



Coach Education in Rugby Union

Global Comparative Study

November 2013

Contents

Foreword	3
Introduction	4
Background	4
The concept of mobility in coaching	4
Approach/ methodology	5
Limitations of the study	6
Overview of member Union coach education structures	7
Common roles chosen for comparative analysis	9
Comparative analysis	10
Discussion of lower level/ introductory courses	21
Analysis of higher level/ professional coaching structures	23
The situation in France	26
Link to the International Sports Coaching Framework	26
European Qualifications Framework (EQF)	27
Towards agreement in mobility between member Unions	27
IRB as a central global template	28
Conclusion	28
Appendix 1 – IRB Coach Education Equivalence Table	29
Appendix 2 – Higher Level Course Table	38



Foreword

Following requests for assistance concerning the comparability of coaching qualifications delivered across the globe, the IRB is pleased to provide this guidance document for use by the member Unions.

It is hoped that this document and the equivalency tables in Appendix 1 will aid Unions when dealing with mobility of coaches and their respective qualifications and also provide a reference point for a coach's continued development building on collaboration between unions in recognising qualifications from structures out with their own.

The IRB is grateful for the efforts of Stephen Studd and Ben Gittus from EOSE (European Observatoire of Sport and Employment) in compiling this study and resultant findings.

It is recognised by the IRB that qualifications evolve over time and it is appreciated that the findings of this study are accurate only in relation to the time of release.

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Introduction

Rugby Union is a global sport, played in over 100 countries across six continents. The International Rugby Board (IRB), based in Dublin, is the world governing and law making body.

As a result of the increasingly global and professional nature of the sport, there is increasing movement of players and coaches between countries as opportunities for paid employment grow. At the same time, mobility of labour and the mutual recognition of qualifications are important areas of policy at Government level in many parts of the world. There is therefore a need for proper consideration of mobility within the sport of rugby.

As a leading international federation in sport, the IRB determined to explore the development of a collaborative system for professional recognition which establishes transparency and trust between member Rugby Unions and examines the equivalence of the coach education systems which they operate.

Background

Following a workshop involving representatives of the 6 Nations hosted by the IRB, it was agreed to progress with a comparative study to examine coach education systems around the world and the movement of coaches between nations. The IRB appointed EOSE, who led the workshop, to take forward the next stages of the study.

EOSE is a European Network organisation, specialising in vocational education in the sport and active leisure sector. It was decided from the start to include all leading nations in the study to produce results which will support the game globally.

This paper, read in conjunction with the “comparative tables”, aims to establish a comparative framework that highlights the similarities and differences between existing coaching qualifications. This framework can then be used as the basis for discussion and agreement between nations about the equivalence and acceptance of qualifications gained within other member Unions.

One aim of the study is to allow member Unions to know if coaches who arrive in their country have the pre-requisite competence to take courses at a higher level.

The concept of mobility in coaching

According to the International Council for Coaching Excellence (ICCE), coaches play a central role in promoting sport participation and enhancing performance, they are concerned with the guided improvement and long-term development of athletes and teams.

The new International Sports Coaching Framework¹, (ISCF) also discusses the coaching community which consists of volunteer, part-time paid and full-time paid coaches. In rugby, as in other sports, the ratio of these categories of coaching status varies according to the structure and resources of each nation where the sport is played.

The ISCF goes on to say that coaching differs from other professions due to its high proportion of volunteers. Many of those volunteers are parents and older athletes who support their local sport programmes by filling immediate coaching needs. In many cases, these volunteers fulfil pre-coaching roles in which a formal decision to coach or gain qualifications has not yet been made. Sport also benefits immensely from more experienced coaches, some of whom are paid professionals.

For the purposes of studying mobility in rugby coaching this will relate to paid coaches in the vast majority of cases. Furthermore coaches who wish to move between rugby playing nations to practice their coaching will normally hold a rugby coaching qualification above the introductory level.

This comparative study of coaching qualifications aims to support the mobility of rugby coaches internationally. It should be noted that in the area of international transferability and portability of coaches other factors are equally as important as coaching qualifications. Experience, reputation, personality and coaching philosophy will often be taken into account to a large extent when prospective employers are recruiting a coach from another country².

Approach/ methodology

Following discussion with the IRB a 10-stage proposal was submitted for consideration and agreement was gained to proceed with stages 1 – 4. These stages were:

- Stage 1 – Data collection and analysis
- Stage 2 – Translation of material in to English
- Stage 3 – Confirmation and dialogue with member Unions
- Stage 4 – Comparative study of all aspects of qualification specification, design and delivery

Stage 1 involved contacting the Rugby Unions which were in scope for the comparative exercise and requesting all material related to their coach education

¹ <http://www.icce.ws/projects/international-sport-coaching-framework.html>

² This is demonstrated on the website www.rahrahugby.com which provides a forum for rugby coaches to advertise themselves to potential employers abroad, see www.rahrahugby.com/coach-cvs.php

structures, namely: France, Italy, England, Scotland, Wales, Ireland, Australia, New Zealand, and the IRB itself which has a widely used coach education system, particularly in South Africa, Argentina, Canada, USA, Japan and many other countries.

Specifically the information which was requested included the following:

- Qualification titles and structure:
- Learning Outcomes, knowledge and skill components
- Any national competencies or standards or national qualification specification that the qualification is designed to meet
- The Technical/Practical Syllabus
- Assessment specification, criteria or guidelines
- The details of any pre-requisites and pre-entry requirements
- Typical length of course leading to the qualification
- Quality assurance/accreditation system and links to any National Qualifications Framework, if formally accredited

Clearly this resulted in the collation of a large amount of information. In an effort to order this information in a manner which aided analysis it was collated in to “comparative tables” which have been developed to be examined alongside this report. The tables group information together under “core characteristics”, “assessment” and “content”. These tables were developed for the main coaching roles and omitted introductory coaching courses, which are largely used by volunteers, and were briefly analysed separately.

This report provides a summary and analysis of the information about global coaching qualifications collected within the comparative tables.

Limitations of the study

This comparative study is the first time an attempt has been made to collate all the key features of content and quality related to rugby union coaching qualifications around the world. It is hoped it will prove a valuable resource for further collaboration between member Unions and perhaps lead to agreements of comparability and recognition for coach education gained in another country.

There are, however, limitations to a study such as this and they should be recognised from the beginning. The following are some of the major limitations and weaknesses of the study:

- Due to coach education systems in each member Union developing independently over many decades, the information supplied was in vastly different formats and to differing levels of completeness.

