



**RFU Coaching Department
Human Resource Education and Training Process**

**RFU Quality Assurance Procedures and Guidelines for the Education and Training
of Coaches, Tutors, Trainers, Assessors, Verifiers, Mentors,
Coach Developers, & *Officials***

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The purpose of this document is to act as an ongoing appraisal of how the RFU Human Resource Education and Training Process is evolving, from its initiation in February 2001 to the present day. The document is updated at 6 monthly intervals and outlines the numbers and progress of people within the coaching infrastructure who are being educated and developed to fulfil roles such as: RFU trainers; tutors; assessors and mentors. The document shows what has been achieved and what is projected.

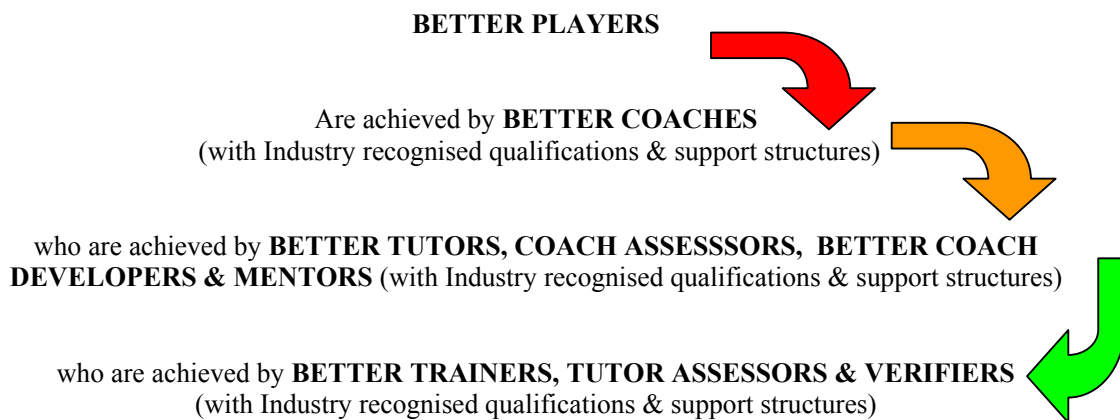
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EXECUTIVE SUMMARY

The RFU Coaching Department has identified a need to develop a robust, competence-based, quality-assured, generic training process for coaches, tutors, trainers, assessors, verifiers, mentors, coach developers, *and officials*. This document outlines the proposed procedures and guidelines and will make reference to the national templates, (aligned to National Occupational Standards), against which specialised training programmes will be delivered for selected groups.

The working group has been in place since September 2001 and since that time has identified the need for change, actioned plans and delivered new structures and training processes. (See Appendix A for past achievements and Section 2 for current plans.) This document is constantly evolving in line with Government funding opportunities, industry standards, RFU plans (Strategic Plan & Impact document) and the needs of the game.

The basic rationale is:-



The evolution of this Coach Education system requires significant investment, resources and commitment. The outcomes should be significant for Rugby Union

RFU Coaching Department Human Resource Education and Training Process

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Section 1: Introduction

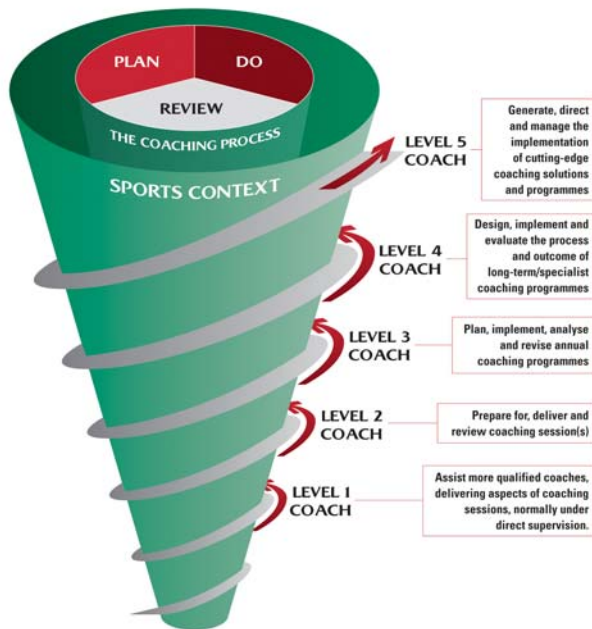
“Coaching that is effective and of the highest quality will undoubtedly have the most significant influence in retaining players and will facilitate them in achieving their full potential in rugby football. The RFU and its key partners intend to generate an environment where coaching and its development can flourish to the full”¹

The effectiveness of coaches and officials is strongly influenced by the quality of their education, development and ongoing support. This in turn places great importance on the way individuals are selected, educated, developed and supported for the different roles.

*The RFU Human Resource Education and Training Process needs to build on current theories of how people learn practical skills and how competences can best be developed and assessed in a classroom or practical setting. The RFU Human Resource Education and Training Process will need to be externally validated and verified in line with National Occupational Standards and the National Coaching Certificate.

Work on the procedures and guidelines was initiated in February 2001 and continues to evolve through the education and development of professional staff and selected volunteers (SVs). The Implementation Phases in Section 2 document progress. These procedures and guidelines will be regularly monitored, reviewed and updated by the working group in line with RFU and national developments.

