

INTERNATIONAL RUGBY BOARD **TRAINER PROGRAMME**



Course manual and workbook

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IRB Trainer Programme

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Associated documents

As well as this handbook, you'll need these associated documents:

- Transcript for accreditation as an IRB Trainer
- IRB risk management checklist
- IRB Trainer quality assurance report form
- Trainer course evaluation questionnaire

Pre-course tasks

Please complete the following prior to arrival at the course:

1. Pre-course benchmarking exercise

Select five attributes that you think are the most important for an Educator and a Trainer and list them in the table below. Then rate yourself on each attribute. (1 = very poor, 10 = best in the world).

Attribute	Rating
Select 5 attributes most important for an Educator and list them below (Remember Educators educate coaches or officials)	
1	
2	
3	
4	
5	
Select 5 attributes most important for a Trainer and list them below (Remember Trainers educate Educators)	
1	
2	
3	
4	
5	

Attribute

What are the differences in the attributes required to be an Educator and a Trainer?

What are you really good at?

What do you need to work on?

2. Learning styles questionnaire

Do you know your preferred learning style? This exercise can help you to understand how you approach your delivery as an Educator and the impact it can have on learners.

Using the questionnaire:

Work across the rows and try to decide how each of the statements refers to you. Write 4 in the box of the statement that is closest to your style, 3 to the next closest, 2 to the third and 1 to the statement that least resembles your style.

	A	B	C	D
1	I like to get involved	I like to take my time before acting	I am particular about what I like	I like things to be useful
2	I like to try things out	I like to analyse and break things into parts	I am open to new experiences	I like to look at all sides of the issue
3	I like to watch	I like to follow my feelings	I like to be doing things	I like to think about things
4	I accept people and situations the way they are	I like to be aware of what is around me	I like to evaluate	I like to take risks
5	I have gut feelings and hunches	I have a lot of questions	I am logical	I am hard working and get things done
6	I like concrete things which I can see, smell, touch and feel	I like to be active	I like to observe	I like ideas and theories
7	I prefer learning in the here and now	I like to consider things and reflect on them	I tend to think about the future	I like to see the results of my work
8	I have to try things for myself	I rely on my own ideas	I rely on observations – ideas I have seen others use	I rely on my feelings – I seem to know what works
9	I am quiet and reserved	I am energetic and enthusiastic	I tend to reason things out	I am responsible about things

Use the grid below to summarise your score. Write the score you have given yourself beside the appropriate number, then total each column:

Pragmatist		Reflector		Theorist		Activist	
1a		1b		2b		2a	
2c		2d		3d		3c	
3b		3a		4c		6b	
4a		6c		6d		7d	
8d		8c		8b		8a	
9b		9a		9c		9d	
TOTAL		TOTAL		TOTAL		TOTAL	

You will probably have a higher score in one or two styles. Reflect for a moment on whether your preferred learning style has a significant impact on the way you learn. Might there be occasions where you would be better adopting another style but do not feel comfortable with it? Many coaches depend on one style of learning and so find it difficult to reap maximum benefit from potential learning situations.

Remember – there is no best learning style. Those who can learn in a variety of ways are able to choose the style best suited to the material in question. Helping a learner develop new learning styles may be an important part of learning.

3. Prepare a short task

Please prepare a short task to deliver on the first day. Initially, we want you to act as an Educator. Please prepare a 10-minute session for 3 or 4 participants. The participants will be coaches, referees and medics. We are purposefully asking you to operate outside your field of expertise to begin with.

Coaches

At the end of the session the coaches should be able to coach:

1. The scrum half pass
2. The lineout throw
3. The lateral pass (backward)
4. Catching a high ball
5. The punt kick

Match officials

At the end of the session the match officials should be able to:

6. Referee the tackle
7. Referee the engagement of a modified scrum (e.g. 1 v1)
8. Referee the kick-off
9. Demonstrate good positioning from a lineout

Strength and conditioning coaches

At the end of the session the S&C coaches should be able to coach:

10. The plank
11. The overhead squat functional screen
12. An example of an anatomical adaptation circuit

Medics

At the end of the session the first aiders should be able to:

13. Develop an action plan for emergencies
14. Make an initial assessment
15. Provide basic life support.

Definitions

Coach Educators

*educate
coaches*

Match official Educators

*educate
referees, assistant
referees and touch
judges*

Strength and Conditioning Educators

*educate
strength and
conditioning coaches*

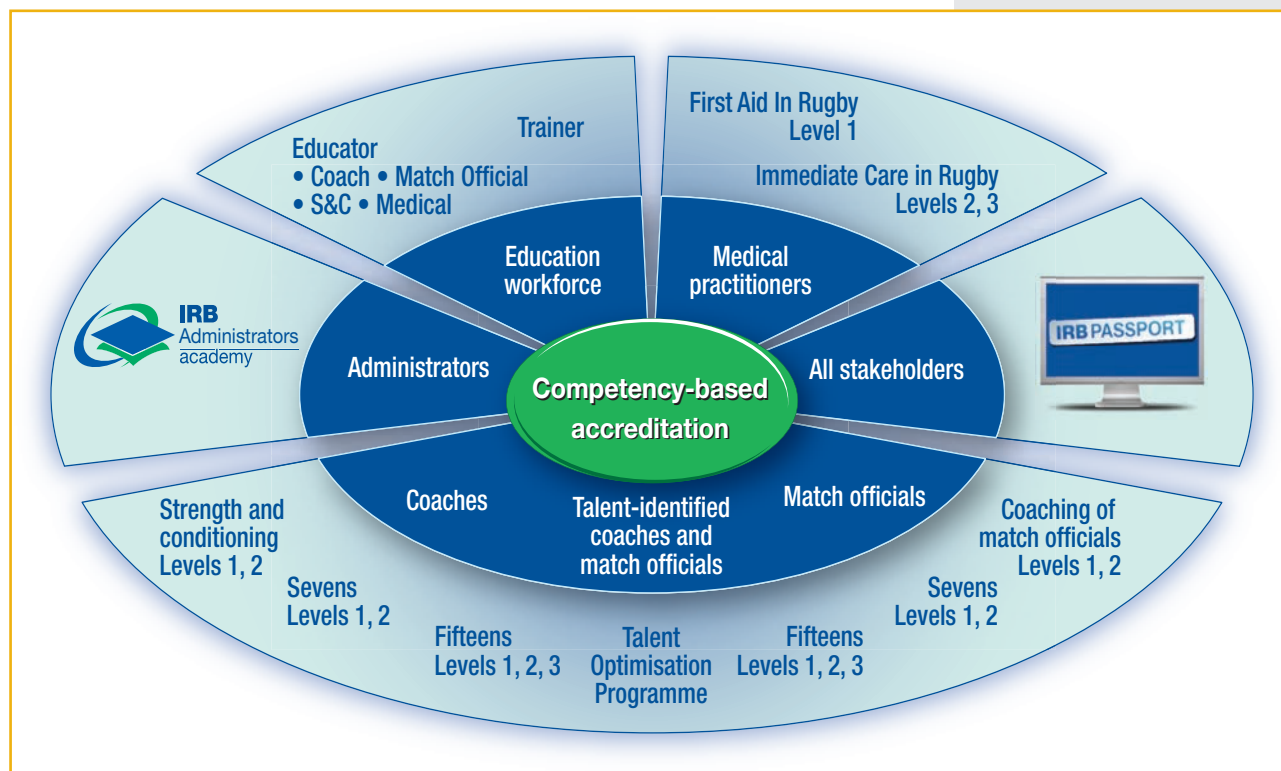
Medical Educators

*educate
medics and first aiders*

Task notes

Introduction

The IRB Training and Education Portfolio



In early 2006 the IRB undertook a review of all courses and the way coaches and match officials are trained and supported. The research and action plan identified a need to develop a robust, competency-based, quality-assured, training process for

- Trainers
- Educators
- coaches
- match officials

Since that time, other areas of specialisation have been added to the IRB Training Portfolio, to include:

- strength and conditioning coaches
- medics providing first aid care in Rugby.

This booklet provides supporting materials and worksheets to help the candidate progress through the course and meet the competencies for recommendation to IRB-accredited Trainer status.

