



National & Divisional Selection/
Assessment Handbook

2012-13

Introduction

National Selection/Assessment Positional & Generic Criteria Tool

This tool provides selectors and assessors with criteria for the selection of representative teams, from Under 16 to Under 20. However, it is important that the value of each criterion will be dependent on the objectives of the specific programme.

16 Group	<p>Developing Potential Focus on “PERFORMING” with style of play, utilisation of existing skills development of new skills, creativity and the willingness to take risks at the forefront of the programme. Development based selection.</p>
18 Group	<p>Developing a Competitive Edge Focus on “COMPETING” with player and team profiling, developing a game plan, unit play strategies and tactics at the forefront of the programme. Understanding how to compete. Learning how to win. Performance based selection.</p>
U20s/Students/ England Counties	<p>Outcome Focus on “OUTCOME” with specific performance profiling, game analysis, opposition analysis, functional and leadership roles at the forefront of the programme. Utilising & combining creativity, adventure and flair with pragmatism and tenacity. Understanding how to win. Winning based selection.</p>

This tool can be used for CB representative programmes below Under 16, but is accepted that the assessment process would be far more developmental and the generic criteria of overwhelmingly greater significance.

It is anticipated that those nominating, and those involved (including players) would be fully aware of the criterion on which players will be assessed in advance of the assessment day.

Using the selection/assessment tool

The tool comes in 5 parts:

1. Generic criteria

All selectors should be familiar with the generic criteria, and should refer to them to highlight or emphasise a point within the selection meeting, and/or to provide feedback to each of the players.

2. Key generic and key positional criteria

This sheet should be used by selectors in the field to record evidence against identified key performance indicators for each player. The generic criterion is standard for every player, with specific position criteria added. Each selector should use the sheet to record instances where the players have demonstrated the particular attribute. A holistic overview of the player’s performance must be supported with clear and precise analysis. It is important to remain open-minded and flexible in recognising that

“Not everything that can be measured counts and not everything that counts can be measured” – however the selectors and players should be very clear on where they stand at the end of the process.

3. Feedback sheet

This should be used by the selector for the Chair of Selectors and/or administrator to:

- Summarise the player’s overall performance
- Enable clear, concise and accurate feedback to each player

All players must be provided with accurate, specific and objective feedback.

4. Detailed position specific criteria

Each selector responsible for selecting a particular position should be familiar with the criteria for that position and should be able to refer to them to highlight or emphasise a point within the selection meeting, and to provide feedback to each of the players. This will aid the report described in point 3 above.

5. Guidance and protocols for selection meetings

This provides useful guidance, tips and protocols for selection meetings for all levels of the game

All tables can be found on rfu.com in word format for use in selection.

Assessment Criteria	Must	Explanation
Physical	<ul style="list-style-type: none"> Cope with physical demands of the game Maintain effective work rate 	<ul style="list-style-type: none"> The player can match or beat a bigger, heavier opponent in and out of contact The player moves quickly from one position to another without losing control of body weight e.g. when making rapid changes of direction at pace The player is a much faster runner than most in the age group Compared with most in the age group, the player can really “explode” into a jump, tackle, push, kick or throw The player can remain steady and in control even when performing rapid movements or being tackled or grabbed by an opponent The player has, or is near a level of fitness (aerobic/anaerobic, strength, flexibility, speed) & core stability to be able to compete & perform at the appropriate level
Mental	<ul style="list-style-type: none"> Maintain focus Be mentally tough (tenacious) 	<ul style="list-style-type: none"> The player keeps going for the period of the activity and keeps focussed even when tiring The player goes into tackles and/or contact even though a painful knock is likely or results, then gets back into the activity quickly The player shows a determination to compete (e.g. to get the ball, win the race, beat the opponent) The player “has a go” even perhaps after being unsuccessful the first time and is willing to experiment and “have a go” with more difficult skills
Technical/Skill	<ul style="list-style-type: none"> Execute core and position specific skills under pressure Maintain safe and effective technique appropriate to position 	<ul style="list-style-type: none"> The player consistently performs a sequence of movements, with little thought and minimum effort, with control e.g. <ul style="list-style-type: none"> throwing jump & catch catch & pass catch and kick tackle and contest The player can maintain effective technique throughout regardless of opponent/conditions The player is able to make adjustments to technique when required
Game Awareness	<ul style="list-style-type: none"> Understand and demonstrate their role/s throughout the game Make effective decisions 	<ul style="list-style-type: none"> The player can follow the movement of the ball while making sense of the movement of other players, both attackers and defenders, on the field A player with good game vision can accurately track the most influential fast movements of the ball and other players A player is a good decision maker in the game when, with little time and space s/he can produce an action that increases the chance of success Players show good support when their actions help the ball-player in attack, or help their team to defend when the opposition has the ball A player shows creativity when s/he chooses an unexpected/less likely course of action that changes the balance of advantage for their team (attack & defence) The player is able to improvise & adapt to changing situation The player applies principles of play to attack & defence The player understands & fulfils the role in attack & defence
Personal*	<ul style="list-style-type: none"> Exhibit discipline Be committed to improve (coachability) 	<ul style="list-style-type: none"> The player picks up new skills quickly and responds well to advice and tips from the coach The player is able to analyse quality of performance (own and others) The player accepts their role within the team/unit/sub unit The player seeks opportunities to improve The player is able to lead & motivate, through communication or action The player demonstrates determination and resilience