UKCC Coach Development spiral²



¹ RFU Coach Development Plan 2002

² UKCC

National Occupational Standards (NOS)

The NOS for coaches have been developed across five levels:

UKCC Generic Level descriptors

Level	What the qualified coach will be able to do:
Level 5	Generate, direct and manage the implementation of cutting-edge coaching solutions and programmes
Level 4	Design, implement and evaluate the process and outcome of long-term/specialist coaching programmes
Level 3	Plan, implement, analyse and revise annual coaching programmes
Level 2	Prepare for, deliver and review coaching session(s)
Level 1	Assist more qualified coaches, delivering aspects of coaching sessions, normally under direct supervision.

Rugby Source Group Version of Level descriptors

Level	What the coach will be qualified to do
5	Generate, direct and manage the implementation of cutting-edge coaching solutions and programmes Eg National Coach, Director of Coach/ Development
4	Design, implement and evaluate the process and outcome of long-term/specialist coaching programmes Eg Professional Coach, Kicking Coach to high performance players, Expert Developmental Coach or Age Grade National Coach
3	Plan, implement, analyse and revise annual coaching programmes Eg Head Coach of a team and/or programme, Age Grade Representative Coach – County/ Region
2	Prepare for, deliver and review coaching sessions Eg Coach a group of players – Club Coach/Teacher
1	Deliver aspects of coaching sessions under direction Eg Coach players with guidance from a Head Coach, Club Coaching Co-ordinator or NGB scheme

Descriptors for trainers, tutors etc are currently being developed and will be included in future versions of this document.

Section 2: Implementation Phases and Progress to date

The original process recommended a quality-assured, four-phased approach (see Appendix A for detail). This has now been extended to incorporate three further phases.

Phase 5 (January 2004 to June 2004)

No	Item	√ or X	Comments	Action
5.1	Re-aligned coaching structure across 5 levels to fit UKCC and NOS (Level 4 becomes 5, Levels 2 and 3 become 3 and 4).	√	Via Coaching sub	N/A
5.2	Ongoing course development for Level 3 (in conjunction with 1 st 4sport) and Level 4 courses.	X √	L3 - 1 st 4Sport recommendation to wait until UKCC CKF. Use current course until 05 L4 – Ongoing.	GH Pilot April 05
5.3	Selection of coaches and ongoing development of Level 5 course.	√	12 coaches in cohort 1. 1 st 3 workshops complete	
5.4	Rugby selected as one of 6 fast track sports for UKCC.	√		
5.5	Secondment of MH to lead UKCC developments across UK.	√		
5.6	Secondment of Gary Henderson (GH) from RRDM to Coach Development Manager (CDM)	√		
5.7	Plan a national trainer CPD workshop and 9 regional tutor CPD workshops.	X	Assessor training for Trainers. Tutor CPD to phase 7	
5.8	Identification, design and development of training programme for coach developers.	X	RFU budget slowed delivery. Ongoing negotiation with scUK	
5.9	Identification, design and development of verifier training with scUK/1st4sport.	√ EV X IV	10 via 1 st 4sport Phase 7 – Feb 05	
5.10	Design and run regional in-service tutor training to facilitate movement towards National Occupational Standards.	X	See Tutor element of 5.7	
5.11	Identify potential gap between NOS trainer standards and RFU trainer standards	√	National Trainer standards NY complete	
5.12	Consultation with scUK to run assessor training programme.	√	Ran Assessor training for Trainers working with Tutors. Used scUK	
5.13	Build infra-structure (human resource) in readiness for roll out of L1 (improved Mini/Midi, now incorporating 15-a-side) and Level 2 courses in July 2004.	√ - L1 X - L2	L1 complete via Regional acquaint L2 – Jan 05	