IRB Trainer selection criteria

Potential Trainers are expected to:

- have a proven track record of training in diverse environments
- demonstrate excellent presentation and interpersonal skills
- be open-minded, adaptable to change, welcome feedback and be willing to self-reflect
- adopt an interactive rather than a lecturing approach
- have a genuine interest in wanting to develop Educators, coaches, match officials and medics
- have appropriate Rugby knowledge, skills and experience to be able to deliver specific courses, both within their area(s) of specialisation and across the IRB Training Portfolio
- deliver an agreed number of training days every year
- have successfully completed the IRB online programmes for:
 - Rugby Ready (www.irbrugbyready.com)
 - First Aid In Rugby (www.irbplayerwelfare.com/firstaidinrugby)
 - Laws of the Game (www.irblaws.com)
 - Coaching (www.irbcoaching.com)
 - Concussion (for non-doctors) (www.irbplayerwelfare.com/concussion)
 - Strength and Conditioning (www.irbsandc.com)
- agree to deliver a specified number of training days per year.
- have a good working relationship with IRB Regional Training Co-ordinator (RTC), IRB Training Manager and head office staff

IRB Trainer course outline

Main Course

The main course has been designed to maximise the Trainer's opportunity to learn on the job. There are eight two-hour modules, around which the course is based, but Trainers will experience the live delivery of an Educator course and the opportunity to track new Educators through their initial training.

Module 1: IRB Training process and Educator styles of delivery

Module 2: Delivering Educator training

Module 3: Learning

Module 4: Assessing Educators

Module 5: Providing feedback

Module 6: Trainer delivery

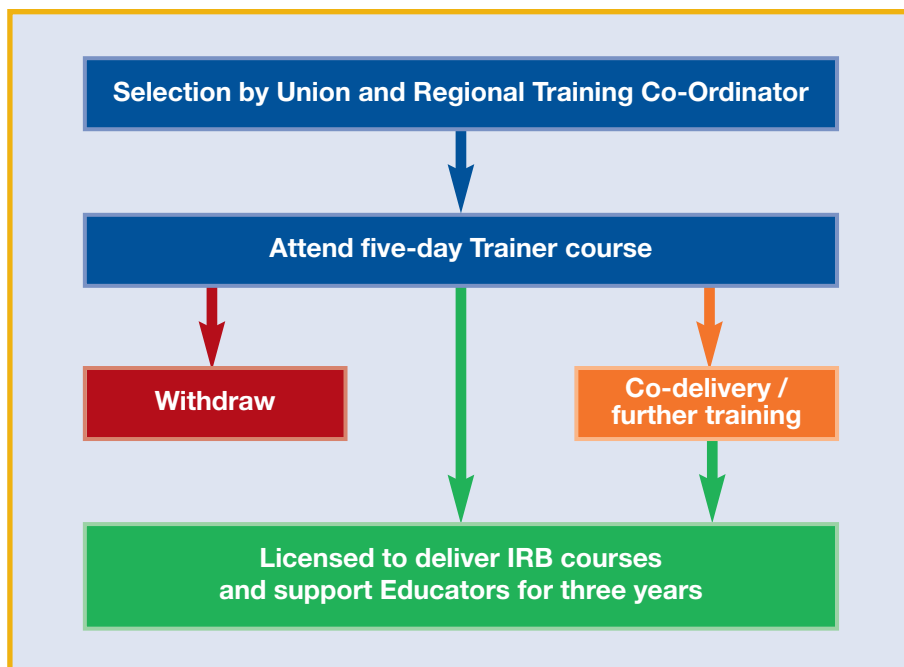
Module 7: Quality assurance

Module 8: IRB education programmes

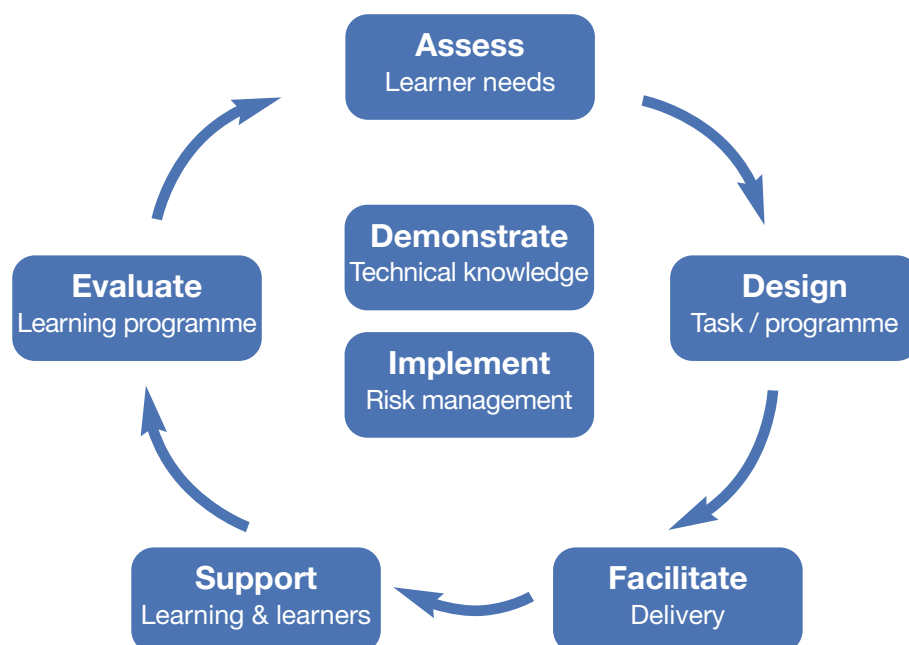
Module 9: Risk management

The programme is underpinned by practical and classroom delivery opportunities.

Accreditation procedure



Competency



The competencies above and associated criteria can be found on the transcript which accompanies this handbook. You are invited to use this to monitor your own progression throughout the course and beyond.

Competency

A competency is a task carried out to a predetermined standard.

The course has been designed to help you to be able to:

- A. Assess learner needs
- B. Design tasks and programmes
- C. Facilitate and support learning programmes
- D. Evaluate and assess learning
- E. Demonstrate sound technical knowledge and experience
- F. Implement risk management procedures

Module 1 - IRB training process and Educator styles of delivery

Introductions

Record here, in preparation for sharing with the other course participants:






- your name and the Union within which you work
- your experience as a Trainer
- one hope / expectation for the course
- one fear / concern for the course

What could others do to help you?

Outline your best and worst experiences in training (including other areas of activity aside from Rugby). It could be something you have experienced personally, observed or heard.



Functional roles

Title	Functional role	Content
	Who is being trained/educated?	What is the content?
 <p>Coach</p>		
 <p>Official</p>		
 <p>Medic</p>		
 <p>Educator</p>		
 <p>Trainer</p>		

Who's who?

There are many roles in the process. Take a moment to consider them.