- Coaching courses are delivered by experienced coach educators and coach education takes place within rugby clubs and other practical settings, not in national frameworks and learning outcomes. It is therefore uncertain that the full amount and richness of content which is delivered on courses is always written down in national coach education guidance documents and therefore not included in this study.
- Sometimes a new approach to coaching is taken within a member Union which may strongly affect the philosophy of coach education in a nation but may not be explicit in education frameworks included in this study. For example in England there is a new focus on the social and personal development of children is being promoted over a purely tactics and techniques led approach.³

Overview of member Union coach education structures

Each major member Union of the IRB is an autonomous governing body for the sport of rugby union in their country. Member Unions have developed rugby coaching systems to suit their home environment – suited to the needs of their country and shaped by national factors such as national coaching frameworks and national qualifications frameworks. Although there is dialogue between member unions in regard to coaching each country has a “home grown” coach education system. Exceptions to this are countries who have adopted the IRB’s own coach education system, and in the UK where England, Scotland and Wales operate within the same system.

Before beginning the comparative analysis of the coaching qualifications it is useful to briefly summarise the coaching structures from the member Unions included in the study.

IRB

The IRB coach education structure is used in South Africa, Argentina, Canada, USA and Japan as well in other developing rugby nations around the world. In some cases additional local factors are added to the IRB core. The IRB coaching course structure consists of an introductory module called Rugby Ready plus courses at Level 1, Level 2 and Level 3. Levels 2 and 3 are the courses which produce autonomous coaches who can deliver sessions and programmes without supervision.

³ <http://www.coachingreview.co.uk/features/insightinspiredtcr.html>



England, Scotland, Wales (UKCC)

The member Unions of England, Scotland and Wales work together to develop and implement coach education under the banner of 3 Unions Coaching. Coach education is formally linked to national structures from sport (UK Coaching Certificate - UKCC) and vocation education (National Qualifications Framework).

In line with the UKCC coach education is structured over four levels, 1 to 4. Levels 1 to 3 follow a similar pattern to the IRB courses where level 1 is for assistant coaches and levels 2 and 3 are aimed at autonomous session and programme coaches. A higher, university based level 4 also supports the game at the higher level.

Ireland

Ireland has a 5 stage (level) structure where Stage 1 develops the coach as a “guide” and covers mini-rugby (6-12 years). Stage 2 develops players all round skills and game understanding with a focus on safety and enjoyment, mainly for participants age approx. 12-16. Stage 3 is for coaches working with 15-a-side teams age 16 and above and focusses on the principles of play. Stages 4 and 5 are for coaches of advanced and representative teams. There is not the same division of a course for the “session” coach and a course for a “programme” coach as there is with the IRB and UKCC structures.

New Zealand

Following two short modules for coaching under 13s (small blacks) and for rugby safety (RugbySmart) the main courses are Developing Rugby Coaching Course aligned to IRB Level 2, and Advanced Coaching Course and Game Planning Course which together align to IRB Level 3 accreditation.

Australia

The ARU, in consultation with the State Unions is responsible for course content and accreditation. Coaching programs can be divided into two categories: Accreditation Courses which comprise of Smart Rugby, Level 1, Level 2 and Level 3; and Certificate (non-accredited) courses which comprise of Foundation Course and Coaching Kids Rugby. Accreditation courses are registered with the Australian Sports Commission and coaches have a 'licence' for four years. After that time the coach must either re-accredit or complete a higher level of coaching accreditation.

France

France operates a system which clearly differentiates between the paid coach and the unpaid coach. For the unpaid rugby coach there are three federal diplomas

delivered through the French Rugby Federation. The French Federation of Rugby proposes to people with a valid Rugby licence to have the possibility to obtain a coaching diploma to be in charge of a rugby team. There are 3 diplomas depending of the audiences/publics:

- Brevet Fédéral d'éducateur Ecole de rugby (moins de 13 ans) – B.F.E.R.
 - Federal diploma for Rugby School Coach (under 13)
- Brevet Fédéral d'entraîneur jeune (Moins de 17 ans) – B.F.E.J.
 - Federal diploma for Rugby Youth Coach (under 17)
- Brevet Fédéral d'entraîneur (moins de 18 ans et plus) – B.F.E.
 - Federal diploma for Coach (under 18 and more)

For the paid rugby coach there are three state diplomas run through the Ministry of Sport, these apply to all sports and have a specialism for rugby.

- BPJEPS TEAM SPORTS - Professional diploma of the Youth, Community Education and Sport - Specialism "Team Sport Activities" - Rugby XV
- DEJEPS RUGBY XV - State diploma of the Youth, Community Education and Sport - Specialism "Sport development"- Rugby XV
- DESJEPS RUGBY XV - Superior state diploma of the Youth, Community Education and Sport - Specialism "Sport performance" - Rugby XV

Italy

In Italy there are five levels of qualification starting with "no level" organised by regional committees then Levels 1 to 4 organised by the National Federation. The no level course is aimed at coaches of under 12s, First level is for under 20 or third division standard, Second level for under 20 or second division standard, Third level is for First division standard and Fourth level for the standard of national teams. The philosophy is to have wide courses covering sessions and programmes from the lowest level.

Common roles chosen for comparative analysis

Although member union coach education systems were largely developed autonomously and in some cases contain up to five levels, two main coaching roles can be identified which appear in the coaching structure of every member Union and can form the foundation for comparative analysis.

The first of these coaching roles could be termed the "coach" – this is "level 2" within the IRB's own coach education structure – this coach can plan, deliver and review coaching sessions.

The second of these coaching roles could be termed “senior coach” – this is level 3 within the IRB’s own coach education structure – this coach can plan, implement, analyse and revise annual coaching programmes.

It should be noted this approach is more in line with some member Union structures than others.

Comparative analysis

OVERARCHING FEATURES

Before looking at the main features of the qualifications from each nation which match to the coach and senior coach job roles it is useful to compare overarching features of the member Union coach education structures, mostly based around quality assurance.

Links to qualifications frameworks

Introduction

Many countries around the world now have formal national qualifications frameworks (NQFs) within their education system. Qualifications which sit on NQFs are in effect “rubber stamped” by government as meeting quality standards, particularly in relation to quality assurance and standardisation.

Comparison

One example of linking rugby qualifications to a NQF is in the UK where rugby coaching qualifications sit on the Qualifications and Credit Framework (England, Wales) and the Scottish Credit and Qualifications Framework (Scotland). In the UK rugby qualifications are awarded by government recognised awarding bodies, are written in learning outcomes and are subject to rigorous quality assurance processes. In France the State Diplomas which apply to the paid coach are fully in line with the national qualifications system and subject to state quality assurance.

In Ireland there is a restructuring of the rugby qualifications taking place to meet the requirements of Quality and Qualifications Ireland, the new agency which oversees the Ireland National Framework of Qualifications with the aim to be recognised within that formal vocational education system. In South Africa where they use the IRB coaching structure there is a process to align this with the South Africa NQF. Rugby qualifications in Australia, New Zealand and Italy currently sit outside the national qualifications framework.