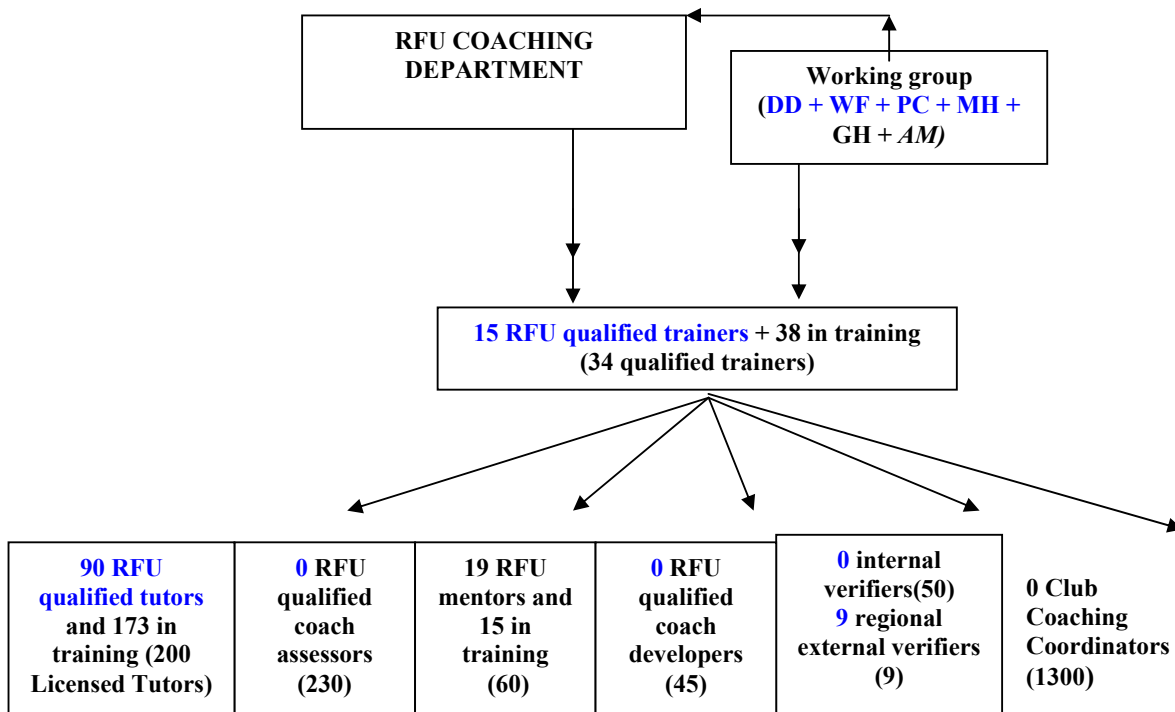
5.14	Develop policy and procedures for identifying approved centres and funding relationships with training providers (eg FE colleges).	√	10 Set up & running.	
5.15	RFU trainers continue to support trainee trainers and tutors in training as they co-deliver and gain accreditation where merited.	√	Ongoing	
5.16	PC to support and develop RFU trainers.	X	Trainer training. Little support for existing Trainers	
5.17	Delivery of mentor/coach review evenings and production of report.	√		
5.18	Regions to provide audit of trainee tutor progression and evidence of any need for additional tutor training.	√	Varies region by region	
5.19	National audit of trainee trainer progression and evidence of any need for additional trainer training.	√		
5.20	Run assessor training for 18 trainers (including professional staff) in April/May.	√		
5.21	Run 9 regional assessor training courses for tutors in May/June.	X	Phase 7	
5.22	Plan annual mentoring workshop plus further competence assessment of mentors.	√	2 accredited	
5.23	Identify new mentee coaches and appraise need for new Mentors	√		
5.24	Identify tutor/trainer/assessor licence criteria.	√	Roll out phase 7	
Phase 6 (July 2004 to December 2004)				
6.1	Begin delivery of L1 and 2 courses.	√ - L1 X - L2	L2 - February	
6.2	Seek UKCC endorsement (if available) for L1 and L2	X	Agency not appointed	
6.3	Ongoing development of L3 and L4	X √	As 5.2	
6.4	Roll out of L5 coaching course at Loughborough (N = 12)	√		
6.5	Seek ongoing funding for seconded positions.	√		
6.6	RFU trainers continue to support trainee trainers and tutors in training as they co-deliver and gain accreditation where merited.	√		
6.7	PC to support and develop RFU trainers.	X		
6.8	Action audit of trainee tutor progression and deliver further tutor training where evidence supports the need.	X		
6.9	Action audit of trainee trainer progression and deliver further trainer training where evidence supports the need.	X		
6.10	Run further assessor training as required	X	Phase 7	
6.11	Deliver annual mentor workshop	√		
6.12	Appoint new mentor-coach partnerships	√		
6.13	2 day training course for new mentors	√		
6.14	Deliver annual trainer CPD workshop	√	Assessor training	
6.15	Implement training programme for Coach Developers	√	Ongoing	

6.16	Deliver 9 regional CPD tutor workshops	X	Phase 7	
6.17	Check mentor competences against national framework	X	No progress	
Phase 7 (Jan 05 to July 05)				
	Formal monitoring & Evaluation of Coaching Award courses			
	Tutor CPD – Assessor Training			
	Establish different payment rates for Licensed Tutors			
	Roll out licensing logistics for Tutors by Jan 06			
	MH to prioritise top 6 trainee trainers and support to sign off via big 10			
	Review licensing requirement			
	PC to investigate cross sport CPD for Trainers			
	Deliver Assessor Training for Coaches			
	MH & GH to develop IV process			
	Mentor/coach Review evenings			
	Annual mentor workshops			

Section 3: Proposed Human Resource Infrastructure

In order to fully deliver quality assured coach education across England the following Human resource infrastructure is **recommended**.

- 1 **1 Full time National Coach Development Manager** to work nationally and drive the human resource infrastructure e.g. Trainers/ Tutors, Assessors/ Verifiers etc
- 2 **9 Coach Development Officers (CDOs)**, to work regionally.
- 3 **1 National Administrator supported by 9 existing Regional p/t Administrators**
- 4 **34 RFU qualified trainers**
Comprised of professional staff (RRDMs, selected RDOs) and SVs
- 5 **200 RFU qualified tutors:**
 - o Qualified professional staff (maximum 57 RRDM/RDOs)
 - o 33 qualified SVs for Level 3 and Level 4
 - o 110 qualified SVs³ for Tag, Mini/Midi, Levels 1 and 2.
- 6 **230 RFU qualified coach assessors** (initial estimate of 25 per region including the professional staff) will be required for assessments across the first 4 levels.
- 7 **60 RFU trained mentors; 19** mentors have already been selected, given initial training and worked with coaches during Phases 1, 2, 3, 4 and 5 and they will receive accreditation where merited from July 2004 onwards. **15** new Mentors being trained November 2004.
- 8 **45 RFU coach developers** will be selected, trained and deployed regionally by Spring 2005.
- 9 **50 Internal verifiers** to be selected from Tutor/ Assessor workforce
- 10 **9 External verifiers** to be employed by 1st4sport and selected from Trainer workforce
- 11 **1300 Club Coaching Coordinators** working in section 1 clubs



