



COMMUNITY RUGBY

Ref: 05-0009

To: Society Secretaries

28th July 2005

Gentlemen

Course Developments Recommended Forms for the 2005/06 Season

For those of you who are not aware, I am delighted to inform you that Andy Melrose has been appointed to the new role of Training and Education Officer within the Referee Department. Andy will now take responsibility for the development of the Department's products and training materials.

A review of our courses, qualifications and products was undertaken in 2003. The review was driven by a number of actions points that were agreed with the Rugby Football Referees Union (RFRU), the principal ones being the development of a strategy for distinguishing the role of assessors and coaches and to raise awareness of the Department's products and their intended uses. This review led to the introduction of the Society and Development Referee Coach Award, as well as the replacement of the old 'B' and 'C' Grade referee course by the current Society and Development Referee Awards.

There is no doubt that we have encouraged significant developments in the way referees are coached and assessed. This has focussed, in the main, on those who have the potential to make progress through Federation and Group Development Squads; that is, the minority of referees

As a result of these developments it would be fair to say that we have perhaps taken our 'eye off the ball' with respect to the methodology used for observing and reporting on the majority of referees. I am therefore pleased to announce that I have asked Andy to re-examine some of our previous products under the banner of 'advising'. He is currently trialling materials and these will be available over the course of the forthcoming season.

In the meantime, I attach a table that clarifies the different purposes of observing and recording a referee's match performance, as well as recommended forms and guidance for use during season 2005/06.

Should you have any questions, please do not hesitate to contact me.

Regards

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Delivering the programmes of the Rugby Football Foundation and the Rugby Football Union

Season 05/06

RECOMMENDED SOCIETY FORMS 2005/06

Societies have a range of functions to carry out in terms of observing and reporting upon referees. These are highlighted in the table below:

Types of Observation	Purpose	Currently named forms	Re-named forms to be used from 2005/06
To watch every referee in your Society at least once per season and in some case to watch certain referees a number of times	<ul style="list-style-type: none"> • Duty of Care – are they operating at the right level? • Concept of an annual health check • To encourage all members to feel valued as part of the Society • To provide information to assist the process of raising or lowering a referee's level / grade 	Coaching Report Form	Referee Report Form with referee's strengths and areas to develop plus a clear indication as to whether he/she is operating at the correct level by using the bottom boxes of the form.
To watch incoming referees from other Societies	<ul style="list-style-type: none"> • To provide feedback to the referee and his or her Society • To provide information to assist the process of raising or lowering a referee's level / grade 	Assessment Form 2	Referee Report Form or Referee Assessment Form depending of the needs of the referee. It is important to have clear communications established with incoming Societies to determine the correct focus for observation.
To assess referees in the Society	<ul style="list-style-type: none"> • To provide assessment information for a limited number of referees and to support applications for Federation development squads • To provide information to assist the decision making process re maintaining a referee's level / grade and therefore whether to keep pushing him / her 	Assessment Form 2	Referee Assessment Form
To coach referees in the Society	<ul style="list-style-type: none"> • To provide longitudinal support for an assigned number of referees 	Coaching Form	A Referee Coach Match Report Form that is used to provide, on a match basis, ongoing records of observations, discussions, analysis of assessments, etc. during the season for the referee and a Referee Coach Periodic Summary that is completed once or twice during season for the grading committee



REFEREE ASSESSMENT FORM

NAME OF REFEREE:
SOCIETY

LEVEL

MATCH TYPE

LEVEL

DATE

MATCH RESULT

(pts) -v-

(pts)

1. CHALLENGE OF THE MATCH:

2. MATCH MANAGEMENT:

PLEASE ASSESS THE REFEREE'S MATCH MANAGEMENT USING THE CRITERIA:

3. THE REFEREE'S POTENTIAL:

SIGNATURE OF ASSESSOR:

DATE:

NAME:

SOCIETY:

4. KEY COMPONENTS

TACKLE/KICKS/ADVANTAGE/SCRUM/RUCK/**LINE-OUT/MAUL**

REFEREE'S STRENGTHS - Please select up to three of the above units to outline the referee's strengths in this match, using the Key Component descriptors.

AREAS TO DEVELOP - Please select up to three of the above units to outline areas that need to be developed using the Key Component Descriptors.

Please send a copy of this form direct to the Referee and to (as determined by Society/Federation/Group)

This should normally be done within 48 hours of the match.

GUIDANCE ON THE USE OF THE ASSESSMENT FORM

The Assessment Form can be used for matches at Level 5 and below. However, some Groups may be using the PNR assessment system for some/all of their Group referees.