Implications for mobility

In countries where there is a link to the national qualifications framework there can be confidence that rugby qualifications are delivered on a par in terms of quality assurance and quality systems with any other major industry. There is government approval and increased recognition for qualifications on national frameworks. This issue is relevant for mobility of coaches as linking to a NQF provides Member Unions

and clubs who employ coaches in other countries with further assurances about the quality and standard of the learning programme which the coach has undertaken.

National coaching benchmarks

Introduction

Some countries have developed a national coaching system or framework which applies across all sports and is implemented by a national coaching agency in conjunction with the national sport federations. Often benchmarks of content and delivery methods for coach education form part of a national coaching framework.

Comparison

The main examples of rugby coaching qualifications linking to national coaching benchmarks are in the UK and Ireland. England, Scotland and Wales are fully in line with the UK Coaching Certificate (UKCC) which aims to improve the delivery of coach education in the UK. Ireland links to the Coaching Development Framework for Ireland. Coach education in Australia also links to a national coaching framework. In Italy coaching competences link to a CONI (Olympic committee) framework. In France the State Diplomas for paid coaches have many areas of content which are common across sports. In other countries the rugby coach education content and delivery methods have been developed from within the rugby federation itself.

Implications for mobility

The UK and Ireland have formally mapped their national coaching frameworks, this means that when comparing rugby qualifications in UK and Ireland most of the work is done, and only some rugby specific content would need to be mapped to support mobility. Where country to country mapping has been done at the cross-sport national level it gives more weight and recognition to the mapping and reciprocal agreements between countries in rugby. There is also a national recognition scheme involved in meeting national coaching benchmarks which means a further external means of quality assurance has been applied to the rugby programme which can increase confidence and trust.

Responsibility for quality assurance

Introduction

Acceptance of equivalence between countries for rugby coach education must be based on mutual trust. There must be belief that the certificates held by coaches were properly achieved and can be trusted. This is the role of quality assurance – to ensure that coach education is delivered and assessed in a robust way by appropriately qualified coach educators.

Comparison

The IRB operate a robust system of quality assurance to ensure that coach educators are delivering the required content and performing assessments in a standardised and quality way. All courses/programmes can now only be delivered

by IRB licensed Educators who have demonstrated their technical and facilitation skills to prescribed standards.

In the UK external quality assurance is achieved by the Member Unions linking to a nationally recognised awarding body. The French State Diplomas for a paid coach would also have high levels external quality assurance from an independent national agency.

Most countries have developed their own system of quality assurance implemented by the national federation and applied to the states/ regions/ clubs who deliver the coach education courses.

Implications for mobility

External quality assurance is an increasingly important feature of vocational education across the world. Having this in place can increase the trust and transparency for a Member Union when agreements for mobility are put in place.

Tutor/ assessor requirements

Requirements for tutors and assessors are a key part of any qualification and link specifically to quality assurance and trust in the assessment and competence delivered through the course.

The IRB operate a high quality system of training, appointment and standardisation of tutors and assessors on IRB courses, for the IRB all courses/programmes can now only be delivered by IRB licensed Educators who have demonstrated their technical and facilitation skills to prescribed standards. New Zealand also prescribe to the IRB system. In the UK, England, Scotland and Wales have specific tutor training programmes and rugby coaching tutor awards. Tutors have to be qualified as a coach to at least the same level that they are tutoring. In Italy tutors attend four 2 day standardisation events.

It is important that there is trust in the delivery and assessment of a coach education system. Each nation could benchmark against the IRB tutor recognition scheme to ensure meeting global best practice.

Training and assessment sites

Training and assessment sites should be fit for purpose for the job of teaching and assessing rugby coaching courses.

Most nations do not specify requirements for the training and assessment site. The IRB stipulate that tutors must do a risk assessment for a proposed venue. The UK (England, Scotland, Wales) has the most detailed requirements as follows:

Environment: appropriate changing facilities and showers classroom space with multimedia facilities

(LCD projector/light-pro etc.).

Playing area: size: minimum 50 metres x 30 metres surface: grass or synthetic.

Equipment: rugby balls: rugby balls appropriate to the needs of the participants (minimum 1 ball for every 2 players) markers/cones: minimum 4 cones per player tackle bags: minimum 1 bag per 12 players contact shields: minimum 1 shield per 12 players tackle suits: minimum 1 suit per 12 players flip chart: 1 flip chart per 12 candidates white screen.

Although all will agree suitable facilities and equipment should be in place this is not the most important aspect for mobility. However perhaps the UK requirements can be shared with other nations to improve the criteria in this area.

COACH

The following qualifications were included in this analysis:

- IRB – Level 2 Coaching – Developing Rugby Skills
- UK – UKCC Coaching the XV a side game
- Ireland – IRFU Stage 3 Coaching Course “the challenger”
- New Zealand – Developing Coach
- Australia – Level 2 Accreditation
- France – Federal Diploma for Coach - B.F.E.
- Italy – Second Level

Purpose

Each level of rugby coach education in each nation should have a clear purpose.

The IRB Level 2 purpose is “this course is designed to provide coaches with the skills needed to coach teenage and adult players in the club or school environment (in major Unions) and to higher levels in less developed Unions.” In the UK and New Zealand the purpose of the courses at this level includes to prepare coaches for studying at a higher level. The purpose of the Australian Level 2 states “To provide the successful coaches with greater insight into the tactical aspects of the game as well as the technical skills required to choose such options”.

Looking at the purpose of the IRB Level 2 course is a useful starting point as the IRB courses can be used a central reference point for international comparisons.

Objective

It is important to compare the objective of the coaching qualifications at this level as that will help member unions decide if a qualification is similar enough to support portability and international recognition.

The objective of the coach education at this level across the nations is to teach the

knowledge and skills to coach sessions and apply a level of understanding and analysis to coaching rugby. Main areas include:

- Introduction to processes and principles of coaching
- Develop knowledge of how to effectively plan, conduct and evaluate coaching sessions
- Identify and rectify technical deficiencies
- Planning, organising, managing, communicating, developing skills
- Key Factor Analysis and understanding the principles of play
- Coach correctly the functional roles a player will perform in a match

Each qualification at this level has a similar objective as the main introductory coach education course which allows a coach to operate independently. The objective for each course can be mapped to the IRB Level 2 and/or each other member union to support portability agreements.

Target group

Qualifications at roughly the same level which can be seen as equivalent need to be aimed at broadly similar types of coaches.

Each of the nations/ courses included in this analysis have broadly similar target groups for this level of qualification. The target group is normally a coach who can begin to work independently, and would coach youth or amateur teams. Examples of stated target groups include:

- Coaches of a group of players e.g. club youth coach, club coach, teacher
- For coaches working with 15-a-side teams (16yrs old and above, including Junior level adults).
- Open to all particularly recommended for age grade coaches U13-U21; club coaches, secondary school coaches, senior club coaches, provincial age grade coaches, national age grade coaches

The target group is an important factor when considering mobility as if coaches have only been qualified to work with junior age groups they may not be seen as transferable to the adult game. Analysis of the target groups would suggest this is not a problem but this would have to be considered by each nation when considering mobility.