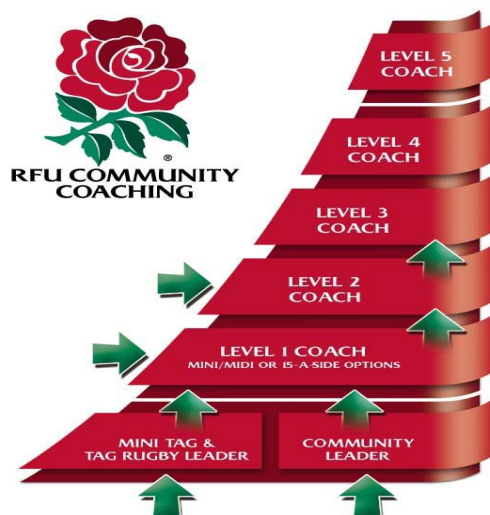
Structure Diagram – Current numbers with projected need in brackets.

³ This figure is based on the premise of approximately 12 tutors per region.
November 2004

Section 4: RFU Coaches

In February 2004 the RFU Coaching structure was amended to align exactly with NOS and thereby allow access to Learning Skills Council (LSC) funding and an opportunity for UKCC endorsement. All qualifications will be competence based and involve some off course work.

COACHING STRUCTURE



COURSE DETAILS & PROJECTIONS

RFU/ NOS Level	Entry Requirements	Able to: (NOS Descriptor)	Example of type of suitable coach	Duration
1 RFU & 1 st 4sport (July 04)	Min – 16 years old Completion of RFU Child Protection course	Assist more qualified coaches, delivering aspects of coaching sessions, normally under direct supervision.	<ul style="list-style-type: none"> Age grade- Mini/ Midi/ coach Assistant coach to Youth/ Adult teams 	21 hours over 2 weeks (16 on course)
2 RFU & 1 st 4sport (Feb 05)	Min – 18 years old Completion of Level 1 course or appropriate APL	Prepare for, deliver and review coaching session(s)	<ul style="list-style-type: none"> Age grade head coach. Sessional coach e.g. LA/ Active Sports. Single Coach to a team (no support) 	69 hours over 10weeks (30 on course)
3 RFU & 1 st 4sport (Sept 05)	TBC	Plan, implement, analyse and revise annual coaching programmes	<ul style="list-style-type: none"> Head Coach to team inc Assistant coaches Representative coach 	TBC
4 RFU & 1 st 4sport (May05)	TBC	Design, implement and evaluate the process and outcome of long- term/specialist coaching programmes	<ul style="list-style-type: none"> Director of Rugby Specialist age grade or positional coach 	7 days over 18 months
5 RFU & Loughborough University (July 04)	TBC See RFU website	Generate, direct and manage the implementation of cutting-edge coaching solutions and programmes	<ul style="list-style-type: none"> Elite coach e.g. Premiership/ National 1/ Academy/ National Rep teams 	18 months

Section 5: RFU Tutors

RFU tutors will be trained and qualified to deliver specified competence-based courses in line with the national template and according to their rugby knowledge, skills and experience. Normally they would operate in the classroom and on the pitch and must work in line with the RFU's child protection policy and implementation strategy.

Specification

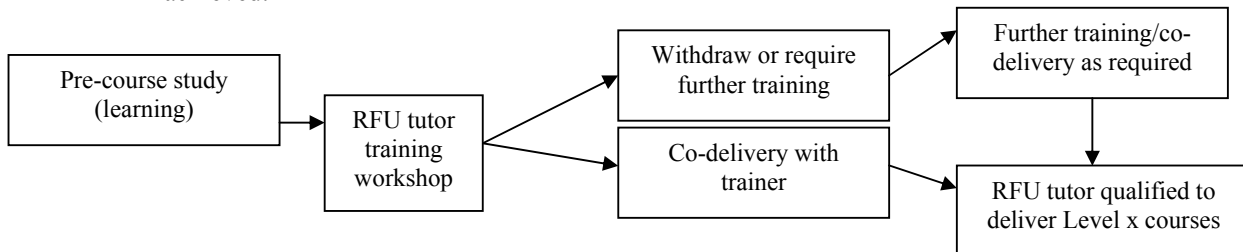
Potential tutors would normally:

- demonstrate excellent interpersonal skills
- have had some experience of presenting information to groups (eg teaching)
- be open-minded, adaptable to change, welcome feedback and be willing to self-reflect
- adopt an interactive rather than lecturing approach
- have a genuine interest in wanting to develop coaches *or officials*
- have appropriate rugby knowledge, skills and experience to be able to deliver specific courses
- deliver an agreed number of coaching *or refereeing courses* per year
- have completed a recognised child protection training course, have CRB clearance and have a copy of the RFU Good Practice Guide.

Training

Each tutor-training programme would normally comprise:

- presentation skills guidance (booklet/CD Rom)
- attendance at RFU tutor training workshop with some competence based assessment and action planning
- ongoing co-delivery of coaching/*referee* courses with a trainer until competence has been achieved.



Competences

RFU qualified tutors would have demonstrated their ability to deliver competence-based sessions based on learning principles in classroom and practical settings. They will be able to⁴:

- demonstrate their presentation skills
- select and use AVAs to facilitate learning
- create and maintain a learning environment
- devise tasks and use group work to facilitate learning
- deliver outcome-based sessions and draw out key learning points
- use questioning, listening and reviewing skills
- facilitate coaches' learning through practical micro-coaching sessions
- help coaches to self reflect and action plan for their personal development
- demonstrate self-reflection skills and action plan for personal development.

