



# **BLOU BULLE RUGBY-UNIE**

# **BLUE BULLS RUGBY UNION**

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## **COACHES TRAINING INFORMATION**

1. All Coaches, please note the following:
  - a. Boksmart:

All Coaches must be Boksmart accredited.

Each coach receives a Boksmart virtual card with his number on it after he/she attends the online training session, for the full duration of the session. Online courses can be done at [www.my.boksmart.com](http://www.my.boksmart.com). To confirm that you are Boksmart certified, a referee will ask you to show your card at matches. You can also check online whether you are Boksmart certified at [www.check.boksmart.com](http://www.check.boksmart.com). It is important that all the school/club administrators/managers obtain this accreditation, so that they are also up to date with SA Rugby / BokSmart regulations and policies.

BokSmart must be renewed every 2 years. This training is free of charge.
  - b. World Rugby Courses Certification:

Upon successful completion, your World Rugby Level 1 certificate will be available on your profile at World Rugby Passport after approximately one week. If you have been successful with your assessment with your World Rugby Level 2 accreditation your certificate will also be available on your World Rugby Passport profile.
  - c. Coaches are nominated by the BBRU for the World Rugby Level 3 on invitation from SA Rugby. The coach must have World Rugby Level 2 accreditation and relevant experience (this is a mandate from the World Rugby / SA Rugby) to qualify and must also be an experienced coach. To get the World Rugby Level 3 the coach must attend a workshop that spans 2 years. The candidates must be involved full-time in coaching a senior provincial team.
  - d. Apart from all coaches being Boksmart all rugby coaches in South Africa must have a valid coaching license (World Rugby qualification) otherwise they will not be allowed to coach. It is in the final stages of legislation by SASCOC. Adherence to the policy must be observed by all parties involved.
  - e. World Rugby Level 1 and 2 Strengthening and Conditioning courses are also offered by the BBRU.

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- f. Workshops on various topics, e.g., Lineout, Scrum, Breakdown Management, Defense, Attack, etc. will also be conducted over the year. Confirmation of these, dates and costs will be communicated to schools and clubs.
- g. Course fees for BBRCA affiliated coaches:
- |                                                                |              |
|----------------------------------------------------------------|--------------|
| WR Level 1 coaching course = 8 hrs. (1 day)                    | Cost: R 500  |
| WR Level 2 coaching course = 16 hrs. (2 days)                  | Cost: R 1200 |
| WR Level 1 7's coaching course = 8 hrs. (1 day)                | Cost: R 500  |
| WR Level 2 7's coaching course = 16 hrs. (2 days)              | Cost: R 1200 |
| WR Level 1 Strength and Conditioning course = 6 hrs. (1 day)   | Cost: R 500  |
| WR Level 2 Strength and Conditioning course = 10 hrs. (2 days) | Cost: R 1200 |

### 2. World Rugby Coach Education: Frequently asked questions:

- a. *What/who is World Rugby?*  
WR is the acronym of Word Rugby, who is based in Dublin, Ireland. They determine rules and legislative policies regarding worldwide rugby.
- b. *Why do I have to be WR qualified?*  
SARU and SASCOC have introduced a new coaching pathway, this pathway is based on international coaching practices and allows coaches and rugby bodies to centrally verify a coach's qualifications. It is also beneficial to all coaches to be up to date with the latest coaching practices and research. The coaching pathway gives clearly defined qualifications applicable to the level of player you are coaching and therefore allows you to plan your coaching career more effectively. Unlike any other coaching qualifications, your WR qualification is recognized internationally.
- c. *How do I get WR qualified?*  
Contact your local Coaching Association or WR representative. They will be able to tell you when the next course suitable to you, will be presented.
- d. *Do I have to do the level 1 course before I do the level 2?*  
Yes, you must.
- e. *How quickly can I enroll on the Level 2 course after completing the level 1?*  
You may enroll on the level 2 course after attending Level 1 course and you have coached for 1 season. We recommend that you gain some experience beforehand. Provincial rugby

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players, who can provide proof of their career, does not have to attend WR Level 1, but may attend a WR Level 2.