A Trainer trains Educators and works with Unions

A Trainer is delivering your course to you right now



An Educator educates coaches, match officials or medics

You are in the process of becoming one of these right now



A coach coaches players



A match official officiates games of Rugby



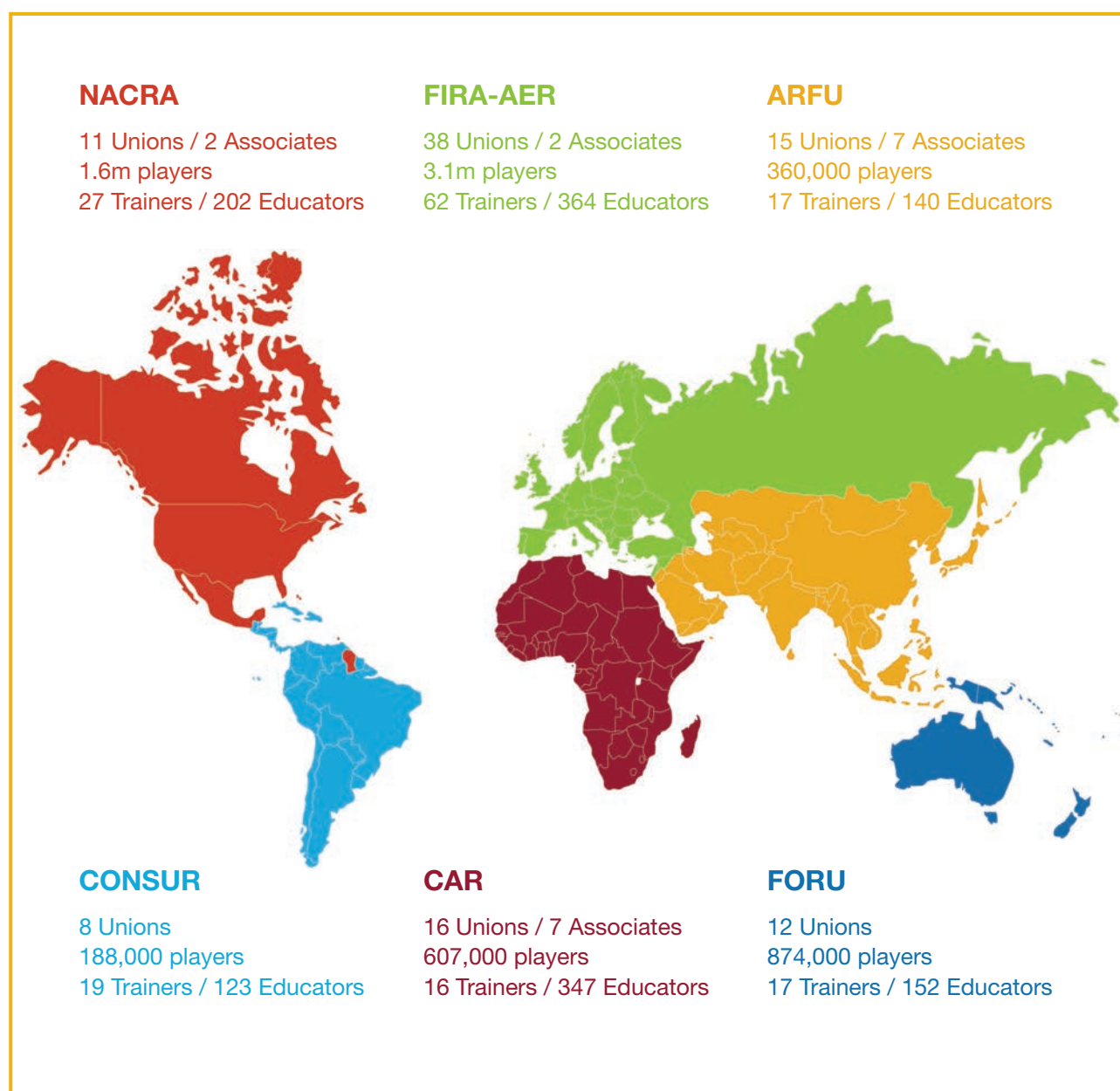
A strength and conditioning coach trains the players physically



A medic provides care to players

Role of the Trainer in Rugby education

Regions and workforce



Statistics correct as at 17/04/2014

Task

Now please refer to the task provided with your course joining instructions.

Self-reflection:

Action plan for delivery:

Module 2 - Delivering Educator training

Attributes of the Educator and Trainer

What are the attributes of a good Educator?



What are the attributes of a good Trainer?



Attributes of a Trainer

KNOWLEDGE	SKILLS	QUALITIES & ATTITUDES
<ul style="list-style-type: none"> • Learning principles • People • Coaching principles • Rugby techniques and tactics • Performance factors • Competency assessment • Whole coach, match official, medic, Educator and Trainer process 	<ul style="list-style-type: none"> • Design training programmes and sessions • Plan • Facilitate learning • Use questioning • Listen • Explain and inform • Review • Provide feedback • Problem solve • Assess coach's competence • Model good practice • Support Educators through quality assurance of delivery 	<ul style="list-style-type: none"> • Empathy • Learner centred • Open-minded • Self-reflective • Fair and objective • Honest • Supportive • Friendly • Innovative • Committed • Caring • Accountable

The bullets marked in red indicate attributes that are required in addition to those needed to be an Educator.

Consider your early learning as an Educator

1. What barriers got in the way of learning?

2. What content topics were difficult to comprehend?

3. How did the Trainer accommodate your learning preferences?

Refer back to your pre-course task on learning styles and to the tables on the next two pages which detail four commonly-accepted learning styles.

1. What impact will that have on your delivery as a Trainer?

Now think ahead to the Educator course.

1. How can we accelerate the learning of Educators?

2. What challenges / opportunities does the IRB Educator course provide?

Challenges

Opportunities

Four established learning styles

1 ACTIVIST

Strengths

- Flexible and open-minded
- Happy to “have a go”
- Enjoys new situations
- Optimistic about anything new - therefore unlikely to resist change

Key questions

- Will I learn something new? (Something I didn't know or couldn't do before.)
- Will there be a variety of different activities? (I get bored doing the same thing for any length of time.)
- Will it be OK to let my hair down and have fun?
- Will it be OK to make mistakes?
- Will there be other like-minded people to mix with?

Weaknesses

- Tendency to take the immediately obvious course of action without weighing up other possibilities
- Tendency to do too much themselves
- Tendency to hog the limelight
- Often take unnecessary risks
- Goes into action without sufficient preparation
- Gets bored with implementation and consolidation

Summary

- Jumps in at the deep end
- Enthusiastic
- Looks for new experiences
- Likes to be centre of attention

2 PRAGMATIST

Strengths

- Keen to test things out in practice
- Practical and realistic
- Down-to-earth and business-like; gets straight to the point
- Technique-oriented

Key questions

- Will there be opportunity to practice and experiment?
- Will there be lots of practical tips and techniques?
- Will we be addressing real problems? (Hopefully, similar to my current problems.)
- Will I be mixing with “hands-on” experts who have shown they can do it themselves?

Weaknesses

- Tendency to reject anything without an obvious application
- Not very interested in theory or basic principles
- Tendency to seize on the first expedient solution to a problem
- Impatient with “waffle”
- Task-oriented rather than people-oriented

Summary

- Experiments with new ideas
- Looks for practical application
- Down-to-earth
- Problem-solver

3 THEORIST

Strengths	Key questions	Weaknesses
<ul style="list-style-type: none"> • Logical, “vertical” thinkers • Rational and objective • Disciplined approach • Good at asking probing questions 	<ul style="list-style-type: none"> • Will there be opportunities to ask questions? • Is there a clear structure and purpose? • Will I encounter complex ideas and concepts that will stretch me? • Are the approaches to be used and concepts to be explored “valid”? • Will there be other people of similar calibre to myself? 	<ul style="list-style-type: none"> • Restricted in lateral thinking • Low tolerance for uncertainty, disorder or ambiguity • Intolerant of anything subjective or intuitive • Full of “shoulds”, “oughts” and “musts”
Summary		
<ul style="list-style-type: none"> • Logical and objective • Systematic and analytical • Thinks things through • Perfectionist 		

4 REFLECTOR

Strengths	Key questions	Weaknesses
<ul style="list-style-type: none"> • Careful • Thorough and methodical • Thoughtful • Good at listening and assimilating information • Rarely jump to conclusions 	<ul style="list-style-type: none"> • Will I be given adequate time to think things through? • Will there be the opportunity to assemble all the relevant information? • Will there be a wide cross-section of people with a variety of views? • Will I be under pressure to get things done quickly? (I don't like to be slapdash.) 	<ul style="list-style-type: none"> • Tendency to hold back from direct participation • Slow to make up their minds and reach a decision • Tendency to be too cautious and not take enough risks • Not usually assertive
Summary		
<ul style="list-style-type: none"> • Chews things over • Thoughtful and analytical • Good listener • Adopts low profile • Likely to procrastinate 		

Delivering Educator training - observation and analysis - video task

1. Look at the IRB Educator competencies.
2. Chris is a relatively inexperienced Educator and this is his first “live” session as an Educator.
3. In threes, discuss the following questions:

What planning will you do beforehand?

What will you do during the session?