Interim assessment guidance:

After the workshop, RFU qualified trainers must assess trainee tutors in **both** classroom and practical contexts. In addition to confirming competences not yet demonstrated, they should also confirm any competences displayed at the training workshop. Most trainee tutors will require more than one co-tutoring opportunity to be able to demonstrate competence.

⁴ These competences will be amended when the National Occupational Standards are available.

Prior to the publication of the guidance for assessment against national standards for educators in sport, RFU trainee tutors may be supported in training by qualified RFU trainers who may also make assessments against tutor competences on the transcript and **recommend** qualification. To ensure parity and quality assurance in the interim, the final signing off of tutor competences can only be carried out by either Mark Harrington (RFU Coach Development Manager) or Penny Crisfield (RFU Training Consultant).

Implementation strategy.

Based on predicted number of courses offered per annum, it is estimated that approximately 200 RFU qualified tutors will be required initially to deliver the RFU programme of coach development courses. This is based on the premise that it will be easier to assure quality with a smaller number of tutors⁵ and that further tutors can be added as the need arises. The generic tutor training programme was piloted through delivery to the RDOs in December 2002 – January 2003. Fast track tutor training courses for mentors and SVs with appropriate APL were delivered in April 2003. Trainers delivered further tutor training to 120 SVs in Summer 2003 to accredit tutors for delivery of Mini/Midi, Level 1 and Level 2 coaching courses.

Each trainee tutor is assigned an RFU trainer, who will support the trainee tutor and monitor his progress through the course and co-delivery.

Tutor License

The RFU Tutor qualification will act as a 2 year license. In order to successfully re-license a Tutor will need to provide evidence of the following:

1. Initial RFU Tutor qualification
2. 2 days Continuous Professional Development (CPD) e.g. RFU/ scUK/ Equity etc
3. 8 days tutoring via log (to include self reflection)
4. A verifier/ trainer report on the tutor
5. Child Protection Awareness
6. 1st Aid qualification (RFU meet cost)

If a Tutor fails to provide evidence of 1 – 5 above he/ she may lose their Tutoring license. Licensed tutors to earn higher rates of payment.

By January 2006 only licensed Tutors will be able to tutor on RFU courses.

CPD

Provide CPD opportunities on a regional basis to pick up Technical/ acquaint issues and specific generic issues.

⁵ The tutor workforce is being pruned from 300 or more tutors to approximately 200 on the premise that the more often tutors deliver, the better they will be able to hone their delivery skills.

Section 6: RFU Trainers

RFU trainers are currently responsible for the design, development and delivery of Tutor training. They also support tutors in training through co-delivery until sign off and sometimes beyond.

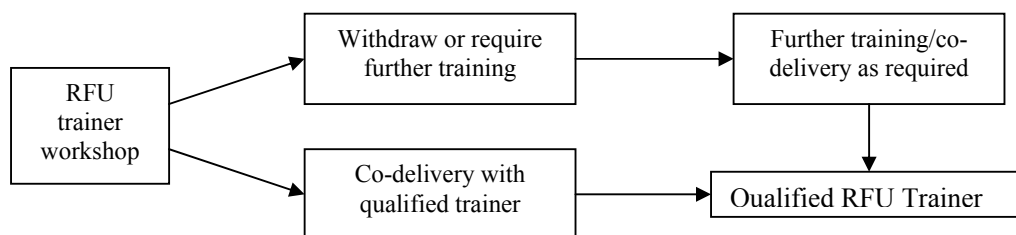
Specification

Potential trainers would normally:

- be qualified RFU tutors and assessors
- have significant and successful experience of tutoring and assessing rugby courses at various levels
- demonstrate excellent presentation and tutoring skills
- have the commitment to offer the designated number of training days per year to the RFU (formal agreement for non-professional staff)
- have completed a recognised child protection training course, have CRB clearance and have a copy of the RFU Good Practice Guide.

Training

The training programme for RFU trainers will comprise coherent and progressive workshops and associated co-delivery opportunities to help trainers gain the required competences.



Competences

RFU qualified trainers will be required to commit to offer a designated number of training days per year to the RFU (formal agreement for non-professional staff) and have demonstrated their ability⁶ to:

- demonstrate competence-based classroom and practical tutoring skills based on learning principles
- assist with the selection of tutors against set criteria (generic and rugby-based skills, knowledge, attitudes and experience)
- deliver tutor (initial and annual update) training in line with the RFU national templates
- use review skills to help tutors analyse their own performance
- design and deliver competence-based courses and materials
- assess the competence of tutors against set standards (nationally or externally recognised and validated)
- monitor and evaluate courses and programmes, make recommendations and instigate changes as necessary
- provide feedback and help tutors to action plan
- demonstrate self-reflective skills and action plan for their own personal development.

Interim assessment guidance:

Prior to the publication of the guidance for assessment against national standards for sports trainers, RFU trainee trainers may be supported in training by qualified RFU trainers who may also make provisional assessments against trainer competences on the transcript. To ensure parity and quality assurance in the interim, the final assessment and signing off of trainer competences

⁶ These competences will be amended when the National Occupational Standards are available.

can only be carried out by either Mark Harrington (RFU Coach Development Manager) or Penny Crisfield (RFU Training Consultant).