Entry requirements

Considerations of the pre-requisites for a course is important as they make up the entire package of learning which is being put forward for mobility.

Most nations require participants on a course to be 18 years old, this is 16 in Scotland and in France a participant can register at 17 as long as they complete when over 18. Other pre-requisites can include an introductory module such as in New Zealand (Rugby Smart) and Australia (Smart Rugby), Italy (Promo Momento) or the IRB Rugby Ready. The IRB and Ireland include a requirement to be actively coaching a team in order to be able to access a course.

When considering mobility each nation will need to consider if there is a requirement to be a certain age or have actual coaching experience in addition to the qualification, these are issues that are dealt with by pre-requisites in some countries.

Course duration

In many countries in the world, particularly in Europe, there is a move towards learning outcomes and measuring outputs rather than course length and inputs. However when considering mobility many nations will want to learn the course duration of equivalent coaching courses.

- IRB – 52 notional hours
- UK – 38 guided learning hours, 52 hours home study
- Ireland – approx. 28 hours course contact
- New Zealand – 28 guided learning hours, 50 hours mentored coaching
- Australia – 3 days, logged coaching
- France (Federal Diploma) – Training Centre 60 hours plus 8 assessment, work placement in club 50 hours
- Italy – 48 hours

Courses are divided in to anywhere from 2 to 14 modules or workshop topics.

Each nation when considering mobility will have to consider whether they feel the input of hours and course duration is an important factor or whether outputs and assessment of competence are the most important things to consider.

Variants

In some cases the qualifications at this level can be done with a focus on different age groups.

In New Zealand the “developing coach” can take the course with a focus on under 14s, 14-18s, or adults. In France the three Federal Diplomas have a similar content but apply to three age groups: under 13, under 17 and 18 and over.

As with the analysis of Target Group, if there are coaches who have undertaken a course that focussed on one age group a nation would need to take this in to consideration for mobility.

Assessment specification and assessment

Assessment is perhaps the most important aspect of a rugby coaching qualification as it confirms what the coach knows and the skills they have gained on the course.

Assessment methods:

IRB – Completion of work book, Written tests, Practical demonstration

UK – completion of portfolio (containing practical tasks and written assignments), practical demonstration.

Ireland – Attendance, test, practical assessment, log book

New Zealand – Log book, written tests, practical demonstration

Australia – Log book, written tests, practical demonstration

France – Practical assessment within the rugby club (Pedagogical practical situation Competition situation), Assessment in the training centre (Presentation of 10 minutes Interview of around 20 minutes)

Italy – Four exams at the end of the modules. Practical assessment.

Details of the assessment specifications can be found in the Comparative Tables, however it can be seen that all courses include a mix of theory and practical assessment, normally with practical demonstration plus a log book of real coaching practice.

Member Unions can study the exact assessment requirements of other nations as part of the process to confirm mobility arrangements. The IRB assessment could also be used as a central benchmark to confirm each nation meets an international standard.

Learning Outcomes

The overall learning outcomes of a coaching programme are important factors in comparing equivalent qualifications and agreeing mobility arrangements.

The Comparative Table for this level detail the learning outcomes from each of the qualifications. Some of the common areas include:

- Core values/ equity
- Coaching philosophy
- Principles of attack and defence
- Key factor analysis
- Safety
- Laws of the game
- Planning
- Evaluation
- The coaching environment
- Tactics

Generally the courses from each nation cover similar main learning outcomes. If some areas are most important to any Member Union they would have to check that these are contained within the learning outcomes or main content areas of each other country before agreeing mobility arrangements.

Content

The content of Member Union coaching courses has been developed independently, however as they all aim to teach the skills of coaching rugby union there is significant overlap in what is covered.

All nations coaching programmes at this level include the following elements:

- Communication
- Attacking
- Defending
- Set piece
- Kicking
- Positioning
- Individual skills
- Team skills

Some of the detail under these can be seen in the Comparative Tables.

There is more differences between nations in the content areas of:

- Physical Fitness
- Mental Fitness
- Legal and Ethical

The IRB is strong in physical fitness. Ireland has good coverage of mental skills. IRB, UK and Australia have most content in the legal and ethical aspects. Although all main areas of content are covered in each programme, each Member Union may wish to review content from other nations when deciding on equivalence of qualification. Another option is for each nation to map against the IRB content areas as a core international minimum. The development of a core set of standards for content may strengthen the mapping and equivalence of qualifications if it was accepted by each Member Union.

SENIOR COACH

- The following qualifications were included in this analysis:
- IRB - Level 3 Coaching - Analysis and preparation for coaches
- England, Scotland, Wales (UKCC) - Level 3 Certificate in Coaching Rugby Union
- Ireland - IRFU Stage 4 Coaching Course -"The Facilitator"
- New Zealand – Advanced Coach plus Game Planning
- Australia – Level 3 Accreditation
- France - DEJEPS Rugby XV
- Italy – Third Level

Purpose

Each level of rugby coach education in each nation should have a clear purpose.

Coaching courses at this level have the purpose of preparing coaches who can work with a team over a season and with players at a higher level of competition. Coaching techniques and other areas of content are all more advanced than the IRB level 2 coach. The purpose of the IRB Level 3 is to “To support the coach throughout a season and will focus on planning, delivery and review”. All other courses at this level have as similar focus while also mentioning other aspects: “advanced knowledge of the principles/practice of safe, ethical and effective management and coaching of rugby union coaching programmes” (UK), “Be provided with a framework to identify talent, increase positional knowledge, analyse performance and design a strategy and game plan.”(New Zealand), “advanced education and development that will enhance their ability to perform effectively in high level competitions” (Australia) and “professional competences to devise, co-ordinate and run a Rugby XV programme for a range of participants, including professionals, in competitive teams” (France).

Looking at the purpose of the IRB Level 3 course is a useful starting point as the IRB courses can be used a central reference point for international comparisons.

Objective

It is important to compare the objective of the coaching qualifications at this level as that will help member unions decide if a qualification is similar enough to support portability and international recognition.

The objective of the IRB Level 3 course is “Plan, implement, analyse and revise annual coaching programmes whilst demonstrating advanced coaching techniques” – this neatly summarises the objective at this level and is similar to the other Member Unions. France has some difference as an objective is to teach management

competences.

Target group

The target group for these qualifications is the head coach, club coach or senior representative team coach. The IRB state “Head Coach of adult team, school, club youth section or programme, age grade representative coach” this is similar for other courses at this level.