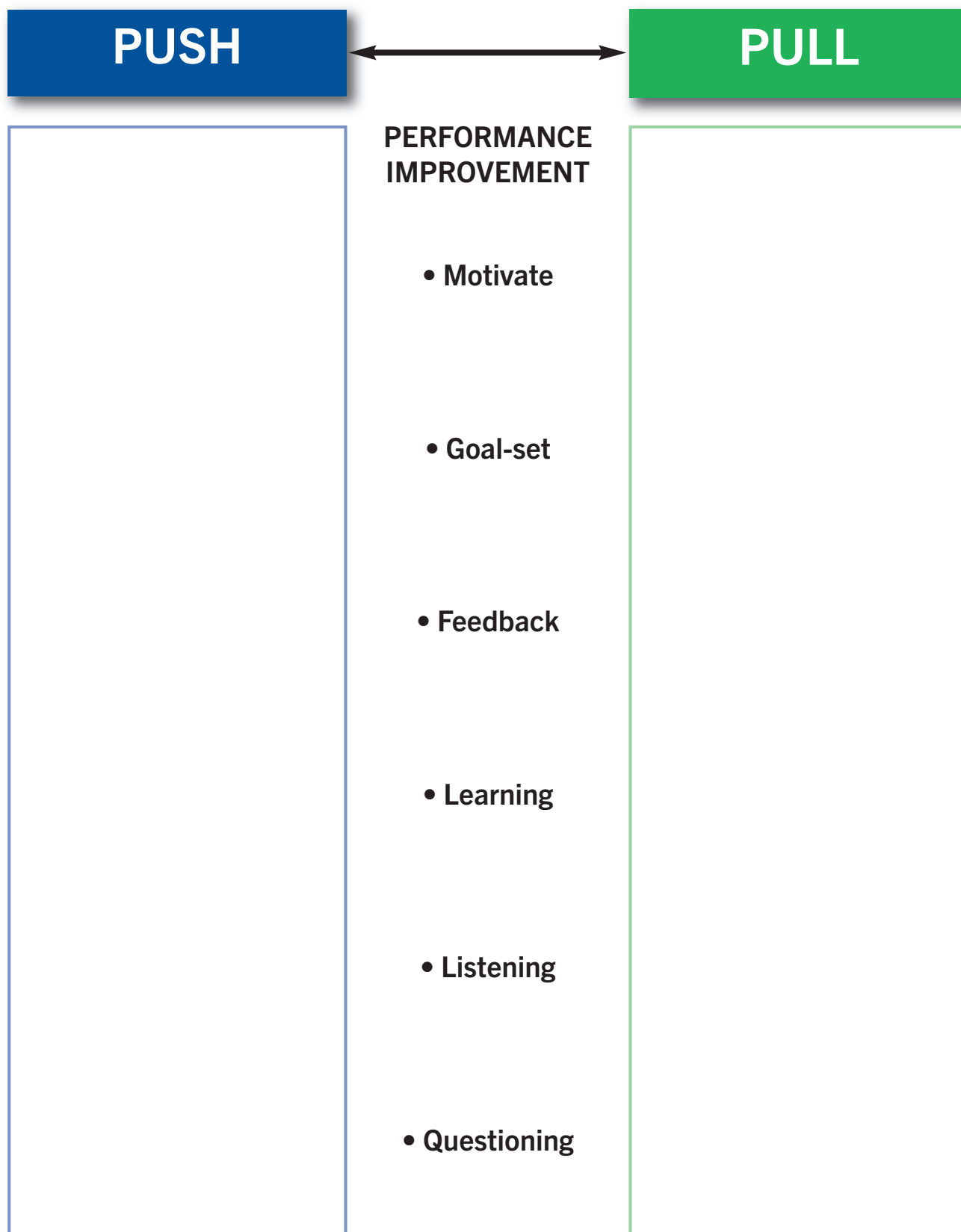
Make some decisions:

• NYC • C • E

Compare decisions

Why is it difficult / easy?

Delivery styles



Module 3 - Learning

Quotes on learning

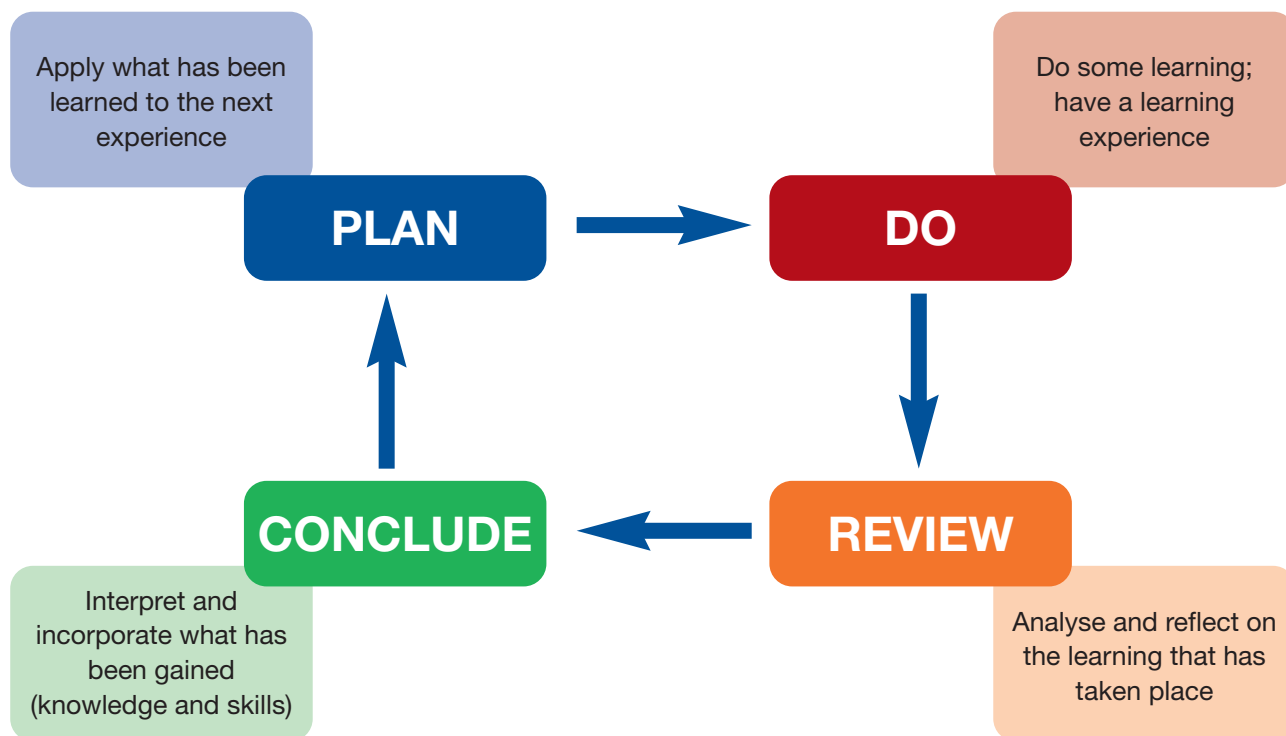
Favourite	Implication for you as a Trainer

Think of a really positive learning experience that you have been involved in, either as teacher or learner:

What was the physical process involved?

What made it successful?

The learning process



Truths and myths on learning

#	Statement	Truth or myth?
1	Learning is about acquiring knowledge	
2	Learning is evidenced by a relatively permanent change in behaviour or performance	
3	Learning is being able to adapt and apply knowledge and skills to novel situations	
4	Learning usually involves a mindset shift	
5	People learn best when being told a lot of information	
6	People learn best when they have a chance to practise	
7	People learn best when they are involved in their own learning	
8	Learning is a direct result of teaching	
9	People like to learn and problem solve in different ways	
10	People learn best in a supportive climate	

Adult learning principles

Principle	Learners learn better when:	This means as a Trainer you need to start / do more:	This means as a Trainer you need to stop / do less:
P Practice	they have time to practise their activity		
R Relevance	the activities are made relevant to their own situation		
I Involve	they are involved in their own learning and can learn from each other, as well as the Educator / Trainer		
C Climate	they are in a supportive and non-threatening climate where mistakes are seen as an essential part of learning		
E Experience	they are enabled to build on their existing skills, knowledge and experience		
L Learner-centred	they work at their own pace and in their own way		
E Enjoyment	they are having some fun		
S Self-reflection	they are helped to examine and reflect on their current behaviour		
S Success	they gain some success and their self-esteem is raised		

Learning principle	Good practice	Poor practice
<p>P</p> <p>People learn best when given time to PRACTISE</p>	<ul style="list-style-type: none"> • Educator gives everyone an opportunity to practise the skill and apply the learning • Educator ensures learners gain high quality feedback by using the bugs for peer feedback following practice • Educator gives individuals high quality feedback based on the criteria that underpin the competence following practice • Educator give learners time to experiment, make mistakes and learn from them • Educator uses micro-educating with as many people active as possible (e.g. one coach one player where appropriate, rather than one coach and six players) • Educator ensures everyone has a chance to practise and develop the skill before the skill is judged or assessed 	<ul style="list-style-type: none"> • Educator fails to give learners adequate opportunities to practise the skill (e.g., treats group as players rather than coaches so practise their playing skills rather than their coaching skills) • Educator fails to ensure quality feedback is provided to each individual (e.g. limited to Educator feedback rather than using bugs to ensure quality peer feedback) • Educator assesses learners rather than giving them opportunities to practise, make mistakes and learn from them before being assessed
<p>R</p> <p>People learn best when it's made RELEVANT to their own situation and to the session outcomes</p> <p>(Learners learn what they perceive to be useful)</p>	<ul style="list-style-type: none"> • Educator shares (verbally and visually) session outcomes in competence style (by the end, you should be able to...) and highlights the benefits • Educator finds out as much as possible about what and who the Educator will educate so you can make everything relevant • Educator uses specific examples drawn from the context in which the learners will be operating (i.e. their club, the award they will teach) • Educator asks each individual to identify how the information might be relevant to them and what they might now do differently • Educator focuses on the individual's learning rather than their own delivery • Educator explains why the skills or knowledge is important, how they will use it and how it fits with other related skills and knowledge 	<ul style="list-style-type: none"> • Educator believes one size fits all and treats all learners the same • Educator fails to find out enough about the learner to make all comments and activities as relevant as possible to their own situation (club, course they will educate, level of athlete they will coach) • Educator fails to encourage each individual to identify their own learning and personal action plan • Educator focuses on content rather than competence (it is more about knowledge and what they should know; rather than skill/competence and what they should be able to do with what they know)