- f. *I have already completed several non WR coaching courses with my Rugby Union, Do I have to get WR qualified?*  
Yes you must. SARU & WR are aiming to have all coaches and referees WR qualified by 2015. This is in line with standardizing all coach education internationally. From 2015, you will require an appropriate WR qualification for the coaching position you hold. IRB qualifications are still valid.
- g. *Are there any courses higher than the WR level 2?*  
Yes, the WR level 3 course is now available for coaches who are coaching at LTPD stages 4-5 on the Coaching pathway document.
- h. *Who can enroll on the Level 3?*  
The WR level 3 will be made available to coaches who are currently coaching at stages 4-5 on the coaching pathway, this includes Super rugby, Currie Cup, Vodacom coaches. Enrollment for this is by invitation only from SARU.
- i. *How can I enroll on a course?*  
Simply contact your local coaching association to find out when the next suitable course is available to you in your area. Registrations must be done on [www.bullscoaching.co.za](http://www.bullscoaching.co.za)
- j. *Does WR offer any other courses?*  
Yes, WR offers the following courses: WR levels 1, 2 & 3. Sevens level 1 & 2, Strength & conditioning levels 1 & 2, Match Officiating level 1 & 2.

### 3. Boksmart: Frequently asked questions:

- a. *Why do I need to be Boksmart certified?*  
SARU, have launched this new initiative to improve the safety of your players and improve safety standards within coaching in South Africa. You are now legally obliged to be Boksmart accredited before you coach or referee at any age group/level.
- b. *What will happen if I do not get Boksmart trained and continue coaching?*  
This is a serious breach of SARU regulations and best coaching practice. Not only is this course of action illegal but it places the coach and his club/school at risk of litigation should one of your players suffer a serious or catastrophic injury under the supervision of that

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coach. In addition, there are mandatory sanctions imposed on those who are found to be in breach of these regulations. See SARU regulations on Boksmart rugby safety workshops (amended version June 2011 section 17)

- c. *What are the front row age regulations for rugby?*  
Junior rugby is defined as u.20, u.21, senior rugby and above. A player who is the age of 18 on the 1st day of January of the given season can play senior rugby, except in the front row positions. In this case, he must be the age of 19 on January 1 in the given season. In other words, you can play senior rugby if you are 18 except for front row positions. You must be 19 years of age or older on 1 January to be eligible for the front row positions in senior rugby.  
If you are 17 years of age or younger on January 1, you cannot play senior rugby and will not be eligible to play front row in the under-20 category. For exceptions and further details of this regulation see SA Rugby regulations for minor rugby, April 2011.
- d. *What will happen if I play an 18-year-old front row player in a senior game?*  
You and your club/school are in serious breach of regulations. See SARU regulations for under-aged rugby April 2011 for mandatory sanctions.
- e. *I have an 18-year-old front row forward player who I feel is good enough to play senior rugby without risk, can I play him?*  
There are exceptions to the rule for these circumstances, your player will have to be identified by your provincial union as a potential elite provincial player and will then have to undergo a series of tests, these tests are to establish that he has the skills and attributes necessary to play in this position at this level without undue risk. These tests must be carried out at an approved Boksmart centre and verified by Boksmart before this player can begin training with the senior team. Contact your Provincial Union Boksmart representative for advice and See SARU regulations for under-aged rugby April 2011 for procedures to be followed.
- f. *Who do I ask if I need further information about regulations?*  
You can get information from the Boksmart website, [www.boksmart.com](http://www.boksmart.com), or your local coaching association representative and your provincial Boksmart representative.
- g. *What is Boksmart auditing?*  
Boksmart auditing is a process that your provincial representative will conduct with your school/club to ensure that all regulations are being adhered to. These regulations should be implemented immediately at your club/school.

