

PLAYER DEVELOPMENT AWARDS

The key objectives of the Player Development Awards Programme, in support of the Player Development Model:

- A Child Centred development and achievement award
- An on-line player driven self assessment profile/achievement/award tool aligned with current practice in education

The aims of the Player Development Awards Programme,:

- Develop more confident, competent and educated children, parents, coaches, referees and teachers
- Establish, support and enhance communication between child, coach, parent, club and school
- Raise awareness of, and identify CPD needs for coaches and clubs
- Increase recruitment and retention

Benefits and impact:

Child/Player :

- Personal and social development
- Increased game understanding
- Individual skill development
- Reward beyond competition
- Self-esteem and well being
- Inclusion

Coach

- Identifies the needs of all players
- Provides a development framework
- Influences outcome focus
- Drives content and delivery
- Raises self-esteem

Club:

- Influences and supports individual focus
- Aids retention and recruitment
- Supports a learning and development environment
- Decreases pressure (to win)
- Assists in identifying CPD needs
- Influences ethos/culture
- Establishes, supports and enhances school/club links

Parent:

- Raises awareness and increases understanding of holistic Child Development
- Encourages family interaction and involvement
- Influences and manages expectations
- Encourages communication and support

Teacher

- Supports curriculum needs and outcomes
- Linked to lesson plans
- Highlights and encourages skill development
- Establishes, supports and enhances club/school/child/parent relationships
- Assists with learning

Game

- Inclusive – more players for longer
- Better people, better players
- Supports Talent Identification and development

Profile Wheel

The Profile Wheel has been designed to provide an incremental development tool for players, with each segment of the wheel providing new challenges in Rugby Person (Personal and Social Development), Rugby Body (Skill and Physical Development) and Rugby Mind (Self-Reflective, Analytical and Mental Development)

The wheel is accessible to the player and coach, and through the player **should** be made accessible to the parent and teacher. For administrative, monitoring, moderating and coach/club development purposes the wheels are also available to a designated club administrator.

The wheel operates on a traffic light system:

Red: This is an **identified** medium term target for development, discussed by the coach and the player

Amber: This has been **partially** achieved, and is a short term target for development, discussed by the coach and player

Green: This has been achieved the player and agreed by the coach

Although the player will have access to their own wheel, only the coach will be able to “save” the wheel. Once saved the individual sections can only be changed by the coach, thus preventing over ambitious and perhaps unrealistic self assessment.

It is important that a dialogue is established between the coach and the player. Where players may have an unrealistic view of their performance and “green” sections with which the coach disagrees – that assessment should be discussed prior to any changes being saved by the coach, with an aim that the players understands what requires improvement before it can be saved. This action will continue to support the programme aim of building the confidence, motivation and self determination of the players.

Using the Wheel – Stages

As mentioned previously the wheel has been designed to provide incremental stages of development and achievement. The integrity of the Awards is dependent on:

1. The challenge they present in achieving them – too easy and they become worthless, too hard and the player loses motivation
2. The presentation of the Award – to be meaningful to the player it has to be seen to mean something to the club and coach.

There are currently two awards available for the pilot period – Club Award and RFU Award – the detail of which is provided in the next section. However, points 1 and 2 are equally relevant to both.

The timing of the presentation of the certificates is also important and should have some “kudos” attached. It might be worth considering

Child Development is difficult to gauge and is non linear – i.e. children of the same age can be at various stages of personal, cognitive, physical and psychological development which makes any assessments difficult – and grouping statements into the “average child at this age will achieve.....” virtually impossible. However the following provides a rough guideline for coaches when considering the awards. **It is important for the duration of the pilot that coaches provide feedback on the tables below and the standards set. This will enable a review and adjustment, where relevant, for the future**

	Under 7	Under 8	Under 9	Under 10	Under 11
All children should be able to...	Complete <ul style="list-style-type: none"> • Most sections of Level 1 Rugby Person 	Complete <ul style="list-style-type: none"> • All sections of Level 1 Rugby Person, • All sections of Level 1 Rugby Mind • All sections of Level 1 Rugby Body • Some sections of Level 2 Rugby Person • Some sections of Level 2 Rugby Mind • Some sections of Level 2 Rugby Body 	Complete <ul style="list-style-type: none"> • All sections of Level 2 Rugby Person • All sections of Level 2 Rugby Mind • Most sections of Level 2 Rugby Body 	Complete <ul style="list-style-type: none"> • All sections of Level 2 Rugby Body • Some sections of Level 3 Rugby Person • Some sections of Level 3 Rugby Mind 	<ul style="list-style-type: none"> • Complete • Most sections of Level 3 Rugby Person • Most sections of Level 3 Rugby Mind • Some sections of Level 3 Rugby Body
Most children will be able to....	Complete <ul style="list-style-type: none"> • All sections of Level 1 Rugby Mind • Some sections of Level 1 Rugby Body 	Complete <ul style="list-style-type: none"> • All sections of Level 2 Rugby Person • All sections of Level 2 Rugby Mind • Most sections of Level 2 Rugby Body 	Complete <ul style="list-style-type: none"> • All sections of Level 2 Rugby Body • Some sections of Level 3 Rugby Person • Some sections from Level 2 Rugby Mind 	Complete <ul style="list-style-type: none"> • Most sections of Level 3 Rugby Person • Most sections of Level 3 Rugby Mind • Some sections from Level 3 Rugby Body 	<ul style="list-style-type: none"> • Complete • Most sections of Level 3 Rugby Body • Some sections of Level 4 Rugby Person • Some sections of Level 4 Rugby Mind
Some children may be able to.....	Complete <ul style="list-style-type: none"> • All sections of Level 1 • Some sections of Level 2 	Complete <ul style="list-style-type: none"> • All sections of Level 2 • Some sections of Level 3 	Complete <ul style="list-style-type: none"> • Many sections of Level 3 • A very few sections from Level 4 	Complete <ul style="list-style-type: none"> • Most sections of Level 3 Rugby Body • Some sections of Level 4 	<ul style="list-style-type: none"> • Complete • All sections of Level 3 • Many sections of Level 4

