World Rugby Level 3 Coach
TRANSCRIPT OF COMPETENCIES

CANDIDATE	
ASSESSMENT DATE	
VENUE	
ASSESSOR	

Competency	Criteria / Standard	NYC* C* E*	Comments / Action required
A PLANNING	1. Define a vision for the upcoming season	C	
	2. Produce a season plan with defined outcomes integrating psychological, physical, tactical and technical aspects of performance	C	
	3. Periodize the season plan into cycles with specific achievement strategies	C	
	4. Base the tactical and technical aspects of the season plan on the team profile of the previous season	C	
	5. Involve players and other staff in the season planning process	C	
	6. Involve players in developing a code of conduct	C	
	7. Develop a selection process including criteria for selection	C	
	8. Provide evidence of a comprehensive understanding and implementation of game planning processes for your team throughout a season	C	
	9. Review progress during the season and amends plans accordingly	C	

*NYC = Not yet competent; *C = Competent; *E = Excellent

Competency	Criteria / Standard	NYC C E	Comments / Action required
B MANAGEMENT & ORGANISATION	10. Prepare detailed practise plans with the input of the coaching team where necessary	C	
	11. Implement the chosen selection process	C	
	12. Ensure the coaching environment is safe	C	
	13. Manage all game-related logistics for matches and training sessions	C	
	14. Develop individual improvement plans with players	C	
	15. Provide specialist support to help players improve their performance	C	
	16. Monitor and review the performance of the coaching team	C	
	17. Evaluate the effectiveness of the coaching programme based on feedback from a variety of sources	C	

Competency	Criteria / Standard	NYC C E	Comments / Action required
C OBSERVATION & ANALYSIS	18. Apply the principles of play to attack and defence	C	
	19. Apply functional roles to analyze player performance	C	
	20. Apply key factors to analyze accurately the performance of functional roles by players	C	
	21. Identify critical incident within an episode of play and analyzes root cause	C	
	22. Use observation and analysis to develop a team and game profile of the opponents	C	

Competency	Criteria / Standard	NYC C E	Comments / Action required
D TECHNICAL & TACTICAL APPLICATION	23. Develop player profiles (strengths and weaknesses)	C	
	24. Develop a team profile (strengths and weaknesses)	C	
	25. Provide the players and team with practices and appropriate progressions to address weaknesses and reinforce strengths (as identified in the team profile)	C	
	26. Develop a game profile including patterns of play	C	
	27. Coach restarts safely and effectively based on the game profile	C	
	28. Coach continuity safely and effectively based on the game profile	C	
	29. Coach defence safely and effectively based on the game profile	C	
	30. Coach counter-attack safely and effectively based on the game profile	C	
	31. Develop a game plan for a specific opposition team based on their game profile	C	
	32. Modify practice activities to achieve the game plan	C	

Competency	Criteria / Standard	NYC C E	Comments / Action required
E COMMUNICATION & INTERACTION	33. Brief the players prior to starting practice	C	
	34. Provide feedback which helps players improve performance	C	
	35. Provide opportunities for players to improve decision-making within the game	C	
	36. Provide opportunities for players to perform skills with appropriate levels of opposition	C	
	37. Seek feedback from players	C	
	38. Adapt to player needs during the practise session	C	
	39. Demonstrate effective questioning skills	C	
	40. Demonstrate effective listening skills	C	
	41. Give clear, concise and meaningful explanations	C	
	42. Self-reflect honestly and accurately	C	

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Progress after course (to be completed by Assessor)

Candidate self-reflection on the course

Status	Tick	Comments
EXCELLENT (E) - performed beyond competency standards. This candidate will receive accreditation.		
COMPETENT (C) - performed at the minimum standards defined by the competency criteria. This candidate will receive accreditation.	✔	
NOT YET COMPETENT (NYC) - performed below the minimum standards. The course staff will need to action plan for this candidate to achieve accreditation, e.g. provide written assignment, video performance, observation of performance, etc.		

CANDIDATE SIGNATURE	ASSESSOR SIGNATURE	DATE