*Personal attributes can only be assessed over a period of time and may be reported on at each stage of the assessment process by the coaches who have worked with the player, and/or be included in a final report

Full back

Generic - All players must be able to:	
Statement	Observations (e.g. number/type of incidents)
TACKLE – how many made, how many missed?	
MANAGE THE BALL IN CONTACT – how many carried into contact, how many times kept, how many times lost?	

Position Specific Full Back	
Hits the line with pace and threat	
Works with back 3 unit in attack and defence	
Deals effectively with kicks	

Full back feedback

For Selectors and Players		
Date:	Selector:	
Game:		Conditions:
Player Name:		
Strike & Support Runner Strike runner with pace and timing into the line or as a support runner		
Kicking Effective kicker off either foot		
Counter-attacking Seeks to counter attack and link as part of the back 3		
Defence Effectively deals with a highball and defensive duties		
Other aspects Such as Physical, Mental, Skill, Game Awareness, Personal attributes		

Full back - supplementary

Key Positional Attributes – Full Back	
Technical	<ul style="list-style-type: none"> Effectively deals with an opponent's kick Times the pass accurately for the receiver Must kick off EITHER foot with accuracy and length, both as an attacking option and to relieve pressure Goal kicking and restarts a plus
Decision-Making	<ul style="list-style-type: none"> Maximises own team's attacking threat & minimises opponent's attacking threat Make effective decisions
Positional & Game Awareness	<ul style="list-style-type: none"> Use panoramic vision of game—especially from phase ball: anticipate—scan—act—communicate Understand and demonstrate their role/s throughout the game The player is able to improvise & adapt to changing situation Ability to read the game and cover defensive options
Attack	<ul style="list-style-type: none"> Effective 'strike runner' with pace and timing into the line or as a support/decoy runner Key attacking player from set and broken play—be confident and adventurous Positional awareness—good understanding from ALL field positions—work in tandem with wings on attack and defence Timing into backline with power and speed—able to step off either foot at pace Run into backline with timing and good lines to create space for wings and others Understand and execute continually, the requirements of counter attack
Defence	<ul style="list-style-type: none"> MUST be strong, effective tackler—all types of tackle Able to shadow and manipulate ball carrier
Communication	<ul style="list-style-type: none"> Must organise the defence, most especially the back 3 Accurate and continual Positive talk and option calling skills especially off phase ball

Winger

Generic - All players must be able to:	
Statement	Observations (e.g. number/type of incidents)
TACKLE – how many made, how many missed?	
MANAGE THE BALL IN CONTACT – how many carried into contact, how many times kept, how many times lost?	

Position Specific Winger	
Shows an ability to beat an opponent 1 on 1	
Works hard to support/cover back 3 unit	
Deal with opponents kick and cross field kick from own team	

Winger feedback

For Selectors and Players	
Date:	Selector:
Player Name:	Game:
Report:	Conditions:
A Finisher Genuine sprint pace and evasion skills to score tries	
Dealing with kicks Deals with ball kicked at or behind him	
Counter-attacking Seeks to counter attack as part of the back 3	
Positional awareness Ability and willingness to effectively read the game in both defence and attack.	
Generic Other aspects, such as Physical, Mental, Skill, Game Awareness, Personal attributes	