	Under 12	Under 13	Under 14	Under 15	Under 16
All children should be able to...	Complete <ul style="list-style-type: none"> • Most sections of Level 3 Rugby Body • Some sections of Level 4 Rugby Person • Some sections of Level 4 Rugby Mind 	Complete <ul style="list-style-type: none"> • All sections of Level 3 Rugby Body • Most sections of Level 4 Rugby Person • Most sections of Level 4 Rugby Mind 	Complete <ul style="list-style-type: none"> • All sections of Level 4 Rugby Person • All sections of Level 4 Rugby Mind • Some sections of Level 4 Rugby Body 	Complete <ul style="list-style-type: none"> • All sections of Level 4 Rugby Body • Some sections of Level 5 Rugby Person • Some sections of Level 5 Rugby Mind 	Complete <ul style="list-style-type: none"> • Most sections of Level 5 Rugby Person • Most sections of Level 5 Rugby Mind • Some sections of Level 5 Rugby Body
Most children will be able to....	Complete <ul style="list-style-type: none"> • All sections of Level 3 Rugby Body • Most sections of Level 4 Rugby Person • Most sections of Level 4 Rugby Mind 	Complete <ul style="list-style-type: none"> • All sections of Level 4 Rugby Person • All sections of Level 4 Rugby Mind • Some sections of Level 4 Rugby Body 	Complete <ul style="list-style-type: none"> • All sections of Level 4 Rugby Body • Some sections of Level 5 Rugby Person • Some sections from Level 5 Rugby Mind 	Complete <ul style="list-style-type: none"> • Most sections of Level 5 Rugby Person • Most sections of Level 5 Rugby Mind • Some sections of Level 5 Rugby Body 	Complete <ul style="list-style-type: none"> • All sections of Level 5 Rugby Person • All sections of Level 5 Rugby Mind • Most sections of Level 5 Rugby Body
Some children may be able to.....**	Complete <ul style="list-style-type: none"> • Many sections of Level 4 Rugby Body • All of Level 4 Rugby Person • All of Level 4 Rugby Mind 	Complete <ul style="list-style-type: none"> • All sections of Level 4 Rugby Body • A few sections from Level 5 • A few sections from Level 6 and 7 	Complete <ul style="list-style-type: none"> • Most sections of Level 5 Rugby Person • Most sections of Level 5 Rugby Mind • Most sections of Level 5 Rugby Body • Some sections of Level 6, 7 and 8 	Complete <ul style="list-style-type: none"> • All sections of Level 5 Rugby Person • All sections of Level 5 Rugby Mind • All sections of Level 5 Rugby Body • Some sections of Level 6, 7 and 8 	Complete <ul style="list-style-type: none"> • Most sections of Level 6 • Most sections of Level 7 • Most sections of Level 8

** These are the children who should be being considered for Schools of Rugby, sub-County and County Representation

Club Award

During the presentations to the Pilot clubs it became clear that there was a requirement for a good deal of flexibility in the award scheme in order for it to be truly child centred.

The club award can be awarded by the club to any child at any stage for any achievement. As stated previously the integrity of the award should be born in mind in order for it to have an impact. However it is also important to recognise that as some children will thrive and flourish through challenge, others may find the challenge more demanding and any small achievement (in comparison to others) is actually a significant achievement to that individual.

The Club Award, therefore, offers that degree of flexibility and can be adapted to suit the needs of the club and each individual.

Some clubs have even suggested an additional award (club socks/vouchers towards kit etc) to further enhance the scheme. **Again feedback on this and the certificates would be greatly appreciated**

RFU Award

The RFU Award, by its very nature has to have stricter criteria surrounding it in order to make it:

- Consistent at National Level
- A Credible tool for players, coaches, parents and teachers
- A Reliable source of information for representative programmes

This will require some monitoring by the club administrator to ensure those criteria are adhered to against the tables provided in the previous section. **Feedback on this is crucial for the duration of the pilot to aid the development of the profile wheel and programme**

The table below sets out the criteria for the RFU Player Development Awards – which get incrementally harder as the players progress.

Each Stage award is dependent on the child achieving all the sections in Rugby Person, regardless of achievements in the other fields. The development of the child as a person is a key objective.

Children can progress to the next stage without achieving the GOLD standard. For example a child can go from Stage 1 to Stage 2, and then to Stage 3 without having achieved the Gold 1 standard. However they may subsequently gain the Stage 1 Gold Standard.

It would be possible therefore for a child to have a Stage 3 certificate and then presented with a Stage 1 GOLD certificate. This will assist in rewarding child who has a great attitude but may currently struggle a little with rugby, but who may develop later and acquire rugby skills.

It has also been pointed out that certain aspects of the Level 1 Rugby Person may be difficult for some children to achieve – most especially working sensibly with others. There is an opportunity here for the coach and child to work together to change behaviours, and there is also a fall back of the Club Awards

If a child gains Stage 1 and then Stage 1 GOLD very soon after, it would not be necessary to present two certificates.