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#### 4. Important information for all coaches:

##### *South African Coaching Framework (2010)*

The SACF outlines the South African Governments eight-year programme (2010-2018) to establish a long-term plan for the development of coaching within South Africa. Its overall vision is to 'create an effective, inclusive and cohesive coaching system that promotes transformation in and active and winning nation' and its main objective is to have appropriately qualified and experienced coaches working with players at all (5) stages of their development.

The Government has provided a legislative framework, placing the responsibility of the education, continuous professional development and qualifications of coaches, with Sport and Recreation South Africa (SRSA), the South African Sports Confederation, Olympic Committee (SASCOC) and consultants from UK Sport. They are currently working closely with the South African Rugby Union to produce a National Coach Education Pathway/Framework, which will align with International best practice. The key feature of this work is the development of a model of Long-Term Player Development (LTPD) which will be the reference document for all players and coaches.

The LTPD model provides an overall framework to allow for the development of players at all levels of participation.

The objective of the LPTD is therefore to provide the best possible rugby experience for all players as they move through their playing career and also, most importantly, to ensure that their training and playing experiences are appropriate to their developmental stages. (1-5)

The LTPD framework is player centered, providing 5 distinct stages of player capacity. These player capacities give direction for the South African Rugby Unions coach development department to design and promote rugby coaching courses at all levels with the understanding that all coaches should be appropriately trained and qualified to work with players at each stage.

This should result in all players being given the opportunity to maximize their potential, based on their own ability and ambition, whilst at the same time ensuring an elite performers pathway for those players who have the talent and aspirations to become professionals.

In addition, all rugby coaching qualifications will be linked to the National Qualifications Framework (NQF) and Higher Education Sector.

The South African Rugby Union will provide a National Programme for Recognition of Prior Learning (RPL) for coaches and coach educators.

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All professional coaches (paid & voluntary) will have to comply with minimum standards in relation to Safety, (Boksmart) Child protection & Qualifications.

Coaches will also be subject to a licensing process and adhere to the Professional Coaches Code of Ethics and good practice.

Minimum standards for the deployment of coaches will be developed with employers, taking into account South African Employment Law.

The SACF recommends that the South African Rugby Union work closely with World Rugby (WR) in developing a coaching structure that is in tune with the needs of South African players and coaches and that the South African Rugby Union provides top quality coach educators delivering standardized courses throughout the country.

### SARU National /Provincial Coaching Pathway:

| Coaching Course Level                    | Course Content                                                                                                                                                                    | Duration                          | Course Assessment                          | Entry Guidelines                                                                                                                                                          | LTPD Stages                                                                                                   |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Mini rugby</b><br>Bulletjie Rugby     | -New<br>Basic principles/facets of the game/positional requirements/ Ind skills/organizational /referee signals/skills & drills                                                   |                                   | Full attendance                            | New coaches (Primary School)<br>New coaches (development community)<br>Non rugby background<br>Club junior/mini rugby                                                     | Stage 1<br>Fundamentals (The player – plays)<br>(The coach – guides)<br>(The game – Fun)                      |
| <b>World Rugby Level 1</b><br>(Boksmart) | Understanding the game/The principles of play/Applying principles & skills to team performance/ Practice & planning/Risk management & ethics/The role of the coach/ Communication | Minimum 8 hours<br>(1 full day)   | Full attendance                            | New coaches (with appropriate background & knowledge)<br>Current but inexperienced development coaches with pre-Primary school coaches<br>High school coaches (up to U15) | Stage 2<br>Learn to play & practice (The player – explores)<br>(The coach – teaches)<br>(The game structured) |
| <b>World Rugby Level 2</b><br>(Boksmart) | Principles of attack & defence/Key factor analysis of skills/The                                                                                                                  | Minimum 16 hours<br>(2 full days) | Full attendance of all modules<br>Planning | High school (U15-U18)<br>Top primary school                                                                                                                               | Stage 3<br>Train to train (The player –                                                                       |

