Level 2 Coach Competency Criteria Statements

Criteria	Required	Exceeded	Achieved	Yet to be Achieved
Planning				
Objectives	Must be demonstrated	As per "Achieved" as well as:	Objectives are specific Objectives are realistic and achievable Objectives are measurable	• Objectives are too general • Objectives are unrealistic and unable to be achieved within the session timeframe • Objectives are not measurable
Activities	Must be demonstrated	As per "Achieved" as well as: • Diagrams may be included for clarification	Activities relate to the objectives specified § Activities may include a diagram § Activities include a progression Time is specified for each activity	• Activities do not relate to the objectives specified • No time is specified for each activity
Review	Must be demonstrated	As per "Achieved" as well as: • Individual player analysis/review.	• Future actions for next session are developed • Annotations on session plans demonstrating review of plan	• No review evident
Group Management				
Group Organisation	Must be demonstrated	As per "Achieved" as well as: • The training environment is conducive to best coaching practice. E.g. Use of space; discipline etc. • 'Tempo' of the session is at a high level. • Water bottles are proximal to the training area.	• Managing the group in a space so that all players can see and hear the coach • The coach maintains a proximal position to all players • Space is managed by use of grids • Grid re-organisation is minimal • The coach can move amongst players without disrupting activity	• Players are not in a position to see and hear the coach. • The coach is often in a position where they cannot manage, observe or communicate with all players • Space is not managed by any method of definition • Grid re-organisation is great. • Coaching movements disrupts activity.
• Time Management	Must be demonstrated	As per "Achieved" as well as: •	• The session commences on time • The session finishes within time • No downtime is evident during the session	• The session commences late • The session runs overtime • There are frequent periods of inactivity and downtime

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• Discipline	May be demonstrated	•	• The session activities are not compromised for any disciplinary action	• Undesirable behaviours are allowed to compromise the outcomes of the session
Communication				
Instructions	Must be demonstrated	As per "Achieved" as well as: § Players can recite instruction demonstrating comprehension.	Instructions are clear and concise with the aid of 'Key Factors' and coaching cues. Players attention is secured prior to instruction Eye contact is established and maintained	• Instructions are ambiguous or contain conflicting information • Players attention is not secured prior to instruction • Eye contact is not evident
Feedback	Must be demonstrated	As per "Achieved" as well as: Feedback is also provided by player leaders.	Feedback is specific and immediate to activity and aimed at individuals distinct from the group Feedback should be positive or constructive • Feedback occurs for activities	• Feedback is too general • Feedback is negative and does not offer a solution • Feedback is not offered for activities.
• Questioning	Closed must be demonstrated Open may be demonstrated	As per "Achieved" as well as: • Questions are predominately open and contribute to the session • Coach responds/acknowledges to player(s) answers to questions.	• Closed questions are used to check for compliance • Open questions are used to investigate inability to execute an activity • Open questions are used for experiential learning • Understanding is checked with players	• No questioning is evident • The coach does not appropriately respond to the players answer
Teaching				
• Learning Experiences	Must be demonstrated	As per "Achieved" as well as: • Activities are adapted within the session to specifically enhance individual learning	• Key Factors and coaching cues must be identified and understood. • Experiences are structured in a sequential order to progress learning • Experiences are challenging • Experiences are appropriate: o Age and skill level o Experience	• Key Factors and coaching cues are not identified and/or understood. • Experiences are random and unrelated therefore inhibiting learning • Experiences are inappropriate: o Age o Experience o Equipment/facilities

Criteria	Required	Exceeded	Achieved	Yet to be Achieved
• Error Correction	Must be demonstrated	As per "Achieved" as well as: • Error correction is provided for errors • Noticeable performance improvements are demonstrated.	o Equipment/facilities • Error correction is provided at each activity if necessary • Error correction is limited to the key points contained in the instruction	• Error correction is not provided at each activity if error is evident • Error correction introduces additional information not addressed in the instruction key points
• Demonstration	Must be demonstrated	As per "Achieved" as well as: • Demonstration does not encourage errors in performance • Peer modelling is the preferred demonstration technique	• Demonstration is provided for each new activity • Demonstration immediately follows the instruction	• Demonstration is not provided for each new activity • Demonstration is not partnered by immediately preceding instruction

Game Elements Criteria

Criteria	Required	Exceeded	Achieved	Yet to be Achieved
Safety	Must be demonstrated	Not applicable	• Training area is free from hazards • Goal post pads are fitted • Mouthguards are encouraged • Jewellery and hazardous personal items are removed • Hydration is appropriately managed	• Training is conducted near obvious hazards • Goal post pads are not fitted • The use of mouthguards is not promoted • Jewellery and hazardous personal items are not removed • Hydration is not managed
Scrum	May be demonstrated	As per "Achieved" as well as: • Explains and demonstrates Law applications in relation to binding; 'boring in' and flanker angles on lock through 'live scrummaging'.	• Key factors and coaching cues are identified. • Identifies and explains Law knowledge. • Explains and demonstrates correct body shape • Explains the individual role of each player in the scrum and assembles a scrum ready for engagement • Explains and demonstrates the correct engagement sequence • Provides explanation to scrum	• Key factors and coaching cues are not identified. • Does not identify and explain Law knowledge. • Does not explain nor demonstrate correct body shape • Does not explain the individual role of each player in the scrum nor assemble a scrum ready for engagement • Does not explain nor demonstrates the correct engagement sequence