Player Development Awards STAGES	Criteria
Stage 1	All sections of Level 1 Rugby Person plus all sections of Level 1 from either Rugby Mind or Rugby Body
Stage 1 GOLD	All sections of Level 1 from Rugby Person, Rugby Mind and Rugby Body
Stage 2	All sections of Level 2 Rugby Person plus all sections of Level 2 from either Rugby Mind or Rugby Body
Stage 2 GOLD	All sections of Level 2 from Rugby Person, Rugby Mind and Rugby Body
Stage 3	All sections of Level 3 Rugby Person plus all sections of Level 3 from either Rugby Mind or Rugby Body
Stage 3 GOLD	All sections of Level 1 to 3 inclusive from Rugby Person, Rugby Mind and Rugby Body
Stage 4	All sections of Level 4 Rugby Person plus all sections of Level 4 from either Rugby Mind or Rugby Body
Stage 4 GOLD	All sections of Levels 1 to 4 inclusive from Rugby Person, Rugby Mind and Rugby Body
Stage 5	All sections of Level 5 Rugby Person plus all sections of Level 5 from either Rugby Mind or Rugby Body
Stage 5 GOLD	All sections of Level 1 to 5 inclusive from Rugby Person, Rugby Mind and Rugby Body
Stage 6	All sections of Level 6 Rugby Person plus all sections of Level 6 from either Rugby Mind or Rugby Body
Stage 6 GOLD	All sections of Level 1 to 6 inclusive from Rugby Person, Rugby Mind and Rugby Body
Stage 7	All sections of Level 7 Rugby Person plus all sections of Level 7 from either Rugby Mind or Rugby Body
Stage 7 GOLD	All sections of Level 1 to 7 inclusive from Rugby Person, Rugby Mind and Rugby Body
Stage 8	All sections of Level 8 Rugby Person plus all sections of Level 8 from either Rugby Mind or Rugby Body
Stage 8 GOLD	All sections of Level 1 to 8 inclusive from Rugby Person, Rugby Mind and Rugby Body

The Statements

It is important that the player does not see the wheel as a race, but as a journey of exploration, discovery and development. Jumping ahead without establishing consistency in each section will result in raised and unrealistic expectation which will ultimately undermine confidence and motivation. A building without foundation is likely to be coming crashing down when placed under pressure.

Below are the statements from the profile wheel, with a brief explanation for each. Where relevant there are examples provided on how the statements might be applied.

The statements have been designed to leave scope for negotiation and discussion, most especially in the higher levels. This will provoke thought and discussion between the coach and player, and other significant others, which will then assist in developing the understanding between player and coach. It should also ensure a greater clarity of what the statement means to each and allow for smarter target setting.

Personal Targets

Target setting is an essential part of becoming the best that players can be. It allows them to focus on specific aspects of their personal, physical, cognitive, creative and social skills. Each of these, are equally important for the player to be successful, not only in rugby but all other sports and career.

The biggest and hardest skill is for the player is to be honest and look at their skill set objectively, allow them to make the most appropriate decisions for their future.

The targets made by players and discussed with the coach should be SMART targets.

S = Specific (Task details)

M = Measurable (How will the player know s/he has done better – what is the start and finish point)

A = Achievable (will the player be able to complete the task/target?)

R = Relevant (is the target relevant at that time?)

T = Timed (when will the task/target be completed, how often will the player need to practice)?