Winger - supplementary

Specialist Skills - Winger	
Assessment Criteria	Example
Attacking	<ul style="list-style-type: none"> Ability to beat opponents off EITHER foot and stay up in tackle when required Support Fullback and others as counter attack and defence “team” Must have finishing ability—determination and courage Awareness of blindside options and entry from blindside as an attacking or decoy option SWERVE and or SIDE STEP
Defensive	<ul style="list-style-type: none"> Chase and pressure opposition whenever possible Accurate hard defender—working also in tandem with others in back 3 Understand and execute tackle options e.g. Spot, Cover, Smother etc
Kicking	<ul style="list-style-type: none"> Kick effectively especially with stronger “foot” as an option to relieve pressure CHIP/GRUBBER and RETRIEVE SKILLS

Centre

Generic - All players must be able to:	
Statement	Observations (e.g. number/type of incidents)
TACKLE – how many made, how many missed? Inside C	
Outside C	
MANAGE THE BALL IN CONTACT – how many carried into contact, how many times kept, how many times lost? Inside C	
Outside C	

Position Specific Centre	
Inside Centre Distributes accurately off either hand	
Ability to make line breaks	
Kicks well out of hand	
Outside centre Can distribute well off either hand with a range of passes	
Ability to make line breaks	
Exploits overlaps	

Centre feedback

For Selectors and Players	
Date:	Selector:
Game:	
Player 1: Inside Centre	Player 2: Outside Centre
Player Name:	
Conditions:	
Decision-Making Must be capable of making good decisions under intense pressure and of executing the decision accurately	
Tackling Aggressive & competent tackler	
Threatens Defence Ability to commit defences with running lines, and utilises support players, inside and out.	
Kicking Execution of a range of attacking & defensive kicks	
Generic Skills Other aspects, such as Physical, Mental, Skill, Game Awareness, Personal attributes	

Centre - Supplementary

Centre - Supplementary	
Awareness & Decision-Making	<ul style="list-style-type: none"> Ability to “read” game and make effective decisions The player is able to improvise & adapt to changing situation Key decision maker and communicator, especially on defence and when on attack from broken play
Tackling	<ul style="list-style-type: none"> Aggressive & competent tackler Creates turnover opportunities
Technical Skills	<ul style="list-style-type: none"> Times an accurate pass for the receiver Alternative kicking option to Fly-Half (predominantly IC) Chip/grubber/nudge kick for self or others Ability to Stay up/remain on feet in the tackle Ability with range of kick options to get ball in behind opposition (grubber, chip, wipers, long) Punting option for clearance (preferably alternate foot from 10 or 13) 2 handed ball carriage, for continuity and distribution
Attack Outside Centre	<ul style="list-style-type: none"> Key support player at tackle—following kicks and cover defence Ability to commit defence with running lines, and utilises support players, inside and out Good alignment and cohesion with inside player on all facets of attack and defence Straight runner to keep attack alignment Take outside gap and release support players
Attack Inside Centre	<ul style="list-style-type: none"> Ability to commit defence with good lines, 2 handed ball carriage and accurate timely passes under pressure to create “space” for support players Times an accurate pass for the receiver Creative running and handling ability Ability to change pace

Fly-Half

Generic - All players must be able to:	
Statement	Observations (e.g. number/type of incidents)
TACKLE – how many made, how many missed?	
MANAGE THE BALL IN CONTACT – how many carried into contact, how many times kept, how many times lost?	
Position Specific Fly-Half	
Can distribute the ball off either hand with a range of pass length	
Kick accurately out of hand	

Fly-Half feedback

For Selectors and Players	
Date:	Selector:
Game:	Conditions:
Player Name:	
Game Management Ability to read game and change tactics when necessary	
Distribution Threatens defences whilst distributing in a variety of ways	
Kicking Accurate execution of an all round kicking game, including goal kicking and restarts	
Communication Communicates effectively with the team and individuals	
Generic Other aspects, such as Physical, Mental, Skill, Game Awareness, Personal attributes	