Implementation strategy:

In Phase 1, trainers were drawn from the existing RRDM group. In Phase 3 they were drawn from RDOs and SV tutors. In Phases 5/6 it is proposed that 9 CDOs will be appointed to train, monitor and support RFU tutors, assessors, mentors and coach developers). The importance of appointing high quality CDOs cannot be understated. Any additional trainers may be drawn from RRDM's, RDOs or SVs⁷.

When the national occupational standards for sports trainers have been established by scUK, existing trainers will be offered appropriate guidance and support (and if required further training) to demonstrate competence against the criteria. It is envisaged that this is likely to require:

- a portfolio of evidence of training designed, delivered and undertaken, together with relevant reflections and action plans
- possible additional tasks.

RFU trainers are therefore advised to maintain a reflective log cataloguing all training opportunities (designed, delivered and undertaken), together with any reports and evaluations received, self-reflection notes, action plans and progress towards personal action plans. In addition, evidence of review, feedback and action planning sessions with tutors should be recorded.

Trainer License

The RFU Tutor qualification will act as a 2 year license. In order to successfully re-license a Tutor will need to provide evidence of the following:

1. Initial RFU Tutor qualification
2. Initial RFU Trainer qualification
3. 2 days Continuous Professional Development (CPD) e.g. RFU/ scUK/ Equity etc
4. 8 days training via log (to include self reflection and peer reflection)
5. A report on the trainer
6. Child Protection Awareness
7. 1st Aid qualification (RFU meet cost)

CPD

Investigate cross sport CPD

⁷ The use of SVs requires a written agreement of a certain number of days' work and incurs additional costs.

Section 7: RFU Coach Assessors and Tutor Assessors

On all courses Tutors/ Assessors will provide ongoing competence-based assessment. The RFU coach assessors will assess coaches against the competences laid down for that course. Assessments will take place wholly on course for Levels 1 & 2 using other coaches to simulate players. For Levels 3 & 4 the assessments will take place on course and in the workplace. Assessments will be incrementally more rigorous.

Specification

RFU coach assessors would normally:

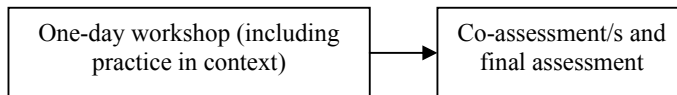
- be expected to have considerable experience of the requirements and standards of the rugby course to be assessed.
- Be expected to be RFU Tutors

RFU Tutor assessors would normally:

- be expected to have considerable experience of the requirements and standards of the rugby course to be assessed.
- Be expected to be RFU Trainers

Training

Tutor Assessors will be required to attend a one-day workshop⁸ and would then co-assess with a qualified assessor who would ultimately confirm competence, where needed.



Coach Assessors will be required to attend a one-day workshop⁹ and would then gather some evidence/ portfolio before returning for an evening.

Competences

RFU qualified assessors would assess coaches against prescribed criteria. They would be able to:

- explain competence-based training and assessment
- make judgements
- assess written tasks, reflective coaching (or tutoring) logs and practical coaching (or tutoring) sessions against criteria/standards
- prepare coaches for assessment
- use the review process and questioning to assess competences not shown in written or practical
- help coaches to self-reflect and action plan
- complete written reports
- demonstrate self-reflective skills and action plan for personal development.

Implementation strategy

It is estimated that around 230 trained RFU coach assessors will be required from May 2004 when coaching courses will be competence-based in both delivery and assessment (ie all assessment will be competence based with clear criteria/standards for practical coaching, reflective coaching logs and tasks as required). The national standards for assessors in sport (introductory assessor practical sport – IAPS) will be available from Autumn 2004, RFU Assessors will need to demonstrate competence against these national standards.

⁸ The duration and requirements will be dependent on the validating organisation (scUK).

⁹ The duration and requirements will be dependent on the validating organisation (scUK).

Section 8: RFU Verifiers

The RFU is committed to robust quality assurance of coach education. This will require the appointment of Internal Verifiers (by Approved Centre) to verify each delivery site and every tutor once a year. External Verifiers (employed by the1st4sport) will be appointed for 1 in every 4 courses delivered.

Specification

Internal Verifiers will be a minimum of RFU Tutors (or working towards)

External Verifiers will be RFU Trainers (or working towards)

Training

IV Training will be 1 day on a Divisional basis

EV Training is a 1 day training on a national basis

Competences

N/A

Proposed implementation strategy

IV – By March 2005

EV – Completed by October 2004

Section 9: RFU Mentors

RFU Mentors are responsible for the 1 to 1 development of promising coaches. Through training and application of learning they work towards qualification which is gained by meeting a set of competences.

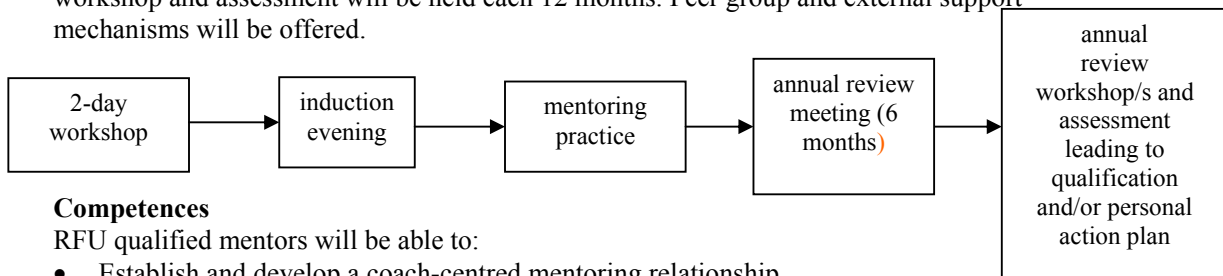
Specification

Potential mentors would be expected to:

- demonstrate significant and successful coaching experience at the level at which they will be deployed as mentors (normally)
- demonstrate ongoing personal development and be open to new ideas
- agree to give a specified amount of time to mentoring per annum (mentoring agreement).