PLAYER DEVELOPMENT AWARDS – RUGBY PERSON

<p>Level 1 I can work sensibly with others The player is able to maintain focus and consistently behave appropriately</p>	<p>Level 1 I can respect and follow simple rules The player does not argue with decisions and does not cheat or try to cheat within the practice situation</p>	<p>Level 1 I can take turns and share with others Players do not push in and works in games and practices to pass the ball to others (not just their mates)</p>	<p>Level 1 I can follow my coaches instructions and train safely The player is able to quickly and effectively follow instructions without poor behaviour</p>	<p>Level 1 I am happy to have a go and try new things The player readily accepts new challenges with some enthusiasm</p>	<p>Level 1 I can work on a simple skill or task by myself and ask for help when I do not understand The player is able to work independently on a skill or task without the need for constant supervision, recognises when s/he requires help and asks for it (others and/or coach)</p>
<p>Level 2 I can help, praise and encourage my team mates The player consistently uses positive feedback and looks to support others in tasks and games.</p>	<p>Level 2 I can talk and listen to my team mates about our play including others and not excluding anyone The player can talk constructively about the performance – not “shout others down” and listen to everyone</p>	<p>Level 2 I can work well with a partner or a group of players and tell them what they are good at Players work well with others and do not argue or resort to bad behaviour. They are able to recognise and report good actions and skills in others</p>	<p>Level 2 I try several times if I do not succeed at first The player shows resolve to master new skills or ideas</p>	<p>Level 2 I am happy to show and tell others my ideas and demonstrate skills to a group The players are happy to share ideas and does not shy away from working in front of others</p>	<p>Level 2 I ask for help to support my development The player asks coach/parent/peers for help to aid their learning</p>
<p>Level 3 I show patience and support my team mates when learning and performing new skills The player remains positive even with self and others even when the task may be very challenging and may not be grasped by others</p>	<p>Level 3 I can work well and play fairly as part of a team and follow simple rules The player can work positively with others, play within the rules and not cheat or try to cheat within competitive games and practice situations</p>	<p>Level 3 I can cooperate well with others and give them helpful feedback The player is able to work well with others – but more actively. S/he is able to provide feedback which helps to improve performance For example; providing advice to a defender in a v 1</p>	<p>Level 3 I can work independently for a period of time The player is able to work on a task without the intervention of the coach to retain focus or address behaviour.</p>	<p>Level 3 I am confident when playing rugby in front of others The players continues to work hard and performance is not hindered by observation</p>	<p>Level 3 I know where I am with my development The player is able to reflect and provide an accurate description of her/his strengths and areas for development (person/mind/body)</p>
<p>Level 4 I can help my team make decisions and respectfully accept the decisions of others e.g. team mates, coaches, referees The player works with others to support their decisions within a game situation and accepts the decisions with respect. Although the decision may later be challenged it is done so with good grace, language and behaviour</p>	<p>Level 4 I can help organise roles and responsibilities within the team The player can discuss roles and responsibilities with the coach and others and communicate within a game/practice situation. For examples calling moves, organising defence and attack, calling others to support.</p>	<p>Level 4 I can guide a small group through a task The player is able take the lead within a task to help others to grasp it or perform it more effectively</p>	<p>Level 4 I can cope with and react positively towards both failure and success The player is able to see mistakes/failure as a necessary part of the learning process and does not get angry, upset or downhearted whilst at the same time is pleased with success but remains humble and respectful - seeing that success as part of the bigger picture</p>	<p>Level 4 I can persevere with a task and improve my game through practice The player works hard at a task to grasp it, or improve at it which enhances their performance in a competitive situation</p>	<p>Level 4 I recognise my strengths and weaknesses and can set appropriate targets The player is able to clearly and accurately identify his/her strengths and weaknesses and can set realistic and achievable short term goals</p>
<p>Level 5 I am willing to take on different roles to support my team e.g. supporting the ball carrier, passing to others The player understands the multi role nature of the game and accepts their contribution towards a team goal</p>	<p>Level 5 I can give and receive constructive feedback to improve myself and my team mates The player can provide constructive feedback to a partner, team mate, self or team and receive it from others positively</p>	<p>Level 5 I can negotiate and collaborate with others as part of a team The player is able to discuss the practical problem presented to them, suggest solutions and work with them to explore them For example; 2 v 1, 3 v 2 etc</p>	<p>Level 5 I am self motivated, committed to practicing and training and show a clear desire to improve as a rugby player The player not only turns up to coaching sessions and matches but always gives of his/her best</p>	<p>Level 5 I see new skills and activities and playing positions as a challenge and not as a threat The player is “happy to have a go” at things which may be new to them, including changing positions and trying things outside of their usual comfort zone</p>	<p>Level 5 I make changes once I, or others have evaluated my performance and deal with mistakes positively The player looks to improve performance in training and matches based on self reflection and feedback</p>
<p>Level 6 I can work effectively with others in a match and contribute effectively to attack and defence The player is selfless within the</p>	<p>Level 6 I can lead a small team or group of players and question others appropriately The player can lead a small group</p>	<p>Level 6 I can involve others and motivate those around me to play better and can accept support from those around me</p>	<p>Level 6 I can accept critical advice from the coach and others and act on it The player not only accepts advice but actively seeks it and responds</p>	<p>Level 6 I remain calm and positive when things become difficult The player is not distracted from their performance – either in</p>	<p>Level 6 I take responsibility for my own development and set realistic and challenging goals for myself The player actively seeks</p>

team and maintains focus within a team attack and defence strategy	practice and ask others questions to improve their performance or positively challenge their decisions.	The player is able to include and involve others within practice and games to help them to develop – and can also accept assistance from others to improve their own performance	positively and actively to it	practice or matches – when the situation changes For example; more pressure, struggling to grasp a new skill, difficult opponents, officials decision etc	opportunity for feedback and improvement and is able to set achievable goals which challenge them to improve
Level 7 I can accept and take on a role most suited to my team and negotiate a change in that role when appropriate The player will accept a change in role for the good of the team, and is able to discuss their own needs at an appropriate time and in an appropriate way	Level 7 I actively seek opportunities to lead The players wants to take a small group session, organise units (scrum/line-out/attack/defence/skills session/warm up/captain)	Level 7 I can inspire and enthuse those around me The player is either able to motivate through their own efforts or through verbal encouragement to motivate others to perform to their potential	Level 7 I am motivated to improve and regularly practice my skills outside of organised club training sessions and games The player will turn up early/stay late and practice and/or train outside of the organised rugby sessions	Level 7 I demonstrate resilience in my development and regularly choose to revisit/reinforce a rugby skill or group of rugby skills The player sticks with a task, responsibility or concept to improve and not only happily revisits previously learnt skills but actively seeks to do so	Level 7 I have the confidence to take appropriate risks with my skills and actions within a game The player seeks to try out newly learnt skills and try them in different situations within a game situation
Level 8 I am resourceful in my approach to rugby and seek advice from a variety of sources to enhance my performance The player will ask for help from the coach but will also investigate other resources – others, books, on-line.	Level 8 I can sensitively negotiate to avoid or resolve conflicts within the group The player is able to calm down a situation wither in practice or a game where there might be conflict – between team mates, with opponents, crowd or referee.	Level 8 I have the ability to mentor other players using effective questions to include, support and develop them. I can empathise with others The player is able to constructively and positively mentor less experienced or skilful players to develop their skills – for example in core skills or game understanding.	Level 8 I have the determination to develop as a rugby player and I'm committed to self-reflection and self-improvement regardless of how successful I am The player completes the profile wheel often and is accurate in their assessment. S/he works hard to develop both weaknesses and strengths	Level 8 I acknowledge and consistently seek opportunities to work on my weaknesses The player works hard to improve the areas which are difficult for them – and does not shirk from doing so	Level 8 I can maintain my performance within high pressure game situations The player is able to perform to the best of their ability regardless of the opposition, conditions or status of the match.