Entry requirements

At this level there are normally strict entry requirements. These include:

- Nomination from national or provincial Union (IRB, Australia, New Zealand)
- Head coach of a team (IRB, Ireland)
- Lower level coaching awards (IRB, UKCC, Ireland, New Zealand, Australia)
- Minimum years of experience (Ireland – 1 year, Australia – 7 years)
- Two years since Second Level course and minimum 20 matches as coach (Italy)

Course duration

- IRB – 150 Notional hours
- UKCC – 96 – 127 guided learning hours. 5 on course working days.
- Ireland – 40 hours contact time
- New Zealand – 5 days residential + mentored coaching over a season
- Australia – 12 months two 4 day camps, ongoing assessment and modules
- France – 1200 hours 700 in training centre, 500 in workplace
- Italy – 48 hours

Assessment specification and assessment

Assessment methods include:

- Attendance
- Observation of coaching
- Log book
- Written tests
- Practical demonstration
- Written project

Which nations use which method can be seen in the Comparative Tables.
The assessment at this level normally involves assessment of coaching plans over an extended period of time such as a season or annual cycle.
Practical coaching and written work which would include reflective practice are also included.

Learning Outcomes

Qualifications at this level list a variety of advanced level learning outcomes which can be compared in the Comparative Tables, typical learning outcomes at this level include coverage of:

- Personal coaching profile
- Self reflection
- Planning and periodization
- Annual plans
- Game profile
- Evaluation
- Safe coaching environment
- Long term player development
- Skill acquisition
- Biomechanics
- Mental skills

Content

Areas of content can be compared in the tables and include the following areas:

- Communication
- Physical, tactical, technical
- Principles of attacking
- Principles of defending
- Set piece play
- Kicking strategy
- Positional attributes
- Individual skills and techniques
- Physical fitness
- Mental fitness
- Legal and ethical

Discussion of lower level/ introductory courses

All nations have introductory level courses which are designed for a number of purposes including:

- Basic rugby safety
- Learning the basics of coaching to be an assistant coach who can not work independently
- Being able to provide basic coaching for young age group rugby players

These introductory courses are not relevant to discussions around mobility as they only apply to amateur coaches, often young people, and are normally a starting point from which a coach can progress to higher levels.

Although nobody can become a paid coach with these low level courses and they are not hugely relevant to mobility of rugby coaches, it is still useful to summarise these courses from each nation to increase understanding of the full range of courses in each country.

IRB

Rugby Ready

3 hour attendance based course to introduction to safe coaching, playing and refereeing

Level 1

8 hour attendance based course to be able to deliver aspects of coaching sessions under direction. Covering playing positions, methods of scoring, attack and defence, team play, skill faults, risk, laws.

UKCC

Level 1 Award in Coaching Rugby Union

A 47 hour course serving as an introduction to offering the principles/practice of safe, ethical and effective coaching of rugby union to predominantly young people, as an assistant normally under the supervision of a more qualified coach. Covering fundamentals of coaching, principles of planning, delivering and evaluating activities.

Ireland

IRFU Stage 1 (Mini Rugby) Coaching Course

15 hour course for coaches of mini rugby (6yrs-12yrs) where players are being introduced to rugby for the first time and participating in games of reduced numbers (8's, 10's and 12-a-side). The focus is on safety & enjoyment with the coach acting as 'guide' in a player-centred process.

IRFU Stage 2 Coaching Course

15 hour course for coaches of Stage 2 Rugby (approx.12-16yrs) where players may be relatively new to the 15-a-side game. As part of this early rugby experience, the focus is on safety & enjoyment of the participants in a Player-Centred process.

New Zealand

Small Blacks

3 – 4 hour course (compulsory annually for all coaches of U13 and below) where the coach can coach the relevant age group that the course was delivered for. Small Blacks is NZ Rugby's Junior Development Model and has three developmental stages with rules to suit players stage of development. Three stages cover 5 to 7yrs; 8 to 10 yrs ; and 11 to 13 yrs.

Rugby Smart

2 hour rugby safety course

Australia

Smart Rugby

2.5 hour occupational health and safety program for Australia's Rugby participants. It is a compulsory minimum requirement for every coach and referee participating in Rugby where there is a tackling component.

Foundation (Level 1)

One day certificate course which provides a basic structure for coaching & officiating. Covering Rugby - the Game, Balance and Stability, Attack; Defence, Tackle/Ruck/Maul, Game Elements, Scrum, Kick-offs and Restarts, Line out, Coaching, Role of the Referee

France

There are no low level courses below the Federal Diploma in France

Italy

The “no level” course is 18 hours long and prepares coaches to work with up to Under 16. The First Level course is quite comprehensive and teaches rugby to a standard close to that of IRB Level 2.

Analysis of high level/ professional coaching structures

In some nations there is a level of qualification which sits above the level of the IRB Level 3 coach. In the countries where this exists it is normally linked to the coaching of professional rugby and paid coaching. It is therefore very relevant to discussions around mobility.

First of all it is useful to consider the high level coaching awards in UK, Ireland, France and Italy, then to provide some further analysis.

UK (England, Scotland, Wales)

The aim of the UKCC rugby union qualification is for rugby union coaches to become innovative, outstanding and knowledgeable decision-makers who will impact positively and significantly on the performance of their players and on the sport in general. The qualification is a higher education course at Post Graduate Diploma/ Masters level (Level 7 UK and EQF).

The main content areas are:

- The Craft of Coaching
- Supporting high performance
- Leadership and management of people and places
- The “mind factor” in high performance
- Technical and Tactical aspects of high performance

The total learning time including contact time, directed study, independent study, coaching practice and assessment is 1150 hours.

Assessment includes 360 degree feedback, assignments, portfolio, practical observation/ assessment, viva and continuous informal assessment.

The award is designed for those coaches who will fulfil roles within the ‘high performance’ part of the sport. These coaches are likely to be working with teams in the top leagues, with representative teams, or in professional club Academies. The intention is that the award is part of the development, recognition and quality assurance of the ‘top tier’ of performance coaches in Rugby Union across the Home Countries.

Ireland

IRFU Stage 5 Coaching Course

For Head Coaches working with advanced adult and Representative teams. At the end of the course the coach should be able to demonstrate a competency in planning, alignment of plans empowerment underpinned by a greater self-awareness of personality and leadership style. Course entry is by invitation only. Course contact time is 80 hours with accreditation taking a minimum of 2 years after the course.

Main areas of content are: operational plans, game planning, seasonal plans, planning for specific opposition and long-term development, coaching skills, presentation skills, media skills, time management, match analysis, sports psychology, leadership, high performance coaching, self awareness, interpersonal skills, personality profiling.

Assessment is through implementation of the High Performance Coach Monitoring programme and written assignments, the course is proposed to be at EQF Level 7 equating to post-graduate study.

France

The top level coaching qualification in France is the DESJEPS RUGBY XV. Superior state diploma of the Youth, Community Education and Sport. Sport performance. Rugby à XV.