The purpose of the form is to provide information for those referees who are working within Society and Federation Development Squads. It should also, in the main, be used for exchange referees. However, it is important to have clear communications established with the incoming society to determine the correct focus for the observation i.e. does the referee need assessing or should the alternative Report Form be used.

Assessors should provide data whenever possible to justify any statement made about the performance of a Referee in any of the Key Components.

Challenge of the Match - Guidelines

In this section the Assessor will provide a full description of the challenges that the match gave to the Referee, to include:

- Individual Skill Levels
- Team Skill Levels
- Patterns and Styles of Play
- Players Attitude as the Match Progressed
- Crowd Attitude as the Match Progressed
- Scoring Pattern
- The Degree of Difficulty of the Match e.g. local derby, previous history
- Other Relevant Information e.g. weather conditions

Match Management - Guidelines

The Match Management mark will reflect the performance of the Referee on the day against the descriptors for **Control and Communication** detailed below.

Details of any critical incidents should be recorded in this section. There may be critical incidents in a match where a Referee makes a decision, which has an important effect on the match score, such as

- (a) preventing a score when a score should have taken place
- (b) awarding a score when a score should not have taken place
- (c) making a decision which totally affects the outcome of the match

The following criteria should be used when grading the overall match grade. Assessors should complete the “words” first and then apply the criteria strictly, ensuring a consistent approach to the development process.

- **Good (G)**
For a G to be awarded the Referee should have complied with the all of the Control and Communication descriptors on nearly all occasions")
- **Minor Development (MD)**
For a MD to be awarded the Referee should have complied with the all of the descriptors on most occasions
- **Needs Development (ND)**

For an ND to be awarded the Referee should have complied with the Control and Communication descriptors not regularly enough

- **Significant Development (SD)**

For an SD to be awarded the Referee should have complied with the descriptors too infrequently

MANAGEMENT

CONTROL
Achieved a balance of preventive and punitive measures to control the match. Ensured that the interactions with captains/players were effective. Managed foul play effectively by applying appropriate sanctions. Managed persistent infringements effectively by applying appropriate sanctions.
COMMUNICATION
Communicated effectively with the whistle. Communicated effectively with signals Communicated effectively with the voice. Communicated advantage with voice and signals. Communicated effectively non-verbally. Communicated effectively with any other match officials.

The Referee's Potential - Guidelines

This section will allow the Assessor to provide information on **the Referee's potential displayed within the match being observed.**

No mark will be awarded but the Assessor should comment on whether the Referee could perform at a higher level, is comfortable at the present level of match or might need to consolidate at a lower match level.

If the Assessor has seen the Referee previously, it may be appropriate to comment on any improvement (or lack of it) that has been made.

Key Components - Guidelines

- a. The Assessor writes comments on the Key components that are relevant for the match being observed
- b. Keep the boxes for the Strengths and Areas for Development the same size
- c. Use the Key Component Descriptors for the Areas to Develop
- d. Use the Key Component Descriptors for the Strengths but also feel free to comment on other aspects (both on and off the pitch) of the Referee's performance that have helped his management of the match
- e. Try not use "buts" or "however" in the Strengths section. It may be tempting to use caveats to qualify the Strengths but doing so detracts from encouraging the referees to build on the Strengths
- f. It is perfectly acceptable to split an element so that it can appear in Strengths and Areas for Development.
- g. It would be helpful to give reasons why the referees are demonstrating a particular strength; this will help them to understand how they can further develop these attributes.

KEY COMPONENTS AND DESCRIPTORS

CONTINUITY

TACKLE
The tackler released the tackled player and moved away. The tackled player made the ball available immediately. The arriving players stayed on their feet. The arriving players entered the tackle 'phase' from the correct position When the ball became unplayable the scrum throw in was taken by the correct side
ADVANTAGE
Opportunities were used to play territorial/tactical advantage in accordance with the spirit of the match. After territorial/tactical advantage had been gained play did not return to the original infringement. Advantage was played without putting non-offending players under undue pressure.
RUCK/MAUL
Players joined from on-side positions. Participants and non-participants remained on-side. Players remained on their feet and hands were not used illegally in the ruck. Rucks/mauls were not collapsed. When the ball became unplayable the scrum throw in was taken by the correct side

SET PHASES

KICKS
Players remained on-side at kicks off & restarts kicks. All restart kicks (ko/do/pk/fk) were taken correctly (method & place). A 10m space was available to non-offending side at PK & FK. Players were on-side at kicks taken in open play. Kickers, chasers and receivers were not obstructed at any type of kick.
SCRUM
The players followed the scrum engagement procedure of Crouch, Hold, Engage. The scrum was stationary and square to the touchline until ball was thrown in. Players' heads and shoulders were above the hips until the scrum was over. All players were bound correctly until the scrum was over. There was a fair competition for the ball. Collapsed (and standing up) scrums did not persist. Participants and non-participants remained on-side.
LINE-OUT
Players were able to take quick throw-ins and quick line-outs. A one-metre gap was maintained. There was a fair competition for the ball. Across the line-out offences were prevented or managed. Along the line-out offences were prevented or managed. Participants and non-participants remained on-side.