PLAYER DEVELOPMENT AWARDS – RUGBY MIND

Level 1 I can observe and describe what I see performed The player can watch a skill or activity being performed and talk about what has been seen.	Level 1 I can name some things that I am good at The player is able to talk about some of the things that they do well, for example they may follow instruction, be able to catch a rugby ball, help others.	Level 1 I can understand and follow simple rules The player is able to play within simple rules and understands what they are and why they are there	Level 1 I can observe and copy others The player is able to watch a simple demonstration (of a skill or a game) and can copy it.	Level 1 I can explore different movements or ideas The player is able to try different movements/activities and ideas	Level 1 I can describe different movements The player is able to describe their own movement and/or those of others
Level 2 With help I can recognise differences and similarities in performance The player is able to describe their own and others performances and compare them against each against each other	Level 2 With help I can explain why someone or something is working/performing well The player is able to describe what is working well and more importantly why it is working well.	Level 2 I can begin to order/sequence instructions, movements and skills The player is able to listen to instruction and follow them to put together a simple sequence of actions. For example; the coach describes/demonstrates receiving a pass, and then changing direction/pace and the player is able to execute it. The player doesn't change pace/direction before the ball is passed which makes it difficult for the passer	Level 2 I can suggest solutions or basic tactics The player is able to, when faced with a problem show or explain some simple solutions. For example; 1 v 1, run into space, change direction, dodge, change pace, out run them. 3 v 3 pass and support to create an overlap	Level 2 I can compare my movements actions and skills with those of others The player is able to compare their attributes against others For example; s/he is faster than me, s/he isn't able to pass as well as I can.	Level 2 I can select and link movements together The player is able to work on movements which link together. For example; change pace and direction; jump and catch and turn; run, and lean and tag;
Level 3 I can understand simple tactics	Level 3 I can understand and explain	Level 3 I can identify areas of	Level 3 I can respond differently to a	Level 3 I can make up my own rules and	Level 3 I can recognise similarities and

<p>like attacking and defending and can begin to select and apply appropriate skills</p> <p>The player is able to explain simple tactics and apply them</p> <p>For example: in attack – run into space between two defenders to draw them, to create space, run towards defender to conserve space - in defence – make a wall, push out to push ball carrier in towards other defenders</p>	<p>when to run, pass and kick depending on the actions of support and defence</p> <p>The player is able to accurately describe, understand and demonstrate decisions in play</p> <p>For example; when to run (space in front, mismatch, towards support), when to pass (support in better position, before contact, off-load) and when to kick (no alternative option, to relieve pressure, to apply pressure)</p>	<p>improvement for myself and my team</p> <p>The player is able, during practice and/or game to identify areas in which s/he has improved and in which the team has improved</p> <p>For example; <i>I am now able to pass for the support, not to them, I am able to get hold of the ball carrier to slow their progress; we are much better at moving the ball wide; we are all able to play in the scrum</i></p>	<p>variety of situations and patterns of play</p> <p>The player is able to change their performance depending on the situation or the way the game is evolving.</p> <p>For example; the coach changes the rules within practice games which means the player has to react differently (conditioned defence, no kicking etc) or in a game identifies an opponent is stronger so tackles them differently. Sees that the opposition always passes and loops so starts to push out wider</p>	<p>versions of activities</p> <p>The player is able to devise games and/or activities to focus on and improve skills or understanding</p> <p>For example; the player suggests one tackle (lose possession) rugby to improve passing and support</p> <p>Kicking netball to improve kicking or receiving</p>	<p>differences in patterns of play</p> <p>The player is able to see and describe/react to different patterns of play</p> <p>For example; s/he sees that an individual, group or team “usually does this” whilst another individual, group or team “often do this”. And can describe it and/or adapt to it.</p>
<p>Level 4</p> <p>I can use ways (criteria) to judge team or individual performance</p> <p>The player is able to analyse performance in comparison to agreed criteria</p> <p>For example: breakdown v off-load</p>	<p>Level 4</p> <p>I can identify specific parts of team and individual performance to work upon</p> <p>The player is able to observe specific areas for development for and team</p> <p>For example; the support is poor which prevents off-load; we defend too narrow which enables opposition to attack wide, exposing lack of pace</p>	<p>Level 4</p> <p>I can use my awareness of space and others to make good decisions e.g. running or passing into space</p> <p>The player is able to spot a space and use it, either by running into it, or by maintaining it (running towards the defender to keep the space) or by passing into it. The player has not only to be aware of the space, but where their support is and where other defenders may be coming from</p>	<p>Level 4</p> <p>I can use the principles of play (go forward, support, continuity) to solve basic problems</p> <p>The player is able to apply the principles of play.</p> <p>For example in a 2 v 1 the ball carrier must go forward to interest the defender and achieve goal (scoring), the partner must support in order to provide options and avoid a breakdown and help beat an opponent.</p>	<p>Level 4</p> <p>I can link actions and moves which express my own ideas</p> <p>The player is able to demonstrate creativity and own ideas</p> <p>For example; 1 v 1 to score, 1 v 1 to keep possession, 1 v 1 to win ball in air/on ground</p>	<p>Level 4</p> <p>I can change tactics, rules or tasks to make activities more fun or challenging</p> <p>The player is able to contribute to a practice to make it more challenging and enjoyable.</p> <p>For example: the player suggests that the scoring area becomes smaller to make the attack more difficult</p>
<p>Level 5</p> <p>I can set my own criteria to judge performance</p> <p>The player is able to work on his/her own to establish standards against which they can assess their performance e.</p> <p>For example; defenders beaten/scoring passes/win own ball in scrum etc</p>	<p>Level 5</p> <p>I have a clear idea of how to develop my own and other peoples rugby</p> <p>The player is able to describe how to develop identified areas for self and team</p> <p>For example; <i>I need to practice left handed pass on my own, varying the distances and pace we need to work on our shape in attack, working on a second line of attack, using 4 v 3, 5 v 3 etc</i></p>	<p>Level 5</p> <p>I can recognise and suggest patterns of play which will increase chances of success</p> <p>The player is able to identify patterns of play</p> <p>For example: <i>the opposition hit 3 phases and then go wide, they play with the flow, they always kick from their own 22, they throw to two in defence, we should attack through the midfield from scrum as they don't push up, we should push wide from breakdown as they over commit etc</i></p>	<p>Level 5</p> <p>I can create patterns of play</p> <p>The player is able to work with others to create patterns of play with and/or without opposition</p> <p>For example; attack through the midfield, recycle, and move ball in the same direction to commit and spread defence.</p> <p>Catch and drive, ball moves to blind side to keep loose forwards near touchline before moving wide</p>	<p>Level 5</p> <p>I can respond imaginatively to different situations by changing tactics</p> <p>The player is able to devise and apply a range of tactics in the same situations to outwit an opponent.</p> <p>For example: in response to press defence – dodge, chip and catch, cross kick, switch, inside ball etc</p>	<p>Level 5</p> <p>I can adapt and adjust my skills, movements or tactic so they are different from or in contrast to other teams</p> <p>The player is able to change the way they play in order to challenge opponents.</p> <p>For example; The opposition does not compete in the contact area and stacks defence. The player identifies this and picks and goes to pull players in, rather than moving the ball wide.</p>
<p>Level 6</p> <p>I can read and react to different game situations as they develop</p> <p>The player is able to change tactics or the way s/he plays dependent on situations</p> <p>For example; weather, score, others performances, referee etc</p>	<p>Level 6</p> <p>I can review, analyse and evaluate my own, my team mates and opponents strengths and weaknesses</p> <p>The player is able to accurately describe the quality of their performance, those of their team and the opposition objectively (i.e. avoiding bias)</p>	<p>Level 6</p> <p>I can develop methods to outwit opponents</p> <p>The player is able to develop tactics and strategies in attack and defence to overcome opponents for self and team.</p> <p>For example 1 v 1 change pace, change direction, use eyes and ball to decoy. 1 v 1 close down space, focus on hips, push them</p>	<p>Level 6</p> <p>I can explain the principles of play and demonstrate Go Forward, Support, Continuity, Pressure, Contest for the Ball and Communication</p> <p>The player is able to explain and practically demonstrate understanding of the principles of play consistently through playing</p>	<p>Level 6</p> <p>I can adapt quickly to changes of number of players, rules, and available space to outwit opponents</p> <p>The player is able (in games and practices) to change his/her decision to take advantage.</p> <p>For example: The player prepares to kick but then identifies that there is a shortage of defenders</p>	<p>Level 6</p> <p>I can disguise what I am about to do next</p> <p>The player is able to give no indication of what they are going to do, or false information.</p> <p>For example; the player changes shape at the last moment before kicking/jumping/supporting in line-out. Dummy pass or kick.</p>