Training

Mentors will undertake a two-day workshop and an induction evening (to meet assigned coaches) before embarking on a period of mentoring practice. During the mentoring practice period, they will be required to maintain a reflective log and attend annual review evenings. A two-day review workshop and assessment will be held each 12 months. Peer group and external support mechanisms will be offered.



Competences

RFU qualified mentors will be able to:

- Establish and develop a coach-centred mentoring relationship
- Structure mentoring sessions in both practical and non-practical arenas (GROW and the review process)
- Use questioning and listening skills to aid coaches' reflection and thinking
- Help coaches to identify their goals, describe their behaviour, identify options and action plan for change
- Provide information and offer feedback in a coach-centred way
- Demonstrate self-reflective skills and personal action planning.

Implementation strategy

In the initial phase, 32 RFU trainee mentors will work with selected coaches of exceptional talent (from September 2002). The annual review evenings will be held in February and the reflective log will be submitted by the end of June. The first review and assessment workshop with accreditation where merited was held in July 2003.

National standards for mentors in sport will be identified and made available to NGBs towards the end of 2004. After this time, it is anticipated that RFU mentor training and assessment will be aligned to these standards.

Section 10: RFU Coach Developers

RFU Coach Developers are responsible for the development of groups of promising coaches. Through training and application of learning they will achieve RFU Coach Developer status.

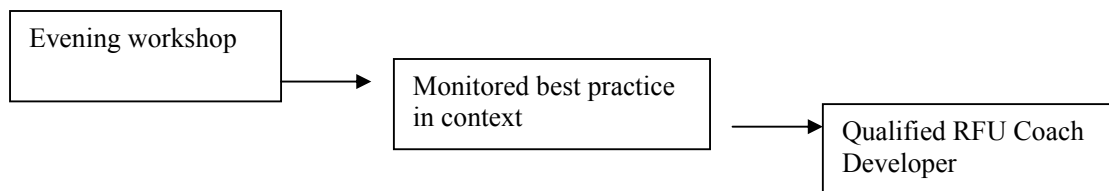
Specification

RFU Coach Developers would normally:

- have a commitment to offer time to supporting CB/Regional Coach Development programmes.
- have a genuine interest in developing coaches

Training

Coach Developers will be required to attend an evening workshop and then work in the CB/Region with a group of coaches.



Competences

RFU Coach Developers will be able to:

- demonstrate significant and successful coaching experience at the level at which they will be deployed as coach developers (normally)
- establish a coach centred development relationship
- use questioning and listening skills to aid coaches reflection and thinking
- help coaches to identify their goals, describe their behaviour, identify options and action plan for change, (GROW model).
- provide information and offer feedback in a coach-centred way
- demonstrate self-reflective skills and personal action planning.
- demonstrate ongoing personal development and be open to new ideas
- give a specified and agreed amount of time to coach development per annum

Implementation strategy

Nominated Coach Developers (5 per region?) will work with identified coaches in a ratio of 1: 4 or 5. They will produce an annual development programme and coaches will progress out of the programme after an agreed timescale.

Section 11: Club Coaching Coordinators

The appointment and function of a CCC will provide a one-stop opportunity for clubs and their coaches to have first hand knowledge of, and access to, those courses, programmes and events promoted, delivered or managed by the RFU Coaching Development Department.

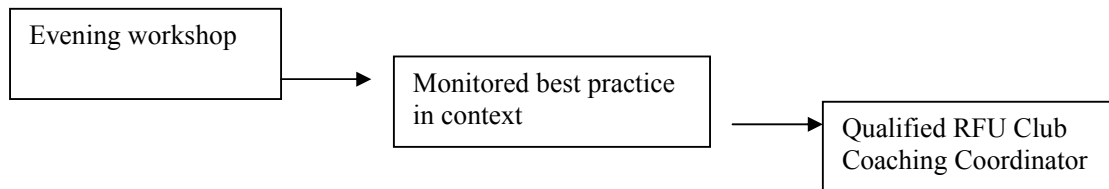
Specification

RFU Club Coaching Coordinators

- Strongly encourage all coaches within the club to become qualified.
- Advise in the identification of potential coaches to fill coaching posts in the club.
- Recognise, advise on and promote personal development, as well as qualification, opportunities among all the club coaches.
- Promote the RFU Code of Conduct for Coaches and/or, have an aligned club policy.
- Seek support from, and keep in contact with, coaching personnel within the RFU, the CB and scUK.

Training

Club Coaching Coordinators will be required to attend an evening workshop and then work with their club coaches.



Competences

RFU Club Coaching Coordinators will be able to:

- Advise coaches about the RFU Coaching Structure
- Know about and have access to a supply of Coaching resources
- Be familiar with the Education and Training Process doc
- Know about and have documentation of RFU mentoring programme
- Show good practice in the managing and developing of club coaches
- Know and use the GROW model
- Advise and encourage coaches to goal set and develop PDPs
- Know how to give feedback

Implementation strategy

The CCC will be promoted by the ezine, Touchline and RFU Professional staff

(See RFU Coaching website for more details.)