Fly-Half – supplementary

Specialist Attributes Fly-Half	
Assessment Criteria	Example
Tackling	<ul style="list-style-type: none"> Aggressive & competent tackler Creates turnover opportunities
Attacking	<ul style="list-style-type: none"> Vary position and point of attack especially from phase play Always back up and create a threat to opposition defence thinking Be a threat with or without ball, especially the close defence at phases Ability to run the ball to apply pressure on defensive thinking Explosive, elusive runner when on the run Confident director of play Ability and speed to threaten blindside defence PASS with QUICK ACCURATE 'HANDS' off either hand and under pressure Option calling with very good physical and verbal link. Decisive, calm and accurate
Defence	<ul style="list-style-type: none"> Committed on defence—accurate and effective tackler Communicate and organise defence with outside backs Organise/control close in defence Don't show pre determination of move with body language
Kicking	<ul style="list-style-type: none"> Kick accurately and effectively off EITHER foot, for tactics and especially for field position Requires kicking skills for restarts, goal kicking

Scrum-Half

Generic - All players must be able to:	
Statement	Observations (e.g. number/type of incidents)
TACKLE – how many made, how many missed?	
MANAGE THE BALL IN CONTACT – how many carried into contact, how many times kept, how many times lost?	

Position Specific Scrum-Half	
Quick and accurate pass off either hand left particularly	
Accurate Box kick	
Organise and 'boss' forwards around the breakdown	

Scrum-Half feedback

For Selectors and Players	
Date:	Selector:
Player Name:	
Game:	Conditions:
Game Management Ability to read game and change tactics when necessary.	
Distribution Threatens defences whilst distributing in a variety of ways	
Kicking Accuracy is essential and ability to kick with either foot moving quickly into the kicking stride to clear any defender	
Communication Communicates effectively with the team and individuals	
Generic Other aspects, such as Physical, Mental, Skill, Game Awareness, Personal attributes	

Scrum-Half Supplementary

Key Positional Criteria – Scrum-Half	
Assessment Criteria	Example
Attack	<ul style="list-style-type: none"> • Quick and accurate pass of either hand (most especially the left) • Explosive runner from base and phase (speed and strength) • Vision and ability to use “blindside” • Strong link skills between backs and forwards. Speed to breakdowns. Instinctive • Strong/quick/decisive breaks from set and phase play • Organisational and talking skills, understanding of options, moves, and when to use them
Defence	<ul style="list-style-type: none"> • Strong and aggressive tackler • Communicate and organise defensive screens with loose forwards and others (eg 10 and Blindside wing) • Organisational and talking skills, understanding threats
Kicking	<ul style="list-style-type: none"> • Precise up touch and box kick off either foot • Accurate kicker off either foot to relieve pressure and create attack options (Up touch and Box)

Prop

Generic - All players must be able to:	
Statement	Observations (e.g. number/type of incidents)
TACKLE – how many made, how many missed?	
MANAGE THE BALL IN CONTACT – how many carried into contact, how many times kept, how many times lost?	

Position Specific Prop	
Safe, powerful and legal scrummage position	
Safe and powerful lineout lift	
Tackles powerfully around the fringes	

Prop feedback

For Selectors and Players	
Date:	Selector:
Player Name:	
Game:	Conditions:
Scrum Safe, Stable and Powerful scrummager	
Line-Out Safe, Stable and Dynamic Lifter & Blocker	
Ball carry Dynamic impact in ruck/maul situations and as a strong driving/ball carrying runner	
Contact Good distribution, contact and support skills	
Generic Other aspects, such as Physical, Mental, Skill, Game Awareness, Personal attributes	

Prop supplementary

Specialist Attributes: Prop	
Assessment Criteria	Example
Line-Out	<ul style="list-style-type: none"> • Safe, effective and powerful support player (lifter) • Understand other roles and requirements at lineout e.g. sweeping, reactive to deflections and support play • Applies pressure on opponent's line-out
Scrum	<ul style="list-style-type: none"> • Scrum power, accurate and consistent—know how to “Work” and manipulate the scrum • Strength and Physical presence, especially upper body for lift support and scrum • Be able and understand how to manipulate scrum—our ball and theirs • Ability to play either side of the scrum
Attack	<ul style="list-style-type: none"> • Strong driver/puller/dragger at maul
Defence	<ul style="list-style-type: none"> • Understand role of “Post”, 1st and 2nd defender at static “Rucks” • Repositions self appropriately in defensive situations • Support Jumpers at kick off

Hooker

Generic - All players must be able to:	
Statement	Observations (e.g. number/type of incidents)
TACKLE – how many made, how many missed?	
MANAGE THE BALL IN CONTACT – how many carried into contact, how many times kept, how many times lost?	