<p>Level 7</p> <p>I can analyse and evaluate performance prioritising learning and action that will lead to improvement</p> <p>The player is able to assess aspects of their own game and that of their team to work out the areas which require developing and evaluating which ones should come first.</p> <p>For example: Individual – they assess that their tackling, kicking and positional play are not what they should be. They then assess that it is because they are out of position that they are missing tackles – which becomes the priority as they tackle more than they kick.</p>	<p>Level 7</p> <p>I can assess all relevant information to adjust the decision making and play of me and my team</p> <p>The player is able to make decisions which are based on gathered information. The decisions may not be the best, but are based on sound gathered information.</p> <p>For example: "I kicked to touch because the full back has caught everything and counter attacked well – we threw to two because their two is weak and 4 is strong however their might have been an alternative, more constructive decision (I kicked high down the tram-lines to put the full back under pressure, with the chasers forcing him into touch – we identified the two was weak in the line-out, and played that in defence, but went to the tail in attack to get into the midfield quickly</p>	<p>Level 7</p> <p>I can see patterns of play develop and select a range of tactics and skills to outwit opponents</p> <p>The player is able to recognise patterns of play and counter them to get the better of opponents. For example;</p>	<p>Level 7</p> <p>I can call and control restarts , attack and defence patterns of play for myself and my team</p> <p>The player is able to call, understand and develop patterns of play from restarts – kick off/line-out/scrum/22m drop out .</p> <p>For example the player calls a drift defence from a line-out and controls the drift as the ball is moved across the attackers back line, but calls a man-on –man from a scrum as the opponents use midfield strength to go forward.</p>	<p>Level 7</p> <p>I can change my game plan in response to my opponents actions to surprise them</p> <p>The player is able to identify the conditioned play of opponents and adjust their game plan to take advantage.</p> <p>For example, the thrower notices that the front support in the line-out always moves slightly infield and with his/her back to the throw. S/he throws to 1 in the line-out to take advantage and uses the blind-side</p>	<p>Level 7</p> <p>I can improvise in order to achieve the desired outcome</p> <p>The player is able to move away from the norm to get to the desired outcome</p> <p>For example; chest pass away from contact, overhead pass to get the ball over an opponent, take the ball low n a line-out</p>
<p>Level 8</p> <p>I can assess the strengths and weaknesses of my team mates and opponents to make good decisions in a game</p> <p>The player is able to make calculated decisions based on information gathered by experience of play</p> <p>For example., the opposition has a good full back who is an effective counter-attacker, change kicking strategy or own hooker is not hitting the 4 jumper, so call to 2 Jumper.</p>	<p>Level 8</p> <p>I can show a high level of awareness and anticipation within a game</p> <p>The player shows good awareness of space, support, strengths, weaknesses, conditions, tactics of opponents etc and is able to demonstrate that awareness in the way they play/respond to it.</p>	<p>Level 8</p> <p>I can make advanced calculations of risk versus reward and use these to inform my decision making</p> <p>The player is able to make considered decisions which carry some risk but in which the positive outcome outweighs the negative.</p> <p>For example the player-cross kicks to the winger to out manoeuvre the tight defence of the opposition. The risk is that it goes into touch, or is taken by an opponent; the reward is a certain try if caught.</p>	<p>Level 8</p> <p>I can demonstrate flair and imagination</p> <p>The player is able to try things which have not been coached, or which have been experienced in a different context.</p> <p>For example, high kick into in-goal area to challenge, over arm pass support player, overhead kick to space.</p>	<p>Level 8</p> <p>I am able to create the unexpected</p> <p>The player is able to perform a skill or size up a situation which surprises the opposition.</p> <p>For example, the 10 distributes the ball in their own 22 rather than kick – seeing the wings and full prop supports in mid field and runs a line from deep which wrong foots opponents.</p>	<p>Level 8</p> <p>I can create my own original solutions to problems in training and on the pitch (during a game)</p> <p>The player is able to solve problems through experience, intuition and creativity.</p> <p>For example; the player is being out jumped in the line-out and to solve this begins to dummy jump to fool the opponent and then jumps when they are coming down, or moves to get in front of them at the last moment</p>