Section 12: Information regarding RFU Officials

There is a strong commitment to bring RFU Coaching and Refereeing Departments closer together in terms of education and development of key personnel. In future it is hoped to include Officials within this document.

Section 13: Conclusion

The achievement of the RFU's objectives in implementing the process can only happen with significant investment of time and money in those with direct influence over the coaching and officiating of the community game. The procedures and guidelines in the RFU Human Resource Education and Training Process will provide a competence-based system with built-in quality assurance safeguards. External and internal validation are of paramount importance and comprehensive verification is an essential tool to achieve quality assurance; they must all be given high priority. Time to research the best methods of validation and verification must be built into the system from the outset.

Costs associated with the implementation of the RFU Human Resource Education and Training Process are insignificant when compared with the outcomes that a quality assured system will bring to coaching and officiating. The RFU objective is to ensure that all teams have access to high quality coaching supported by the best coach development system, thus the RFU must make a substantial investment and continue to work with outside agencies to ensure the delivery of cutting edge products and programmes of the highest quality. These can not be developed in isolation and will require key input from partner agencies.

Section 13: Acknowledgements

A significant amount of work has been put into this documentation by all members of the working group, however special recognition must be given to Penny Crisfield (Appolinaire consultants). Des Diamond (RFU Coach Development Manager) and Will Feebery (RFU Training Manager) for their foresight and professionalism in starting the process in February 2001.

Appendix A

Phase 1 (September to December 2002)

	Area	Achieved	Action
1	Review of existing coaching structure.	✓	
2	A design and development phase during which the RFU Human Resource Education and Training Process and the national template for the training programme was developed.	✓	
3	The first group of trainee trainers (RRDMs) piloted the first delivery of tutor training to the RDOs (Day 1 workshop).	✓	
4	Planned meeting with officiating manager re: future training of officials	✓	
5	Recommended changes and improvements to the RFU Human Resource Education and Training Process were made.	✓	

Phase 2 (January to May 2003)

	Area	Achieved	Action
1	Revised coaching structure from an age group approach to a single pathway of 4 levels with game-specific courses underpinning the new structure. There was a commitment that new courses would be written as competence-based courses.	✓	
2	Initiated discussion with Loughborough University with regard to a Level 4 coaching course.	✓	
3	Development groups for revision of Mini/ Midi and Level 1 coaching courses established.	✓	
4	RDOs completed their tutor training through attendance at Days 2 and 3 of workshops followed by co-delivery of coaching courses (with qualified trainers). Following ongoing competence-based assessment; accreditation will be gained where merited. Those not gaining accreditation will receive appropriate training and support.	✓	
5	RRDMs completed their trainer training, underwent assessment and continue to co-deliver leading to accreditation where merited.	✓	
6	Identification of RDOs with the potential to become trainers will be ongoing throughout tutor training.	✓	
7	Meeting held with the Referee Department re the training of officials and looking to future collaboration and possible unification of tutor training.	✓	
8	Fast track tutor training for those in the mentor group and SVs with APL credentials who have suitability to tutor/assess Level 3 coaching courses	✓	
9	Delivery of Mentor/Coach Review evenings	✓	
10	Ongoing investigation of external validation of the *RFU Human Resource Education and Training Process with sports coach UK (scUK)	✓	
11	Ongoing monitoring and review of the RFU Human Resource Education and Training Process.	✓	

Phase 3 (June to September 2003)

	Area	Achieved	Action
1	Launched first fully competence-based Mini/Midi course.	√	
2	Ongoing revisions to Level 1 coaching course.	√	
3	Research into partnerships with awarding bodies to place qualifications on the National Qualification Framework (NQF) to secure sustainable funding for coach education.	√	
4	First tutor training for SVs delivered by qualified trainers.	√	
5	SVs completed their tutor training through co-delivery on approved RFU courses	√	
6	Fast track tutors invited to staff Module 1 and other RFU coaching courses worked towards accreditation through observation and co-delivery of the selected course.	√	
7	Established and delivered a training course for new trainers and identified RDOs and SVs with trainer potential.	√	
8	Ongoing development of Level 4 course	√	
9	Mentors continued their mentor training at the annual training workshop (review, assessment and progress towards accreditation).	√	
10	Investigation into assessor training programme with scUK (delayed to Phase 5).	X	
11	Seeking to establish external validation of the RFU Human Resource Education and Training Process.	√	
12	Seeking to establish internal and external verification systems.	√	
13	Ongoing monitoring and review of the RFU * Human Resource Education and Training Process by working group.	√	

Phase 4 (October 2003 to December 2003)

	Area	Achieved	Action
1	Entered formal agreement with 1 st 4sport qualifications (awarding body) to develop courses at Levels 1 and 2 for the NQF. This agreement will provide for the training and deployment of assessors and external verifiers.	√	
2	Ongoing development of L4 coaching course with Loughborough University, applications sought.	√	
3	Development groups for Level 2 and Level 3 coaching courses established.	√	
4	Ongoing monitoring and review of the RFU Human Resource Education and Training Process.	√	
5	Quality assurance of regional tutor training courses undertaken	√	
6	Trainee tutors continued co-delivery and gained accreditation where merited.	√	
7	Trainee trainers co-delivered and gained accreditation where merited.	√	