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|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|                                                      | relationship of principles of attack & defence to key factor analysis/Practice, planning, conducting skill development/Risk management & ethics/The role of the coach /communication                                                                                                                          |                            | assessment<br>Practical assessment<br>6-week coaching diary                                           | coaches<br>Top development coaches<br>Provincial coaches<br>Club coaches<br>WR 1 + experience + diary                                                                                                                                                    | focuses)<br>(The coach – challenges)<br>(The game – Performance)                                            |
| <b>World Rugby Level 3</b><br>(Boksmart)             | Principles of identities & functional role analysis/ Team profiling & selection/Planning a season/Developing game plans & patterns of play/Risk management & ethics/Communication/Team & player strategies/Fitness, conditioning & nutrition/Laws/ Sports psychology/Player preparation & match day logistics |                            | Attendance & participation in all modules<br>Competency in practical assessment<br>Course examination | By invitation from BBRU coaching dept. &/or recommendation by coaching associations<br>Potential to become provincial/HP coach<br>Premier club 1st XV/U20A<br>Director of rugby (top schools)<br>Provincial U.16, U.18, U.19<br>WR 2 + experience+ diary | Stage 4<br>Train to compete<br>(The player: specializes)<br>(The coach: facilitates)<br>(The game: Outcome) |
| <b>Advanced HP/Elite /Professional</b><br>(Boksmart) | Elite long-term development<br>Planning/Media & stakeholder responsibilities<br>Specialist workshops/ seminars/clinics etc.                                                                                                                                                                                   | On-going coach development | Law examination<br>Written assignment<br>Season periodization plan & coaching diary                   | By invitation<br>Potential professional coaches<br>Academy/HP<br>Provincial U21<br>Currie Cup, Super 15, National teams                                                                                                                                  | Stage 5<br>Train to win<br>(The player – innovates)<br>(the coach – empowers)<br>(the game – result)        |

By January 2016 – Government legislation will be in place to ensure that all coaches have the appropriate coaching qualification for the stage of player they are coaching (LTPD). The above minimum standards will apply.

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### 5. Long Term Player Development:

#### a. STAGE 1:

##### i. *THE PLAYER – PLAYS:*

Players in this category are age-grade players 5-12 years.

The capacities of young players dictate that most learning activities are best promoted through the medium of play. This theme does not just apply to modified games but also to reduced exercises and drill activities. Specific techniques and corrections can be integrated throughout the activity while still maintaining maximum participation and enjoyment. This will also ensure that players receive a positive and motivating experience.

##### ii. *THE COACH – FACILITATES:*

To facilitate the needs and capacities of younger players the coach should act as a Guide, providing the environment for players to explore in a safe and exciting way. Corrections and guidance should be subtle and simple, dealing with issues in a broad rather than detailed perspective.

##### iii. *THE GAME – FUN:*

The end product should be a fun and safe experience. The emphasis is placed on open play (general movement) with all players running, passing and tackling. Younger players will continue to participate in activities that are enjoyable and rewarding. As players mature and develop greater capacities their needs and the demands of the game will also change.

#### b. STAGE 2:

##### i. LEARN TO PLAY & PRACTICE:

##### 1. *THE PLAYER – EXPLORES:*

Players in this category are age-grade players 12-14 years.

This stage the players' capacities allow them to learn through exploring.

Trying out new approaches, pursuing solutions and new experiences in a controlled environment will facilitate the development of the player. Individuals are capable of problem-solving and should be encouraged to express their opinions.

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## **2. *THE COACH – TEACHES:***

Due to maturation, the players are now capable of longer periods of concentration and attention; therefore, teaching rather than guiding is more appropriate for accelerated learning. Knowledge of how to facilitate learning through understanding is critical together with skill development and progressions.