This is a 1200 hour Diploma Delivered by the Ministry for Sport, Youth, Community Education and the Voluntary Sector at Level 6 on the EQF. Coaches with this qualification can work at any level of the game in France including PRO D2 and Top 14.

The Diploma includes some coaching learning outcomes which would be similar to the top level qualification in other nations including:

- analyse the sport performance factors
- define the short, medium and long term objectives of performance
- define the priorities for the physical preparation of the players
- define the priorities for the mental preparation of the players
- manage the coaching of Rugby XV.
- supervise players during competition
- design adapted training activities
- coordinate the implementation of the training
- participate within the professional exchanges during the training of trainers
- assess the training activities

The Diploma also includes a range of generic management learning outcomes that would not be included in the coach education structure of other nations, including:

- develop a human resource strategy for the organisation
- control the administrative management of the staff of the organisation
- manage the social relationships within the organisation
- establish the provisional budget and funding application requests
- organise the financial running of the organisation
- negotiate with the sub-contractors of the organisation
- to assess the relevance of the processes to run the organisation
- prepare the working papers for decision committees
- elaborate financing application requests
- analyse the economical, social, political and cultural characteristics of the environment of the organisation

The broader scope of this Diploma may have implications for mobility of elite coaches in to France if they are to gain the DESJEPs Diploma as they may only be given credit for rugby coaching competences and not the wider management learning outcomes.

There are two further State Diplomas in the coaching system:

DEJEPS RUGBY XV. State diploma of the Youth, Community Education and Sport. Sport development. Rugby à XV. Which is for paid coaches up to the level below Pro D2 and Top 14.

BPJEPS TEAM SPORTS. Professional diploma of the Youth, Community Education and Sport. Team Sport Activities. Rugby XV. Which is for coaches or “Animateurs” whose focus is on delivering rugby as a team sport with an educational or social focus.

Italy

In Italy there is a Third Level and Fourth Level course. Third level is for coaches of players up to the first division and covers content on statistics and strategy. Level 4 is delivered in conjunction with the National Olympic Committee, CONI, and is for coaches of players up to national level. It is for invited top coaches. The rugby content focuses on game analysis and the CONI part covers physiology, fitness, communication with media and staff.

The situation in France

France is unique among rugby playing nations as paid coaching is tightly regulated. There are national State Diplomas in coaching for paid coaches. Three Federal Diplomas can be taken by amateur coaches. There are also three State level Ministry of Sport sanctioned Diplomas for paid coaches, this is the same situation for all sports in France. These State Diplomas tend to be around 1 year in course duration and include many aspects of management in addition to coaching competencies.

This creates a unique challenge in global rugby union as France is the only country where there is a specific set of qualifications and a legal requirement for coaches to achieve them to work in a paid capacity. France is also a country where there are growing opportunities for paid coaching as the game grows with a well- financed professional structure.

At present when a coach transfers to work in France as a paid coach it is acceptable for them to start work if they *enrol* on the relevant State Diploma, in reality many work but do not complete their studies. A closer comparison of competencies may allow for some exemption against content within the State Diploma so it can be achieved by a higher percentage of coaches coming in from abroad.

Links to the International Sports Coaching Framework

The International Sports Coaching Framework has been designed to provide a common ground for developing and evaluating coaching qualifications and to provide an internationally recognised reference point for the education, development and recognition of coaches. This framework describes four distinct coaching roles and defines each one in relation to the role itself and the competencies expected.

The four coaching roles have the following titles:

Coaching Assistant	Coach	Advanced/Senior Coach	Master/Head Coach
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The first three of these roles could be seen to equate to the Levels 1, 2 and 3 of the IRB coach education structure. Matching to the ISCF could take place in the future. This could help the IRB and global rugby specifically if there is more exploration of population specific coaching which is dealt with in the ISCF.

European Qualifications Framework (EQF)

The EQF is a common European reference framework which links countries' qualifications systems together, acting as a translation device to make qualifications more readable and understandable across different countries and systems in Europe. The framework has 8 levels, identified in relation to three learning outcomes: knowledge; skills and competencies. These are loosely defined generic statements and not linked to sport, coaching or rugby.

It may appear that the EQF could assist the comparability of rugby coaching qualifications by providing a central column of levels of knowledge, skills and competences. Some rugby coaching qualifications have already been formally mapped to EQF as a consequence of linking to their national qualification system.

However on further analysis there are features of the EQF which hinder its use as a common reference framework. The main issue is that mapping to EQF is normally carried out through national qualifications systems and there is little autonomy for rugby coaching qualifications to be mapped separately if they wish to be part of the national qualifications framework in their country. This results in qualifications which may appear to be similar in content and difficulty having very different levels on the EQF. The UKCC qualifications of England, Scotland and Wales begin at EQF Level 2 while in Ireland the coaching qualifications are predicted to begin at EQF Level 4 – although the content of the respective programmes are not vastly different in terms of learning outcomes and assessment. Clearly qualifications outside Europe have not been mapped to EQF and their member Unions are not fully aware of the EQF.

Therefore while it is beneficial to the sport of rugby for national coach education systems to link to national qualifications frameworks, the use of the EQF as a mechanism for comparison does not prove as useful to the sport.

Towards agreement on mobility between nations

This report has analysed some key themes in the global coach education in rugby union. Read in conjunction with the Comparative Tables some equivalency can be seen at the “coach” level which equates to IRB Level 2 and the “senior coach” which equates to IRB Level 3. The report makes suggestions about which coaches should be accepted in each member union when they arrive from another country.

Decisions on acceptance can only be made by each member Union based on consideration of all aspects of coach education in other countries.

IRB as central global template

The IRB coach education system has been developed by leading coaches from across the world and is used in South Africa, Argentina and many developing nations. The IRB courses are based on robust content and quality assurance systems. It is recommended that the IRB framework is used as a “central column” and global benchmark for coach education systems. If there is formal agreement about which qualifications from each nation match to the levels of IRB that can be used as a common global “currency” for coaches and will help the worldwide mobility of coaches.

Appendix 1 provides some detail of the key additional factors and assessment for member Union qualifications when compared to IRB coach education.

Appendix 2 summarises some of the features of the higher level courses which are discussed above.

Conclusion

The agreed outcomes of this study were to undertake a comparative study of all aspects of qualification specification, design and delivery and to highlight the similarities and differences country to country as a basis for discussion and agreement between the nations.

This study has provided some initial analysis and comparison between rugby coaching qualifications which are broadly at the same level. This study has also promoted the IRB coach education structure as a “central pillar” for rugby coach education and suggested which national courses could be seen as equivalent to the IRB coach education at Levels 2 and 3.

Mobility of coaches in rugby union is a complex subject. Qualifications held by coaches play a major role in mobility but the role of experience and reputation are also important considerations and are given a lot of weight by potential employers. This study has focussed on the issue of coach qualifications and coach education structures.