Position Specific Hooker	
Accurate throw front, middle and back	
Win scrummage ball	

Hooker feedback

For Selectors and Players	
Date:	Selector:
Player Name:	
Game:	Conditions:
Line-Out Accuracy in a range of throws	
Scrum Safe, Stable and Powerful scrummager	
Ball carry Dynamic impact in ruck/maul situations and as a strong driving/ball carrying runner	
Contact Good distribution, contact and support skills	
Generic Other aspects, such as Physical, Mental, Skill, Game Awareness, Personal attributes	

Hooker supplementary

Specialist Attributes: Prop	
Assessment Criteria	Example
Line-Out	<ul style="list-style-type: none"> • Excellent and consistent throw over a variety of distances under pressure • Strong driving and close quarter handling to be a dynamic ball carrying option
Scrum	<ul style="list-style-type: none"> • Attacking Scrummager with a clean strike of ball
Attack	<ul style="list-style-type: none"> • Demonstrates a range of passing/offloading skills • Effective ball carrier • Effective contribution in open play (support runner) • Good over ball at tackle–2nd open side flanker
Defence	<ul style="list-style-type: none"> • Can defend the short side & midfield

Lock

Generic - All players must be able to:	
Statement	Observations (e.g. number/type of incidents)
TACKLE – how many made, how many missed?	
MANAGE THE BALL IN CONTACT – how many carried into contact, how many times kept, how many times lost?	

Position Specific Lock	
Dominates airspace around the ball at lineout and restart	
Attacks and disrupts opponent's lineout ball and restart	
Active and powerful scrummager	

Lock feedback

For Selectors and Players	
Date:	Selector:
Player Name:	
Game:	Conditions:
Line-Out Good hands and aerial lineout and kick receive skills	
Scrum Powerful and strong/safe scrummager	
Ball carry Dynamic impact in ruck/maul situations and as a strong driving/ball carrying runner	
Contact Good distribution, contact and support skills	

Lock supplementary

Specialist Attributes: Lock	
Assessment Criteria	Example
Line-Out	<ul style="list-style-type: none"> • Aerial skills at lineout and restarts (Receipts and Chase) • Key ball winner at lineout, in 2 or 3 positions • Threat to opposition ball at lineout (Take their ball) • Variety of jumps in all positions
Scrum	<ul style="list-style-type: none"> • Scrum power, accurate and consistent—know how to “Work” and manipulate the scrum (Pride in scrum’s performance)
Attack	<ul style="list-style-type: none"> • Mobility to support phase ball—be an effective 2nd wave attacker/decoy • Apply pressure with ball in hand • Command your area—be a threat with ball in hand • Strong driver/puller/dragger at breakdown—know when to join/stand out
Defence	<ul style="list-style-type: none"> • Understand Defensive requirements at Scrum and Lineout • Make BONUS tackles • At breakdown know when to join/stand out
Physicality	<ul style="list-style-type: none"> • Maximise physical attributes

Flanker

Generic - All players must be able to:	
Statement	Observations (e.g. number/type of incidents)
TACKLE – how many made, how many missed? Open Side Flanker	
Blind Side Flanker	
MANAGE THE BALL IN CONTACT – how many carried into contact, how many times kept, how many times lost? Open Side Flanker	
Blind Side Flanker	
Generic Skills (Flanker) - Provides a line-out option	

Position Specific Flanker	
Open Side Flanker Excellent tackle area skills	
Running and handling skills	
Blind Side Flanker Strong ball carrier	
Robust defender	
Good off load skills	

Flanker feedback

For Selectors and Players	
Date:	Selector:
Player 1: Open Side Flanker	Player 2: Blind Side Flanker
Player Name:	
Game:	Conditions:
Physical Qualities Has a physical presence in the loose with strong ball carrying and distribution/support skills	
Impact Makes correct decisions to impact the breakdown	
Line-Out: Good aerial skills and lifting/blocking skills	
Contact: Significant contribution to the scrum in attack and defence	
Generic: Other aspects, such as Physical, Mental, Skill, Game Awareness, Personal attributes	