REFEREE COACH MATCH REPORT FORM

Referee		Date	
TJ1		TJ2	
Home team	Score	Score	Away Team
			Match Level

Potential Pre-Match Context/Difficulties

Game Management and Personality

Contextual Judgement

Application of Law

Fitness

Action Points

-
-
-

GUIDANCE ON THE USE OF THE REFEREE COACH REPORT FORM

The Referee Coach Report Form is a working document that is used to record what takes place between the Referee and his/her Coach for each match. Both strengths and areas to develop should be recorded where appropriate and it is not required to limit the record to one side of paper. It does need to be legible, preferably typed and distributed by email.

Potential Pre-Match Context/Difficulties

It is important that the potential challenge of the match to the Referee is considered and recorded. Both the internal and game relating influencing factors as well as the non-game related external factors should be considered. Some of the internal factors could be previous experiences, good or bad, between the referee and the teams, as well as the history between the teams in previous matches. Examples of external factors could be problems at home or work, difficulty in getting to the match, poor preparation by the referee. Both the negative and positive influencing factors could either increase or decrease the challenge of the match for the referee.

Game Management and Personality

This is very much an individual factor, and is perhaps the most crucial skill for referees at the top level. Teaching referees the 5 styles of interaction: forcing, avoiding, collaborating, compromising, and accommodating allows them to develop a broad array of conflict management skills. Identify how well the referee manages the game through both verbal and non-verbal communication skills. The verbal behaviour can be interpreted through understanding of the VAPER model where we focus on the **volume, articulation, pitch, emphasis and rate** of verbal communication. The non-verbal behaviour can be identified through the referee's posture, position and proximity, gaze, face, gestures, appearance, physical contact, body shape, expressions, movements and location. Finally, did the referee appear impartial, confident, focussed, composed and competent? If not, how can we enhance his ability to appear so?

Contextual Judgement

Contextual judgement is often the skill that distinguishes the good referee from the great referee. Recognising and having empathy for the players' state of mind and the temper of the game allows referees to make decisions that are appropriate to the specific game context. Therefore, did the referee recognise the antecedents to critical incidents and what did the referee do or what could the referee have done to prevent these incidents from occurring? I.e. did the referee utilise the ABC (antecedents, behaviours, consequences) effectively?

Application of Laws

This section is very straightforward. Simply, did the referee apply the laws in a coherent manner in line with RFU law or were there clear errors?

Fitness

Referees require an ability to not only 'keep up with play' and position themselves adequately but also to make effective decisions that can be negatively affected by physical fatigue. By identifying the referee's agility, speed and endurance throughout the game, fitness-training programmes can be developed to improve the particular dimensions that are deemed weak. Therefore, did the referee look slow off the mark, did the referee keep up with play adequately and did the referee fatigue in the latter periods of the match?

Action Points

Referee development is attained through training the trainables. By identifying 3 main action points, the referee can focus attention on developing the key aspects of his game that will bring the greatest improvements. By having only three main action points, it is easy to both remember and manage. Having more action points would leave the referee with too much to focus on. Therefore, from the previous identified sections, what are the 3 main areas that can improve refereeing ability? These may stem from either the "to work on" (negative points) or the "good" (positive points), since as well as developing the referee's weaknesses, it might be just as advantageous to focus on the positives in order to really excel in that area. Remember to make these action points specific and measurable. It should also be possible to re-evaluate them so that they are progressive.

Action points have to be very specific. For example if a referee talks to the players too much at the tackle, it is not specific enough to list the action point "communicate less at the tackle". A more focused and defined action point (obviously individually tailored to the specific referee) would be - say the phrase "back-foot" no more than twice, before penalising. Clearly, this is measurable since you've established a quantitative entity in the form of establishing 'no more than twice'.



