform a range of skills with good control and consistency Adopt and maintain a strong body position Perform with accuracy, fluency, control & consistency Sustain – Running, Jumping, Throwing Catching Understand importance of warm up/cool down and the benefits of physical exercise & being healthy in relation to rugby union.	Aware of the benefits of healthy lifestyle & nutritional requirements for performance Has knowledge of health & nutritional advice Perform a range of skills consistently and accurately Perform a range of skills in pressure situations Make some adjustments to technique when required	Attain a level of fitness (aerobic/anaerobic, strength, flexibility, speed) & core stability to be able to compete & perform at the appropriate level. Apply knowledge of health & nutritional advice Perform wide range of skills consistently and accurately Perform skills in pressure situations Make adjustments to technique when required		
<b>Game Understanding (Tactical)</b>	Solve basic problems using Principles of Play Demonstrate basic spatial awareness Use basic tactics and strategies Understand performance (how to improve) Find own solutions	Solve problems using the Principles of Play Understand & follow rules – Adapt & adjust to changes (use different skills & tactical to outwit opponents Make sound decisions Understand “why” and explain /execute next steps	Apply principles of play to attack & defence Understand & apply role in attack & defence Evaluate own and others strengths & weaknesses to make decisions Developing counter attack from tum over & kick receipt. Utilisation of space	Explore patterns of play –attack & defence. Improvise & adapt to changing situation Understand and use set piece variation and develop play from it. Use supporting players to counter attack effectively		
<b>Skill Focus (Technical)</b>	Throwing Passing Catching – Tackle (U9)	Contact Scrum Contest for the ball Range & selection of Pass, receipt, kick Support	Experience & practise variety of passing, kicking, throwing & receipt Prepare for contact Use combination of skills accurately. Transfer skills & movements effectively from training situations and other sports into rugby Perform a variety of skills consistently and effectively in challenging/competitive situations	Maintain Scrum technique Maintain Line-out Technique Execute effective offensive tackle techniques Demonstrate a range of skills specific to own position/s		

 **Coach Development Model**

As you will be aware, we have been delivering UKCC qualifications for a number of years. A more recent development has been the fine work of Nevil Jeffery in putting together some high quality CPD courses which help a coach broaden their knowledge between qualification courses. The next step towards ensuring these courses target coaches and players effectively and cover all recognised knowledge, skills, behaviours and capabilities needed to operate. A Coach Development Model has been produced to more accurately identify and recognise a coach's needs relating to the players they work with.

## Long Term Coach Development Model



As you see in the model above, we have identified that a coach is likely to be coaching in one of six environments – there are six groups of players that a coach could be working with. We have also identified that there are 5 levels of coaching expertise within each environment, from novice to Master (please do not confuse these levels of expertise with UKCC qualification levels – they vary as to where in the model they sit, depending on environment). Viewing coaching in such a way, we can then start to populate each box in the model with the knowledge, skills, behaviours and capabilities required of a coach in each environment at every level of expertise.

A practical example – a parent wishes to become involved in coaching their U7 child, with no previous coaching experience. Clearly, the player is U7 so the coach is operating in the Children's column; the coach is a novice, so is operating in the bottom left box of the model. Another example – a Premiership player retires, and gets a job as Backs coach at a Premiership club. Again, they are operating in the Elite column, but are novice coaches, so operate in the bottom right hand column.

So what can the model tell us?

By identifying the knowledge skills, behaviours and capabilities of a coach operating in each box, then development programmes can be designed to suit the needs of every coach across the model. This has been done by looking at the needs of the player in each environment under the headings of Skill Focus, Game Understanding, Physical Movement and Lifestyle, Coaching Process and Leadership, and importantly, Social and Personal Skills; and matching that to the expertise of the coach and expectations of that level of expertise.

Understanding the needs of the players and coaches across the model, we have been able to map current qualifications and CPD, identifying gaps in our provision. Interestingly, our ability to develop Social and Personal skills was shown to be particularly lacking in what is currently offered. The model provides the coach with a development pathway, and when it appears on the web will show coaches what they need to know and where they can access the information. It will be a useful tool for us in developing courses, CEs in benchmarking and action planning for coaches, as well as coaches.



## *Player Performance and Safety*

The coaching and medical departments are currently working together to develop better mechanisms for getting sport science and medical research findings that are relevant to player performance and safety across to coaches.

Some examples of work in this area that we are currently undertaking are:

- Community Rugby Injury Surveillance. We are expecting over 100 teams to be enrolled in this programme for the 2011/12 season, which monitors injuries across all levels of adult male rugby. Analysis has so far identified a number of potential areas for injury prevention interventions that we will now work to develop into resources that coaches will enable coaches to incorporate these into their training programmes with the aim of keeping more players available for selection and/or improving their performance on the field.
- Report on Injury Risk in English Youth Rugby Union. Earlier this year this report detailing the findings and recommendations on this 3 year study were approved by Player Safety Committee and Schools and Youth Committee. The report with existing coaching resources that can be used by coaches to address the issues raised was sent out to all schools and academies at the end of last season. Further copies are available from your CPDO.
- Key findings:
  - Injury rates in Academy and School youth rugby are significantly lower than in professional elite rugby.
  - Differences in injury patterns are emerging e.g.
    - A higher shoulder injury burden in school players,
    - A higher than expected severity of recurrent training injuries in school players, suggesting they may return too early before fully recovered,
    - Although Academies have a higher training load, the school players had a higher risk of injury during training, particularly related to scrum practice and weight training,
- Schoolboy Rugby Injury Project. We have just completed a two year study into schoolboy rugby games and their training, looking at injuries and possible risk factors that may be addressed to reduce the risk of injury. We will be producing a report on this
- Youth Concussion Study. We have also just completed a study into the knowledge and experience of concussion in U18 players. The findings will be made available in a report during this season. A key finding was the importance of the coach in forming players' attitudes and behaviours to concussion.

Related to this last piece of work, the IRB Council approved the revised Concussion regulation effective from May 26<sup>th</sup> 2011. The press release can be seen at <http://www.irb.com/newsmedia/mediazone/pressrelease/newsid=2043181.html#irb+tackles+concussion+players+first>. The new Regulation 10 can be viewed at [http://www.irb.com/mm/document/lawsregs/regulations/04/23/26/100518gfirbhandbook2010fre\\_g10english.pdf](http://www.irb.com/mm/document/lawsregs/regulations/04/23/26/100518gfirbhandbook2010fre_g10english.pdf), and the accompanying guidelines at <http://www.irbplayerwelfare.com/concussion>. The IRB will roll out its coach and player education programme later this year. The key new changes are:

- Players with suspected concussion must be removed from the field of play (and not return)
- Players with suspected concussion must go through a graded Return to Play Protocol with medical practitioner clearance before a return to play
- The need for independent neurological specialist clearance is removed
- The mandatory three week stand down for the age group player is replaced by advice around more individualised RTP guidelines

If you have any areas of player performance or safety that you feel would be of value to your coaching, please let us know via your CPDO.


*Regional Coach & Player Development Officers*

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**Attachment: Change of details pro forma**