Flanker supplementary

Specialist Attributes: Flankers	
OPEN-SIDE FLANKER Attack & Support	<ul style="list-style-type: none"> Support for ball carrier in all parts of field Speed and lines to breakdowns (Shortest route to ball) Retain and enhance CONTINUITY of attack Secure ball on ground and present it
OPEN-SIDE FLANKER Defence	<ul style="list-style-type: none"> Attack the ball AND the Ball carrier to effect a turnover/slow the attack down Secure ball on ground and present it Turn defence into attack through accurate field position, aggressive tackling and securing of ball—Back to feet—pick Unison with 6,8,9 in “D” at scrum
OPEN-SIDE FLANKER Set Piece	<ul style="list-style-type: none"> Provide strong support for prop at scrum COMMAND tail of line out. Sharp and quick to re-act
OPEN-SIDE FLANKER Specialist Attributes	<ul style="list-style-type: none"> Intuitive more than re-active and a “hunter”—narrow and wide High aerobic capacity
BLIND-SIDE FLANKER Attack & Support	<ul style="list-style-type: none"> Pace, power and strength to provide impetus at breakdowns Create and assist continuity of attacks Support tight forwards in securing and recycling ball Look to support ball carrier especially as option in 2nd wave from line-out—scrum
BLIND-SIDE FLANKER Defence	<ul style="list-style-type: none"> Strong aggressive tackler, create fear factor, close down the short side Attack the ball—except when holding from scrum(on b/side) Strong and accurate defence of blindside (look into scrum) Work in unison with other defenders at scrum and lineout e.g. 9,8,7 and b/side wing
BLIND-SIDE FLANKER Set Piece	<ul style="list-style-type: none"> Lineout option whether as jumper, lifter or driver Powerful assistance to prop at scrum Look into scrum to keep sight of ball to time release to attack/support ball Used as extra lineout option Secure mid field area at short kick off receipts and restarts, 22m and 50m

No. 8

Generic - All players must be able to:	
Statement	Observations (e.g. number/type of incidents)
TACKLE – how many made, how many missed?	
MANAGE THE BALL IN CONTACT – how many carried into contact, how many times kept, how many times lost?	

Position Specific No. 8	
Strong ball carrier, real attacking threat	
Impact defender	
Provides a lineout option	

No. 8 feedback

For Selectors and Players	
Date:	Selector:
Player Name:	
Game:	Conditions:
Contact impact Defender to produce turnover ball & an effective ball carrier	
Line-Out Combination of good aerial skills and lifting/blocking ability	
Scrum Effective decision-making and control of and pace off the base of the scrum	
Contact Significant contribution to the scrum in attack and defence	
Distribution & Support Skills Effective support & distribution skills to maintain continuity	
Generic Other aspects, such as Physical, Mental, Skill, Game Awareness, Personal attributes	

No 8 supplementary

Specialist Attributes - No. 8	
Attack	<ul style="list-style-type: none"> • Excellent ball control/pick up and distribution/passing • Makes positive contribution to the scrum • Flexible, agile with explosive speed • Ability to breach gain line from scrum and other phases and also go wide to support ball • Critical link at scrum. Passing skills accurate and long off either hand • Understanding of moves/options/plans • Key player and communication link • Key support at breakdown—support to 7 at breakdown from set play • Work with loose forwards/9 and others to create continuity • Attacking option at kick off receipts • Line out option and effective lifter/jumper/driver
Defence	<ul style="list-style-type: none"> • Defensive involvement/organisation and understanding • Key in defensive work particularly at scrum, with loose forwards, 9 and b/side wing • Strong, aggressive, driving close quarter tackler—instils fear round the fringes • Assess opposition attack options at set play and communicate

Assessment & Selection Guidance

The purpose of this section is to: Give the Organiser/Manager of a trial/assessment detailed guidance on briefing the assessors and selectors

Definitions

Assessment

A method of evaluating a player's performance and attainment

Assessor

Somebody who evaluates the work of a player and offers an objective report

Selection

An act of choosing a player from a wide variety of others

Selector

Somebody who selects, especially somebody responsible for selecting the members of a team

1. The Briefing Meeting for Assessors and Selectors

- All selectors and assessors must be accredited.
- Make sure watching briefs are allocated and fully understood. Be sure to consult with the assessors and selectors concerned.
- Check that all assessors and selectors are fully briefed as to their roles and know the timetable for the day and arrangements for playing periods and replacements.
- Invite the lead coach to highlight priorities.
- Remind assessors and selectors that they need to alert the Chairman of any conflicting opinion about a player while the trial is in progress so that a 'third' opinion can be prepared.
- Allow for any input from medical staff if appropriate.
- Make sure whoever is filming knows what is required and that viewing equipment is ready for the post trial selection meeting.
- Remind assessors to confirm that players are numbered as named.