Learning principle	Good practice	Poor practice
<p>I</p> <p>People learn best when they are INVOLVED in their own learning</p> <p>(Tell me and I forget, show me and I remember, involve me and I understand ... and I learn)</p>	<ul style="list-style-type: none"> • Educator gets the learner to do the thinking and the doing rather than the Educator whenever possible • Educator ensures the learning is fully drawn out after every task or activity • Educator completes learning steps by emphasising the key learning points (KLPs) • Educator acts as an informal partner in the learning process rather than a dictator • Educator uses questioning rather than instructing so learners are active mentally • Educator always checks that learning has taken place 	<ul style="list-style-type: none"> • Educator does the talking and the thinking for the learners (while you can teach people, you cannot make them learn) • Educator involves people but fails to draw out and check the learning and emphasise the key learning points (KLPs) • Educator over-facilitates or uses extreme facilitation and so fails to correct errors, clarify uncertainties or add omissions • Educator adds new input at the end rather than emphasising previous learning through the KLPs • Educator focuses on own educating and assumes that because s/he is teaching, the learners must be learning • Educator presents or lectures (push) when unnecessary (could be pulling)

Learning principle	Good practice	Poor practice
C People learn best in a non-threatening and supportive CLIMATE	<ul style="list-style-type: none"> • Educator creates a positive and supportive learning climate through style and format of pre-course information • Educator plans the room layout to optimise vision, involvement and interaction • Educator learns and uses learners' names, builds rapport and shows respect • Educator 'dresses' room with relevant pictures, posters, music, videos... to create climate • Educator is approachable, open and able to adapt to ongoing needs • Educator seeks feedback from the group and does not become defensive at negative comments • Educator is aware of learners' needs and styles and ensures that all learners are catered for • Educator limits learning steps to about 30 minutes, monitors fatigue levels and ensures regular breaks and refreshment • Educator avoids threatening, critical or cynical behaviour • Educator helps and supports learners to step outside the comfort zone to learn • Educator accepts mistakes and treats them as an essential part of learning • Educator keeps learners in the challenge zone between anxiety and boredom • Educator respects and values individual contributions 	<ul style="list-style-type: none"> • Educator creates positive and supportive climate at the start but it is not maintained • Educator uses criticism and/or cynicism so coaches are reluctant to try new things for fear of being shown up or made to look silly • Educator fails to learn or use learners' names • Educator points out mistakes in a way that publicly ridicules or mocks the coach • Room layout (or player positioning) fails to encourage interaction between coaches as well as between Educator and coach • Educator fails to notice or respond to coaches' needs for breaks and refreshments • Educator fails to keep learners in the challenge zone (so they become either bored or anxious) • Educator fails to respect and value contributions by ignoring them, belittling or changing the wording they have used

Learning principle	Good practice	Poor practice
E People learn best when they are having fun (ENJOYMENT)	<ul style="list-style-type: none"> • Educator ensures enjoyment through rapport building, using innovative and varied activities and optimising purposeful involvement • Educator ensures all learners achieve some success through encouraging goal-setting and differentiating activities and groupings • Educator ensures that learners spend most of the time in the 'challenge' zone, avoiding anxiety or boredom 	<ul style="list-style-type: none"> • Educator selects and uses activities/tasks that are repetitive and boring • Educator acts as the font of all knowledge and is very didactic making the climate very 'starched' or hierarchical
L People learn best at their own pace & in their own way (LEARNER-CENTRED)	<ul style="list-style-type: none"> • Educator recognises different abilities and/or experiences and groups people appropriately • Educator demonstrates differentiation by altering the activity to challenge each individual and optimise learning • Educator plans varied activities and methodologies to meet the needs of different learning styles • Educator identifies different learning preferences and adapts session to meet their needs • Educator diagnoses and prioritises learning needs and preferences during the session as well as before 	<ul style="list-style-type: none"> • Educator believes one size fits all, no differentiation to take account of different abilities, experiences or learning styles • Educator groups learners haphazardly without consideration of ability, experience or learning style • Educator delivers session according to own learning preference and assumes this will suit every learner
E People learn best when their skills, knowledge and EXPERIENCE are respected	<ul style="list-style-type: none"> • Educator finds out (beforehand or early in the session) learner's knowledge, skills and previous experience and then builds on this • Educator uses this information to identify the training gap and so the need-to-know information and need-to-do activities (learner-centred) • Educator actively encourages individual's to share their knowledge, skills or experiences and builds on it • Educator groups and differentiates activities according to learners' experience, skills and knowledge 	<ul style="list-style-type: none"> • Educator is Educator-centred and delivers the session in own pre-determined way irrespective of the knowledge, skills and experience of individuals or the group • Educator believes his/her role is to provide the knowledge and experience and so fails to tap into the learners' knowledge and experience so de-motivating some learners misses the opportunity to build motivation and confidence

Learning principle	Good practice	Poor practice
S People learn best when encouraged to SELF-REFLECT on their own behaviour	<ul style="list-style-type: none"> • Educator builds in review activities at regular intervals to consolidate learning • Educator builds intrinsic motivation and encourages learners to take responsibility for their own development • Educator encourages learners to reflect and capture their learning by writing reflection notes and actions plans • Educator shares own learning and limitations, reassures and encourages honest self-analysis • Educator uses open questions to encourage self-reflection 	<ul style="list-style-type: none"> • Educator sets no time aside (or is rushed or skated over) for reflection • Educator fails to encourage activists and pragmatists to write down their reflections and learning • Educator does not practise what s/he preaches, no evidence of self-reflection or analysis, may even exhibit a defensive attitude to feedback
S People learn best when they have SUCCESS	<ul style="list-style-type: none"> • Educator focuses on effort, performance and positives more than errors, weaknesses and corrections • Educator differentiates groups, tasks and activities to ensure everyone achieves some success • Educator encourages people to learn from and build on their strengths as well as their weaknesses • Educator ensures feedback (or review) emphasises what's good as well as what might be improved • Educator encourages goal-setting so success can more readily be measured • Educator respects and values individual contributions • Educator checks whether or not success has been achieved by checking the learning that has taken place 	<ul style="list-style-type: none"> • Educator focuses on errors, mistakes and corrections • Educator ignores those that are struggling, preferring to work with the more talented • Educator fails to check that all learners have achieved the learning outcome • Educator spends more time with the motivated and talented learners