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			problem solving – wheels or collapse • Explain and demonstrates push/resist mechanics	• Does not explain nor demonstrates the May Day protocol
Tackle	Must be demonstrated	As per "Achieved" as well as: • Creates a learning experience to reinforce correct tackle technique selection	• Key factors and coaching cues are identified. • Identifies and explains Law knowledge. • Explains and demonstrates the responsibilities of the tackler as required by law • Explains and demonstrates the responsibilities of the tackled player as required by law In relation to a low tackle: • Explains and demonstrates an effective tackle approach • Explains and demonstrates effective shoulder position • Explains and demonstrates safe and effective head position • Explains and demonstrates effective arm capture • Explains and demonstrates an effective leg drive In relation to an impact tackle: § Explain and demonstrates the 'leg hook' technique	• Does not identify Key Factors or coaching cues. • Does not explain Tackle Law • Does not explain and demonstrate the roles and responsibilities of player(s) involved in a tackle. • Does not explain nor demonstrate the responsibilities of the tackler as required by law • Does not explain nor demonstrate the responsibilities of the tackled player as required by law • Does not explains nor demonstrate an effective tackle approach • Does not explain nor demonstrate effective shoulder position • Does not explain nor demonstrate safe and effective head position • Does not explain nor demonstrate effective arm capture • Does not explain nor demonstrates an effective leg drive
Criteria	**Required**	**Exceeded**	**Achieved**	**Yet to be Achieved**
Lineout	May be demonstrated	As per "Achieved" as well as: • Demonstrates ways of countering different lineout	• Key factors and coaching cues are identified. • Identifies and explains Law	• Key factors and coaching cues are not identified. • Does not identify and explain

		structures. E.g. formations, space and numbers.	knowledge. • Explains how to create space. • Explains and demonstrates different types of throws. • Explains and demonstrates effective technique for supporting or lowering the jumper	Law knowledge. • Does not explain how to create space. • Does not explain or demonstrates different types of throws. • Does not explain nor demonstrate effective technique for supporting or lowering the jumper
Ruck	May be demonstrated	As per "Achieved" as well as: • Explain and demonstrate a range of opportunities available to the tackled player within the law	• Key factors and coaching cues are identified. • Identifies and explains Law knowledge. • • Explains ruck Law • Explains and demonstrates safe and effective 'driving out' technique • Explains and demonstrates rucking technique	• Does not explain ruck Law • Does not explain nor demonstrate safe and effective 'driving out' technique • Does not explain or demonstrate rucking technique.
Maul	May be demonstrated	As per "Achieved" as well as: § Differentiates between a 'latch maul' and a 'traditional maul'.	• Key factors and coaching cues are identified. • Identifies and explains Law knowledge. • • Explains Maul Law • Explains and demonstrates the roles and responsibilities of players involved in a maul.	• Does not explain Maul Law • Does not explain and demonstrate the roles and responsibilities of players involved in a maul.
Restarts	May be demonstrated	As per "Achieved" as well as: § Demonstrates initiative in re-starts. E.g. '7's drop-out; split.	• Key factors and coaching cues are identified. • Identifies and explains Law knowledge. •	• Does not explain Restartl Law • Does not explain and demonstrate the roles and responsibilities of players involved in a restart.

			• Explain and demonstrates functional roles of each player • Explains and demonstrates different positional structures to receive and take a restart	• • Does not explain and/or demonstrate functional roles of each player • Does not explain and/or demonstrate different positional structures to receive and take a restart
Backplay	May be demonstrated	As per "Achieved" as well as: § Initiates attack by analysis of defensive structures.	• Key factors and coaching cues are identified. • Identifies and explains Law knowledge. • • Explain and demonstrate starter plays with options • Use Key Factors to re-inforce demonstrations • Provide insight into different ways of challenging a defensive line through Angle , Alignment and Speed • Explain and demonstrate the functional roles of support players in different environments	• Does not explain Law issues – off-side • Does not explain and demonstrate the roles and responsibilities of players involved in backplay. • • Does not explain and demonstrate starter plays with options • Does not use Key Factors to re-inforce demonstrations • Does not provide insight into different ways of challenging a defensive line through Angle, Alignment and Speed. • Does not explain and demonstrate the functional roles of support players in different environments
Defence	May be demonstrated	As per "Achieved" as well as: § Identification of defensive flaws; shape of defence.	• Key Factors and coaching cues are identified. • Identifies and explains Law knowledge. • Explains and demonstrates different defensive structures .e.g. from primary to phase possession.	• Key Factors and coaching cues are not identified. • Does not identify and explain Law knowledge. • Does not explain and demonstrate different defensive structures .e.g. from primary to phase possession.
Team Coaching	Must be	As per "Achieved" as well as:	• Provide technical and tactical	• Does not provide technical and

	demonstrated	§ Players provide options (ownership) for execution of game plan.	advice to the team leaders • Provide options available as part of the demonstrated Game Plan. • Explain functional roles in summary during a team run.	tactical advice to the team leaders • Does not provide options available as part of the demonstrated Game Plan. • Does not explain functional roles in summary during a team run.
Coaching Ethics	Must be demonstrated	Not applicable	• Treats each player with respect • Provides a personal example of appropriate behaviour • Does not breach the ARU Code of Conduct	• Commits a breach of the ARU Code of Conduct