A key factor in mobility is the recognition of existing competences by the member union in the country a coach wishes to work in. If their prior education from their home country can be recognised then it will make the movement from one country to another and progression to higher levels within that country easier.

Appendix 1

IRB Coach Education Equivalency Table

This equivalency chart suggests which Member Union courses are equivalent to the IRB coach education courses at Level 2 and 3. This should be checked and signed off by the Member Unions and IRB. This table allows the IRB structure to become the “global currency” for rugby coach education where in addition to their home Union qualification, coaches will also be able to identify themselves within the IRB structure. Member Unions will also be able to see equivalent qualifications to allow access to higher level courses

COACH LEVEL

IRB Course	Member Union equivalent	Special Features/ Additional Factors Compared to IRB	Assessment
Level 2	England, Scotland, Wales <i>Level 2 Certificate in Coaching Rugby Union</i>	<ul style="list-style-type: none"> - Sits on National Qualifications Framework - Increased focus on safeguarding - Can do course at age 16 in Scotland - Possible gap around components of fitness - Must hold home nation coach educator licence 	<ul style="list-style-type: none"> - Practical, observed assessment (3 minimum) - Written assignments - Plans for ten rugby union coaching sessions, four of which must be linked - Evaluation of all coaching session plans - Completion of portfolio
	Ireland <i>IRFU Stage 3 Coaching Course - "The Challenger"</i>	<ul style="list-style-type: none"> - Mapped to CDPI - Coaching Development Framework for Ireland - For coaches working with 15-a-side teams (16yrs old and above, including Junior level adults). - Participants must have proven rugby playing/coaching experience. Actively coaching a 15-a-side team 	<ul style="list-style-type: none"> - Course attendance - Laws test - One practical assessment - 40 hour coaching log

		<ul style="list-style-type: none"> - Tutor/assessor requirements not seen in EOSE project - Possible gaps around components of fitness and player welfare/ safeguarding 	
	<i>New Zealand Developing Coach</i>	<ul style="list-style-type: none"> - Variants for coaches work with either: under 14s; 14-18; adults - Minimum of 50 hours of mentored coaching over a full season - Possible gaps in physical fitness and player welfare 	<ul style="list-style-type: none"> - Attendance at all 9 knowledge modules and 5 coaching process modules - Laws test - Comprehensive season long log book, including mentoring - Written tests - Practical assessment - Be successfully appraised on 2 occasions by the Coach Educator the appraisal will focus on 4 key areas of: management and organisation; communication processes: technical and tactical content; overall quality of observed session
	<i>Australia Level 2 Accreditation</i>	<ul style="list-style-type: none"> - Quality assurance methods including tutor/ assessor requirements not seen in EOSE project - Must document 60 hours of coaching in a coaching log - Detail of 3 day course delivery/ syllabus not seen in EOSE project 	<ul style="list-style-type: none"> - Attendance at all units - Document 60 hours of coaching in a coaching log - Laws test - Practical assessment - Practical coaching session recorded on video for assessment
	<i>France Federal Diploma</i>	<ul style="list-style-type: none"> - Delivered through federation for unpaid coaches 	<ul style="list-style-type: none"> - Presentation – question and

	<i>for Coach BFE</i>	<ul style="list-style-type: none"> - Must hold referee course and 1st aid - There are variant qualifications for Under 13 and under 17 (BFEJ, BFER) - Possible lack of training log within assessment - Detailed rugby content not seen in EOSE project 	<p>answer sessions</p> <ul style="list-style-type: none"> - Practical coaching assessment - Evaluation of a practical situation during the competition season - 10 minute presentation in training centre of their planned coaching programme within the club. Followed by 20 minute interview to confirm aspects of underpinning knowledge
	<i>Italy Second Level</i>	<ul style="list-style-type: none"> - Open to those with First Level after two years and have been coach in 20 matches - Athletes with 5 caps have no restrictions - The course covers programmes and annual planning, which are saved for the higher level in other countries - Aim to develop specific skills and includes match analysis - Much of IRB Level 2 is covered in Italy Level 1 - The philosophy is different in that Italy 2nd Level covers a wide base including long term programmes - Specific details of rugby content and assessment not seen in EOSE project 	<ul style="list-style-type: none"> - Plan, conduct and evaluate a series of training sessions - Annual planning aimed at long term development of player - Analysis of the game
	<i>South Africa IRB Level 2</i>	<ul style="list-style-type: none"> - Mapped in to National Qualifications Framework (SAQA) and National coaching benchmarks 	<p>IRB Assessments (attendance, homework tasks, online rugbyready)</p>

		(SASCOC).	and laws test, be observed in the coaches own environment, diary for a team to cover cycle of 6 games and training including self-reflection and principles of plan, do, review, practical assessment, written tests, workbook)
	Argentina <i>IRB Level 2</i>	Delivers IRB coach education, no additional factors known.	IRB Assessments
	Canada <i>IRB Level 2</i>	- Delivers IRB Coach Education Additional factors: - a more detailed exploration of the Periodisation and Planning module - game-day planning (technical, tactical, management/administration) - managing a sport program	IRB Assessments
	USA <i>IRB Level 2</i>	Delivers IRB coach education, no additional factors known.	IRB Assessments
	Japan <i>IRB Level 2</i>	Delivers IRB coach education, no additional factors known.	IRB Assessments
	Other nations who use IRB Coach Education materials	Delivers IRB coach education Nations in High Perf Tier 1, Perf 1, Perf 2, Dev 1, Dev 2, Dev 3. Can be named and added to table where requested or there are specific additions to IRB.	IRB Assessments

SENIOR COACH LEVEL

IRB Course	Member Union equivalent	Special Features/ Additional Factors	Assessment
Level 3	England, Scotland, Wales <i>Level 3 Certificate in Coaching Rugby Union</i>	<ul style="list-style-type: none"> - Sits on National Qualifications Framework - Must have completed training in the protection of children from abuse - Variant qualification (Diploma) assessed entirely in workplace - Must hold home nation coach educator licence - Plan and evaluate coaching programme and be observed on minimum of two occasions - All coaching sessions should follow APES principles - Active, Purposeful, Enjoyable, Safe - Possible gap around mental skills 	<ul style="list-style-type: none"> - Assessment via performance, simulation, tasks and assignments - Performance profile for a minimum of two rugby union players or a team - Minimum of 8 coaching session plans - Plan a phase of a programme minimum of 8 weeks - Observed coaching assessment in minimum of two occasions - Practice and evidence gathering at the coaches club
	Ireland <i>IRFU Stage 4 Coaching Course -"The Facilitator"</i>	<ul style="list-style-type: none"> - Mapped to CDPI - Coaching Development Framework for Ireland - Pre-req of head coach position, Proven senior/professional rugby playing or coaching experience - 40 hours contact time possibly less than IRB course - Variant qualification for Assistant Coach - slightly modified - Assessment includes 60 hour coaching log and season plan - Philosophy to drive the 	<ul style="list-style-type: none"> - Course attendance - 60 hour coaching log - Season plan (periodised, technical, tactical, physiological and mental aspects) - design and report on mid-season feedback questionnaire and strategy report