REFEREE COACH PERIODIC SUMMARY

Referee Referee Coach	Summary Period
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Matches

Date	Home side	Visiting side	Match Level

<u>Summary of Referee's Development over this period</u>
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<u>Recommendations to Grading Committee</u>

GUIDANCE ON THE USE OF THE PERIODIC SUMMARY FORM

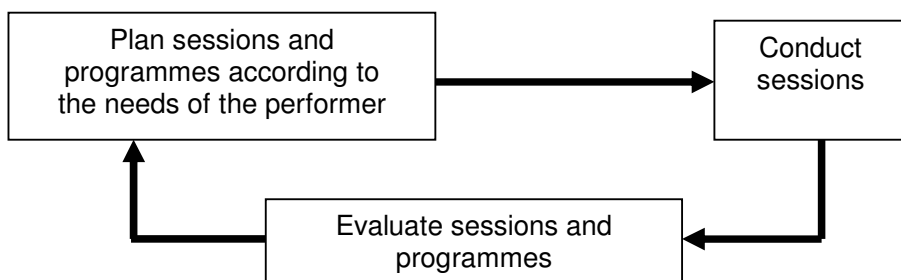
This form has been designed so that the Referee Coach can provide feedback to the Grading Committee at agreed intervals in a formalised way. These would normally be at the mid-season point and also at the end of the season.

The top section of the form is used to records factual information relating to the period of the report.

Summary of Referee's Development over this period

In this section the Referee Coach is free to comment on the development during this period as he sees fit. However, it is always useful to report progress against any agreed goals and aims for the season.

Goal-setting as an important skill for coaches and Sports Coach UK's guidelines for successful coaching state that '*the fundamental tasks undertaken by all coaches are planning, conducting and evaluating*'. They indicate three tasks that form the central component of the coaching process as shown in the diagram below.



Central to systematic planning and the successful design of a series or programme of sessions is the identification of the performer's needs, establishing appropriate goals, and planning the route to achieving them.

Therefore, this section of the report should contain a summary of the progress against agreed goals/aims and associated areas for development.

Recommendation to the Grading Committee

This section should be used to record an appraisal of the mid-season or end of season in terms of goals achieved. The Referee Coach should also present his opinion about the referee's need to continue refereeing at his current level and/or his readiness to experience refereeing at a higher level.



REFEREE REPORT FORM

Name _____ **Referee's Level** _____ **Society** _____ **Date** _____
 Home Team _____ **pts** v **Away Team** _____ **pts**

Description of the Match and its challenge for the Referee _____ Game Level _____

Please list up to three of the referee's strengths in this match

Please outline up to three areas for improvement (using Key Components) and OFFER SOLUTIONS

Name of Coach (Block Capitals)		<u>Sign</u>	Society Date
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POTENTIAL *(Please tick the appropriate box.)*

This referee is capable of refereeing at the next level of game	
This referee is correctly graded at this level	
This referee would be more comfortable at a lower level game	

Please send a copy of this form direct to the Referee, and to *(as determined by Society)*
 This should normally happen within 48 hours of the game. Email is acceptable.

GUIDANCE ON THE USE OF THE REPORT FORM

The Report Form is designed to be used for the majority of referees, that is, those who do not need assessing. It has therefore a number of purposes:

- To provide constructive feedback to referees about their performance
- To allow the Society to exercise its duty of care to watch every referee once a year to ensure they are operating at the right level
- To encourage all members of the Society feel they are valued as part of this process
- To provide information to assist the process of raising or lowering a referee's level / grade

Challenge of the Match - Guidelines

Similar to the Assessment Form, in this section a description of the challenges that the match gave to the Referee is given. It can include some or all of the following to set the match in context.

- The Degree of Difficulty of the Match
- Individual Skill Levels
- Team Skill Levels
- Patterns and Styles of Play
- Players Attitude as the Match Progressed
- Crowd Attitude as the Match Progressed
- Scoring Pattern
- Other Relevant Information e.g. weather conditions

The Referee's Strengths

It is good practice to **always** find 3 strengths and, if possible, to state why the referee was particularly effective. This can be valuable in reinforcing good practice.

Areas for Improvement

It is not necessary to **always** find 3 areas for improvement. Equally, if the referee has more than 3 development needs then the three most important should be focussed upon. It is good practice to **always** offer solutions, without "telling".

Potential

In the final section of the form a judgement is required by ticking the appropriate box as to whether the referee is correctly graded for the level of game, whether he/she has the potential to referee at the next level, or whether a lower level would be more suitable.

It is accepted that there will always be some "gut feel" when judging Potential. It is good practice for the observer to identify what s/he saw that leads him/her to their conclusion regarding potential.