Designing outcome-based learning sessions

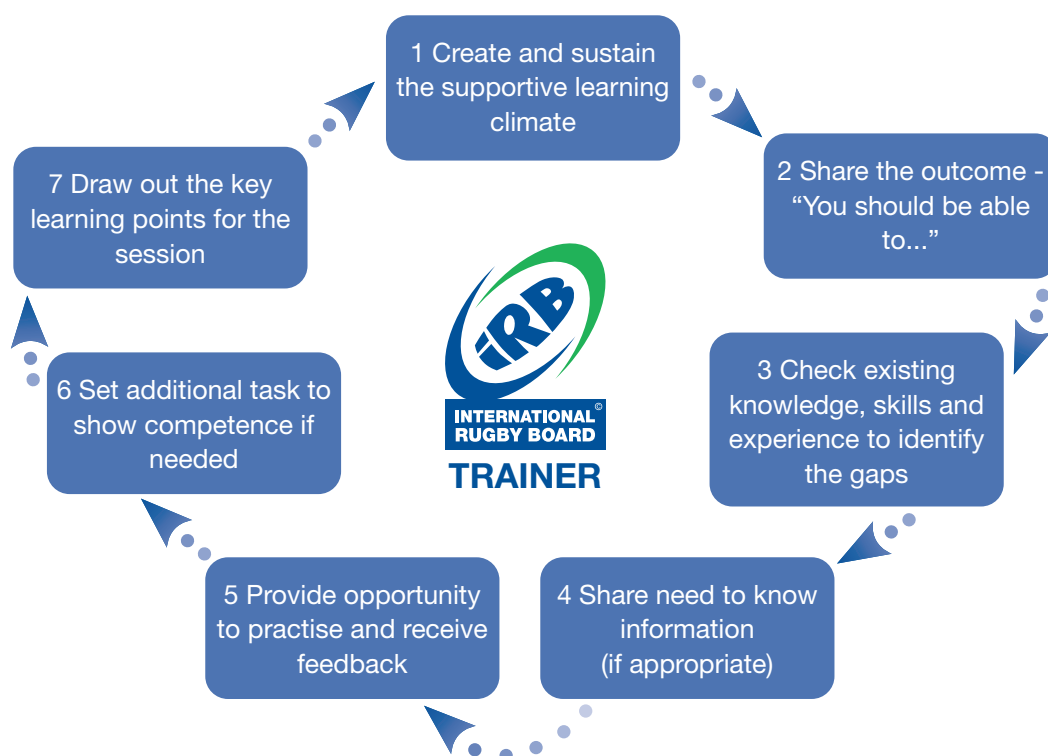
Components of session design

- Create a learning environment
- Types of candidate
- Teaching methods
- Assessment
- Candidate support
- Learning activities
- Resources
- Aims and outcomes

Structuring the learning session

1. Analyse the needs of the Educators
2. Establish your learning outcome (by the end, the Educators should be able to...)
3. Break down your outcome into smaller steps
4. Determine how to check that the outcome has been met and that learning has taken place
5. Identify any underpinning knowledge required to achieve the outcome and research the area as necessary

Delivering an outcome-based learning session



Notes

Design planning template 1

Competencies to be achieved:

Personal Trainer goal:

Audience: 4/5 Educators

Time: 15 minutes

Section	Delivery:	Time:	Resources:
Introduction: Climate Outcome Check for knowledge, skills and experiences			
Main part: Share information if needed Set up micro- educating opportunities Generate feedback for the learner from peers and yourself Provide model of good practise if necessary			
Conclusion: Draw out key learning points (KLPs) Agree action plan for Educator			

Design planning template 2

Step:	Notes:
1. Create and sustain the supportive learning climate	
2. Make connections and share the big picture (relevance)	
3. Share the outcomes (should be able to...)	
4. Check existing knowledge, skills and experience to identify the gap	
5. Share need-to-know information	
6. Provide opportunity to use and apply	
7. Provide practice and feedback	
8. Set task to show competence	
9. Draw out key learning points (KLPs) for review and retention	
10. Help each learner to identify own action	

Module 4 - Assessment

Develop some key factors for observation, analysis and review of Educators

Observation:

Analysis:

Review:

Competency-based training

A competency is a task carried out to a predetermined standard. There are three criteria which must be considered in order to assess competency:

1. What must the learner be able to do?

(The task)

2. How well must the task be performed?

(The minimum standard)

3. Under what conditions must the task be performed?

(For example: number of repetitions, whether the activity is simulated or real.)

Competency-based assessment

NOT YET COMPETENT		COMPETENT	EXCELLENT
Unaware	Aware	Achieved minimum standards	Performed beyond minimum standards
Never	Sometimes	Usually	Always



Why a competency-based approach?

Because:

- it offers flexibility and can be adapted to the diverse and unique needs of the learner
- it is highly appropriate for a practical activity like coaching, officiating and providing medical care
- it is a well-accepted training format used internationally for training and education programmes.

What are the implications for Educator development?

- Focus on what Educators can do with what they know
- More practice in Educating than being given knowledge and information
- Assessment is based on what the learners can do with what they know
- Accreditation courses are built around providing opportunities for learners to demonstrate competence

Signs to look for when assessing Educators

You're looking to develop Educators who are learning facilitators, displaying the traits shown in the green column below.

PRESENTER	LEARNING FACILITATOR	EXTREME FACILITATOR
<ul style="list-style-type: none"> • Lecture/Tell • Few questions • Poor listening 	<ul style="list-style-type: none"> • Outcome driven • Creative tasks • Questions and listens • Intervenes where appropriate 	<ul style="list-style-type: none"> • No input • Just listens and questions
<ul style="list-style-type: none"> • Educator centred • Educator led 	<ul style="list-style-type: none"> • Coach centred • Educator led 	<ul style="list-style-type: none"> • Coach centred • Coach led
<ul style="list-style-type: none"> • Push only • If questions are used, they are closed 	<ul style="list-style-type: none"> • Push and pull 	<ul style="list-style-type: none"> • Pull only
<ul style="list-style-type: none"> • Coaches are likely to be treated as players 	<ul style="list-style-type: none"> • Coaches treated as coaches and challenged 	<ul style="list-style-type: none"> • Coaches treated as coaches and unchallenged

Throughout the course, you'll be given the opportunity to support and assess Educators using the Educator Transcript of Competencies, which you received along with this manual.

Sample observation sheet

Educator personal goal:

Outcome for the session:

Principle	Yes or no?	Comments
P		
R		
I		
C		
E		
L		
E		
S		
S		

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Module 5 - Feedback

Describe the feedback you gave and what impact it had on the learner.

What process did you use to provide feedback to the Educators?

Description of feedback	Example	Impact on learner
Telling	"You used signals poorly"	Negative reaction

Feedback self-assessment

Ref	Competence	Always	Sometimes	Seldom	Never
1	When giving feedback, I focus on the behaviour not the person				
2	When giving feedback, I use open and reflective questions				
3	In group situations I feel comfortable asking the person to self-reflect				
4	When necessary, I give clear and direct feedback				
5	I create trust by being honest and genuine with the person				
6	In one-to-one situations, I am comfortable about feeding back and exploring sensitive issues				
7	I use high value (high on information, purposeful), rather than low-value, feedback				
8	I generate self-reflection and feedback before I give my feedback				
9	The feedback I give is well received				
10	I wonder afterwards whether I gave feedback in the best way				
11	I avoid giving difficult feedback				
12	If I believe it is the right thing to do, I am prepared to give feedback even when it feels uncomfortable				

The REVIEW process

	Stages	Sample statement / questions	Tips
R	Re-assure and re-integrate	Thank you, I really liked the way you... It was great the way you You did really well when...	<ul style="list-style-type: none"> • must start quickly • must be honest but reassuring • keep it short, don't leave them with nothing to say
E	Establish focus on objectives/ goals	What did you want to achieve yourself? What was your personal goal? What did you want the group to be able to achieve at the end (i.e., competency)?	<ul style="list-style-type: none"> • crucial to refocus on 2 goals • personal goal, i.e. what they were trying to work on in the session which you need to know beforehand • outcome or session goal, i.e. what the group were trying to achieve
V	Visit through questions What went well? For what reason? What went less well? For what reason?	In trying to achieve your goals, what went well? What else went well? What about...., how did that go? If you had a chance to do it again, what would you do differently? What didn't go to plan? What were you less happy about?	<ul style="list-style-type: none"> • generally start with positives first to reassure and ensure the whole review doesn't become a critique of errors and omissions; people learn from what they do well as mistakes • if they jump first to negatives, gently bring them back to positives • questions about the reason things happen generally raise awareness • focus on controllables • keep the focus on the Educator's behaviour not the behaviour of the coaches
I	Invite group to contribute in a structured way and add own input	What else did you think did well? What about? How else? How could that have been achieved?	<ul style="list-style-type: none"> • keep it structured by inviting comments on particular aspects of the delivery (e.g. a specific PRICELESS principles, the start of the session, AVA use, non-verbal behaviours) • avoid repetition, chair firmly • keep it constructive by inviting tips to make it even better rather than simply mentioning what was wrong

	Stages	Sample statement / questions	Tips
E	E mphasise and summarise key points raised	Lots of useful things there – let me try to summarise them for you... (and briefly pick out the key issues)	<ul style="list-style-type: none"> • this is necessary if there has been a lot of disparate debate or the inputs have tended to focus on superficial issues rather than core issues • don't be tempted to rehearse the whole conversation, simply remind them of the 3-4 key issues by providing headlines • don't be tempted to bring in new issues here
W	W hat have you learnt? What will you do now? Thank Educator.	Ask the Educator these questions and try to nail precisely what they will do with what they have learnt to change their educating in the future	<ul style="list-style-type: none"> • ensure this is done by the Educator and not imposed by you • this is often done superficially (e.g. I'll work on ...); ensure you ask questions about how and when

Here is another tool you may like to use for generating feedback.