2. Chairing the Meeting

- Only start the meeting when assessors/selectors have ordered their evidence.
- Remind every-one that they should confine their report and opinions on the players/positions they have been delegated to cover.
- Insist on clarity and challenge generalisations: "He kept drifting" "How many times? What was his inside player doing?"

- Invite the lead coach to summarise his/her general impression of areas of strengths and any weaknesses.
- As each position is reported on summarise the discussion and conclusions before moving onto the next. If there is significant disagreement, move on with a promise to 'come back to it' when the other positions in the unit have been covered.
- Note any caveats as to an alternative position for which a player might be suited.
- Explain protocol for informing players of selection decisions and reports. Players not being selected for the Squad should be made to feel that they are still 'part of the action' rather than simply being discarded. This can be done by stressing to them the importance of keeping the Manager informed of any change in their circumstances (e.g. injury) or contact details as they are still reserves and may need to be called in at short notice.

3. Positional Requirements

When selecting for a representative squad, it is important to recognize that there may be a conflict between two alternative approaches. On the one hand there is the option to select the 'best' player for each position irrespective of the overall 'shape' or balance this produces at unit or team level. The alternative is to work from a game plan or template based on how the lead coach wants the team to play. Both approaches should be set against the objectives outlined on page 3 of this manual. In general, this will probably produce much the same result as with the first option; however, there may be exceptions. A Half-back pairing from the same club might, in the view of the coach, offer a more effective choice based on the view that they know each other's game; rather than two individuals from different clubs or schools who have superior strengths in their individual positions but who lack that experience and advantage of having played together. The coach might argue that picking the strongest combination is the priority; whilst the selector might argue that only the best player in each position should be selected, especially since only one of the pairing might go onto the next representative level and the supposed benefit advocated by the coach no longer applies.

Note:

- a) There has to be agreement over priorities between the selectors and the lead coach of the representative squad the players are being selected for. The coach will not have time to improve the skills of the players, but only to bring those skills together to make a highly skilful team. Even at regional level, the squad coaches should not be spending time teaching skills that may be considered important for players to have, but which are beyond the skill level of the 'best' players available. This would particularly apply to aspects of back play where open skills are at a premium. Selectors need to know what the coach is looking for but the coach needs to coach to what he eventually gets. Too often specialist coaches over-estimate the capabilities of the players/unit/squad given the preparation time available.
- b) At all levels, accountability is important. Parents, if not the player, may well seek an explanation as to why their child has been 'rejected'. Those involved in assessing and selecting need to be able to report in non-technical terms what the player needs to work on to improve his/her chances of future selection.

4. Selection Policy

As an example of best practice governance principles in the sport, the organising CB or Division may wish to state that it has a Selection Policy and that it is committed to fairness and transparency in the way it selects its teams. The decision not to select a young player for a representative squad sometimes gives rise to an allegation of unfairness in the selection process. Consequently, as part of its policy it may be advisable for those organising the trial to have an established procedure for dealing with complaints. The procedure should detail how a decision can be challenged if it is thought there are reasonable grounds for complaint, to whom and how the complaint should be made, and what appeal procedure is available should the matter remain unresolved.

RFU Selectors Competence Accreditation

Selector Name:

Assessor Name:

Date/s of Observation:

COMPETENCE	CRITERIA	Assessed		
		C	NY	NS
A. Knowledge & Understanding	1. Has a good understanding of the specific age group objectives, pathway and processes			
	2. Demonstrates sound technical/tactical knowledge of the game			
	3. Demonstrates a good knowledge of the generic selection skill set			
	4. Demonstrates an excellent knowledge and understanding of at least one position skill set			
B. Skills	5. Views activity from a range of vantage points			
	6. Observes and analyses players' performance accurately			
	7. The ability to record and report evidence gathered during the assessment process			
	8. Able to identify individual areas for development and discuss solutions			
	9. Communicates tactfully and empathetically with coaches, players and parents			
C. Delivery	10. Reports to the panel objectively with reference to the key criteria and within the context of the assessment objectives			
	11. Disciplined in the selection process to ensure that established criteria are met			

THIS IS RUGBY.

TEAMWORK

RESPECT

ENJOYMENT

DISCIPLINE

SPORTSMANSHIP

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The Rugby Football Foundation is a charity set up to support community participation in rugby and as part of its work is keen to support player development.

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