PLAYER DEVELOPMENT AWARDS – RUGBY BODY

<p>Level 1</p> <p>I can move with purpose in attack and defence</p> <p>The player is able to make definite</p>	<p>Level 1</p> <p>I can move the ball across my body and travel with the ball in my hands</p>	<p>Level 1</p> <p>I can perform a small range of skills and link two movements with some success e.g. catching and</p>	<p>Level 1</p> <p>I can make a target to receive a pass and call for the ball</p> <p>The player is able to hold his/her</p>	<p>Level 1</p> <p>I can change direction and move at different speeds</p> <p>The player is able to dodge,</p>	<p>Level 1</p> <p>I wear the correct kit and equipment to keep myself and others safe</p>
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<p>movements in attack and defence i.e. they have a reason For example; the player may try and run around a defence as they are quick; the player runs forward at pace; the player runs towards the ball carrier and dips to make a tag</p>	<p>The player is able to carry the ball whilst running and move the ball from one side of the body to the other For example; s/he runs with the ball and can move the ball from left to right to pass or adjust; or from under one arm to another arm</p>	<p>passing a ball with a partner The player is able to perform a limited number of linked skills as described</p>	<p>hands out to make a target and also calls for the ball</p>	<p>weave and evade</p>	<p>The player wears the correct kit for practice For example; appropriate wet weather/cold weather/warm weather clothing; boots; safe studs</p>
<p>Level 2 I can track and advance on an opponent The player is able to follow an opponent and move forward to cut down their space</p>	<p>Level 2 I can coordinate actions together e.g. run and catch, run and pass The player is able to link a series of movements together as described</p>	<p>Level 2 I can move with agility and balance. I can change speed and direction, jump and dodge The player is able to demonstrate a range of movements and change of direction</p>	<p>Level 2 I can get myself into a good position to receive the ball and then call for it The player is able to support the ball carrier and get into a good position (to receive the ball) For example; in space; with time and not under pressure; close in support or slightly wider. The player doesn't just random call the for the ball where ever they happen to be</p>	<p>Level 2 I can beat a moving defender The player is able to evade and get past a defender who is moving towards them For example; 1 v 1, dodge, weave, sidestep, change of pace, on the outside, on the inside</p>	<p>Level 2 I can say how my body feels before, during and after exercise and I know how to move, land and fall safely The player is able to describe how s/he feels and is competent in most movements, and can land from a jump and fall safely For example; "I get warmer; I go red; I sweat; my legs feel tired; I get out of breath; I pant after exercise; I can't run straight away but after rest I can run again"</p>
<p>Level 3 I can receive the ball from pass, pop, kick, ground whilst moving, changing pace and changing direction The player is able to adjust his/her shape, pace, direction to catch and pick up the ball</p>	<p>Level 3 I attempt to pass the ball over varying distances using different techniques whilst moving, changing pace and changing direction e.g. wrist pass, spin pass, pop pass, off load The player is able to achieve some success whilst trying a range of passes as described above</p>	<p>Level 3 I can understand and demonstrate the correct technique for a tackle The player is able to describe the tackle techniques and can demonstrate the process through the tackle progressions</p>	<p>Level 3 I can catch the ball away from my body and pass to a moving target The player is able to receive the ball early and move it across the body to pass to a team mate in support. For example; when s/he is trying to move the ball quickly s/he does not bring the ball into the body and then move it back out to pass</p>	<p>Level 3 I can use a range of strategies to beat a defender The player is able to beat a defender by using a number of plays For example; the player changes direction; changes speed; dummy passes; ducks under them; chips and catch</p>	<p>Level 3 I can describe how my body changes before and after exercise and I can explain why we need to warm up and cool down The player is able to describe how they feel and the changes they notice and can explain why to warm up and cool down For example; "I find it harder when I start and then easier when I exercise for a while; I don't get out of breath when I'm on the balance ball but my muscles get tired; my heart beats faster,"</p>
<p>Level 4 I can perform a side and rear tackle safely The player is able to go through the progressions and demonstrate a safe technique for side and rear tackles</p>	<p>Level 4 I can demonstrate a strong position and I understand and apply the "Tower of Power" The player is able to show a strong body position by adopting the Tower of Power</p>	<p>Level 4 I can demonstrate and maintain the correct body position for contact e.g. Ruck, Maul, Scrum, Tackle The player is able to remain in the correct body position for contact as described above</p>	<p>Level 4 I can demonstrate in practice effective ball presentation in contact The player is able to make the ball available in the tackle (standing and to ground)</p>	<p>Level 4 I can adjust my position, shape or speed to receive an inaccurate pass The player is able to adjust to catch a poor pass</p>	<p>Level 4 I know how often and how long I should exercise to be healthy and to be able to play rugby The player is able to describe the minimum requirements of exercise to remain healthy and fit for rugby For example; intensity; duration; frequency; content,</p>
<p>Level 5 I can perform a range of kicks and passes fluently and accurately in practice situations The player is able to demonstrate a range of kicks and passes in practice For example; grubber, chip, cross</p>	<p>Level 5 I can receive a range of kicks an passes fluently and accurately in practice situations The player is able to successfully deal with a variety of ball receipts</p>	<p>Level 5 I can combine two skills fluently with some accuracy e.g. tackle and compete, jump and catch The player is able to smoothly combine two related skills as described</p>	<p>Level 5 I can perform side and rear tackles in practice and/or in game situations The player is able to tackle from the side/rear in a competitive situation</p>	<p>Level 5 I can effectively protect and present the ball in contact The player is able to maintain possession in contact, or assist others to do so, and make it available For example; changing body</p>	<p>Level 5 I can explain why individuals need different types and levels of fitness to be more effective in their activity/role/event The player is able to explain the type and range of fitness required for specific sports or roles</p>