		<p>coaches capabilities and behaviours leading to the coach being a facilitator , the emphasis on developing players' ability to 'navigate' rather than 'replicate'</p> <ul style="list-style-type: none"> - Possible gap in legal/ ethical aspects 	
	<p>New Zealand <i>Advanced Course plus Game Planning Course</i></p>	<ul style="list-style-type: none"> - In NZ coaches nominated by provincial union - Minimum 5 days residential plus 7 days residential for the two courses. - Minimum of mentored coaching over a full season, keeping a comprehensive log book/diary of all sessions / matches - Comprehensive season long log book as Head Coach illustrating the use of the Game Planning processes used on the course - Be assessed against an agreed set of competencies on two separate occasions at training sessions by NZRU Coach Educator or Trainer - Possible gaps in physical and mental fitness and legal/ ethical aspects 	<ul style="list-style-type: none"> - Attendance - Comprehensive season long log book, including mentoring - Written tests - Plan a full training week leading up to a match - Deliver a 20 minute training session on an agreed topic - Following the match produce a written analysis of the team's performance and participate in debrief if coaches - Written team profile - Written Game profile - Laws test - Be successfully appraised coaching on two occasions
	<p>Australia <i>Level 3 Accreditation</i></p>	<ul style="list-style-type: none"> - To provide identified coaches with advanced education and development that will enhance their ability to perform effectively in high level competitions throughout Australia 	<ul style="list-style-type: none"> - Attendance at training camps - Coaching content analysis - Annual training plan - Self reflection and

		<ul style="list-style-type: none"> - For coaches working at Premier Grade, Senior Representative, First Division or Schoolboy representative with the potential to coach at elite level - Pre req to have 7 yrs Coaching Experience at Premier Grade, Senior Representative, First Division, School Boy representative or equivalent. - Must be nominated by State Union - 12 month duration - Delivered by ARU Coach Educators or approved consultants from the Australian Institute of Sport or other leading Australian Universities - 21 workshop modules (10 rugby specific; 9 coaching generic and 2 CPD) 	<p>personal development plan</p> <ul style="list-style-type: none"> - Season review and board report - Case study problem solving task - CPD modules talent ID, and long term player development - Major written project - Log book and action plans
	<p>France <i>DEJEPS Rugby XV</i></p>	<ul style="list-style-type: none"> - To prepare identified coaches with the professional competences to devise, co-ordinate and run a Rugby XV programme for a range of participants, including professionals, in competitive teams with the exception of those professionals in teams playing Pro D2 or TOP 14 - Pre req - Be over 18 and have played for at least 3 years in a competitive rugby team - 1 year experience coaching a Rugby XV team - school, youth or senior - or hold the Federal Diploma "School of Rugby" - 1200 training hours made up 	<ul style="list-style-type: none"> - Question and answer through interview with jury panel - Written project - Practical assessment - Case study and associated tasks - Coaching content analysis - 1 hour oral examination

		<p>of: 700 hours training centre 500 hours workplace</p> <ul style="list-style-type: none"> - Key difference is competences include supervising the broader aspects of the management of the club/organisation - budgeting and financial management, staff recruitment, deployment and development, reporting to the management board. 	
	Italy <i>Third Level</i>	<ul style="list-style-type: none"> - Italy 2nd Level covers much of the IRB Level 3 content - Must have completed two years of coaching since taking second level course. - Statistical and qualitative analysis of the game included - Residential of 42 hours - Four exams, long term plan and video feedback 	<ul style="list-style-type: none"> - 20 minute practical coaching session - Exam – video and feedback - Four exams – laws, strategy, periodisation, video analysis - Long term plan
	South Africa <i>IRB Level 3</i>	<ul style="list-style-type: none"> - Mapped in to National Qualifications Framework (SAQA) and National coaching benchmarks (SASCOC). 	IRB Assessments (attendance, practically assessed two times, season diary, team profile and season plan, achieve excellent or competent in every criteria of Level 3 competency-based assessment transcript
	Argentina <i>IRB Level 3</i>	Delivers IRB coach education, no additional factors known.	IRB Assessments
	Canada <i>IRB Level 3</i>	<ul style="list-style-type: none"> - Delivers IRB Coach Education Additional factors: <ul style="list-style-type: none"> - a more detailed exploration of the Periodisation and Planning module - game-day planning 	IRB Assessments

		(technical, tactical, management/administration) - managing a sport program	
	USA <i>IRB Level 3</i>	Delivers IRB coach education, no additional factors known.	IRB Assessments
	Japan <i>IRB Level 3</i>	Delivers IRB coach education, no additional factors known.	IRB Assessments
	Other nations who use IRB Coach Education materials	Delivers IRB coach education Nations in High Perf Tier 1, Perf 1, Perf 2, Dev 1, Dev 2, Dev 3. Can be named and added to table where requested or there are specific additions to IRB.	IRB Assessments

Appendix 2

High Level courses*

Country/ Union/ Title	Special Features/ Additional Factors	Assessment
UK (England, Scotland, Wales) Rugby Union UKCC Level 4	Level 7 higher education award 1150 hours To “enable coaches to become innovative, outstanding and knowledgeable decision makers. Five areas: 1) The craft of coaching, 2) supporting high performance, 3) leadership and management, 4) the mind factor, 5) technical and tactical aspects of high performance	360 degree feedback, 5 assignments, portfolio, practical assessment, long term assignment, coach development record, viva
Ireland IRFU Stage 5 Coaching Course	The course developed the coach as “Empowerer” QQAI Level 9 Invitation only For Head Coaches working with advanced adult and representative teams 19 Modules 80 hours contact, accreditation takes minimum 2 years post course	Full course attendance, Implementation of the High Performance Coach Monitoring programme, Submission of various self-assessments, written assignments at the required time, Commitment to coach for 3 years following the course.
Italy Fourth Level Course	Linked to CONI who provide some content 168 hours 15 main topics	Exams and practical assessment
France Superior state diploma of the Youth, Community Education and Sport, Specialism «Sport performance» , « Rugby à XV » DESJEPS	Training Centre 700 hours, Work Placement 500 hours. Selection test and interview Content on human and financial resources of organisation as well as rugby, coaching systems	Oral test based on report of professional experience including presentation and interview, assessment of practical situation.



New Zealand Game Planning Course	Game Planning Course is at high level but included in "Senior coach" analysis for this mapping project. Advanced Course plus Game Planning seen equivalent to IRB Level 3	
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*There is not the same level of commonality for the higher level courses as there is for the Coach and Senior Coach levels. Each course has been developed independently and there are significant differences with some courses, such as the inclusion of financial and human resource management in the French Diploma.