Step	Sample questions
Goal	<ul style="list-style-type: none"> • What do you want to do? • What do you want to achieve?
Reality	<ul style="list-style-type: none"> • What's happening right now? • What's stopping you from achieving your goal?
Options	<ul style="list-style-type: none"> • What could you do? • If anything was possible, what would you do?
Will	<ul style="list-style-type: none"> • What will you do? • How exactly will you do it?

Listening and questioning

To help you provide feedback, you need to develop your listening and questioning skills.

Why is listening so difficult?

How would you recognise that an Educator is not really listening?

How would you know an Educator is listening?

What evidence could you provide for that Educator?

Listening

Identify the listening characteristics that might be displayed by an:

Inexperienced Educator	Effective Educator	Excellent Trainer

Read the following barriers to good listening and then rate the extent to which each barrier interferes with your listening skills.

Barrier	Explanation	Usually	Often	Sometimes	Never
Rehearsing	You look interested but your attention is on preparing your next comment (verbal clutter in your mind)				
Judging	You pre-judge people and label them (uninformed, arrogant, etc.) thus preventing you from listening non-judgmentally				
Identifying	You relate everything said to your own experience, so once they start to tell you something, you immediately think of some similar experience you want to tell them about and so stop listening to their story				
Advising	You are a great problem-solver so as soon as they have said a few sentences, you have come up with a solution and want to suggest it				
Sparring	You love to argue and debate and so are quick to disagree and jump in with your views				
Being right	You like to be right and will go to great lengths (e.g., twist the facts, start shouting, make excuses or accusations, call up past sins) to avoid being wrong. You can't listen to criticism, you can't be corrected, and you can't take suggestions to change				
Derailing	You derail the train of conversation or tell a joke as soon as you start to feel uncomfortable or bored with a topic				
Placating	You want people to like you, so you agree with everything (right . . . absolutely . . . I know . . . of course you are . . . incredible . . . really?) and only half listen				
Dreaming	You pretend to listen but are bored so you tune out the other person while drifting about in your interior fantasies that are more entertaining				
Pre-occupation	You are preoccupied with your own emotions (e.g., worry, fear, anger, grief and depression) which get in the way				
Discomfort with silence	You are uncomfortable with silence and tend to fill it by re-phrasing the question, offering prompts or carrying on talking				
Habit / laziness	You have got into a bad habit of not listening fully				

Goal to improve my listening skills:

Actions to take:

I will know that I have met my goal and improved my listening skills when:

Questioning

Consider why you ask questions as an Educator and what questions you use to facilitate learning.

Now consider example questions for each purpose:

- To make them think
- To help them to problem solve
- To gain information
- To clarify
- To build rapport
- To check for understanding
- To build confidence
- To encourage them to take responsibility
- To draw out learning
- To challenge their views and ideas
- To encourage self-reflection
- To raise awareness

Look at the following list of questions and find examples of questions which:

- are closed
- are leading
- might make the Educator defensive or find excuses
- usually result in a judgmental or woolly answer (a common question)
- raise awareness
- make the Educator think
- help the Educator to action plan and take responsibility for change
- encourage self-reflection
- draw out learning
- challenge Educator's behaviour

1. How did you feel that went?	2. What are the 3 energy systems?	3. So what will you do about that?
4. Would that be a good way of doing it?	5. Have you had any experience of this before?	6. Do you think you could have done it differently?
7. What, if any, experience have you had in coaching young players?	8. Tell me a little more about the way you would deal with that injury.	9. Do you think it would be better to provide feedback at that point?
10. You've obviously got some good experience here, what can you share with the group?	11. What might be the consequence of your exceptionally high standards and competitiveness?	12. What did you notice about some of the players when you were running the warm-up?
13. What have you learnt from that task that might influence the way you coach?	14. In what ways could you adapt that practice to help develop their decision making skills?	15. What might be the consequence of your 'winning is the most important' philosophy?
16. What else do you notice when you stand there?	17. In trying to achieve your goals, what went well?	18. What will you now do?
19. Why did you do it that way?	20. How committed are you to doing that?	21. How will you know you have improved?
22. Tell me a little more about that.	23. What have you learnt from that task that might influence the way you coach?	24. Tell me a little more about the way you periodise training

Identify the questioning characteristics that might be displayed by:

Inexperienced Educator	Effective Educator	Excellent Trainer

Goal to improve my questioning skills:

Actions to take:

I will know that I have met my goal and improved my questioning skills when:

What strategies will you use to bring your questioning and listening together?

Module 6 - Trainer delivery

Self-reflection on practical #1

Delivery as an Educator (outside of your area of specialism)

What did you do?

What went particularly well?

What did not go as well as you wanted?

What did you learn?

What will you do differently as a result?

Self-reflection on practical #2

Delivery as a Trainer

During your delivery, what went particularly well?

During your delivery, what did not go as well as you would have wanted?

What will you do differently as a result?

Self-reflection on practical #3

Co-delivery as a Trainer

Describe what happened

Identify your thoughts and feelings

State the learning you gained

Determine what you will now do differently

What are the advantages of co-delivery?

What are the disadvantages of co-delivery?

Self-reflection on practical #4

Delivery as a Trainer on live Educator course

What were you trying to achieve?

During your delivery, what went particularly well?

During your delivery, what did not go as well as you would have wanted?

What will you do differently as a result?

Self-reflection on Educator support

Describe how you supported the Educator

How did you structure your support of the Educator?

What was most effective?

What was least effective?

What remaining challenges does the Educator face and how will you support them?

Module 7 - Quality assurance

Quality assurance is a crucial part of the Trainer's role in maintaining the quality of the education workforce.

There are five criteria required in order to maintain an IRB Educator Licence:

1. Demonstrate activity as an Educator including accurate submission of course spreadsheets to the IRB
2. Have a satisfactory quality assurance report from an IRB Trainer (see the associated document IRB Educator QA form - the Trainer will observe you delivering a course within your home Union, complete this form and return it to the IRB)
3. Have the support of your Union
4. Have the support of your Regional Association
5. Comply with the IRB Training and Education code and online programme pre-requisites.

Typically quality assurance would involve a Trainer working with an Educator on a live IRB course. The Trainer's interventions could be mixed, ranging from co-delivery to pure observation and feedback.

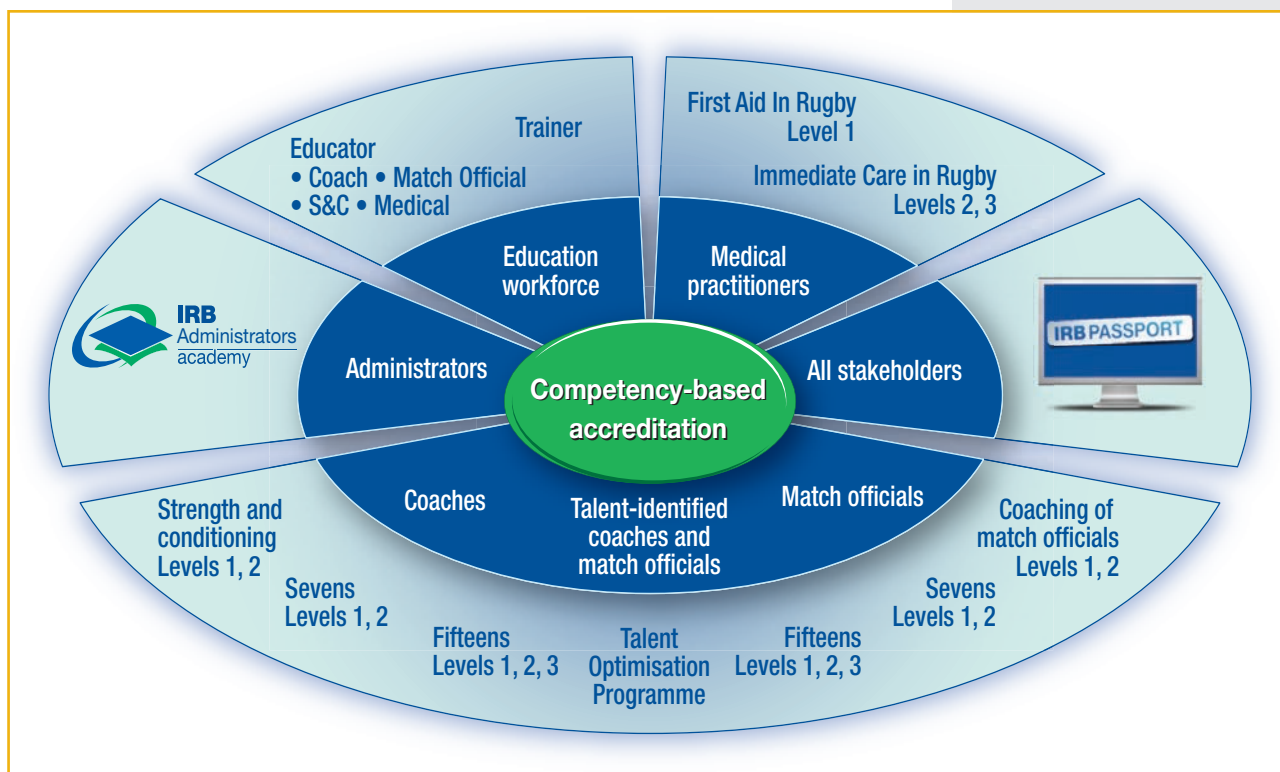
There are two important elements of feedback:

1. Style of delivery (presenter - facilitator - extreme facilitator)
2. Standards of delivery (above, appropriate to, or below expected standard)

If an Educator has two consecutive QA reports which are below the expected standard, then their license is revoked.