<p>kick, spin pass, off-load; one handed pass</p>	<p>Level 6 I can perform skills and movement consistently in both practices and games The player is able to demonstrate focus to perform at a consistently good level in practice and matches For example: his/her form does not fluctuate week to week or game to game.</p>	<p>Level 6 I can effectively transfer skills and movements from training situations and other sports into rugby The player is able to apply practice into competition, and transfers skills and movements from other sports For example; s/he can transfer from basketball or netball to jump and catch (line-out or kick receipt); can pass the ball into space for someone to run onto (from football/hockey)</p>	<p>Level 6 I can kick the ball (ideally off either foot) to the intended target area The player is able to execute a range of kicks to arrive in the intended area For example; grubber kick to touch; grubber kick for self/team mate; up and under; chip and catch for self/team mate; cross kick etc</p>	<p>Level 6 I can time the pass so that the receiver has the best chance of controlling and using the ball, with the least risk of being put under pressure by the defender The player is able to identify the support player to pass to, and pass the ball to them or for them depending on the situation For example; the receiver is standing deep for a kick and wants the pass to them; the receiver is running at pace and wants the ball in front; the receiver is running towards the passer and wants a sympathetic pass; the receiver has a defender coming up fast and wants a quick pass</p>	<p>Level 6 I can plan and lead an appropriate warm up for others The player is able, with enough notice, to plan and take the lead in a warm up</p>	<p>For example: endurance, strength, speed, power, flexibility</p>
<p>Level 7 I can demonstrate a range of skills specific to my position appropriately and consistently The player is able to demonstrate a good level of competence in the skills required for their position/s For example; Fly-half kicking, range of passes; lock good scrum position, line-out jumping; centre kicking, tackling, passing</p>	<p>Level 7 I can execute effective offensive tackle techniques and create turnover ball when appropriate The player is able to 'attack' in the tackle (go forward) creating the opportunity for turn over ball For example; the tackle stops the ball carrier causing them to spill the ball; forward momentum results in the defence going forward in the resultant breakdown</p>	<p>Level 7 I can effectively make adjustments to techniques when required The player is able to adjust their techniques (safely) when presented with a situation which may require it For example; s/he is presented with a taller or smaller opponent in the scrum; the ball arrives awkwardly from a pass which requires a different method of receipt and subsequent pass from the norm</p>	<p>Level 7 I can perform a variety of skills consistently, accurately and effectively under pressure within a competitive game The player is able to transfer and maintain their level of performance from the practice field to the game</p>	<p>Level 7 I can catch a ball from a kick cleanly and manage to control it even when under pressure from an opponent The player is able to successfully field a range of kicks and maintain eye contact with the ball despite pressure</p>	<p>Level 7 I can adapt a general fitness exercise programme to suit my needs and I can adopt and maintain a strong body position for contact The player actively seeks to be fitter and undertakes exercise outside of the rugby sessions. As a consequence the player is able to stay in a strong body position in contact</p>	
<p>Level 8 I can perform a wide range of advanced skills with consistency and accuracy The player is able to perform skills at a consistently high level For example: s/he kicks off both feet; catches a high ball and maintains possession on contact; jumps and passes off the top; one handed off loads</p>	<p>Level 8 I can perform advanced skills consistently in pressure situations The player is able to perform skills at a consistently high level in competitive situations (eg representative/cup) For example: s/he kicks off both feet; catches a high ball and maintains possession on contact; jumps and passes off the top; one handed off loads in contact</p>	<p>Level 8 I can select and perform the full range of tackles appropriate to the defensive situation The player is able to gauge the most effective tackle for the situation with which they are presented For example; a smother tackle to cut off the pass to a supporting player, a low tackle to prevent a drive to the line; a standing driving tackle into touch</p>	<p>Level 8 I can consistently make a pass (e.g. high, in front, or to receiver, behind an opponent, spin etc) which is good enough to beat a defender, break down a defence or put the receiver in a scoring position The player is able to execute the range of passes which result in the best outcome</p>	<p>Level 8 I can remain steady and in control even when performing rapid movements or being tackled or grabbed by an opponent The player demonstrates core strength and stability to be able to maintain control of him/herself when moving at pace or when in contact For example: the player is tackled low when making a break for the line, but is able to control the ball and him/herself to execute an effective off-load from ground</p>	<p>Level 8 I can undertake and maintain a relevant and specific training programme to be able to participate effectively in Rugby Union at an appropriate level The player is able to establish and maintain a level of fitness appropriate for the level at which s/he is performing</p>	