## **3. *THE GAME – STRUCTURED:***

With the capacity for greater understanding and technical competence the game develops from open play to a more structured format to include the development of basic unit play (restarts - forwards & three-quarters). The game is still fun, safe and enjoyable with ample running, passing and tackling

### **c. STAGE 3:**

#### **i. TRAIN TO TRAIN:**

## **1. *THE PLAYER – FOCUSES:***

Players in this category are two-fold; age-grade players (15-18) & adult club players. Age-grade players have the capacity to focus and therefore can increase their competencies radically with the correct attention & application. Greater self-awareness and responsibility are characteristics of players at this stage, which if nurtured will form the foundations for future realization and success. Players are highly competitive and foster a greater awareness of team spirit and common goals and values. Adult players (club) have similar technical and tactical competencies due to limited development, but have greater physical, mental and lifestyle capacities due to greater maturation and experience/achievement.

## **2. *THE COACH – CHALLENGES:***

Given the greater capacities of players, the requirement for the coach is to go beyond teaching and challenge players to become more proficient and achieve higher standards of performance. Therefore, the coach extracts a higher level of performance through appropriate challenges and application of pressure.

## **3. *THE GAME – PERFORMANCE:***

Even though players are now highly competitive and play in league & cup

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competitions the essence at this stage is precise performance of the individual, units and team in the pursuit of achieving goals. The game is clearly structured and cohesive, with a greater emphasis on the role of the units. However, to maximize development, the focus should be on performance in the pursuit of desired outcomes and results.

d. STAGE 4:

i. TRAIN TO COMPETE:

1. *THE PLAYER - SPECIALISES*

Players in this category are two-fold; players (High performance 18-21 approx.) & 'top club players. Players have now committed themselves to rugby as their chief sport and are willing to invest a significant amount of time and energy to become successful. They are driven and are fiercely competitive with a greater capacity for all game related competencies. Players pay more attention to developing themselves as positional specialists in order to undertake their functional roles. With their increase in knowledge and maturity, players are capable of strong opinions and of taking greater responsibility while also contributing more towards problem solving.

2. *THE COACH - FACILITATES*

Since the characteristics of players are such that they have the capacity for greater input, the role of the coach shifts towards facilitation. Allowing opportunity for opinions and problem-solving is critical if players are to develop confidence and relative autonomy. The coach will still need to employ teaching, challenging and guiding skills where appropriate, the emphasis should be on developing players' ability to 'navigate' rather than 'replicate'.

3. *THE GAME - OUTCOME*

The game is fiercely competitive with positional specialists clearly influencing events, mini units & units well synchronized and team play concentrated on reducing error and maximizing success. The focus is on achieving desired outcomes in respect to attack & defense goals (team, unit, and mini-unit). For example, winning the lineout is more important now than thinking about the performance; however, the essences of previous stages (performance, structured, fun) are all brought to bear in the pursuit of achieving the outcomes.

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f. STAGE 5:

a. TRAIN TO WIN:

i. *THE PLAYER – INNOVATES:*

Players in this category are adult representative players. These players have the capacity to go beyond the rehearsed repertoires, strategies and tactical solutions and innovate when the situation demands. Highly competitive and driven they should be excellent in their positional & functional roles as well as have the capacity to fulfill multiple roles in general movement play. They must have the ability to deal with the pressure of public expectation, interest and intrusion together with self-management and self-development.

ii. *THE COACH – EMPOWERS:*

The principles of adult learning together with the characteristics of champion athletes imply that coaches must release rather than restrict the potential of the players and other coaching staff, otherwise the potential for creativity and responsibility will be stifled. With player accountability comes player responsibility and relevant player control. For this to occur the coach must create an environment where trust and respect between all squad members is established while still maintaining ultimate responsibility for team performance and results.

iii. *THE GAME – RESULT:*

This is the 'business end' of rugby, elite/professional sport is about winning and there's not much consolation in losing. Analyzing & exploiting opponent's weaknesses while hiding and protecting your own weaknesses is a main characteristic of this stage. However, by consistently improving performance and achieving desired outcomes the incidents of winning will ultimately increase.

6. REFERENCE:

- a. SA Rugby: *Coaching Accreditation Regulation and Policies, Sept 2012.*
- b. Boksmart: *National Rugby Safety Programme, 2011 en 2013.*
- c. SASCOC: *South African Coaching Framework, 2010*

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