As part of this course, you'll complete a QA report on an Educator, either in a live setting or using video material.

Module 8 - IRB education programmes



IRB online fileshare system

When you become licensed as an IRB Educator, you'll gain access to the IRB Fileshare system at www.irbpassport.com.

When you give your email address to the Master Trainer delivering this course, be sure to give the address under which your Educator licence is held. That way, access to the IRB FileShare will be given to that same address.

Next time you log in after becoming licensed, you'll see a "Fileshare" link.



Follow the Fileshare link to access the latest versions of all IRB course documentation and supporting resources.

Steps to running an IRB course

1. Agree programme of course with Union
2. Ensure logistics and registration procedures are in place
3. Familiarise yourself with course materials on IRB Fileshare
4. Undertake risk management checklist (supplied as separate document)
5. Register candidates onto the supplied Excel spreadsheet asking them to supply the email address they have previously used to register with IRB Passport online sites (e.g., Rugby Ready, Laws, etc). This is essential as it ensures that their online and face-to-face learning are tracked simultaneously.
6. Save the spreadsheet using the naming convention as follows:

Year-month-date, Educator initials, course code, venue, country

Example:

Year-month-date Course code Country
 ↙ ↘ ↘
130523 AD L1C15 Rosario Argentina.xlsx
 ↗ ↗
 Initials Venue

For course codes, please see next page.

7. When course and any assessments are complete, send course spreadsheet to **jennifer.wilson@irb.com**.

(Only send records for candidates who have successfully completed the course and, where applicable, the assessment requirements.)

8. For courses with formal assessment (e.g., a transcript of accreditation) this must be sent to your Regional Training Co-ordinator along with the course spreadsheet for approval.

Regional Training Co-Ordinator contacts

CONSUR (South America)

Alejandro Degano **rtconsur@irb.com**

ARFU (Asia)

Gene Tong **rtcarfu@irb.com**

CAR (Africa, French speaking)

Adama Bakhom **rtccarfr@irb.com**

CAR (Africa, English speaking)

Denver Wannies **rtccaren@irb.com**

NACRA (North America and the Caribbean)

Mike Luke **rtcnacra@irb.com**

FORU (Oceania)

Talemo Waqa **rtcforu@irb.com**

FIRA-AER (Europe)

Douglas Langley **douglas.langley@irb.com**

Course codes

GENERAL			
Rugby Ready face-to-face	RR	Educator	ED
COACHING			
Level 1 Coaching 15-a-side	L1C15	Level 1 Coaching 7-a-side	L1C7
Level 2 Coaching 15-a-side	L2C15	Level 2 Coaching 7-a-side	L2C7
Level 3 Coaching 15-a-side	L3C15		
MATCH OFFICIALS AND COACHES OF MATCH OFFICIALS			
Level 1 Officiating 15-a-side	L1MO15	Level 1 Officiating 7-a-side	L1MO7
Level 2 Officiating 15-a-side	L2MO15	Level 2 Officiating 7-a-side	L2MO7
Level 3 Officiating 15-a-side	L3MO15	Level 1 Coaching of Match Officials	L1CMO
		Level 2 Coaching of Match Officials	L2CMO
STRENGTH AND CONDITIONING			
Level 1 Strength & Conditioning	L1SC	Level 2 Strength & Conditioning	L2SC
MEDICAL			
Level 1 First Aid In Rugby	L1FAIR	Level 3 Advanced Immediate Care In Rugby	L3AICIR
Level 2 Immediate Care In Rugby	L2ICIR		

Underpinning all modules - Practical and classroom delivery opportunities

On the following pages you'll find some tables which you can use to support your practical delivery.

Competencies to be achieved

Personal Trainer goal

Audience

Time

Section

Delivery

Time

Resources

Introduction

- 1 Climate
- 2 Outcome
- 3 Check for knowledge, skills and experience

Main part

- 4 Share information if needed
- 5 Set up micro-coaching opportunities
- 6 Generate feedback for the learner from peers and yourself
- 7 Intervene as appropriate, e.g., provide model of good practice or set additional task

Conclusion

- 8 Draw out key learning points (KLPs).
- 9 Identify action plan

The REVIEW process

	Stages	Sample statement / questions	Tips
R	Re-assure and re-integrate	Thank you, I really liked the way you... It was great the way you You did really well when...	<ul style="list-style-type: none"> • must start quickly • must be honest but reassuring • keep it short, don't leave them with nothing to say
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W	W hat have you learnt? What will you do now? Thank Educator.	Ask the Educator these questions and try to nail precisely what they will do with what they have learnt to change their educating in the future	<ul style="list-style-type: none"> • ensure this is done by the Educator and not imposed by you • this is often done superficially (e.g. I'll work on ...); ensure you ask questions about how and when

Notes

Practical delivery

Your Trainer will suggest a task to provide you with appropriate challenge. It must have a clear outcome and you must define three criteria to assess the Educator, e.g., “By the end of the session the learner should be able to..... and the assessment criteria are”.

Reflective notes on practical delivery

Reflective note on personal review of other Educator:

Module 9 - Risk management

Imagine you are now a licensed Educator and you are running an IRB course in your region. What are the considerations when developing a risk management process?

Along with this document you will have received the IRB Risk Management Checklist, which is a stand-alone document so you can copy it multiple times for future risk assessments. Please take a moment to read it now.

Risk management models



TRAINERS & EDUCATORS delivering Rugby education must:

- understand their obligations relating to their duty of care
- be suitably experienced and competent to educate others, i.e., licensed an IRB Educator and qualified in your specialist field
- use regular and approved practice
- be aware of any learner at risk
- ensure acceptable learner behaviour at all times
- clarify the roles and monitor the work of all staff, contracted workers and volunteers.

LEARNERS engaged in Rugby education must be:

- given opportunities to think about safe practice in relation to themselves and peers
- guided to develop their knowledge and understanding relating to responsible participation and progress
- sufficiently skilled and confident in the tasks set
- appropriately supervised when undertaking a leadership role
- given ongoing objective feedback.



Appropriate challenge
 RUGBY EDUCATION
 Acceptable risk

CONTEXT

FACILITIES should:

- provide hazard-free playing surfaces
- have sufficient space allocated to the activities
- be regularly and systematically maintained
- be used appropriately.

PROCEDURES should involve:

- safety rules and regulations clearly understood by both students and staff
- attendance and assessment records consistently maintained
- all accidents and 'near misses' logged and reported where required
- communication with Unions about IRB policy and practice.

EQUIPMENT should be:

- inspected before use
- monitored for wear and tear
- disposed of when condemned.

ORGANISATION

PREPARATION requires:

- comprehensive schemes of work in place
- a safety policy and guidelines
- up-to-date risk assessment.

TEACHING STYLE and **CLASS**

ORGANISATION should ensure that:

- learner capability is matched to the task
- the methodology is appropriate to safety demands inherent within the activity, e.g., autocratic method for scrummaging / scrummaging session
- learners are always appropriately prepared and confident through progressive practices.

- In your groups, prepare a 45-minute session for 5/6 Educators.
- At the end of the session, the Educators will be able to manage risk as an Educator.
- Remember PRICELESS and design template.

Define some outcomes and assessment criteria for this proposed module

Follow the 8 step design process to design a 45-minute module

Present your findings